Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Missouri - Columbia

Campus Climate Research Study

September 2017

Rankin & Associates, Consulting

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History of the Project

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

University of Missouri-Columbia also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in University of Missouri-Columbia's mission statement, "Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world."[1] To better understand the campus climate, the senior administration at University of Missouri-Columbia recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, University of Missouri-Columbia conducted a comprehensive survey of all students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

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[1] http://missouri.edu/about/mission.php

In May 2016, members of University of Missouri-Columbia worked with the University of Missouri System to form the Systemwide Climate Study Team (SCST). The SCST was composed of faculty, staff, and administrators across the entire University of Missouri System. Ultimately, the University of Missouri System contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled " University of Missouri – Columbia Climate for Learning, Living, and Working." Data gathered via reviews of relevant University of Missouri-Columbia literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups will be presented to the University of Missouri-Columbia community. The community, upon receiving the report, will then come together to develop and complete two or t 1 ee action items by spring 2018.

Project Design and Campus Involvement

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

In total, 9,952 people completed the survey. In the end, the University of Missouri-Columbia's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups at University of Missouri-Columbia.

University of Missouri-Columbia Participants

University of Missouri-Columbia community members completed 9,952 surveys for an overall response rate of 22%. Only surveys that were at least 50% completed were included in the final data set for analyses[2]. Forty-nine percent ($n = 4,859$) of the sample were Undergraduate Students, 14% ($n = 1,367$) were Graduate/Professional Students, 1% ($n = 59$) were Post-Doctoral Scholar/Fellow/Residents,[3] 10% ($n = 995$) were Faculty/Emeritus Faculty/Research Scientist members,[4] 26% ($n = 2,601$) were Staff/Senior Administrators without Faculty Rank members,[5] and 1% ($n = 71$) were Senior Administrators with Faculty Rank. Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (n) for each demographic characteristic.[6]

Table 1. University of Missouri-Columbia Sample Demographics

Characteristic	Subgroup	n	% of Sample
Position status	Undergraduate Student	4,859	48.8
	Graduate Professiona Student	1,367	13.7
	Post-Doctoral Scholar/Fellow/Resident	59	0.6
	Faculty (Tenured)	326	3.3
	Faculty (Tenure-Track)	117	1.2
	Faculty (Non-Tenure-Track)	464	4.7
	Emeritus faculty	45	0.5
	Research scientist	43	0.4
	Senior Administrator with Faculty Rank	71	0.7
	Staf/Senio Administrator without Faculty Rank	2,60|	26.0

[2]Our hundred six surveys were removed because the respondents did not complete at least 50% of the survey. Surveys were also removed from the data file if the respondent did not provide consent ($n = 0$). Any additional responses ($n = 1$) were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

[3] Graduate Student/Professional S uden /Post-Doctoral/Fellow/Residents respondents are grouped as Graduate Student/Professional Student/Post-Doctoral respondents for analyses (also referred to as Graduate/Professional Student for brevity.

[4]Senior administrators with faculty rank members were given a distinct ategor for analyses by position or are excluded when noted.

[5]Senior administrators without faculty rank members are grouped with Staff for analyses.

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

Table 1. **University of Missouri-Columbia Sample Demographics**

Characteristic	Subgroup	*n*	% of Sample
Gender identity	Woman	6,099	61.3
	Man	3,629	36.5
	Transspectrum	80	0.8
Racial/ethnic identity	African/Black/African American	501	5.0
	Alaska Native/American Indian/Native	23	0.2
	Asian/Asian American	462	4.6
	Hispanic/Latin@/Chican@	171	1.7
	Middle Eastern/Southwest Asian	54	0.5
	Multiracial	582	5.8
	Other People of Color	10	0.1
	White/European American	7,851	78.9
Sexual identity	Heterosexual	8,698	87.4
	LGBQ	888	8.9
Citizenship status	U.S. Citizen	8,988	90.3
	Non-U.S. Citizen	890	8.9
	Missing/Unknown	75	0.8
Disability status	Single Disability	767	7.8
	No Disability	8,770	88.8
	Multiple Disabilities	336	3.4
Religious/spiritua identity	Christian Religious/Spiritual Identity	5,868	60.2
	Other Religious/Spiritual Identity	538	5.5
	No Religious/Spiritual Identity	2,984	30.6
	Multiple Religious/Spiritual Identity	360	3.7

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

Key Findings – Areas of Strength

1. **High levels of comfort with the climate at University of Missouri-Columbia**

   Climate is defined as the "current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential."[7] The survey asked about level of comfort at three different levels: all respondents' perceptions of the University of Missouri-Columbia climate, employee respondents' perceptions of primary work area climate, and student and faculty respondents' perceptions of classroom climate. The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

   - 84% of Student and Faculty[8] respondents were "very comfortable" or "comfortable" with the climate in their classes.
     - 85% of Men Faculty and Student respondents, 84% of Women Faculty and Student respondents, and 72% of Transspectrum Faculty and Student respondents were "very comfortable" or "comfortable" with the climate in their classes.
   - 77% of Employee[9] respondens were "very comfortable" or "comfortable" with the climate in their primary work areas.
     - 77% of Men Employee respondents, 78% of Women Employee respondents, and 67% of Transspectrum Employee respondents were "very comfortable" or "comfortable" with the climate in their primary work areas.

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

[8]Student and Faculty respondents refer to Undergraduate Student respondents. Graduate Student Professional Student/Post-Doctoral respondents. and Faculty/Emeritus Faculty/Research Scientist respondents. Senior Administrators with Faculty Rank respondents.

[9]Employee respondents refer to Faculty/Emeritus Faculty/Research Scientist and Staff/Senior Administrators with or without Faculty Rank.

2. **Faculty Respondents[10] – Positive attitudes about faculty work**

- 91% of Non-Tenure-Track respondents felt that research was valued by University of Missouri-Columbia.

- 82% of Tenured and Tenure-Track Faculty respondents felt that research was valued by University of Missouri-Columbia.

3. **Staff Respondents[11] – Positive attitudes about staff work**

- 86% of Staff respondents thought their supervisors provided adequate support for them to manage work-life balance.

- 84% of Staff respondents thought that they had colleagues/coworker who gave them job/career advice or guidance when they needed it and 76% thought that they had supervisors and who gave them job/career advice or guidance when they needed it.

- 85% of Staff respondents believed that they were given a reasonable time frame to complete assigned responsibilities.

- 84% of Staff respondents believed that they had adequate resources to perform their job duties.

4. **Student[12] Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.[13] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[14] Attitudes toward academic pursuits are one indicator of campus climate.

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[10] Faculty respondents refer to Faculty/Emeritus Faculty/Research Scientist respondents and Senior Administrators with Faculty Rank respondents.
[11] Staff respondents refer to Staff/Senior Administrators without Faculty Rank respondents.
[12] Student respondents refer to Undergraduate Student respondents and Graduate Student/Professional Student/Post-Doctoral respondents.
[13] Pascarella & Terenzini, 2005
[14] Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

***Undergraduate, Graduate, and Professional Student/Post-Doctoral Scholar
respondents***

- 73% of Undergraduate, Graduate, and Professional Student/Post-Doctoral
  Scholar respondents felt valued by University of Missouri-Columbia
  faculty while 71% felt valued by campus staff.

- 77% of Undergraduate, Graduate, and Professional Student/Post-Doctoral
  Scholar respondents felt valued by faculty in the classroom.

- 70% of Undergraduate, Graduate, and Professional Student/Post-Doctoral
  Scholar respondents had faculty whom they perceived as role models and
  70% had other students whom they perceived as role models.

Graduate Student/Professional Student/Post-Doctoral Scholar respondents

- 95% of Graduate Student/Professional Student/Post-Doctoral Scholar
  respondents thought that department staff members (other than advisors)
  responded to emails, calls, or voicemails in a prompt manner.

- 92% of Graduate Student/Professional Student/Post-Doctoral Scholar
  respondents felt that they received due credit for their research, writing,
  and publishing (e.g., authorship order in published articles).

- 88% of Graduate Student/Professional Student/Post-Doctoral Scholar
  respondents felt they had adequate access to their advisors.

- 80% of Graduate Student/Professional Student/Post-Doctoral Scholar
  respondents were satisfied with the quality of advising they have received
  from their departments.

Key Findings – Opportunities for Improvement

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

   Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[15] Research also underscores the relationship between workplace discrimination and subsequent productivity.[16] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 19% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[17]
     - 26% noted that the conduct was based on their gender/gender identity, 23% felt that it was based on their ethnicity, 21% felt that it was based on their position status, and 20% felt that it was based on their racial identity
   - Differences emerged based on gender/gender identity, position status, and ethnicity:
     - By gender identity, a higher percentage of Transspectrum respondents (36%) and Women respondents (20%) than Men respondents (16%) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
       - 61% of Transspectrum respondents, 32% of Women respondents, and 12% of Men respondents who indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.
     - By position status[18], 29% of Senior Administrator with Faculty Rank respondents, 24% of Faculty/Emeritus Faculty/Research Scientist

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[15]Aguirre & Messineo, 1997; Flowers & Pascarella. 1999: Pascarella & Terenzini. 2005: Whitt, Edison. Pascarella. Terenzini. & Nora, 2001
[16]Silverschanz, Cortina, Konik. & Magley. 2008; Waldo, 1999
[17]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had o impact (Sue, 2010; Yosso. Smith. Ceja, & Solorzano, 2009).
[18]Use of the word position, refers to position at the University of Missouri - Columbia

respondents, 23% of Staff respondents, 20% of Graduate/Professional Student/Post-Doctoral respondents. and 16% of Undergraduate Student respondents indicated that they had experienced this conduct.

- Of those respondents who noted that they had experienced this conduct, 40% of Staff/respondents, 25% of Senior Administrator with Faculty Rank respondents, 23% of Faculty/Emeritus Faculty/Research Scientist respondents, 23% of Graduate/Professional Student/Postdoctoral respondents, and 4% of Undergraduate Student respondents thought that the conduct was based on their position status.

o By ethnicity, significant differences were noted in the percentages of African/Black/African American (39%, $n = 196$), Asian/Asian American (21%, $n = 96$), Hispanic/Latin@/Chican@ (25%, $n = 43$), Multiracial[19] Respondents (27%, $n = 156$), Other Respondents of Color (24%, $n = 21$), and White respondents (16%, $n = 1,276$) who believed that they had experienced this conduct.

- Of those respondents who noted that they believed that they had experienced this conduct, larger percentages of African/Black/African American respondents (55%, $n = 108$), Asian/Asian American respondents (68%, $n = 65$), Hispanic/Latin@/Chican@ respondents (61%, $n = 26$), Other Respondents of Color (43%, $n = 9$), and Multiracial respondents (39%, $n = 60$) than White respondents (12%, $n = 149$) thought that the conduct was based on their ethnicity/race.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at University of Missouri-Columbia. Eight hundred thirty-two respondents contributed comments regarding these personal experiences. Four themes emerged from their narratives: 1) racial issues/racism/reverse racism/protests, 2)

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[19] Per the LCST (see footnote 45 for a complete understanding of the acronym LCST), respondents who identified as a person of color and white or more than one racial identity were coded as Multiracial.

inclusion concerns for women and LGBTQ people, 3) unhealthy and hostile dynamics, and 4) fear of consequences/retaliation. Many respondents reported disrespect and exclusion with issues related to harassment or exclusionary conduct. Several respondents from all constituent groups noted concerns regarding incidents of diversity and inclusion. For Student respondents, student conduct emerged as a theme. Student respondents described issues related to harassment or exclusionary conduct, where there are derogatory remarks, and slander, and sexual harassment.

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

   Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically .underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).[20] Several groups at University of Missouri-Columbia indicated that they were less comfortable than were their majority counterparts with the climates of the campus, workplace, and classroom.

   Campus Climate
   - By position status: Graduate/Professional/Post-Doctoral Student respondents (19%), Faculty/Emeritus Faculty/Research Scientist respondents (15%) and Staff respondents (15%) were less "very comfortable" than Undergraduate Studen respondents (20%) and Senior Administrator with Faculty Rank respondents (21%) with the overall climate at University-Missouri-Columbia.
   - By racial identity: African/Black/African American (10%), Asian/Asian American (12%), and Multiracial respondents (13%) were less "very comfortable" than White respondents (19%), Other Respondents of Color (18%), and Hispanic/Latin@/Chican@ (17%) with the overall climate at University-Missouri-Columbia.

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

- By sexual identity: LGBQ respondents (11%) were less "very comfortable" than Heterosexual respondents (19%) with the overall climate at University-Missouri-Columbia.

Workplace Climate

- By gender identity: Women Employee respondents (37%) and Transspectrum Employee respondents (25%) were less "very comfortable" than Men Employee respondents (51%) with the workplace climate at UM-Columbia.

- By racial identity: White Employee respondent (40%), Other Employee Respondents of Color (32%), and Multiracial Employee respondents (33%) were more "very comfortable" than African/Black/African American Employee respondents (23%), Asian/Asian American Employee respondents (29%), and Hispanic/Latin@/Chican@ Employee respondents (26%) with the climate in their primary work areas at University-Missouri-Columbia.

- By citizenship status: Employee respondents who were U.S. Citizens (39%) were more "very comfortable" than Employee respondents who were Non-U.S. Citizens (29%) with the workplace climate at University-Missouri-Columbia.

Classroom Climate

- By gender identity: Women Faculty and Student respondents (31%) and Transspectrum Faculty and Student respondents (28%) were less "very comfortable" than Men Faculty and Student respondents (42%) with the climate in their classes at University-Missouri-Columbia.

- By racial identity: White Faculty and Students respondents (39%) were more "very comfortable" than Multiracial Faculty and Student respondents (26%), Hispanic/Latin@/Chican@ Faculty and Student respondents (25%), and Other Faculty and Student Respondents of Color (22%). However, these groups were more likely to be "very comfortable" with the climate in their classes than were African/Black/African American Faculty and Student respondents (13%) and Asian/Asian American Faculty and Student respondents (19%).

- By sexual identity: LGBQ respondents (25%) were less "very comfortable" than Heterosexual respondents (36%) with the climate in their classes at University-Missouri-Columbia.

- By undergraduate student entry status: Transfer Student respondents (49%) were less "comfortable" than First-Year Student respondents (52%) with the climate in their classes at University-Misso ur -Columbia.

3. **Employee[21] Respondents – Challenges with work-life issues**

- 60% of Faculty/Emeritus Faculty/Research Scientist respondents, 52% of Senior Administrators with Faculty Rank, and 52% of Staff respondents had seriously considered leaving University of Missouri-Columbia in the past year.
  - o 58% of those Faculty and Staff respondents who seriously considered leaving did so because of financial reasons.
  - o 48% of those Faculty and Staff respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement.

- 27% observed unfair or unjust promotion, tenure, and/or reclassification, 20% of Faculty and Staff respondents observed unjust hiring , and 14% observed unfair/unjust disciplinary actions.

- 50% of Faculty respondents and 39% of Staff respondents noted that they believed that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, University of Missouri-Columbia breaks not scheduled with school district breaks).

- 55% of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

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[21] Employee respondents refer to Faculty/Emeritus Faculty/Research Scientist and Staff/Senior Administrators with or without Faculty Rank.

4. **Faculty[22] Respondents – Challenges with faculty work**

- 54% of Tenured and Tenure-Track Faculty respondents believed that they performed more work to help students than did their colleagues.

- 46% of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated.

- 45% of Tenured and Tenure-Track Faculty respondents noted that they believed that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations.

- 31% of Faculty respondents felt valued by University of Missouri-Columbia senior administrators.

- 29% of Tenured and Tenure-Track Faculty respondents believed that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Six hundred twenty-eight Staff respondents contributed comments regarding their employment-related experiences. The themes that emerged from these comments were overwhelming workload, dissatisfaction with salary & benefits, and lack of professional development support. Narratives made mention of inequity concerns regarding pay, more work and job responsibilities without compensation or reclassification, and lack of a link between evaluation scores and pay raises. Child care support was said to be wholly lacking or unfairly expensive.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding workplace climate. One hundred forty-one Faculty respondents elaborated on their survey responses related to their sense of value at University of Missouri-Columbia. The themes that emerged from their comments were input concerns and leadership. Faculty respondents noted inclusion concerns for women, people with disabilities, and other minorities. Reflections on leadership pointed to a general sense of disconnect and disapproval with current leaders. Respondents were discouraged by the current leadership practices which were noted as lacking vision and commitment to truly change the culture at University of Missouri-Columbia.

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[22]Faculty respondents refer to Senior Administrators with Faculty Rank and Faculty/Emeritus Faculty/Research Scientist respondents.

Additional Key Findings – Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale *Perceived Academic Success*, derived from Question 15 on the survey. Analyses using this scale revealed:

- A significant difference existed in the overall test for means for Undergraduate and Graduate students[23] by racial identity, gender identity, sexual identity, disability status, income status, and first-generation status on *Perceived Academic Success*.
  - o Graduate/Professional Student/Post-Doctoral Scholar respondents
    - Transspectrum Graduate/Professional Student/Post-Doctoral Scholar respondents have lower *Perceived Academic Success* than Woman and Man Graduate/Professional Student/Post-Doctoral Scholar respondents.
    - Graduate/Professional Student/Post-Doctoral Scholar respondents with a single disability and those with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student/Post-Doctoral Scholar respondents who have no disability.
    - Low-Income Graduate/Professional Student/Post-Doctoral Scholar respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student/Post-Doctoral Scholar respondents.
  - o Undergraduate Student respondents
    - Men Undergraduate Student respondents have lower *Perceived Academic Success* than Women Undergraduate Student respondents.
    - African/Black/African American Undergraduate respondents have lower *Perceived Academic Success* than White/European, Hispanic/Latin@/Chican@, and Multiracial Undergraduate Student respondents.
    - LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.

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[23] Student respondents refer to Undergraduate Student respondents and Graduate Student/Professional Student/Post-Doctoral respondents.

- Low-Income Undergraduate Student respondents have lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents.

Conclusion

University of Missouri-Columbia climate findings[24] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[25] For example, 70% to 80% of respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." A lower percentage (66%) of University of Missouri-Columbia respondents reported that they were "comfortable" or "very comfortable" with the overall climate at University of Missouri-Columbia. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At University of Missouri-Columbia, a lower percentage of respondents (19%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[26]

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

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[24]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[25]Rankin & Associates Consulting, 2015
[26]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

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

University of Missouri-Columbia also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in University of Missouri-Columbia's mission statement, "Our distinct mission, as Missouri's only state-supported member of the Association of American Universities, is to provide all Missourians the benefits of a world-class research university. We are stewards and builders of a priceless state resource, a unique physical infrastructure and scholarly environment in which our tightly interlocked missions of teaching, research, service and economic development work together on behalf of all citizens. Students work side by side with some of the world's best faculty to advance the arts and humanities, the sciences and the professions. Scholarship and teaching are daily driven by a commitment to public service — the obligation to produce and disseminate knowledge that will improve the quality of life in the state, the nation and the world."[27] To better understand the campus climate, the senior administration at University of Missouri-Columbia recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, University of Missouri-Columbia conducted a comprehensive survey of all students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

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Contextual Framework and Summary of Related Literature

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

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

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). AAC&U proposed that colleges and universities commit to "the task of creating…inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard" (p. xxi). The report suggested that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

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

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

Institutional Climate Within Campus Structures

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

Milem, Chang, and Antonio (2005) proposed that, "Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a *process* towards better learning rather than an outcome" (p. iv). Milem et al. further suggested that for "diversity initiatives to be successful they must engage the entire campus community" (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that "good intentions be matched with thoughtful planning and deliberate follow-through" for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

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

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida,

Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solorzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solorzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella. 1999; Gurin. Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini. 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Saenz, & Misa, 2006; Hale. 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Saenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner, Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity

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

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., position within the institution, age, socioeconomic status, disability, gender identity, racial identity, religious/spiritual identity, citizenship, political affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within "acceptable" definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

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

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

Campus Climate and Student Activism

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

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

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

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic. and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[28] The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the results of the work of Rankin (2003) and with the assistance of the SCST. The SCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the University of Missouri-Columbia population. The final University of Missouri-Columbia campus-wide survey contained 120 questions,[29] including open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of University of Missouri-Columbia's institutional actions, including administrative policie and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for onl e responses), and then tabulated for appropriate analysis.

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

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[28]Rankin & Associates Consulting (2015) adapted from AAC&U (1995).
[29]To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. Th e instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on August 27, 2016.

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

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

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

Data Analysis. Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 23.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to University of Missouri-Columbia in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data

tables within the narrative, information is presented using valid percentages.[30] Actual percentages[31] with missing or "no response" information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

Factor Analysis Methodology:

A confirmatory factor analysis was conducted on one scale embedded in Question 15 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 15 of the survey reflect the questions on this scale.

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately 3% (2.7%) of all potential Student respondents were removed from the analysis because of one or more missing responses.

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

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[32] One question from the scale (Q15_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.866 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach's alpha was only 0.794.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated. Where n s were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- o Gender identity (Woman, Man, Transspectrum)
- o Racial identity (Asian/Asian American, African/Black/African American, Hispanic/Latin@/Chican@, Multiracial respondents, Other People of Color[33], White/European American)
- o Sexual identity (LGBQ, Heterosexual)
- o Disability status (Disability, No Disability, Multiple Disabilities)
- o First-Generation status (First-Generation, Not-First-Generation)

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

[33] The LCST proposed six collapsed racial identity categories (White, African/Black/African American, Asian/Asian American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander, American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian.

o   Income status (Low-Income, Not-Low-Income)

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

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at University of Missouri-Columbia, elaborate upon their survey responses, and append additional thoughts. It should be noted that aside from comments offered within Appendix C, all respondents were primed to respond to questions immediately following a set of quantitative questions. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed[34] using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. Comments and quotes offered throughout the body of this report are chosen to highlight broad concerns and are representative of the themes that emerged from the data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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

Results

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

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

Description of the Sample[35]

Nine thousand nine hundred ninety-two surveys were returned for a 22% overall response rate. The sample and population figures, chi-square analyses,[36] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by University of Missouri-Columbia.

- Women were significantly overrepresented in the sample. Men were significantly underepresented in the sample.
- African/Black/African Americans, Hispanic/Latin@/Chican@s, and individuals whose race/ethnicity was categorized as Missing/Unknown/Other were significantly underrepresented in the sample. Asian/Asian Americans, White, and Multiracial individuals were significantly overrepresented in the sample.
- Undergraduate Students, Graduate/Professional Students, Emeritus Faculty, Research Scientists, and Staff – Union were significantly underrepresented in the sample. Post-

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[35]All frequency tables are provided in Appendix B.
[36]Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by University of Missouri-Columbia.

Doctoral Scholar/Fellow/Residents, Tenured Faculty, Tenure-Track Faculty, Non-Tenure-Track Faculty, Administrators with Faculty Rank, Administrators without Faculty Rank, Staff – Hourly, and Staff – Salary were significantly overrepresented in the sample.

Table 2. Demographic of Population and Sample

Characteristic	Subgroup	Population N	Population %	Sample n	Sample %	Response Rate
Gender identity[a]	Woman	24,110	52.8	6,099	61.3	25.3
	Man	21,577	47.2	3,629	36.5	16.8
	Genderqueer	ND*	ND	31	0.3	N/A
	Non-Binary	ND	ND	34	0.3	N/A
	Transgender	ND	ND	15	0.2	N/A
	Missing/Other	ND	ND	144	1.4	N/A
Racial/ethnic identity[b]	Alaska Native/American Indian/Native	112	0.2	23	0.2	20.5
	African/Black/African American	3,017	6.6	501	5.0	16.6
	Asian/Asian American	1,567	3.4	462	4.6	29.5
	Hispanic/Latin@/Chican@	1,479	3.2	171	1.7	11.6
	Middle Eastern/Southwest Asian	ND	ND	54	0.5	N/A
	Multiracial	1,014	2.2	582	5.8	57.4
	Native Hawaiian/Pacific Islander	26	0.1	10	0.1	38.5
	White/European American	34,409	75.3	7,851	78.9	22.8
	Missing/Unknown/Other	4,063	8.9	298	3.0	7.3
Position status[c]	Undergraduate Student	26,358	57.7	4,859	48.8	18.4
	Graduate/Professional Student	7,480	16.4	1,367	13.7	18.3
	Post-Doctoral Scholar/Fellow/Resident	239	0.5	59	0.6	24.7
	Faculty Tenured	885	1.9	326	3.3	36.8
	Faculty Tenure-Track	255	0.6	117	1.2	45.9
	Faculty Non-Tenure-Track	1,627	3.6	464	4.7	28.5
	Emeritu Faculty	736	1.6	45	0.5	6.1
	Research Scientist	803	1.8	43	0.4	5.4
	Administrator with Faculty Rank	93	0.2	71	0.7	76.3
	Administrator without Faculty Rank	32	0.1	72	0.7	>100
	Staff – Hourly	3,857	8.4	1,317	13.2	34.1

Table 2. **Demographics of Population and Sample**

Characteristic	Subgroup	Population N	%	Sample n	%	Response Rate
	Staff – Salary	2,495	5.5	1,119	11.2	44.8
	Staff – Contract	ND	ND	33	0.3	N/A
	Staff – Union	827	1.8	60	0.6	7.3
Citizenship status[d]	A Visa Holder (such as F-1, J-1, H1-B, and U)	2,732	6.0	343	3.4	12.6
	Currently Under a Withholding of Removal Status	49	0.1	ND	ND	N/A
	DACA (Deferred Action for Childhood Arrival)	34	0.1	ND	ND	N/A
	DAPA (Deferred Action for Parental Accountability)	17	0.0	ND	ND	N/A
	Other Legally Documented Status	41	0.1	5	0.1	12.2
	Permanent Resident	363	0.8	220	2.2	60.6
	Refugee Status	587	1.3	< 5	---	0.3
	Undocumented Resident	88	0.2	< 5	---	1.1
	U.S. Citizen, Birth	40,693	89.1	8,988	90.3	22.1
	U.S. Citizen, Naturalized	822	1.8	318	3.2	38.7
	Missing/Unknown/Other	261	0.6	75	0.8	28.7

* ND: No Data Available
[a] $X^2 (1, N = 9,728) = 381.82, p < .001$
[b] $X^2 (7, N = 9,898) = 1166.08, p < .001$
[c] $X^2 (12, N = 9,919) = 202.96, p < .001$
[d] $X^2 (7, N = 9,952) = 614.71, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other Institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of University of Missouri-Columbia reviewed the bank of items available for the survey.

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

Reliability - Internal Consistency of Responses.[37] Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) were moderate to strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[38] are provided in Table 3.

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

A strong relationship (between .52 and .72) existed for all five pairs of variables: between Positive for People of Color and Not Racist. between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic, between Positive for Women and Not Sexist, between Positive for People of Low-Income status and Not Classist (income status), and between Positive for People with Disabilities and Disability-Friendly (not ableist).

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[37]Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz. 1988).
[38]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Table 3. **Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups**

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability Friendl
Positive for People of Color	.709*				
Positive for People who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender		.640*			
Positive for Women			.642*		
Positive for People of Low-Income status				.666*	
Positive for People with Disabilities					.679*

*$p < 0.01$

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

Sample Characteristics[39]

For the purposes of several analyses, demographic responses were collapsed into categories established by the Local Campus Study Team (LCST[40])to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Student respondents, Faculty respondents, and Staff respondents.[41] Of all respondents, 49% ($n = 4,859$) were Undergraduate Students, 15% ($n = 1,426$) were Graduate/Professional/Post-Doctoral Scholar[42] respondents, 3% ($n = 326$) were Tenured Faculty respondents, 1% ($n = 117$) were Tenure-Track Faculty respondents, 5% ($n = 464$) were Non-Tenure-Track Faculty respondents, 1% ($n = 45$) were Emeritus Faculty respondents, less than 1% ($n = 43$) were Research Scientist respondents, 1% ($n = 71$) were Senior Administrator with Faculty Rank respondents, 1% ($n = 72$) were Senior Administrator without Faculty Rank respondents, and 25% ($n = 2,529$) were Staff respondents (Figure 1). Ninety-five percent ($n =$

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[39]All percentages presented in the "Sample Characteristics" section of the report are ac   percentages.

[40]LCST was composed of University of Missouri – Columbia community members who served both on the SCST and were charged with leading the climate study initiative at the University of Missouri – Columbia.

[41]Collapsed position status variables were determined by the LCST. Per the request of the LCST, Senior Administrators with Faculty Rank were included with Faculty respondents and Senior Administrators without Faculty Rank were included with Staff respondents for analyses.

[42] Graduate Student/Professional Student/Post-Doctoral/Fellow/Residents respondents are grouped as Graduate Student/Professional Student/Post-Doctoral respondents for analyses (also referred to as Graduate/Professional Student or Grad. Student for brevity).

9.420) of respondents were full-time in their primary positions, and 5% ($n = 519$) of respondents were part-time in their primary positions. Subsequent analyses indicated that 98% ($n = 4,733$) of Undergraduate Student respondents, 88% ($n = 1,248$) of Graduate/Professional/Post-Doctoral Scholar respondents, 91% ($n = 904$) of Faculty/Emeritus Faculty/Research Scientist respondents, 100% ($n = 70$) of Senior Administrator with Faculty Rank respondents and that 95% ($n = 2,465$) of Senior Administrator without Faculty Rank respondents were full-time in their primary positions.
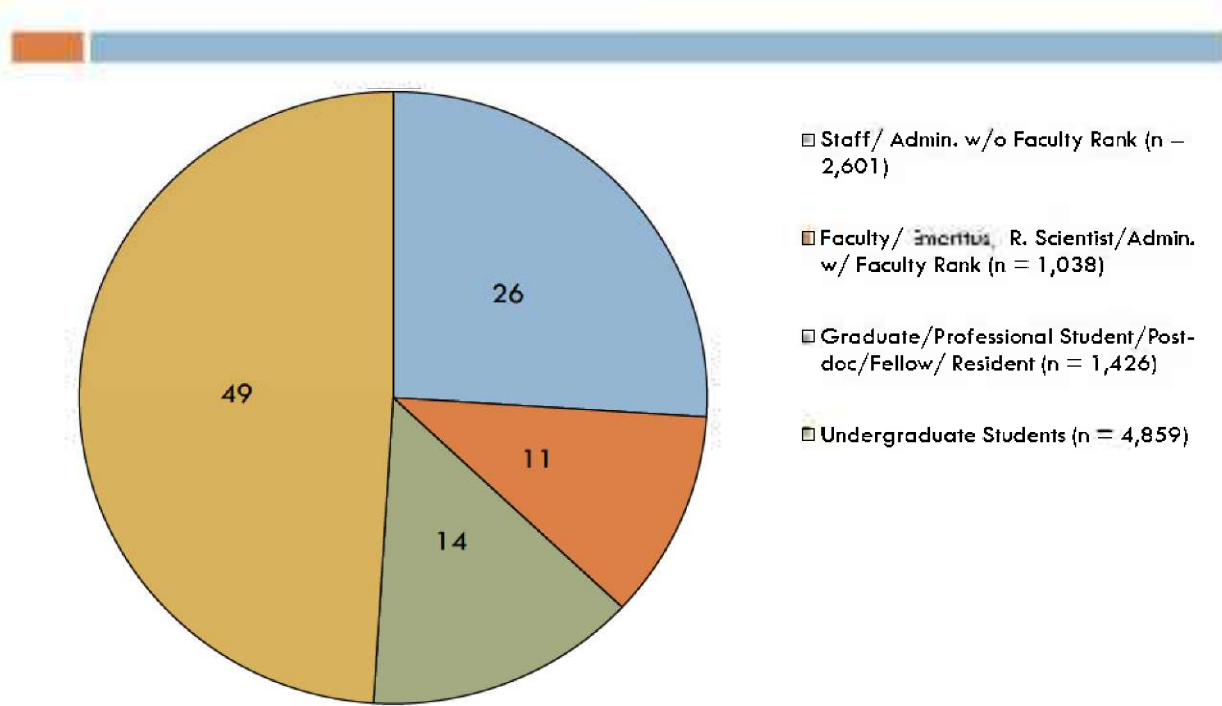
Figure 1. Respondents' Collapsed Position Status (%)

Regarding respondents' work unit affiliations, Table 4 indicates that Staff respondents represented various work units across campus. Of Staff respondents, 13% (n = 331) were affiliated with the School of Medicine, 11% (= 291) were affiliated with Campus Operations, 10% (n = 261) were affiliated with Student Affairs, 6% (n = 145) were affiliated with the Office of Research, 5% (n = 136) were affiliated with the College of Education, 5% (n = 130) Provost, and 5% (n = 126) were affiliated with the College of Agriculture, Food & Natural Resources.

Table 4. Staff Respondents' Academic Unit/Work Unit Affiliations

Academic division/work unit	n	%
College of Agriculture, Food & Natural Resources	126	4.8
College of Arts and Science	115	4.4
Trulaske College of Business	34	1.3
College of Education	136	5.2
College of Engineering	52	2.0
School of Health Professions	62	2.4
College of Human Environmental Science	38	1.5
School of Journalism	57	2.2
School of Law	22	0.8
School of Medicine	331	12.7
School of Natural Resources	6	0.2
Sinclair School of Nursing	22	0.8
Harry S. Truman School of Public Affairs	< 5	---
College of Veterinary Medicine	56	2.2
Chancellor	15	0.6
Campus Finance	29	1.1
Campus Operations	291	11.2
Inclusion, Diversity & Equity	14	0.5
Office of Research	145	5.6
Division of Information Technology	125	4.8

Provost	130	5.0
Extension	113	4.3
Intercollegiate Athletics	96	3.7
Libraries (any MU library)	44	1.7
Marketing & Communications	28	1.1
Alumni & Advancement	74	2.8
Student Affairs	261	10.0
Missing	176	6.8

Note: Table reports only Staff responses (*n* = 2,601).

Of Faculty respondents, 20% (*n* = 215) were affiliated with the College of Arts and Science, 14% (*n* = 153) with the School of Medicine, 13% (*n* = 52) with the College of Agriculture, Food and Natural Resources, 7% (*n* = 78) with the College of Education, and 7% (*n* = 78) with the College of Engineering (Table 5).

Table 5. **Faculty Respondents' Primary Academic School/College Affiliations**

Academic school/college	*n*	%
College of Agriculture, Food & Natural Resources	141	13.2
College of Arts and Science	215	20.2
Trulaske College of Business	36	3.4
College of Education	78	7.3
College of Engineering	78	7.3
Office of Graduate Studies	< 5	---
School of Health Professions	49	4.6
College of Human Environmental Sciences	58	5.4
School of Journalism	62	5.8
School of Law	32	3.0
School of Medicine	153	14.4
School of Natural Resources	10	0.9
Sinclair School of Nursing	22	2.1

Harry S. T[ru]man School of Public Affairs	13	1.2
College of Veterinary Medicine	50	4.7
Missing	65	6.1

Note: Table reports only Faculty responses (*n* = 1,066).

More than half of the sample (61%, *n* = 6,099) were Women; 37% (*n* = 3,629) were Men.[43] Less than one percent (*n* = 31) of respondents identified as Genderqueer, and less than one percent (*n* – 15) of respondents identified as Transgender.[44] Sixty-one respondents (< 1%) marked "a gender not listed here" and offered identities such as "pineapple," "lizard, " "lamp, " "intergalactic," "attack helicopter," "demi-girl," "demi-guy," "cis-hetero," "the king of the north," and "sir majesty".

The LCST decided to collapse Transgender, Non-Binary, Genderqueer, and "gender not listed here" into the "Transspectrum" category (1%, *n* = 141).

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[43]The majority of respondents identified their birth sex as female (62%, *n* = 6,175), while 37% (*n* = 3,691) of respondents identified as male and < 1% (*n* = 5) identified as intersex. Additionally, 60% (*n* = 6,010) identified their gender expression as feminine, 36% (*n* = 3,572) as masculine, 1% (*n* = 128) as androgynous, and 1% (*n* = 86) as "a gender not listed here."

[44]Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked.

Figure 2 illustrates that more Women Student respondents (61%, n = 6,099) than Men Student respondents (37%, n = 3,929) completed the survey. A greater percentage of Staff/Senior Administrator without Faculty Rank respondents were women (65%, n = 1,675) than were men (34%, n = 861). A similar percentage of Faculty/Emeritus Faculty/Research Scientist respondents identified as women (49%, n = 479) as identified as men (49%, n = 478). A greater percentage of Senior Administrator with Faculty Rank respondents identified as men (54%, n = 38) than identified as women (46%, n = 32). A greater percentage of Graduate/Professional Student/Post-Doctoral Scholar respondents identified as women (58%, n = 826) than identified as men (39%, n = 559). A greater percentage of Undergraduate Student respondents identified as women (64%, n = 3,087) than identified as men (35%, n = 1,693).
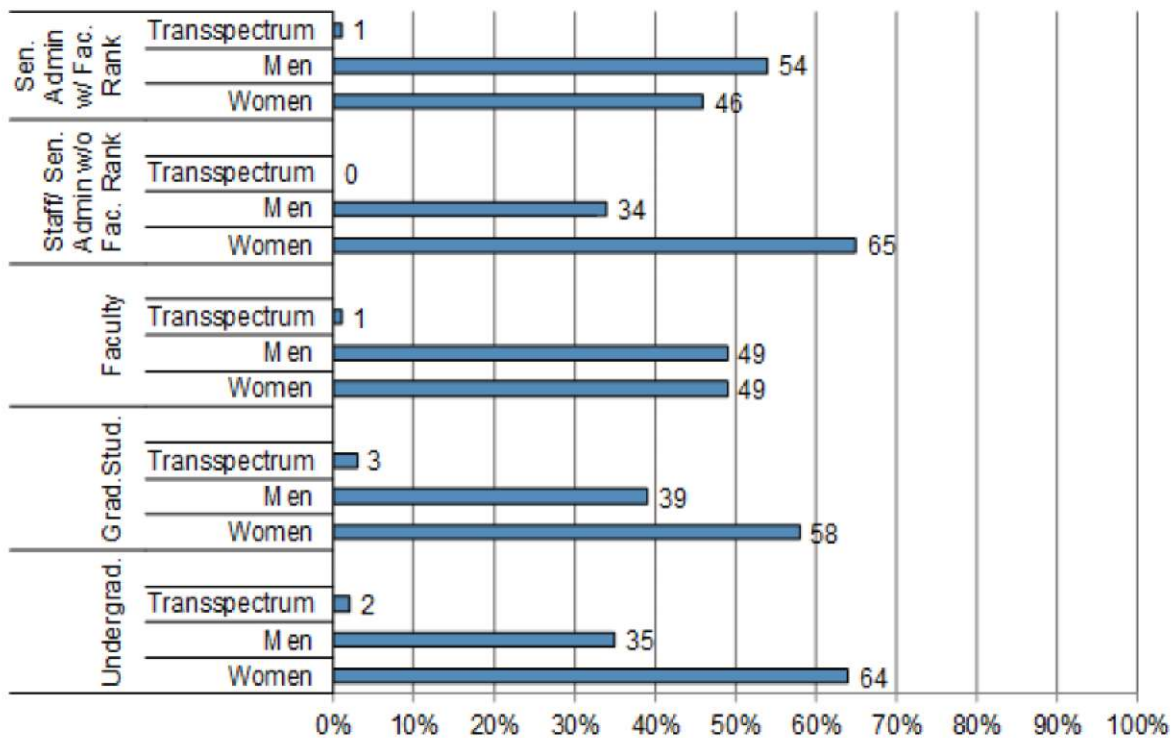
Note: Responses with n < 5 are not presented in the figure.

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

The majority of respondents identified as Heterosexual[45] (87%, $n = 8,698$) and 9% ($n = 857$) identified as LGBQ (i.e., lesbian, gay, bisexual, pansexual, queer, or questioning) (Figure 3).

☐ Undergraduate

▥ Graduate Student

☐ Faculty/Emeritus Faculty/Research Scientist

▥ Sen. Admin. w/ Fac. Rank

▥ Staff/Sen. Admin. w/o Fac. Rank
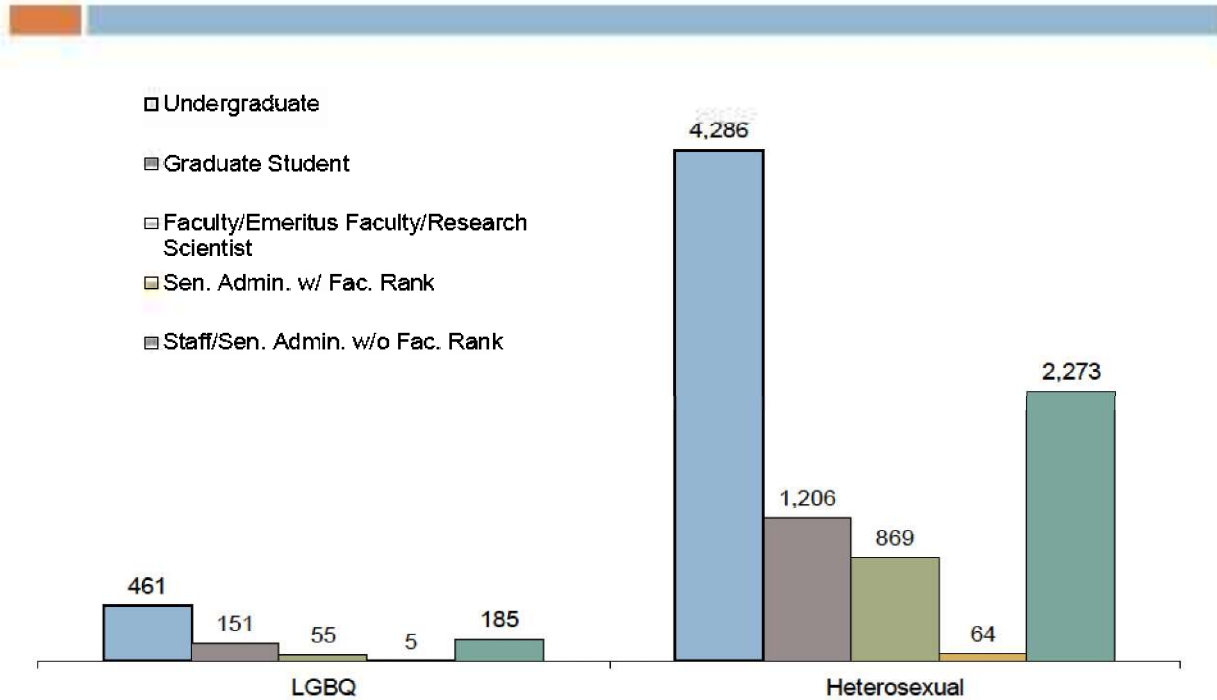
Figure 3. Respondents by Sexual Identity and Position Status (n)

Of Faculty/Emeritus Faculty/Research Scientist respondents, fewer than five were between 22 and 24 years old, 11% ($n = 99$) were between 25 and 34 years old, 24% ($n = 209$) were between 35 and 44 years old, 29% ($n = 257$) were between 45 and 54 years old, 26% ($n = 226$) were between 55 and 64 years old, 8% ($n = 74$) respondents were between 65 and 74 years old, and 2% ($n = 15$) respondents were 75 years old and older (Figure 4).

Of Senior Administrator with Faculty Rank respondents, fewer than five were between 25 and 34 years old, 13% ($n = 8$) were between 35 and 44 years old, 38% ($n = 24$) were between 45 and 54

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

years old, 25% ($n = 16$) were between 55 and 64 years old, 21% ($n = 13$) respondents were between 65 and 74 years old, and fewer than five respondents were 75 years old and older.

Of Staff respondents, fewer than five were 19 years old or younger, fewer than five were between 20 and 21 years old, 3% ($n = 62$) were between 22 and 24 years old, 23% ($n = 550$) were between 25 and 34 years old, 24% ($n = 559$) were between 35 and 44 years old, 25% ($n = 589$) were between 45 and 54 years old, 22% ($n = 511$) were between 55 and 64 years old, 3% ($n = 64$) were between 65 and 74 years old, and fewer than five were 75 years old and older.
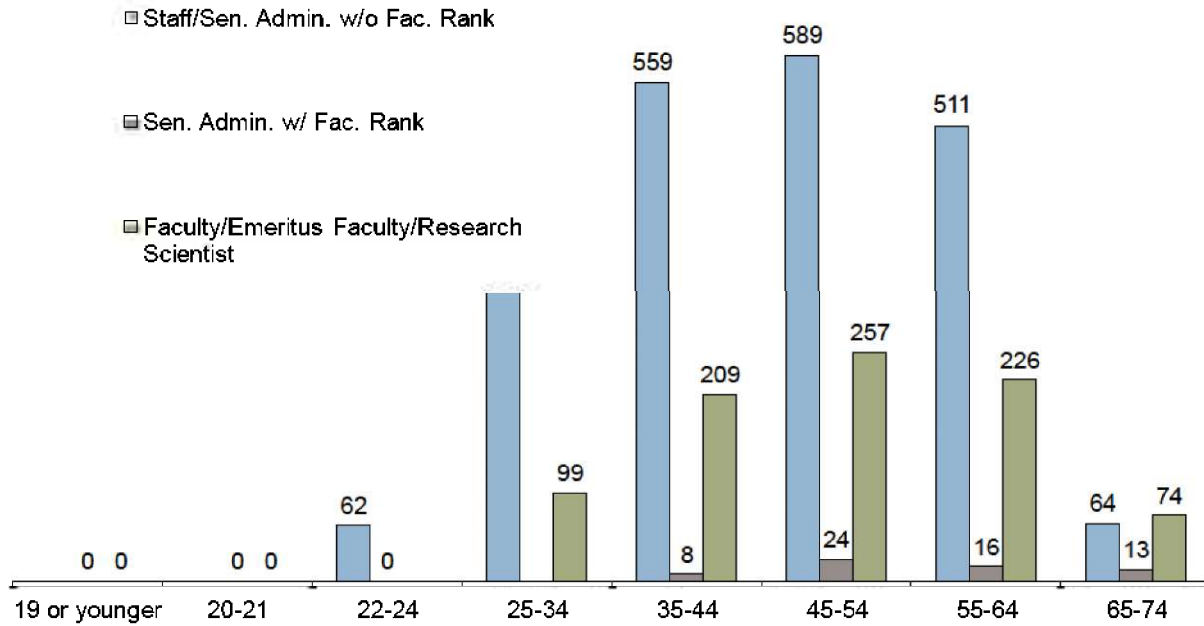
Note: Responses with $n < 5$ are not presented in the figure

Figure 4. Employee[46] Respondents by Age and Position Status (n)

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[46]Throughout the report, the term "Employee respondents" refers to all respondents who indicated that they were Staff, Administrators, or Faculty members.

Of responding Undergraduate Students, 42% ($n = 1,919$) were 19 years old or younger, 45% ($n = 2,072$) were between 20 and 21 years old, 11% ($n = 516$) were between 22 and 24 years old, 2% ($n = 94$) were between 25 and 34 years old, $< 1\%$ ($n = 11$) were between 35 and 44 years old, $< 1\%$ ($n = 8$) were between 45 and 54 years old, fewer than five were between 55 and 64 years old, fewer than five were between 65 and 74 years old, and fewer than five were 75 years old and older. Of responding Graduate Students, 2% ($n = 26$) were between 20 and 21 years old, 34% ($n = 454$) were between 22 and 24 years old, 49% ($n = 653$) were between 25 and 34 years old, 10% ($n = 131$) were between 35 and 44 years old, 4% ($n = 47$) were between 45 and 54 years old, 1% ($n = 17$) were between 55 and 64 years old, fewer than five were between 65 and 74 years old, and fewer than five were 75 years old and older (Figure 5).
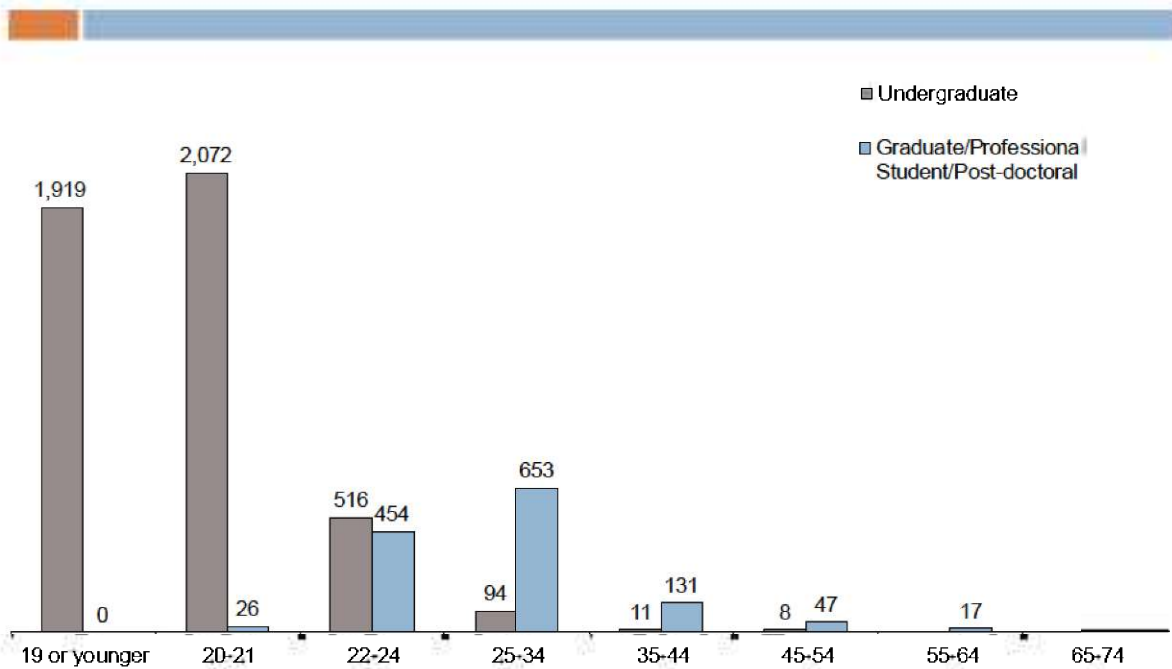
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age (n)

With regard to racial identity.[47] 84% (n = 8,364) of the respondents identified as White (Figure 6). Six percent (n = 636) identified as African/Black/African American, 6% (n = 580) identified as Asian/Asian American, 4% (n = 349) identified as Hispanic/Latin@/Chican@, 2% (n = 234) identified as American Indian/Native American/Alaska Native, 1% (n = 111) identified as Middle Eastern/Southwest Asian. < 1% (n = 15) identified as Native Hawaiian, and < 1% (n = 40) identified as Pacific Islander. Some individuals marked the response catego 'y "a racial/ethnic identity not listed here" and wrote "Ashkenazi Jewish," "Afgani," "Biracial," "Human," "Jewish," "Saami," "Creole," "Turkish," or identified with a specific country.
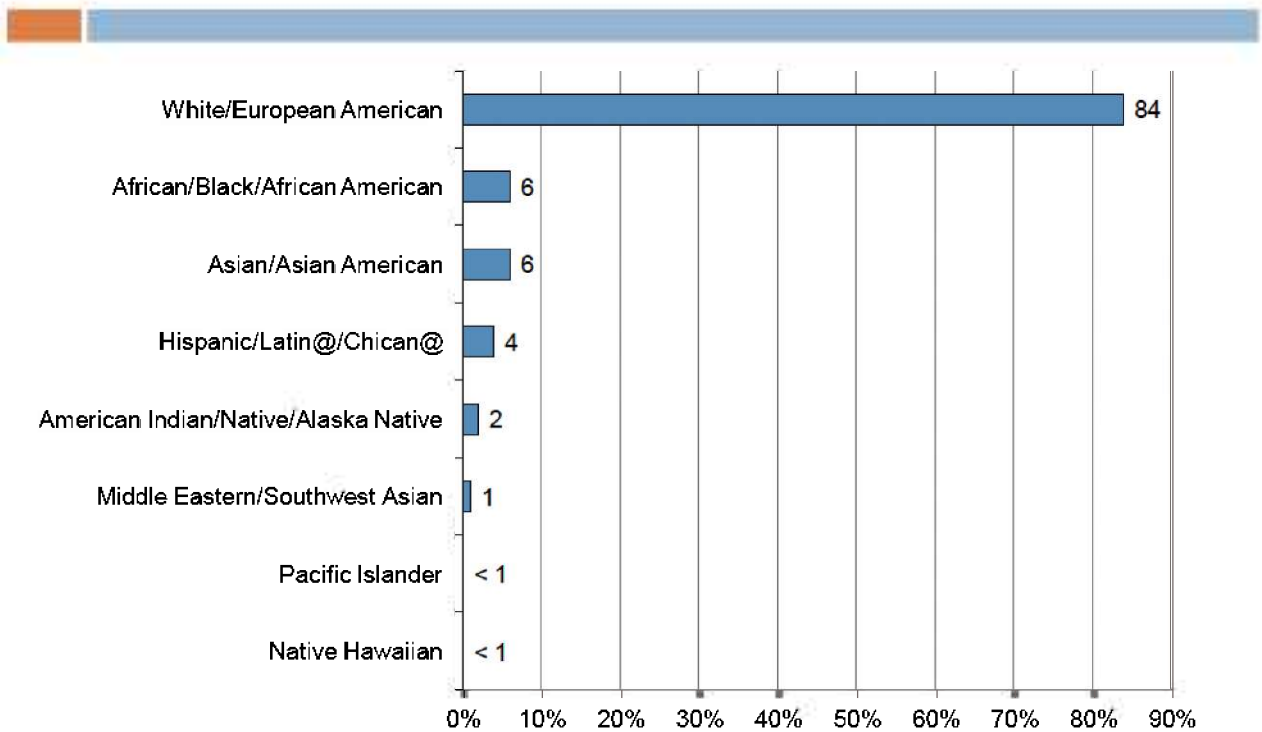
Figure 6. Respondents by Racial/Ethnic Identity, (%)

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[47]The LCST proposed six collapsed racial identity categories for analyses (White, African/Black/African American, Asian/Asian American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander. American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian. For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, African/Black/African American, Hispanic/Latino/Chicano, and Other People of Color were collapsed into one category named People of Color.

Respondents were given the opportunity to mark multiple boxes regarding their racial identity, allowing them to identify as biracial or multiracial. For the purposes of some analyses, it was necessary to further collapse the racial categories into three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (81%, n = 7,851) as their identity (Figure 7). Other respondents identified as Multiracial (6%, n = 582), and People of Color (13%, n = 1,221). A substantial percentage of respondents did not indicate their racial identity and were re-coded to Other/Missing/Unknown (3%, n = 298).
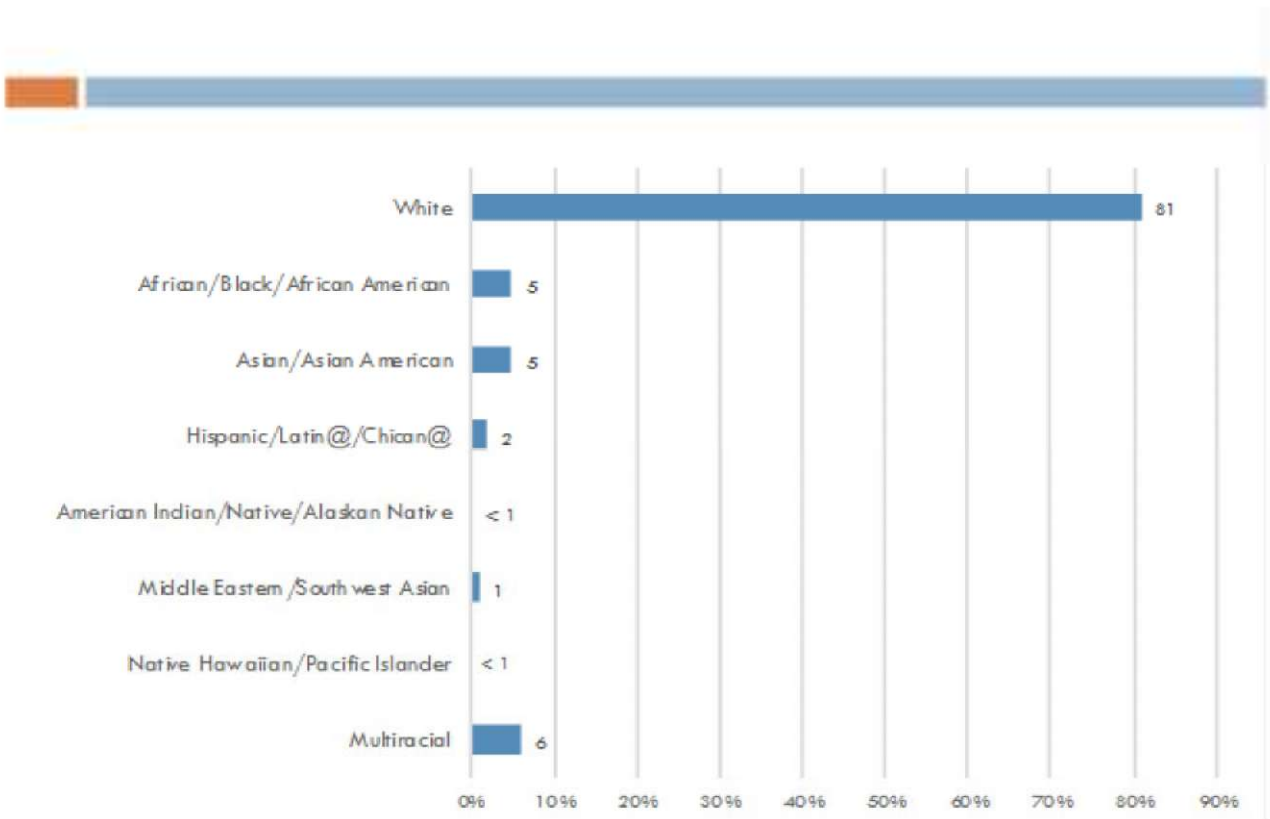
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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

[49]Per the LCST, respondents who identified as a person of color and white or more than one racial identity were recoded as Multiracial.

[50]Due to the low numbers of respondents in each of the racial identity categories, racial identity is at times collapsed into three categories: 1. White 2. People of Color 3. Multiracial. This is used only when there are no significant differences when using specific racial identity categories. The Alaskan Native/American Indian/Native American. Asian/Asian American. Black/African American, Hispanic/Latin@/Chican@, Middle Eastern/Southwest Asian. and Native Hawaiian/Pacific Islander were collapsed into one category named People of Color for the three categories (White. People of Color, and Multiracial).

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Sixty percent (n = 5,868) of respondents identified as having a Christian Religious/Spiritual Identity (Figure 8). Thirty-one percent (n = 2,984) of respondents reported No Religious/Spiritual Identity, 4% (n = 360) of respondents identified with Multiple Religious/Spiritual Identities, and 6% (n = 538) of respondents chose Other Religious/Spiritual Identity.
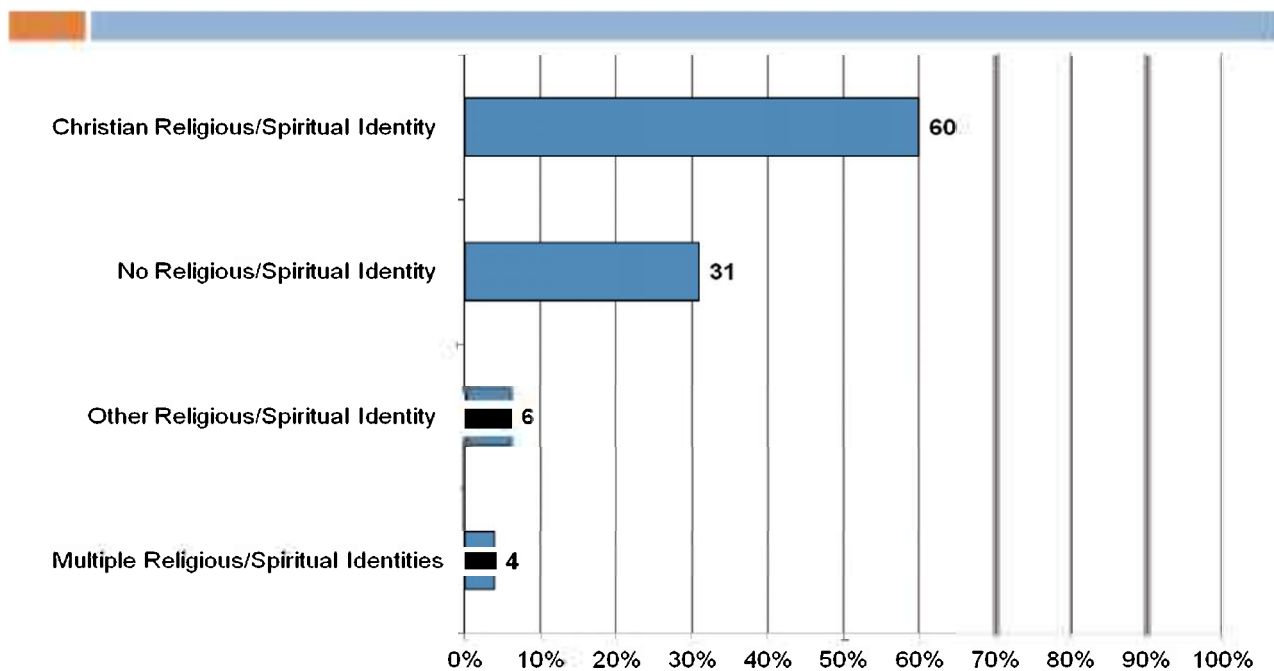
Figure 8. Respondents by Religious/Spiritual Identity (%)

Seventy-nine percent (*n* = 7,781) of respondents had no parenting or care giving responsibilities. Ninety-eight percent (*n* = 4,758) of Undergraduate Student respondents and 85% (*n* = 1,200) of Graduate/Professional Student/Post-Doctoral Scholar respondents had no dependent care responsibilities (Figure 9).
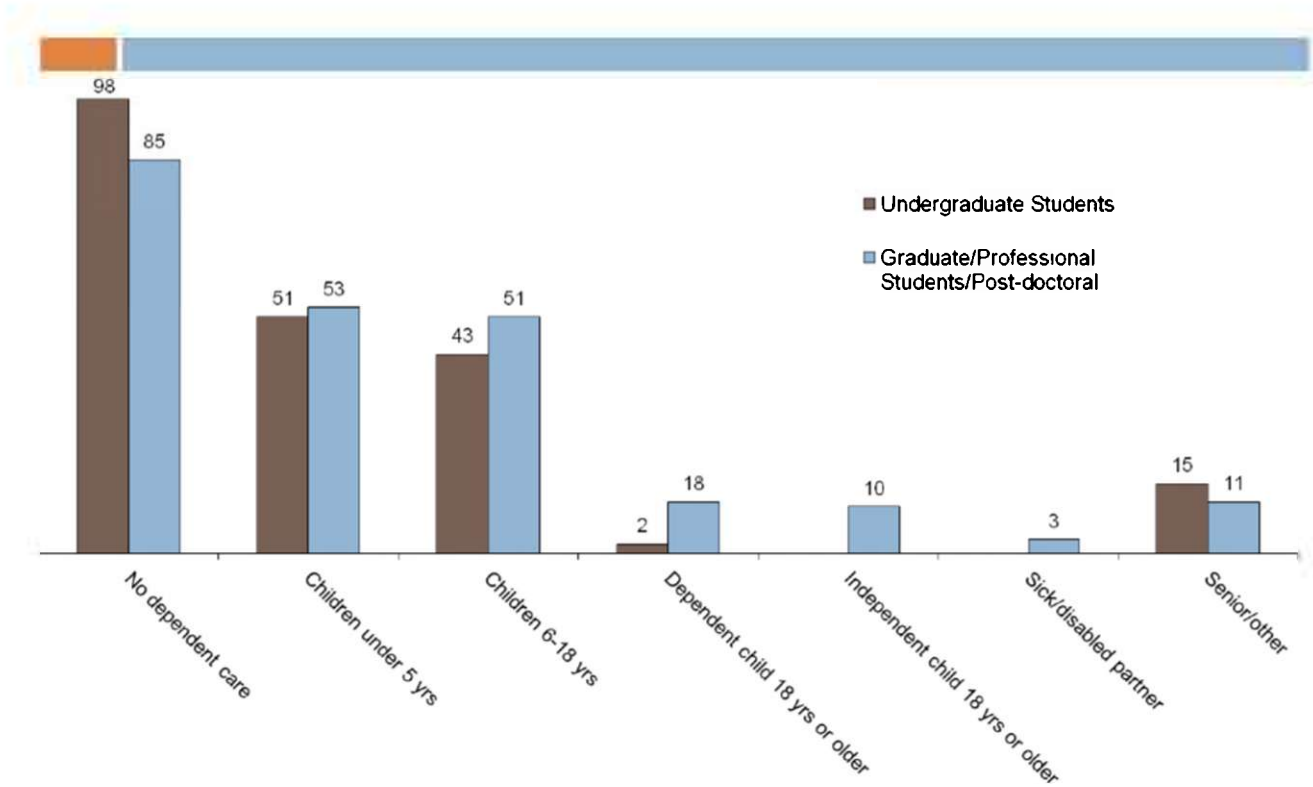
Note: Responses with *n* < 5 are not presented in the figure.

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

Fifty-two percent ($n = 1,338$) of Staff respondents, 51% ($n = 36$) of Senior Administrator with Faculty Rank respondents, and 46% ($n = 449$) of Faculty/Emeritus Faculty/Research Scientist respondents had no substantial parenting or care giving responsibilities (Figure 10). Thirty-two percent ($n = 393$) of Staff respondents, 15% ($n = 5$) of Senior Administrator with Faculty Rank. and 30% ($n = 157$) of Faculty/Emeritus Faculty/Research Scientist respondents were caring for children under the age of five years. Fifty- seven percent ($n = 303$) of Faculty/Emeritus Faculty/Research Scientist respondents, 50% ($n = 17$) of Senior Administrator with Faculty Rank, and 55% ($n = 677$) of Staff respondents were caring for children ages 6 to 18. Twenty percent ($n = 108$) of Faculty/Emeritus Faculty/Research Scientist respondents, 44% ($n = 15$) of Senior Administrator with Faculty Rank, and 19% ($n = 237$) of Staff respondents were caring for children over the age of 18 years but still legally dependent. Eight percent ($n = 104$) of Staff respondents, 15% ($n = 5$) of Senior Administrator with Faculty Rank, and 10% ($n = 51$) of Faculty/Emeritus Faculty/Research Scientist respondents had independent children over the age of 18. Five percent ($n = 26$) of Faculty/Emeritus Faculty/Research Scientist respondents, fewer than five of Senior Administrator with Faculty Rank, and 5% ($n = 58$) of Staff respondents were caring for sick and disabled partners. Twenty-four percent ($n = 300$) of Staff respondents, 29% ($n = 10$) of Senior Administrator with Faculty Rank, and 21% ($n = 111$) of Faculty/Emeritus Faculty/Research Scientist respondents were caring for senior or other family members.
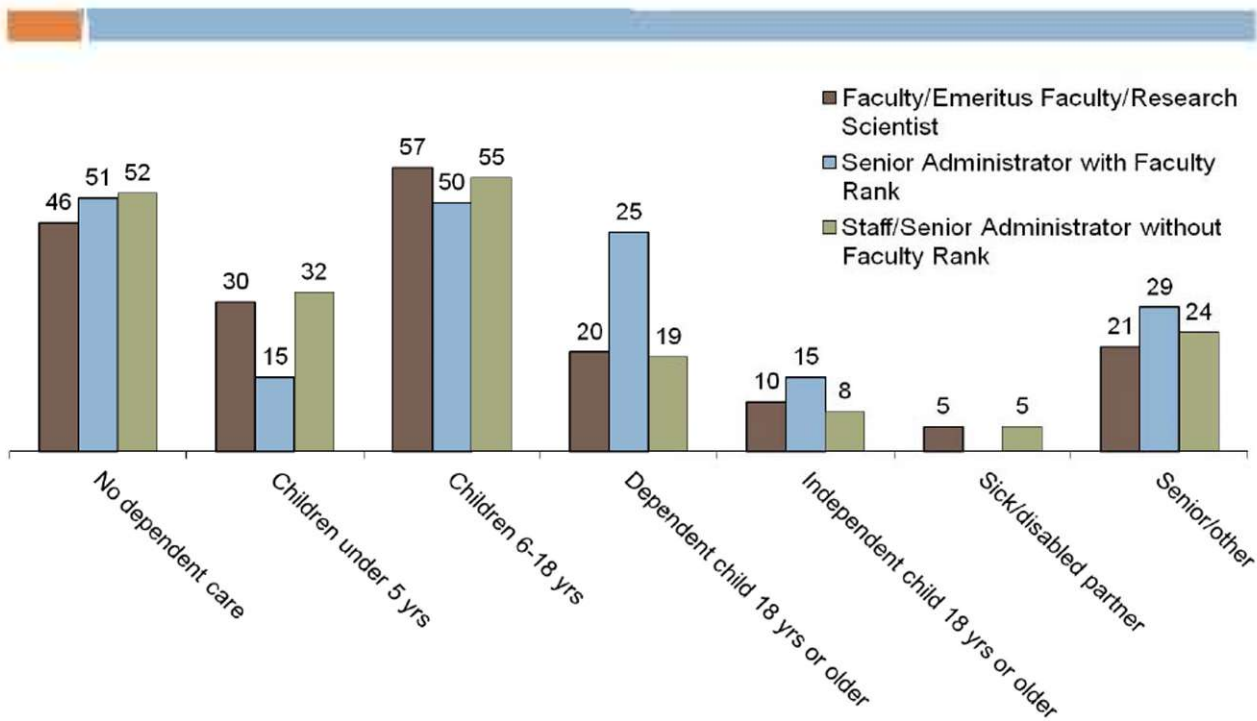
Note: Responses with $n < 5$ are not presented in the figure.

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

Twelve percent ($n = 1,156$) of respondents[51] had conditions that substantially influenced learning, working, or living activities. Forty-seven percent ($n = 547$) of respondents had mental health/psychological conditions, 29% ($n = 334$) had learning difference/disabilities, and 25% ($n = 288$) had chronic health diagnoses or medical conditions (Table 6).

Table 6. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	*n*	%
Acquired/neurological/traumatic brain injury	49	4.2
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	288	24.9
Hard of hearing or deaf	78	6.7

[51]Some respondents indicated that they had multiple disabilities or conditions that substantially influenced major life activities. The unduplicated total number of respondents with disabilities is $n = 1,103$ (11%). The duplicated total (12%, $n = 1,156$) is reflected in Table 6 and in Appendix B, Table B23.

Table 6. **Respondents' Conditions That Affect Learning, Working, Living Activities**

Conditions	n	%
Developmental/learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	334	28.9
Low vision or blind	32	2.8
Mental health/psychological condition (e.g., anxiety, depression)	547	47.3
Physical/mobility condition that affects walking	87	7.5
Physical/mobility condition that does not affect walking (e.g., physical dexterity)	41	3.5
Speech/communication condition	28	2.4
A disability/condition not listed here	57	4.9

Note: Table includes answers only from those respondents who indicated on the survey that they had conditions that affected learning, working, and living activities ($n = 1,156$). Percentages may not sum to 100% as a result of multiple response choices.

Table 7 depicts how respondents answered the survey item, "What is your citizenship status in the U.S.? Mark all that apply." For the purposes of analyses, the LCST created two citizenship categories:[52] Ninety-four ($n = 9,306$) of respondents were U.S. Citizens and 6% ($n = 571$) were Non-U.S. Citizens.

Table 7. **Respondents' Citizenship/Immigration Status (Duplicated Totals)**

Citizenship	n	%
U.S. citizen, birt	8,988	90.3
A visa holder (such as F-1, J-1, H1-B, and U)	343	3.4
U.S. citizen, naturalized	318	3.2
Permanent resident	220	2.2
Other legally documented status	5	0.1
Undocumented resident	< 5	—
Refugee status	< 5	—
Currently under a withholding of removal status	0	0.0

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

Table 7. **Respondents' Citizenship/Immigration Status (Duplicated Totals)**

Citizenship	n	%
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0

Ninety-four percent (*n* = 9,396) of respondents reported that English was their first language. Five percent (*n* = 506) indicated that a language other than English was their first language.

Twenty-three percent (*n* = 847) of Faculty and Staff respondents indicated that the highest level of education they had completed was a master's degree, 22% (*n* = 798) had a bachelor's degree, 22% (*n* = 788) had a doctoral degree, 9% (*n* = 330) had finished some college, 7% (*n* = 265) had finished some graduate work, 5% (*n* = 196) had a professional degree, 5% (*n* = 170) had completed high school/GED, and 4% (*n* = 136) had finished an associate's degree.

Twenty-seven percent (*n* = 986) of Faculty and Staff respondents indicated that they were employed for one to five years, 20% (*n* = 727) were employed for more than twenty years, 19% (*n* = 689) were employed for six to ten years, 14% (*n* = 516) were employed for eleven to fifteen years, 12% (*n* = 456) were employed for sixteen to twenty years, and 7% (*n* = 273) were employed for less than one year at the University of Missouri-Columbia.

Table 8 illustrates the level of education completed by respondents' parents or legal guardians. Subsequent analyses indicated that 32% (*n* = 3,187) of respondents were First-Generation.[53]

Table 8. **Respondents' Parents'/Guardians' Highest Level of Education**

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	161	1.6	203	2.0
Some high school	262	2.6	365	3.7

[53] With the LCST's approval, "First-Generation" were identified as those with both parents/guardians having completed no high school, some high school, or high school/GED and "Not-First-Generation" were identified as those with both parents/guardians having completed some college or college graduate.

Completed high school/GED	1,589	16.0	1,768	17.8
Some college	1,167	11.7	1,184	11.9
Business/technical certificate/degree	330	3.3	458	4.6
Associate's degree	415	4.2	531	5.3
Bachelor's degree	2,741	27.5	2,860	28.7
Some graduate work	188	1.9	186	1.9
Master's degree (e.g., MA. MS, MBA)	1,873	18.8	1,380	13.9
Specialist degree (e.g., EdS)	97	1.0	89	0.9
Doctoral degree (e.g., PhD. EdD)	509	5.1	220	2.2
Professional degree (e.g.. MD. JD)	456	4.6	243	2.4
Unknown	27	0.3	97	1.0
Not applicable	88	0.9	245	2.5
Missing	49	0.5	123	1.2

As indicated in Table 9, 25% (n = 1,228) of Undergraduate Student respondents have attended University of Missouri-Columbia for less than one semester, 23% (n = 1,137) have attended for three semesters, 20% (= 962) have attended for five semesters, 14% (n = 672) have attended for seven semesters, 3% (n = 141) have attended for nine semesters, and 3% (= 138) have attended for two semesters.

Table 9. Undergraduate Students Semester i College Career

Semesters at UM-Columbia	n	%
Less than one	1,228	25.3
1	106	2.2
2	138	2.8
3	1,137	23.4
4	180	3.7
5	962	19.8
6	155	3.2

Table 9. **Undergraduate Students Semester in College Career**

Semesters at UM-Col imbl	*n*	%
7	672	13.8
8	80	1.6
9	141	2.9
10	19	0.4
11	20	0.4
12	7	0.1
13 or more	13	0.3

Note: Table reports only Undergraduate Student responses (*n* = 4.859).

Table 10 reveals that 15% (*n* = 724) of Undergraduate Student respondents were majoring in Journalism, 7% (*n* = 360) of Undergraduate Student respondents were majoring in Health Sciences, and 6% (*n* = 275) of Undergraduate Student respondents were majoring in Biological Sciences.

Table 10. **Undergraduate Student Respondents' Majors**

Major	*n*	%
College of Agriculture, Food & Natural Resources		
Agriculture	17	0.3
Agribusiness management	41	0.8
Agriculture economics	11	0.2
Agriculture education	10	0.2
Agricultural systems management	23	0.5
Animal sciences	77	1.6
Biochemistry	90	1.9
Food science and nutrition	12	0.2
Hospitality management	78	1.6
Plant sciences	24	0.5
Science and agricultural journalism	18	0.4
College of A ts and Science		
Anthropology	22	0.5
Art	33	0.7
Art history and archaeology	6	0.1
Digital storytelling	17	0.3
Biological sciences	275	5.7
Black studies	5	0.1
Chemistry	40	0.8
Classics	11	0.2
Communication	100	2.1
Economics	47	1.0
English	85	1.7

Table 10. **Undergraduate Student Respondents' Majors**

Major	n	%
Environmental studies	5	0.1
Film studies	13	0.3
General studies	21	0.4
Geography	11	0.2
Geological sciences	12	0.2
German	13	0.3
History	46	0.9
Interdisciplinary	27	0.6
International studies	72	1.5
Linguistics	8	0.2
Mathematics	47	1.0
Music	29	0.6
Peace studies	5	0.1
Philosophy	19	0.4
Physics	25	0.5
Political science	145	3.0
Psychology	248	5.1
Religious studies	9	0.2
Romance languages	55	1.1
Russian	5	0.1
Sociology	66	1.4
Statistics	21	0.4
Theatre	17	0.3
Women's & gender studies	16	0.3
Trulaske College of Business		
Accountancy	139	2.9
Finance and banking	226	4.7
International business	98	2.0
Management	141	2.9
Marketing	196	4.0
Real estate	37	0.8
College of Education		
Early childhood education	36	0.7
Educational studies	5	0.1
Elementary education	105	2.2
Middle school education	32	0.7
Secondary education	90	1.9
Special education	33	0.7
College of Engineering		
Biological engineering	81	1.7
Chemical engineering	62	1.3
Civil engineering	72	1.5
Computer science	103	2.1
Information technology	69	1.4
Computer engineering	40	0.8
Electrical engineering	55	1.1
Industrial engineering	50	1.0
Mechanical/aerospace engineering	202	4.2
School of Health Professions		

Table 10. **Undergraduate Student Respondents' Majors**

Major	n	%
Athletic training	16	0.3
Clinical laboratory sciences	10	0.2
Communication science and disorders	37	0.8
Diagnostic medical ultrasound	36	0.7
Health sciences	360	7.4
Occupational therapy	32	0.7
Pre-Physical therapy	69	1.4
Respiratory therapy	12	0.2
College of Human Environmental Sciences		
Architectural studies	20	0.4
Human development & family studies	61	1.3
Nutritional sciences	59	1.2
Personal financial planning	15	0.3
Textile and apparel management	61	1.3
School of Journalism		
Journalism	724	14.9
School of Natural Resources		
Fisheries and wildlife	32	0.7
Forestry	15	0.3
Parks, recreation and tourism	43	0.9
Soil, environmental and atmospheric sciences	26	0.5
Sinclair School of Nursing		
Nursing	226	4.7
Social Work		
Social work	41	0.8

Note: Table reports only Undergraduate Student responses (*n* = 4,859). Table does not report majors where *n* < 5.
Sum does not total 100% as a result of multiple response choices.

Seven percent (*n* = 105) of Graduate/Professional Student/Post-Doctoral Scholar respondents were in the School of Medicine, 6% (*n* = 91) were in the School of Law, and 6% (= 79) were in the College of Veterinary Medicine (Table 11).

Table 11. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs**

Academic degree program	n	%
Master's		
College of Agriculture, Food & Natural Resources		
Agricultural and applied econ	7	0.5
Agricultural Ed. and leadership	< 5	---
Animal science	8	0.6
Biochemistry	9	0.6
Food science	< 5	---

Table 11. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs**

Academic de ree program	n	%
Plant sciences	12	0.8
Rural sociology	5	0.4
College of Arts and Science		
Anthropology	< 5	---
Art	< 5	---
Art history and archaeology	< 5	---
Biological science	13	0.9
Chemistry	14	1.0
Classical studies	5	0.4
Communication	6	0.4
Economics	5	0.4
English	13	0.9
Geography	< 5	---
Geological sciences	5	0.4
German & Russian studies	< 5	---
History	10	0.7
Mathematics	6	0.4
Philosophy	5	0.4
Physics and astronomy	< 5	---
Political science	14	1.0
Psychological sciences	24	1.7
Religious studies	< 5	---
Romance languages & lit	< 5	---
School of music	6	0.4
Sociology	6	0.4
Statistics	9	0.6
Theatre	< 5	---
Trulaske College of Business		
Accountancy	21	1.5
Taxation	< 5	---
Business administration	38	2.7
College of Education		
Educational leadership & policy analysis	45	3.2
Educational school & counseling psychology	59	4.1

Table 11. Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs

Academic degree program	n	%
Information science and learning technologies	42	2.9
Career and technical education	0	0.0
Learning, teaching and curriculum	36	2.5
Special education	6	0.4
College of Engineering		
Biological engineering	12	0.8
Chemical engineering	6	0.4
Civil engineering	11	0.8
Computer science	14	1.0
Computer engineering	< 5	---
Electrical engineering	5	0.4
Engineering	< 5	---
Industrial engineering	< 5	---
Mechanical and aerospace engineering	9	0.6
College of Veterinary Medicine		
Biomedical sciences	12	0.8
Harry S. Truman School of Public Affairs		
Public affairs	20	1.4
School of Health Professions		
Clinical and diagnostic sciences	< 5	---
Communication science and disorders	7	0.5
Occupational therapy	8	0.6
College of Human Environmental Sciences		
Architectural studies	< 5	---
Human development and family studies	< 5	---
Dietetics	0	0.0
Nutrition and exercise physiology	0	0.0
Personal financial planning	< 5	---
Textile and apparel management	0	0.0
School of Journalism		
Journalism	38	2.7
School of Law		
Dispute resolution	19	1.3
Electronic commercial and intellectual property law	0	0.0

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Table 11. Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs

Academic degree program	*n*	%
Taxation	6	0.4
School of Medicine		
Health administration	24	1.7
Medical pharmacology and physiology	5	0.4
Clinical and translational science	< 5	---
Public health	13	0.9
Microbiology	< 5	---
Pathology	< 5	---
School of Natural Resources		
Agroforestry	< 5	---
Fisheries and wildlife sciences	12	0.8
Forestry	< 5	---
Human dimensions of natural resources	< 5	---
Parks, recreation and tourism	< 5	---
Soil, environmental and atmospheric sciences	7	0.5
Water resources	0	0.0
Sinclair School of Nursing		
Nursing	5	0.4
School of Social Work		
Social work	38	2.7
Certificate		
Science outreach	< 5	---
College teaching	< 5	---
Education improvement	0	0.0
Education policy	< 5	---
Higher education administration	< 5	---
Multicultural education	< 5	---
Positive psychology	< 5	---
Qualitative research	< 5	---
Energy efficiency	0	0.0
Sustainable energy and policy	0	0.0
Food safety and defense	0	0.0
Agroforestry	0	0.0
Geospatial intelligence	0	0.0

Table 11. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs**

Academic degree program	*n*	%
Global public affairs	< 5	---
Grantsmans p	6	0.4
Nonprofit management	< 5	---
Organizational change	< 5	---
Public management	< 5	---
Science and public policy	< 5	---
Geriatric care management	0	0.0
Gerontology	0	0.0
Youth development program management and evaluation	0	0.0
Youth development specialist	0	0.0
Online educator	< 5	---
Analysis of institutions and organizations	< 5	---
Applied behavior analysis	< 5	---
Autism and neurodevelopmental disorders-interdisciplinary	0	0.0
Center for the digital globe	0	0.0
Community processes	< 5	---
Conservation biology-interdisciplinary	< 5	---
European Union studies-interdisciplinary	0	0.0
Geographical information science-interdisciplinary	5	0.4
Life science innovation and entrepreneurship	< 5	---
Neuroscience	< 5	---
Society and ecosystems-interdisciplinary	0	0.0
Health ethics	< 5	---
Health informatics	< 5	---
Health informatics and bioinformatics	< 5	---
Elementary mathematics specialist	0	0.0
Teaching English to speakers of other languages	< 5	---
Neuroscience	< 5	---
Nuclear engineering	0	0.0
Nuclear safeguards science and technology	0	0.0
Financial and housing counseling	0	0.0
Personal financial planning	0	0.0
Teaching high school physics	0	0.0
Lifespan development	< 5	---

Table 11. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs**

Academic degree program	n	%
Global public health	< 5	---
Public health	9	0.6
Accounting information systems	0	0.0
Jazz studies	< 5	---
Music entrepreneurs ip	0	0.0
Gerontological social work	0	0.0
Military social work	0	0.0
Adult health clinical nurse specialist	0	0.0
Adult-gerontology clinical nurse specia st	0	0.0
Child/adolescent psychiatric and mental health clinical nurse specialist	0	0.0
Family mental health nu se practitioner	0	0.0
Family nu se practitioner	< 5	---
Mental health nurse practitioner	0	0.0
Pediatric clinical nurse specia ist	0	0.0
Pediatric nurse practitioner	0	0.0
Psychiatric/mental health clinical nurse specialist	0	0.0
Marketing analytics	< 5	---

Doctoral

College of Agriculture, Food & Natural Resources

Agricultural and applied economics	5	0.4
Agricultural education	< 5	---
Animal sciences	< 5	---
Biochemistry	6	0.4
Food science	0	0.0
Plant, insect and microbial sciences	13	0.9
Rural sociology	< 5	---

College of Arts and Science

Anthropology	< 5	---
Art history and archaeology	< 5	---
Biological sciences	39	2.7
Chemistry	28	2.0
Classical studies	< 5	---
Communication	7	0.5
Economics	< 5	---

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Table 11. Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs

Academic degree program	*n*	%
English	15	1.1
Geology	< 5	---
History	7	0.5
Mathematics	5	0.4
Philosophy	5	0.4
Physics	9	0.6
Political science	14	1.0
Psychology	21	1.5
Romance languages	< 5	---
Sociology	17	1.2
Statistics	0	0.0
Theatre	6	0.4
Trulaske College of Business		
Accountancy	< 5	---
Business administration	5	0.4
College of Education		
Educational leadership	0	0.0
Educational leadership and policy analysis	22	1.5
Educational, school, and counseling psychology	27	1.9
Information science and learning technologies	9	0.6
Career and technical education	0	0.0
Learning, teaching and curriculum	27	1.9
Special education	< 5	---
College of Engineering		
Biological engineering	< 5	---
Chemical engineering	< 5	---
Civil engineering	7	0.5
Computer science	< 5	---
Electrical and computer engineering	7	0.5
Industrial engineering	< 5	---
Mechanical and aerospace engineering	9	0.6
College of Veterinary Medicine		
Biomedical sciences	10	0.7

Table 11. Graduate/Professional Student/Post-Doctoral Scholar respondents' Academic Programs

Academic degree program	n	%
Office of Graduate Studies		
Ge etics area program	< 5	---
Informatics	6	0.4
Neuroscience	6	0.4
Nuclear engineering	< 5	---
Pathobiology area program	9	0.6
Harry S. Truman School of Public Affairs		
Public affairs	5	0.4
School of Health Professions		
Physical therapy	26	1.8
College of Human E nviroi mental Sciences		
Human environmental sciences	5	0.4
Exercise physiology	< 5	---
Nutrition area program	< 5	---
School of Journalism		
Journalism	7	0.5
School of Medicine		
Clinical and translational science	7	0.5
Microbiology	9	0.6
School of Natural Resources		
Fisheries and wildlife sciences	< 5	---
Forestry	< 5	---
Human dimensions of natural resources	< 5	---
Soil, environmental and atmospheric sciences	< 5	---
Water resources	0	0.0
Sinclair School of Nursing		
Nursing	18	1.3
School of Social Work		
Social work	< 5	---
Professional		
School of Law	91	6.4
School of Medicine	105	7.4
College of Veterinary Medicine	79	5.5

Note: Table reports only Graduate/Professional Students or Post-Doctoral Scholars/Fellows/Residents responses (n = 1,426). Table does not report majors where n < 5. Sum does not total 100% as a result of multiple response choices.

Analyses revealed that 31% (n = 1,961) of Student respondents were employed on-campus, 27% (n = 1,712) of Student respondents were employed off-campus, and 42% (n = 2,616) of Student respondents were not employed (Table 12).

Table 12. **Student Employment**

Employed	n	%
No	2,616	41.6
Yes, I work on campus	1,961	31.2
1-10 hours/week	781	39.8
11-20 ours/week	810	41.3
21-30 hours/week	231	11.8
31-40 hours/week	63	3.2
More than 40 hours/week	76	3.9
Yes, I work off campus	1,712	27.2
1-10 hours/week	479	28.0
11-20 ours/week	679	39.7
21-30 hours/week	307	17.9
31-40 hours/week	147	8.6
More than 40 hours/week	100	5.8

Note: Table reports only Student responses (n = 6,285).

Forty-three percent (n = 2,076) of Undergraduate Student respondents and 47% (n = 668) of Graduate/Professional Student/Post-Doctoral respondents experienced financial hardship while attending University of Missouri-Columbia. Of these 2,744 Student respondents, 60% (n = 1,643) had difficulty affording tuition, 50% (n = 1,376) had difficulty purchasing books/course materials, 48% (n = 1,329) had difficulty affording housing, and 41% (n = 1,113) had difficulty affording food while attending University of Missouri-Columbia (Table 13). "Other" responses included "transportation, health care, fraternity dues, paying bills, paying student loans, paying taxes, parking pass, medical bills, Greek life, family bankruptcy, difficulty living, difficulty affording utility bills, and personal debts."

Table 13. **Experienced Financial Hardship**

Financial hardship	n	%
Difficulty affording tuition	1,643	59.9
Difficulty purchasing my books/course materials	1,376	50.1
Difficulty in affording housing	1,329	48.4
Difficulty affording food	1,113	40.6
Difficulty participating in social events	1,067	38.9
Difficulty affording academic related activities (e.g., study abroad. service learning)	953	34.7
Difficulty in affording other campus fees	771	28.1
Difficulty affording co-curricular events or activities	650	23.7
Difficulty in affording unpaid internships/research opportunities	628	22.9
Difficulty in affording health care	617	22.5
Difficulty affording travel to and from MU	553	20.2
Difficulty affording commuting to campus (e.g.. transportation. parking)	528	19.2
Difficulty in affording alternative spring breaks	479	17.5
Difficulty finding employment	460	16.8
Difficulty in affording childcare	95	3.5
A financial hardship not listed here	130	4.7

Note: Table reports only responses of Students who indicated on the survey that they experienced financial hards 'ip (n = 2,744). Percentages may not sum to 100% due to multiple responses.

Fifty-four percent (n = 3,383) of Student respondents relied on family contributions to pay for their education at University of Missouri-Columbia (Table 14). Sixty-five percent (n = 3,148) of Undergraduate Student respondents and 17% (n = 235) of Graduate/Professional Student/Post-Doctoral Scholar respondents relied on family contributions to pay for their education. Subsequent analyses indicated that 15% (n = 167) of Low-Income Student respondents,[54] 63% (n = 3,145) of Not-Low-Income Student respondents, 34% (n = 478) of First-Generation students. and 60% (n = 2,903) of Not-First-Generation Student respondents depended on family contributions.

[54]The LCST defined Low-Income Student respondents as those students whose families earn less than $30,000 annually.

Forty-two percent ($n = 2,660$) of Student respondents used loans to pay for college. Forty-five percent ($n = 2,195$) of Undergraduate Student respondents and 33% ($n = 465$) of Graduate/Professional Student/Post-Doctoral Scholar respondents relied on loans to help pay for college. When analyzed by income status, the data revealed that 46% ($n = 520$) of Low-Income Student respondents and 42% ($n = 2,093$) of Not-Low-Income Student respondents relied on loans to help pay for college. Likewise, 56% ($n = 790$) of First-Generation Student respondents and 38% ($n = 1,868$) of Not-First-Generation Student respondents depended on loans.

Thirty-two percent ($n = 1,988$) of Student respondents used non-need-based scholarship to pay for college. Thirty-eight percent ($n = 1,832$) of Undergraduate Student respondents and 11% ($n = 156$) of Graduate/Professional Student/Post-Doctoral Scholar respondents relied on non-need-based scholarship to help pay for college. When analyzed by income status, the data revealed that 19% ($n = 212$) of Low-Income Student respondents and 35% ($n = 1,737$) of Not-Low-Income Student respondents relied on non-need-based scholarship to help pay for college. Additionally, when analyzed by first-generation status, 23% ($n = 327$) of First-Generation Student respondents and 34% ($n = 1,660$) of Not-First-Generation Student respondents depended on non-need-based scholarship.

Table 14. **How Student Respondents Were Paying for College**

Source of funding	*n*	%
Family contribution	3,383	53.8
Loans	2,660	42.3
Non-need-based scholarship (e.g., Curators, Chancellor's Scholar Award)	1,988	31.6
Off-campus employment	1,177	18.7
Personal contribution	1,151	18.3
On-campus employment	1,097	17.5
Grant (e.g., Pell)	1,081	17.2
Need-based scholarship (e.g., Access Missouri)	762	12.1
Graduate/research assistantship	620	9.9
Credit card	456	7.3
Graduate fellowship	188	3.0
GI Bill/veterans benefits	146	2.3

Table 14. **How Student Respondents Were Paying for College**

Source of funding	n	%
Dependent tuition (e.g., family member works at MU)	114	1.8
Money from home country	98	1.6
Resident assistant	72	1.1
A method of payment not listed here	195	3.1

Note: Table reports only Student responses ($n = 6.285$).

Twenty-seven percent ($n = 1,695$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent).

Twenty-seven percent ($n = 1,697$) of Student respondents reported that they or their families had annual incomes of less than $50,000. Twenty-six percent ($n = 1,614$) reported annual incomes between $50,000 and $99,999; 20% ($n = 1,239$) between $100,000 and $149,999; 16% ($n = 1,023$) between $150,000 and $249,999; and 9% ($= 564$) reported an annual income of $250,000 or more.[55]

These figures are displayed by student status in Figure 11. Information is provided for those Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

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[55]Refer to Table B30 in Appendix B for the combined Student respondent data.
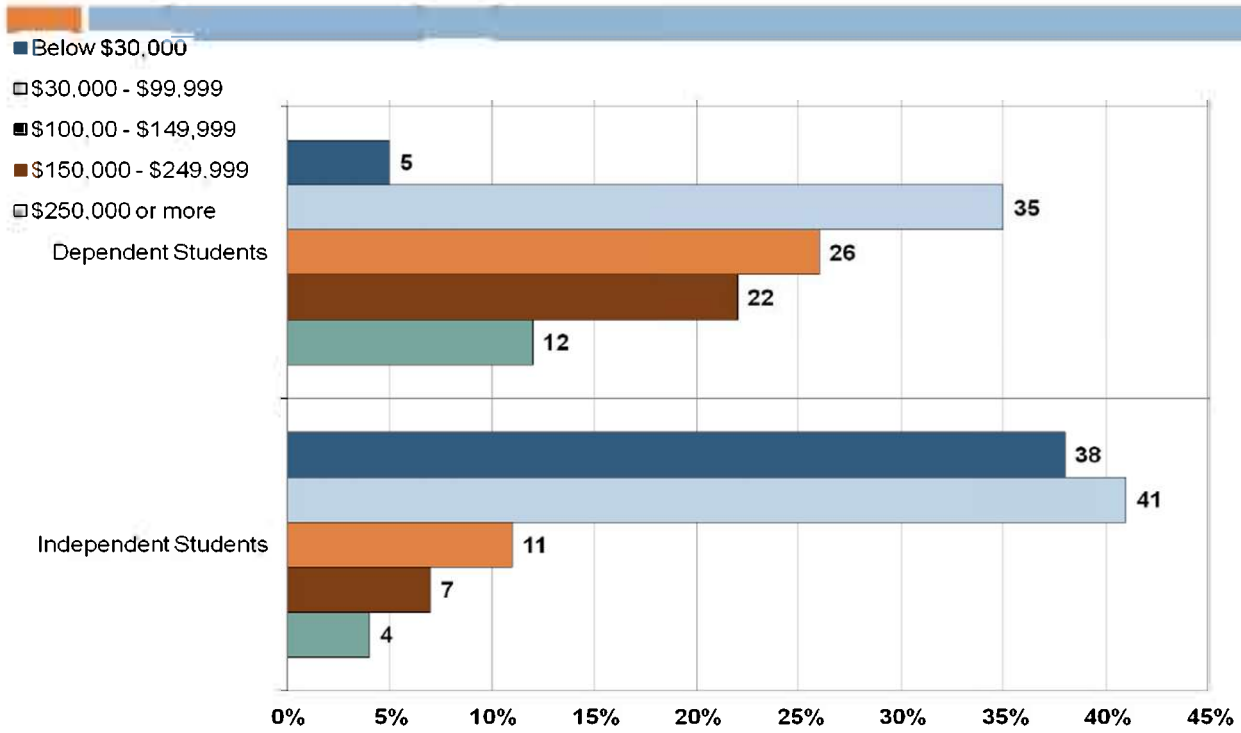
Figure 11. Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

Of the Students completing the survey, 21% (n = 1,290) lived in campus housing, 75% (n = 4,700) lived in non-campus housing, and 1% (n = 33) identified as housing insecure (Table 15). Subsequent analyses indicated that 72% (n = 3,379) of Undergraduate Student respondents lived in non-campus housing.

Table 15. Student Respondents' Residence

Residence	n	%
Campus housing	**1,290**	**20.5**
Sc nn Hall	95	7.4
Mark Twain Hall	89	6.9
Hatch Hall	87	6.7
Hudson Hall	86	6.7
Gillett Hall	77	6.0
College Avenue Hall	75	5.8
Wolpers Hall	61	4.7
Johnston Hall	58	4.5
Brooks Hall	56	4.3
Gateway Hall	54	4.2
Defoe-Graham Hall	46	3.6
South Hall	46	3.6
Discovery Hall	40	3.1
Dogwood Hall	34	2.6
Responsibility Hall	29	2.2
Hawthorn Hall	28	2.2
North Hall	28	2.2
Galena Hall	26	2.0
McDavid Hall	18	1.4
Center Hall	16	1.2
Respect Hall	< 5	---

Table 15. **Student Respondents' Residence**

Residence	n	%
Tiger Reserve (graduate students only)	< 5	---
Excellence Hall	< 5	---
Missing	234	18.1
Non-campus housing	**4,700**	**74.8**
Non-University affiliated apartment/house	3,507	74.6
University affiliated apartment/house	420	8.9
Sorority or fraternity	401	8.5
Living with family member/guardian	200	4.3
Other organizational/group housing [e.g. Christian Campus House]	33	0.7
Missing	139	3.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**33**	**0.5**
Missing	262	4.2

Note: Table reports only Student responses (*n* = 6,285).

Thirty-two percent (*n* = 1,987) of Student respondents participated in a Greek letter organization, 30% (*n* = 1,886) participated in academic and academic honorary organizations, and 24% (*n* = 1,498) participated in professional or pre-professional organizations at University of Missouri-Columbia (Table 16). Twenty-three percent (*n* = 1,423) participated in service or philanthropic organization, 19% (*n* = 1,174) participated in faith or spirituality-based organizations, and 17% (*n* = 1,049) involved with recreational organizations.

Table 16. **Student Respondents' Participation in Clubs/Organizations at University of Missouri-Columbia**

Club/organization	n	%
Greek letter organization	1,987	31.6
Academic and academic honorary organizations	1,886	30.0
Professional or pre-professional organization	1,498	23.8
Service or philanthropic organization	1,423	22.6

Table 16. **Student Respondents' Participation in Clubs/Organizatio s at University of Missouri-Columbia**

Club/organization	n	%
Faith or spirituality-based organization	1,174	18.7
I do not participate in any clubs or organizations at MU	1,057	16.8
Recreational organization	1,049	16.7
Governance organization (e.g., SGA, SFC, Councils)	515	8.2
Political or issue-oriented organization	453	7.2
Health and wellness organization	432	6.9
Culture-specific organization	414	6.6
Publication media organization	410	6.5
Intercollegiate athletic team	355	5.6
A student organization not listed above	554	8.8

Note: Table reports only Student responses (n = 6,285). Percentages may not sum to 100% as a result of multiple response choices.

Ninety-four percent (*n* = 9,301) of Student respondents have never served in the military, while 4% (*n* = 352) have served in the military.

Table 17 indicates that most Student respondents earned passing grades. Fifty-one percent (*n* = 2,469) of Undergraduate Student respondents and 82% (*n* = 1,118) of Graduate Student respondents earned a 3.50 or higher grade point average (G.P.A.).

Table 17. **Undergraduate Student and Graduate/Professional Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	Undergraduate Student respondents		Graduate Student respondents	
	n	%	n	%
3.75 – 4.00	1,510	31.1	876	64.1
3.50 – 3.74	959	19.7	242	17.7
3.25 – 3.49	789	16.2	99	7.2
3.00 – 3.24	650	13.4	59	4.3

Table 17. **Undergraduate Student and Graduate/Professional Student Respondents' Cumulative G.P.A. at the End of Last Semester**

G.P.A.	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
2.75 – 2.99	472	9.7	18	1.3
2.50 – 2.74	204	4.2	7	.5
2.25 – 2.49	109	2.2	< 5	---
2.00 - 2.24	63	1.3	< 5	---
1.99 and below	31	0.6	< 5	---
Missing	72	1.5	61	4.5

Note: Table reports only Student responses (*n* = 6.285).

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Campus Climate Assessment Findings[56]

The following section reviews the major findings of this study.[57] The review explores the climate at University of Missouri-Columbia through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort With the Climate at University of Missouri-Columbia

The survey posed questions regarding respondents' levels of comfort with University of Missouri-Columbia's campus climate. Table 18 illustrates that 66% ($n = 6,553$) of the survey respondents were "comfortable" or "very comfortable" with the climate at University of Missouri-Columbia. Seventy-seven percent ($n = 2,811$) of Faculty/Emeritus Faculty/Research Scientist respondents, Senior Administrator with Faculty rank, and Staff/Senior Administrator without Faculty rank were "comfortable" or "very comfortable" with the climate in their primary work areas. Eighty-four percent ($n = 6,115$) of Student respondents, Faculty/Emeritus Faculty/Research Scientist respondents, and Senior Administrator with Faculty rank respondents were "comfortable" or "very comfortable" with the climate in their classes.

Table 18. **Respondents' Comfort With the Climate at University of Missouri-Columbia**

Level of comfort	Comfort with overall climate		Comfort with climate in primary work area*		Comfort with climate in class**	
	n	%	*n*	%	*n*	%
Very comfortable	1,803	18.1	1,393	38.0	2,542	34.9
Comfortable	4,750	47.8	1,418	38.7	3,573	49.0
Neither comfortable nor uncomfortable	1,838	18.5	407	11.1	855	11.7
Uncomfortable	1,331	13.4	337	9.2	281	3.9
Very uncomfortable	223	2.2	106	2.9	40	0.5

*Faculty and Staff responses ($n = 3,667$) only.
**Faculty and Student responses ($n = 7,351$) only.

[56]Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.
[57]The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that Undergraduate Student respondents (20%, n = 987) and Senior Administrator with Faculty Rank respondents (21%, n = 15) were significantly more likely to have felt "very comfortable" with the overall climate at University of Missouri-Columbia than were Graduate/Professional/Post-Doctoral Student[58] respondents (19%, n = 263), Faculty/Emeritus Faculty/Research Scientist respondents (15%, n = 145) and Staff respondents (15%, n = 393).[159]
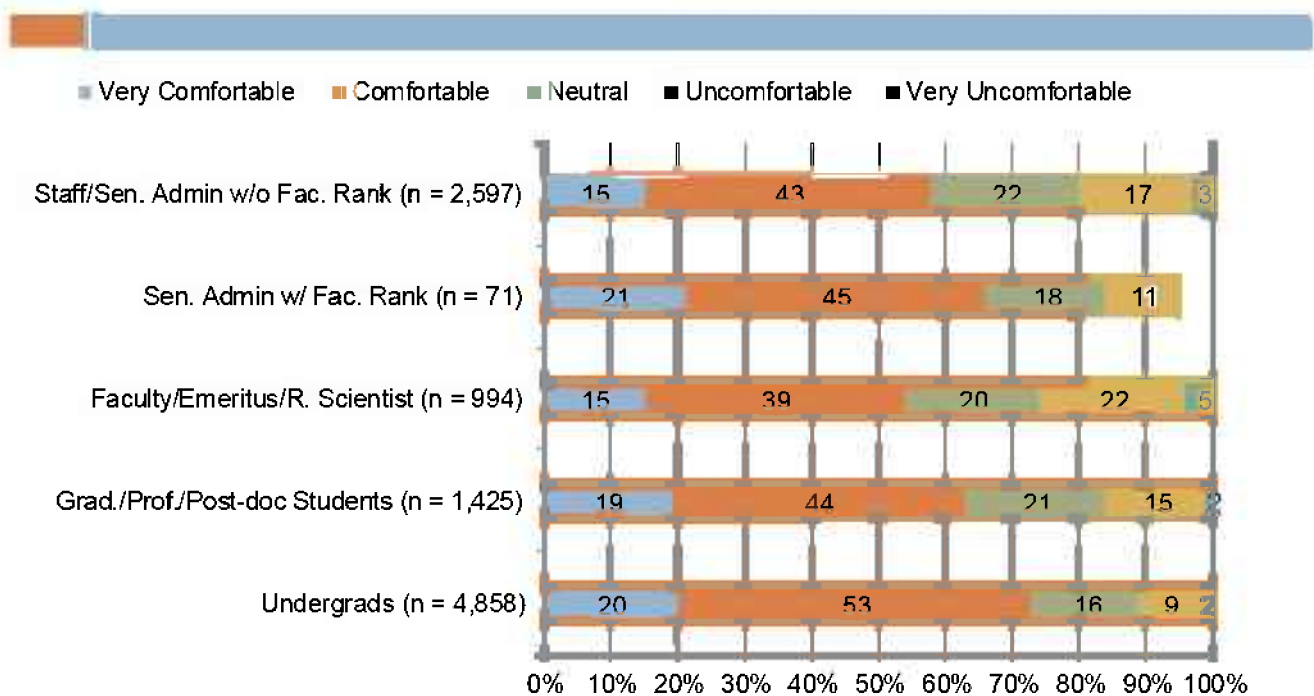
Note: Responses with n < 5 are not presented in the figure

Figure 12. Respondents' Comfort With Overall Climate by Position Status (%)

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[58] Graduate Student/Professional Student/Post-Doctoral/Fellow Residents respondents are grouped as Graduate Student/Professional Student/Post-Doctoral respondents for analyses (also referred to as Graduate/Professional Student or Grad. Students for brevity).

[59] In several places throughout the report narrative, the figure may not provide the exact total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number.

A significant difference existed between Non-Tenure-Track Faculty respondents (43%, $n = 198$),
Tenured Faculty respondents (35%, $n = 115$), and Tenure-Track Faculty respondents (33%, $n = 39$)
who were "comfortable" with the overall climate at University of Missouri-Columbia (Figure 13).[11]
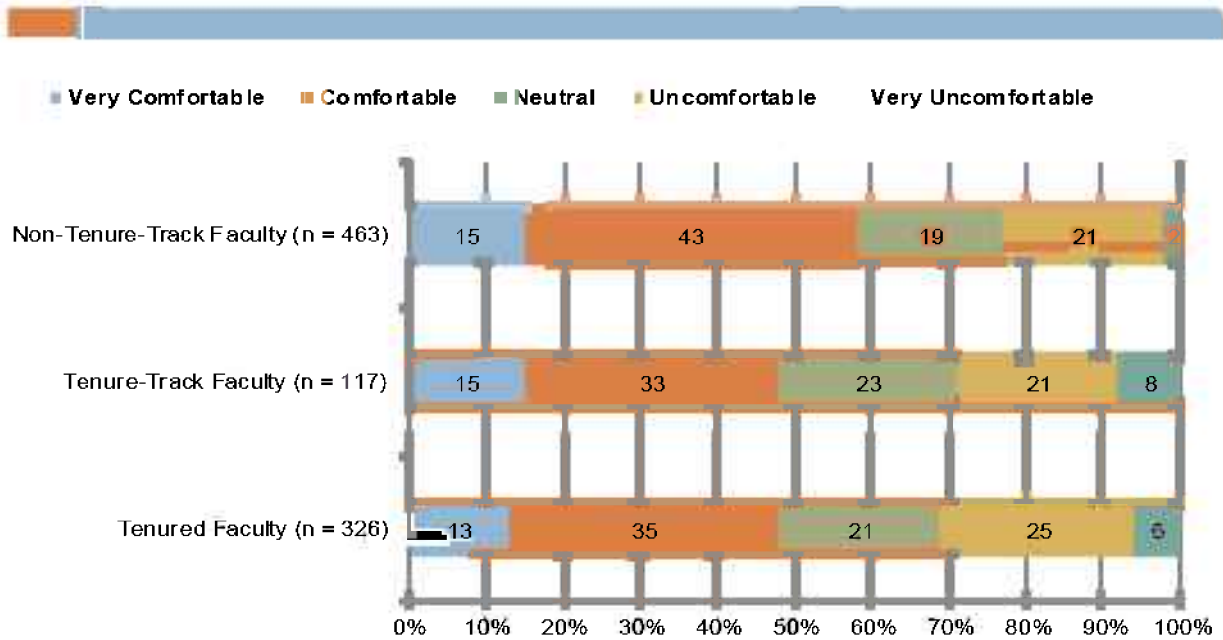
Figure 13. Faculty Respondents' Comfort With Overall Climate by Faculty Position Status (%)

No significant differences existed between Salaried Staff/Senior Administrator without Faculty
Rank respondents and Hourly Staff respondents regarding their comfort with the overall climate at
University of Missouri-Columbia.

By undergraduate student entry status, First-Year Student respondents (54%, $n = 2{,}333$) were significantly more likely to be "comfortable" with the overall campus climate than were Transfer Student respondents (47%, $n = 254$) (Figure 14).[iii]
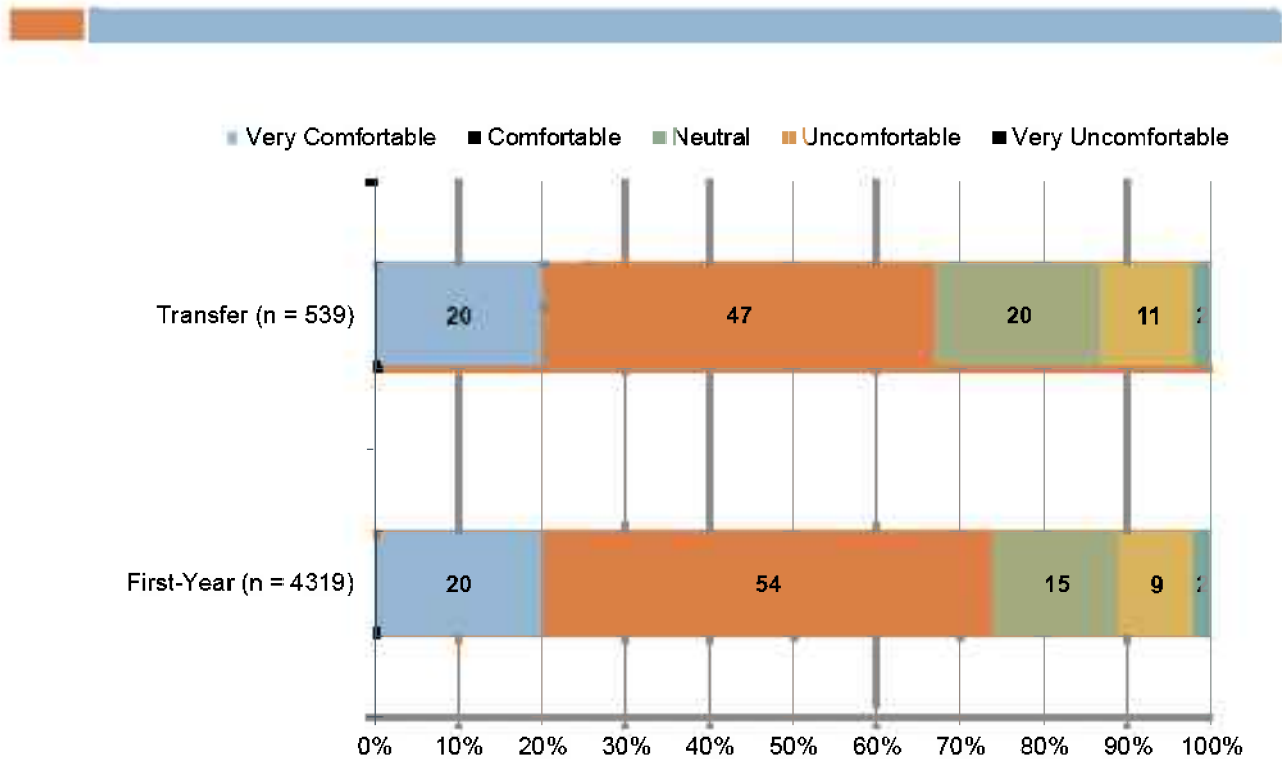
Figure 14. Student Respondents' Comfort With Overall Climate by Undergraduate Student Entry Status (%)

By graduate student status, Doctoral Degree Candidate respondents (63%, $n = 124$) were significantly more likely to be "uncomfortable" with the overall campus climate than were Master Degree Candidate respondents (25%, $n = 49$) and Professional Degree Candidate respondents (13%, $n = 25$) (Figure 15).[iv]

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Professional (n = 225)	24	47	18	11	
Master (n = 449)	21	45	21	11	2
Doctoral (n = 664)	15	41	23	19	
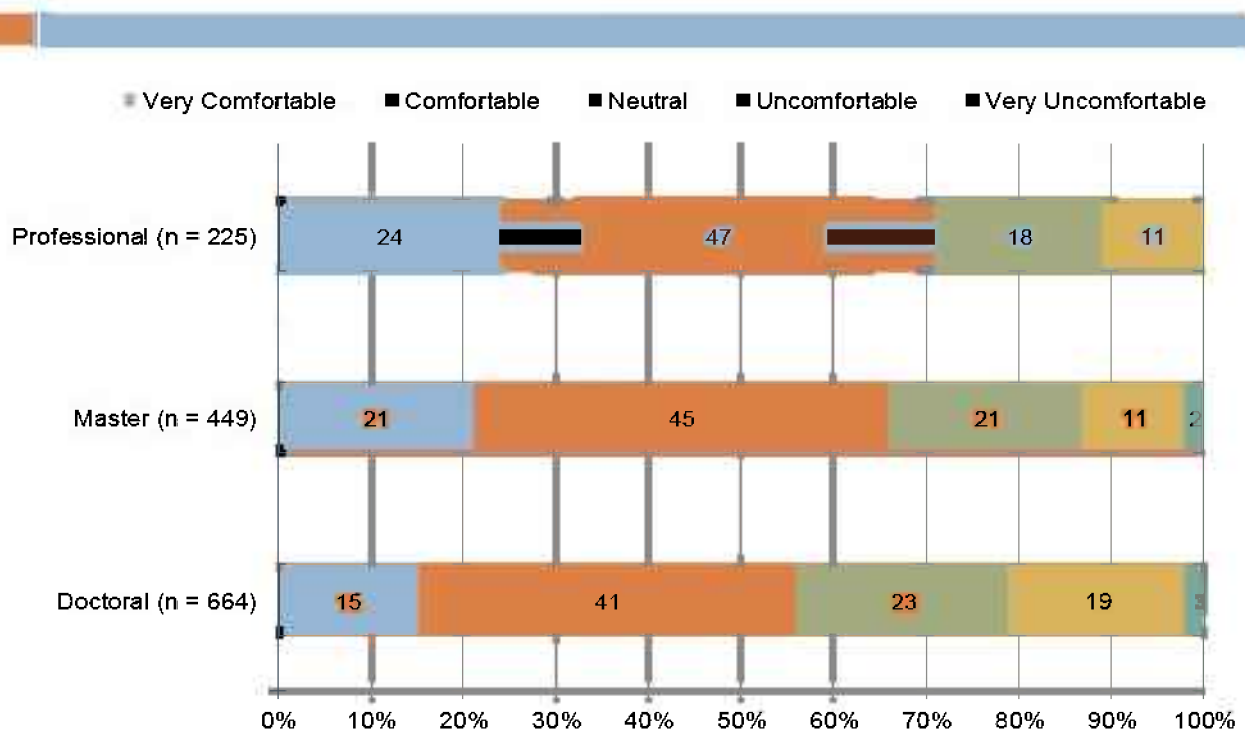
Figure 15. Student Respondents' Comfort With Overall Climate
by Degree Candidate Student Status (%)

Figure 16 illustrates the significant difference in percentages of Senior Administrator with Faculty Rank respondents (49%, $n = 35$) that were more likely than Faculty/Emeritus Faculty/Research Scientist (37%, $n = 364$) and Staff respondents (38%, $n = 994$) to be "very comfortable" with the climate in their primary work areas at University of Missouri-Columbia.[v]
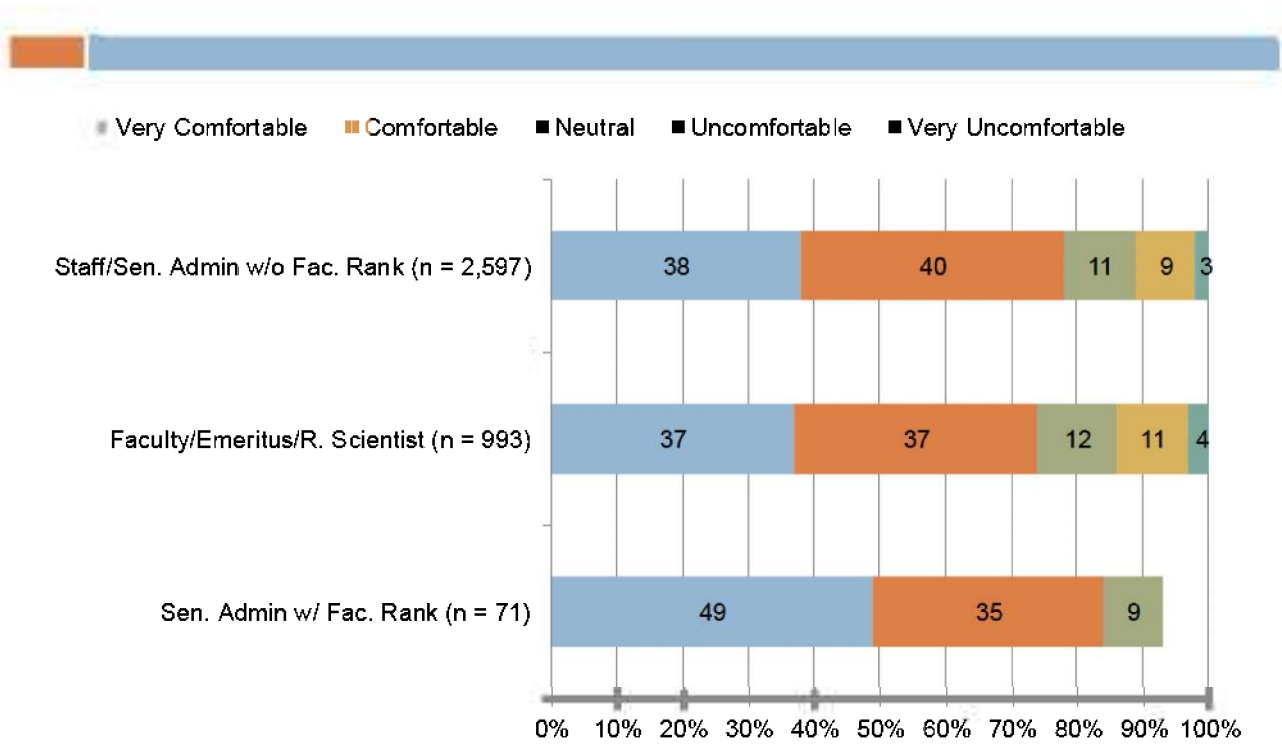
Note: Responses with $n < 5$ are not presented in the figure

Figure 16. Faculty and Staff Respondents' Comfort With Climate in Their Primary Work Areas by Position Status (%)

A significant difference existed between Non-Tenure-Track Faculty respondents (39%, $n = 182$), Tenure-Track Faculty respondents (39%, $n = 45$), and Tenured Faculty respondents (33%, $n = 108$) who were "comfortable" with the climate in their primary work areas at University of Missouri-Columbia (Figure 17).[vi]

■ Very Comfortable   ■ Comfortable   ■ Neutral   ■ Uncomfortable   ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Non-Tenure-Track Faculty (n = 463)	39	39	10	9	2
Tenure-Track Faculty (n = 117)	33	39	15	9	4
Tenured Faculty (n = 326)	33	33	14	14	6
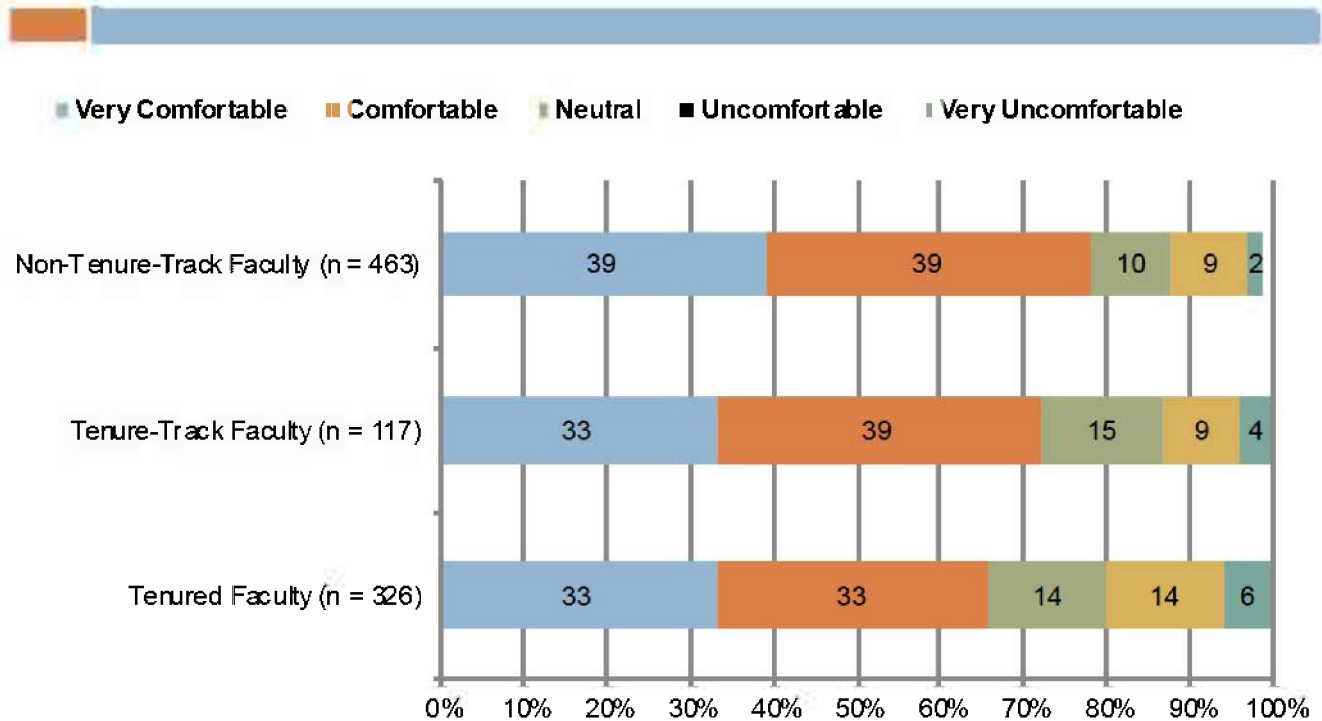
Figure 17. Faculty Respondents' Comfort With Climate in Their Primary Work Areas by Faculty Position Status (%)

No significant differences existed between Salaried Staff/Senior Administrator without Faculty Rank respondents and Hourly Staff respondents regarding their comfort in their primary work areas at University of Missouri-Columbia.

A significantly higher percentage of Undergraduate Student respondents (51%, $n = 2,487$) than Graduate/Professional/Post-Doctoral Student respondents (46%, $n = 653$), Faculty/Emeritus Faculty/Research Scientist (43%, $n = 408$), and Senior Administrator w/Faculty Rank respondents (39%, $n = 25$) were "comfortable" with the climate in their classes (Figure 18) [VII]
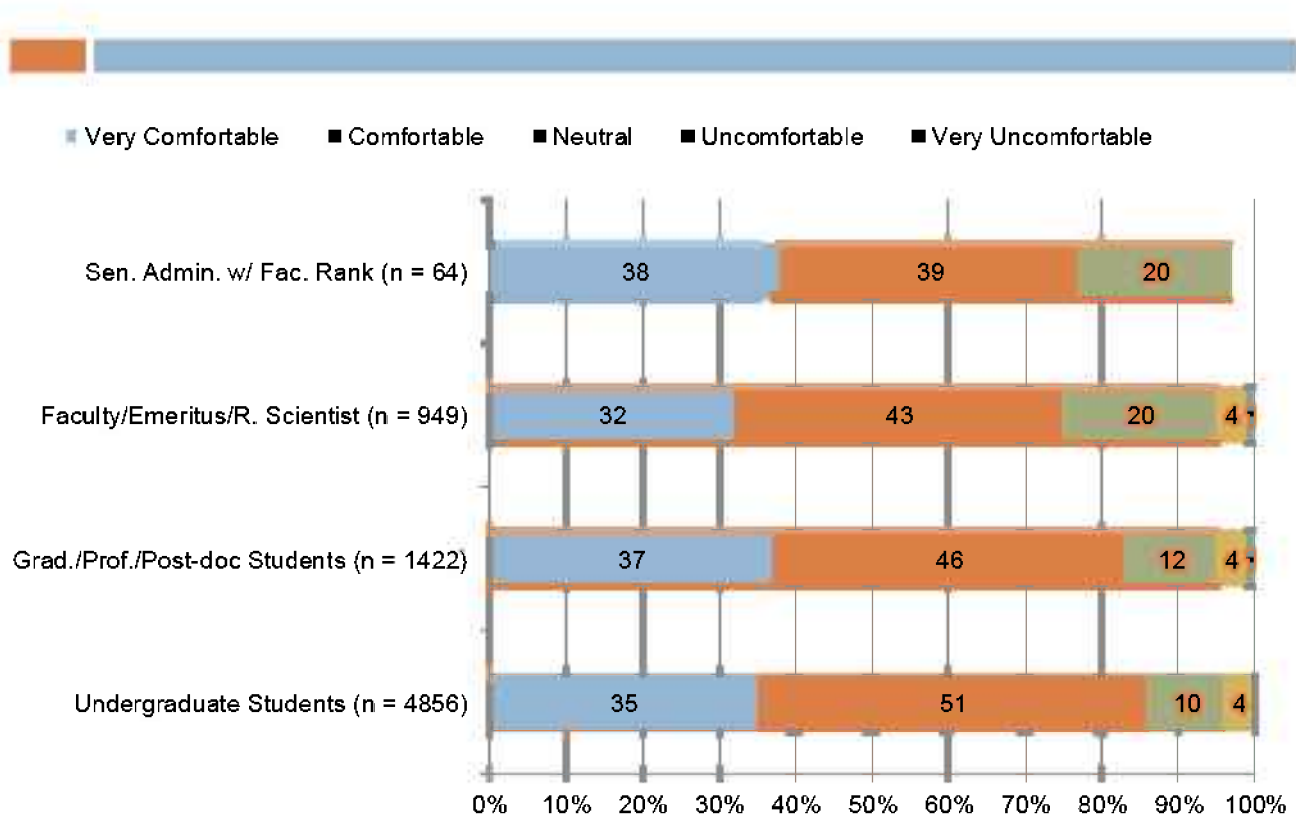
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Faculty and Student Respondents' Comfort With Climate in Their Classes by Position Status (%)

A significant difference existed between Tenured Faculty respondents (49%, $n = 155$), Tenure-Track Faculty respondents (42%, $n = 49$). and Non-Tenure-Track Faculty respondents (41%, $n = 183$) who were "comfortable" with the climate in their classes at University of Missouri-Columbia (Figure 19).[viii]

Legend: ■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable
Non-Tenure-Track Faculty (n = 442)	33	41	22	4
Tenure-Track Faculty (n = 116)	32	42	18	8
Tenured Faculty (n = 317)	33	49	12	4
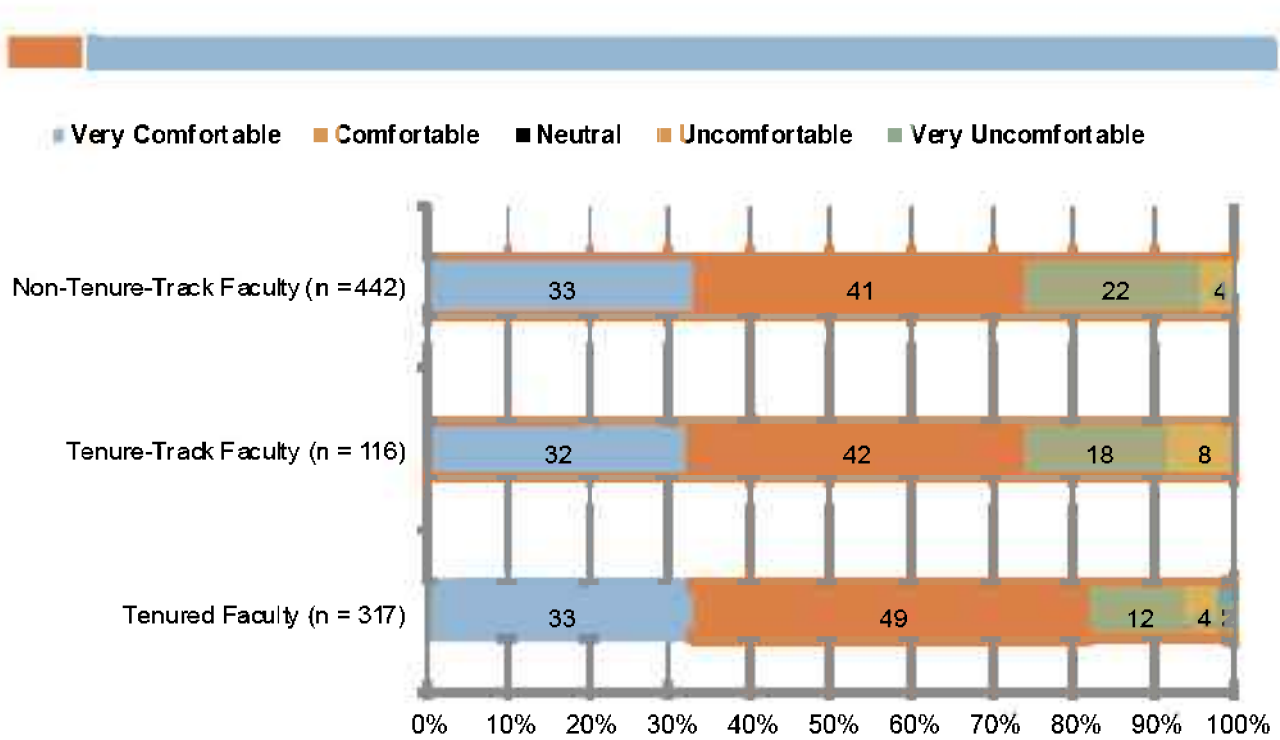
Note: Responses with $n < 5$ are not presented in the figure

Figure 19. Faculty Respondents' Comfort With Climate in Their Classes
by Faculty Position Status (%)

By undergraduate student entry status, First-Year Student respondents (52%, n = 2,224) were significantly more likely to be "comfortable" with the climate in their classes than were Transfer Student respondents (49%, n = 263) (Figure 20).[ix]
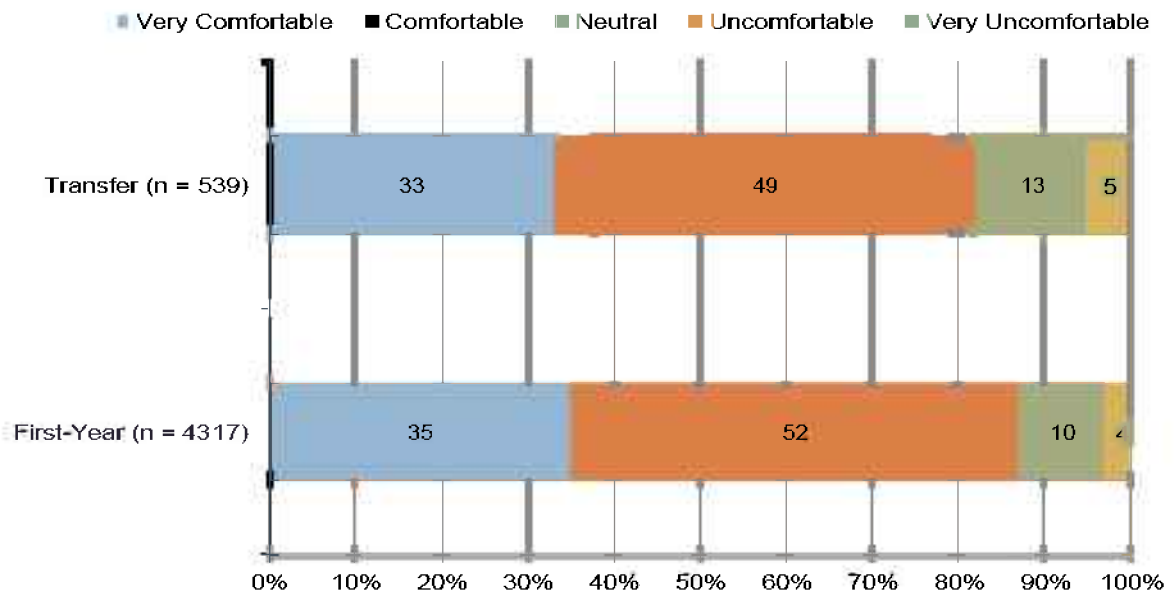
Note: Responses with n < 5 are not presented in the figure

Figure 20. Student Respondents' Comfort With Climate in Their Classes
by Undergraduate Student Entry Status (%)

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their primary work areas, or the climate in their classes differed based on various demographic characteristics.[60]

Significant differences emerged by gender identity.[61] Twenty-t ree percent (n = 836) of Men respondents compared with 15% (n = 929) of Women respondents and 19% (n = 27) of Transspectrum respondents felt "very comfortable" with the overall climate at University of Missouri-Columbia (Figure 21).[x]

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Transpectrum (n = 141)	19	31	16	26	9
Men (n =3626)	23	45	18	12	3
Women (n = 6095)	15	50	19	14	2
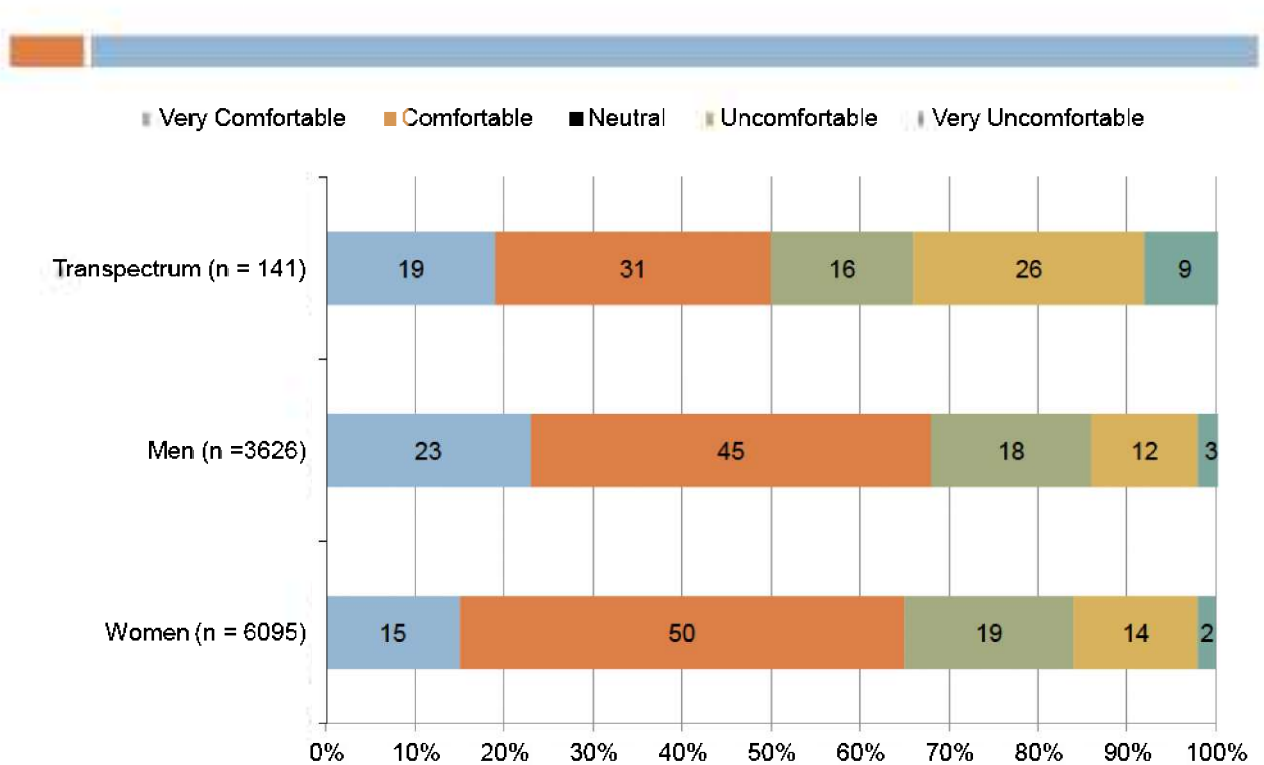
Figure 21. Respondents' Comfort With Overall Climate by Gender Identity (%)

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

[61]Per the LCST, gender identity was recoded into the categories Men (n = 3,626), Women (n = 6,095), Transspectrum (n = 141), where Transspectrum respondents included those individuals who marked 'transgender', 'genderqueer', or 'a gender not listed here' only for the question, "What is your gender/gender identity (mark all that apply)?" Transspectrum respondents were not included to maintain the confidentiality of their responses.

Significant differences existed between Men, Women. and Transspectrum Employee[62] respondents regarding their level of comfort with the climate in their primary work areas[63] (Figure 22). Forty-one percent (n = 568) of Men Employee respondents compared to 37% (n = 801) of Women Employee respondents and 25% (n = 9) of Transspectrum Employee respondents were "very comfortable" with the climate in their primary work areas.[xi]

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable
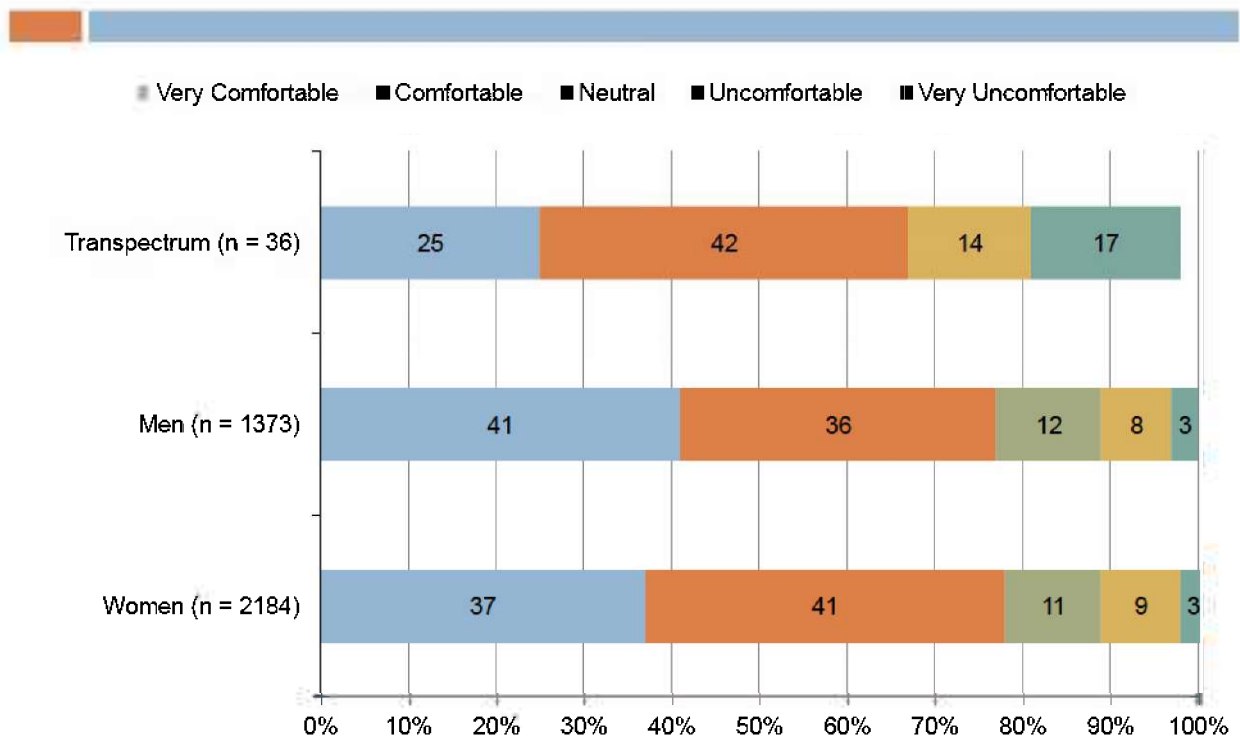
Note: Responses with n < five are not presented in the figure.

Figure 22. Employee Respondents' Comfort With Climate in Their Primary Work Areas by Gender Identity (%)

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[62] Employee respondents refer to Faculty/Emeritus Faculty/Research Scientist and Staff/Administrators with or without Faculty Rank.

Significant differences emerged between Men Faculty and Student respondents (42%, $n = 1,161$), Women Faculty and Student respondents (31%, $n = 1,339$). and Transspectrum Faculty and Student respondents (28%, $n = 33$) who felt "very comfortable" in their classes (Figure 23). [xii]
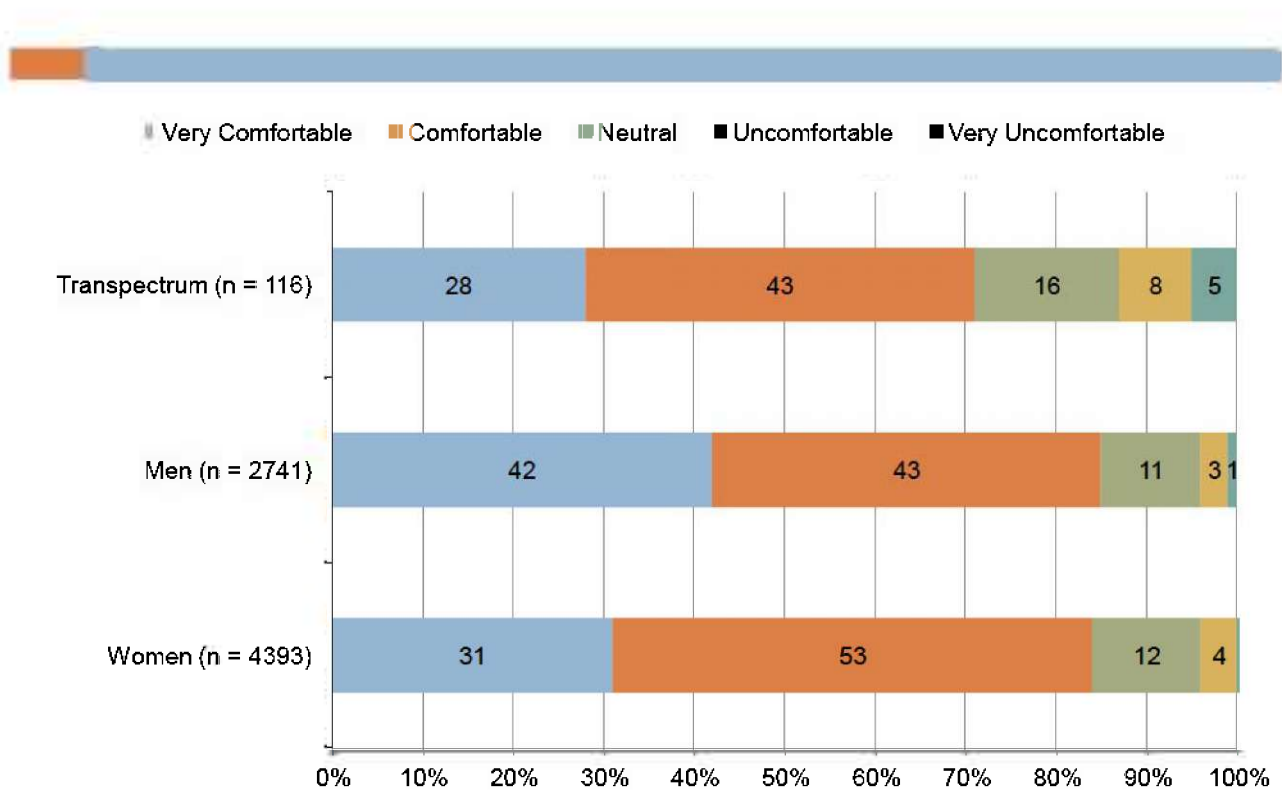
Figure 23. Faculty and Student Respondents' Comfort With Climate in Their Classes by Gender Identity (%)

By racial identity.[64] African/Black/African American (10%, $n = 48$), Asian/Asian American (12%, $n = 57$), and Multiracial respondents (13%, $n = 73$) were significantly less likely to be "very comfortable" with the overall climate at University of Missouri-Columbia than were White respondents (19%, $n = 1,520$), Other Respondents of Color (18%, $n = 16$), and Hispanic/Latin@/Chican@ respondents (17%, $n = 29$) (Figure 24).[xiii]
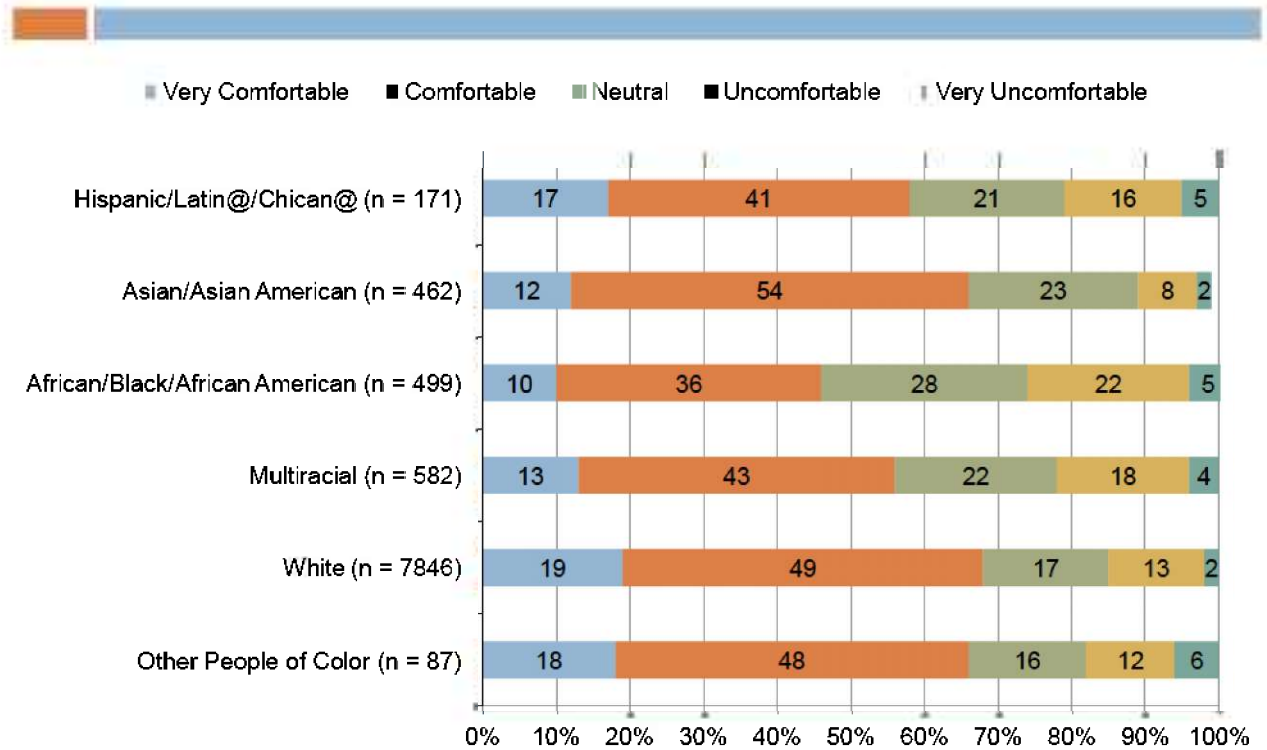
Note: Responses with $n < 5$ are not presented in the figure

Figure 24. Respondents' Comfort With Overall Climate by Racial Identity (%)

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[64]The LCST proposed six collapsed racial identity categories (White, African/Black/African American, Asian/Asian American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander, American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian. For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, African/Black/African American, Hispanic/Latino/Chicano, and Other People of Color were collapsed into one category named People of Color.

Significant differences existed between W ite Employee respondents (40%, $n = 1,204$), Other Employee Respondents of Color (32%, $n = 6$), and Multiracial Employee respondents (33%, $n = 55$) who were more likely to be "very comfortable" with the climate in their primary work areas than were A rican /Black/African American Employee respondents (23%, $n = 36$), Asian/Asian American Employee respondents (29%, $n = 32$), and Hispanic/Latin@/C ican@ Employee respondents (26%, $n = 14$) (Figure 25) [xiv]

Legend: ▮ Very Comfortable ▮ Comfortable ▮ Neutral ▮ Uncomfortable ▮ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
Hispanic/Latin@/Chican@ (n = 53)	26	25	25	15	9
Asian/Asian American (n = 112)	29	40	20	6	5
African/Black/African American (n = 157)	23	47	10	17	3
Multiracial (n = 167)	33	35	19	9	5
White (n = 2989)	40	39	10	8	2
Other People of Color (n = 19)	32	42			

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

Figure 25. Respondents' Comfort With the Climate in Their Primary Work Areas by Racial Identity (%)

Figure 26 illustrates that White Faculty and Student respondents (39%, $n = 2{,}183$) were significantly more likely to be "very comfortable" with the climate in their classes than were Multiracial Faculty and Student respondents (26%, $n = 115$), Hispanic/Latin@/Chican@ Faculty and Student respondents (25%, $n = 35$), and Other Faculty and Student Respondents of Color (22%, $n = 16$). However, these groups were more likely to be "very comfortable" with the climate in their classes than were African/Black/African American Faculty and Student respondents (13%, $n = 46$) and Asian/Asian American Faculty and Student respondents (19%, $n = 77$).[xv]
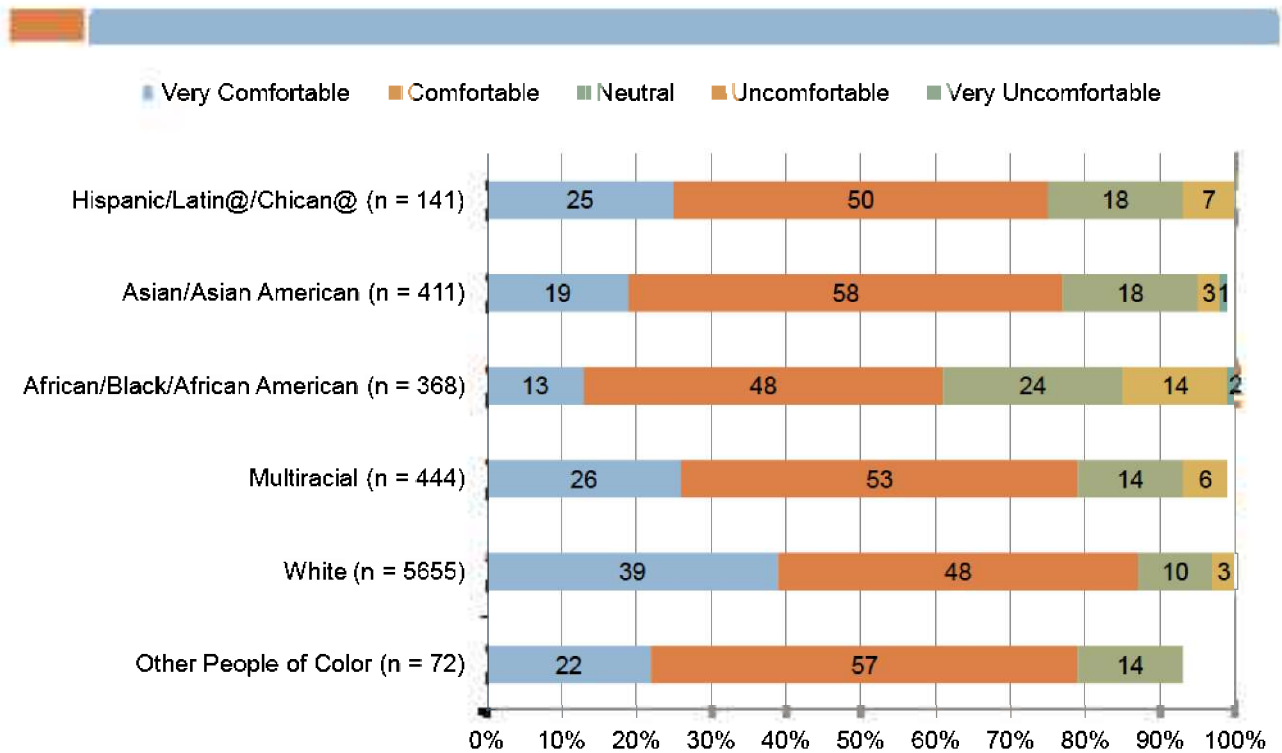
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Faculty and Student Respondents' Comfort With Climate in Their Classes by Racial Identity (%)

Significant differences occurred in respondents' level of comfort based on sexual identity. By sexual identity, Heterosexual respondents (19%, $n = 1,641$) were significantly more likely to be "very comfortable" with the overall climate at University of Missouri-Columbia than were LGBQ respondents (11%, $n = 96$) (Figure 27).[xvi]
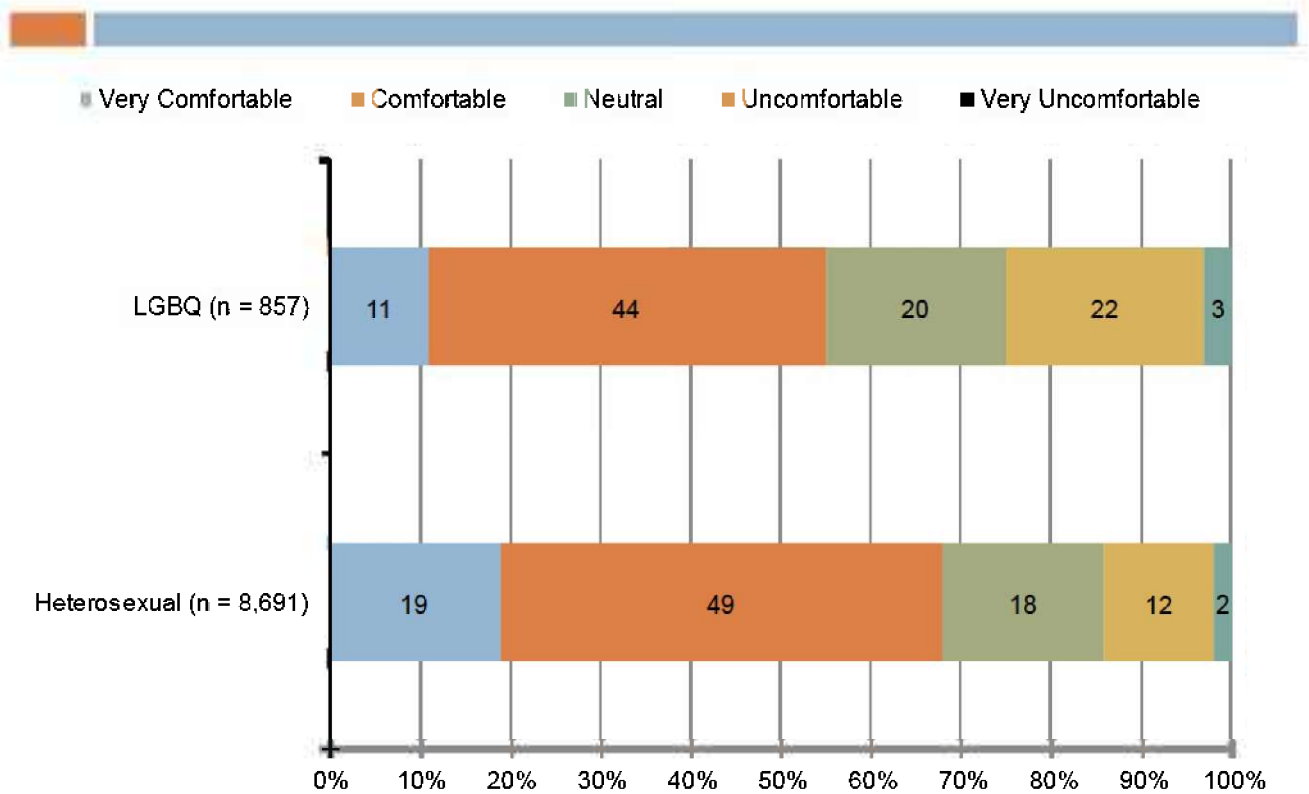
Figure 27. Respondents' Comfort With the Overall Climate
by Sexual Identity (%)

Heterosexual Employee respondents (40%, n = 1,278) were significantly more likely to be "very comfortable" with the climate in their primary work areas at University of Missouri-Columbia than were LGBQ Employee respondents (27%, n = 66) (Figure 28).[xvii]

■ Very Comfortable ■ Comfortable ■ Neutral ■ Uncomfortable ■ Very Uncomfortable

	Very Comfortable	Comfortable	Neutral	Uncomfortable	Very Uncomfortable
LGBQ (n = 245)	27	49	11	9	5
Heterosexual (n = 3,200)	40	38	11	9	3
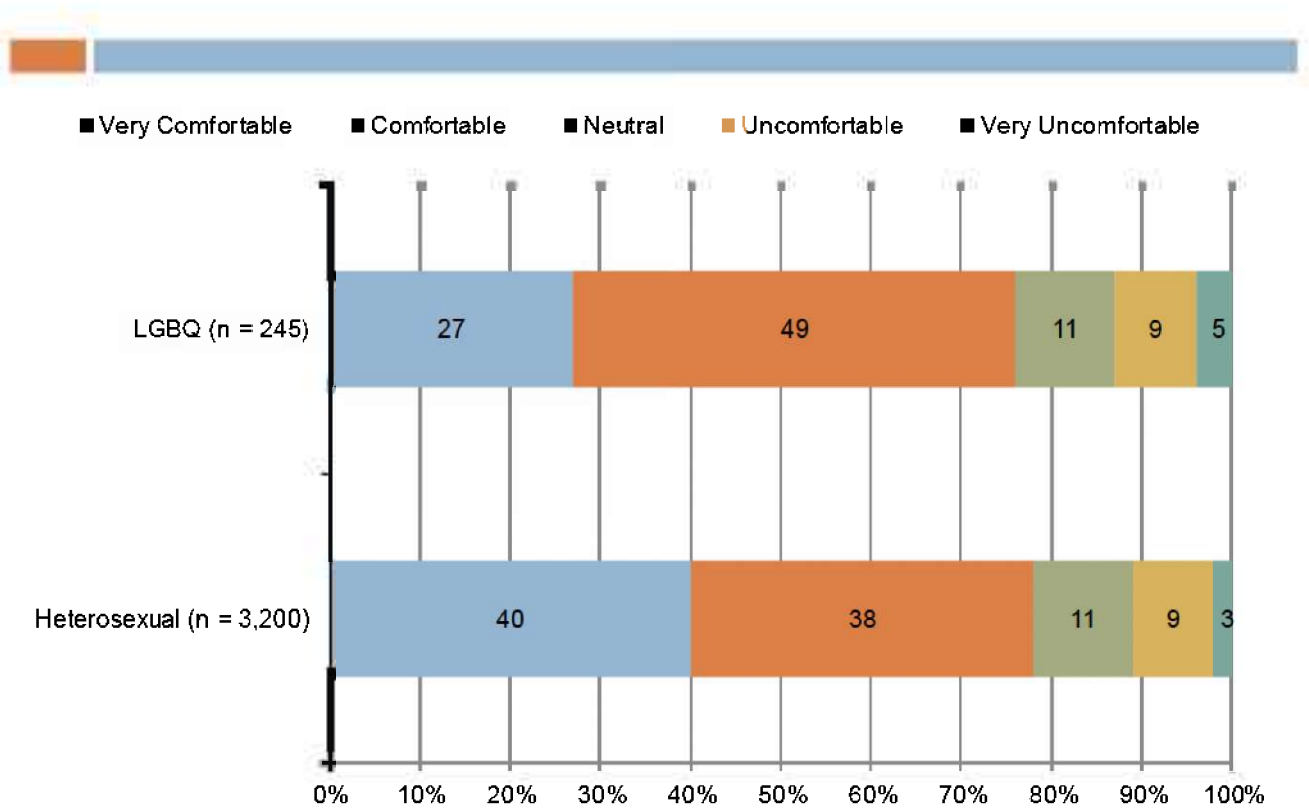
Figure 28. Respondents' Comfort With the Climate in Their Primary Work Areas
by Sexual Identity (%)

By sexual identity, Heterosexual Faculty and Student respondents (36%, n = 2,304) were significantly more likely to be "very comfortable" with the climate in their classes at University of Missouri-Columbia than were LGBQ Faculty and Student respondents (25%, n = 167) (Figure 29).[xvii]
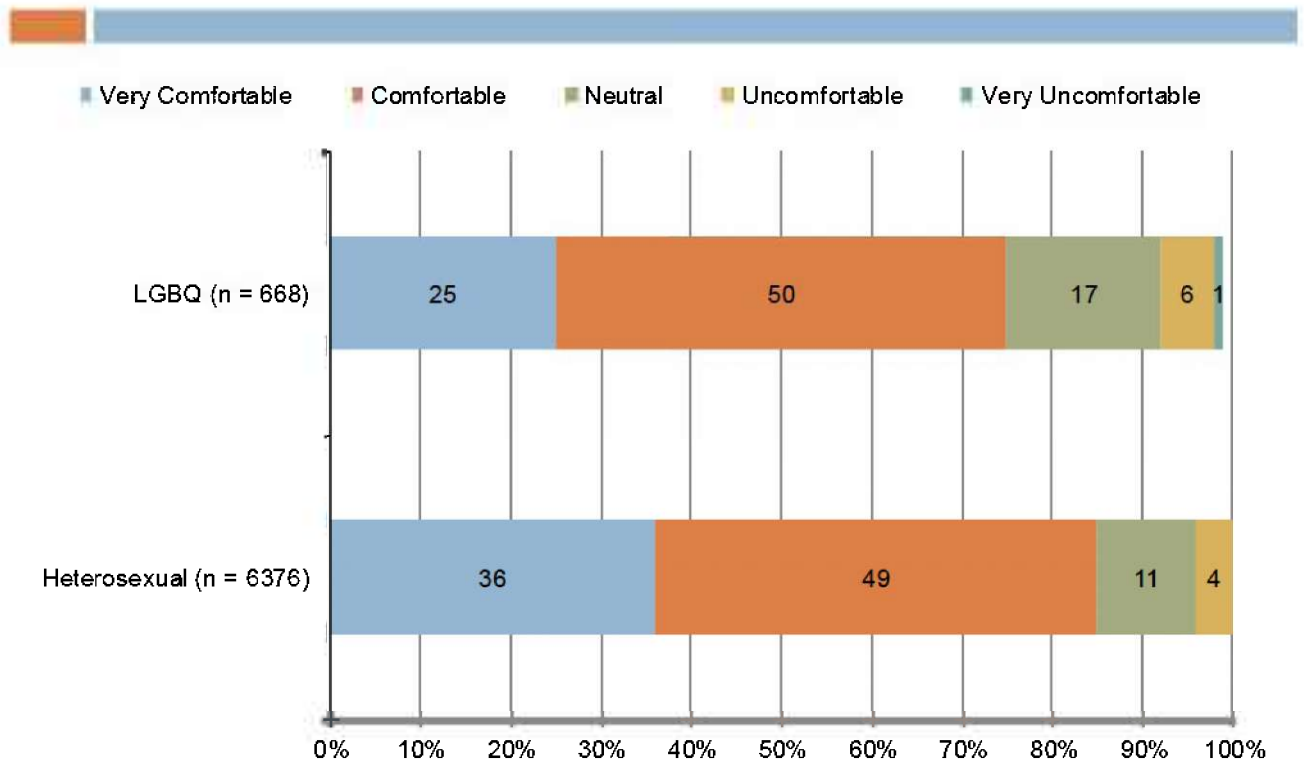
Figure 29. Respondents' Comfort With the Climate in Their Classes by Sexual Identity (%)

Respondents with No Disability (19%, n = 1,656) were significantly more likely to be "very comfortable" with the climate than were respondents with Single Disability (12%, n = 93) and respondents with Multiple Disabilities (13%, n = 43) (Figure 30).[xix]
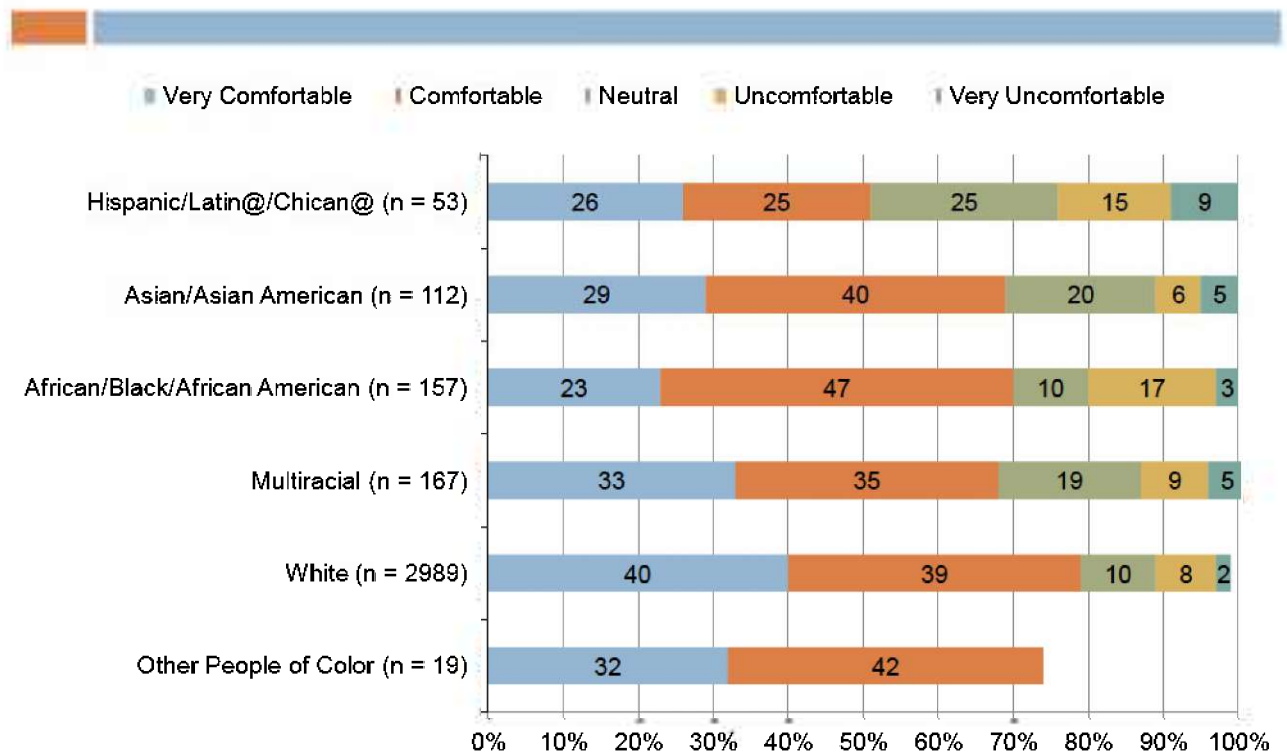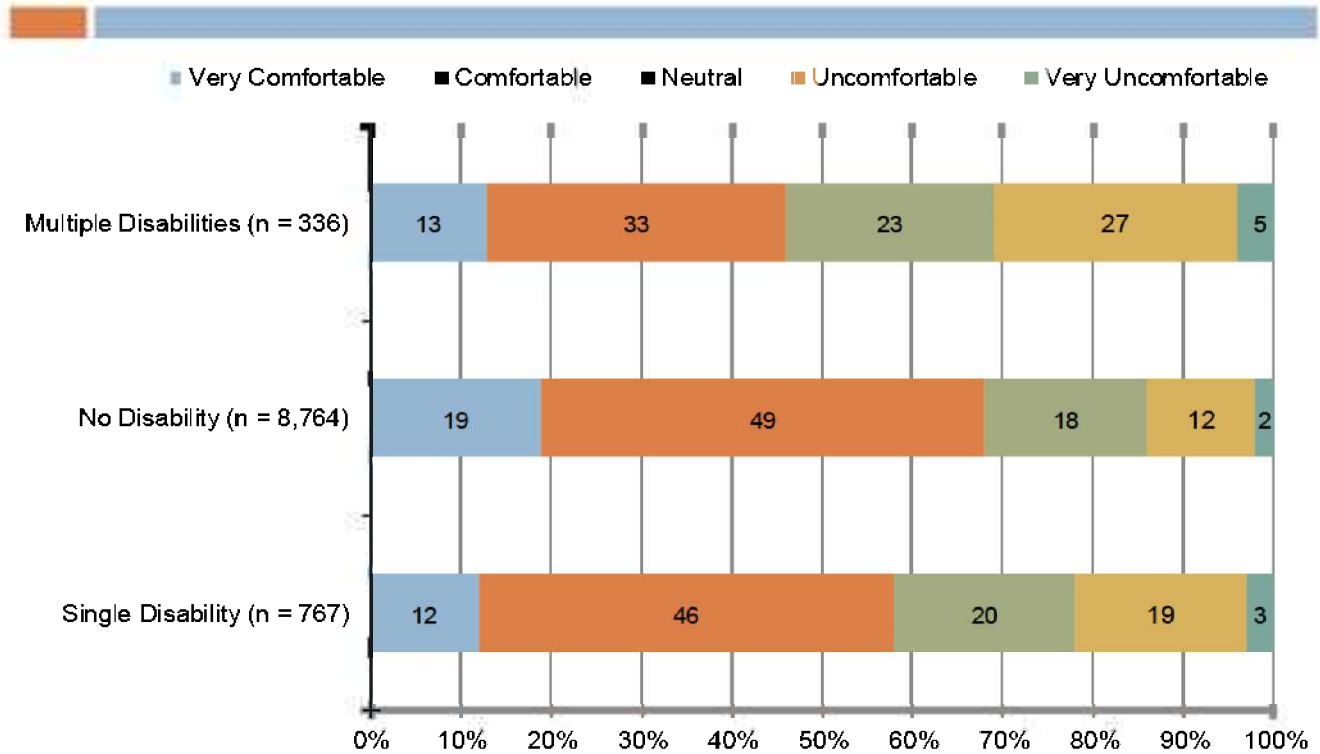

Note: Responses with n < 5 are not presented in the figure.

Figure 30. Respondents' Comfort With Overall Climate by Disability Status (%)

Figure 31 illustrates that Employee respondents with No Disability (39%, = 1,287) and Employee respondents with Single Disability (33%, n = 73) were significantly more likely to be "very comfortable" with the climate in their primary work areas than were Employee respondents with Multiple Disabilities (20%, n = 25).[xx]
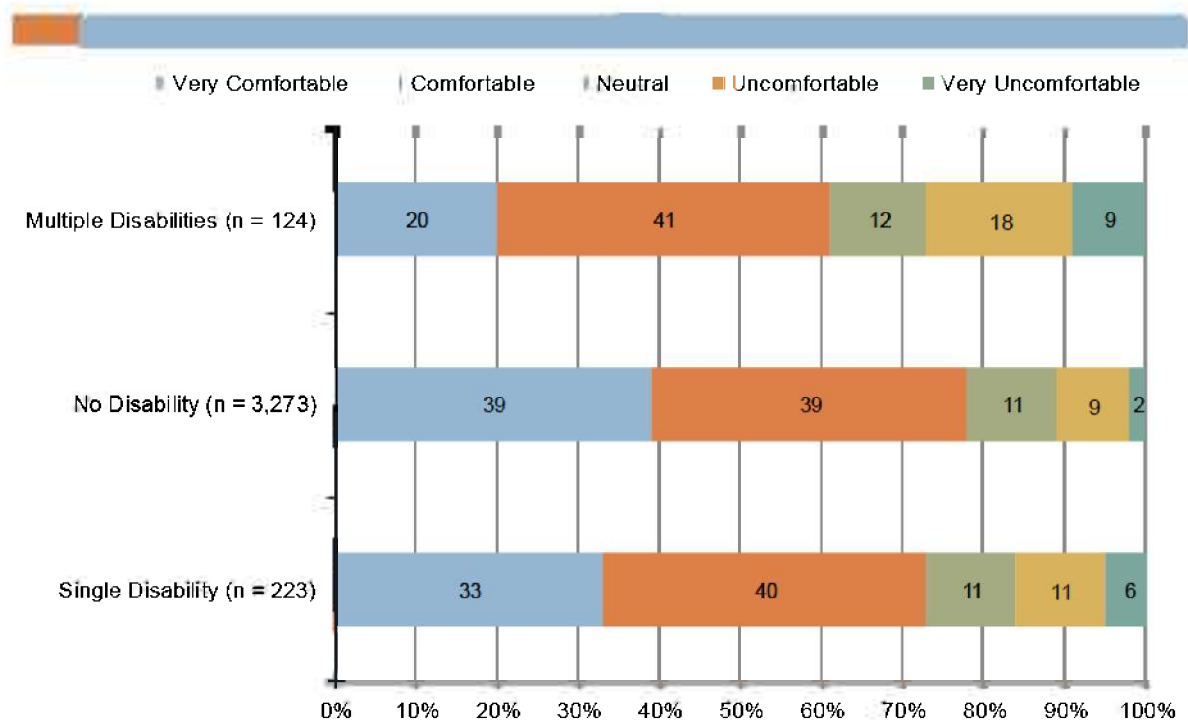
Figure 31. Employee Respondents' Comfort With Climate in Their Primary Work Areas by Disability Status (%)

Faculty and Student respondents with No Disability (36%, n = 2,311) were significantly more likely to be "very comfortable" with the climate in their classes than were Faculty and Student respondents with Single Disability (27%, n = 163) and Faculty and Student respondents with Multiple Disabilities (22%, n = 51) (Figure 32).[xxi]
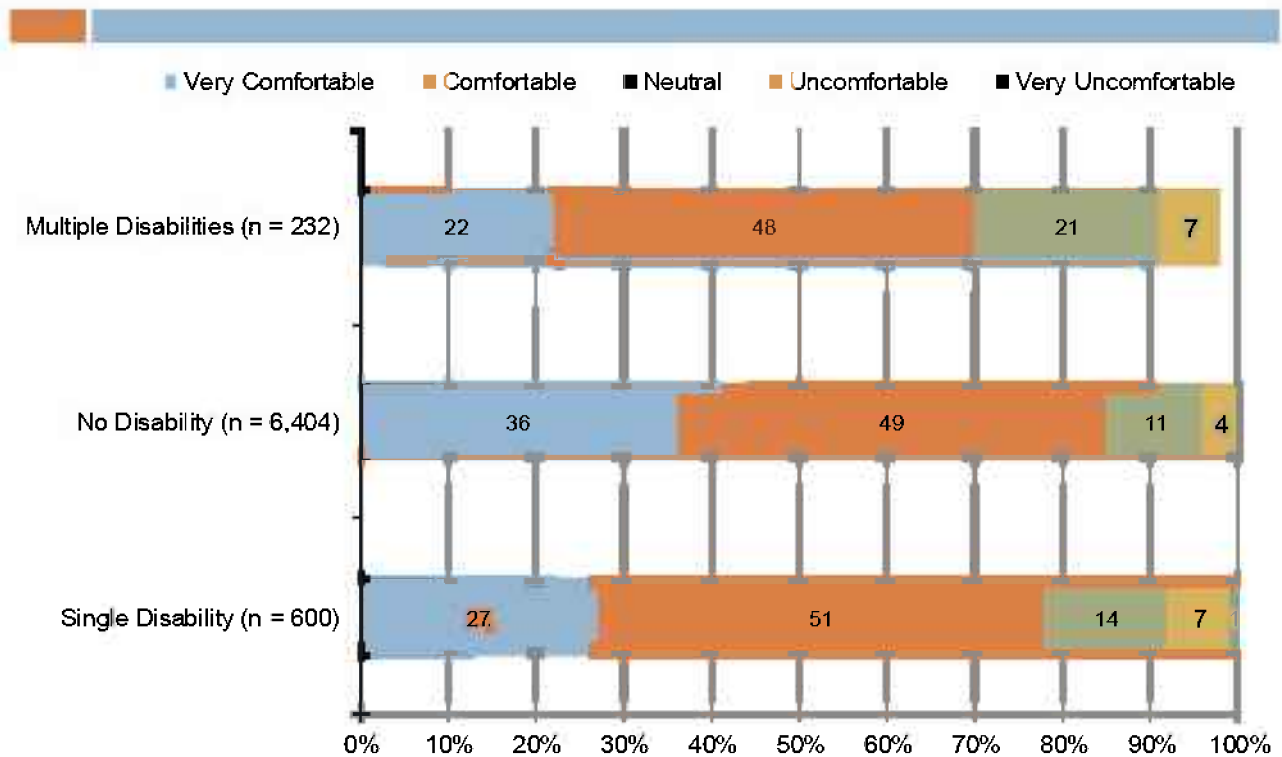
Note: Responses with n < 5 are not presented in the figure.

Figure 32. Faculty and Student Respondents' Comfort With Climate in Their Classes by Disability Status (%)

Significant difference existed in respondents' level of comfort with the overall climate based on Religious/Spiritual Identity (Figure 33). Lower percentages of respondents with No Religious/Spiritual Identity (15%, $n = 435$), Multiple Religious/Spiritual Identities (15%, $n = 54$), and Other Religious/Spiritual Identity (18%, $n = 97$) were "very comfortable" with the overall climate than were respondents with Christian Religious/Spiritual Identities (20%, $n = 1,188$). [xxiii]
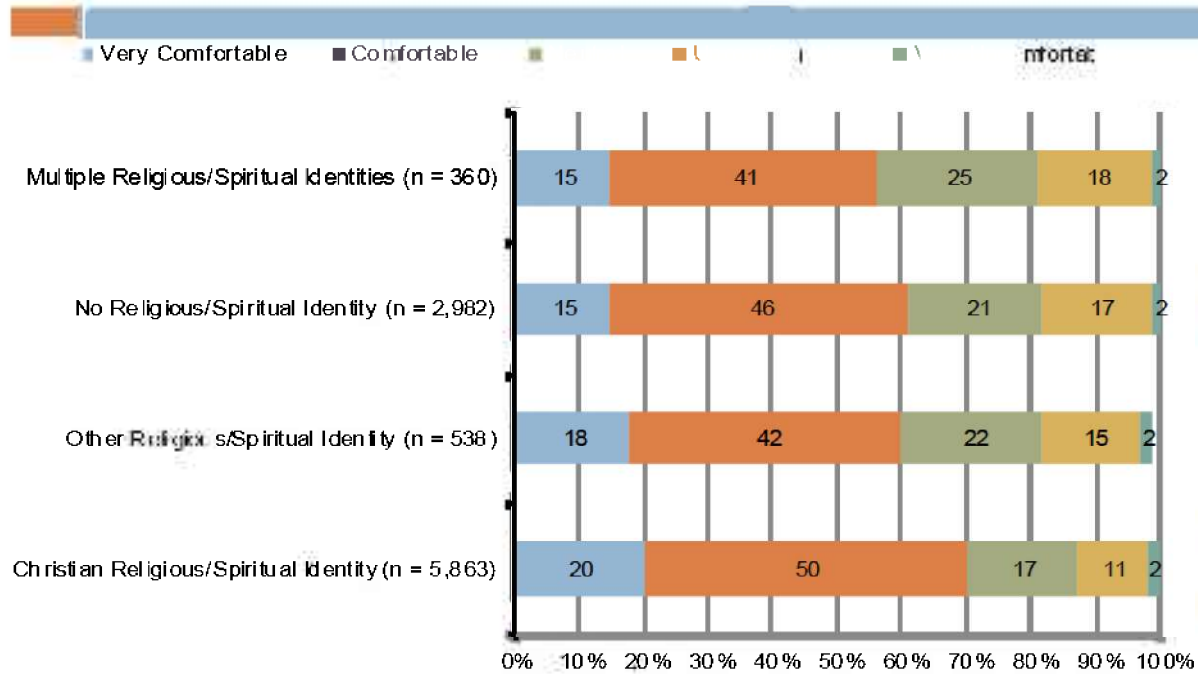
Figure 33. Respondents' Comfort With Overall Climate by Religious/Spiritual Identity (%)

Employee respondents with No Religious/Spiritual Identity (35%, $n = 375$), Employee respondents with Multiple Religious/Spiritual Identities (32%, $n = 48$), and Employee respondents with Other Religious/Spiritual Identity (28%, $n = 51$) were less "very comfortable" with the climate in their primary work areas than were Employee respondents with Christian Religious/Spiritual Identities (42%, $n = 886$) (Figure 34). [xxiii]
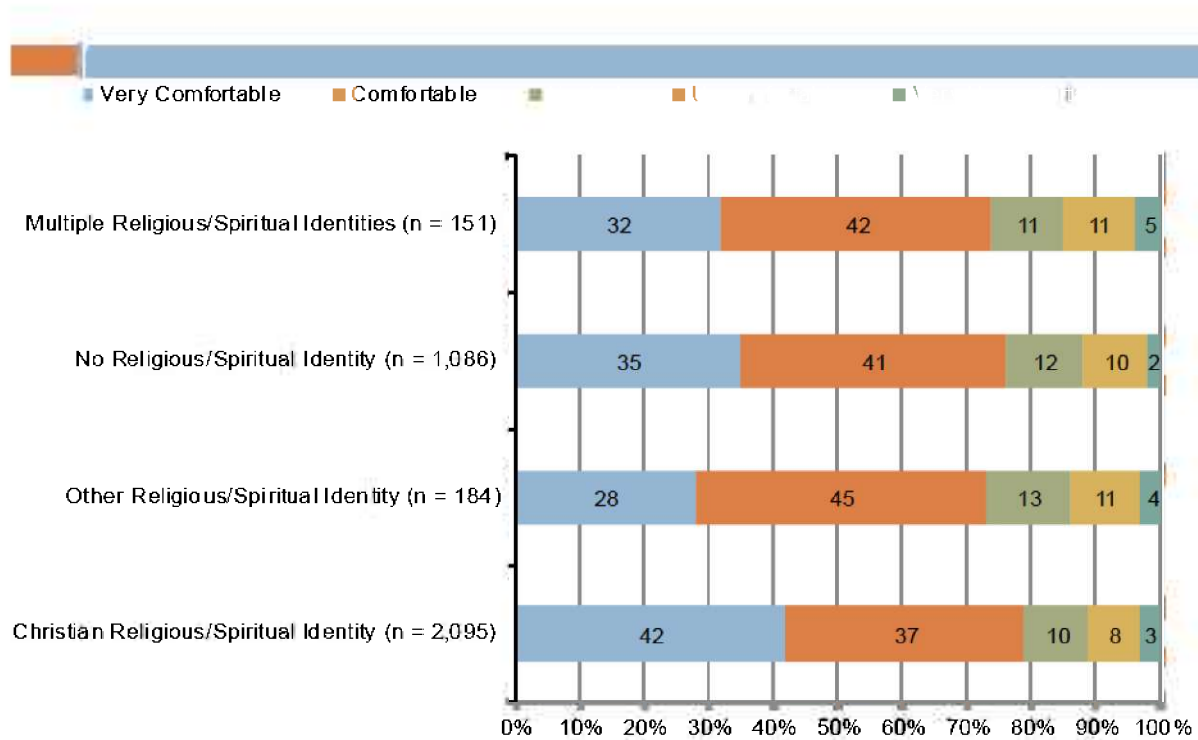
Figure 34. Faculty and Staff Respondents' Comfort With Climate in Their Primary Work Areas by Religious/Spiritual Identity (%)

Faculty and Student respondents with Christian Religious/Spiritual Identities (38%, n = 1,630) were significantly more "very comfortable" with the climate in their classes than were Faculty and Student respondents with Multiple Religious/Spiritual Identities (34%, n = 86), Faculty and Student respondents with No Religious/Spiritual Identity (31%, n = 687), and Faculty and Student respondents with Other Religious/Spiritual Identity (26%, n = 116) (Figure 35).[xxiv]
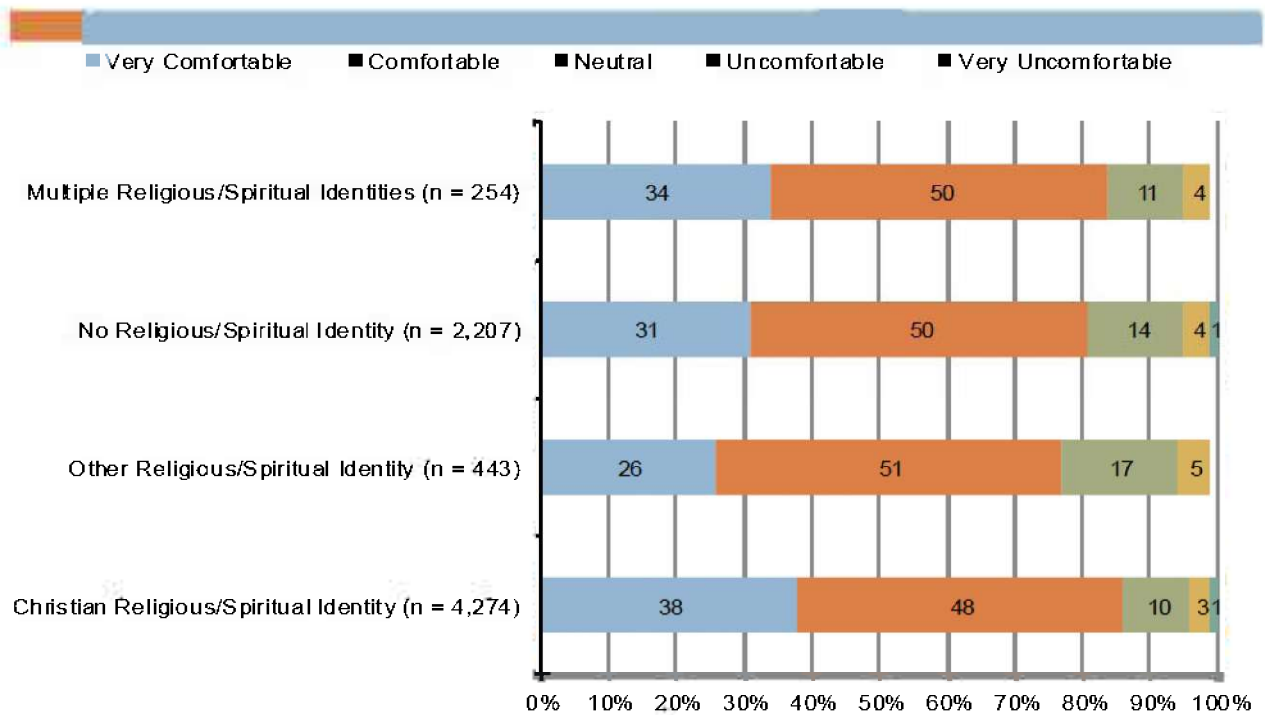
Note: Responses with n < 5 are not presented in the figure

Figure 35. Faculty and Student Respondents' Comfort With Climate in Their Classes by Religious/Spiritual Identity (%)

Respondents who were U.S. Citizens (14%, *n* = 1,235) were more likely to feel "uncomfortable" with the overall climate at University of Missouri-Columbia than were respondents who were Non-U.S. Citizens (10%, *n* = 88) (Figure 36) [xxv]
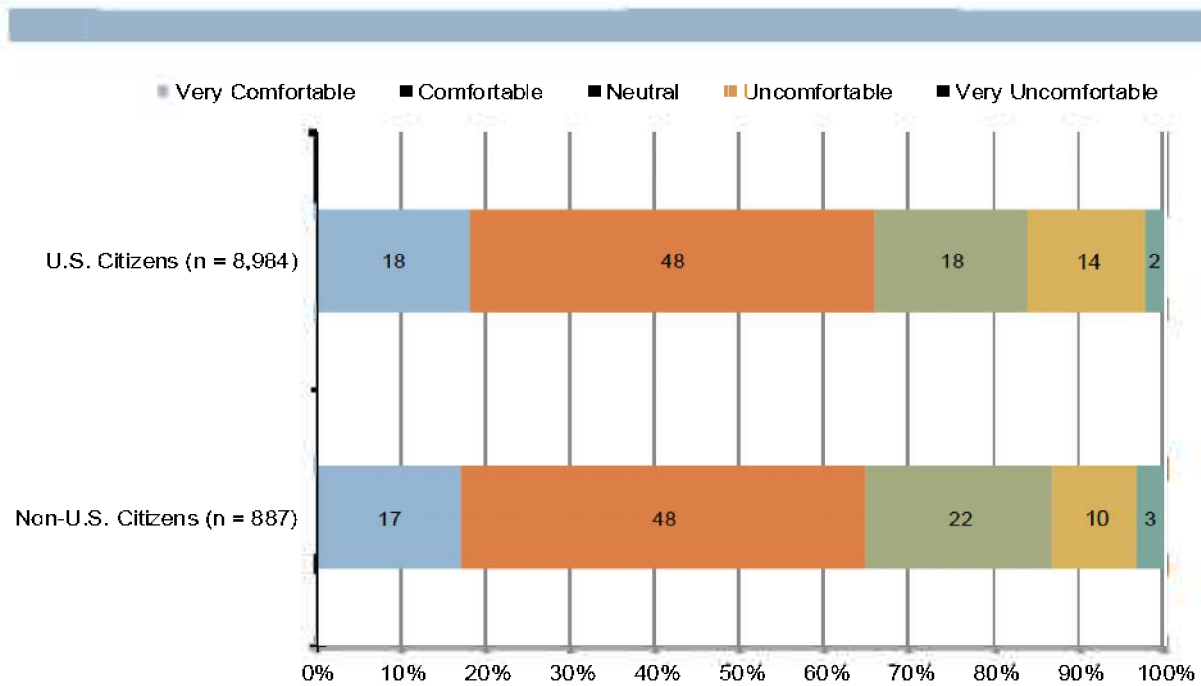
Figure 36. Respondents' Comfort With Overall Climate
by Citizenship Status (%)

Employee respondents who were U.S. Citizens (39%, n = 1,289) were more likely to feel "very comfortable" with the climate in their primary work areas than were Employee respondents who were Non-U.S. Citizens (29%, n = 94) (Figure 37).[xxvi]
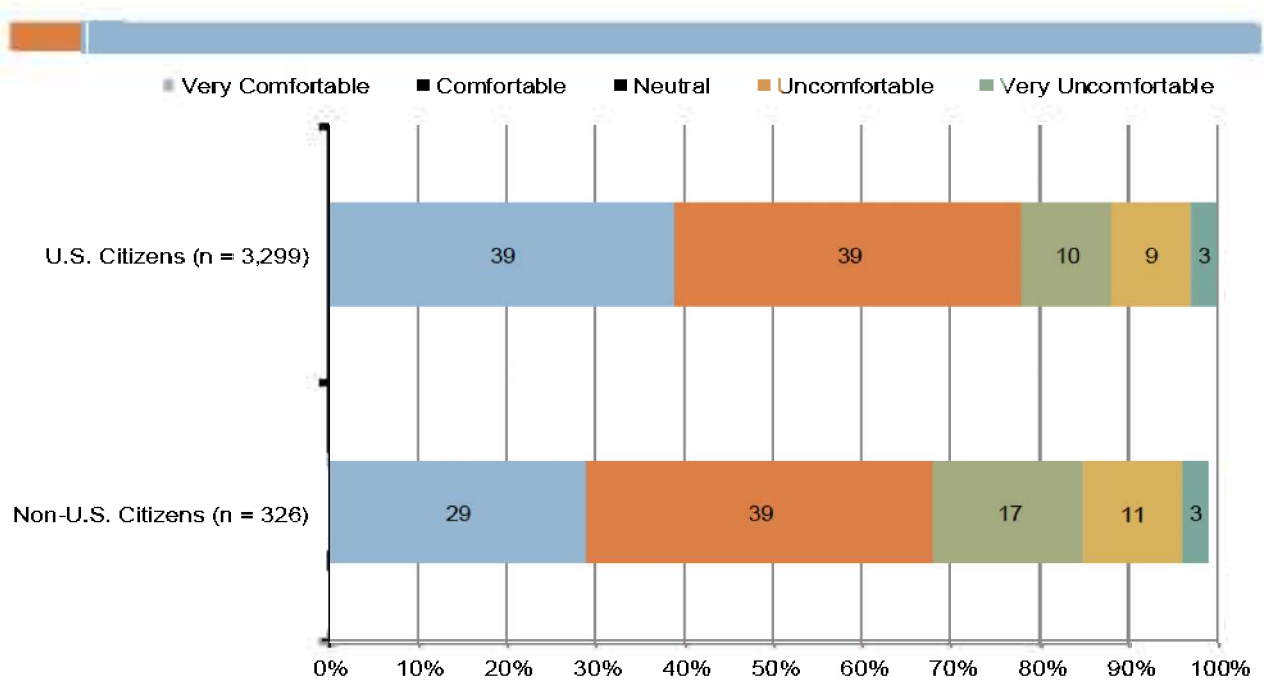
Figure 37. Faculty and Staff Respondents' Comfort With Climate in Their Primary Work Areas by Citizenship Status (%)

Faculty and Student respondents who were U.S. Citizens (36%, n = 2,334) were more likely to feel "very comfortable" with the climate in their classes than were Faculty and Student respondents who were Non-U.S. Citizens (25%, n = 184) (Figure 38).[xxvii]
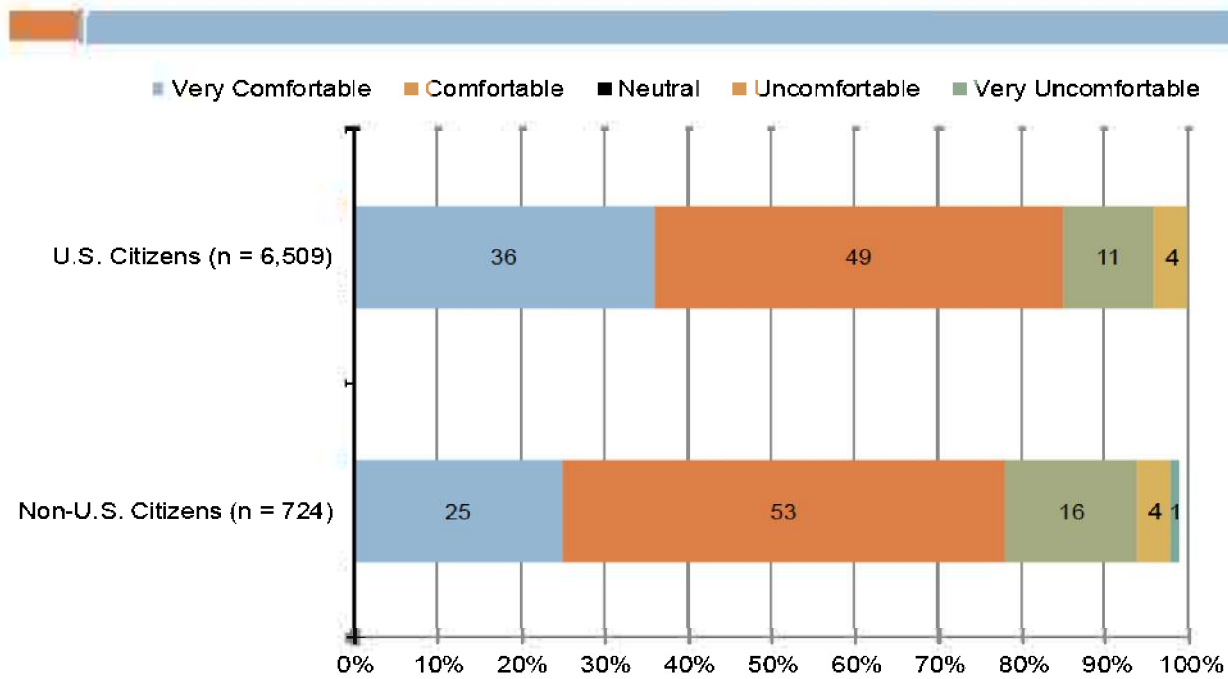
Figure 38. Faculty and Student Respondents' Comfort With Climate in Their Classes by Citizenship Status (%)

Respondents who were Non-Military (48%, n = 4,489) were more likely to feel "comfortable" with the overall climate than were respondents who were Military (41%, n = 144) (Figure 39).[xxviii]
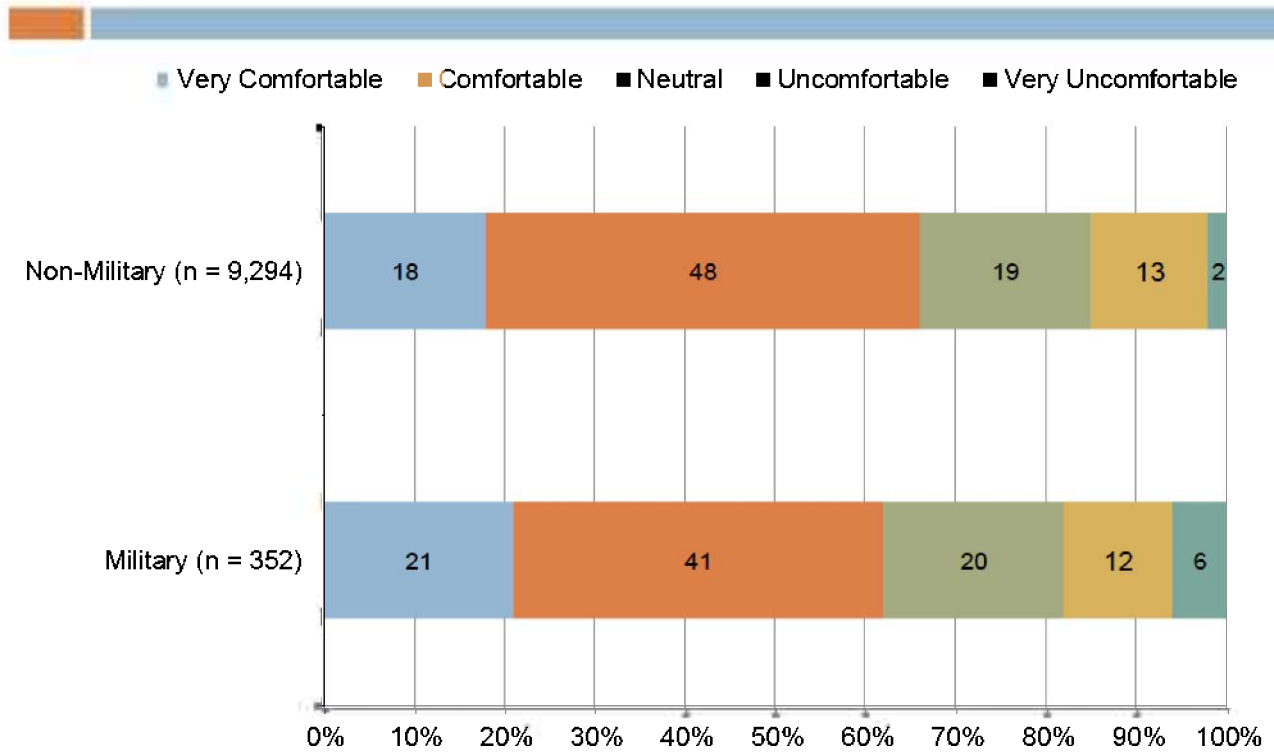
Figure 39. Respondents' Comfort With Overall Climate
by Military Status (%)

Non-Military Employee respondents (39%, $n = 1,328$) were more likely to feel "comfortable" with the climate in their primary work areas than were Military Employee respondents (31%, $n = 58$) (Figure 40).[xxix]
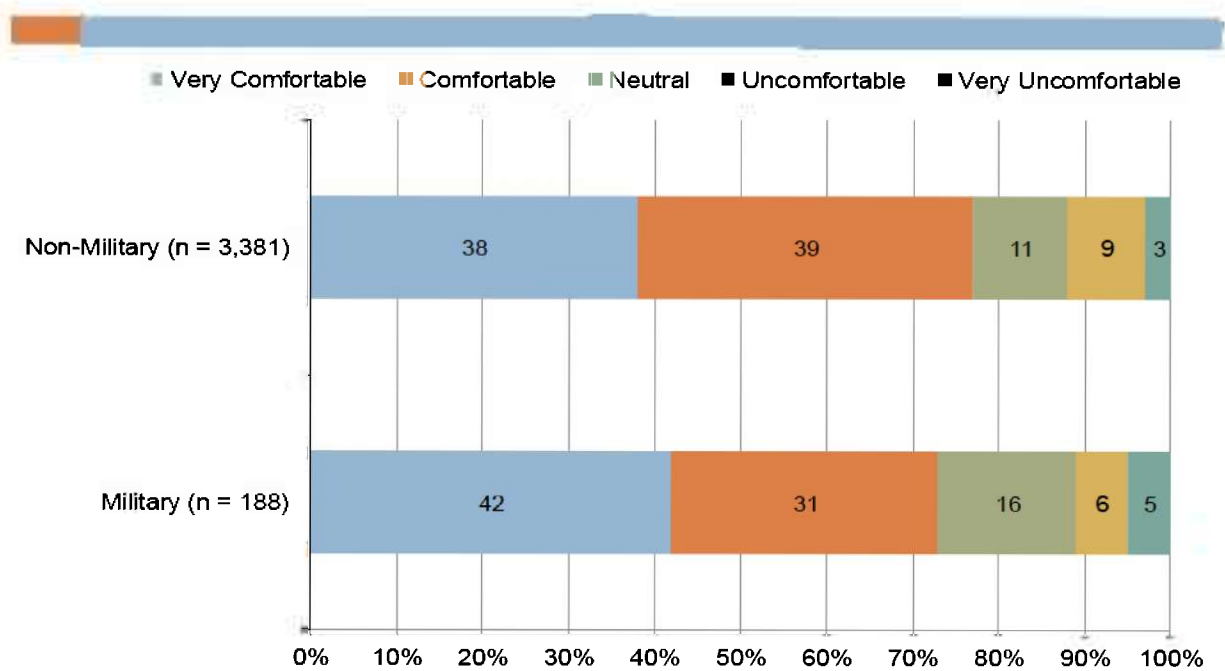
Figure 40. Faculty and Staff Respondents' Comfort With the Climate in Their Primary Work Areas by Military Status (%)

Military Faculty and Student respondents (40%, $n = 87$) were more likely to feel "very comfortable" with the climate in their classes than were Non-Military Faculty and Student respondents (35%, $n = 2,361$) (Figure 41).[xxx]
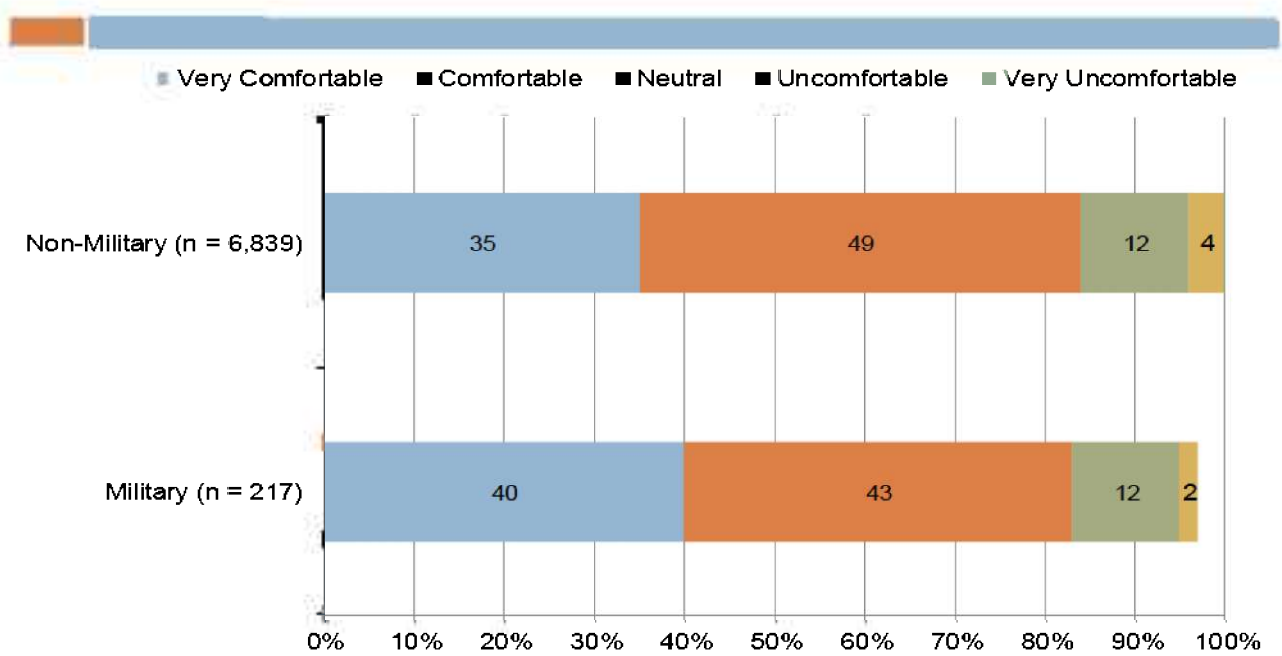
Note: Responses with $n < 5$ are not presented in the figure

Figure 41. Faculty and Student Respondents' Comfort With the Climate in Their Classes by Military Status (%)

Significant differences existed in respondents' level of comfort with the overall climate based on Age (Figure 42). Higher percentages of respondents aged 75 Years or Older (26%, $n = 6$), respondents aged 19 Years or Younger (25%, $n = 471$), and respondents aged 65-74 Years (19%, $n = 29$) were "very comfortable" with the overall climate than were respondents aged 22-24 Years (18%, $n = 186$), respondents aged 55-64 Years (18%, $n = 138$), respondents aged 20-21 Years (17%, $n = 350$), respondents aged 45-54 Years (16%, $n = 149$), respondents aged 25-34 Years (16%, $n = 219$), and respondents aged 35-44 Years (15%, $n = 137$). [xxxi]
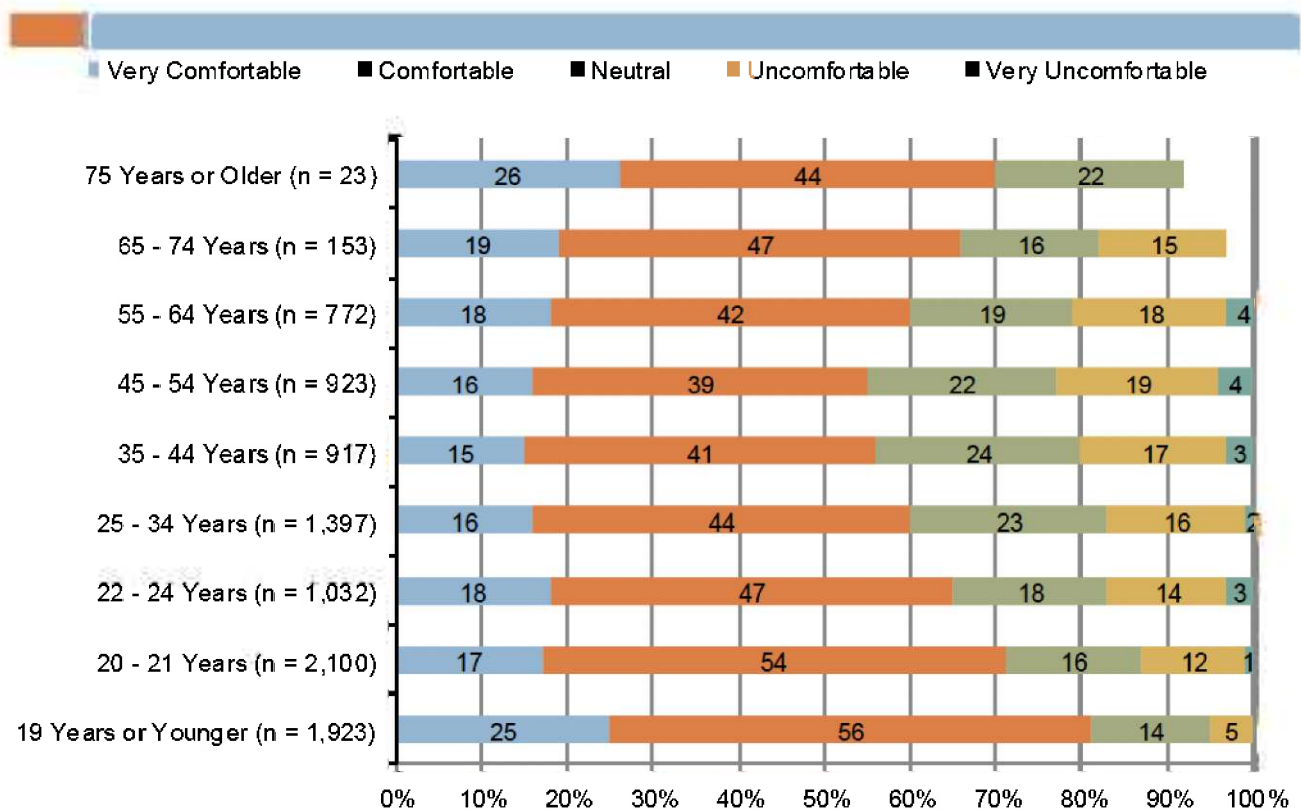
Note: Responses with $n < 5$ are not presented in the figure

Figure 42. Respondents' Comfort With Overall Climate by Age (%)

No significant differences emerged based on age with regard to Employee respondents' comfort with the climate in their primary work areas.

Higher percentages of Faculty and Student respondents aged 19 Years or Younger (52%, $n = 1,004$), respondents aged 20-21 Years (50%, $n = 1,057$), respondents aged 25-34 Years (49%, $n = 409$), and respondents aged 22-24 Years (48%, $n = 464$) were "comfortable" with the climate in their classes than were respondents aged respondents aged 45-54 Years (44%, $n = 142$), respondents aged 55-64 Years (42%, $n = 105$), respondents aged 35-44 Years (42%, $n = 149$), respondents aged 65-74 Years (28%, $n = 22$), and fewer than five respondents aged 75 Years or Older (Figure 43).[xxxii]
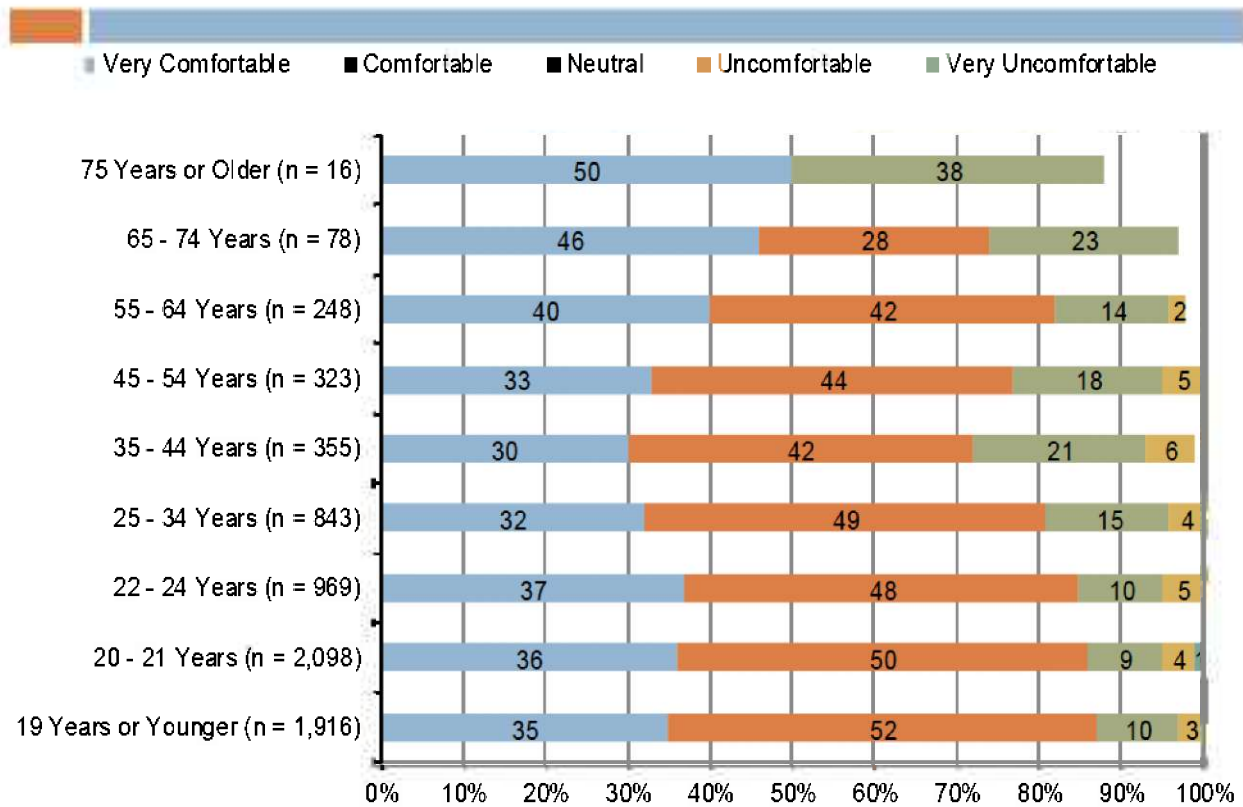
Note: Responses with $n < 5$ are not presented in the figure.

Figure 43. Faculty and Student Respondents' Comfort With the Climate in Their Classes by Age (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged. A smaller proportion of Low-Income Student respondents (17%, *n* = 189) were "very comfortable" with the overall climate than were Not-Low-Income Student respondents (21%, *n* = 1,042) (Figure 44).[xxxiii]
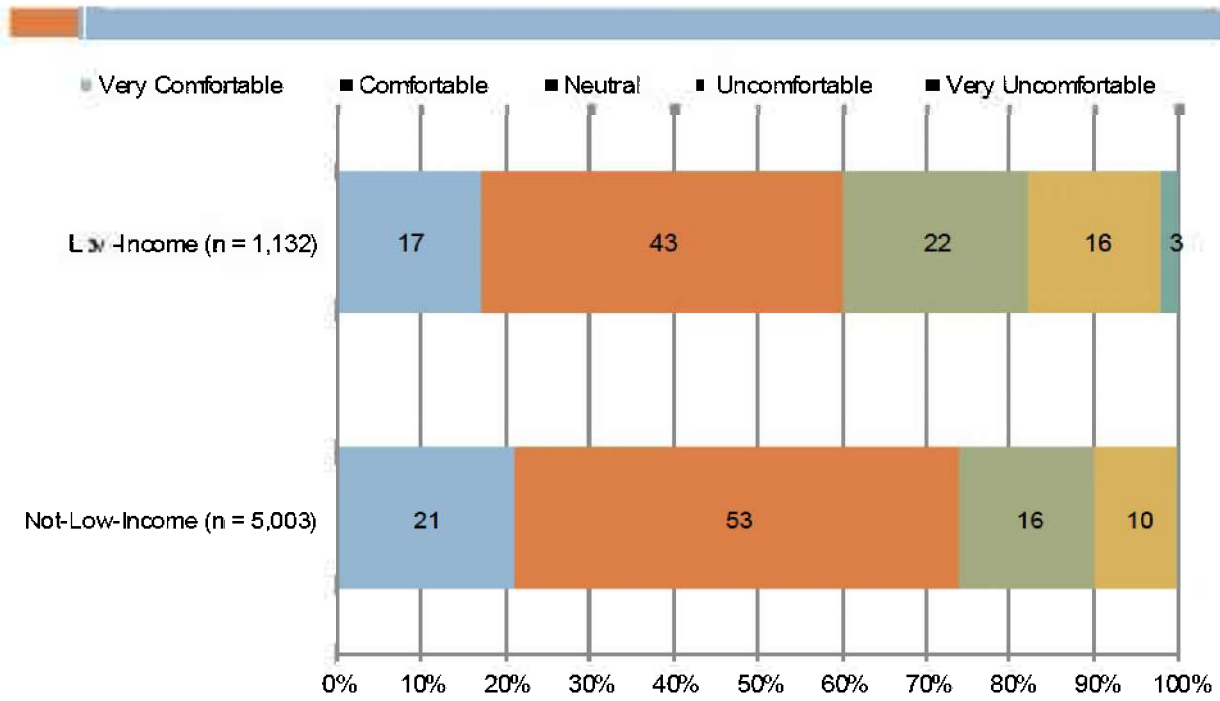
Note: Responses with *n* < five are not presented in the figure.

Figure 44. Student Respondents' Comfort With Overall Climate by Income status (%)

Fewer Low-Income Student respondents (32%, n = 357) were "very comfortable" with the climate in their classes than were Not-Low-Income Student respondents (36%, n = 1,816) (Figure 45).[xxxiv]
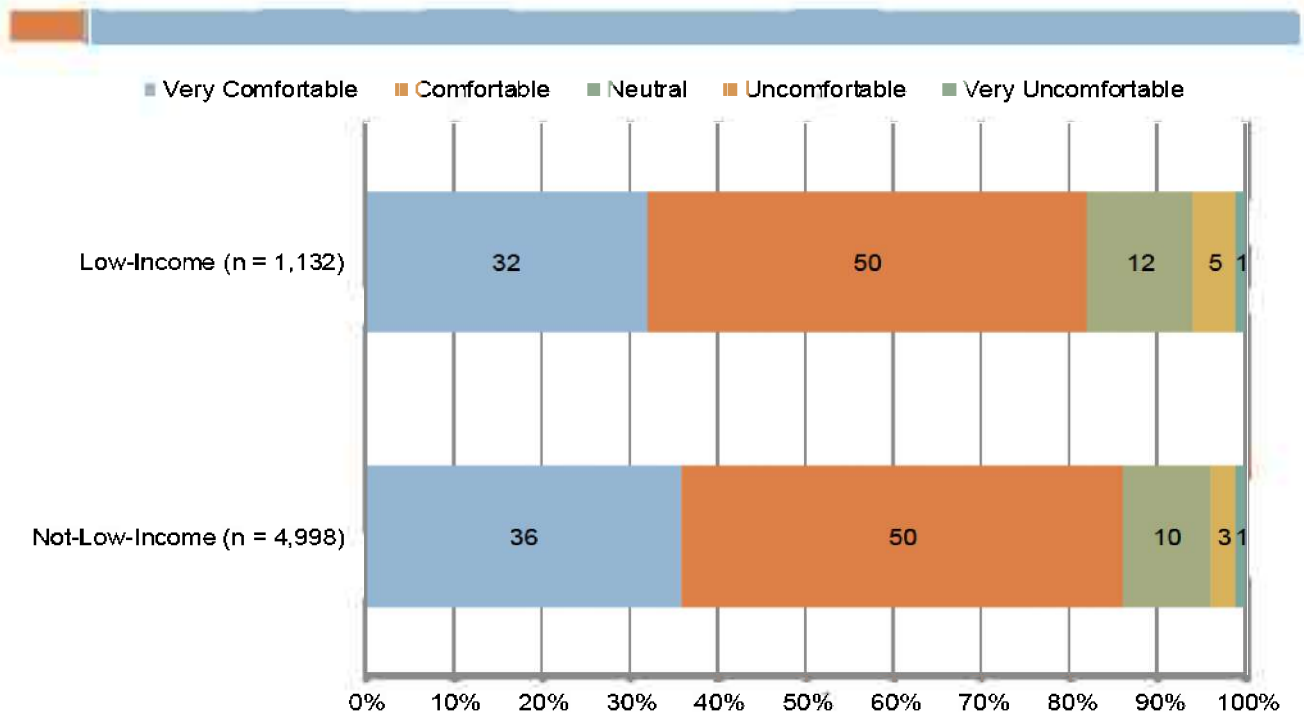
Note: Responses with n < five are not presented in the figure.

Figure 45. Student Respondents' Comfort With Climate in Their Classes
by Income status (%)

By first-generation status, First-Generation Student respondents (44%, $n = 1,411$) were significantly less likely to be "comfortable" with the overall campus climate than were Not-First-Generation Student respondents (49%, $n = 3,318$) (Figure 46).[xxxv]
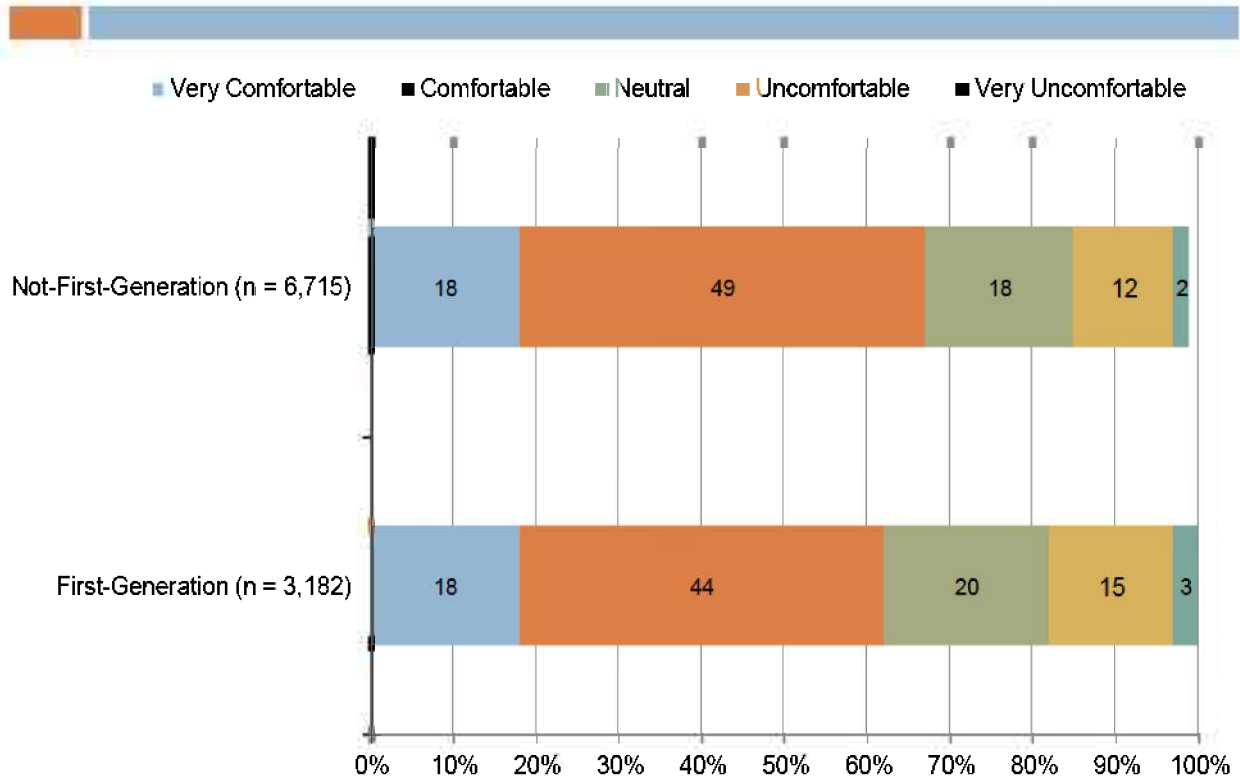
Figure 46. Student Respondents' Comfort With Overall Climate
by First-Generation Status (%)

No significant differences emerged based on first-generation status with regard to Faculty/Staff comfort with the climate in their primary work areas.

By first-generation status, First-Generation Student respondents (45%, n = 810) were significantly less likely to be "comfortable" with the climate in their classes than were Not-First-Generation Student respondents (50%, n = 2,749) (Figure 47).[xxxvi]
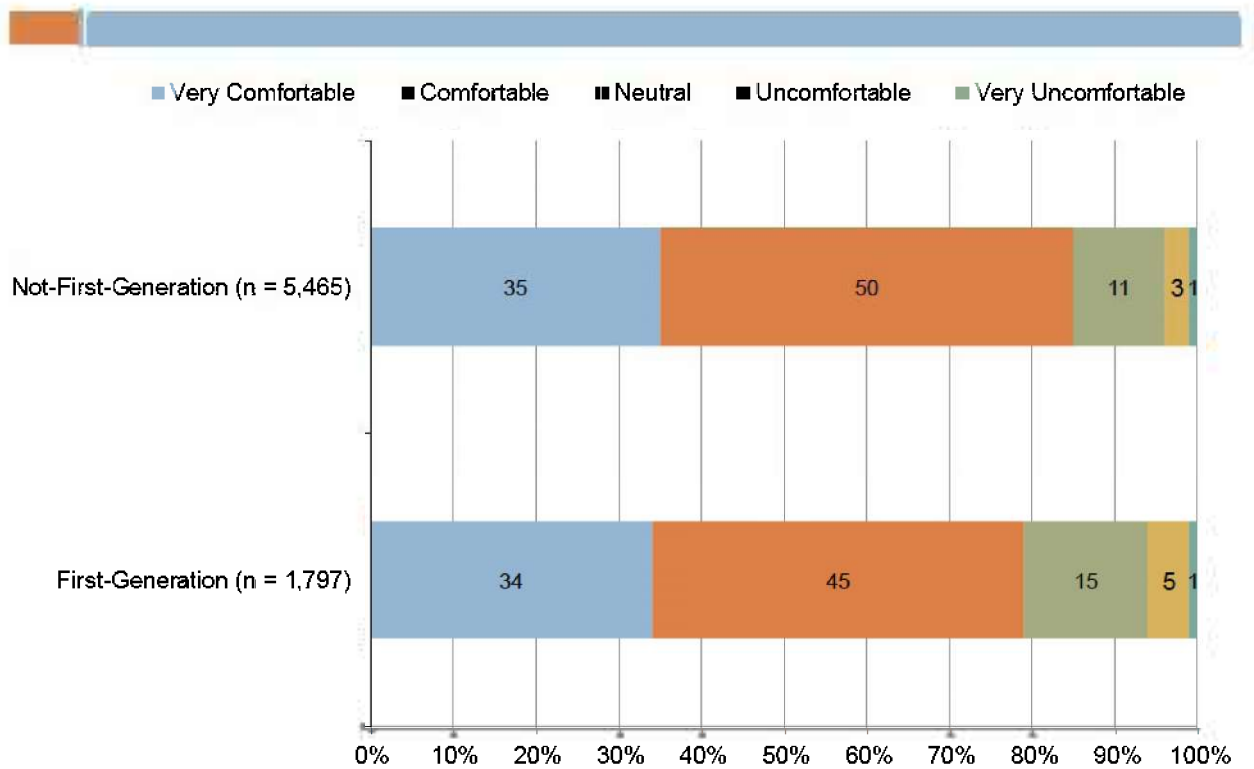
Figure 47. Student Respondents' Comfort With the Climate in Their Classes by First-Generation Status (%)

By first-generation and low-income status, First-Generation and Low-Income Student respondents (4%, $n = 17$) were significantly more likely to be "very uncomfortable" with the overall campus climate than were Not-First-Generation and Low-Income Student respondents (2%, $n = 206$) (Figure 48).[xxxvii]
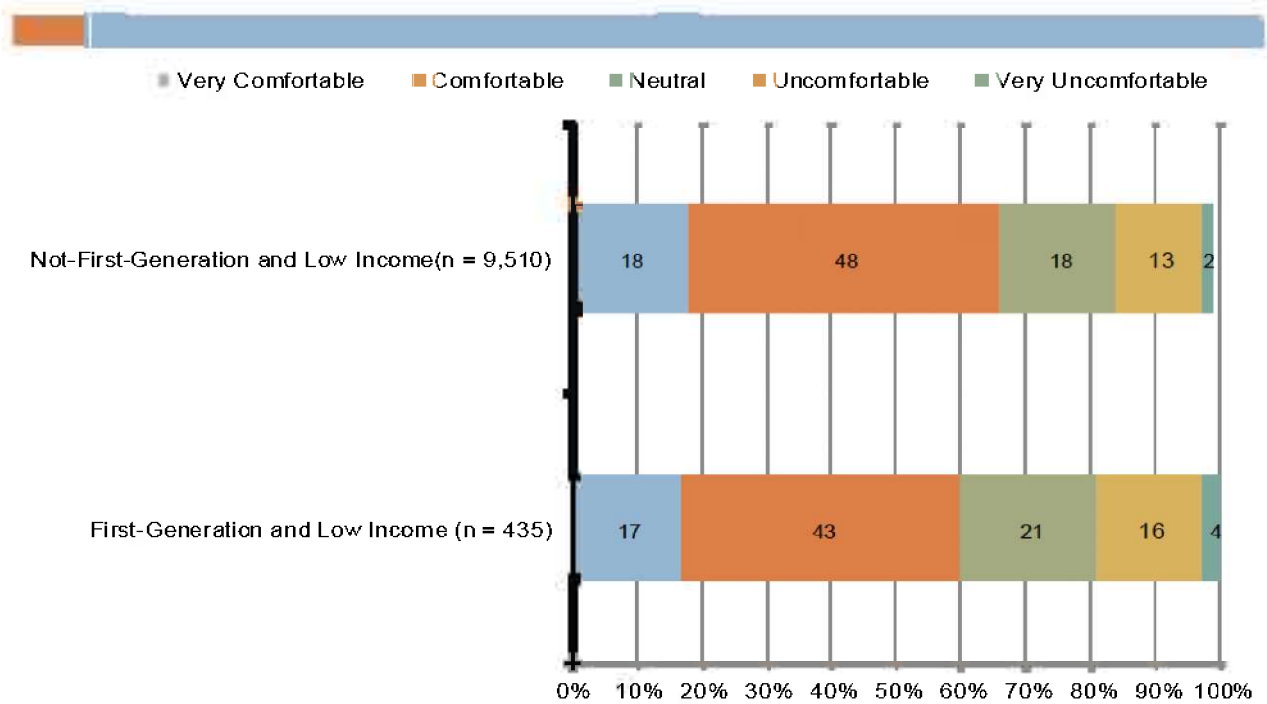
Figure 48. Student Respondents' Comfort With Overall Climate by First-Generation and Low-Income Status (%)

By first-generation and low-income status, First-Generation and Low-Income Student respondents (6%, $n = 25$) were significantly more likely to be "uncomfortable" with the climate in their classes than were Not-First-Generation and Low-Income Student respondents (4%, $n = 256$) (Figure 49).[xxxviii]
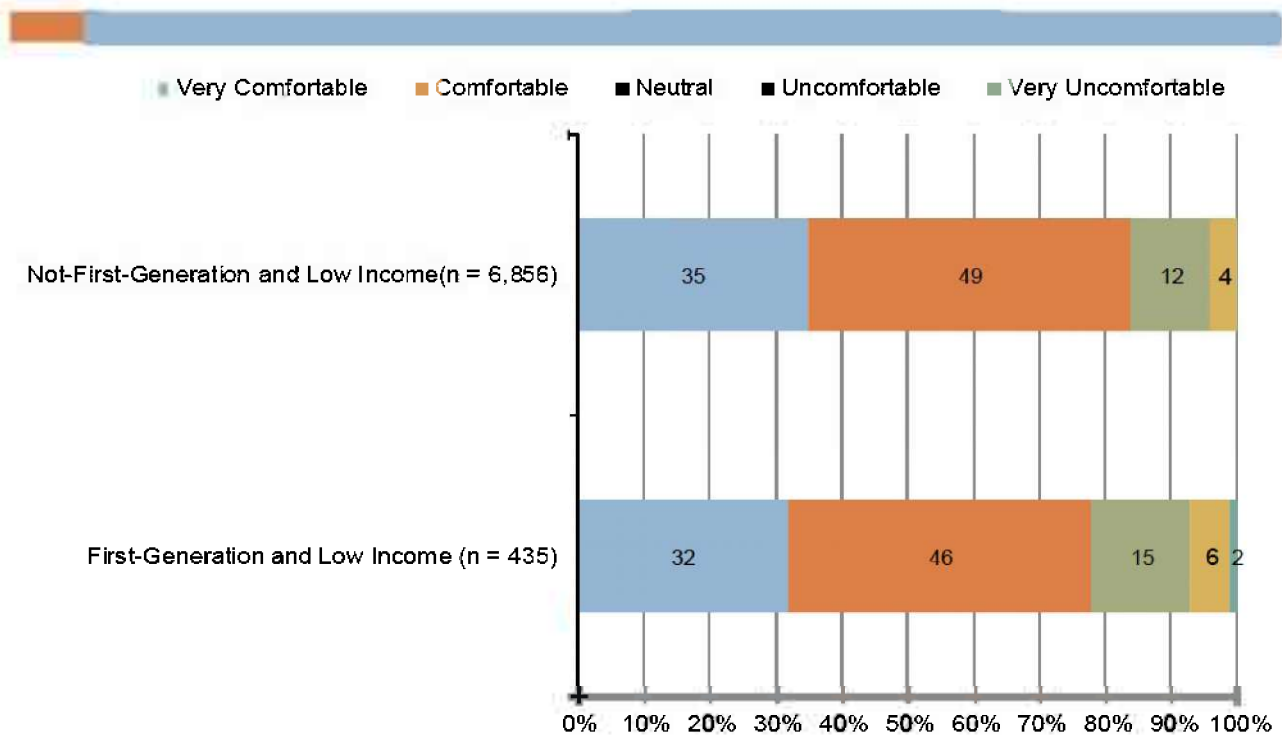
Figure 49. Student Respondents' Comfort With the Climate in Their Classes by First-Generation and Low-Income Status (%)

By employment status, Employed Student respondents (18%, $n = 618$) were significantly less likely to be "very comfortable" with the overall campus climate than were Not-Employed Student respondents (23%, $n = 602$) (Figure 50).[xxxix] In addition, On-Campus Employed Student respondents (16%, $n = 304$) were significantly less likely to be "very comfortable" with the overall campus climate than were Off-Campus Employed Student respondents (20%, $n = 314$).[xl]
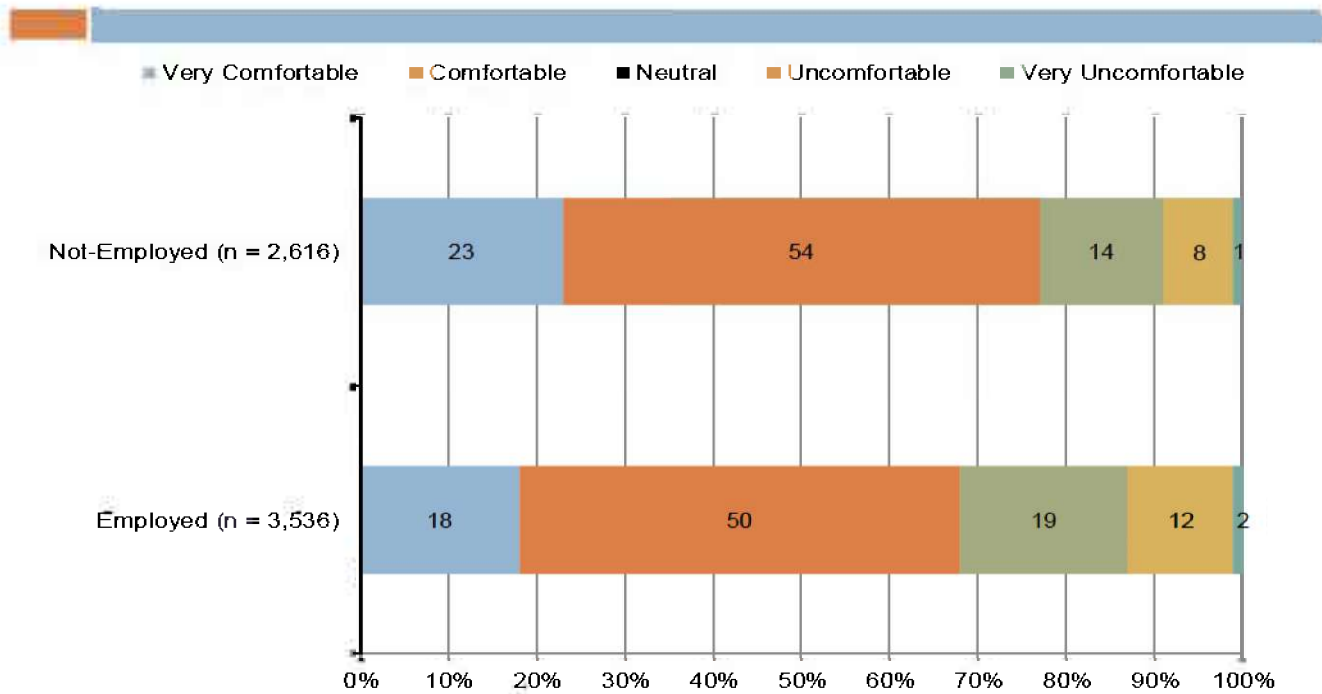
Figure 50. Student Respondents' Comfort With Overall Climate by Employment Status (%)

By employment status, Employed Student respondents (33%, $n = 1,160$) were significantly less likely to be "very comfortable" with the climate in their classes than were Not-Employed Student respondents (39%, $n = 1,011$) (Figure 51).[xli] In addition, Student respondents Employed On-Campus (31%, $n = 598$) were significantly less likely to be "very comfortable" with the climate in their classes than were Student respondents Employed Off-Campus (36%, $n = 562$).[xlii]
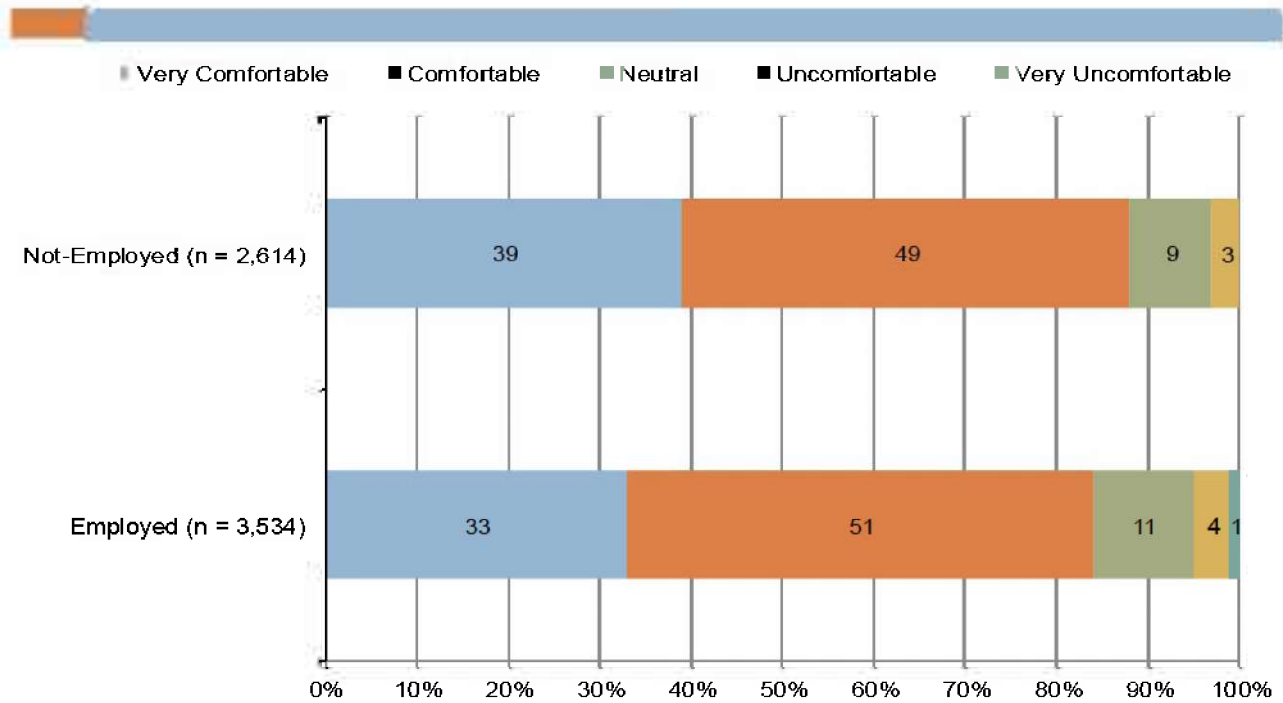
Note: Responses with n < five are not presented in the figure.

Figure 51. Student Respondents' Comfort With the Climate in Their Classes
by Employment Status (%)

A significantly greater percentage of On-Campus Housing Student respondents (25%, $n = 324$) and Housing Insecure Student respondents (33%, $n = 11$) were "very comfortable" with the overall climate than were Non-Campus Housing Student respondents (18%, $n = 859$) (Figure 52).[xliii]
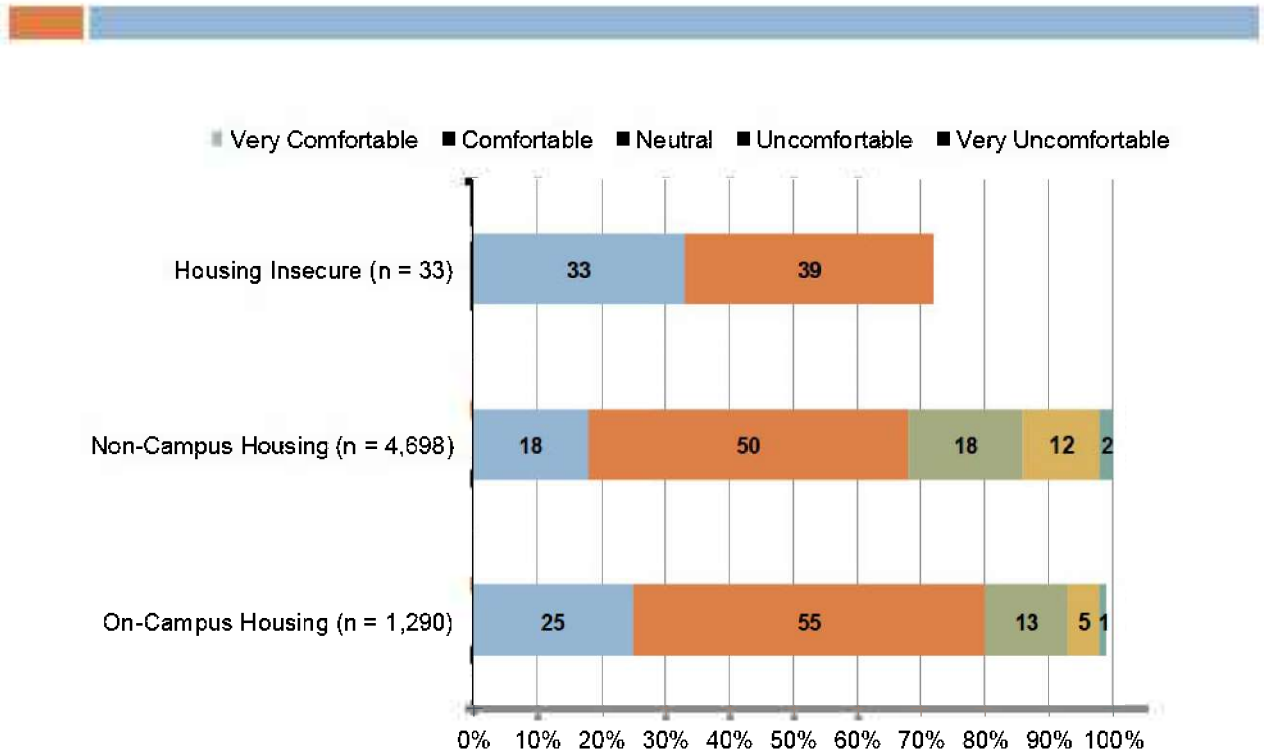
Figure 52. Student Respondents' Comfort With the Overall Climate by Housing Status (%)

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

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[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (16, N = 9,945) = 320.24, p < .001$.

[ii]A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the overall climate by faculty position status: $\chi^2 (8, N = 906) = 16.19, p < .05$.

[iii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by undergraduate student entry status: $\chi^2(4, N = 4,858) = 14.00, p < .01$.

[iv]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by graduate student status: $\chi^2(8, N = 1,338) = 32.37, p < .001$.

[v]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by position status: $\chi^2(8, N = 3,661) = 16.14, p < .05$.

[vi]A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort in their primary work areas by faculty position status: $\chi^2(8, N = 906) = 21.15, p < .01$.

[vii]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by position status: $\chi^2(12, N = 7,291) = 93.15, p < .001$.

[viii]A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort in their classes by faculty position status: $\chi^2(8, N = 875) = 23.93, p < .01$.

[ix]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by undergraduate student entry status: $\chi^2(4, N = 4,856) = 10.50, p < .05$.

[x]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 9,862) = 167.54, p < .001$.

[xi]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by gender identity: $\chi^2(8, N = 3,593) = 42.08, p < .001$.

[xii]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2(8, N = 7,250) = 167.58, p < .001$.

[xiii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 9,647) = 204.57, p < .001$.

[xiv]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by racial identity: $\chi^2(20, N = 3,497) = 91.03, p < .001$.

[xv]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2(20, N = 7,091) = 350.74, p < .001$.

[xvi]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(4, N = 9,548) = 84.56, p < .001$.

[xvii]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by sexual identity: $\chi^2(4, N = 9,548) = 84.56, p < .001$.

[xviii]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2(4, N = 9,548) = 84.56, p < .001$.

[xix]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 9,867) = 127.19, p < .001$.

[xx]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by disability status: $\chi^2(8, N = 3,620) = 50.13, p < .001$.

[xxi]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by disability status: $\chi^2(8, N = 7,236) = 74.35, p < .001$.

[xxii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by religious/spiritual identity: $\chi^2(12, N = 9,743) = 155.26, p < .001$.

[xxiii]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by religious/spiritual identity: $\chi^2(12, N = 3,516) = 36.83, p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by religious/spiritual identity: $\chi^2(12, N = 7,178) = 78.52, p < .001$.

[xxv]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2(4, N = 9,871) = 19.41, p < .01$.

[xxvi]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by citizenship status: $\chi^2(4, N = 3,625) = 22.44, p < .001$.

[xxvii]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by citizenship status: $\chi^2(4, N = 7,233) = 44.29, p < .001$.

[xxviii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status: $\chi^2(4, N = 9,646) = 30.58, p < .001$.

[xxix]A chi-square test was conducted to compare percentages of Faculty or Staff respondents by degree of comfort with the climate in their primary work areas by military status: $\chi^2(4, N = 3,569) = 12.85, p < .05$.

[xxx]A c i-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by military status: $\chi^2(4, N = 7,056) = 11.79, p < .05$.

[xxxi]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by age: $\chi^2(32, N = 9,240) = 403.34, p < .001$.

[xxxii]A chi-square test was conducted to compare percentages of Faculty or Student respondents by degree of comfort with the climate in their classes by age: $\chi^2(32, N = 6,846) = 142.25, p < .001$.

[xxxiii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2(4, N = 6,135) = 98.69, p < .001$.

[xxxiv]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by income status: $\chi^2(4, N = 6,130) = 26.89, p < .001$.

[xxxv]A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation status: $\chi^2(4, N = 9,897) = 39.10, p < .001$.

[xxxvi]A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the in their classes by first-generation status: $\chi^2(4, N = 7,262) = 39.29, p < .001$.

[xxxvii]A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation and low-income status: $\chi^2(4, N = 9,945) = 10.71, p < .05$.

[xxxviii]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by first-generation and low-income status: $\chi^2(4, N = 7,291) = 20.04, p < .001$.

[xxxix]A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by employment status: $\chi^2(4, N = 6,152) = 79.36, p < .001$.

[xl] A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by campus employment status: $\chi^2(4, N = 3,536) = 23.80, p < .001$.

[xli]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by employment status: $\chi^2(4, N = 6,148) = 29.57, p < .001$.

[xlii] A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by campus employment status: $\chi^2(4, N = 3,534) = 14.95, p < .01$.

[xliii]A c i-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by housing status: $\chi^2(8, N = 6,021) = 91.81, p < .001$.

Barriers at University of Missouri-Columbia for Respondents With Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology and the online environment, or with instructional materials at University of Missouri-Columbia within the past year. Tables 19 through 21 highlight where Respondents with One or More Disabilities experienced barriers at University of Missouri-Columbia.[65] With regard to campus facilities, 12% ($n = 128$) of respondents with disabilities experienced temporary barriers with classroom buildings, and 11% ($n = 122$) experienced barriers with campus transportation/parking (Table 19).

Table 19. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Athletic and recreational facilities	67	6.1	567	52.0	457	41.9
Campus transportation/parking	122	11.3	615	57.2	339	31.5
Classroom buildings	128	11.8	593	54.6	365	33.6
Classrooms, labs (including computer labs)	113	10.4	594	54.8	376	34.7
Counseling services	107	9.9	568	52.7	402	37.3
Dining facilities	45	4.2	586	54.6	442	41.2
Disability center/services	50	4.6	591	54.9	435	40.4
Doors	60	5.6	651	60.4	366	34.0
Elevators/lifts	52	4.8	659	61.2	366	34.0
Emergency preparedness	46	4.3	654	60.8	375	34.9
Office furniture (e.g., chair, desk)	92	8.5	651	60.4	335	31.1
Other campus buildings	55	5.2	659	61.8	352	33.0
Podium	27	2.5	625	58.1	423	39.3
Restrooms	69	6.4	659	61.6	342	32.0
Signage	38	3.5	671	62.5	364	33.9
Student health center	72	6.7	573	53.5	427	39.8
Student union/center	62	5.8	640	59.5	374	34.8
Studios/performing arts spaces	24	2.2	587	54.9	459	42.9
Testing services	56	5.2	558	52.1	458	42.7
Temporary barriers due to construction or maintenance	84	7.8	622	58.0	366	34.1

[65]See Appendix B. Table B80 for all responses to the question, "Within the past year, have you experienced a barrier in any of the following areas at University of Missouri-Columbia?"

Table 19. **Facilities Barriers Experienced by Respondents With Disabilities**

Facilities	Yes n	%	No n	%	Not applicable n	%
University housing (e.g.. residence halls)	41	3.8	518	48.1	519	48.1
Walkways, pedestrian paths, crosswalks	78	7.4	647	61.6	326	31.0

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 1,156).

Table 20 illustrates that, in terms of the technological or online environment, 7% (*n* = 69) of Respondents with One or More Disabilities had difficulty with an accessible electronic format and 5% (*n* = 52) experienced barriers with computer equipment. In terms of identity accuracy, 5% (*n* = 55) experienced barriers with intake forms.

Table 20. **Barriers in Technology/Online Environment Experienced by Respondents With Disabilities**

Technology/online environment	Yes n	%	No n	%	Not applicable n	%
Accessible electronic format	69	6.5	662	62.7	325	30.8
Clickers	31	2.9	598	56.7	426	40.4
Computer equipment (e.g., screens. mouse. keyboard)	52	4.9	689	65.3	314	29.8
Electronic forms	39	3.7	690	65.5	324	30.8
Electronic signage	23	2.2	691	65.6	340	32.3
Electronic surveys (including this one)	34	3.2	694	65.9	325	30.9
Kiosks	16	1.5	651	61.7	388	36.8
Library database	23	2.2	665	63.0	367	34.8
Moodle/Blackboard/Canvas	38	3.6	648	61.5	368	34.9
Phone/phone equipment	40	3.8	677	64.0	341	32.2
Software (e.g.. voice recognition/audiobooks)	35	3.3	669	63.2	354	33.5
Video/video audio description	40	3.8	664	62.9	352	33.3
Website	45	4.3	686	65.6	315	30.1
Identity						
Course change forms (e.g., add-drop forms)	32	3.0	615	58.6	403	38.4
Electronic databases (e.g.. PeopleSoft. myLearn. myPerformance. Pathway)	42	4.0	686	65.0	328	31.1
Email account	25	2.4	723	68.6	306	29.0
Intake forms (e.g., Student Health. Counseling. Disability Support. Registrar)	55	5.2	639	60.6	361	34.2
Learning technology	46	4.4	652	61.7	358	33.9
Surveys	48	4.6	690	66.0	307	29.4

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 1,156).

In terms of instructional and campus materials, 5% (n = 49) of Respondents with One or More Disabilities had difficulty with food menus, 5% (n = 47) had difficulty with textbooks, and 4% (n = 45) experienced barriers with video-closed captioning and text description (Table 21).

Table 21. Barriers In Instructional Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	n	%	n	%	n	%
Brochures	29	2.7	676	63.7	356	33.6
Food menus	49	4.6	638	60.1	374	35.2
Forms	28	2.6	688	65.0	342	32.3
Journal articles	27	2.6	683	64.7	346	32.8
Library books	26	2.5	682	64.4	351	33.1
Other publications	19	1.8	692	65.5	346	32.7
Syllabi	40	3.8	638	60.2	381	36.0
Textbooks	47	4.5	630	59.9	374	35.6
Video-closed captioning and text description	45	4.3	625	59.6	379	36.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability (n = 1,156).

Thirty percent (n = 233) of Student[66] respondents were registered with Disability and Support Service, while 70% (n = 551) of Student respondents were not registered with Disability and Support Service (Table 22).

Table 22. Student Respondents With Disabilities Who Are Registered With the Disability Center

Registered with DSS	n	%
No	551	70.1
Yes	233	29.6

Note: Table reports responses from Student respondents who indicated on the survey that they had a disability (n = 786).

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[66] The term Student respondents will be used throughout the report to refer to Undergraduate Students and Graduate Student/Professional Student/Post-Doctoral Scholar.

Thirty-three percent (*n* = 121) of Faculty/Staff/Administrator without Faculty Rank respondents were receiving accommodations for their disability, while 66% (n = 244) of Faculty/Staff/Administrator without Faculty Rank respondents were not receiving accommodations for their disability (Table 23).

Table 23. **Faculty/Staff/Administrator Respondents With Disabilities Who Received Accommodations for Disability**

Receiving accommodations	*n*	%
No	244	65.9
Yes	121	32.7

Note: Table reports responses from Faculty/Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had a disability (*n* = 370).

Two hundred thirteen respondents elaborated on the challenges they face on campus with regard to their ability status. Three themes emerged suggesting respondents had concerns with (1) mental health support, (2) physical accessibility barriers and challenges, and (3) concerns and short-comings in receiving accommodations in academic settings.

Challenges Seeking Mental Health Support — Respondents who elaborated on having a disability at University of Missouri-Columbia noted challenges in seeing support for mental health concerns. One respondent explained, "It is ridiculous how difficult it is to get an appointment with the counseling center, they are typically a month in advance and that is not helpful when you need help right now. Thankfully Behavioral Health within the Student Health Center has always been there to help me personally, but that's not a resource that every student knows about." Another respondent shared, "Calling the counseling center and not being able to get an appointment for an entire month is terrible. Some students don't have a month. Depression is a disability." One more respondent added, "The counseling and health centers are very difficult to get established with and get adequate mental health care." Respondents noted other concerns related to mental health as well. For example, one respondent reported, "Practitioner discouraged me from treatment; also intake paperwork did not take into account history of sexual assault." Other respondents shared, "there are 'calories count' stickers on most vending machines which is triggering as an eating disorder survivors" and "Feeling as though my intellectual

freedom is neither valued nor protected by my institution has exacerbated my anxiety and depression." Finally, one respondent elaborated, "Had a unisex bathroom door not be able to lock and had a male student walk in the bathroom with me in it. Created large amounts of anxiety." Respondents who elaborated on their experiences seeking mental health support described a lack of access. Respondents also noted other challenges for them on campus in relation to their mental health.

Physical Accessibility Barriers & Challenges — Respondents who elaborated on their experiences navigating campus with a disability described challenges with physical accessibility on campus. Respondents noted challenges with elevators. For example, one respondent shared, "Very simple, put signs up in the main hallway of the Student Center with arrows showing where the elevator is located. The elevator is in a very inconvenient location and there are absolutely NO signs showing where it is." Another respondent added, "some of the elevators are hard to locate or absent from buildings." One respondent explained, "It is difficult to get from one side of campus to the other for meetings, events, etc. I have difficulty walking long distances. Wish there was some type of transportation for staff to travel on campus." Respondents noted other concerns beyond elevators also. For example, one respondent reported, "The doorways in our building are not regulation width so I can't get in some rooms with my wheelchair." Other concerns such as needs for "more left handed desks" or to be "well lit and ventilated rooms" were noted as challenges. Respondents also expressed a desire for more accessibility in the library. One respondent elaborated, "Libraries NEED better hours. As someone who is in classes full time, has to work close to full time, and has ADD. I have nowhere to study." Another respondent suggested, "there should be a service where library books are dropped off in offices or offices can drop off/pick up library books." Respondents who elaborated on their experiences having a disability noted a lack of physical accessibility on campus.

Lack of Support For Testing & Course Material Accommodations — Respondents reported challenges with "Student-Professor communication" regarding accommodations. Another respondent added, "Trying to get accommodation for ADD if you are on staff is difficult." One respondent reported that a "teacher didn't tell the testing center or the testing center didn't let me know" which led to challenges in taking an exam in one instance. Another respondent noted, "I

just need my instructors to abide by my disability accommodation letter. Some do, some do not."
Regarding the process of receiving accommodations, one respondent noted, "the design of some
of the accommodations for the disabilities center is very unhelpful. As a person with
ADD/ADHD, there are numerous steps and places I have to go and forms to fill out just to get
the accommodation. This is very hard to do when you have attention-deficit." People whom self-
disclosed hearing impairments noted significant challenges in accessing course material and
other forms of communication. One respondent shared, "Phones in my workstations throughout
the hospital are far too quiet and cannot be amplified for louder speech. Loud speakers are far
from loud. Need more CC options in waiting rooms." Another respondent explained, "Some
training modules for HR training do not have subtitles. I am not hearing impaired but this is
inconvenient for me and problematic for employees who are hard of hearing." On a positive
note, one respondent elaborated, "Closed Captioning is much improved on our campus thanks to
the work of Disability Services and ADA people. They are very helpful and concerned.
Acoustics in buildings could be better. Eliminating background music and noise would be a
tremendous help." Respondents reported challenges receiving accommodations, particularly
those with hearing impairments.

Barriers at University of Missouri-Columbia for Transspectrum Respondents

One survey item asked Transspectru respondents if they had experienced barriers in facilities and identity accuracy at University of Missouri-Columbia within the past year. Table 24 highlights where respondents experienced barriers at University of Missouri-Columbia.[67] With regard to campus facilities, 20% (n = 15) of Transspect um respondents experienced barriers regarding changing rest rooms within the past year. In terms of identity accuracy, 17% (n = 13) of Transspectr m respondents experienced difficulty with surveys, and 17% (n = 13) of Transspect um respondents experienced difficulty with MU college ID card. In terms of instructional/campus materials, 20% (n = 15) of Transspect um respondents experienced difficulty with University of Missouri-Columbia forms.

Table 24. Barriers Experienced by Transs ect m Respondents

Facilities	Yes		No		Not applicable	
	n	%	n	%	n	%
Athletic and recreational facilities	11	14.1	26	33.3	41	52.6
Campus transportation/parking	5	6.5	32	41.6	40	51.9
Changing rooms/locker rooms	10	12.8	25	32.1	43	55.1
Counseling center	< 5	---	30	39.0	43	55.8
Dining facilities	5	6.4	30	38.5	43	55.1
Disability center	< 5	---	23	29.9	50	64.9
Other campus buildings	10	13.0	33	42.9	34	44.2
Restrooms	15	19.5	31	40.3	31	40.3
Student health center	6	7.8	31	40.3	40	51.9
Studios/performing arts spaces	6	7.8	28	36.4	43	55.8
Testing services	< 5	---	25	32.5	48	62.3
University housing (e.g., residence halls)	9	11.5	24	30.8	45	57.7
Identity Accuracy						
Electronic databases (e.g., PeopleSoft. myLearn, myPerformance, Pathway)	12	16.0	32	42.7	31	41.3
Email account	8	10.5	38	50.0	30	39.5
Intake forms (e.g., student health)	12	15.8	29	38.2	35	46.1
Learning technology	8	10.7	34	45.3	33	44.0
Moodle/Blackboard	11	14.5	31	40.8	34	44.7
MU college ID card	13	17.1	31	40.8	32	42.1

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[67]See Appendix B. Table B80 for all responses to the question. "Within the past year, have you experienced a barrier in any of the following areas at University of Missouri-Columbia?"

Table 24. **Barriers Experienced by Transspectrum Respondents**

Facilities	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Surveys	13	17.1	33	43.4	30	39.5
Instructional /campus materials						
Forms	15	19.7	31	40.8	30	39.5
Syllabi	8	10.5	38	50.0	30	39.5

Note: Table reports responses from individuals who indicated on the survey that their gender identity was Transgender (*n* = 87).

Fifty-one respondents contributed narratives in response to question about their identities as genderqueer, gender non-binary, or trans. Two primary themes emerged among Transspectrum respondents: (1) concerns and challenges for themselves and other genderqueer, gender non-binary, or trans people on campus and (2) negative reflections on genderqueer, gender non-binary, or trans.

Challenges & Concerns – Respondents described a range of concerns and challenges for themselves in relation to their genderqueer, gender non-binary or trans identities. Narratives included fear of being out, non-inclusive language (on forms, IDs and in classes), and inadequate facilities. One respondent shared, "I m only out to close friends who I am comfortable with." Regarding language, one respondent reflected, "Forms and stuff don't always have the right thing for me to check, but I'm really not bothered by this." Another respondent noted, "It was really nice on this survey to see things like asexual and non-binary. This is the first time I've ever seen those options on a Mizzou form." Other respondent reported challenges with their IDs. For example, "All of the official documents pertaining to my status as a student here have me listed as the wrong gender" and "A provision for using preferred names (or nicknames) in Campus identification would be very much appreciated." Regarding facilities, one respondent elaborated, "Most of the issues I face in this area are ones of preferring a unisex restroom or locker room." Another respondent elaborated, "I am terrified to use community restroom that are more than single toilet individual restroom for those to call me out that I am in the wrong space. I will avoid many public restroom on campus in fear that someone will hurt me or perceive that I am trying to hurt someone." Respondents elaborated on challenges and concerns for themselves in relation to their genderqueer, gender non-binary or trans identities.

Frustration & Disapproval Towards Genderqueer, Gender Non-binary, Or Trans Questions –
Some respondents who elaborated on the question for genderqueer, gender non-binary, or trans identified people did not seem to share a genderqueer, gender non-binary, or trans identity but rather had concerns and frustrations to voice. One respondent noted, "This institution spends too much time trying to please too many subsets of people." Another respondent elaborated, "Treat people as people and stop with the labels. Kids should not label themselves either." Similarly, another respondent explained, "As a conservative I feel surveys like this are a waste of time and money and do zero to advance my education. Surveys become a venue for those who have been told they are victims to vent. Rubbish." Fi ally, another respondent added, "this ridiculous hyper-PC approach has gone too far." Other respondent correlated trans identities with mental illness. For example, "Transgenderism is a mental disability" and "transgenderism is a mental illness, and LGBT is not discriminated." Among the data gathered in response the question about genderqueer, gender non-binary, or trans experiences, respondents expressed frustration and disapproval.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[68]

Nineteen percent ($n = 1.876$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to work, learn, or live at University of Missouri-Columbia within the past year.[69] Table 25 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 26% ($n = 493$) indicated that the conduct was based on their gender/gender identity. Twenty-three percent ($n = 439$) noted that the conduct was based on their ethnicity, 21% ($n = 388$) felt that it was based on their position at University of Missouri-Columbia (e.g., staff, faculty, student), and 20% ($n = 367$) felt that it was based on their racial identity. "Reasons not listed above" included responses such as "sexism," "racism," "favoritism," " rankism," "breastfeeding," "body shaming," "whistle blower retaliation," "sorority," "fraternity," "lack of respect," "hostile work environment," "education credentials," "hostile supervisors," "new employee/faculty member," "economic class," and "department politics."

Table 25. Bases of Experienced Conduct

Basis of conduct	n	%
Gender/gender identity	493	26.3
Ethnicity	439	23.4
Position (staff, faculty, student)	388	20.7
Racial identity	367	19.6
Age	292	15.6
Political views	257	13.7
Philosophical views	183	9.8
Religious/spiritual views	177	9.4
Don't know	167	8.9

[68]This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct."
[69]The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

Table 25. **Bases of Experienced Conduct**

Basis of conduct	*n*	%
Physical characteristics	143	7.6
Educational credentials (e.g., BS, MS, PhD)	138	7.4
Length of service at MU	137	7.3
Sexual identity	127	6.8
Major field of study	125	6.7
Socioeconomic status	120	6.4
Mental Health/psychological disability/condition	118	6.3
Participation in an organization/team	117	6.2
Academic performance	102	5.4
International status/national origin	80	4.3
Gender expression	66	3.5
Marital status (e.g., single, married, partnered)	61	3.3
English language proficiency/accent	56	3.0
Parental status (e.g., having children)	54	2.9
Immigrant/citizen status	43	2.3
Learning disability/condition	38	2.0
Medical disability/condition	33	1.8
Physical disability/condition	29	1.5
Pregnancy	28	1.5
Military/veteran status	19	1.0
A reason not listed above	312	16.6

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,876). Percentages do not sum to 100 as a result of multiple response choices.

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

By gender identity, a significantly greater percentage of Transspectrum respondents (36%, n = 51) and Women respondents (20%, n = 1,202) than Men respondents (16%, n = 592) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 53).[xliv] Significance was observed such that, 61% (n = 31) of Transspectrum respondents, 32% (n = 388) of Women respondents, and 12% (n = 69) of Men respondents who noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xlv]

□ Overall experienced conduct[1]

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

	Men (n = 592)[1] (n = 69)[2]	Women (n = 1,202)[1] (n = 88)[2]	Transpectrum (n = 51)[1] (n = 31)[2]
Overall experienced conduct	16	20	36
Experienced conduct as result of gender identity	12	32	61

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

Figure 53. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

In terms of ethnicity/racial identity, significantly greater percentages of African/Black/African American (39%, $n = 196$) compared to Multiracial Respondents (27%, $n = 156$), Hispanic/Latin@/Chican@ (25%, $n = 43$), Asian/Asian American (21%, $n = 96$), and White respondents (16%, $n = 1,276$) experienced this conduct (Figure 54).[xlvi] Of those respondents who noted that they believed that they had experienced this conduct, larger percentages of Asian/Asian American (68%, $n = 65$), Hispanic/Latin@/Chican@ (61%, $n = 26$), and African/Black/African American (55%, $n = 108$), than White respondents (12%, $n = 149$) thought that the conduct was based on their ethnicity/race.[xlvii]

□ Overall experienced conduct[1]

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

African/Black/...	Other Respondents...	Asian/...	Multiracial	Hispanic/Latin@/...	White
$(n = 196)^1$	$(n = 21)^1$	$(n = 96)^1$	$(n = 156)^1$	$(n = 43)^1$	$(n = 1,276)^1$
$(n = 108)^2$	$(n = 9)^2$	$(n = 65)^2$	$(n = 60)^2$	$(n = 26)^2$	$(n = 149)^2$

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

Figure 54. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

In terms of position status, significant differences existed among respondents who indicated on the survey that they had experienced this conduct (Figure 55). Twenty-three percent ($n = 587$) of Staff respondents, 29% ($n = 20$) of Senior Administrator with Faculty Rank, 24% ($n = 239$) of Faculty/Emeritus Faculty/Research Scientist respondents, 20% ($n = 279$) of Graduate/Professional Student/Post-Doctoral respondents, and 16% ($n = 751$) of Undergraduate Student respondents believed that they had experienced this conduct.[xlviii] Of those respondents who noted that they had experienced this conduct, 40% ($n = 235$) of Staff respondents, 25% ($n = 5$) Senior Administrator with Faculty Rank respondents, 23% ($n = 56$) of Faculty/Emeritus Faculty/Research Scientist respondents, 23% ($n = 63$) of Graduate/Professional Student/Post-Doctoral respondents, and 4% ($n = 29$) of Undergraduate Student respondents thought that the conduct was based on their position status.[xlix]
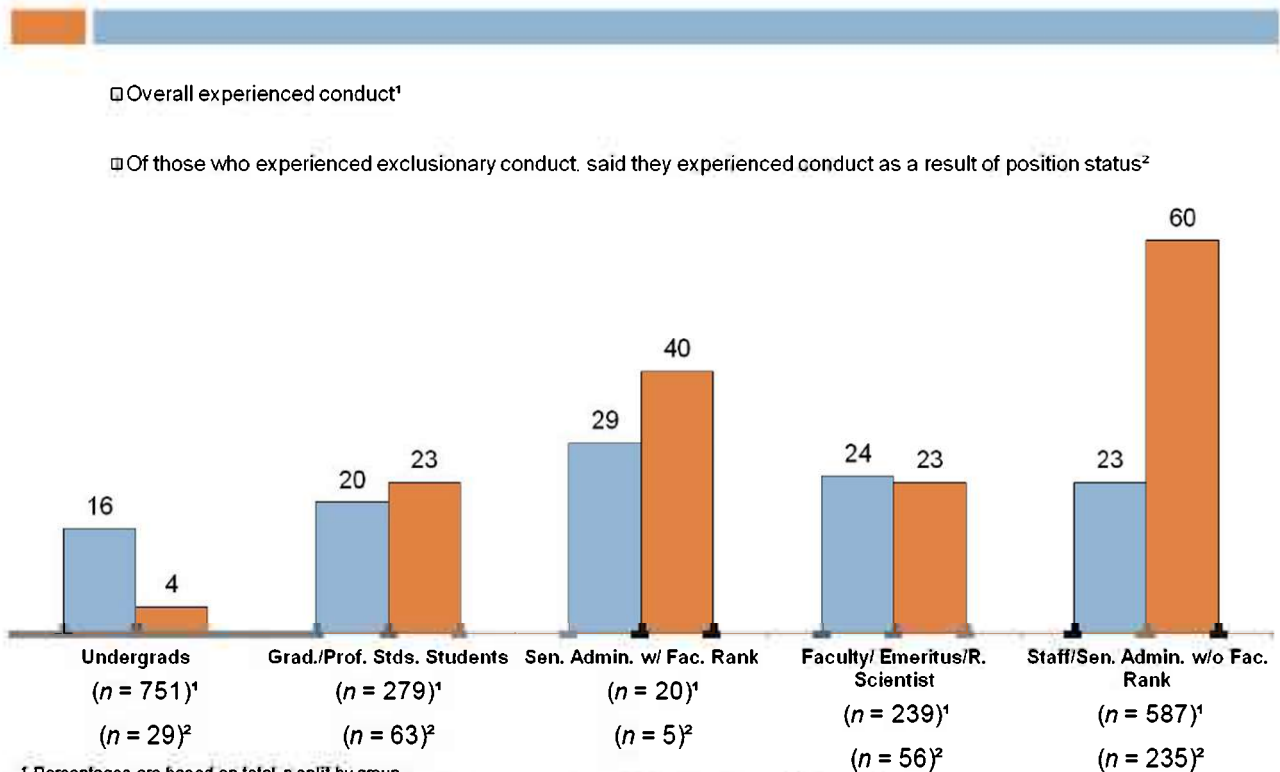
Figure 55. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

Table 26 illustrates the ways in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty percent (*n* = 753) felt ignored or excluded, 36% (*n* = 677) felt intimidated and bullied, 36% (*n* = 673) felt isolated or left out, and 28% (*n* = 519) were targets of derogatory verbal remarks. Other forms of conduct noted under experience not listed include "slandered," "dismissed," "mocking," "pressured to retire," "gossiping," "yelling, mis-gendered," "threats of legal action," "tokenization of identity," "character attacks," "ridiculed," "sexually lewd comments," "made fun of," "exclusion from work groups," "lied to, protesting," "manipulated," "sexually harassed," "humiliated," "sexually assaulted," "belittled," "robbed," "physical intimidation,"and "cyber bullying."

Table 26. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded	753	40.1
I was intimidated/bullied	677	36.1
I was isolated or left out	673	35.9
I was the target of derogatory verbal remarks	519	27.7
I experienced a hostile work environment	485	25.9
I felt others staring at me	339	18.1
I was the target of workplace incivility	293	15.6
I experienced a hostile classroom environment	268	14.3
I was the target of racial/ethnic profiling	224	11.9
I was singled out as the spokesperson for my identity group	207	11.0
I received a low or unfair performance evaluation	162	8.6
The conduct threatened my physical safety	145	7.7
Someone assumed I was admitted/hired/promoted due to my identity group	123	6.6
The conduct made me fear that I would get a poor grade	118	6.3
I received derogatory phone calls/text messages/email	115	6.1
I received derogatory written comments	114	6.1
I was not fairly evaluated in the promotion and tenure process	92	4.9

Table 26. **Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of those who experienced the conduct
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	91	4.9
I received threats of physical violence	72	3.8
I was the target of stalking	39	2.1
I was the target of physical violence	35	1.9
I was the target of graffiti/vandalism	26	1.4
Someone assumed I was not admitted/hired/promoted due to my identity group	18	1.0
The conduct threatened my family's safety	16	0.9
An experience not listed above	278	14.8

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,876). Percentages do not sum to 100 as a result of multiple response choices.

Twenty-four percent (*n* = 456) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in other public spaces at University of Missouri-Columbia, 24% (*n* = 454) while working at a University of Missouri-Columbia job, and 20% (*n* = 376) in a meeting with a group of people (Table 27). Many respondents who marked "a location not listed above" said the conduct occurred in email, newspapers, media, websites, and faculty department meetings. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 27. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In other public spaces at MU	456	24.3
While working at a MU job	454	24.2
In a meeting with a group of people	376	20.0
In a class/lab/clinical setting	371	19.8
In a staff office	354	18.9
While walking on campus	321	17.1
Off-campus	212	11.3
At a MU event/program	208	11.1

Table 27. **Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who experienced conduct
In a meeting with one other person	206	11.0
In a campus residence hall/apartment	165	8.8
In a faculty office	164	8.7
On phone calls/text messages/email	154	8.2
In a(n) MU administrative office	143	7.6
On social media (Facebook/Twitter/Yik-Yak)	140	7.5
In the student union	101	5.4
In a fraternity house	74	3.9
In off-campus housing	65	3.5
In a(n) MU library	39	2.1
In a(n) MU dining facility	37	2.0
In a sorority house	37	2.0
In athletic facilities	35	1.9
In the health center	26	1.4
In an experiential learning environment (e.g., study abroad, retreat, externship, internship)	22	1.2
On a campus shuttle	15	0.8
In an online learning environment	11	0.6
In counseling services	9	0.5
In a religious center	5	0.3
A venue not listed above	117	6.2

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 1,876). Percentages do not sum to 100 as a result of multiple response choices.

Thirty-eight percent (*n* = 720) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 23% (*n* = 436) identified coworkers/colleagues as the sources of the conduct, and 18% (*n* = 343) identified faculty members/other instructional staff (Table 28). Sources of exclusionary, intimidating, offensive, and/or hostile conduct "not listed above" included "students of sorority," "fraternity," "protestors," "volunteer," "religious zealot," "parents of students," "news media," and "visiting family."

Table 28. **Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Source of conduct	n	% of respondent who experienced conduct
Student	720	38.4
Coworker/colleague	436	23.2
Faculty member/other instructional staff	343	18.3
Stranger	272	14.5
Supervisor or manager (including experiential sites)	229	12.2
Staff member	225	12.0
Department/program/division chair	217	11.6
Friend	126	6.7
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	124	6.6
Student organization	100	5.3
Don't know source	88	4.7
On social media (e.g., Facebook, Twitter, Yik-Yak)	85	4.5
Academic/scholarship/fellowship advisor	76	4.1
Off-campus community member	72	3.8
Student staff	62	3.3
MU media (e.g., posters, brochures, flyers, handouts, websites)	34	1.8
MU police/security	33	1.8
Alumnus/a	26	1.4
Direct report (e.g., person who reports to you)	22	1.2
Student teaching assistant/student lab assistant/student tutor	21	1.1
Athletic coach/trainer	13	0.7
Donor	7	0.4
A source not listed above	102	5.4

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 1,876$). Percentages do not sum to 100 as a result of multiple response choices.

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Figures 56 through 58 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents. Students and Faculty were the greatest sources of reported exclusionary conduct for Graduate/Professional Student/Post-Doctoral respondents.
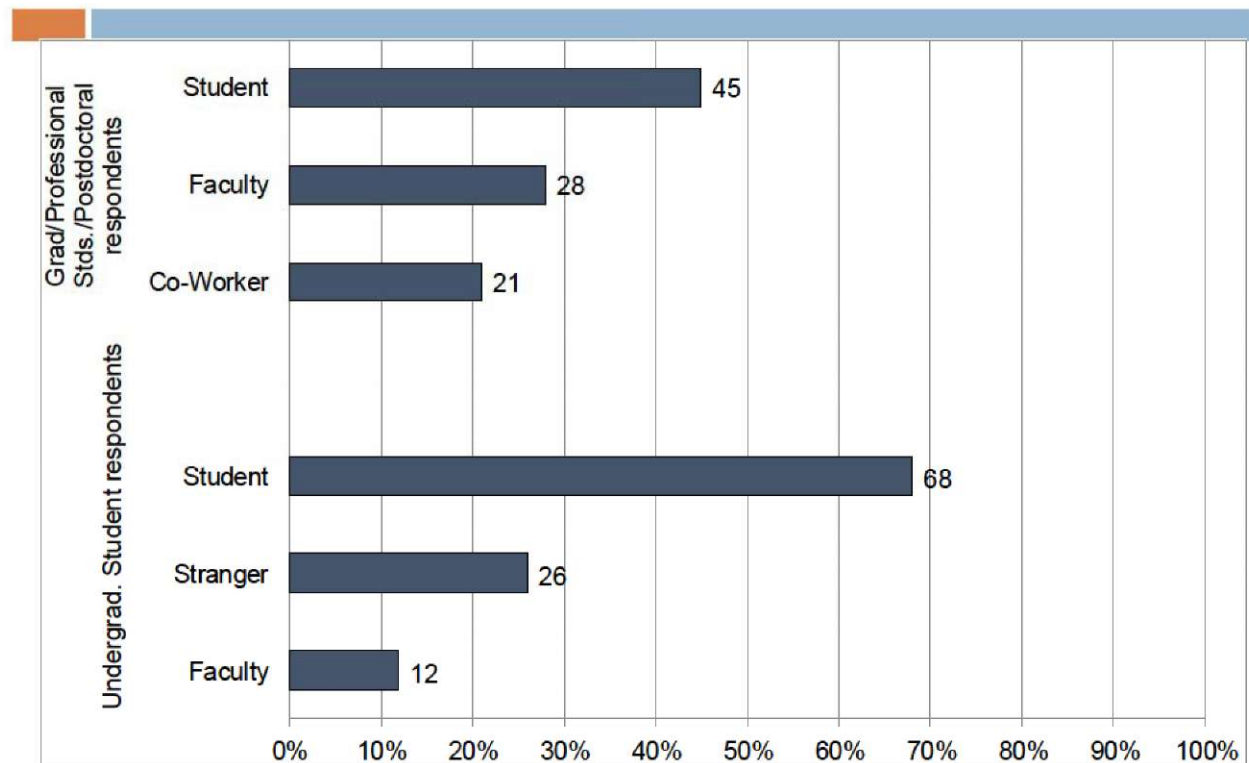
Figure 56. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty/Emeritus Faculty/Research Scientist respondents most often cited coworkers, faculty, senior administrators, and department chairs as the sources of the exclusionary conduct. Senior Administrator with Faculty Rank respondents most often cited coworkers and other senior administrators as the sources of the exclusionary conduct. Staff respondents most often cited coworkers, other staff members, supervisors, faculty. department chairs, and senior administrators as the sources of the exclusionary conduct (Figure 57).
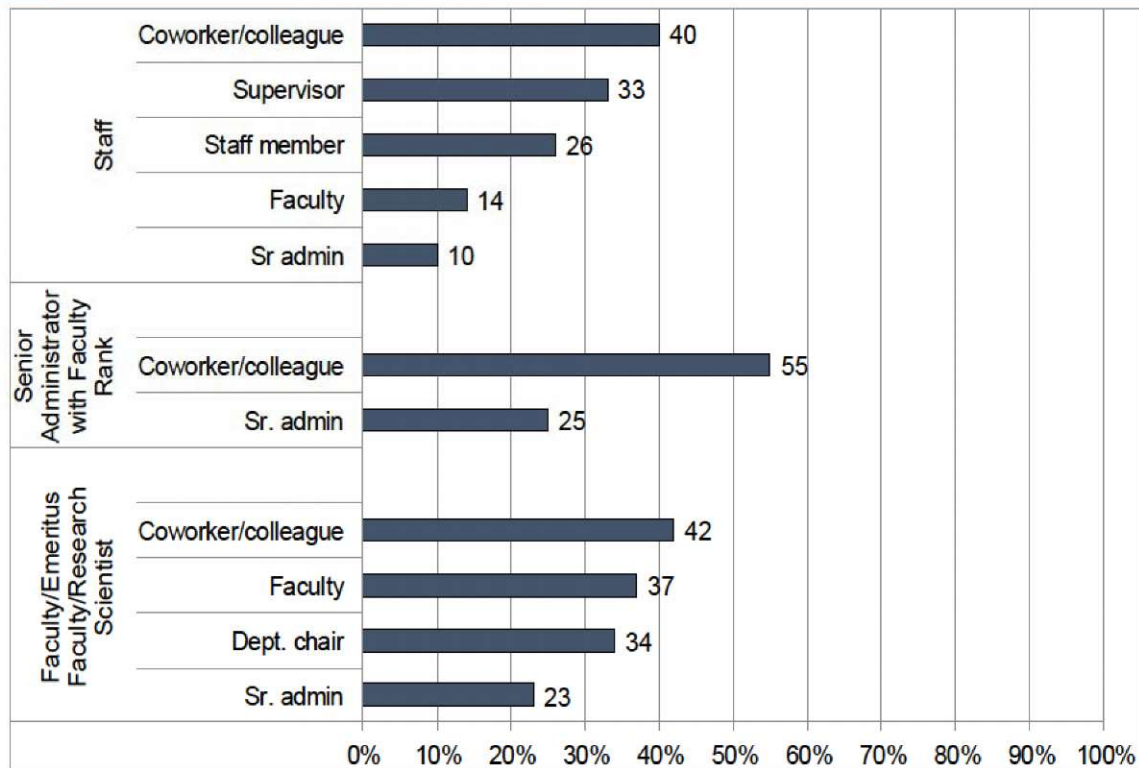
Note: Responses with *n* < 5 are not presented in the figure.

Figure 57. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Salaried Staff and Hourly Staff respondents identified coworkers, supervisors, department chairs, senior administrators, faculty, and staff as their greatest sources of exclusionary conduct (Figure 58).
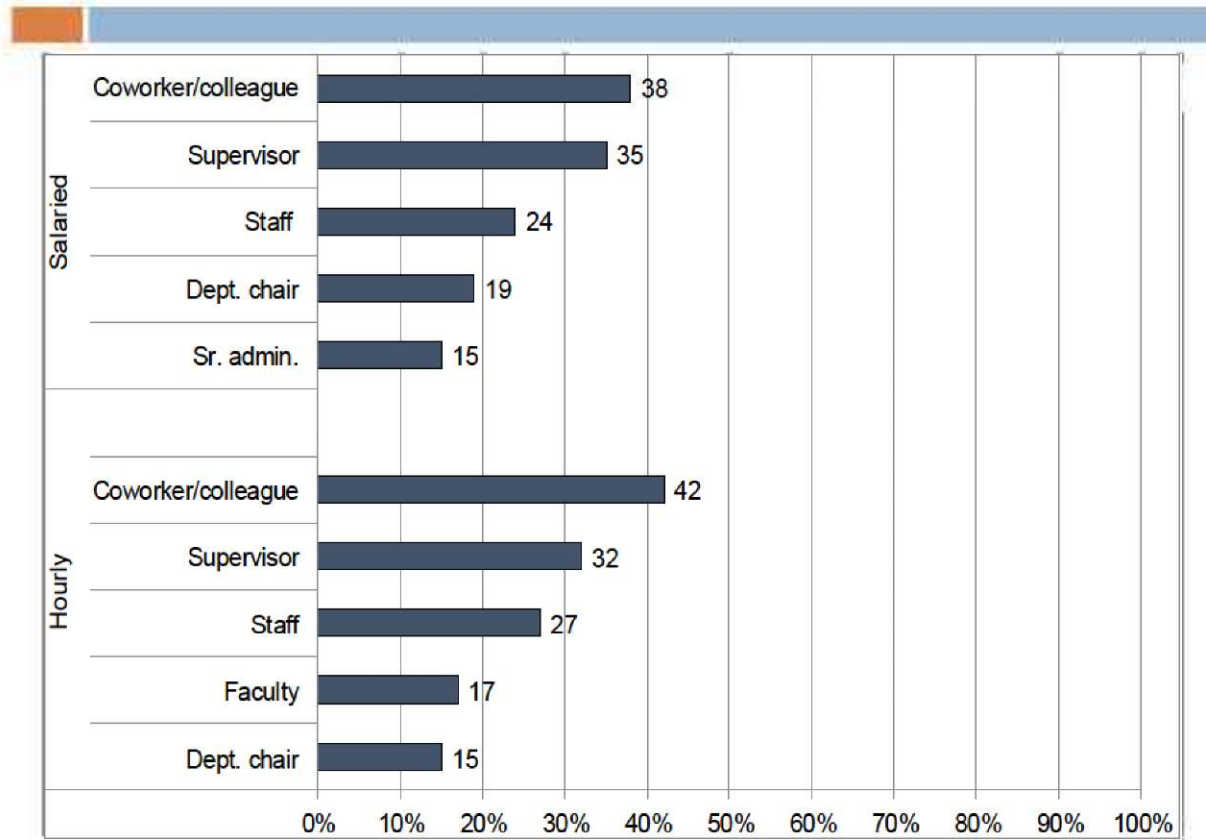
Note: Responses with *n* < 5 are not presented in the figure.

Figure 58. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff Status (%)

In response to this conduct, 67% (n = 1,247) of respondents felt angry, 41% (n = 760) embarrassed, 30% (n = 563) felt afraid, 28% (n = 518) ignored it, and 16% (n = 300) felt somehow responsible (Table 29). Of respondents who indicated their experience was not listed, several added comments that indicated - they felt "stunned," "stressed," "irritated," "incompetent," "annoyed," "slighted," "unsafe," "hu t," and "disappointed."

Table 29. Respon lents Emotional Responses to Experienced Exclusionary, I itimidating , Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
I was angry	1,247	66.5
I felt embarrassed	760	40.5
I was afraid	563	30.0
I ignored it	518	27.6
A feeling not listed above	405	21.6
I felt somehow responsible	300	16.0

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 1,876). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to experiencing the conduct, 42% (n = 783) told a friend, 40% (n = 743) avoided the person/venue, 34% (n = 631) told a family member, and 36% (n = 678) did not do anything (Table 30). Of the 12% (n = 217) of respondents who sought support from a University of Missouri-Columbia resource, 42% (n = 30) sought support from the office of Civil Rights and Title IX and 21% (n = 45) sought help from their supervisor. Some "response not listed above" comments were "cried," "laughed," "filed a report," "contacted an attorney," "counselor," "reported it," "found a new position/job," "another supervisor," "protested," "went to hospital," "went to human resources," "stayed inside," "dropped the class," "locked my door, because I felt threatened," and "lost a good deal of sleep."

Table 30. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	n	% of respondents who experienced conduct
I told a friend	783	41.7
I avoided the person/venue	743	39.6

Table 30. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	n	% of respondents who experienced conduct
I did not do anything	678	36.1
I told a family member	631	33.6
I did not know who to go to	288	15.4
I confronted the person(s) at the time	274	14.6
I contacted a MU resource	217	11.6
Office of Civil Rights and Title IX	64	29.5
Supervisor	45	20.7
Human resource services	42	19.4
Faculty member	34	15.7
Staff person (e.g., residential life staff, academic advisor)	27	12.4
MU counseling center	26	12.0
Employee assistance program	25	11.5
MU police	18	8.3
Relationship and sexual violence prevention (RSVP) center	16	7.4
MU student health center	12	5.5
Campus mediation	8	3.7
Disability center	8	3.7
Women's center	7	3.2
Grievance resolution panel	6	2.8
LGBTO resource center	5	2.3
Vice Chancellor for Student Affairs	5	2.3
Gaines/Oldham Black Culture Center	< 5	---
Multicultural center	< 5	---
Office of Student Conduct	< 5	---
Office of Student Rights & Responsibilities	< 5	---
Director of accessibility and ADA education	< 5	---
Office of Graduate Studies	< 5	---
Student legal services	< 5	---
Wellness resource center	< 5	---
International center	< 5	---
Student teaching assistant (e.g., tutor, graduate teaching assistant)	< 5	---
I confronted the person(s) later	187	10.0

Table 30. **Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to conduct	*n*	% of respondents who experienced conduct
I sought information online	106	5.7
I sought support from a member of the clergy or spiritual advisor (e.g.. pastor. rabbi. priest. imam)	66	3.5
I contacted a local law enforcement official	48	2.6
I sought support from off-campus hotline/advocacy services	23	1.2
A response not listed above	351	18.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary. intimidating. offensive. and/or hostile conduct (*n* = 1.876). Percentages do not sum to 100 as a result of multiple response choices.

Table 31 illustrates that 88% (*n* = 1,630) of respondents did not report the incident and that 12% (*n* = 217) of respondents did report the incident. Of the respondents who reported the incident, 15% (*n* = 29) were satisfied with the outcome, 17% (*n* = 32) felt the complaint received an appropriate response and 68% (*n* = 129) felt the incident did not receive an appropriate response.

Table 31. **Respondents' Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Reporting the conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	1.630	88.3
Yes, I reported it (e.g.. bias incident report. UM System Ethics and Compliance Hotline)	217	11.7
Yes, I reported the incident and was satisfied with the outcome.	*29*	*15.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*32*	*16.8*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*129*	*67.9*

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary. intimidating. offensive. and/or hostile conduct (*n* = 1,876). Percentages do not sum to 100 as a result of multiple response choices.

Eight hundred thirty-two respondents elaborated on their experiences of exclusionary conduct at University of Missouri-Columbia. Four themes emerged from the responses: (1) conduct and inclusion concerns relating to race, particularly regarding protesting on campus, (2) inclusion concerns for identienties other than race, (3) concerns within their intergroup dynamics with their respective departments and relationships on campus, and (4) descriptions of conduct that had negatively influenced reporting practices at University of Missouri-Columbia.

Racism, Reverse Racism & Protests – **Race** and racism was noted in more narratives than any other identity or concern in respondent's elaborations on conduct at University of Missouri-Columbia. The commentary on race included reports of racism (discrimination of people who self-identified as black of people of color), reverse racism (discrimination of people who self-identified as white) and narratives about racially motivated protests. Reports of conduct displaying racism included racial slurs, threats and mircoaggressions. Regarding the use of racial slurs, some respondent reported, 'I just feel like in 2016, I shouldn't have to be reminded that I'm black by being called '[racial slur against African Americans]'" and 'I was called a [racial slur against African Americans] while walking down the street two times." Other respondents reported threats, for example, "threatened to shoot black people on Yik-Yak" and "I received an email from an @aol account that was unknown to me. The email contained language with racial slurs and racial charged statements." Others reported more subtle incidents. For example, "I always feel excluded or sidelined in meetings. This is especially the case when it is an all-white group of people. As a person of colour, I feel ignored." Another respondent noted, "Across campus there is an obvious racial divide and few seem to be willing to step over these boundaries of color to establish a more inclusive community." Other respondents who identified as white described reverse racism. For example, respondents elaborated, 'I didn't feel safe in my community because I was a Greek white student." Another respondent shared, "I have been called names and have been yelled at and given dirty looks and stuff all the time whenever I say anything regarding my life because apparently I have 'white privilege'." Other respondents echoed, "I Have been targeted by racial protesters like Black Lives Matter," "I have been insulted my being told that my silence is violence" and "I was made fun of for my parents higher SES and southern, conservative values." Finally, many respondents who elaborated on race did so in tandem with their reflections on the racially motivated protests that had taken place on campus. One respondent noted, "I was being called a racist by all the protesters and no one in the administration did anything about it." Other respondents shared, "The demonstration on campus last me made feel personally threatened, threatened my family, and my family income." And, "When the protests were going on I felt like I was racially profiled as racist because I am white." One respondent summarized the tension, "Over the last year, there have been a lot of people that have made assumptions about people of another race. It seems to me that there has been a lot of racism on both sides of the spectrum. Everyone is hyper-sensitive and it has made

for a tense work environment." Racially motivated conduct was described a significant concern by respondents who elaborated on conduct at University of Missouri-Columbia.

Inclusion Concerns for Women & LGBTQ People — Beyond the narratives addressing racially driven exclusion and bias there were other inclusion concerns noted in respondent's reflections on conduct. In particular, women and LGBTQ people were noted with concern among other identities mentioned in more general inclusion concerns. One respondent noted, "Professor made comments on how women couldn't do field work, classmates make comments about women (i.e rape jokes) or mock other identities, etc." Another respondent added, "When I asked the director why everyone got a raise except me he responded...that I may be starting a family and wouldn't be worth investing in. He did not know but I was pregnant." Regarding LGTBQ concerns, one respondent shared, "I had a friend tell me that she no longer wanted to hang out with me because I was gay. I am also a female engineer and feel uncomfortable in a lot of my classes." Other respondents noted, "Homophobic fraternity boys yelling slurs," "I have heard many slurs regarding sexuality and usage of language like that as jokes" and "In one instance I had someone write on my pronoun note so it said 'it' was my pronoun." More generally, one respondent reflected, "They protect the white males in the organization who feel they have carte blanche to dismiss and mistreat women and minorities." Another respondent reported, "I believe I am being unfairly targeted because I support the principles of inclusion and diversity." Inclusion concerns for women and LGBTQ people and other minorities on campus were noted often in narratives addressing conduct at University of Missouri-Columbia.

Unhealthy and Unpleasant Relationship Dynamics — Respondents who elaborated conduct in the context of their working/academic relationships described unhealthy and hostile dynamics. Faculty and professors were noted with concern. For example, one respondent shared, this "faculty member is rude and does not know the first thing about how to speak to the office staff and she is unkind, there are too many experiences to elaborate on." Another respondent elaborated, "Two professors dislike each other. One professor associates me with the other professor and pointedly ignores me whenever we see each other." Others connected a low sense of belonging and value on campus with negative interactions. For example, one respondent

explained, "When you have employees who are extremely frustrated with their jobs, work load, and just the negative atmosphere from so many job cuts and lack of replacing positions when people leave or retire it creates unhappy people and they are hateful and quick to complain and be extremely hard to get to a po☐t where they are team players." Another respondent elaborated on ☐tergroup challenges, "she constantly interrupts with ☐☐☐ 'tasks'. If I turn her down (because it really is not my job), she gets angry, quits ☐☐☐☐☐ to me, and pointedly avoids me whenever possible." Another respondent added, "One of my staff members yell derogatory remarks at me as they were leaving, but s☐☐e there wasn't a witness, nothing was done." The data that established this theme was wide ranging in context and perceived rationale but the notion that these relationship dynamics were perceived as unhealthy and unpleasant.

Fear of Retaliation & Reporting — Respondents who elaborated on conduct concerns noted fear of retaliation and other barriers to reporting at University of Missouri-Columbia. For example, one respondent shared, "If I say anything I will be noted as a trouble maker. So I would rather keep it to myself." Other respondents echoed, "I do not feel safe elaborating" and "I am afraid of retribution." Another respondent explained, "I did not report it because the student is a well-liked and connected member of my class and I fear there would be social and possibly academic retaliation." These narratives also noted a lack of faith in the reporting process including the perception that reports would not be taken seriously and or nothing would come from reporting efforts. One respondent noted, "If I did that, the reader of the account would ultimately (according to experience) delegitimize me as well." Other respondents added rationales to why they did not report previous incidents, for example, "Nothing will be done!" and "No. Nothing can be done." Another respondent elaborated, "Discriminatory behavior is very subjective. Complaining usually does not have favorable outcomes." Respondents who elaborated on conduct concerns described fears and a perceived low efficacy of reporting at University of Missouri-Columbia.

[xliv]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by gender identity: $\chi^2(2, N = 9,852) = 45.80, p < .001$.
[xlv]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on gender by gender identity: $\chi^2(2, N = 1,845) = 118.51, p < .001$.
[xlvi]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by racial identity: $\chi^2(5, N = 9,638) = 202.94, p < .001$.

[xlvii]A c i-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on race by racial identity: χ^2 (5, N = 1,788) = 370.86, p < .001.

[xlviii]A chi-square test was conducted to compare percentages of respondents who experienced exclusionary conduct by position status: χ^2 (4, N = 9,935) = 82.87, p < .001.

[xlix]A c i-square test was conducted to compare percentages of respondents who experienced exclusionary conduct based on position by position status: γ^2 (4, N = 1,876) = 265.47, p < .001.

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

Respondents' observations of others' experiencing exclusionary. intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Thirty-three percent (n = 3,299) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at University of Missouri-Columbia [70] within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (46%, n = 1,527), etn icity (39%, n = 1,287), gender/gender identity (27%, n = 897), political views (16%, n = 527), and sexual identity (15%, n = 491). Eight percent (n = 259) of respondents indicated that they did not know the basis (Table 32).

Table 32. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	n	% of respondents who observed conduct
Racial identity	1,527	46.3
Ethnicity	1,287	39.0
Gender/gender identity	897	27.2
Political views	527	16.0
Sexual identity	491	14.9
Gender expression	439	13.3
Religious/spiritual views	314	9.5
Position (staff, faculty. student)	297	9.0
Physical characteristics	290	8.8
English language proficiency/accent	260	7.9
Don't know	259	7.9
Philosophical views	256	7.8
Age	247	7.5
Socioeconomic status	221	6.7
Immigrant/citizen status	200	6.1

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

Table 32. **Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Characteristic	n	% of respondents who observed conduct
International status/national origin	197	6.0
Mental ealth/psychological disability/condition	145	4.4
Participation in an organization/team	140	4.2
Academic performance	122	3.7
Educational credentials (e.g., BS, MS. PhD)	104	3.2
Learning disability/condition	104	3.2
Major field of study	104	3.2
Physical disability/condition	91	2.8
Length of service at MU	81	2.5
Medical disability/condition	81	2.5
Parental status (e.g., having children)	62	1.9
Pregnancy	44	1.3
Marital status (e.g., single, married, partnered)	39	1.2
Military/veteran status	20	0.6
A reason not listed above	187	5.7

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary. intimidating. offensive. and/or hostile conduct (n = 3,299). Percentages do not sum to 100 as a result of multiple response choices.

Figures 59 through 65 separate by demographic categories (i.e., disability status, religious/spiritual identity, racial identity, sexual identity, age, first-generation status, student respondents' entry status, employment status, housing status, student respondents' income status, gender identity, gender identity, faculty position status, and position status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by staff status (hourly vs. salaried), citizenship status, military status, first-generation and low-income status or student respondents' graduate/professional/Post-Doctoral status.

In terms of position status at University of Missouri-Columbia, significantly higher percentages of Senior Administrator with Faculty rank respondents (39%, $n = 28$), Faculty/Emeritus/Research Scientist respondents (35%, $n = 347$), and Undergraduate Student respondents (34%, $n = 1,668$) than Graduate/Professional Student/Post-Doctoral Scholar respondents (33%, $n = 462$) and Staff respondents (31%, $n = 794$) indicate that they had observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 59).[l]

In terms of Student position entry status, First-Year Student respondents (35%, $n = 1,515$) were more likely to have witnessed such conduct than were Transfer Student respondents (28%, $n = 153$)[li]

In terms of Faculty position status, Tenure-Track Faculty respondents (42%, $n = 49$) and Tenured Faculty respondents (42%, $n = 134$) were more likely to have witnessed such conduct than were Non-Tenure-Track Faculty respondents (29%, $n = 132$).[lii]
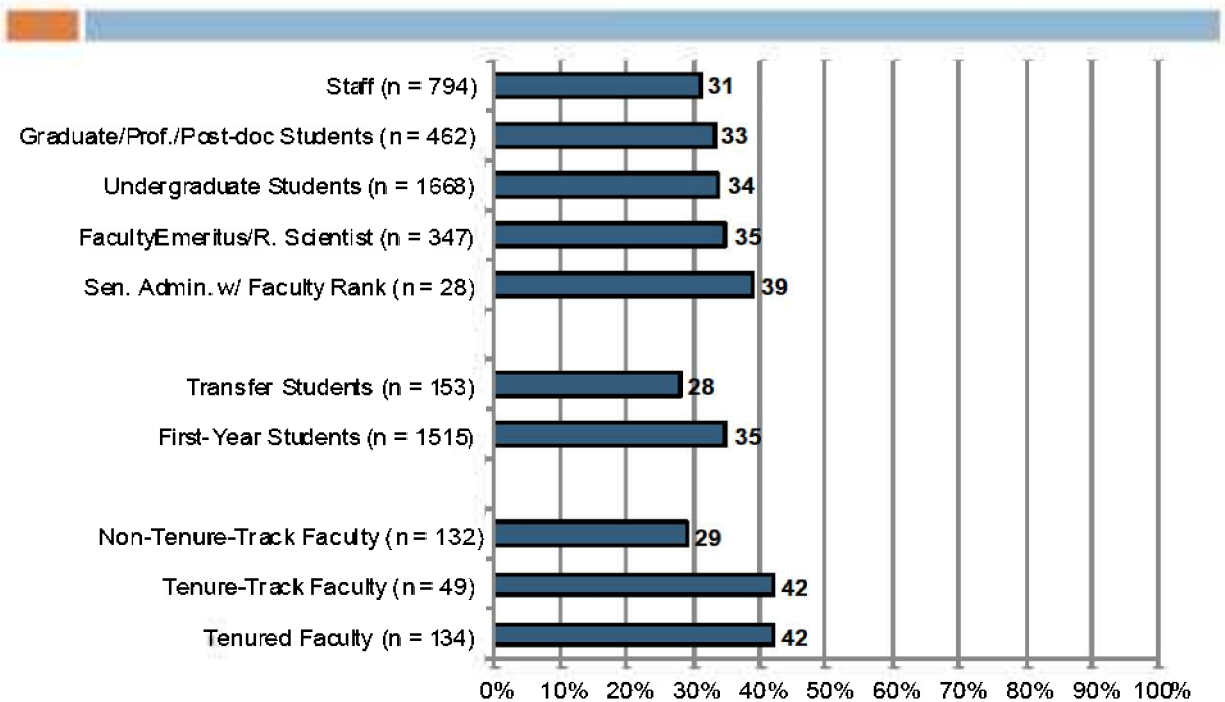
Figure 59. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Student Position Entry Status and Faculty Position Status (%)

Higher percentages of Transspectrum respondents (50%, $n = 70$) and Women respondents (34%, $n = 2,080$) than Men respondents (31%, $n = 1,116$) indicated that they had observed such conduct (Figure 60).[liii]

In terms of sexual identity, LGBQ respondents (48%, $n = 413$) were more likely to have witnessed such conduct than were Heterosexual respondents (32%, $n = 2,758$).[liv]
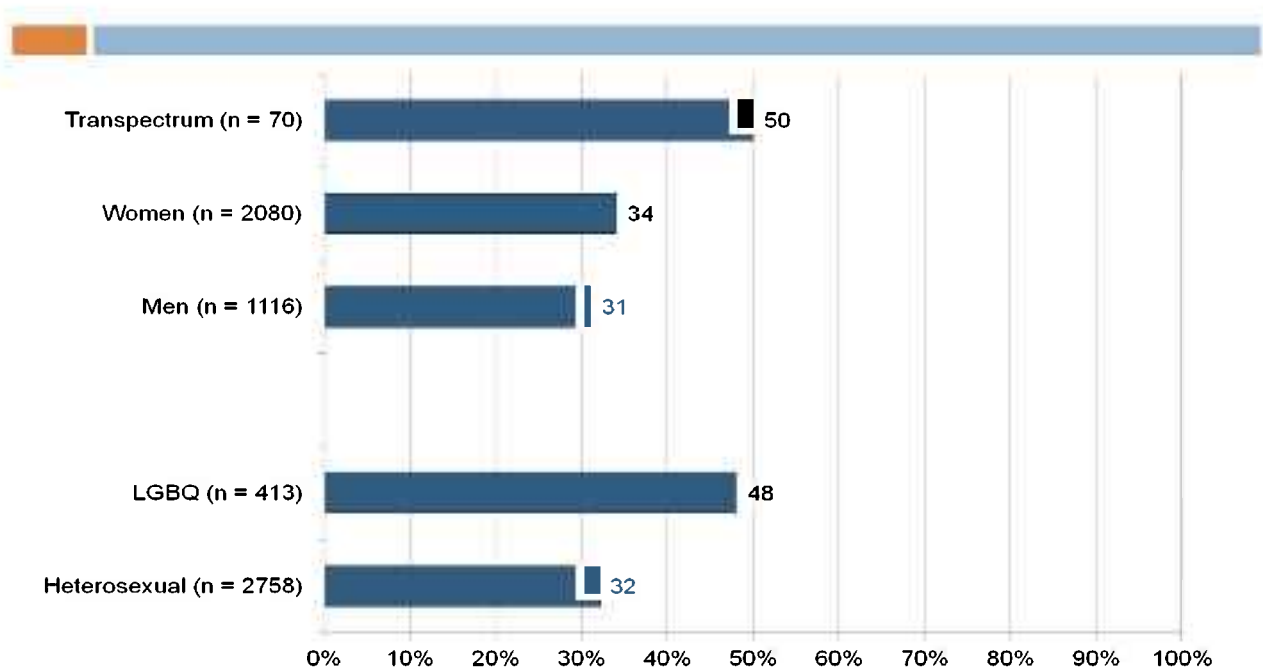
Figure 60. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity and Sexual Identity (%)

As depicted in Figure 61, significant differences existed between respondents who indicated on the survey that they had observed this conduct by racial identity. African/Black/African American respondents (52%, $n = 258$), American Indian/Native/Alaskan Native respondents (48%, $n = 11$), Multiracial respondents (47%, $n = 272$), and Hispanic/Latin@/Chican@ respondents (43%, $n = 72$), were more likely to have witnessed such conduct than were White respondents (31%, $n = 2,428$), Middle Easte⌐/Sout west Asian respondents (30%, $n = 16$), and Asian/Asian American respondents (27%, $n = 125$).[lv]
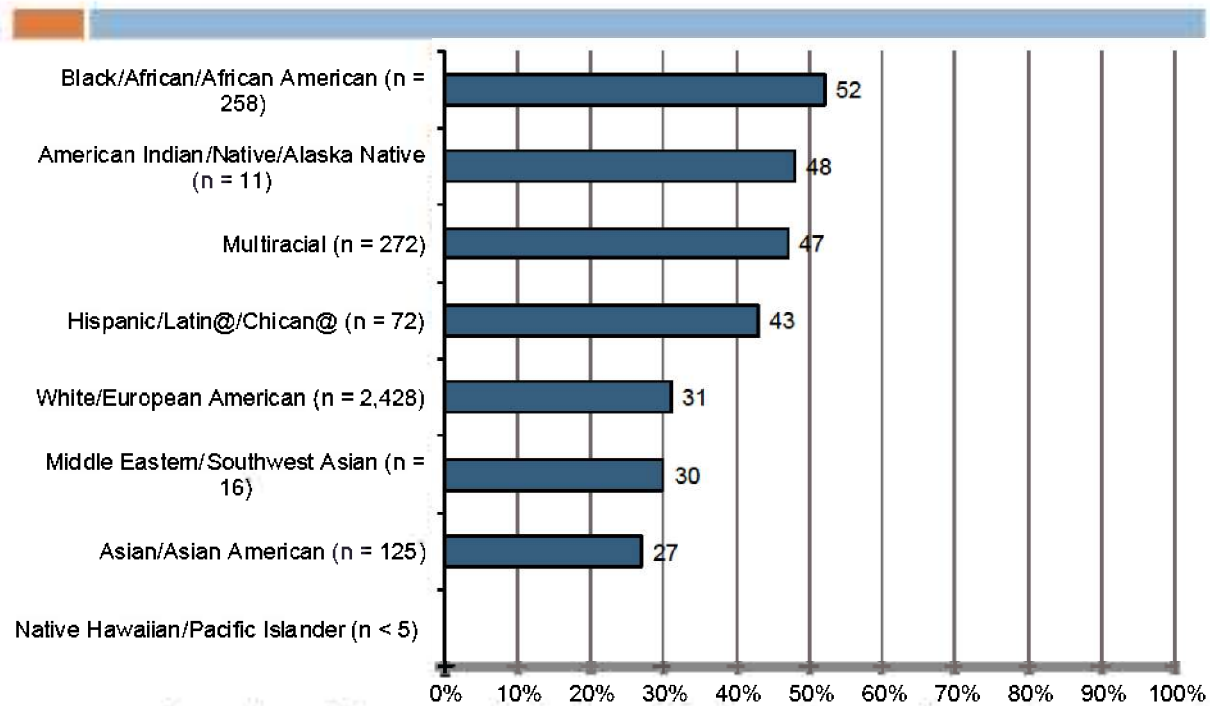
Figure 61. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Respondents' Racial Identity (%)

Higher percentages of respondents with Multiple Disabilities (55%, $n = 185$) and respondents with a Single Disability (45%, $n = 343$) than respondents with No Disability (31%, $n = 2,750$) indicate that they had observed such conduct (Figure 62).[lvi]

In terms of religious/spiritual identity, respondents with Christian Religious/Spiritual Identities (30%, $n = 1,732$) were less likely to have witnessed such conduct than were respondents with Multiple Religious/Spiritual Identity (41%, $n = 148$), No Religious/Spiritual Identity (39%, $n = 1,148$), Other Religious/Spiritual Identity (36%, $n = 192$).[lvii]
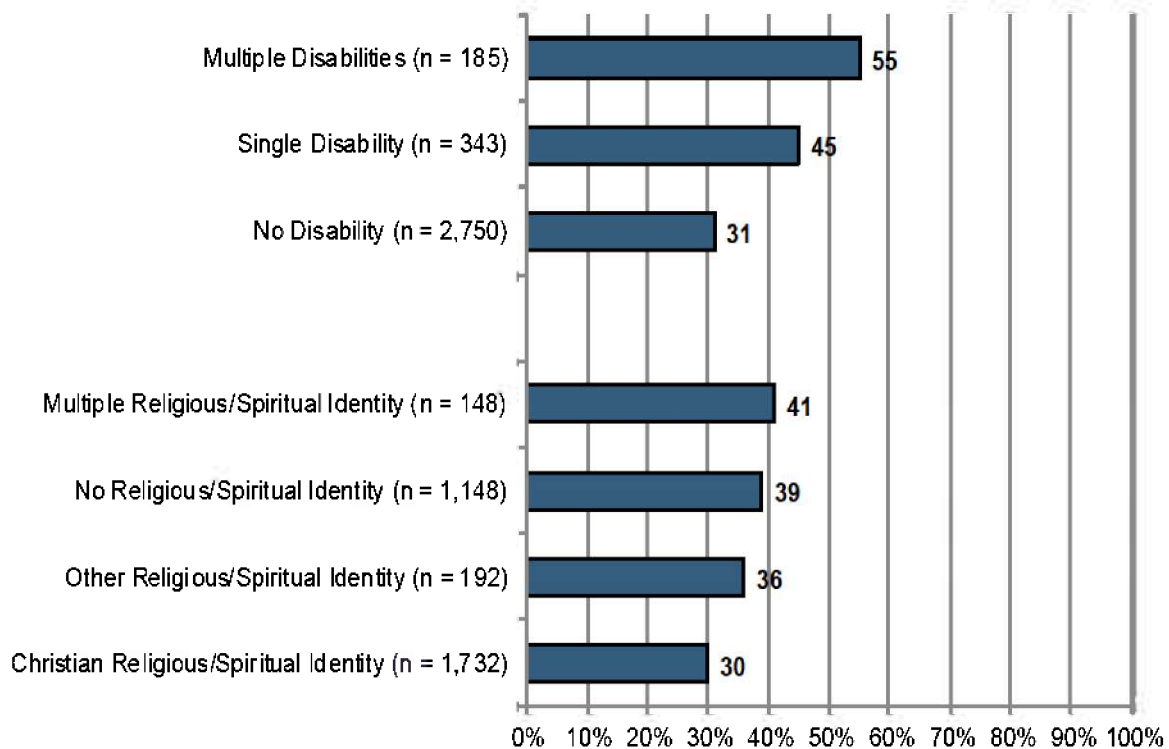
Figure 62. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status and Religious/Spiritual Identity (%)

As depicted in Figure 63, significant differences existed between respondents who indicated on the survey that they had observed this conduct by age. Respondents aged 19 Years or Younger (27%, $n = 527$), respondents aged 45-54 Years (30%, $n = 279$), respondents aged 55-64 Years (28%, $n = 216$), respondents aged 65-74 Years (30%, $n = 46$), and fewer than five respondents aged 75 Years and older were less likely to have witnessed such conduct than were respondents aged 20-21 Years (40%, $n = 832$), respondents aged 22-24 Years (32%, $n = 369$), respondents aged 25-34 Years (34%, $n = 471$), and respondents aged 35-44 Years (33%, $n = 299$).[lviii]
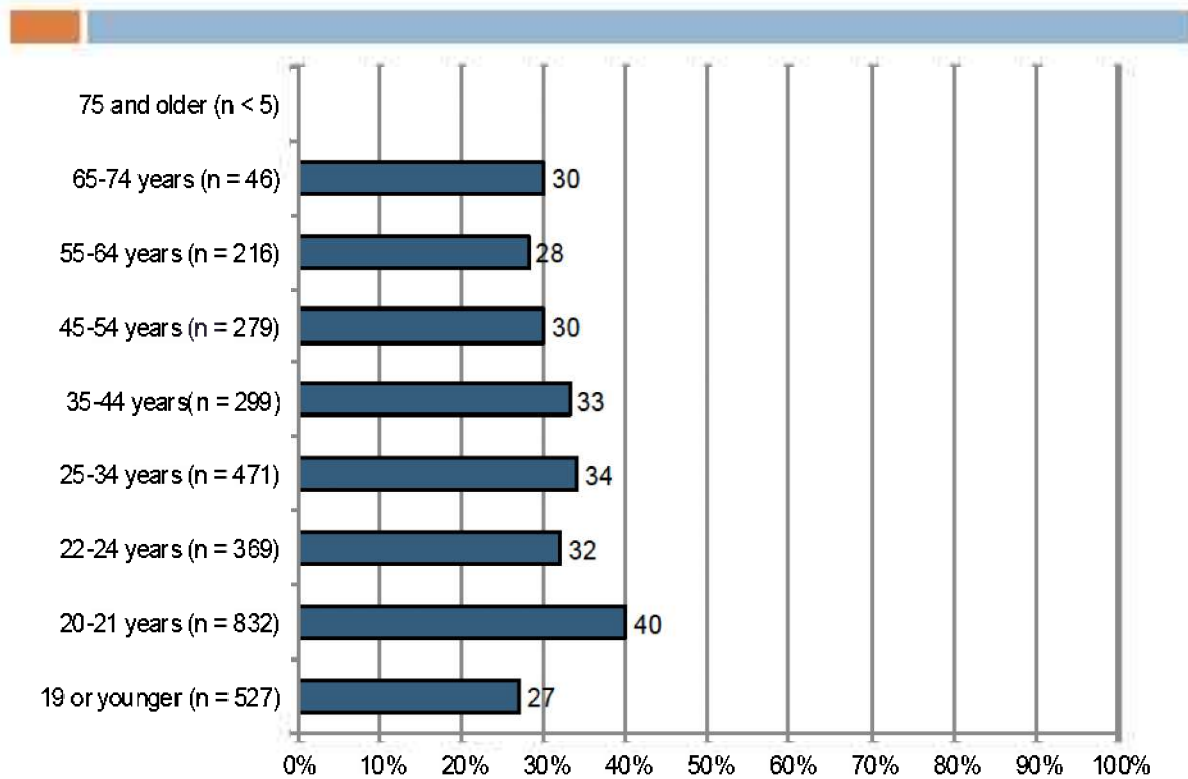
Figure 63. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Respondents' Age (%)

Low-Income Student respondents (37%, $n = 419$) were significantly more likely to have witnessed such conduct than were Not- Low-Income Student respondents (33%, $n = 1,670$).[lix]

By first-generation status, First-Generation Student respondents (31%, $n = 987$) were significantly less likely to have witnessed such conduct than were Not-First-Generation Student respondents (34%, $n = 2,296$) (Figure 64).[lx]
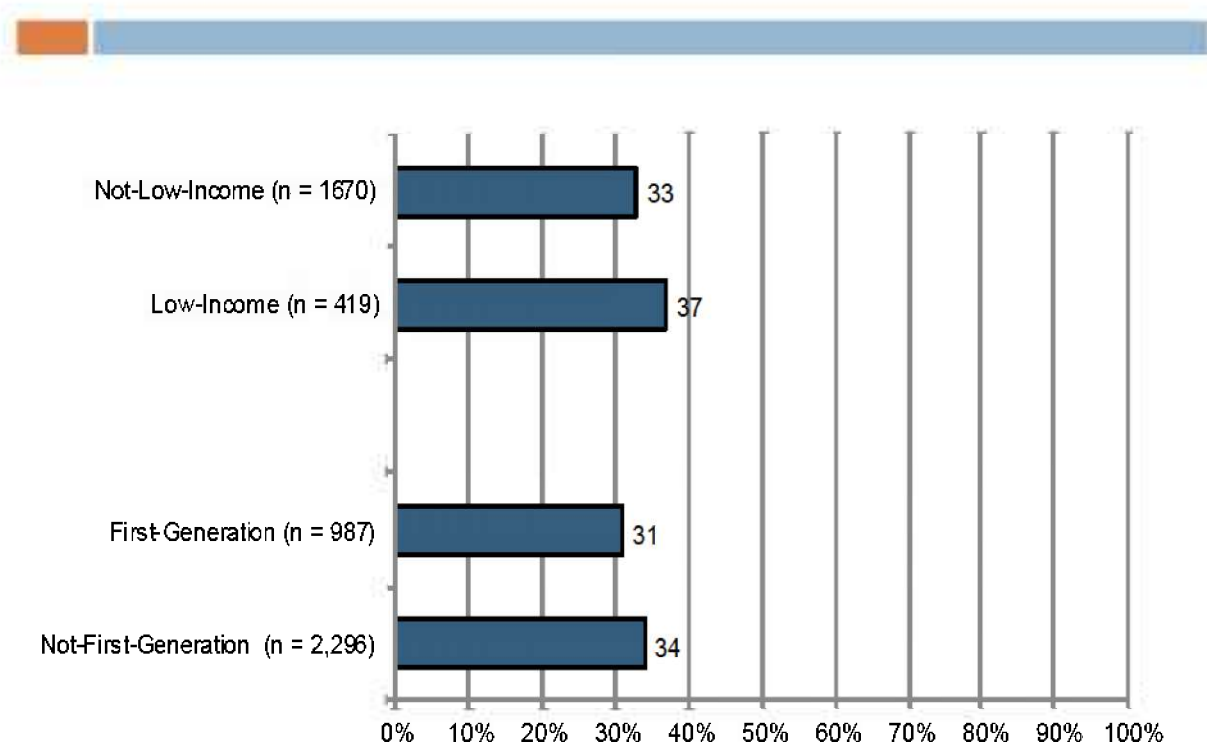
Figure 64. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' First-Generation Status and Low-Income Status (%)

By employment status, Employed Student respondents (38%, $n = 1,349$) were significantly more likely to have witnessed such conduct than were Not-Employed Student respondents (28%, $n = 733$) (Figure 65).[lxi] By campus employment status, On-Campus Employed Student respondents (41%, $n = 801$) were significantly more likely to have witnessed such conduct than were Off-Campus Employed Student respondents (35%, $n = 548$).[lxii]

By housing status, On-Campus Housing Student respondents (24%, $n = 315$) and Housing Insecure Student respondents (24%, $n = 8$) were significantly less likely to have witnessed such conduct than were Non-Campus Housing Student respondents (37%, $n = 1,720$) (Figure 65).[lxiii]
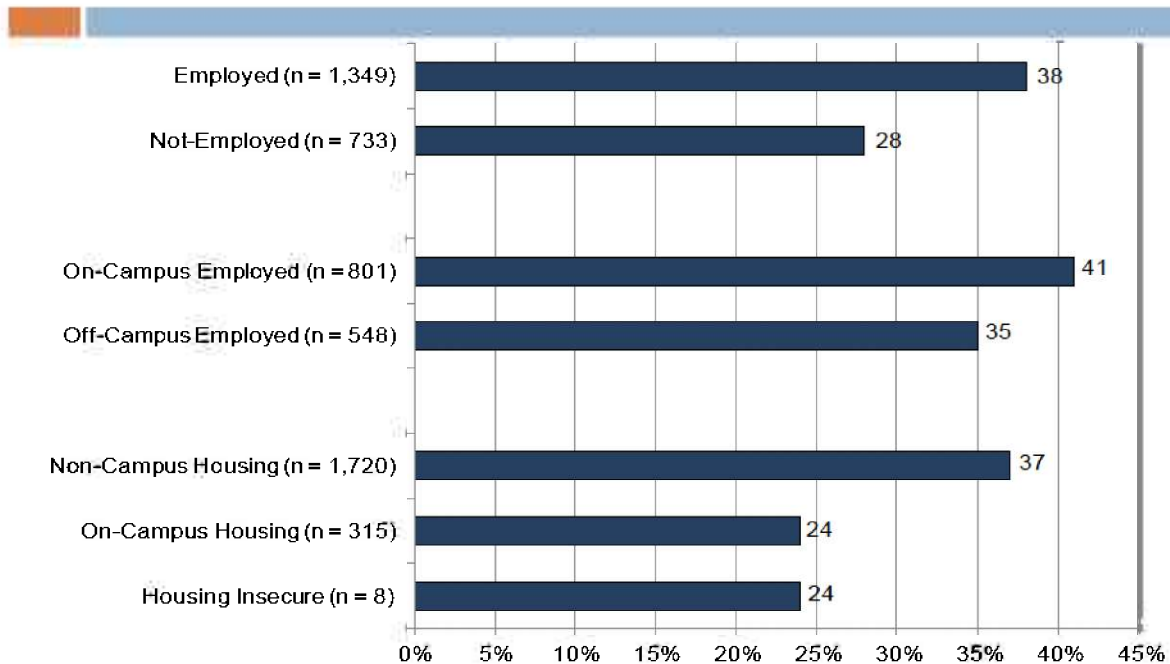
Figure 65. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Employment Status and Housing Status (%)

Table 33 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (62%, n = 2,050), being intimidated/bullied (32%, n = 1,061), target of racial/ethnic profiling (31%, n = 1,029), being deliberately ignored or excluded (28%, n = 928), being isolated or left out (24%, n = 798), subjected to derogatory/unsolicited messages online (16%, n = 536), or being stared at (16%, n = 536).

Table 33. **Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	n	% of respondents who observed conduct
Derogatory verbal remarks	2,050	62.1
Person intimidated/bullied	1,061	32.2
Racial/ethnic profiling	1,029	31.2
Person ignored or excluded	928	28.1
Person isolated or left out	798	24.2
Derogatory/unsolicited messages online (e.g., Facebook. Twitter. Yik-Yak)	536	16.2
Person being stared at	536	16.2
Person experienced a hostile work environment	516	15.6
Derogatory written comments	441	13.4
Assumption that someone was admitted/hired promoted based on his/her identity	433	13.1
Person experiences a hostile classroom environment	395	12.0
Threats of physical violence	363	11.0
Singled out as the spokesperson for their identity group	358	10.9
Person was the target of workplace incivility	351	10.6
Derogatory phone calls/text messages/email	296	9.0
Graffiti/vandalism	254	7.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	186	5.6
Person received a low or unfair performance evaluation	172	5.2
Physical violence	117	3.5
Person was unfairly evaluated in the promotion and tenure process	110	3.3
Derogatory phone calls	96	2.9

Table 1. 1o·n s of ?h er ed **Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	*n*	% of respondents who observed conduct
Person was stalked	61	1.8
Person received a poor grade	54	1.6
Something not listed above	209	6.3

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 3,299). Percentages do not sum to 100 as a result of multiple response choices.

Additionally, 38% (*n* = 1,255) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in other public spaces at University of Missouri-Columbia (Table 34). Some respondents noted that the incidents occurred while walking on campus (21%, *n* = 707), on social media (16%, *n* = 528), or while in a class/lab/clinical setting (16%, *n* = 521). "Other locations not listed" included "student center," "staff shop," "speaker's circle," and "email." Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 34. **Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In other public spaces at MU	1,255	38.0
While walking on campus	707	21.4
On social media (Facebook/Twitter/Yik-Yak)	528	16.0
In a class/lab/clinical setting	521	15.8
At a MU event/program	467	14.2
Off-campus	438	13.3
In a meeting with a group of people	422	12.8
While working at a MU job	375	11.4
In a fraternity house	314	9.5
In a staff office	302	9.2
In a campus residence hall/apartment	279	8.5
On phone calls/text messages/email	179	5.4
In a faculty office	159	4.8

Table 3. **Locations of** Ob**er** **ed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location of conduct	*n*	% of respondents who observed conduct
In the Student Success Center/Student Union	146	4.4
In a(n) MU administrative office	141	4.3
In off-campus housing	134	4.1
In a meeting with one other person	133	4.0
In a(n) MU dining facility	108	3.3
In a sorority house	82	2.5
In athletic facilities	69	2.1
In a(n) MU library	64	1.9
On a campus shuttle	28	0.8
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	26	0.8
In the health center	26	0.8
In an online learning environment	17	0.5
In a religious center	13	0.4
In counseling services	11	0.3
A venue not listed above	168	5.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 3,299$). Percentages do not sum to 100 as a result of multiple response choices.

Sixty-three percent ($n = 2,082$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 35). Other respondents identified friends (20%, $n = 669$), strangers (17%, $n = 570$), coworker/colleagues (14%, $n = 459$), and staff members (12%, $n = 393$) as targets. "Other targets not listed" included "anyone who isn't liberal," "females," "mentee," "minorities," "self," "residents," "job applicant," "guest speaker" "African American students," "White people" and "Black people."

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

Target	n	% of respondents who observed conduct
Student	2,082	63.1
Friend	669	20.3
Stranger	570	17.3
Co-worker/colleague	459	13.9
Staff member	393	11.9
Faculty member/other instructional staff	350	10.6
Student organization	278	8.4
Student staff	219	6.6
Don't know target	192	5.8
MU police/security	154	4.7
MU media (e.g., posters, brochures, flyers, handouts, websites)	128	3.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	109	3.3
Off-campus community member	84	2.5
Student teaching assistant/student lab assistant/student tutor/SI instructor	73	2.2
Department/program/division chair	72	2.2
Academic/scholarship/fellowship advisor	58	1.8
Athletic coach/trainer	44	1.3
Supervisor or manager (including experiential sites)	42	1.3
Alumnus/a	37	1.1
Direct report (e.g., person who reports to you)	31	0.9
Donor	13	0.4
A target not listed above	192	5.8

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 3,299$). Percentages do not sum to 100 as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 55% ($n = 1,808$) noted that students were the sources of the conduct (Table 36). Respondents identified additional sources as strangers (20%, $n = 660$), faculty members/other instructional staff (14%, $n = 465$), student organizations (10%, n

= 337), and staff members (9%, *n* = 308) as targets. "Other sources not listed" included "parents," "protestors," "sororities/fraternities," "Greek students/organizations," "Concerned Student 1950," "College Republicans," "Black Lives Matter," "African Americans," and "Legion of Black Collegians."

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

Source	*n*	% of respondents who observed conduct
Student	1,808	54.8
Stranger	660	20.0
Faculty member/other instructional staff	465	14.1
Student organization	337	10.2
Staff member	308	9.3
On social media (e.g., Facebook, Twitter, Yik-Yak)	295	8.9
Co-worker/colleague	265	8.0
Don't know source	246	7.5
Off-campus community member	190	5.8
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	173	5.2
Supervisor or manager	173	5.2
Department/program/division chair	144	4.4
MU media (e.g., posters, brochures, flyers, handouts, web sites)	139	4.2
Friend	125	3.8
MU police/security	105	3.2
Student staff	104	3.2
Alumnus/a	72	2.2
Academic/scholarship/fellowship advisor	64	1.9
Athletic coach/trainer	32	1.0
Student teaching assistant/student lab assistant/student tutor/SI instructor	32	1.0
Donor	29	0.9
Direct report (e.g., person who reports to me)	9	0.3

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

Source	n	% of respondents who observed conduct
A source not listed above	153	4.6

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 3,299). Percentages do not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 34% (*n* = 1,112) did not do anything, 31% (*n* = 1,007) told a friend, 21% (*n* = 683) avoided the person/venue, 18% (*n* = 582) told a family member, 15% (*n* = 498) confronted the person(s) at the time, and 16% (*n* = 510) of respondents did not know to whom to go (Table 37). Of the respondents (7%, *n* = 231) who contacted a University of Missouri-Columbia resource, 33% (*n* = 76) sought support from the Office of Civil Rights and Title IX and 27% (*n* = 62) sought support from a supervisor.

Table 37. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	n	% of respondents who observed conduct
I did not do anything	1,112	33.7
I told a friend	1,007	30.5
I avoided the person/venue	683	20.7
I told a family member	582	17.6
I did not know who to go to	510	15.5
I confronted the person(s) at the time	498	15.1
I confronted the person(s) later	283	8.6
I sought information online	239	7.2
I contacted a MU resource	231	7.0
Office of Civil Rights and Title IX	*76*	*32.9*
Supervisor	*62*	*26.8*
Faculty member	*45*	*19.5*

Table 37. **Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Actions in response to observed conduct	*n*	% of respondents who observed conduct
Staff person (e.g., residential life staff, academic advisor)	*28*	*12.1*
Human resource services	*23*	*10.0*
LGBTQ resource center	*17*	*7.4*
MU counseling center	*16*	*6.9*
Women's center	*13*	*5.6*
MU police	*12*	*5.2*
Employee assistance program	*11*	*4.8*
Office of Student Conduct	*11*	*4.8*
Gaines/Oldham Black Culture Center	*10*	*4.3*
Relationship and sexual violence prevention (RSVP) center	*10*	*4.3*
Disability center	*6*	*2.6*
Vice Chancellor for Student Affairs	*6*	*2.6*
Campus mediation	*5*	*2.2*
Academic retention services	*< 5*	*---*
Director of Accessibility and ADA Education	*< 5*	*---*
Grievance resolution panel	*< 5*	*---*
Multicultural center	*< 5*	*---*
MU student health center	*< 5*	*---*
Student legal services	*< 5*	*---*
Wellness resource center	*< 5*	*---*
International center	*< 5*	*---*
Office of Graduate Studies	*< 5*	*---*
Office of Student Rights & Responsibilities	*< 5*	*---*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*< 5*	*---*
I contacted a local law enforcement official	43	1.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	40	1.2

Table 37. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	n	% of respondents who observed conduct
I sought support from off-campus hotline/advocacy services	21	0.6
A response not listed above	484	14.7

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 3,299). Percentages do not sum to 100 as a result of multiple response choices.

Table 38 illustrates that 93% (n = 2,948) of respondents did not report the incident and that 8% (n = 238) of respondents did report the incident. Of the respondents who reported the incident, 28% (n = 45) were satisfied with the outcome, 28% (n = 45) felt that the complaint received an appropriate response, and 44% (n = 71) felt that the incident did not receive an appropriate response.

Table 38. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	n	% of respondents who observed conduct
No, I didn't report it.	2,948	92.5
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline).	238	7.5
Yes, I reported the incident and was satisfied with the outcome.	45	28.0
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	45	28.0
Yes, I reported the incident, but felt that it was not responded to appropriately.	71	44.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 3,299). Percentages do not sum to 100 as a result of multiple response choices.

Nine hundred twelve respondents elaborated on their experiences with conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile. Four themes emerged from qualitative comments: (1) exclusionary behavior based on race, (2) challenges with reporting and a fear of retaliation associated with reporting, (3) student respondents concerns of conduct observed during the Fall 2015 protest, and (4) observations of hostility among faculty members and within Greek organizations.

Exclusionary Behavior, Particularly Racism and Sexism — Respondents who elaborated on their experiences with conduct noted exclusionary behavior, particularly racism and sexism. Racial

slurs such as "monkeys," "thugs," "stupid black [misogynistic slur]," and the "[racial slur against African Americans]" were reported. Respondents also noted, "Student contact information ending up in the hands of a white supremacist organization without our consent." Another respondent shared, "Student this semester said her two white roommates moved out of the dorm (unannounced) neither wanted to have a black roommate." Another respondent elaborated, "There have been many instances where people whom are African American have been racially profiled which makes me feel uncomfortable on this campus because it continues to happen and nothing gets done about it." Regarding sexism, one respondent noted, "Two males dropping off a male friend for class honking and hollering at a female on the sidewalk." Another respondent explained, "Sexism is pervasive and difficult to prove. I've seen numerous cases, but the perpetrators have been diligent at covering their tracks." Exclusionary and intimidating behavior was also noted toward a range of other minorities on campus. One respondent shared, "Two Jewish men were walking on campus wearing traditional clothing and a group of male students stared at them, laughed at them, and one student yelled 'Shalom' at them in a mocking way." Other respondent reported, "Students with disabilities are shunned," "My friend was bullied and threatened because she is transgender" and "My boyfriend who is Asian has received racial slurs by other students on the MU campus." Another respondent added, "Muslims are shunned, particularly female Muslims." Another respondent elaborated, "I'm a gay man and I hear homophobic comments like, 'No, he's a '[homophobic slur against men]' and 'they're disgusting' on a semi-regular basis while walking on campus." Respondents who elaborated on conduct reported exclusionary behavior directed at minorities at University of Missouri-Columbia.

Reporting Challenges and Fears -Respondents who elaborated on unacceptable conduct described challenges and fears associated with the reporting process. Some respondents elaborated on not feeling as though their efforts to report were followed up on. For example, one respondent shared, "Nothing was done as far as an investigation and the University did not take any action." Another respondent explained, "I do not get information back on what happened to the accused so I do not know if I am satisfied with the outcome or not." Other respondents added, "It was swept under a rug" and now, after reporting, "The complaint will go nowhere." Other respondents echoed these sentiments. One respondent elaborated, "RSVP/Title IX offices are a joke. Someone who has been sexually assaulted shouldn't be ignored by the people who

LITERALLY get paid to respond to these situations." Other respondents associated a lack of proper follow through with the campus power dynamics. For example, one respondent shared, "The MU offices who handle complaints report to upper administration. Upper administration protects abusers and thus encourage a hostile work environment." Another respondent added, "I reported instances to the provost and title iX office. They covered these up as a dean, the provost herself and senior faculty were involved." Fears were also described when respondents addressing reporting in their narratives about conduct. One respondent shared, "I did nothing in fear of it being a target and/or retribution." Another respondent shared the negative impacts of their observation of other's reporting that impacted their decision to not report, "As a result multiple people have fled the lab and are worse off in their careers because of the treatment they received." Finally, one respondent posed, "You're kidding right? You think people who can and will be retaliated against ought to stand up in this environment? Look around and tell me how that's worked out. It's unbelievable you'd even consider that to be one of our options." Respondents who elaborated on conduct described the reporting process as both risky and fruitless.

Fall 2015 Protests — Respondents who elaborated on their experiences with conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile described the protests during the Fall of 2015. Respondents reported the protests were "unsettling," "obnoxious, not polite," "a bit over the top" and to be of a "VIOLENT NATURE." One respondent shared, "During the concerned student 1950 protest, I felt incredibly uncomfortable on campus as a white female student." Other respondents elaborated on experiences they associated with the Concerned Student of 1950. For example, "The bullying, intimidation, and racist attitude of concerned students 1950 is well documented." Another respondent noted, "The actions of the group: Concerned Students of 1950, has made this campus a worse place to be." Another respondent explained, "In my view, the entire incident was to stir up strife where there wasn't any. It was an attack on the entire University and the individuals at the University. The actions taken since the event have not benefited the campus rather they have caused a more hostile environment." Other respondent elaborated on protests more generally. One respondent shared, "During the protest, a male, black student and I (white female) were talking outside of a building on campus. Students around one

of the protest sites glared at us, made comments about how we shouldn't associate with each other and that we were traitors to our race. "Another respondent explained, 'This campus is very racially divided due to the protesters last year. They have made many people feel uncomfortable and uninterested in their cause." One respondent reflected on the perceived impacts of the protests, "Did you see what concerned student 1950 did to Tim Wolfe? How pathetic. "Another respondent elaborated, "You let a group of 30 individuals take down the president of the university, the head football coach, and put the university 20 million dollars in debt..." Respondents who elaborated on concerning conduct noted the protests of the fall of 2015.

Hostility & Disrespect (Greek Life and Faculty) -Respondents who elaborated on their observations and experience with conduct noted a range of hostility, bullying and disrespectful language. Greek Life was often noted in these narratives. One respondent reported, "I see fights in the downtown area and Greek town area all the time, whether over racial issues or just masculinity fights over insignificant things." Another respondent shared, "My sister was walking back to the dorm we were staying in and 3 sorority girls walked by and laughed at her for no reason and called her a 'fat [misogynistic slur]'."Respondents also reported racial biased incidents associated with Greek like. For example, "on several occasions hearing different members of at least two different fraternities use the [racial slur against African Americans] when referring to black students." Another respondent noted, "I witnessed Delta Upsilon verbally harass members of LBC activities committee. The police did nothing. They stood there and watched. "Other respondents elaborated on faculty conduct, "faculty can be really nasty," "faculty do not treat staff well" and "a faculty member [was] demeaning. "Another respondent noted, "an issue with a faculty member who bullies every staff person, undergraduate, GRA, and volunteer that works for them." Other respondents elaborated on more general observations and experience with hostility, bullying and disrespectful language. One respondent shared, "Bullying takes place in my office on a regular basis, usually based on tenure within the division/department."Other respondents added, "people calling others harsh words behind their backs," "Hateful words based on opposing political views," "people yelling at each other" and someone who "verbally attacked a freshmen ."Some respondent reported inappropriate uses of humor. For example, "Some students have the tendency to make offensive comments but claim that they're jokes" and "Students who tend to 'joke' about certain

things that aren't necessarily funny." Respondents who elaborated »ı conduct described hostility and disrespect in many forms.

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[1]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2 (4, N = 9,927) = 13.46, p < .01.$

[li]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by student entry status: $\chi^2 (1, N = 4,857) = 9.35, p < .01.$

[lii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by faculty position status: $\chi^2 (2, N = 901) = 17.05, p < .001.$

[liii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2 (2, N = 9,848) = 29.47, p < .001.$

[liv]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2 (1, N = 9,538) = 95.96, p < .001.$

[lv]A chi-square test was conducted to compare percentages of respondents who observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2 (7, N = 9,634) = 159.98, p < .001.$

[lvi]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by disability status: $\chi^2 (2, N = 9,851) = 130.39, p < .001.$

[lvii]A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by religious/spiritual identity: $\chi^2 (3, N = 9,731) = 84.83, p < .001.$

[lviii]A chi-square test was conducted to compare percentages of respondents who observed exclusionary, intimidating, offensive, and/or hostile conduct by age: $\chi^2 (8, N = 9,230) = 88.03, p < .001.$

[lix]A chi-square test was conducted to compare percentages of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct by low-income status: $\chi^2 (1, N = 6,130) = 5.79, p < .05.$

[lx]A chi-square test was conducted to compare percentages of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct by first-generation status: $\chi^2 (1, N = 9,881) = 9.83, p < .01.$

[lxi]A chi-square test was conducted to compare percentages of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct by employment status: $\chi^2 (1, N = 6,148) = 69.15, p < .001.$

[lxii]A chi-square test was conducted to compare percentages of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct by campus employment status: $\chi^2 (1, N = 3,533) = 13.64, p < .001.$

[lxiii]A chi-square test was conducted to compare percentages of Student respondents observed exclusionary, intimidating, offensive, and/or hostile conduct by housing status: $\chi^2 (2, N = 6,016) = 68.59, p < .001.$

Faculty and Staff Perceptions of Climate

This section of the report describes Employee[71] responses to survey items focused on certain employment practices at University of Missouri-Columbia (e.g., hiring, disciplinary actions, and promotion), their' perceptions of the workplace climate on campus; and then thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Employee respondents about whether they had observed discriminatory employment practices at University of Missouri-Columbia. Twenty percent (ti = 738) of Employee respondents indicated that they had observed hiring practices at University of Missouri-Columbia that they perceived to be unjust (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool). Fourteen percent (n = 499) of Employee respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, at University of Missouri-Columbia that you perceive to be unjust or would inhibit diversifying the community. Twenty-seven percent (ft = 974) of Employee respondents indicated that they had observed unfair, unjust, or discriminatory practices related to promotion, tenure, reappointment, and/or reclassification at University of Missouri-Columbia (Table 39).

Table 39. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring pra<rtices		Employment-related disciplinary actions		Frocedures or \uactices related to proinotion, reappointirlent, :and/or reclassification	
	n	*%*	*n*	*%*	*n*	*%*
No	**2,902**	**79.7**	**3,132**	**86.3**	**2,646**	**73.1**
Faculty/Emeritus Faculty/Research Scientist	780	79.0	833	84.5	699	71.0
Senior Administrator with Faculty Rank	54	76.1	62	87.3	50	71.4
Staff/Senior Administrator without Faculty Rank	2,068	80.1	2,237	86.9	1,897	74.0

[71] Employee respondents refer to Faculty/Emeritus Faculty/ Re search Scientist and Staff/Administrators with or without Faculty Rank.

Table 39. **Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community**

	Hiring prairtices		Iemployment-related idisciplinary actions		Piocedures or practices related to promt)tion, reappoint ineiat, aud/oi' reclassify ration	
	n	*%*	*n*	*%*	*n*	*%*
Yes	**738**	**20.3**	**499**	**13.7**	**974**	**26.9**
Fa culty/Emeritus Faculty/Research Scientist	207	21.0	153	15.5	286	29.0
Senior Administrator with Faculty Rank	17	23.9	9	12.7	20	28.6
Staff/Senior Administrator without Faculty Rank	514	19.9	337	13.1	668	26.0

Note: Table reports only Faculty and Staff responses *(n = 3.667).*

Significant differences were found between Employee respondents who indicated on the survey that they had observed hiring practices at University of Missouri-Columbia (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) that they perceived to be unjust.[72]

Subsequent analyses[73] indicated the following:

- By staff status: 18% (» = 238) of Hourly Staff respondents, and 22% (n = 239) of Salaried StaffSenior Administrator without Faculty Rank respondents indicated that they had observed hiring practices that they perceived to be unfair or unjust.[1][TM]

- By gender identity: 22% (n = 466) of Women Employee respondents, 17% (« = 237) of Men Employee respondents, and 44% (n =16) of Transspectrum Employee respondents indicated that they had observed hiring practices that they perceived to be unfair or unjust.[1][*][TM]

- By racial identity: 40% (n = 21) ofHispanic/Latin@/Chican@ Employee respondents, 33% (n = 51) of African/Black/African American Employee respondents, 29% (n = 48) of Multiracial Employee respondents, 26% (n = 5) of Other Employee Respondents of Color, 19% *(ri = 555)* of White Employee respondents, and 18% (« = 20) of Asian/ Asian

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[72]Per the LCST. for analyses, sexual identity was recoded into the categories LGBQ and Heterosexual to maintain the response confidentiality. Gender was recoded as Men, Trans spectrum, and Women.
[73]Chi-square analyses were conducted by position status, tenure status, faculty status, staff status, gender identity, age, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported.

American Employee respondents indicated that tliey had observed liring practices that they perceived to be unfair or unjust.[1][TM]

- By sexual identity: 19% (a = 612) of Heterosexual Employee respondents and 27% (n = 66) of LGBQ Employee respondents indicated that they had observed hiring practices that they perceived to be unfair or unjust.[1][TM][1]

- By religious/spiritual identity: 18% (w = 375) of Christian Religious/Spiritual Identity Employee respondents, 22% (n = 40) of Other Religious/Spiritual Identity Employee respondents, 22% (n = 243) of No Religious/Spiritual Identity Employee respondents, and 26% (n = 38) of Multiple Religious/Spiritual Identities Employee respondents indicated that they had observed hiring practices that they perceived to be unfair' or unjust.[1][TM]

- By disability status: 18% (n = 600) of No Disability Employee respondents, 32% (n = 71) of Single Disability Employee respondents, and 44% *(n = 55)* of Multiple Disabilities Employee respondents indicated that they had observed hiring practices that they perceived to be unfair' or unjust.[1][TM]

Of those Employee respondents (20%, *n* = 738) who indicated that they had observed discriminatory hiring at University of Missouri-Columbia, 28% (n = 207) noted that it was based on ethnicity, 24% (n = 177) on gender/gender identity, 24% (« = 176) on nepotism/cronyism, 23% (n = 169) on racial identity, and 22% (n = 164) on age.

Three hundred ten Faculty and Staff respondents elaborated on their perceptions about hiring at University of Missouri-Cohimbia. Three themes emerged related to perceptions of unjust hiring practices: (1) inclusion concerns, (2) reported incidents of nepotism and cronyism, and (3) perceived reverse discrimination.

Inclusion Concerns — Respondents who elaborated on their perceptions of hiring practices noted inclusion concern for a range of perceived minorities. One respondent explained, "hi filling a recent open position in my office, my supervisor chose to not interview qualified male applicants." The respondent continued on noting that their supervisor suggested that a male would not work for that particular level of salary. Another respondent shared, "In a couple of hiring situations, I witnessed biased in hiring local teaching professors who were

known without any effort to recruit/interview more-experienced or ethnic minority candidates." Similarly, yet another respondent noted, "I have served on search committees which eliminated qualified minority candidates after face to face interview for 'not interviewing well' as code for making interviewer uncomfortable." Other reports included; "Inappropriate comments were made when discussing a female faculty candidate" and "If someone is difficult to understand, or perceived to be difficult to understand based on their name, they are overlooked for more English sounding names." Finally, one respondent described, "I heard supervisors laughing about a transgendered [applicant] that interviewed for a position. While I do not know if that person was qualified, I know they were granted an interview (which to me implies they were). I thought it was rude, especially coming from supervisors in a public area." Respondents who elaborated on their perceptions of hiring practices described gender identity, race, ethnicity, and sex biases.

Nepotism & Cronyism — Respondent who elaborated on hiring practices at University of Missouri-Columbia reported nepotism and cronyism. One respondent noted, "positions at MU often seem to get filled by hiring an already-known person." Others added, "Nepotism is rampant" and "widespread nepotism." Another respondent elaborated, "Several more qualified candidates have been passed up for recent job openings within my division for people who were friends/friendly with the head of the division." Similarly, another respondent reported, "Staff member was hired because she was friends with the department chair, did not meet the qualifications and was not recommended by the committee for hire." Other respondents described other layers of identity based discrimination in tandem with their narratives about nepotism and cronyism. For example, one respondent explained, "The hiring practices in my division are unfair, discriminatory and, at times, illegal. Cronyism is rampant, as is discrimination of all types." Another respondent shared, "There have been episodes of Nepotism and Gender discrimination but if you bring them up, you are retaliated against." Respondents who elaborated on their perceptions of hiring practices cited incident after incident of nepotism and cronyism.

Reverse Discrimination — Respondents reported exclusion of White people at University of Missouri-Columbia. One respondent noted, "White males get discriminated against." Other respondents reported, "A non-minority will be passed over for a less qualified minority" and

"men are passed over for support positions, specifically middle aged white males." The perception that people have been hired based on diversity rather than merit was mentioned hi many of the narratives that established this theme. For example, one respondent expressed, "An employee should not be hired to compensate for perceived minority biases but only lin ed if they are qualified for the job!" Another respondent stated, "Hire the people based upon qualification not race or gender. All the positions I see lately lined are black or female." Other respondents echoed similar observations of lining practices, including "Hiring faculty based on their ethnicity, not their capability." Finally, respondents also explained their disapproval of these practices. One respondent elaborated, "Hiring 011 the basis of diversity instead of merit is racist!" Another respondent added, "Hiring people because of their race or sexual preference is wrong." One respondent concluded their narrative describing perceived reverse discrimination of White people with, ".ALL LIVES MATTER, NOT JUST BLACK LIVES." Respondents who elaborated on their perceptions about hiring at University of Missouri-Columbia described reverse discrimination of White people.

Twenty-seven percent (n = 974) of Faculty and Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at University of Missouri-Columbia. Of those individuals, 21% (n = 201) believed that the unjust practices were based on gender/gender identity, 18% (n = 177) on position, 17% (n = 168) on nepotism/cronyism, and 15% (n = 146) on age.

Subsequent analyses[74] indicated the following:

- By faculty status: 40% (n = 131) of Tenured Faculty respondents, 28% (n = 32) of Tenure-Track Faculty respondents, and 21% (n = 98) of Non-Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at University of Missouri-Co lumb ia.[Lxx]

- By racial identity: 46% (n = 24) of Hispanic/Latm@/Chican@ Employee respondents, 35% (n = 54) of African/Black/African American Employee respondents, 30% (n = 51) of Multiracial Employee respondents, 28% (n = 5) of Other Employee Respondents of Color, 25% (n = 752) of White Employee respondents, and 26% (n = 28) of Asian/ Asian American Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at University of Missouri-Co lunibia.[1x33]

- By religious/spiritual identity: 33% (n = 59) of Other Religious/Spiritual Identity Employee respondents, 30% (n = 45) of Multiple Religious/Spiritual Identities Employee respondents, 29% (n = 308) of No Religious/Spiritual Identity Employee respondents, and 25% (n = 516) of Christian Religious/Spiritual Identity Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at University of Missouri-Columbia.[bak]

- By disability status: 50% (*n* = 62) of Multiple Disabilities Employee respondents, 37% (*n* = 81) of Single Disability Employee respondents, and 25% (n = 817) of No Disability Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at University of Missouri-Columbia.[bKU1]

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[74]Clii-square analyses were conducted by position status, tenure status, faculty status, staff status, gender identity, age, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported.

Three hundred thirty Faculty and Staff respondent elaborated oil promotion, tenure, reappointment and reclassification. Two major themes emerged from the data: (1) descriptions of nepotism, cronyism and favoritism in hiring and promotion practices and (2) depictions of racism and sexism.

Nepotism, Cronyism & Favoritism — Respondents who elaborated on promotion, tenure, reappointment and reclassification noted favoritism in many forms. One respondent noted, "If a faculty member is not liked by his/her department chair and faculty administration, the tenure process becomes very difficult even if the faculty member has met all of the required steps (and gone beyond!)." Other respondents shared, "favoritism in the workplace" and "Faculty that are liked by their colleagues are promoted faster. Decisions seem less based 011 research output and more based 011 personalities." Another respondent noted, "Promotions hi my department are largely based 011 who you know, how much you suck up to the head of the department and his cronies." Other respondents echoed, "There are staff in positions that they are not qualified but based 011 their personal relationships with certain staff, they receive promotions." Another respondent shared, "Knowing the right person can ensure you get a position even if you aren't the most qualified candidate." Respondents who elaborated 011 promotion practices and observations noted nepotism, cronyism and favoritism.

Racism and Sexism — Respondents who elaborated 011 promotion, tenure, reappointment and reclassification explained concerns about inclusion and unfair biases based on race and sex. One respondent elaborated, "Promotions given to white males often. In some instances positions were created and others were not give an opportunity top apply." Another respondent noted, "Ill our dept, a woman pointed out to management that males were receiving higher pay and better opportunities/projects. She was then denied for promotion and not given a clear path for how to be promoted." Another respondent added, "Simply look at the pay difference between men and women." Yet another respondent explained, "My male co-worker and I are a fantastic example. When it came time for promotion, all tilings equal, I tried to negotiate for a higher salary and was shut down before I could even present a case...later when he was up for the same promotion, he got...more than I did. Hie explanation is that he negotiated better." Other respondents

described racism. One respondent elaborated, "I observed a case where an African American facility member who almost did not get tenure because his teaching evaluations were not high although research shows that people of color overall experience lower evaluations than whites." One respondent described a practice commonly known as the minority tax. They noted, "The black faculty member and the female faculty are repeatedly enlisted to serve on committees and other service oriented activities, etc. placing an unfair burden 0ll their workload." Several respondents reported both sexism and racism. For example, one respondent shared, "I've noticed more men are promoted than women. Also, more white males are promoted than people of color." Respondents who elaborated on promotion, tenure, reappointment and reclassification reported both racism and sexism.

Fourteen percent (:/ = 499) of Employee respondents indicated that they had observed employment-related disciplinary actions, up to and including dismissal that they perceived to be unjust or that would inhibit diversifying the community. Of those individuals, 22% (n = 111) believed that the discrimination was based on gender/gender identity, 22% (n = 110) oil age, 20% (n = 102) on job duties, and 17% (n = 86) on age.

Subsequent analyses[75] indicated the following:

- By faculty status: 19% (n = 62) of Tenured Faculty respondents, 15% (n = 17) of Tenure-Track Faculty respondents, and 13% (n = 60) of Non-Tenure-Track Faculty respondents indicated that they had observed unjust employment-related disciplinary actions.[1™']

- By racial identity: 26% (n = 41) of African/Black/African American Employee respondents, 26% (n = 5) of Other Employee Respondents of Color, 24% (n = 12) of Hispanic/Latin@/Chican@ Employee respondents. 21% (n = 36) of Multiracial Employee respondents, 12% (n = 368) of White Employee respondents, and 6% (ri = 7) of Asian/ Asian American Employee respondents indicated that they had observed unjust employment-related disciplinary actions.^

- By religious/spiritual identity: 12% (n = 244) of Christian Religious/Spiritual Identity Employee respondents, 15% (n = 164) of No Religious/Spiritual Identity respondents, 16% (n = 29) of Other Religious/Spiritual Identity Employee respondents, and 19% (n = 28) of Multiple Religious/Spiritual Identities Employee respondents indicated that they had observed unjust employment-related disciplinary actions.[1*™]

- By disability status: 13% (ri = 413) of No Disability Employee respondents, 19% (n = 41) of Single Disability Employee respondents, and 29% (n = 36) of Multiple Disabilities Employee respondents indicated that they had observed unjust employment-related disciplinary actions.[1^™1]

One hundred ninety Employee respondents elaborated oil their perceptions of employment-related disciplinary actions. Two themes emerged among the data related to unjust disciplinary

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[73]Chi-square analyses were conducted by position status, tenure status, staff status, gender identity, age. racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, and disability status; only significant differences are reported.

practices: (1) a perceived lack of due process and (2) identity based targeting and discrimination concerns.

Lack Of Due Process & Adherence To Policy — Respondents who elaborated on their' perceptions of employment-related disciplinary actions described incidences of discipline and dismissal "without due process" and "'without apparent just cause" in a range of contexts. Respondents noted, "There have been many unjustified layoffs and dismissals" and "dismissal based 011 rumor and without verifying the facts." One respondent reported, "Writing up employees with 110 proof of employee not performing their job duties." Several respondents described specific events and people hi their narratives. The names have been removed from the following quotes but their contributions are included here to provide greater insight into this theme hi the data. For example, one respondent noted that one individual's "treatment makes every faculty member at MU vulnerable." Another reported indicated that one of their peers was "wrongfully terminated from Mizzou because senior Mizzou officials were afraid of the state legislature." Others cited personal agendas being executed in employment-related disciplinary actions, for example, "I observed a person being relieved of her responsibilities because a VC didn't like the person." Similarly, another respondent explained, "I am pretty sure their dismissal was personal in nature rather than for economic need of the department." Respondents noted concerns with the lack of due process and adherence to policy in their reflections 011 discipline and dismissal practices. Respondents also perceived these actions to be motivated by personal agendas and politics rather than the employees involved in the incidents cited.

Identity Based Targeting and Discrimination — Respondent who elaborated 011 their perceptions of employment-related disciplinary actions noted identity based discrimination for a range of identities. One respondent shared, "If you're not one of the guys, you become a target." Another respondent echoed gender related concerns noting, "'We don't line men in staff positions. Those are for women only' is frequently said by administration and department chairs." Other respondents noted race, size and age as identities that are marginalized. For example, one respondent elaborated, "People of color and women are judged more harshly than then counterparts for their behavior." Another respondent shared, "Older, heavier people, especially women, seem to be easily dismissed for promotion, hires." General commentary 011 minorities

was also reflected in the data. Respondents noted, "Minority faculty member not getting tenure" and the "administration is hill of misogynists and bigots." Similarly, another respondent explained, "If you're not male, middle aged, white, heterosexual and of a Christian faith- you will be the victim of bias, much of it institutionalized and ignored when it occurs." Respondents who elaborated on their perceptions of employment-related disciplinary actions described discriminatory practices related to a range of perceived minorities at University of Missouri-Columbia.

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

Several survey items queried Staff respondents[76] about their opinions regarding work-life issues, support, and resources available at University of Missouri-Columbia. Frequencies and significant differences based on staff status (Hourly Staff and Salaried Staff Senior Administrator without Faculty Rank),[77] gender identity,[78] racial identity,[79] sexual identity,[80] age, disability status, citizenship status,[81] military status, and religious/spiritual identity are provided in Tables 40 through 43.

Seventy-six percent (n = 1,969) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 40). Multiple Disabilities Staff respondents (20%, n = 19) and Single Disability Staff respondents (11%, n = 18) were significantly more likely than No Disability Staff respondents (6%, n = 141) to "strongly disagr ee" that they had supervisors who gave them job/career advice or guidance when they needed it.

Eighty- four percent (n = 2,163) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. People

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[76]Staff respondents refer to Staff?Senior Administrators without Faculty Rank respondents.

[77]Per the request of the LCST, Senior Administrators without Faculty Rank were included with Staff respondents for analyses by staff status.

[78]Per the LCST, gender identity was recoded into the categories Men (w = 3.629). Women (n = 6,099), Trans spectrum/Missing/Unknown (n = 141), where Trans spectrum respondents included those individuals who marked "transgender." 'Trans," or "genderqueer." "non-binary" only for the question, "What is your gender/gender identity (mark all that apply)?" Trans spectrum/Missing Unknown respondents were not included to maintain the confidentiality of their responses.

[79]The LCST proposed six collapsed racial identity categories (White. African/Black/'African American. Asian/Asian American, Hispanic/Latiii@/Chican@, Other People of Color, and Multiracial). Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian. Pacific Islander, American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian. For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, African/Black/Afiican American, Hispanic/Latino. Chicano, and Other People of Color were collapsed into one category named People of Color. This is used only when there are no significant differences when using specific racial identity categories. Where possible, the racial identity groups are expanded and where necessary collapsed.

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

[81]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Nan-U.S. Citizen (includes naturalized U.S. Citizens: permanent residents; F-1, J-1. Hl-B. and U visa holders: DACA; DAP A: refugee status; other legally documented status; currently under a withholding of removal status; and undocumented residents).

of Color and Multiracial Staff respondents[82] (27%, n = 96) were significantly less likely than White Staff respondents (33%, n = 701) to "strongly agree" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Heterosexual Staff respondents (3%, *n* = 57) were significantly less likely than LGBQ Staff respondents (7%, *n* = 12) to "strongly disagree" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Single Disability Staff respondents (20%, *n* = 33) and Multiple Disabilities Staff respondents (24%, n = 23) were significantly more likely than No Disability Staff respondents (33%, n = 756) to "strongly agree" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Seventy percent (n = 1,794) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. Non-U.S. Citizen Staff respondents (14%, n = 22) were much more likely than U.S. Citizen Staff respondents (8%, n = 181) to "strongly disagree" that they were included hi opportunities that would help their careers as much as others in similar positions. Staff respondents of Color (11%, n = 25) and Multiracial Staff respondents (15%, n = 20) were significantly more likely than White Staff respondents (7%, n = 150) to "strongly disagree" that they were included in opportunities that would help their careers as much as others in similar positions. Single Disability Staff respondents (16%, *n* = 26) and Multiple Disabilities Staff respondents (16%, *n* = 15) were significantly more likely than No Disability Staff respondents (25%, n = 579) to "strongly agree" that they were included in opportunities that w[7]ould help their careers as much as others in similar positions.

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[82]For the purposes of some analyses, this report further collapses racial identity into two categories (White. People of Color and Multiracial), whore African/Biack/Afiican American, Asian/ Asian American, Hispanic/Latin@/Chican@, Native Hawaiian, Pacific Islander. American Indian/Native. Alaskan Native, Middle Eastern, and Southwest Asian, and Multiracial) were collapsed into one category named People of Color and Multiracial. This is used when the six-category or three-category collapsed racial identity groups are not significant.

Table 4. **Staff respondents' Perceptions of** o r i e s s

Perception	Strongly agree ti	%	Agree n	%	Disagree n	%	Strongly disagree n	%
I Lave supervisors who give ine job/career advice or guidance when I need it.	**868**	**33.6**	**1,101**	**42.6**	**431**	**16.7**	**182**	**7.0**
Disability status[1TM1]*								
Single Disability	43	26.5	69	42.6	32	19.8	18	11.1
No Disability	793	34.5	993	43.2	372	16.2	141	6.1
Multiple Disabilities	28	28.9	29	29.9	21	21.6	19	19.6
I have colleagues/coworkers who give ine job/career advice or guidance when I need it.	**815**	**31.6**	**1,348**	**52.2**	**342**	**13.2**	**77**	**3.0**
Racial identity[1"TM]								
White	701	32.9	1,096	51.4	281	13.2	55	2.6
People of Color and Multiracial	96	27.0	196	55.1	48	13.5	16	4.5
Sexual identity[1TM]								
Heterosexual	737	32.6	1,170	51.8	294	13.0	57	2.5
LGBQ	52	28.1	100	54.1	21	11.4	12	6.5
Disability status[1TM1]								
Single Disability	33	20.1	98	59.8	27	16.5	6	3.7
No Disability	756	32.9	1,190	51.8	294	12.8	57	2.5
Multiple Disabilities	23	23.7	47	48.5	19	19.6	8	8.2
I am included in opportunities that miil help my career as much as others in similar positions.	**621**	**24.3**	**1,173**	**45.8**	**563**	**22.0**	**203**	**7.9**
Citizenship status[1*TM1]								
Non-U.S. Citizen/Naturalized	33	21.0	74	47.1	28	17.8	22	14.0
U.S. Citizen	588	24.6	1,090	45.6	529	22.2	181	7.6
Racial identity[1TMTM]								
People of Color	49	22.2	101	45.7	46	20.8	25	11.3
White	531	25.1	973	46.0	461	21.8	150	7.1
Multiracial	28	21.2	58	43.9	26	19.7	20	15.2
Disability status[1TM_']								
Single Disability	26	16.0	84	51.5	33	20.2	20	12.3
No Disability	579	25.4	1,041	45.7	494	21.7	164	7.2
Multiple Disabilities	15	15.8	36	37.9	29	30.5	15	15.8

Note: Table reports only Staff responses (n = 2.601).

Table 41 illustrates that 68% (n = 1,745) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. Women Staff respondents (52%, n = 861) were significantly more likely than Men Staff respondents (45%, *n* = 386) and Transspectrum Staff respondents (30%, *n* = 7) to "agree" that the performance evaluation process was clear. White Staff respondents (50%, *n* = 1,068) and Staff respondents of Color (54%, *n* = 118) were significantly more likely than Multiracial Staff respondents (38%, *n* = 50) to "agree" that the performance evaluation process was clear. No Religious/Spiritual Identity Staff respondents (13%, n = 95) were significantly more likely than Christian Religious/Spiritual Identity Staff

respondents (8%, n = 118), Other Religious/Spiritual Identity Staff respondents (8%, n = 7), and fewer than five Multiple Religious/Spiritual Identity Staff respondents to "strongly disagree" that the performance evaluation process was clear. Multiple Disabilities Staff respondents (22%, n = 21) were significantly more likely than Single Disability Staff respondents (9%, *n* = 15) and No Disability Staff respondents (9%, *n* = 197) to "strongly disagree" that the performance evaluation process was clear.

Fifty-one percent *(n* = 1,300) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was effective. Women Staff respondents (41%, n = 664) were significantly more likely than Men Staff respondents (35%, n = 292) and Transspectrum Staff respondents (35%, *n* = 8) to "agree" that the performance evaluation process was effective. Staff respondents of Color (48%, n = 103) were significantly more likely than White Staff respondents (39%, *n* = 811) and Multiracial Staff respondents (33%, *n* = 42) to "agree" that the performance evaluation process was effective. No Religious/Spiritual Identity Staff respondents (20%, n = 145) were significantly more likely than Christian Religious/Spiritual Identity Staff respondents (13%, n = 205), Other Religious/Spiritual Identity Staff respondents (13%, n = 12), and Multiple Religious/Spiritual Identity Staff respondents (11%, n = 11) to "strongly disagree" that the performance evaluation process was effective. Multiple Disabilities Staff respondents (31%, *n* = 29) were significantly more likely than Single Disability Staff respondents (15%, n = 24) and No Disability Staff respondents (15%, n = 336) to "strongly disagree" that the performance evaluation process was effective.

Table 41. **Staff respondents' Perceptions of Performance Evaluation Process**

Perception	Strorigly agr<ee tt	%	Agiiee tt	%	Disagi•ee n	<>/o	Strongiy disagree n	%
The performance evaluation process is clear.	**474**	**18.4**	**1,271**	**49.4**	**592**	**23.0**	**234**	**9.1**
Gender identity[1]™*								
Women	306	18.5	861	52.1	361	21.9	124	7.5
Men	161	18.8	386	45.1	210	24.6	98	11.5
Transspectrum	5	21.7	7	30.4	8	34.8	<5	–
Racial identity[1]™[1]								
People of Color	45	20.5	118	53.6	39	17.7	18	8.2
White	391	18.4	1,068	50.3	486	22.9	180	8.5
Multiracial	27	20.5	50	37.9	35	26.5	20	15.2
Religious/Spiritual Identity*™*[11]								

Table 41. **Staff respondents' Perceptions of Performance Evaluation Process**

Perception	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
Christian Religious/Spiritual Identity	301	19.4	793	51.1	339	21.9	118	7.6
Other Religious/Spiritual Identity	18	20.0	43	47.8	22	24.4	7	7.8
No Religious/Spiritual Identity	130	17.4	338	45.4	182	24.4	95	12.8
Multiple Religious/Spiritual Identity	18	18.2	57	57.6	20	20.2	<5	…
Disability status								
Single Disability	26	16.0	81	50.0	40	24.7	15	9.3
No Disability	432	18.9	1,139	49.7	523	22.8	197	8.6
Multiple Disabilities	16	16.8	40	42.1	18	18.9	21	22.1
The performance evaluation process is effective.	323	12.8	977	38.6	839	33.1	394	15.6
Gender identity								
Women	212	13.0	664	40.9	528	32.5	221	13.6
Men	108	12.8	292	34.6	288	34.1	157	18.6
Transspectrum	<5	–	8	34.8	6	26.1	6	26.1
Racial identity								
People of Color	38	17.5	103	47.5	51	23.5	25	11.5
White	260	12.4	811	38.7	708	33.8	315	15.0
Multiracial	17	13.2	42	32.6	40	31.0	30	23.3
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	206	13.5	625	40.9	491	32.2	205	13.4
Other Religious/Spiritual Identity	11	12.2	35	38.9	32	35.6	12	13.3
No Religious/Spiritual Identity	89	12.1	247	33.6	254	34.6	145	19.7
Multiple Religious/Spiritual Identity	12	12.2	43	43.9	32	32.7	11	11.2
Disability status								
Single Disability	14	8.9	62	39.5	56	36.3	24	15.3
No Disability	297	13.1	880	39.0	746	33.0	336	14.9
Multiple Disabilities	12	12.8	25	26.6	28	29.8	29	30.9

Note: Table reports only Staff responses (n = 2.601).

Table 42 illustrates frequencies and significant differences based on staff status (Hourly Staff and Salaried Staff/Senior Administrator without Faculty Rank),[83] gender identity, racial identity, sexual identity, age, disability status, citizenship status, military status, and religious/spiritual identity for several items in survey Question 45.[84]

Eighty-six percent (n = 2,197) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance. Fewer than five

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[83] Readers will note that 2,374 Staff respondents further identified their positions as Hourly Staff (n = 1,277) or Salaried Staff (n = 1,097).

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

Trans spectrum Staff respondents were significantly more likely than Men Staff respondents (4%, n = 66) and Women Staff respondents (4%, n = 32) to "strongly disagree" that their supervisors provided adequate support for them to manage work-life balance. Staff respondents of Color (10%, w = 22) and Multiracial Staff respondents (16%, n = 21) were significantly more likely than White Staff respondents (10%, n = 201) to "disagree" that their supervisors provided adequate support for them to manage work-life balance. No Religious/Spiritual Identity Staff respondents (13%, n = 96) w[7]ere significantly more likely than Christian Religious/Spiritual Identity Staff respondents (9%, n = 134) to "disagree" that their supervisors provided adequate support for them to manage work-life balance. Multiple Disabilities Staff respondents (10%, n = 10) were significantly more likely than Single Disability Staff respondents (6%, *n* = 9) and No Disability Staff respondents (4%, n = 84) to "strongly disagree" that their supervisors provided adequate support for them to manage work-life balance.

Eighteen percent (n = 451) of Staff respondents "strongly agreed" or "agreed" that people w[7]lio do not have children were burdened with w[7]ork responsibilities beyond those w[7]ho do have children. Heterosexual Staff respondents (12%, n = 260) were significantly less likely than LGBQ Staff respondents (22%, *n* = 41) to "agree" that people who do not have children were burdened with w[7]ork responsibilities beyond those who do have children. Other Religious/Spiritual Identity Staff respondents (9%, n = 8) were significantly more likely than Christian Religious/Spiritual Identity Staff respondents (4%, n = 59), No Religious/Spiritual Identity Staff respondents (6%, n = 47), and Multiple Religious/Spiritual Identity Staff respondents (7%, n = 7) to "strongly agree" that people who do not have children w[7]ere burdened with work responsibilities beyond those who do have children.

Few Staff respondents (21%, n = 541) "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). Hourly Staff respondents (14%, n = 173) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (18%, n = 192) to "agree" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Forty percent (n = 1,024) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Hourly Staff respondents (26%, n = 338) were significantly less likely than Salaried Staff Senior Administrator without Faculty Rank respondents (32%, *n* = 351) to "agree" that they performed more work than colleagues with similar performance expectations. Women Staff respondents (28%, *n* = 453) and Transspectruin Staff respondents (26%, *n* = 6) were significantly less likely than Men Staff respondents (33%, n = 276) to "agree" that they performed more work than colleagues with similar performance expectations. Heterosexual Staff respondents (49%, *n* = 1,089) were significantly more likely than LGBQ Staff respondents (40%, *n* = 73) to "disagree" that they performed more work than colleagues with similar performance expectations.

Thirty-nine percent (n = 978) of Staff respondents "strongly agreed" or "agr eed" that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, university breaks not scheduled with school district breaks). Hourly Staff respondents (30%, n = 372) were significantly less likely than Salaried Staff Senior Administrator without Faculty Rank respondents (35%, *n* = 379) to "agree" that people who have children or elder care were burdened with balancing work and family responsibilities. Women Staff respondents (48%, n = 767) and Transspectrum Staff respondents (41%, n = 9) were significantly less likely than Men Staff respondents (54%, n = 443) to "disagree" that people who have children or elder care were burdened with balancing work and family responsibilities. No Religious/Spiritual Identity Staff respondents (9%, n = 99) and Multiple Religious/Spiritual Identity Staff respondents (16%, n = 15) were significantly more Likely than Christian Religious/Spir itual Identity Staff respondents (6%, n = 83) and Other Religious/Spiritual Identity Staff respondents (6%, n = 5) to "strongly agree" that people who have children or elder care were burdened with balancing work and family responsibilities. Single Disability Staff respondents (11%, *n* = 17) and Multiple Disabilities Staff respondents (12%, n = 11) were significantly more likely than No Disability Staff respondents (7%, n = 145) to "strongly agree" that people who have children or elder care were burdened with balancing work and family responsibilities.

Table 4. **Staff respondents' Perceptions of or i e s s**

Perception	Strongly agree *n*	%	Agree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
My supervisor provides adequate support for me to manage work-life balance.	**1,028**	**40.1**	**1,169**	**45.6**	**260**	**10.1**	**105**	**4.1**
Gender identity™								
Women	675	40.8	743	44.9	170	10.3	66	4.0
Men	335	39.6	398	47.0	82	9.7	32	3.8
Trans spectrum	9	40.9	7	31.8	< 5	_	< 5	_
Racial identity*™								
People of Color	73	33.6	111	51.2	22	10.1	11	5.1
White	872	41.1	968	45.6	201	9.5	81	3.8
Multiracial	49	37.7	50	38.5	21	16.2	10	7.7
Religious/Spiritual Identity*'''								
No Religious/Spiritual Identity	294	39.4	322	43.1	96	12.9	35	4.7
Christian Religious/Spiritual Identity	644	41.7	709	45.9	134	8.7	57	3.7
Disability staftis*™								
Single Disability	56	34.8	74	46.0	22	13.7	9	5.6
No Disability	930	40.8	1,044	45.8	223	9.8	84	3.7
Multiple Disabilities	35	36.5	40	41.7	11	11.5	10	10.4
People wlio do not liave children are burdened with work responsibilities beyond those who do have children.	**126**	**4.9**	**325**	**12.8**	**1,444**	**56.7**	**653**	**25.6**
Sexual Identity*''™								
Heterosexual	103	4.6	260	11.7	1,283	57.6	582	26.1
LGBQ	13	7.1	41	22.4	84	45.9	45	24.6
Religions/Spiritual Identity*™								
Christian Religious/Spiritual Identity	59	3.8	189	12.3	867	56.5	419	27.3
Other Religious/Spiritual Identity	8	8.9	11	12.2	46	51.1	25	27.8
No Religious/Spiritual Identity	47	6.3	101	13.6	425	57.1	171	23.0
Multiple Religions/Spiritual Identity	7	7.1	12	12.2	60	61.2	19	19.4
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	**135**	**5.3**	**406**	**16.0**	**1,529**	**60.3**	**465**	**18.3**
Staff status*'¹*								
Hourly Staff	63	4.9	173	13.5	780	60.9	265	20.7
Salaried Staff Senior Administrator without Faculty Rank respondents	63	5.8	192	17.5	663	60.5	177	16.2
I perforin more work than colleagues with similar performance expectations.	**271**	**10.6**	**753**	**29.6**	**1,224**	**48.0**	**300**	**11.8**
Staff status⁰								
Hourly Staff	135	10.5	338	26.2	648	50.3	167	13.0
Salaried Staff Senior Administrator without Faculty Rank respondents	123	11.2	351	31.9	510	46.4	116	10.5
Gender identity"								
Women	175	10.7	453	27.6	807	49.2	205	12.5
Men	88	10.4	276	32.5	396	46.7	88	10.4
Trans spectrum	6	26.1	6	26.1	7	30.4	< 5	_
Sexual Identity¹"								
Heterosexual	231	10.3	653	29.3	1,089	48.8	259	11.6
LGBQ	25	13.7	54	29.7	73	40.1	30	16.5

Table 4. **Staff respondents' Perceptions of o r e issues**

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
People who have children or elder care are burdened with balancing work and family responsibilities.	**192**	**7.8**	**1,328**	**53.6**	**746**	**30.1**	**210**	**8.5**
Staff status								
Hourly Staff	93	7.4	372	29.5	647	51.3	150	11.9
Salaried Staff/Senior Administrator without Faculty Rank respondents	76	7.1	379	35.4	507	47.3	110	10.3
Gender identity								
Women	127	7.9	528	33.0	767	47.9	178	**11.1**
Men	44	5.3	255	30.8	443	53.5	**86**	10.4
Trans spectrum	< 5	_	7	31.8	**9**	40.9	< 5	_
Religious/Spirinial Identity								
Christian Religious/Spiritual Identity	83	5.5	481	32.1	757	50.6	176	**11.8**
Other Religious/Spiritual Identity	5	5.8	28	32.6	39	45.3	14	16.3
No Religious/Spiritual Identity	66	9.0	237	32.3	364	49.7	66	9.0
Multiple Religious/Spiritual Identity	15	16.1	26	28.0	46	49.5	6	6.5
Disability status								
Single Disability	17	10.9	61	39.1	64	41.0	14	9.0
No Disability	145	6.5	704	31.8	1.124	50.7	244	11.0
Multiple Disabilities	11	12.0	31	33.7	42	45.7	8	8.7

Note: Table reports only Staff responses (n = 2.601).

Seventy-five percent (n = 1,924) of Staff respondents "strongly agreed"[1] or "agreed"[1] that they are able to complete their assigned duties during scheduled hours (Table 43). Hourly Staff respondents (30%, *n* = 391) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (23%, n = 258) to "strongly agree" that they are able to complete their assigned duties din ing scheduled hours. Transspectrum Staff respondents (22%, *n* = 5) were significantly less likely than Women Staff respondents (48%, *n* = 786) and Men Staff respondents (51%, n = 436) to "agree" that they are able to complete their assigned duties during scheduled hours. Staff respondents of Color (35%, n = 77) were significantly more likely than White Staff respondents (26%, n = 544) and Multiracial Staff respondents (28%, ti = 37) to "strongly agree" that they are able to complete their assigned duties during scheduled hours. Heterosexual Staff respondents (49%, n = 1,091) were significantly more likely than LGBQ Staff respondents (40%, n = 73) to "agree" that they are able to complete their assigned duties during scheduled hours. Multiple Disabilities Staff respondents (17%, *n* = 16) were significantly more likely than Single Disability Staff respondents (8%, *n* = 13) and No Disability

Staff respondents (5%, n = 106) to "strongly disagree" that they are able to complete their assigned duties during scheduled hours.

Twenty-six percent (n = 668) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental work requirements that occurred outside of normally scheduled hours. Hourly Staff respondents (5%, *n* = 58) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (8%, *n* = 88) to "strongly agree" that they were pressured by departmental work requirements that occurred outside of normally scheduled hours. Men Staff respondents (9%, *n* = 72) were significantly more likely than Women Staff respondents (5%, n = 84) to "strongly agree" that they w[7]ere pressured by departmental work requirements that occurred outside of normally scheduled hours. Multiracial Staff respondents (12%, *n* = 16) were significantly more likely than White Staff respondents (6%, *n* =131) and Staff respondents ofColor (5%, n = 12) to "strongly agr ee" that they were pressured by departmental work requirements that occurred outside of normally scheduled hours.

Eighty-five percent (ri = 2,190) of Staff respondents "strongly agreed" or "agreed" that they believed that they were given a reasonable time frame to complete assigned responsibilities. Transspectrum Staff respondents (35%, n = 8) were significantly more likely than Women Staff respondents (12%, n = 204) and Men Staff respondents (11%, n = 96) to "disagree" that they believed that they were given a reasonable time frame to complete assigned responsibilities. Other Religious/Spiritual Identity Staff respondents (7%, n = 6) w[7]ere significantly more likely than Christian Religious/Spiritual Identity Staff respondents (11%, n = 171), No Religious/Spiritual Identity Staff respondents (15%, n = 108), and Multiple Religious/Spiritual Identity Staff respondents (17%, n = 17) to "disagree" that they believed that they were given a reasonable time frame to complete assigned responsibilities. Multiple Disabilities Staff respondents (22%, n = 21) were significantly more likely than Single Disability Staff respondents (15%, n = 24) and No Disability Staff respondents (12%, n = 266) to "disagree" that they believed that they were given a reasonable time frame to complete assigned responsibilities.

More than half (57%, n = 1,457) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g.,

retirement positions not filled). Transspectmm Staff respondents (32%, n = 7) and Men Staff respondents (30%, *n* = 256) were significantly more likely than Women Staff respondents (25%, ti = 408) to "strongly agree" that their workload increased without additional compensation as a result of other staff departures. Staff respondents of Color (44%, n = 96) were significantly more likely than White Staff respondents (33%, n = 711) and Multiracial Staff respondents (33%, n = 43) to "disagree" that their' workload increased without additional compensation as a result of other staff departures. Multiple Disabilities Staff respondents (45%, n = 43) were significantly more likely than Single Disability Staff respondents (26%, n = 42) and No Disability Staff respondents (26%, *n* = 593) to "strongly agree" that their workload increased without additional compensation as a result of other staff departures.

Sixty-five percent (n = 1,675) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. People of Color and Multiracial Staff respondents[85] (28%, n = 98) were significantly more likely than White Staff respondents (22%, n = 466) to "strongly agr ee" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No Religious/Spiritual Identity Staff respondents (45%, n = 334) were significantly more likely than Christian Religious/Spiritual Identity Staff respondents (40%, n = 626) to "agree" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. Multiple Disabilities Staff respondents (38%, n = 37) were significantly more likely than Single Disability Staff respondents (29%, n = 47) and No Disability Staff respondents (22%, n = 502) to "strongly agree" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Eighty-four percent (n = 2,148) of Staff respondents "strongly agreed" or "agreed" that they had adequate resources to perform their job duties. Hourly Staff respondents (9%, *n* = 115) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (6%, n = 66) to "strongly agree" that they had adequate resources to perform their

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[85] For the purposes of some analyses, this report further collapses racial identity into two categories (White. People of Color and Multiracial), where African/Black/Afiican American, Asian/ Asian American, Hispanic/Latin@/Chican@, Native Hawaiian, Pacific Islander. American Indian/Native. Alaskan Native. Middle Eastern, and Southwest Asian, and Multiracial) were collapsed into one category named People of Color.amid Multiracial. This is used when the six-category or three-category collapsed racial identity groups are not significant.

job duties. Transspectrum Staff respondents (29%, *n* = 6) were significantly more likely than Women Staff respondents (9%, *n* = 149) and Men Staff respondents (6%, *n* = 53) to "strongly disagree" that they had adequate resources to perform their job duties. Multiracial Staff respondents (18%, ti = 23) were significantly more likely than White Staff respondents (8%, n = 160) and Staff respondents of Color (7%, *n* = 16) to "strongly disagree" that they had adequate resources to perform their job duties. Other Religious/Spiritual Identity Staff respondents (11%, n = 10) and Christian Religious/Spiritual Identity Staff respondents (9%, n = 136) were significantly more likely than No Religious/Spiritual Identity Staff respondents (6%, n = 40) and fewer than five Multiple Religious/Spiritual Identity Staff respondents to "strongly agree" that they had adequate resources to perform their job duties. Multiple Disabilities Staff respondents (39%, *n* = 35) were significantly less likely than Single Disability Staff respondents (47%, *n* = 75) and No Disability Staff respondents (55%, *n* = 1,207) to "agree" that they had adequate resources to perform then job duties.

Table 43. **Staff respondents' Perceptions of Workload**

Issues	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %	n
I am able to complete my assigned duties during scheduled hours.	678	26.4	1,246	48.5	507	19.8	136	5.3	
Staff status™									
Hourly Staff	391	30.1	659	50.8	201	15.5	57	3.6	
Salaried Staff Senior Administrator without Faculty Rank respondents	258	23.2	510	45.9	263	23.7	79	7.1	
Gender identity™"									
Women	440	26.6	786	47.6	341	20.6	85	5.1	
Men	224	26.3	436	51.2	148	17.4	43	5.1	
Trans spectrum	8	34.8	5	21.7	<5	–	6	26.1	
Racial identity™									
People of Color	77	34.7	107	48.2	31	14.0	7	3.2	
White	544	25.6	1,031	48.6	429	20.2	118	5.6	
Multiracial	37	28.0	62	47.0	23	17.4	10	7.6	
Sexual Identity^									
Heterosexual	599	26.7	1,091	48.6	448	19.9	109	4.9	
LGBQ	60	32.6	73	39.7	29	15.8	22	12.0	
Disability status™									
Single Disability	40	24.5	81	49.7	29	17.8	13	8.0	
No Disability	613	26.9	1,117	48.9	447	19.6	106	4.6	
Multiple Disabilities	22	22.7	37	38.1	22	22.7	16	16.5	
I am pressured by departmental program work requirements that occur outside of iny normally scheduled hours.	162	6.3	506	19.8	1,409	55.1	479	18.7	
Staff status[0]™									
Hourly Staff	58	4.5	196	15.2	743	57.5	296	22.9	

Table 4. **Staff respondents' Perceptions of** orlo

Issues	Strongly agree n	%	Agree n	%	Disagree n	%	Strongly disagree ii	%
Salaried Staff/Senior Administrator without Faculty Rank respondents	88	8.0	278	25.2	577	52.3	161	14.6
Gender identity[0™]								
Men	72	8.5	177	20.8	463	54.3	140	16.4
Women	84	5.1	311	18.9	914	55.7	333	20.3
Racial identity™[1']								
People of Color	12	5.4	44	19.9	123	55.7	42	19.0
White	131	6.2	421	19.9	**1,155**	54.6	408	19.3
Multiracial	16	12.3	16	12.3	82	63.1	16	12.3
I am given a reasonable time frame to complete assigned responsibilities.	**569**	**22.2**	**1,621**	**63.2**	**318**	**12.4**	**55**	**2.1**
Gender identity™'								
Women	371	22.5	1,038	62.9	204	12.4	36	2.2
Men	190	22.4	549	64.6	96	11.3	15	1.8
Trans spectrum	<5	–	11	47.8	8	34.8	<5	–
Religious/Spiritual Identity™								
Christian Religious/Spiritual Identity	344	22.3	1,002	64.8	171	11.1	29	1.9
Other Religious/Spiritual Identity	26	28.6	58	63.7	6	6.6	<5	–
No Religious/Spiritual Identity	166	22.4	445	60.1	108	14.6	21	2.8
Multiple Religious/Spiritual Identity	25	24.8	59	58.4	17	16.8	0	0.0
Disability status™								
Single Disability	33	20.4	99	61.1	24	14.8	6	3.7
No Disability	516	22.6	1,455	63.8	266	11.7	44	1.9
Multiple Disabilities	18	18.8	52	54.2	21	21.9	5	5.2
My workload was increased without additional compensation.	**686**	**26.7**	**771**	**30.0**	**877**	**34.1**	**236**	**9.2**
Gender identity™™								
Women	408	24.7	488	29.5	591	35.8	165	10.0
Men	256	29.9	262	30.6	268	31.3	69	8.1
Trans spectrum	7	31.8	10	45.5	5	22.7	0	0.0
Racial identity™*								
People of Color	51	23.4	56	25.7	96	44.0	15	6.9
White	560	26.3	654	30.7	711	33.4	204	9.6
Multiracial	45	34.4	31	23.7	43	32.8	12	9.2
Disability status™								
Single Disability	42	25.8	47	28.8	56	34.4	18	11.0
No Disability	593	25.9	697	30.5	787	34.4	211	9.2
Multiple Disabilities	43	44.8	20	20.8	28	29.2	5	5.2
There is a hierarchy within staff positions that allows some voices to be valued more than others.	**596**	**23.2**	**1,079**	**42.0**	**719**	**28.0**	**178**	**6.9**
Racial identity™[3]								
White	466	21.9	915	43.1	597	28.1	147	6.9
People of Color and Multiracial	98	27.7	128	36.2	101	28.5	27	7.6
Religious/Spiritual Identity[0**™11]								
No Religious/Spiritual Identity	177	23.7	334	44.7	190	25.4	46	6.2
Christian Religious/Spiritual Identity	341	22.0	626	40.4	467	30.1	116	7.5
Disability status™*								
Single Disability	47	29.0	64	39.5	42	25.9	9	5.6
No Disability	502	21.9	975	42.6	652	28.5	160	7.0
Multiple Disabilities	37	38.1	34	35.1	18	18.6	8	8.2

Table 4. **Staff respondents' Perceptions of Workload**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I have adequate resources to perform my job duties.	*477*	**18.6**	**1,671**	**65.3**	**341**	**13.3**	**71**	**2.8**
Staff status								
Hourly Staff	115	9.2	668	53.4	374	29.9	95	7.6
Salaried Staff Senior Administrator without Faculty Rank respondents	66	6.2	571	53.6	322	30.2	106	10.0
Gender identity								
Women	128	8.1	797	50.2	515	32.4	149	9.4
Men	63	7.6	502	60.5	212	25.5	53	6.4
Trans spectrum	<5	–	11	52.4	<5	–	6	28.6
Racial identity								
People of Color	19	8.8	116	54.0	64	29.8	16	7.4
White	167	8.2	1,115	54.5	604	29.5	160	7.8
Multiracial	<5	–	56	43.1	47	36.2	23	17.7
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	136	9.1	820	54.8	438	29.3	103	6.9
Other Religious/Spiritual Identity	10	11.4	44	50.0	27	30.7	7	8.0
No Religious/Spiritual Identity	40	5.5	382	52.8	224	31.0	77	10.7
Multiple Religious/Spiritual Identity	<5	–	45	51.1	28	31.8	12	13.6
Disability status								
Single Disability	11	6.9	75	46.9	56	35.0	18	11.3
No Disability	174	7.9	1,207	54.8	652	29.6	171	7.8
Multiple Disabilities	6	6.6	35	38.5	32	35.2	18	19.8

Note: Table reports only Staff responses (n = 2.601).

Six hundred twenty-eight Staff respondents elaborated on then perceptions of the levels of support they receive at University of Missouri-Columbia. Four themes emerged to their perceptions of the level of support they received: (1) challenge with workload, (2) salary and benefits, (3) positive reflections on the campus community, and (4) concerns about professional development and performance evaluations.

Workload — Respondents who elaborated on their perceptions of the levels of support they receive as employees at University of Missouri-Columbia noted workload stress. One respondent explained, "Workload continues to increase; difficult to keep up with emails; can't finish one task before being assigned another; people expect me to respond quickly to their demands but don't provide me the same comtesy." Another respondent echoed, "Workload lias increased over the last year with no salary increase. I perform majority of tasks in my department and not compensated any extra for that." Other respondents added, "We continue to take on more work with fewer staff" and "Workload has increased exponentially over the years for my position."

One respondent suggested an option to reduce workload stress, "[I] Would love the campus to be more open to work from home to help balance responsibilities. In our department our workload increased significantly this year while we had no raises and also lost some benefits." Workload stress was thematic hi narratives provided by respondents who elaborated on their perceptions of the degree of support they receive as employees at University of Missouri-Columbia.

Dissatisfaction With Salary & Benefits — Respondents who elaborated on their perceptions of support noted dissatisfaction with salary and benefits. One respondent generally noted, "Our pay is too far below market value." Other respondents noted more specific concerns regarding changes in workload without changes hi pay, no raises and poor benefits. Regarding changes hi responsibilities without changes in pay, one respondent explained, "unequal duties in same classification. No added resources for additional responsibilities, no compensation for additional responsibilities." Other respondents added, "Not right when you get a job title change that is a promotion with no raise, but are expected to do more" and "I was given a title promotion and no extra compensation for this." Another respondent addressed raises, "When I first started staff I work with got title upgrades and pay increases and I asked if I was getting an increase and the answer was no not at this time." Another respondent shared, "You have to able to find funds for salary increases." Regarding benefits, respondent reported, "I do not believe that we should have to pay for parking" and "Compared to other institutions where I have worked, the University of Missouri offers less paid vacation and fewer university holidays." However, the most commonly noted concern related to benefits was in reference to child care and support for parents. Respondents noted, "Childcare unfairly expensive" and "Childcare support should be more strongly emphasized." Another respondent explained, "Childcare on campus is not affordably and incredibly limited. Zero paid maternity/paternity leave is a joke." Respondents who elaborated on salary and benefits presented as dissatisfied overall.

Positive Reflections — The sentiment that "MU hi general is an excellent place to work" was echoed by respondents who elaborated on their perceptions of the degree of support they receive as employees. One respondent noted, "It's pretty easy. Treat us like we actually matter." Respondents specifically mentioned appreciation for the flexibility of their respective supervisors and managers. For example, respondents noted, "very flexible place to work" and "MU seems

pretty flexible for work-life balance." Another respondent added, "My immediate supervisor provides me with the flexibility I need to balance work and home demands, but I am not aware of institutional resources designed to help with those." Regarding direct leadership, one respondent shared, "My supervisors are great and provide me with all of the tools I need to do my job." Other respondents noted, "My direct supervisor provides excellent job and career advice" and "My manager is very supportive." Some respondents shared more general positive reflections. For example, "love working at mu" and "I really enjoy the team I am working on." Positive reflections were thematic in the data gathered on Staff respondents who elaborated on their' perceptions of the levels of support they receive as employees.

Lack of Professional Development Support — Respondents who elaborated on their' perceptions of the levels of support they receive as employees noted a lack of professional development support. One respondent's narrative captured many layers of data hi this theme, "It is hard to 'move up' within the University for many staff members. I'm quite experienced hi my field and make no more than an entry-level staff member does. I would like to have the opportunity to move up to increase my pay, otheiwise I may end up having to leave Mizzou." Other respondents noted challenges with networking internally at the University. For example, one respondent shared, "I find it difficult to make networking connections/for mentorship opportunities 011 campus." Another respondent elaborated, "I feel that many of my colleagues with similar positions are given more opportunities to network and expand upon knowledge than I am." Others associated the lack of professional development opportunities with the reported neglect in the lack of performance evaluations they received. One respondent went in to detail, "I have not had a performance evaluation for since 2009. I do not get feedback from my supervisor indicating I am either poor or excellent performance. I have heard from individuals that have used the myPerformance system, this process is time-consuming and not all that helpful." Other respondents reported, "I haven't had a workplace evaluation in probably 8-10 years" and "I recall having an evaluation only once in my 24 years here." Finally, one respondent added, "Additional dollars hivested in training for position would be a nice resource." Respondents who elaborated 011 their perceptions about employee support described professional development challenges, particularly in networking and performance evaluations.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had had observed luring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by staff status: x^2 0 . $^{N =}$ 2.418) = 3.97, **p**< .05.

[lxv]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had had observed hiring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by gender identity: x^2 (2.7\T= 3,576) = **22.52, p** < .001.

[LTM]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had had observed hiring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by racial identity: x^2 (5, N= 3,481) = 40.80, p< .001.

[LV,11]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had had observed hiring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by sexual identity: x^2 (2, **N**= 3,481) = 27.52, **p**< .001.

[LV*TM]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had had observed hiring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by religious/spiritual identity: x^2 (3. N= 3,500) = 12.23 , p< .01.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had had observed hiring practices that they perceived to be unfair or unjust or that would inhibit diversifying the community by disability status: x^2 (2, **N**= 3,602) = 69.03,;; < .001.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by faculty status: y} (2, N= 898) = 33.64,p < .001.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by racial identity: $\%^2$ (5, **N** = 3,462) = 19.63, **p**< .01.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by religious/spirinial identity: $\%^2$ (3, **N**= 3,482) = 9.45,.p < .05.

A chi-squared test was conducted to compare percentages of Employee respondents who indicated that they had observed unjust promotion, tenure, reappointment, reclassification, and/or transfer practices by disability status: x^2 (2, **N**= 3,582) = 48.62,/> < .001.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions by faculty status: $\%^2$ (2, **N**= 898) = 6.03,p < .05.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions by racial identity: **y}** (5, **N**= 3,475) = 45.80,/> < .001.

A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions by religious/spiritual identity: y} (3, **N**= 3,492) = 12.58,/> < .01.

[lxxvu]A chi-square test was conducted to compare percentages of Employee respondents who indicated that they had observed unfair, unjust, or discriminatory employment-related disciplinary actions by disability status: x^2(2, N= 3,594) = 31.13,/> < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have supervisors who give them job/career advice or guidance when they need it by disability status: y}(6,N= 2,558) = 38.61, **p**<. 001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have colleagues/coworkers who give them job/career advice or guidance when they need it by racial identity: x^2 (3, **N**= 2,489)= 8.06, **p**<. 05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have colleagues/coworkers who give them job/career advice or guidance when they need it by sexual identity: x^2(3 , N= 2,443) = 11.13,/>< .05.

[LX TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have colleagues/coworkers who give them job/career advice or guidance when they need it by disability status: $y^2(6. N= 2,558) = 28.25. p< .001.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were included in opportunities that will help their career as much as others hi similar positions by citizenship status: $x^2(3. N= 2,545) = 9.75, p< .05.$

[LXX TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were included hi opportunities that will help their career as much as others hi similar positions by racial identity: $y\}(6, N = 2,468)= 15.59,/? < .05.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated they were included hi opportunities that will help their career as much as others hi similar positions by disability status: $y?(6,N= 2,536) = 27.47, p< .001.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process is clear by gender identity: $x^2(6. N= 2,530) = 20.99, p < .01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that performance evaluation process is clear by racial identity: $x^2(6. N= 2,477) = 14.86, p < .05.$

>[TM TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process is clear by religious/spiritual identity: $y^2(9,N= 2,485) = 25.55./) < .01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process is clear by disability status: $\%^2(6,N= 2,548) = 20.96, p< .01.$

lxxix^ chi-square test was conducted to compare percentages of Staff respondents who indicated that the performance evaluation process is effective by gender identity: $X2(6. N= 2,493) = 17.27,/) < .01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that performance evaluation process is effective by racial identity: $y^1(6. N= 2,440) = 23.31./) < .01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that performance evaluation process is effective by religious/spiritual identity: $y^2(9. N= 2,450) = 23.70, p < .01.$

[X TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that performance evaluation process is effective by disability status: $y^2(6. N= 2,510) = 21.33,/)<.01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate support for them to manage work-life balance by gender identity: $y^2(6,N= 2,523) = 12.92, p < .05.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate support for them to manage work-life balance by racial identity: $x^2(6- N= 2,469) = 16.35. p < .05.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that then supervisor provides adequate support for them to manage work-life balance by religious/spiritual identity: $\%^2(3,N= 2,291) = 11.54, p<.01.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor provides adequate support for them to manage work-life balance by disability status: $y^2(6, N= 2,538) = 15.77, p< .05.$

[XC TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity: $\%^2(3,N= 2,411) = 22.00,/> < .001.$ A chi-square test was conducted to compai e percentages of Staff respondents who indicated that people v not have children are burdened with work responsibilities beyond those who do have children by religious/spiritual identity: $\%^2(9. N= 2,466) = 17.34, p< .05.$

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are burdened by work responsibilities beyond those of my colleagues with similar performance expectations by staff status: $x^2(3,^=2,376) = 13.52,/;<.01.$

[C]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they perform more work than colleagues with similar performance expectations by staff status: $y^2(3. N = 2,388) = 11.71. p < .01.$

[A]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they perform more work than colleagues with similar performance expectations by gender identity: $\%^2(6, N= 2,511)= 14.86,/) < .05.$

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[TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they perform more work than colleagues with similar performance expectations by sexual identity: x^2 (3, N= 2,414)= 7.81./) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that people who have children or elder care are burdened with balancing work and family responsibilities by staff status: $\%^2$ (3. N= 2.334) = 9.51, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that people who have children or elder care are burdened with balancing work and family responsibilities by gender identity: x^2(6, N= 2,450) ' 13.95, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that people who have children or elder care are burdened with balancing work and family responsibilities by religious/spiritual identity: $\%^2$ (9, N= 2,409) = 28.35, p < .01. A chi-square test was conducted to compare pei centages of Staff respondents who indicated that people wh children or elder care are burdened with balancing work and family responsibilities disability status: x^2(6- jV= 2,465) = 13.78,/; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are able to complete my assigned duties during scheduled horns by staff status: $\%^2$(3 ,N= 2,408) = 48.28, p < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are able to complete my assigned duties during scheduled horns by gender identity: x^2 (6, N= 2,526) = 27.59, p < .001.

[TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are able to complete my assigned duties during scheduled horns by racial identity: x^2 (6. N= 2,476) = 14.00. p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are able to complete my assigned duties during scheduled horns by sexual identity: y} (3, N= 2,431) = 22.47./) < .001.

[TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are able to complete my assigned duties during scheduled horns by disability status: x^2 (6- N= 2,543) = 30.84./) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are pressured by departmental/program work requirements that occur outside of their normally scheduled horns by staff status: x^2 (3, N= 2,397) = **66.62, p<** .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are pressured by departmental/program work requirements that occur outside of their normally scheduled horn s by gender identity: x^2(3. N= 2,494)= 15.50,/; < .01.

[TMV]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are pressured by departmental/program work requirements that occur outside of then normally scheduled hours by racial identity x^2(6, N= 2,466) = 15.90./) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are given a reasonable tune frame to complete assigned responsibilities by gender identity: y^2 (6. N= 2,522)= 18.54,/) < .01.

[oTM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are given a reasonable time frame to complete assigned responsibilities by religious/spiritual identity: x^2(9. N= 2,478) = 18.01, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they are given a reasonable tune frame to complete assigned responsibilities by disability status: $\%^2$ (6,N= 2,539) = 17.63,/) < .01.

[CXTM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation by gender identity: y}{6, N= 2,529) = 16.43, p < .05.

[CTM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation by racial identity: y^2 (6. N= 2,478) = 15.52,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation by disability status: y?(6,N= 2,547) = 18.31,/) < .01.

[TM]A chi-square test was conducted to compare percentages of Staff respondents who indicated that there is a hierarchy within staff positions that allows some voices to be valued more than others by racial identity: $\%^2$(i, N= 2,479) = 8.09,/; <.05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there is a hierarchy within staff positions that allows some voices to be valued more than others by religious/spiritual identity: X^2 (3, N= 2,297) = 8.04,/; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there is a hierarchy within staff positions that allows some voices to be valued more than others by disability status: y^2 (6, $N=$ 2,548) 19.12, p<.01.

CX3av A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have adequate resources to perform my job duties by staff status: y^2 (3. jV= 2,317) = 10.32, $p < .05$.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have adequate resources to perform my job duties by gender identity: y^2 (6. $N=$ 2,440) = 37.28. $p < .001$.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have adequate resources to perform my job duties by racial identity: y^2 (6. $N=$ 2,391) = 23.51. $p < .01$.

TM ™ A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have adequate resources to perform my job duties by religious/spiritual identity: y^2 (9, $N=$ 2,396) = 24.21, $p < .01$.

"^'" A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have adequate resources to perform my job duties by disability status: y^2 (6. $N=$ 2,455) = 25.00,/) < .001.

Staff respondents' Feelings of Support and Value at University of Missouri-Columbia

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and University of Missouri-Columbia's benefits and salary. Tables 44 to 54 illustrate Staff respondents responses to these items. Analyses were conducted by staff status (Hourly or Salaried Staff, Senior Administrator without Faculty Rank respondents), gender identity, racial identity, sexual identity, age, disability status, citizenship status, military status, and religious/spiritual identity; significant differences are presented in the tables.[86]

Sixty-six percent (n = 1,705) of Staff respondents "strongly agreed" or "agreed" that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities (Table 44). Women Staff respondents (10%, n = 166) were much less likely than Men Staff respondents (13%, n = 111) to "disagree" that they believed that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities. White Staff respondents (3%, n = 65) were significantly less likely than Multiracial Staff respondents (8%, n = 10) and Staff respondents of Color (6%, n = 13) to "strongly disagree" that they believed that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities. Heterosexual Staff respondents (49%, n= 1,111) were significantly more likely than LGBQ Staff respondents (41%, n = 76) to "agree" that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities. No Religious/Spiritual Identity Staff respondents (15%, n= 111) were significantly less likely than Christian Religious/Spiritual Identity Staff respondents (19%, n = 290) to "strongly agree" that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities. Multiple Disabilities Staff respondents (23%, n = 22) and Single Disability Staff respondents (14%, n = 22) were significantly more likely than No Disability Staff respondents (10%, n = 233) to "disagree" that University of Missouri-Columbia provided them with resources to pursue training/professional development opportunities.

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

Sixty-three percent (n = 1,610) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. White Staff respondents (44%, n = 933) were significantly more likely than Multiracial Staff respondents (33%, *n* = 44) and Staff respondents of Color (43%, *n* = 93) to "agree" that their supervisors provided them with resources to pursue training/professional development opportunities. No Religious/Spiritual Identity Staff respondents (40%, n = 302) were significantly less likely than Christian Religious/Spiritual Identity Staff respondents (45%, *n* = 691) to "agree" that their supervisors provided them with resources to pursue training/professional development opportunities. No Disability Staff respondents (21%, n = 475) were significantly more likely than Multiple Disabilities Staff respondents (16%, n = 15) and Single Disability Staff respondents (13%, n = 21) to "strongly agree" that their supervisors provided them with resources to pursue training/professional development opportunities.

Fifty-seven percent (n = 1,468) of Staff respondents "strongly agreed" or "agreed" that University of Missouri-Columbia was supportive of taking extended leave (e.g., FMLA, parental). Multiracial Staff respondents (11%, *n* = 14) and White Staff respondents (6%, *n* = 121) were significantly more likely than Staff respondents of Color (3%, *n* = 6) to "disagree" that University of Missouri-Columbia was supportive of taking extended leave. Heterosexual Staff respondents (42%, n = 948) were significantly more likely than LGBQ Staff respondents (32%, n = 58) to "agree" that University of Missouri-Columbia was supportive of taking extended leave. No Religious/Spiritual Identity Staff respondents (13%, n = 96) were significantly less likely than Christian Religious/Spiritual Identity Staff respondents (17%, *n* = 266) to "strongly agree" that University of Missouri-Columbia was supportive of takhig extended leave. No Disability Staff respondents (5%, n = 120) were significantly less likely than Multiple Disabilities Staff respondents (11%, *n* = 11) and Single Disability Staff respondents (9%, *n* = 14) to "disagree" that University of Missouri-Columbia was supportive of takhig extended leave.

Eighty percent (ri = 2,046) of Staff respondents "strongly agreed" or "agreed" that they believed that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). Hourly Staff respondents (6%, n = 80) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (3%, n = 38) to "disagree"

that they believed that their supervisors were supportive of their taking leave. Women Staff respondents (14%, n = 232) and Transspectrum Staff respondents (21%, n = 5) were much less likely than Men Staff respondents (9%, n = 80) to "neither agree nor disagree" that they believed that their supervisors were supportive of their taking leave. U.S. Citizen Staff respondents (33%, n = 794) were significantly more likely than Non-U. S. Citizen Staff respondents (22%, n = 35) to "strongly agree" that they believed that their supervisors were supportive of their taking leave. Multiracial Staff respondents (11%, n = 14) were significantly more likely than Staff respondents of Color (5%, n = 11) and White Staff respondents (5%, n = 100) to "disagree" that they believed that their supervisors were supportive of their taking leave. No Disability Staff respondents (48%, n = 1,096) and Single Disability Staff respondents (48%, n = 75) were significantly more likely than Multiple Disabilities Staff respondents (33%, n = 32) to "agree" that they believed that their supervisors were supportive of their taking leave.

Few Staff respondents (8%, n = 201) "strongly agreed" or "agreed" that staff hi their department/program who used family accommodation (FMLA) policies were disadvantaged hi promotion or evaluations. Hourly Staff respondents (13%, n = 165) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (16%, n = 173) to "strongly disagree" that staff hi their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Transspectrum Staff respondents (21%, n = 5) were much more likely than Women Staff respondents (5%, n = 85) and Men Staff respondents (6%, n = 54) to "agree" that staff hi then department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Staff respondents of Color (6%, n= 12) and Multiracial Staff respondents (4%, n = 5) were significantly more likely than White Staff respondents (2%, n = 39) to "strongly agree" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Heterosexual Staff respondents (2%, n = 45) were significantly less likely than LGBQ Staff respondents (6%, n = 10) to "strongly agree" that staff in their department/program who used family accommodation (FMLA) pohcies were disadvantaged in promotion or evaluations. No Disability Staff respondents (2%, n = 45) were significantly less likely than Disability Staff respondents (4%, n = 10) to "strongly agree" that

staff ill their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations.

Thirty-eight percent (n = 961) of Staff respondents "strongly agreed" or "agreed" that University of Missouri-Columbia policies (e.g., FMLA) were fairly applied across University of Missouri-Columbia. Christian Religious/Spiritual Identity Staff respondents (33%, n = 503) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (27%, n = 24), No Religious/Spiritual Identity Staff respondents (22%, n = 163) and Multiple Religious/Spiritual Identity Staff respondents (22%, n = 22) to "agree" that University of Missouri-Columbia policies (e.g., FMLA) were fairly applied across University of Missouri-Columbia. Multiple Disabilities Staff respondents (17%, n = 16) were significantly more likely than Single Disability Staff respondents (6%, n = 10) and No Disability Staff respondents (4%, n = 87) to "strongly disagree" that University of Missouri-Columbia policies (e.g., FMLA) were fairly applied across University of Missouri-Cohuribia.

More than half of Staff respondents (52%, n = 1,336) "strongly agreed" or "agreed" that they believed that University of Missouri-Columbia was supportive of flexible work schedules. Multiracial Staff respondents (11%, n = 14) were significantly more likely than Staff respondents of Color (5%, n = 12) and White Staff respondents (5%, n = 99) to "strongly disagree" that they believed that University of Missouri-Columbia was supportive of flexible work schedules. Heterosexual Staff respondents (5%, n = 102) were significantly less likely than LGBQ Staff respondents (9%, n = 16) to "strongly disagree" that they believed that University of Missouri-Columbia was supportive of flexible work schedules. No Religious/Spiritual Identity Staff respondents (18%, n = 135) were significantly more likely than Christian Religious/Spiritual Identity Staff respondents (14%, n = 210) to "disagree" that they believed that University of Missouri-Columbia was supportive of flexible work schedules. Multiple Disabilities Staff respondents (18%, n = 17) were significantly more likely than Single Disability Staff respondents (6%, n = 10) and No Disability Staff respondents (5%, n = 103) to "strongly disagree" that they believed that University of Missouri-Columbia was supportive of flexible work schedules.

Sixty-nine percent of Staff respondents (:/ = 1,767) "strongly agreed" or "agreed" that they believed that their supervisors were supportive of flexible work schedules. Hourly Staff respondents (11%, *n* = 147) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (8%, *n* = 93) to "disagree" that they believed that their supervisors were supportive of flexible work schedules. Heterosexual Staff respondents (26%, *n* = 575) were significantly less likely than LGBQ Staff respondents (33%, *n* = 61) to "strongly agree" that they believed that their supervisors were supportive of flexible work schedules. Non-Military Staff respondents (26%, n = 622) were significantly more likely than Military Staff respondents (16%, n = 21) to "strongly agree" that they believed that their supervisors were supportive of flexible work schedules. Single Disability Staff respondents (16%, *n* = 26) were significantly more likely than Multiple Disabilities Staff respondents (9%, *n* = 9) and No Disability Staff respondents (10%, *n* = 221) to "disagree" that they believed that their supervisors were supportive of flexible work schedules.

Table 44. **Staff Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
University of Missouri-Columbia provides me with resources to pursue training/professional develop men t op p or t unitie s.	444	17.2	1,261	48.9	502	19.4	281	10.9	93	3.6
Gender Identity[1]™*										
Men	140	16.4	399	46.8	164	19.2	111	13.0	39	4.6
Women	297	17.8	835	50.2	318	19.1	166	10.0	49	2.9
Racial identity[1]™										
White	363	17.0	1065	50.0	414	19.4	224	10.5	65	3.1
People of Color	47	21.0	102	45.5	40	17.9	22	9.8	13	5.8
Multiracial	23	17.4	55	41.7	28	21.2	16	12.1	10	7.6
Sexual identity™™										
Heterosexual	402	17.8	1111	49.2	438	19.4	236	10.5	70	3.1
LGBQ	35	19.0	76	41.3	37	20.1	23	12.5	13	7.1
Religious/Spiritual Identity[030]™										
No Religious/Spiritual Identity	111	14.8	356	47.5	154	20.5	96	12.8	33	4.4
Christian Religious/Spiritual Identity	290	18.7	769	49.5	289	18.6	156	10.0	49	3.2
Disability status[0]™™[1]										
No Disability	412	17.9	1131	49.2	449	19.5	233	10.1	74	3.2
Single Disability	20	12.4	82	50.9	31	19.3	22	13.7	6	3.7
Multiple Disabilities	11	11.3	37	38.1	17	17.5	22	22.7	10	10.3
My supervisor provides me with resources to pursue training/professional development opportunities.	512	20.0	1,098	42.8	510	19.9	321	12.5	123	4.8

Table 4. Staff espondents' Perceptions of o r a c e l a t e

Perceptions	Strongly agree		Agree		Neitlicr agree nor disagree		Disagree		Strougly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Racial identity™*'										
White	419	19.8	933	44.0	425	20.1	253	11.9	89	4.2
People of Color	51	23.4	93	42.7	37	17.0	23	10.6	14	6.4
Multiracial	27	20.3	44	33.1	24	18.0	24	18.0	14	10.5
Religions/Spiritual Identity[cxxxv']										
No Religious/Spiritual Identity	144	19.3	302	40.4	150	20.1	115	15.4	37	4.9
Christian Religious/Spiritual Identity	319	20.7	691	44.8	293	19.0	168	10.9	72	4.7
Disability status™										
No Disability	475	20.8	980	42.9	451	19.8	281	12.3	95	4.2
Single Disability	21	13.0	74	45.7	32	19.8	24	14.8	11	6.8
Multiple Disabilities	15	15.6	33	34.4	21	21.9	14	14.6	13	13.5
University of Missouri-Columbia is supportive of taking extended leave (e.g., FMLA, parental).	399	15.6	1,069	41.8	873	34.1	146	5.7	71	2.8
Racial identity™*										
White	332	15.7	905	42.8	703	33.2	121	5.7	54	2.6
People of Color	44	20.1	81	37.0	80	36.5	6	2.7	8	3.7
Multiracial	16	12.2	49	37.4	47	35.9	14	10.7	5	3.8
Sexual identity[l]***™										
Heterosexual	360	16.1	948	42.3	761	34.0	111	5.0	61	2.7
LGBQ	26	14.2	58	31.7	72	39.3	21	11.5	6	3.3
Religious/Spiritual Identity[13]™™										
Christian Religious/Spiritual Identity	266	17.2	687	44.5	488	31.6	67	4.3	36	2.3
Other Religious/Spiritual Identity	14	15.7	35	39.3	29	32.6	7	7.9	<5	⎯
No Religious/Spiritual Identity	96	12.9	278	37.5	287	38.7	58	7.8	23	3.1
Multiple Religious/Spiritual Identity	15	15.0	38	38.0	38	38.0	6	6.0	<5	⎯
Disability status™[l]										
No Disability	359	15.8	961	42.2	785	34.5	120	5.3	51	2.2
Single Disability	25	15.5	62	38.5	52	32.3	14	8.7	8	5.0
Multiple Disabilities	14	14.4	35	36.1	27	27.8	11	11.3	10	10.3
My supervisor is supportive of iny taking leaves (e.g., vacation, parental, personal, short-term disability).	830	32.4	1,216	47.5	324	12.7	129	5.0	59	2.3
' Staff statas[c,Ji]										
Hourly	406	31.4	594	46.0	179	13.9	80	6.2	33	2.6
Salaried Staff/Admin. w/oFac. Rank	372	33.8	545	49.5	125	11.3	38	3.4	22	2.0
Gender Identity[l*I]''										
Men	289	34.1	418	49.3	80	9.4	36	4.2	25	2.9
Women	521	31.7	773	47.0	232	14.1	88	5.3	32	1.9
Trans spectrum	9	37.5	8	33.3	5	20.8	<5	–	<5	⋯
Citizenship status™[Il1l]										
Non-U.S. Citizen/Naturalized	35	22.4	88	56.4	27	17.3	<5	–	<5	⋯
U.S. Citizen	794	33.3	1,118	46.9	292	12.2	125	5.2	56	2.3
Racial identity^*										
White	705	33.4	1,002	47.4	267	12.6	100	4.7	39	1.8
People of Color	69	31.1	111	50.0	22	9.9	11	5.0	9	4.1
Multiracial	32	24.8	58	45.0	16	12.4	14	10.9	9	7.0
Disability status™[l]^										
No Disability	756	33.2	1,096	48.1	282	12.4	107	4.7	39	1.7

Table 4. Staff espondents' Perceptions of o r a c e l a t e

Perceptions	Strongly agitee n	%	Agi'ee n	%	Neitlicr agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Single Disability	41	26.1	75	47.8	23	14.6	11	7.0	7	4.5
Multiple Disabilities	31	32.0	32	33.0	14	14.4	9	9.3	11	11.3
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	**57**	**2.2**	**144**	**5.6**	**1,209**	**47.4**	**772**	**30.3**	**369**	**14.5**
Staff status[0]**										
Hourly	25	1.9	75	5.8	652	50.6	372	28.9	165	12.8
Salaried Staff?Admin. w/oFac. Rank	28	2.6	53	4.8	494	45.0	350	31.9	173	15.8
Gender Identity^™										
Men	20	2.4	54	6.4	387	45.6	258	30.4	130	15.3
Women	35	2.1	85	5.2	788	48.1	494	30.2	236	14.4
Trans spectrum	<5	–	5	20.8	11	45.8	7	29.2	0	0.0
Racial identity[1]*™										
White	39	1.8	107	5.1	977	46.3	669	31.7	319	15.1
People of Color	12	5.6	17	7.9	105	48.6	58	26.9	24	11.1
Multiracial	5	3.8	11	8.4	70	53.4	29	22.1	16	12.2
Sexual identity*^										
Heterosexual	45	2.0	121	5.4	1,045	46.8	686	30.7	335	15.0
LGBQ	10	5.5	16	8.8	90	49.5	47	25.8	19	10.4
Disability status[01]										
No Disability	45	2.0	123	5.4	1,066	47.0	700	30.9	335	14.8
Disability	10	3.9	19	7.4	132	51.2	65	25.2	32	12.4
University of Missouri-Columbia policies (e.g., FMLA) are fairly applied across University of Missouri-Columbia.	**233**	**9.1**	**728**	**28.5**	**1,272**	**49.8**	**208**	**8.1**	**115**	**4.5**
Religious/Spiritual Identity[01]'										
Christian Religious/Spiritual Identity	153	9.9	503	32.6	710	46.0	117	7.6	61	4.0
Other Religious/Spiritual Identity	11	12.4	24	27.0	42	47.2	8	9.0	<5	_
No Religious/Spiritual Identity	54	7.3	163	22.0	418	56.3	68	9.2	39	5.3
Multiple Religious/Spiritual Identity	6	6.1	22	22.2	59	59.6	7	7.1	5	5.1
Disability status[01]"										
No Disability	216	9.5	663	29.2	1,131	49.7	117	7.8	87	3.8
Single Disability	9	5.5	42	25.8	81	49.7	21	12.9	10	6.1
Multiple Disabilities	7	7.4	20	211	43	45.3	9	9.5	16	16.8
University of Missouri-Columbia is supportive of flexible work schedules.	**305**	**11.9**	**1,031**	**40.1**	**717**	**27.9**	**387**	**15.0**	**132**	**5.1**
Racial Identity[1]®										
White	244	11.5	872	41.0	584	27.5	326	15.3	99	4.7
People of Color	37	16.7	84	37.8	65	29.3	24	10.8	12	5.4
Multiracial	18	13.6	44	33.3	38	28.8	18	13.6	14	10.6
Sexual identity[1i11]'										
Heterosexual	271	12.0	894	39.8	643	28.6	339	15.1	102	4.5
LGBQ	24	13.1	77	42.1	38	20.8	28	15.3	16	8.7
Religious/Spiritual Identity[0,1]'										
No Religious/Spiritual Identity	85	11.5	282	38.0	197	26.5	135	18.2	43	5.8
Christian Religious/Spiritual Identity	194	12.5	632	40.7	445	28.6	210	13.5	73	4.7
Disability status[01]"										

Table 4. **Staff espondents' Perceptions of   o r a c e   l a t e**

Perceptions	Stroungly agree		Agree		Neitlier agree nor disagree		Disagree		Strougly disagree	
	n	%	«	%	«	%	*n*	%	w	%
No Disability	283	12.4	913	39.9	656	28.6	335	14.6	103	4.5
Single Disability	17	10.5	63	38.9	39	24.1	33	20.4	10	6.2
Multiple Disabilities	5	5.2	42	43.8	15	15.6	17	17.7	17	17.7
My supervisor is supportive of flexible work schedules.	**659**	**25.7**	**1,108**	**43.2**	**421**	**16.4**	**257**	**10.0**	**120**	**4.7**
Staff status[01]™										
Hourly	318	24.5	574	44.2	188	14.5	147	11.3	71	5.5
Salaried Staff/Admin, w/o Fac. Rank	298	27.0	471	42.7	200	18.1	93	8.4	42	3.8
Sexual Identity[11]™										
Heterosexual	575	25.6	981	43.7	371	16.5	225	10.0	92	4.1
LGBQ	61	33.3	68	37.2	22	12.0	17	9.3	15	8.2
Military status[01]**										
Military	21	16.4	58	45.3	29	22.7	16	12.5	<5	···
Non-Military	622	26.1	1,033	43.4	379	15.9	233	9.8	112	4.7
Disability status[0"]*										
No Disability	588	25.8	994	43.6	384	16.8	221	9.7	95	4.2
Single Disability	43	26.4	60	36.8	24	14.7	26	16.0	10	6.1
Multiple Disabilities	24	24.7	44	45.4	8	8.2	9	9.3	12	12.4

Note: Table reports only Staff responses (n = 2.601).

Queried about salary and benefits, fewer than one-fourth of Staff respondents (21%, n = 542) "agreed" or "strongly agreed" that staff salaries were competitive (Table 45). Women Staff respondents (36%, *n* = 599) were much more likely than and Men Staff respondents (32%, *n* = 274) to "disagree" that staff salaries were competitive. Christian Religious/Spir itual Identity Staff respondents (20%, n = 303) were significantly more likely than Other Religious/Spiritual Identity[7] Staff respondents (17%, n = 15), No Religious/Spiritual Identity Staff respondents (15%, w = 112) and Multiple Religious/Spiritual Identity Staff respondents (14%, *n* = 14) to "agree" that staff salaries w[7]ere competitive.

Seventy percent (n = 1,811) of Staff respondents noted that they believed that vacation and personal time benefits were competitive. Hourly Staff respondents (51%, *n* = 666) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (58%, n = 642) to "agree" that they believed that vacation and personal time benefits were competitive. Women Staff respondents (53%, *n* = 883) were much less likely than and Men Staff respondents (58%, n = 492) to "agree" that they believed that vacation and personal time benefits were competitive. U.S. Citizen Staff respondents (7%, n = 173) were significantly less

likely than Non-U.S. Citizen Staff respondents (13%, n = 21) to "disagree" that they believed that vacation and personal time benefits were competitive. Staff respondents of Color (46%, ri = 102) and Multiracial Staff respondents (51%, n = 68) were significantly less likely than Wliite Staff respondents (56%, ji = 1,198) to "agree" that they believed that vacation and personal time benefits were competitive. Heterosexual Staff respondents (56%, n = 1,248) were significantly more likely than LGBQ Staff respondents (46%, *n* = 84) to "agree" that they beheved that vacation and personal time benefits were competitive. No Religious/Spiritual Identity Staff respondents (52%, *n* = 386) were significantly less likely than Christian Religious/Spiritual Identity Staff respondents (57%, n = 875) to "agree" that they believed that vacation and personal time benefits w[7]ere competitive. Multiple Disabilities Staff respondents (8%, *n* = 8) and Single Disability Staff respondents (6%, *n* = 10) were significantly more likely than No Disability Staff respondents (3%, *n* = 78) to "strongly disagree" that they believed that vacation and personal time benefits were competitive.

Sixty-nine percent (n = 1,769) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Staff respondents of Color (44%, n = 97) w[7]ere significantly less likely than Wliite Staff respondents (53%, *n* = 1,120) and Multiracial Staff respondents (52%, *n* = 69) to "agree" that they believed that health insurance benefits were competitive. Heterosexual Staff respondents (52%, n = 1,169) were significantly more likely than LGBQ Staff respondents (44%, *n* = 81) to "agree" that they believed that health insurance benefits were competitive. Other Religious/Spiritual Identity Staff respondents (37%, n = 33) w[7]ere significantly less likely than No Religious/Spiritual Identity Staff respondents (50%, n = 370), Christian Religious/Spiritual Identity Staff respondents (53%, n = 821) and Multiple Religious/Spiritual Identity Staff respondents (56%, n = 57) to "agree" that they beheved that health insurance benefits were competitive. Multiple Disabilities Staff respondents (16%, n = 15) were significantly more likely than Single Disability Staff respondents (6%, *n* = 10) and No Disability Staff respondents (7%, n = 156) to "disagree" that they believed that health insurance benefits were competitive.

Only 17% *(n* = 436) of Staff respondents indicated that child care benefits were competitive. Hourly Staff respondents (12%, n = 149) were significantly less likely than Salaried Staff/Senior

Administrator without Faculty Rank respondents (15%, n = 163) to "agree" that they beheved that child care benefits were competitive. Women Staff respondents (12%, n = 188) were much less likely than and Men Staff respondents (17%, n = 147) to "agree" that they believed that child care benefits were competitive. Staff respondents of Color (21%, ti = 46) were significantly less likely than White Staff respondents (13%, n = 276) and Multiracial Staff respondents (11%, n = 14) to "agree" that they believed that child care benefits were competitive. Heterosexual Staff respondents (14%, *n* = 314) were significantly more likely than LGBQ Staff respondents (7%, *n* = 13) to "agree" that they believed that child care benefits were competitive. Christian Religious/Spiritual Identity Staff respondents (15%, *n* = 236) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (13%, n = 12), No Religious/Spiritual Identity Staff respondents (10%, n = 75) and Multiple Religious/Spiritual Identity Staff respondents (10%, *n* = 10) to "agree" that they believed that child care benefits were competitive.

Foity-eight percent (n = 1,214) of Staff respondents "strongly agreed" or "agreed" that retirement benefits were competitive. Hourly Staff respondents (34%, n = 444) were significantly less likely than Salaried Staff respondents (42%, n = 457) to "agree" that they believed that retirement benefits were competitive. Women Staff respondents (36%, n = 595) were much less likely than Men Staff respondents (42%, n = 357) to "agree" that they believed that retirement benefits were competitive. Staff respondents of Color (30%, n = 66) and Multiracial Staff respondents (32%, *n* = 42) were significantly less likely than White Staff respondents (40%, *n* = 834) to "agree" that they believed that retirement benefits were competitive. Christian Religious/Spiritual Identity Staff respondents (41%, n = 627) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (35%, n = 31), No Religious/Spiritual Identity Staff respondents (34%, n = 255) and Multiple Religious/Spiritual Identity Staff respondents (36%, n = 36) to "agree" that they beheved that retirement benefits were competitive. Multiple Disabilities Staff respondents (27%, n = 26) were significantly more likely than Single Disability Staff respondents (13%, n = 22) and No Disability Staff respondents (13%, n = 295) to "disagree" that they beheved that retirement benefits were competitive.

Table 45. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
Staff salaries are competitive.	89	3.5	453	17.6	515	20.0	895	34.8	619	24.1
Gender Identity[4]®										
Men	29	3.4	153	17.9	160	18.7	274	32.0	239	38.0
Women	57	3.5	293	17.7	342	20.7	599	36.3	361	21.9
Transspectrum	<5	–	<5	–	8	33.3	<5	–	7	29.2
Religious/Spiritual Identity[01ᵀᴹ]										
Christian Religions/Spiritual Identity	57	3.7	303	19.6	324	20.9	536	34.6	327	21.1
Other Religious/Spiritual Identity	6	6.7	15	16.9	21	23.6	27	30.3	20	22.5
No Religious/Spiritual Identity	24	3.2	112	15.0	135	18.0	259	34.6	218	29.1
Multiple Religious/Spiritual Identity	<5	–	14	13.7	21	20.6	41	40.2	25	24.5
Vacation and personal time benefits are competitive.	412	16.0	1,399	54.4	467	18.2	196	7.6	98	3.8
Staff staftis[cLᵀᴹ]										
Hourly	197	15.2	666	51.3	265	20.4	115	8.9	56	4.3
Salaried Staff Admin, w/o Fac. Rank	190	17.1	642	57.9	173	15.6	69	6.2	34	3.1
Gender Identity^										
Men	141	16.5	492	57.7	138	16.2	49	5.8	32	3.8
Women	263	15.9	883	53.3	311	18.8	139	8.4	60	3.6
Citizenship status*[3]*[5]										
Non-U. S. Citizen/Naturalized	20	12.7	80	51.0	28	17.8	21	13.4	8	5.1
U.S. Citizen	391	16.3	1,312	54.7	432	18.0	173	7.2	90	3.8
Racial Identity[01ᵀᴹ]										
White	356	16.8	1,198	56.4	353	16.6	143	6.7	74	3.5
People of Color	29	13.1	102	46.2	55	24.9	25	11.3	10	4.5
Multiracial	13	9.8	68	51.1	27	20.3	16	12.0	9	6.8
Sexual Identity[01]*[ᵀᴹ]										
Heterosexual	363	16.1	1.248	55.5	403	17.9	159	7.1	75	3.3
LGBQ	33	17.9	84	45.7	31	16.8	23	12.5	13	7.1
Religious/Spiritual Identity[clxvm]										
No Religious/Spiritual Identity	118	15.8	386	51.7	141	18.9	66	8.8	36	4.8
Christian Religious/Spiritual Identity	251	16.2	875	56.5	270	17.4	106	6.8	47	3.0
Disability status[01]***										
No Disability	381	16.7	1,254	54.8	408	17.8	166	7.3	78	3.4
Single Disability	18	11.0	90	54.9	31	18.9	15	9.1	10	6.1
Multiple Disabilities	12	12.4	45	46.4	19	19.6	13	13.4	8	8.2
Health insurance benefits are competitive.	452	17.6	1,317	51.2	529	20.6	183	7.1	92	3.6
Racial Identity[01]**										
White	394	18.5	1.120	52.7	408	19.2	136	6.4	68	3.2
People of Color	31	14.0	97	43.9	68	30.8	15	6.8	10	4.5
Multiracial	16	12.1	69	52.3	22	16.7	20	15.2	5	3.8
Sexual Identity[01ᵀᴹ]										
Heterosexual	400	17.8	1.169	52.0	459	20.4	151	6.7	71	3.2
LGBQ	39	21.2	81	44.0	39	21.2	11	6.0	14	7.6
Religious/Spirinial Identity[01]*[ᵀᴹ]										
Christian Religious/Spiritual Identity	277	17.9	821	52.9	314	20.2	96	6.2	43	2.8
Other Religious/Spiritual Identity	21	23.6	33	37.1	24	27.0	6	6.7	5	5.6
No Religious/Spiritual Identity	133	17.8	370	49.5	152	20.3	60	8.0	33	4.4
Multiple Religious/Spiritual Identity	14	13.9	57	56.4	17	16.8	6	5.9	7	6.9

Table 45. **Staff Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agiree		Agree		Neither agree nor disagree		Disa;"ree		Strongly disagree	
	it	**%**	*ti*	**%**	*ii*	**%**	*ii*	**%**	*n*	**%**
Disability status[01™11]										
No Disability	415	18.1	1.172	51.2	471	20.6	156	6.8	75	3.3
Single Disability	20	12.3	91	55.8	34	20.9	10	6.1	8	4.9
Multiple Disabilities	15	15.5	43	44.3	17	17.5	15	15.5	7	7.2
Child care benefits are competitive.	**97**	**3.8**	**339**	**13.3**	**1,626**	**63.8**	**272**	**10.7**	**215**	**8.4**
Staff status^										
Hourly	53	4.1	149	11.6	865	67.2	129	10.0	92	7.1
Salaried Staff/Admin, w/o Fac. Rank	37	3.4	163	14.9	656	59.8	126	11.5	115	10.5
Gender Identity^										
Men	36	4.3	147	17.4	532	63.0	69	8.2	61	7.2
Women	59	3.6	188	11.5	1.048	63.9	197	12.0	149	9.1
Racial Identity[0^]										
White	81	3.9	276	13.1	1.347	64.1	231	11.0	168	8.0
People ofColor	11	5.0	46	20.7	132	59.5	17	7.7	16	7.2
Multiracial	<5	–	14	10.5	79	59.4	17	12.8	20	15.0
Sexual Identity[01™]										
Heterosexual	90	4.0	314	14.1	1.414	63.3	239	10.7	176	7.9
LGBQ	<5	–	13	7.1	123	67.6	20	11.0	22	12.1
Religious/Spiritual Identity[01™™]										
Christian Religious/Spiritual Identity	61	4.0	236	15.3	981	63.7	156	10.1	106	6.9
Other Religious/Spiritual Identity	<5	–	12	13.3	55	61.1	10	11.1	9	10.0
No Religious/Spiritual Identity	30	4.1	75	10.1	464	62.7	89	12.0	82	11.1
Multiple Religious/Spiritual Identity	0	0.0	10	10.1	72	72.7	8	8.1	9	9.1
Retirement beneflts are competitive.	**247**	**9.7**	**967**	**37.8**	**851**	**33.3**	**344**	**13.4**	**150**	**5.9**
Staff status[01™*]										
Hourly	177	9.0	444	34.3	476	36.8	173	13.4	84	6.5
Salaried Staff Admin, w/o Fac. Rank	112	10.2	457	41.5	332	30.2	145	13.2	55	5.0
Gender Identity[01™]										
Men	91	10.7	357	42.0	233	27.4	117	13.7	53	6.2
Women	153	9.3	595	36.2	597	36.3	210	12.8	90	5.5
Racial Identity[01™]										
White	220	10.4	834	39.5	672	31.8	269	12.7	116	5.5
People ofColor	16	7.2	66	29.9	96	43.4	30	13.6	13	5.9
Multiracial	7	5.3	42	31.6	44	33.1	29	21.8	11	8.3
Religious/Spiritual Identity[01™1]										
Christian Religious/Spiritual Identity	164	10.6	627	40.7	493	32.0	175	11.3	83	5.4
Other Religious/Spiritual Identity	15	16.9	31	34.8	27	30.3	11	12.4	5	5.6
No Religious/Spiritual Identity	60	8.1	255	34.3	260	34.9	126	16.9	43	5.8
Multiple Religious/Spiritual Identity	<5	–	36	35.6	40	39.6	11	10.9	11	10.9
Disability status[01™"]										
No Disability	231	10.2	863	37.9	761	33.5	295	13.0	125	5.5
Single Disability	10	6.1	68	41.5	52	31.7	22	13.4	12	7.3
Multiple Disabilities	5	5.2	28	29.2	26	27.1	26	27.1	11	11.5

Note: Table reports only Staff responses (n = 2.601).

Thirty-three percent (ri = 839) of Staff respondents "strongly agreed" or "agreed" that they believed that staff opinions were valued on University of Missouri-Columbia committees (Table

46). Heterosexual Staff respondents (9%, n = 190) were significantly less likely than LGBQ Staff respondents (14%, *n* = 25) to "strongly disagree"[1] that they believed that staff opinions were valued on University of Missouri-Columbia committees. Christian Religious/Spiritual Identity Staff respondents (8%, n = 120) were significantly less likely than Other Religious/Spiritual Identity Staff respondents (10%, n = 9), No Religious/Spiritual Identity Staff respondents (13%, n = 94) and Multiple Religious/Spiritual Identity Staff respondents (9%, ri = 9) to "strongly disagree" that they believed that staff opinions were valued on University of Missouri-Columbia committees. Multiple Disabilities Staff respondents (29%, n = 27) were significantly more likely than Single Disability Staff respondents (9%, *n* = 15) and No Disability Staff respondents (9%, *n* = 199) to "strongly disagr ee" that they believed that staff opinions were valued on University of Missouri-Columbia conmiittees.

Twenty-four percent (n = 616) of Staff respondents noted that they believed that staff opinions were valued by University of Missouri-Columbia faculty. Christian Religious/Spiritual Identity Staff respondents (12%, n = 185) were significantly less likely than Other Religious/Spiritual Identity Staff respondents (12%, n = 11), No Religious/Spiritual Identity Staff respondents (17%, *n* = 126) and Multiple Religious/Spiritual Identity Staff respondents (17%, *n* = 17) to "strongly disagree" that they believed that staff opinions were valued by University of Missouri-Columbia faculty. Multiple Disabilities Staff respondents (28%, n = 27) were significantly more likely than Single Disability Staff respondents (18%, *n* = 29) and No Disability Staff respondents (13%, *n* = 297) to "strongly disagree" that they believed that staff opinions were valued by University of Missouri-Columbia faculty.

Twenty-eight percent (n = 715) of Staff respondents noted that they believed that staff opinions were valued by University of Missouri-Columbia administration. Heterosexual Staff respondents (14%, n = 301) were significantly less likely than LGBQ Staff respondents (22%, n = 40) to "strongly disagree" that they believed that staff opinions were valued by University of Missouri-Columbia administration. Christian Religious/Spiritual Identity Staff respondents (26%, n = 402) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (24%, n = 21), No Religious/Spiritual Identity Staff respondents (20%, *n* = 147) and Multiple Religious/Spiritual Identity Staff respondents (16%, n = 16) to "agree" that they beheved that

staff opinions were valued by University of Missouri-Columbia administration. Multiple Disabilities Staff respondents (15%, n = 14) and Single Disability Staff respondents (14%, n = *22)* were significantly less likely than No Disability Staff respondents (25%, *n* = 558) to "agree" that they believed that staff opinions were valued by University of Missouri-Columbia administration.

Seventy-three percent («= 1,873) of Staff respondents "strongly agreed" or "agreed" that they believed that there were clear expectations of their responsibilities. Hourly Staff respondents (18%, *n* = 232) were significantly more likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (15%, *n* = 162) to "strongly agree" that they believed that there were clear expectations of their responsibilities. Women Staff respondents (18%, *n = 290)* were much more likely than and Men Staff respondents (14%, n = 119) to "strongly agree" that they believed that there were clear expectations of their responsibilities. No Religious/Spiritual Identity Staff respondents (14%, n = 107) were significantly more likely than Christian Religious/Spiritual Identity Staff respondents (9%, *n* = 145) to "disagree" that they believed that there were clear expectations of their responsibilities. Multiple Disabilities Staff respondents (12%, *n* = 11) were significantly more likely than No Disability Staff respondents (3%, *n* = 74) and Single Disability Staff respondents (3%, *n* = 5) to "strongly disagree" that they believed that there were clear expectations of their responsibilities.

Only 26% *(n* = 662) of Staff respondents "strongly agreed" or "agreed" there were clear procedures on how they could advance at University of Missouri-Columbia. Hourly Staff respondents (30%, *n* = 385) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (33%, n = 370) to "disagree" that they believed that there were clear procedures on how they could advance at University of Missouri-Columbia. Staff respondents of Color (10%, *n* = 21) were much more likely than Multiracial Staff respondents (4%, *n* = 5) and White Staff respondents (5%, *n* = 105) to "strongly agree" that they believed that there were clear procedures on how they could advance at University of Missouri-Columbia. No Religious/Spiritual Identity Staff respondents (34%, n = 257) and Multiple Religious/Spiritual Identity Staff respondents (39%, n = 39) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (20%, n = 18) and Christian

Religious/Spiritual Identity Staff respondents (29%, *n* = 455), to "disagree" that there were clear procedures on how they could advance at University of Missouri-Columbia. Multiple Disabilities Staff respondents (29%, n = 28) and Single Disability Staff respondents (21%, n = 34) were significantly less likely than No Disability Staff respondents (13%, *n* = 301) to "strongly disagree" that they believed that there were clear procedures on how they could advance at University of Missouri-Columbia.

Thirty-seven percent (n = 947) of Staff respondents "strongly agreed" or "agreed" that they felt positively about their career opportunities at University of Missouri-Columbia. Hourly Staff respondents (27%, *n* = 354) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (31%, *n* = 343) to "agree" that they felt positively about their career opportunities at University of Missouri-Columbia. Staff respondents of Color (10%, *n* = 21) were much more likely than Multiracial Staff respondents (4%, *n* = 5) and White Staff respondents (5%, *n* = 105) to "strongly agree" that they felt positively about their career opportunities at University of Missouri-Columbia. No Religious/Spiritual Identity Staff respondents (27%, *n* = 199) and Multiple Religious/Spiritual Identity Staff respondents (26%, *n* = 26) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (21%, *n* = 19) and Christian Religious/Spiritual Identity Staff respondents (20%, *n* = 303) to "disagree" that they felt positively about their career opportunities at University of Missouri-Columbia. Multiple Disabilities Staff respondents (25%, n = 24) and Single Disability Staff respondents (19%, n = 31) were significantly more likely than No Disability Staff respondents (10%, *n* = 230) to "strongly disagree" that they felt positively about their career opportunities at University of Missouri-Columbia.

Fifty-nine percent (n = 1,518) of Staff respondents "strongly agreed" or "agreed" that they would recommend University of Missouri-Columbia as a good place to work. Women Staff respondents (4%, *ii* = 62) were much less likely than Men Staff respondents (6%, *n* = 55) to "strongly disagree" that they would recommend University of Missouri-Columbia as a good place to work. White Staff respondents (47%, *n* = 996) and Staff respondents of Color (45%, *n* = 101) were much more likely than Multiracial Staff respondents (35%, n = 47) to "agree" that they would recommend University of Missouri-Columbia as a good place to work. Military Staff

respondents (34%, n = 44) were much less likely than Non-Military Staff respondents (46%, n = 1,102) to "agree" that they would recommend University of Missouri-Columbia as a good place to work. No Religious/Spiritual Identity Staff respondents (12%, n = 86) and Multiple Religious/Spiritual Identity Staff respondents (11%, n =11) were significantly less likely than Other Religious/Spiritual Identity Staff respondents (18%, n = 16) and Christian Religious/Spiritual Identity Staff respondents (15%, n = 235), to "strongly agree" that they would recommend University of Missouri-Columbia as a good place to u[7]ork Multiple Disabilities Staff respondents (14%, n = 13) were significantly more likely than No Disability Staff respondents (5%, n = 103) and Single Disability Staff respondents (6%, n = 9) to "strongly disagree" that they would recommend University of Missouri-Columbia as a good place to work.

Fifty-nine percent (n = 1,516) of Staff respondents "strongly agreed" or "agreed" that they had job security. Heterosexual Staff respondents (46%, n = 1,040) were significantly more likely than LGBQ Staff respondents (38%, n = 69) to "agree" that they had job security. Multiple Disabilities Staff respondents (13%, n = 13) and Single Disability Staff respondents (13%, n = 21) were significantly more likely than No Disability Staff respondents (4%, n = 102) to "strongly disagree" that they had job security.

Table 46. **Staff respondents' Perceptions of Workplace Climate**

Perception	Stroiugly agi•ee %		Agree % n		Neitltier agree nor disag;ree H %		Disag;ree n %		Stroiugly disajjree n %	
Staff opinions are valued on University of Missouri-Columbia committees.	*tt*									
	[ ]	4.7	719	28.1	1,001	39.1	475	18.6	245	9.6
Sexual Identity[clxxxiv]										
Heterosexual	120 107	4.8	652	29.1	884	39.5	404	18.1	190	8.5
LGBQ	10	5.4	43	23.4	63	34.2	43	23.4	25	13.6
Religious/Spiritual Identity[0l*™*]										
Christian Religious/Spiritual Identity	80	5.2	463	29.9	600	38.8	285	18.4	120	7.8
Other Religious/Spiritual Identity	6	6.9	24	27.6	32	36.8	16	18.4	9	10.3
No Religious/Spiritual Identity	30	4.0	198	26.6	284	38.2	137	18.4	94	12.7
Multiple Religious/Spiritual Identity	<5	–	21	21.0	47	47.0	20	20.0	9	9.0
Disability status[cLxxxn]										
No Disability	111	4.9	657	28.8	896	39.3	416	18.3	199	8.7
Single Disability	<5	–	40	24.5	69	42.3	36	22.1	15	9.2
Multiple Disabilities	6	6.4	18	19.1	25	26.6	18	19.1	27	28.7

Table 4. **Staff respondents' Perceptions of** o r a c e l a t e

Perception	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree H	Neither agree nor disagree %	Disagree ii	Disagree %	Strongly disagree a	Strongly disagree %
Staff opinions are valued by University of Missouri-Columbia faculty.	**107**	**4.2**	**509**	**19.8**	**965**	**37.6**	*626*	**24.4**	**358**	**14.0**
Religious/Spiritual Identity[clxxxTM]										
Christian Religious/Spiritual Identity	66	4.3	338	21.8	590	38.1	371	23.9	185	11.9
Other Religious/Spiritual Identity	7	7.9	15	16.9	40	44.9	16	18.0	11	12.4
No Religious/Spiritual Identity	28	3.8	137	18.4	265	35.6	188	25.3	126	16.9
Multiple Religious/Spiritual Identity	<5	–	11	11.1	35	35.4	32	32.3	17	17.2
Disability status[01TMTM]										
No Disability	102	4.5	471	20.6	866	37.9	549	24.0	297	13.0
Single Disability	<5	–	26	16.0	57	35.2	49	30.2	29	17.9
Multiple Disabilities	<5	–	11	11.6	33	34.7	20	21.1	27	28.4
Staff opinions are valued by University of Missouri-Columbia administration.	**117**	**4.6**	**598**	**23.4**	**824**	**32.3**	**630**	**24.7**	**384**	**15.0**
Sexual Identity[0^TM]										
Heterosexual	105	4.7	542	24.3	732	32.8	553	24.8	301	13.5
LGBQ	8	4.4	34	18.7	52	28.6	48	26.4	40	22.0
Religious/Spiritual Identity[TM]										
Christian Religious/Spiritual Identity	74	4.8	402	26.1	505	32.8	372	24.2	185	12.0
Other Religious/Spiritual Identity	7	7.9	21	23.6	32	36.0	18	20.2	11	12.4
No Religious/Spiritual Identity	31	4.2	147	19.7	225	30.2	190	25.5	152	20.4
Multiple Religious/Spiritual Identity	<5	–	16	16.3	35	35.7	27	27.6	17	17.3
Disability status[TM1]										
No Disability	110	4.8	558	24.5	732	32.2	559	24.6	315	13.9
Single Disability	<5	–	22	13.8	55	34.4	48	30.0	34	21.3
Multiple Disabilities	6	6.3	14	14.7	26	27.4	19	20.0	30	31.6
There are clear expectations of my responsibilities.	**415**	**16.2**	**1,458**	**57.1**	**302**	**11.8**	**289**	**11.3**	**91**	**3.6**
Staff status[TM]										
Hourly	232	18.0	704	54.5	169	13.1	145	11.2	42	3.3
Salaried Staff Admin, w/o Fac. Rank	162	14.7	664	60.4	106	9.6	122	11.1	46	4.2
Gender Identity[TM*]										
Men	119	14.0	497	58.7	117	13.8	82	9.7	32	3.8
Women	290	17.6	936	56.9	173	10.5	189	11.5	56	3.4
Religious/Spiritual Identity[TM"]										
No Religious/Spiritual Identity	121	16.3	406	54.6	82	11.0	107	14.4	28	3.8
Christian Religious/Spiritual Identity	249	16.2	903	58.6	189	12.3	145	9.4	55	3.6
Disability status[TMv]										
No Disability	378	16.6	1,323	58.2	255	11.2	245	10.8	74	3.3
Single Disability	24	14.9	82	50.9	23	14.3	27	16.8	5	3.1
Multiple Disabilities	11	11.6	48	50.5	12	12.6	13	13.7	11	11.6
There are clear procedures on how I can advance at University of Missouri-Columbia.	**135**	**5.2**	**527**	**20.5**	**743**	**28.9**	**803**	**31.2**	**365**	**14.2**
Staff status[TM"]										
Hourly	81	6.2	277	21.3	388	29.8	385	29.6	169	13.0
Salaried Staff Admin, w/o Fac. Rank	43	3.9	222	20.0	299	27.0	370	33.4	175	15.8
Racial Identity[TMTM]										

Table 4. Staff espondents' Perceptions of l a e i t

Perception	Stro ugly ag ree n	%	Agrieg «	%	Neitltier agree nor disagree H	%	Disa;;ree «	%	Stroiugly disa;jree tt	%
White	105	4.9	441	20.8	624	29.4	667	31.4	288	13.6
People of Color	21	9.5	55	24.8	58	26.1	53	23.9	35	15.8
Multiracial	5	3.8	20	15.2	33	25.0	48	36.4	26	19.7
Religious/ Spiritual Identity[0*0™]										
Christian Religious/Spiritual Identity	88	5.7	339	21.9	483	31.2	455	29.4	184	11.9
Other Religious/Spiritual Identity	5	5.6	21	23.6	29	32.6	18	20.2	16	18.0
No Religious/Spiritual Identity	33	4.4	136	18.2	185	24.7	257	34.4	137	18.3
Multiple Religious/Spiritual Identity	<5	–	17	16.8	29	28.7	39	38.6	12	11.9
Disability status[™™]										
No Disability	132	5.8	481	21.0	659	28.8	715	31.3	301	13.2
Single Disability	<5	–	32	19.5	46	28.0	50	30.5	34	20.7
Multiple Disabilities	<5	–	12	12.4	28	28.9	28	28.9	28	28.9
Positive about my career opportunities at University of Missouri-Col umbia.	**205**	**8.0**	**742**	**28.8**	**763**	**29.7**	**577**	**22.4**	**286**	**11.1**
Staff status[™]										
Hourly	117	8.7	354	27.2	409	31.4	277	21.3	150	11.5
Salaried StaffAdmin, w/o Fac. Rank	77	7.0	343	31.0	302	27.3	259	23.4	126	11.4
Racial Identity[™]										
White	168	7.9	625	29.4	631	29.7	492	23.2	209	9.8
People ofColor	23	10.3	76	33.9	63	28.1	28	12.5	34	15.2
Multiracial	10	7.6	32	24.2	31	23.5	33	25.0	26	19.7
Religious/Spiritual Identity[ö01]										
Christian Religious/Spiritual Identity	134	8.7	483	31.2	482	31.1	303	19.6	147	9.5
Other Religious/Spiritual Identity	9	10.0	27	30.0	26	28.9	19	**21.1**	9	10.0
No Religious/Spiritual Identity	53	7.1	185	24.7	204	27.2	199	26.6	108	14.4
Multiple Religious/Spiritual Identity	5	5.0	33	32.7	28	27.7	26	25.7	9	8.9
Disability status[™]										
No Disability	194	8.5	687	30.0	673	29.4	505	22.1	230	10.0
Single Disability	6	3.7	34	20.9	53	32.5	39	23.9	31	19.0
Multiple Disabilities	<5	–	17	17.5	27	27.8	25	25.8	24	24.7
I would recommend University of Missouri-Columbia as a good place to work.	**352**	**13.6**	**1,166**	**45.2**	**694**	**26.9**	**243**	**9.4**	**127**	**4.9**
Gender Identity[™*]										
Men	121	14.2	368	43.0	231	27.0	80	9.4	55	6.4
Women	227	13.7	776	46.7	441	26.5	157	9.4	62	3.7
Racial Identity"[1]										
White	302	14.2	996	46.7	557	26.1	191	9.0	86	4.0
People ofColor	29	13.0	101	45.3	57	25.6	17	7.6	19	8.5
Multiracial	18	13.5	47	35.3	39	29.3	16	12.0	13	9.8
Military status[™]										
Military	24	18.5	44	33.8	34	26.2	19	14.6	9	6.9
Non-Military	320	13.4	1,102	46.0	640	26.7	217	9.1	115	4.8
Religious/Spiritual Identity[00™]										
Christian Religious/Spiritual Identity	235	15.1	730	46.9	395	25.4	129	8.3	66	4.2
Other Religious/Spiritual Identity	16	17.8	34	37.8	30	33.3	7	7.8	<5	–
No Religious/Spiritual Identity	86	11.5	324	43.1	208	27.7	87	11.6	46	6.1
Multiple Religious/Spiritual Identity	11	10.9	51	50.5	30	29.7	6	5.9	<5	–

Table 4. Staff respondents' Perceptions of workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	H	*%*	*n*	*%*	*n*	*%*
Disability status										
No Disability	326	14.2	1,052	45.7	612	26.6	208	9.0	103	4.5
Single Disability	16	9.8	71	43.6	51	31.3	16	9.8	9	5.5
Multiple Disabilities	9	9.6	34	36.2	23	24.5	15	16.0	13	13.8
I have job security.	**351**	**13.6**	**1,165**	**45.1**	**587**	**22.7**	**340**	**13.2**	**138**	**5.3**
Sexual Identity										
Heterosexual	309	13.7	1,040	46.1	501	22.2	291	12.9	116	5.1
LGBQ	34	18.5	69	37.5	37	20.1	29	15.8	15	8.2
Disability status										
No Disability	324	14.1	1,053	45.9	520	22.6	297	12.9	102	4.4
Single Disability	17	10.4	68	41.5	30	18.3	28	17.1	21	12.8
Multiple Disabilities	10	10.3	38	39.2	26	26.8	10	10.3	13	13.4

Note: Table reports only Staff responses (n = 2.601).

Five hundred fifty Staff respondents elaborated on their' sense of value, benefits, pay, professional development, and leave. The four themes that emerged were: (1) reflections on leadership, (2) salaries concerns, (3) concerns related to how[7] family systems are treated, supported and or respected, and (4) challenges with career advancement.

Lack of Support For Family-Related Leave — Respondents who elaborated on forms of employee support and benefits that involve their family members cited challenges with child care, maternity leave, paternity leave and FMLA in other contexts. Regarding child care, many respondents stated, 'Tin not sure what childcare benefits we're talking about" or something to that end. Others asserted, "Childcare again," "Childcare benefits are non-existent" and "What Childcare benefits are you speaking of???" Other respondents addressed maternity and paternity leave. One respondent noted, "The policy for paternal and maternal leave should be the same. Restricting men to 12 days of then sick time to take leave for the birth of a child is sexist and discriminatory." Another respondent shared, "The lack of paid maternity/paternity leave has to change, so people do not feel burdened from wanting to spend time with their' family during such an important time in their lives. There should be a minimum of 12 weeks maternity and two weeks of paternity." Other respondents reported challenges with using FMLA. One respondent explained, "FMLA is not fair across MU Campus. Business Manager...had a problem with me using FMLA...I was basically forced to quit my job, lost my years of service, and had to come

back and start over!" The respondent further suggested that the inequities were made more apparent when they sought to use FMLA for a sick dependent family member. Another respondent noted, "When my wife was diagnosed with [a serious illness] HR would not till out FMLA forms and told me to use vacation."[1] Respondents who elaborated 011 family related leave and support presented feelings reflecting lack of support.

Leadership Changes & Impacts — Respondents who elaborated 011 then experiences of opporunities and support at University of Missouri-Columbia provided feedback 011 campus leadership. In particular, respondents elaborated 011 how leadership changes have impacted them. One respondent noted, "For the first time at MU, I do not feel supported by my supervisor and do not feel secure in my job. I did not feel this way in my previous office before the top administrators left MU." Another respondent explained, "This used to be a great place to work, over the past few years the decline has been rapid. I know we are supposed to be sUipid but it's lousy management that has put our University where it is today. Until higher management changes are made we are 111 serious trouble." Another respondent elaborated, "Hie paucity of 'permanent' hires in senior positions, and the subsequent leadership void it has produced, has contributed to u[7]hat many MU staff members have described to me as an acute lack of confidence in the university's short to mid-range prospects." Other narratives about the impacts of changes 111 leadership included, "Staff morale is at an all-time low," leaders causing "vast amount of undue stress" and "a great deal of mistrust." One respondent reflected on leadership and a recent initiative, Grow, "Poor leadership and lack of support are now being replaced with GROW - a program where I interact with a web site and management still has 110 responsibility or accountability for leadership." Respondents who elaborated 011 leadership expressed concerns for themselves and the direction of the institution.

Inadequate Compensation — Respondents who elaborated on compensation noted "salaries are not competitive." Some respondents compared themselves to others in higher education. One respondent shared, "Salaries are low for the area (Columbia) and higher Ed. in general." Another respondent added, "Staff salaries are not valued as faculty salaries are and it causes staff to be discouraged and frustrated." Other respondents noted specific areas where their perceived salaries to inadequate. One respondent noted, "Pay in my department is low so staff move 011 to other departments." Another respondent expressed, "The salary of our part time workers 111 the

Concert Series is not competitive." Elaborating on the perceived competitiveness of compensation, one respondent noted, "Salaries are so uncompetitive it's a shame and very difficult to keep good people here." Another respondent added, "Competitive salaries? Not hardly." Other respondents reported inequities. For example, one respondent noted, "As for salary- we did not get a pay increase this year when the staff at the hospital did for the same position and same work, it was not fair." Another respondent explained, "I am a woman and am paid $20,000 a year less than my male counterpart hi my department. We have the same job title and similar responsibilities." Respondents who elaborated oil pay and salaries described them as insufficient.

Challenges With Advancement & Professional Development — Staff respondents who elaborated on their opportunities for advancement and professional development described a lack these opportunities. The sentiment that "There is no Opportunities to advance hi my job" was echoed by other respondents. For example, other respondents shared, "There are little to 110 opportunities to advance in my area, unless I leave my department" and "I cannot advance in my current position unless I move departments or leave the university entirely." Other respondents noted gaps hi understanding of how to advance. One respondent shared, "The path to career advancement has never been made clear to me." Another respondent noted, "The performance metrics have changed from year to year and have never been clearly set." Regarding professional development and training, one respondent explained, "Only the 'higher ups' are given the opportunity to attend training/professional developments." Other respondents noted challenges in seeking these opportunities. For example, one respondent reported, "There are many training opportunities but my department is short staffed and I feel guilty wanting (and ultimately I do not go) to go the training." Another respondent noted, "I gave up 011 trying to get additional computer training within campus computing. The last time I checked, I would have had to pay $80 per course." One respondent perceived a lack of support based 011 their age, "I believe that because I am an older employee, I am overlooked for professional development opportunities." Finally, one respondent noted, "I would like more choice, input, and opportiunities hi the area of professional development." Respondents who elaborated on their opportunities for advancement and professional development expressed discontentment with the current opportunities and practices hi place.

Question 106 on the survey queried Staff respondents about the degree to which they felt valued at University of Missouri-Columbia. Frequencies and significant differences based oil staff status (Hourly or Salaried Staff/Senior Administrator without Faculty Rank respondents), gender identity, racial identity,[87] age, sexual identity, disability status, citizenship status, military status, religious/spiritual identity, and first-generation and low-income status are provided hi Tables 47 through 49.[88]

Eighty-two percent (n = 2,124) of Staff respondents "strongly agreed"[1] or "agreed" that they felt valued by coworkers in their department (Table 47). Women Staff respondents (8%, n = 125) were much more likely than Men Staff respondents (4%, n = 34) to "disagree" that they felt valued by coworkers in their department. Staff respondents ofColor (28%, ii = 64) were less likely than White Staff respondents (35%, n = 748) and Multiracial Staff respondents (33%, n = 44) to "strongly agree" that they felt valued by coworkers in their department. No Disability Staff respondents (1%, n = 28) were significantly less likely than Multiple Disabilities Staff respondents (7%, n = 7) and Single Disability Staff respondents (5%, n = 8) to "strongly disagree" that they felt valued by coworkers in their department.

Sixty-nine percent (n = 1,779) of Staff respondents "strongly agreed" or "agreed" that they felt valued by coworkers outside of their department. Hourly Staff respondents (47%, n = 605) were significantly less likely than Salaried StaffSenior Administrator without Faculty Rank respondents (51%, n = 564) to "agree" that they felt valued by coworkers outside of their department. Women Staff respondents (20%, n = 330) were significantly less likely than Men Staff respondents (24%, n = 208) to "strongly agree" that they felt valued by coworkers outside of their department. Staff respondents ofColor (3%, n = 6) were much more likely than White

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[87]The LCST proposed six collapsed racial identity categories (White. African/Black/African American, Asian/Asian American, Hispanic/Latm@/Chican@,, Other People of Color, and Multiracial), Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander, American Indian/Native, Alaskan Native. Middle Eastern, and Southwest Asian. For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, African/Black/African American. Hispanic,Tathio/Chicano, and Other People of Color were collapsed into one category named People of Color.

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

Staff respondents (1%, n = 16) to "strongly disagree" that they felt valued by coworkers outside oftheir' department. Heterosexual Staff respondents (6%, n = 125) were significantly less likely than LGBQ Staff respondents (14%, n = 25) to "disagree" that they felt valued by coworkers outside oftheir department. Christian Religious/Spiritual Identity Staff respondents (24%, n = 363) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (19%, n = 17), No Religious/Spiritual Identity Staff respondents (18%, n = 134) and Multiple Religious/Spiritual Identity Staff respondents (18%, n = 18) to "strongly agree" that they felt valued by coworkers outside of their department. No Disability Staff respondents (48%, n = 1,009) and Single Disability Staff respondents (55%, n = 89) were significantly more likely than Multiple Disabilities Staff respondents (39%, n = 38) to "agree" that they felt valued by coworkers outside of their' department.

Seventy-six percent (» = 1,941) of Staff respondents "strongly agreed" or "agreed" that they felt valued by their supervisors/managers. Multiracial Staff respondents (26%, n = 34) were much less likely than Staff respondents ofColor (39%, n = 86) and White Staff respondents (39%, n = 818) to "agree" that they felt valued by then supervisors/managers. Non-Military Staff respondents (38%, n = 915) were significantly more likely than Military Staff respondents (28%, n = 36) to "strongly agree" that they felt valued by their supervisors/managers. No Disability Staff respondents (7%, n = 160) were significantly less likely than Multiple Disabilities Staff respondents (18%, n = 17) and Single Disability Staff respondents (15%, n = 24) to "disagree" that they felt valued by their supervisors/managers.

Foity-eight percent (n = 1,222) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia students. Women Staff respondents (6%, n = 103) were significantly less likely than Men Staff respondents (9%, n = 74) to "disagree" that they felt valued by University of Missouri-Columbia students. No Religious/Spiritual Identity Staff respondents (4%, n = 28) and Christian Religious/Spiritual Identity Staff respondents (2%, n = 25) were significantly more likely than fewer than five Other Religious/Spiritual Identity Staff respondents and none of Multiple Religious/Spiritual Identity Staff respondents to "strongly disagree" that they felt valued by University of Missouri-Columbia students. No Disability Staff respondents (2%, n = 48) were significantly less likely than Multiple Disabilities Staff

respondents (6%, n = 6) and Single Disability Staff respondents (5%, n = 8) to "strongly disagree" that they felt valued by University of Missouri-Go ltinib la students.

Less than half. 44% (n = 1,126) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia faculty. Christian Religious/Spiritual Identity Staff respondents (36%, n = 549) were significantly more likely than No Religious/Spiritual Identity Staff respondents (31%, *n* = 233), Other Religious/Spiritual Identity Staff respondents (26%, *n* = 23) and Multiple Religious/Spiritual Identity Staff respondents (30%, n = 30) to "agree" that they felt valued by University of Missouri-Columbia faculty. Multiple Disabilities Staff respondents (13%, *n* = 12) were significantly more likely than No Disability Staff respondents (3%, *n* = 76) and Single Disability Staff respondents (7%, *n* = 11) to "strongly disagree" that they felt valued by University of Missouri-Columbia faculty.

Twenty-eight percent (n = 724) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia senior administrators (e.g., chancellor, dean, vice chancellor, provost). Hourly Staff respondents (18%, n = 227) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (23%, *n* = 254) to "agree" that they felt valued by University of Missouri-Columbia senior administrators. Women Staff respondents (19%, *n* = 307) were significantly less likely than Men Staff respondents (24%, *n* = 201) to "agree" that they felt valued by University of Missouri-Columbia senior administrators. Wliite Staff/Senior Administrator without Faculty respondents (10%, n = 214) and Staff respondents of Color (11%, *n* = 25) were significantly less likely than Multiracial Staff respondents (20%, *n* = 26) to "strongly disagree" that they felt valued by University of Missouri-Columbia senior administrators. Heterosexual Staff respondents (9%, n = 194) were significantly more likely than LGBQ Staff respondents (4%, n = 8) to "strongly agree" that they felt valued by University of Missouri-Columbia senior administrators. Christian Religious/Spiritual Identity Staff respondents (10%, n = 150) and Multiple Religious/Spiritual Identity Staff respondents (7%, ii = 7) were significantly more likely than No Religious/Spiritual Identity Staff respondents (6%, *ii* = 43) and Other Religious/Spiritual Identity Staff respondents (6%, *n* = 5) to "strongly agree" that they felt valued by University of Missouri-Columbia senior administrators. Multiple Disabilities Staff respondents (5%, *n* = 5) and Single Disability Staff respondents (3%, *n* = 5)

were significantly less likely than No Disability Staff respondents (9%, *n* = 198) to "strongly agree" that they felt valued by University of Missouri-Columbia senior administrators.

Thirty-nine percent (n = 975) of Staff respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia administrators (e.g., dean, department chair). Hourly Staff respondents (9%, » = 118) were significantly less likely than Salaried Staff Senior Administrator without Faculty Rank respondents (12%, n = 130) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators. Heterosexual Staff respondents (12%, *n* = 256) were significantly more likely than LGBQ Staff respondents (5%, *n* = 9) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators. Christian Religious/Spiritual Identity Staff respondents (13%, n = 194) and Other Religious/Spiritual Identity Staff respondents (13%, n =11) were significantly more likely than No Religious/Spiritual Identity Staff respondents (8%, *n* = 56) and Multiple Religious/Spiritual Identity Staff respondents (9%, n = 9) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators. Multiple Disabilities Staff respondents (7%, *n* = 7) and Single Disability Staff respondents (5%, n = 8) were significantly less likely than No Disability Staff respondents (11%, n = 257) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators.

Table 47. **Staff Respondents' Feelings of Value**

Feelings of value	Strougly agtee *tt*	%	Agr.ee *n*	%	Neitltier agree nor disag;ree *tt*	%	Disa;jree *n*	%	Stroi>giy disa jjree *n*	%
I feel valued by coworkers iu my department.	874	33.8	1,250	48.3	254	9.8	165	6.4	43	1.7
Gender Identity[00*1]										
Men	308	36.0	405	47.3	94	11.0	34	4.0	15	1.8
Women	551	33.1	809	48.6	152	9.1	125	7.5	28	1.7
Racial Identity"[3TM]										
White	748	35.0	1,040	48.7	190	8.9	130	6.1	27	1.3
People of Color	64	28.4	102	45.3	37	16.4	12	5.3	10	4.4
Multiracial	44	33.1	57	42.9	18	13.5	11	8.3	<5	–
Disability status[00TM]										
No Disability	796	34.6	1,120	48.7	223	9.7	135	5.9	28	1.2
Single Disability	52	31.7	73	44.5	17	10.4	14	8.5	8	4.9
Multiple Disabilities	22	22.7	47	48.5	11	11.3	10	10.3	7	7.2
I feel valued by coworkers outside iny department.	543	21.1	1,236	48.0	603	23.4	163	6.3	28	1.1
Staff status[ccxiv]										

*Table 4*7. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agree		Agi"ee		Neitltier agree • 01' disag;ree		Disa;2 ree		Stioiugly disa;I ree	
	n	%	n	%	n	%	n	%	n	%
Hourly	256	19.7	605	46.6	339	26.1	85	6.5	14	1.1
Salaried Staff?Admin, w/o Fac. Rank	245	22.1	564	50.8	228	20.5	61	5.5	13	1.2
Gender Identity[ccxv]										
Men	208	24.4	380	44.5	199	23.3	52	6.1	14	1.6
Women	330	19.9	826	49.9	382	23.1	103	6.2	14	0.8
Racial Identity™										
White	646	21.9	1,042	49.1	471	22.2	129	6.1	16	0.8
People ofColor	45	20.0	99	44.0	63	28.0	12	5.3	6	2.7
Multiracial	25	18.8	58	43.6	37	27.8	11	8.3	<5	–
Sexual Identity[00]*™										
Heterosexual	494	21.9	1,094	48.6	513	22.8	125	5.6	25	1.1
LGBQ	31	17.1	75	41.4	50	27.6	25	13.8	0	0.0
Religious/Spiritual Identity[00]*™[1]										
Christian Religious/Spiritual Identity	363	23.5	778	50.3	313	20.2	79	5.1	13	0.8
Other Religious/Spiritual Identity	17	18.7	40	44.0	25	27.5	8	8.8	<5	–
No Religious/Spiritual Identity	134	17.9	334	44.7	204	27.3	63	8.4	12	1.6
Multiple Religious/Spiritual Identity	18	17.6	42	41.2	36	35.3	6	5.9	0	0.0
Disability status[0]™*										
No Disability	502	21.9	1,099	48.0	535	23.4	134	5.9	19	0.8
Single Disability	23	14.1	89	54.6	35	21.5	13	8.0	<5	–
Multiple Disabilities	15	15.5	38	39.2	26	26.8	13	13.4	5	5.2
I feel valued by my supervisor/manager.	**968**	**37.7**	**973**	**37.8**	**306**	**11.9**	**205**	**8.0**	**119**	**4.6**
Racial Identity[0]™										
White	824	38.8	818	38.5	229	10.8	167	7.9	85	4.0
People ofColor	73	32.7	86	38.6	31	13.9	14	6.3	19	8.5
Multiracial	48	36.4	34	25.8	26	19.7	14	10.6	10	7.6
Military status[00]**[1]										
Military	36	27.5	57	43.5	24	18.3	10	7.6	<5	–
Non-Military	915	38.4	891	37.4	275	11.5	189	7.9	111	4.7
Disability status[00]*™										
No Disability	883	38.6	875	38.3	274	12.0	160	7.0	95	4.2
Single Disability	55	33.7	59	36.2	14	8.6	24	14.7	11	6.7
Multiple Disabilities	26	26.8	30	30.9	12	12.4	17	17.5	12	12.4
I feel valued by University of Missouri-Col umbia students.	**421**	**16.5**	**801**	**31.4**	**1,083**	**42.5**	**183**	**7.2**	**63**	**2.5**
Gender Identity™[†1]										
Men	141	16.6	253	29.8	347	40.9	74	8.7	33	3.9
Women	274	16.7	532	32.4	704	42.9	103	6.3	28	1.7
Religious/ Spiritual Identity[00]**"*										
Christian Religious/Spiritual Identity	271	17.6	501	32.5	648	42.1	96	6.2	25	1.6
Other Religious/Spiritual Identity	18	20.5	28	31.8	30	34.1	8	9.1	<5	–
No Religious/Spiritual Identity	98	13.3	215	29.1	331	44.9	66	8.9	28	3.8
Multiple Religious/Spiritual Identity	22	21.8	31	30.7	42	41.6	6	5.9	0	0.0
Disability status[00]**[1]'										
No Disability	383	16.9	728	32.1	952	41.9	159	7.0	48	2.1
Single Disability	24	14.7	40	24.5	77	47.2	14	8.6	8	4.9
Multiple Disabilities	13	13.5	26	27.1	43	44.8	8	8.3	6	6.3
I feel valued by University of Missouri-Col umbia faculty.	**269**	**10.5**	**857**	**33.5**	**988**	**38.7**	**342**	**13.4**	**100**	**3.9**

Table 4 7. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agiree n	%	Agr.ee n	%	Neitller agree nor disagree n	%	Disaj;ree n	%	Strougly disa;5 ree n	%
Religious/Spiritual Identity[0™1]										
Christian Religious/Spirinial Identity	173	11.2	549	35.7	584	37.9	186	12.1	47	3.1
Other Religious/Spiritual Identity	7	8.0	23	26.1	36	40.9	16	18.2	6	6.8
No Religious/Spirinial Identity	71	9.5	233	31.3	292	39.2	110	14.8	39	5.2
Multiple Religious/Spirinial Identity	10	10.1	30	30.3	41	41.4	17	17.2	<5	–
Disability status™™										
No Disability	245	10.8	780	34.3	879	38.6	297	13.0	76	3.3
Single Disability	14	8.8	48	30.0	59	36.9	28	17.5	11	6.9
Multiple Disabilities	7	7.4	23	24.2	40	42.1	13	13.7	12	12.6
I feel valued by University of Missouri-Columbia senior administrators (e.g., chancellor, dean, lice chancellor, provost).	**210**	**8.2**	**514**	**20.1**	**1,057**	**41.2**	**495**	**19.3**	**287**	**11.2**
Staff status™™™										
Hourly	95	7.3	227	17.5	573	44.2	254	19.6	148	11.4
Salaried Staff Admin. w/oFac. Rank	90	8.2	254	23.0	428	38.8	213	19.3	119	10.8
Gender Identity"™										
Men	81	9.5	201	23.6	304	35.8	156	18.4	108	12.7
Women	126	7.6	307	18.6	727	44.1	327	19.8	163	9.9
Racial identity"[5]™										
White	174	8.2	434	20.5	867	40.9	430	20.3	214	10.1
People ofColor	25	11.3	42	18.9	99	44.6	31	14.0	25	11.3
Multiracial	9	6.8	20	15.2	56	42.4	21	15.9	26	19.7
Sexual Identity"™										
Heterosexual	194	8.6	463	20.6	941	41.9	414	18.4	234	10.4
LGBQ	8	4.4	29	16.0	68	37.6	53	29.3	23	12.7
Religious/Spiritual Identity[00*3™1]										
Christian Religious/Spiiinial Identity	150	9.7	336	21.8	658	42.7	264	17.1	134	8.7
Other Religious/Spiritual Identity	5	5.6	14	15.7	37	41.6	18	20.2	15	16.9
No Religious/Spiritual Identity	43	5.8	132	17.7	285	38.2	177	23.7	109	14.6
Multiple Religious/Spiiinial Identity	7	7.0	19	19.0	46	46.0	18	18.0	10	10.0
Disability stanis"™™										
No Disability	198	8.7	478	21.0	937	41.1	435	19.1	233	10.2
Single Disability	5	3.1	20	12.3	71	43.8	42	25.9	24	14.8
Multiple Disabilities	5	5.2	14	14.4	38	39.2	14	14.4	26	26.8
I feel valued by University of Missouri-Col umbia administrators (e.g., dean, department chair).	**274**	**10.8**	**701**	**27.6**	**927**	**36.5**	**417**	**16.4**	**222**	**8.7**
Staff status"™™										
Hourly	118	9.2	311	24.2	522	40.6	220	17.1	116	9.0
Salaried Staff Admin, w/o Fac. Rank	130	11.9	349	31.9	348	31.8	176	16.1	90	8.2
Sexual Identity"™"										
Heterosexual	256	11.5	621	27.9	826	37.1	345	15.5	179	8.0
LGBQ	9	5.1	53	29.8	54	30.3	41	23.0	21	11.8
Religious/Spiritual Identity[0030™]										
Christian Religious/Spiiinial Identity	194	12.7	442	28.9	579	37.9	202	13.2	110	7.2
Other Religious/Spiritual Identity	11	12.5	22	25.0	26	29.5	14	15.9	15	17.0
No Religious/Spirinial Identity	56	7.5	202	27.2	250	33.7	157	21.2	77	10.4
Multiple Religious/Spiiinial Identity	9	9.3	18	18.6	38	39.2	24	24.7	8	8.2

Table 4 7. **Staff Respondents' Feelings of Value**

Feelings of value	Strongly agifee n	%	Agriee n	%	Neitltier agree • 01' disag;ree n	%	Disa;gree n	%	Strongly disa;gree n	%
Disability status™™										
No Disability	257	11.4	645	28.5	821	36.3	360	15.9	177	7.8
Single Disability	8	4.9	32	19.6	65	39.9	37	22.7	21	12.9
Multiple Disabilities	7	7.3	19	19.8	33	34.4	16	16.7	21	21.9

Note: Table reports only Staff responses (n = 2.601).

Table 48 depicts Staff respondents' attitudes about certain aspects of the climate in their departments/programs and at University of Missouri-Columbia. Subsequent analyses were conducted to identify significant differences in responses by staff status, gender identity, racial identity, sexual identity, age, religious/spiritual identity, citizenship status, military status, and disability status; only significant differences are reported.

Nineteen percent (n = 476) of Staff respondents "strongly agreed" or "agreed" that coworkers pre-judged their abilities based on their perceptions of their identity/background. Non-U. S. Citizen Staff respondents (21%, n = 33) were significantly more likely than U.S. Citizen Staff respondents (14%, *n* = 343) to "agree" that coworkers hi their work units pre-judged their abilities based on their perceptions of their identity/background. White Staff/Senior Administrator without Faculty respondents (3%, n = 72) were significantly less likely than Multiracial Staff respondents(5%, *n* = 7) and Staff respondents of Color (8%, *n* = 17) to "strongly agree" that coworkers in their u[7]ork units pre-judged their abilities based on their perceptions of their identity/background. Heterosexual Staff respondents (3%, *n* = 75)u[7]ere significantly less likely than LGBQ Staff respondents (7%, *n* = 13) to "strongly agree" that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Multiple Disabilities Staff respondents (13%, n = 12) were significantly more likely than No Disability Staff respondents (3%, n = 77) and Single Disability Staff respondents (4%, n = 6) to "strongly agree" that coworkers hi their work units pre-judged their abilities based on their perceptions of their identity/background.

Seventeen percent (n = 443) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers pre-judged their abilities based on their perception of their

identity/background. Hourly Staff respondents (26%. n = 338) were significantly less likely than Salaried Staff respondents (21%, n = 230) to "neither agree nor disagree" that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Non-U.S. Citizen Staff respondents (8%, n = 12) were significantly more likely than U.S. Citizen Staff respondents (4%, n = 93) to "strongly agree" that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Staff respondents of Color (9%, n = 20) were significantly more likely than Multiracial Staff respondents (5%, n = 7) and White Staff/Senior Administrator without Faculty respondents (4%, n = 76) to "strongly agree" that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Multiple Disabilities Staff respondents (14%, n = 13) were significantly more likely than No Disability Staff respondents (4%, ti = 84) and Single Disability Staff respondents (4%, n = 6) to "strongly agree" that their supervisors/managers pre-judged their abilities based on their perception of their identity/background.

Eighteen percent ($«$ = 451) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their' abilities based on their perception of their identity/background. Transspectrum Staff respondents (22%, n = 5) were significantly more likely than Men Staff respondents (14%, n= 117) and WomenStaff respondents (14%, n = 226) to "agree" that faculty prejudged their abilities based on their perception of their identity/background. White Staff respondents (29%, n = 610) were significantly more likely than Multiracial Staff/Senior Administrator without Faculty Rank respondents (22%, n = 29) and Staff Senior Administrator without Faculty Rank respondents of Color (21%, n = 46) to "disagree" that faculty pre-judged their abilities based on their perception of their identity/background. Heterosexual Staff respondents (3%, n = 75) were significantly less likely than LGBQ Staff respondents (7%, n = 12) to "strongly agree" that faculty prejudged their abilities based on their perception of their identity/background. Multiple Disabilities Staff respondents (14%, n = 13) were significantly more likely than No Disability Staff respondents (3%, n = 73) and Single Disability Staff respondents (4%, n = 7) to "strongly agree" that faculty prejudged their abilities based on their perception of their identity/background.

Table 4. Staff Respondents' Perception of Climate

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I think that coworkers prejudge my abilities based on their perception of my identity/background.	**97**	**3.8**	**379**	**14.8**	**666**	**26.0**	**926**	**36.2**	**489**	**19.1**
Citizenship status™"*										
Nou-U.S. Citizen/Naturalized	10	6.5	33	21.3	*49*	31.6	43	27.7	20	12.9
U.S. Citizen	87	3.6	343	14.4	613	25.7	876	36.7	466	19.5
Racial identity™^										
White	72	3.4	289	13.7	543	25.7	792	37.5	416	19.7
People of Color	17	7.7	49	22.1	33	24.8	66	29.7	28	12.6
Multiracial	7	5.3	23	17.3	62	27.9	47	35.3	23	17.3
Sexual Identity[0]^										
Heterosexual	75	3.4	326	14.6	564	25.2	838	37.4	435	19.4
LGBQ	13	7.2	34	18.9	45	25.0	54	30.0	34	18.9
Disability status^[1]										
No Disability	77	3.4	333	14.6	575	25.2	843	37.0	452	19.8
Single Disability	6	3.7	27	16.7	53	32.7	50	30.9	26	16.0
Multiple Disabilities	12	12.9	16	17.2	26	28.0	28	30.1	11	11.8
I think that iny supervisor/manager prejudges my abilities based ou their perception of my identity/background.	**105**	**4.1**	**338**	**13.2**	**603**	**23.5**	**931**	**36.3**	**588**	**22.9**
Staff status"**										
Hourly	50	3.8	167	12.9	338	26.0	463	35.6	281	21.6
Salaried Staff/Admin, w/o Fac. Rank	46	4.2	146	13.2	230	20.9	409	37.1	272	24.7
Citizenship status"^										
Nou-U.S. Citizen/Naturalized	12	7.7	24	15.4	44	28.2	49	31.4	27	17.3
U.S. Citizen	93	3.9	309	12.9	557	23.3	875	36.6	558	23.3
Racial identity[ccdiv]										
White	76	3.6	270	12.7	490	23.1	787	37.1	496	23.4
People of Color	20	9.0	36	16.1	52	23.3	75	33.6	40	17.9
Multiracial	7	5.3	18	13.6	32	24.2	45	34.1	30	22.7
Disability stanis[CC5jv]										
No Disability	84	3.7	287	12.6	525	23.0	848	37.1	539	23.6
Single Disability	6	3.7	30	18.4	44	27.0	51	31.3	32	19.6
Multiple Disabilities	13	13.5	16	16.7	22	22.9	28	29.2	17	17.7
I think that faculty prejudges my abilities based ou their perception of my identity/background.	**95**	**3.7**	**356**	**14.0**	**982**	**38.8**	**701**	**27.7**	**400**	**15.8**
Gender Identity™*[1]										
Men	38	4.5	117	13.9	345	40.9	212	25.1	131	15.5
Women	50	3.1	226	13.9	614	37.7	476	29.2	264	16.2
Trans spectrum	<5	–	5	21.7	6	26.1	6	26.1	<5	–
Racial identity"[51]™										
White	73	3.5	281	13.4	790	37.7	610	29.1	340	16.2
People of Color	14	6.3	34	15.4	103	46.6	46	20.8	24	10.9
Multiracial	6	4.6	25	19.2	50	38.5	29	22.3	20	15.4
Sexual Identity[00"1]™										

Table 4. **Staff Respondents' Perception of l i t**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	«	%	11	%	n	%	n	%
Heterosexual	75	3.4	299	13.5	855	38.5	632	28.5	357	16.1
LGBQ	12	6.7	35	19.4	62	34.4	43	23.9	28	15.6
Disability status										
No Disability	73	3.2	304	13.5	866	38.4	642	28.5	368	16.3
Single Disability	7	4.3	33	20.4	63	38.9	39	24.1	20	12.3
Multiple Disabilities	13	13.5	15	15.6	38	39.6	18	18.8	12	12.5

Note: Table reports only Staff responses (n = 2.601).

Forty-nine percent (n = 1,261) of Staff respondents "strongly agreed" or "agreed" that their department/program encouraged free and open discussion of difficult topics (Table 49). Hourly Staff respondents (33%, n = 432) were significantly less likely than Salaried Staff/Senior Administrator without Faculty Rank respondents (38%, n = 416) to "agree" that their department/program encouraged free and open discussion of difficult topics. Non-U.S. Citizen Staff respondents (8%, *n* = 187) were significantly less likely than U.S. Citizen Staff respondents (14%, *n* = 22) to "strongly disagree" that their department/program encouraged S ee and open discussion of difficult topics.

Staff respondents of Color (14%, *n* = 31) were significantly more likely than Multiracial Staff respondents (9%, n = 11) and White Staff respondents (7%, n = 153) to "strongly disagree" that their department/program encouraged free and open discussion of difficult topics. Heterosexual Staff respondents (36%, n = 811) were significantly more likely than LGBQ Staff respondents (29%, *n* = 52) to "agree" that their department/program encouraged free and open discussion of difficult topics. Christian Religious/Spiritual Identity Staff respondents (38%, n = 581) and No Religious/Spiritual Identity Staff respondents (34%, n = 249) were significantly more likely than Other Religious/Spiritual Identity Staff respondents (25%, n = 22) and Multiple Religious/Spiritual Identity Staff respondents (31%, n = 32) to "agree" that their department/program encouraged S ee and open discussion of difficult topics. No Disability Staff respondents (37%, *n* = 831) were significantly more likely than Multiple Disabilities Staff respondents (24%, *n* = 23) and Single Disability Staff respondents (28%, *n* = 46) to "agree" that their department/program encouraged free and open discussion of difficult topics.

Sixty-eight percent (n = 1,746) of Staff respondents "strongly agreed" or "agreed" that their skills were valued. Hourly Staff respondents (19%, n = 250) were significantly less likely than Salaried Staff respondents (23%, *n* = 259) to "strongly agree" that their skills were valued. Staff respondents of Color (9%, n = 20) and Multiracial Staff respondents (8%, ti = 10) were significantly more likely than White Staff respondents (4%, n = 87) to "strongly disagree" that their' skills were valued. Christian Religious/Spiritual Identity Staff respondents (12%, *n* = 187) were significantly less likely than No Religious/Spiritual Identity Staff respondents (15%, *n* = 113) to "disagree" that their' skills were valued. No Disability Staff respondents (4%, *n* = 101) were significantly less likely than Multiple Disabilities Staff respondents (13%, *n* = 13) and Single Disability Staff respondents (7%, *n* = 11) to "strongly disagree" that their skills were valued.

Sixty-nine percent (n = 1,770) of Staff respondents "strongly agreed" or "agreed" that their work was valued. Hourly Staff respondents (20%, n = 262) were significantly less likely than Salaried Staff respondents (24%, n = 266) to "strongly agr ee" that their work was valued. White Staff Senior Administrator without Faculty respondents (48%, n = 1,018) were significantly more likely than Multiracial Staff respondents (36%, *n* = 47) and Staff respondents ofColor (44%, *n* = 98) to "agree" that their work was valued. Christian Religious/Spiritual Identity Staff respondents (12%, *n* = 183) were significantly less likely than No Religious/Spiritual Identity Staff respondents (17%, n = 125) to "neither agree nor disagree" that their work was valued. No Disability Staff respondents (23%, n = 528) were significantly more likely than Multiple Disabilities Staff respondents (12%, n = 12) and Single Disability Staff respondents (17%, n = 28) to "strongly agree" that their work was valued.

Table 49. **Staff respondslits' Feelings of Value**

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	H	%	n	%	n	%
I believe that my department/program encourages free and open discussion of difficult topics.	357	14.0	904	35.3	684	26.7	405	15.8	209	8.2
Staff status[1]										
Hourly	163	12.6	432	33.3	373	28.8	226	17.4	102	7.9
Salaried Staff Admin, w/o Fac. Rank	169	15.3	416	37.8	269	24.4	156	14.2	91	8.3

Table . **Staff espondents' eein of**

Perception	Strcingly agree n	%	Agree n	%	Neither agiee nctr disa;gree n	%	Disagree n	%	Stromgly disagree n	%
Citizenship status™"										
Noil -U. S. Citizeu/Natura lized	18	11.5	47	30.1	48	30.8	21	13.5	22	14.1
U.S. Citizen	337	14.1	854	35.8	630	26.4	379	15.9	187	7.8
Racial identity"ⁱ"										
White	308	14.5	764	36.1	564	26.6	329	15.5	153	7.2
People of Color	26	11.8	76	34.4	58	26.2	30	13.6	31	14.0
Multiracial	16	12.3	43	33.1	34	26.2	26	20.0	11	8.5
Sexual Identity"*"										
Heterosexual	326	14.6	811	36.2	593	26.5	342	15.3	168	7.5
LGBQ	24	13.3	52	28.9	45	25.0	34	18.9	25	13.9
Religious/Spiritual Identity[001]™										
Christian Religious/Spiritual Identity	225	14.6	581	37.7	404	26.2	219	14.2	112	7.3
Other Religious/Spiritual Identity	11	12.4	22	24.7	28	31.5	15	16.9	13	14.6
No Religious/Spiritual Identity	102	13.7	249	33.6	191	25.7	136	18.3	64	8.6
Multiple Religious/Spiritual Identity	13	12.7	32	31.4	35	34.3	15	14.7	7	6.9
Disability status™11'										
No Disability	330	14.5	831	36.5	609	26.7	342	15.0	167	7.3
Single Disability	17	10.5	46	28.4	43	26.5	34	21.0	22	13.6
Multiple Disabilities	9	9.5	23	24.2	23	24.2	23	24.2	17	17.9
I feel that iny skills are valued.	**550**	**21.4**	**1,196**	**46.5**	**353**	**13.7**	**344**	**13.4**	**128**	**5.0**
Staff status™ⁱ"										
Hourly	250	19.2	593	45.6	217	16.7	178	13.7	63	4.8
Salaried Staff/Admin, w/o Fac. Rank	259	23.4	536	48.4	108	9.7	146	13.2	59	5.3
Racial identity™ⁱ™										
White	478	22.5	1,013	47.7	268	12.6	276	13.0	87	4.1
People of Color	43	19.3	95	42.6	41	18.4	24	10.8	20	9.0
Multiracial	20	15.0	50	37.6	29	21.8	24	18.0	10	7.5
Religious/Spiritual Identity[001]™ⁱ										
Christian Religious/Spiritual Identity	352	22.8	738	47.8	191	12.4	187	12.1	76	4.9
No Religious/SpiriUial Identity	149	19.9	334	44.5	120	16.0	113	15.1	34	4.5
Disability status™ⁱ"ⁱ										
No Disability	509	22.2	1,077	47.1	306	13.4	295	12.9	101	4.4
Single Disability	25	15.3	76	46.6	22	13.5	29	17.8	11	6.7
Multiple Disabilities	13	13.4	35	36.1	18	18.6	18	18.6	13	13.4
I feel that my work is valued.	**570**	**22.2**	**1,200**	**46.8**	**351**	**13.7**	**316**	**12.3**	**128**	**5.0**
Staff status™ⁱ*										
Hourly	262	20.1	603	46.3	213	16.4	159	12.2	64	4.9
Salaried Staff Admin, w/o Fac. Rank	266	24.1	531	48.1	113	10.2	136	12.3	57	5.2
Racial identity™ⁱ*										
White	498	23.5	1,018	48.0	260	12.3	252	11.9	94	4.4
People of Color	43	19.5	98	44.3	40	18.1	22	10.0	18	8.1
Multiracial	19	14.6	47	36.2	34	26.2	20	15.4	10	7.7
Religious/Spiriftial Identity[001301]										
Christian Religious/Spiritual Identity	368	23.8	745	48.3	183	11.9	177	11.5	71	4.6
No Religious/Spiritual Identity	154	20.6	328	44.0	125	16.8	100	13.4	39	5.2
Disability status™ⁱ™										

Table . **Staff respondents' eein of**

		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception		*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*a*	*%*
No Disability		528	23.1	1,078	47.2	311	13.6	268	11.7	99	4.3
Single Disability		28	17.4	72	44.7	23	14.3	26	16.1	12	7.5
Multifile Disabilities		12	12.4	39	40.2	14	14.1	18	18.6	14	14.1

Note: Table reports only Staff responses (n = 2.601).

Forty percent (n = 1,007) of Staff respondents "strongly agreed" or "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 50). Hourly Staff respondents (23%, *n* = 298) were much less likely than Salaried Staff Administrator without Faculty Rank respondents (34%, n = 376) to "agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. White Staff/Senior Administrator without Faculty respondents (3%, *n* = 53) were significantly less likely than Multiracial Staff respondents (5%, *n* = 7) and Staff respondents of Color (8%, *n* = 17) to "strongly disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Staff respondents (8%, rt = 177) were significantly less likely than LGBQ Staff respondents (19%, n = 34) to "disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Christian Religious/Spiritual Identity Staff respondents (14%, n = 211) were significantly more likely than No Religious/Spiritual Identity Staff respondents (7%, n = 54), Other Religious/Spiritual Identity Staff respondents (7%, *n* = 6) and Multiple Religious/Spiritual Identity Staff respondents (7%, n = 7) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. No Disability Staff respondents (3%, *n* = 62) were significantly less likely than Multiple Disabilities Staff respondents (9%, n = 9) and Single Disability Staff respondents (6%, n = 9) to "strongly disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students.

Thirty-four percent (;/ = 869) of Staff respondents "strongly agr eed" or "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Hourly Staff respondents (23%, n = 300) were much less likely than Salaried Staff Administrator without

Faculty Rank respondents (28%, n = 305) to "agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Staff respondents (7%, n = 164) were significantly less likely than LGBQ Staff respondents (14%, *n* = 24) to "disagree" that faculty have taken direct actions to address the needs of at-risk/underserved students. Christian Religious/Spiritual Identity Staff respondents (11%, n = 162) were significantly less likely than No Religious/Spiritual Identity Staff respondents (6%, *n* = 44), Multiple Religious/Spiritual Identity Staff respondents (6%, n = 6), and Other Religious/Spiritual Identity Staff respondents (6%, ii = 5) to "strongly agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. No Disability Staff respondents (3%, n = 60) w[7]ere significantly less likely than Disability Staff respondents (5%, *n* = 14) to "strongly disagree" that faculty have taken direct actions to address the needs of at-risk/underserved students.

Thirty-four percent *(n* = 859) of Staff respondents "strongly agreed" or "agreed" that students have taken direct actions to address the needs of at-risk/underserved students. Hourly Staff respondents (24%, n = 301) were much less likely than Salaried Staff/Administrator without Faculty Rank respondents (28%, n = 307) to "agree" that students have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Staff respondents (8%, *n = ill)* were significantly less likely than LGBQ Staff respondents (13%, *n* = 23) to "strongly agree" that students have taken direct actions to address the needs of at-risk/underserved students. Other Religious/Spiritual Identity Staff respondents (15%, n = 13) were significantly more likely than No Religious/Spiritual Identity Staff respondents (6%, n = 47), Christian Religious/Spiritual Identity Staff respondents (7%, n = 110), and Multiple Religious/Spiritual Identity Staff respondents (9%, *n* = 9) to "disagree" that students have taken direct actions to address the needs of at-risk/underserved students.

Table 50. **Staff respondents' Perception of Actions**

Perceptions of actions	Strougly agiree %	Agiree n	%	Neitltier agree •01' disag;ree tt	%	Disa^;ree n	%	Strongly disagiree n	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students. tt	11.3	720	28.3	1,228	48.3	222	8.7	83	3.3
Staff status[cckiv]									
Hourly	287 / 133 10.4	298	23.2	70	54.9	104	8.1	44	3.4
Salaried Staff Admin, w/o Fac. Rank	131 12.0	376	34.3	452	41.3	102	9.3	34	3.1

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Table 50. Staff respondents' Perception of Actions

Perceptions of actions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Racial identity[1][TM]										
White	247	11.8	624	29.7	997	47.5	179	8.5	53	2.5
People of Color	16	7.2	50	22.5	118	53.2	21	9.5	17	7.7
Multiracial	13	10.1	30	23.3	65	50.4	14	10.9	7	5.4
Sexual Identity[001][TM]										
Heterosexual	262	11.8	648	29.1	f,077	48.3	177	7.9	64	2.9
LGBQ	13	7.3	41	23.2	75	42.4	34	19.2	14	7.9
Religious/Spirinial Identity[001][*][TM]										
Christian Religious/Spiritual Identity	211	13.8	465	30.3	721	47.0	94	6.1	42	2.7
Other Religious/Spiritual Identity	6	6.7	25	28.1	36	40.4	16	18.0	6	6.7
No Religious/Spiritual Identity	54	7.3	184	24.9	378	51.1	96	13.0	28	3.8
Multiple Religious/Spiritual Identity	7	7.1	28	28.6	52	53.1	9	9.2	<5	···
Disability stanis[cdx][TM]										
No Disability	264	11.7	649	28.7	1,089	48.2	195	8.6	62	2.7
Single Disability	13	8.0	40	24.7	84	51.9	16	9.9	9	5.6
Multiple Disabilities	7	7.3	26	27.1	44	45.8	10	10.4	9	9.4
Faculty' have taken direct actions to address the needs of at-risk/underserved students.	**224**	**8.9**	**645**	**25.5**	**1,382**	**54.7**	**197**	**7.8**	**77**	**3.0**
Staff stams[ccbdx]										
Hourly	117	19.1	300	23.4	736	57.4	90	7.0	40	3.1
Salaried StaffAdmin, w/o Fac. Rank	90	8.3	305	28.2	563	52.1	91	8.4	32	3.0
Sexual Identity[001][**]										
Heterosexual	198	8.9	578	26.1	1,212	54.7	164	7.4	62	2.8
LGBQ	16	9.1	35	19.9	90	51.1	24	13.6	11	6.3
Religious/Spirinia 1 Identity[001][TM]										
Christian Religious/Spiritual Identity	162	10.6	401	26.3	824	54.1	100	6.6	37	2.4
Other Religious/Spiritual Identity	5	5.6	28	31.5	36	40.4	11	12.4	9	10.1
No Religious/Spiritual Identity	44	6.0	172	23.5	426	58.1	69	9.4	22	3.0
Multiple Religious/Spiritual Identity	6	6.1	27	27.3	50	50.5	12	12.1	<5	···
Disability status[TM][TM]l										
No Disability	205	9.1	580	25.8	1,232	54.9	168	7.5	60	2.7
Disability	17	6.6	60	23.3	139	54.1	27	10.5	14	5.4
Students have taken direct actions to address the needs of at-risk/underserved students.	**210**	**8.3**	**649**	**25.8**	**1,415**	**56.2**	**185**	**7.4**	**58**	**2.3**
Staff status[TM]l[TM]"										
Hourly	105	8.2	301	23.6	766	60.1	78	6.1	24	1.9
Salaried Staff Admin, w/o Fac. Rank	90	8.3	307	28.3	565	52.1	92	8.5	31	2.9
Sexual Identity[001][**]"										
Heterosexual	177	8.0	573	25.9	1,259	57.0	153	6.9	47	2.1
LGBQ	23	13.1	46	26.3	78	44.6	22	12.6	6	3.4
Religious/Spiritual Identity"[40]"										
Christian Religious/Spiritual Identity	130	8.5	388	25.5	865	56.8	110	7.2	29	1.9
Other Religious/Spiritual Identity	9	10.3	29	33.3	34	39.1	13	14.9	<5	···
No Religious/Spiritual Identity	55	7.5	185	25.3	422	57.7	47	6.4	23	3.1
Multiple Religious/Spiritual Identity	8	8.2	29	29.6	52	53.1	9	9.2	0	0.0

Note: Table reports only Staff/Administrator without Faculty Rank responses (n = 2.601).

Two hundred ninety-six respondents elaborated on their' sense of value as Staff respondents. Three overall themes emerged: (1) not feeling valued consistently, (2) reverse discrimination, and (3) experiences or observations of minorities being devalued on campus.

Lack of Feeling Valued — Respondents who elaborated on sense of value reported a low sense of value and often hi tandem with inconsistent displays and experiences of value. One respondent shared, "This was difficult to answer, some coworkers value me more than others. Some faculty and administration prejudge more than others, it's not ah or none." Similarly, another respondent noted, "We workers are not valued by many oil campus. Currently I feel somewhat valued in my area, but by 110 one else." Others had less nuanced experiences of value. Respondents reported, "People are viewed as cheap labor," staff are a 'dune a dozen' and can easily be replaced" and "I have never felt so small and worthless than during my time at Mizzou." Some narratives noted perceptions of changes in their sense of value hi recent years. For example, one respondent expressed, "I used to feel very valued as an MU employee, but not so much anymore. This is dir ectly linked to the change of top administrators." Another respondent echoed, "I used to feel valued by colleagues and supervisors and campus leaders. It's all changed in the last 3 years. It's a whole different world here." Lastly, respondents who addressed their experiences at Extension noted what they perceived to be experiences unique to their affiliation with Extension versus the main campus. One respondent explained, "In general, Extension has not been valued or understood by Campus administrators without Extension appointments." Respondents who elaborated on sense of value overall noted a lack of value in their' experiences as Staff at University of Missouri-Columbia.

Reverse Discrimination — Respondents who elaborated on their perception of value reported "Reverse discrimination lives here" hi many forms. Many narratives focused on the perception that inclusion efforts have taken away from the majority. One respondent questioned, "Is Affirmative Action racist? Should it be eliminated?" Other respondents noted, "Conservatives and Christians need more support" and "MU has gone too far the other direction to make sine everyone is included." Other respondents asserted that inclusion efforts lead to more cultural divides. For example, one respondent explained, "The actions taken serve only to continue to identify and classify and therefore separate and isolate rather than removing the need to identify

and classify therefore all are one. Classification logically separates." Other respondents perceived the recent events on campus and advocacy related to race was fabricated and unnecessary. For example, one respondent noted, "I think the students who choose to come here need to just study, get their education, and quit finding problems where there are none." Finally, some respondents noted their distaste for Black Live Matter efforts in tandem with other concerns of reverse discrimination. Respondents noted, "I could puke every time I hear 'Black Lives Matter'" and "I feel like Administration went overboard with the black lives matter movement." Respondents who elaborated 011 value described a diminishing sense of their personal value as a perceived result of more institutional emphasis 011 racial inclusion.

Concern For Underserved Communities and Minorities — Respondents who elaborated on their perceptions of their value reflected concerns for minorities 011 campus. One respondent noted, "We do a terrible job making sure all students in Missouri can access an education at this institution. More should be done to provide financial and emotional support for economically disadvantaged students." More specifically, another respondent shared, "There are many underserved students not being adequately supported. Foster/Homeless youth for example." Another respondent noted concerns specific to international students, "Our international students sometimes seem to be undervalued by overlooking their dietary needs or their lack of familiarity with American customs, transportation, shopping." Narratives also included acknowledgement of recent effort to support underserved communities and minorities. For example, one respondent elaborated, "The administration has taken some measures to address the needs of at-risk/underserved students, but I think they could do a lot more." One respondent also pointed out, "not enough white faculty/staff students are actively engaged in improving the racial climate on our campus, all the heavy lifting is done by persons of color, against often subtle but considerable resistance, systems of oppression are deeply entrenched and rooted hi our brick-and-mortar." Respondents who reflected 011 their sense of value displayed by University of Missouri-Columbia noted concerns for minorities on campus.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia provides them with resources to pursue training/professional development opportunities by gender identity: χ^2 (4, N = 2,518)= 11.01, $p < .05$.

A chi-square test **was** conducted to compare percentages of Staff respondents who indicated that UM-Columbia provides them with resources to pursue training/professional development opportunities by racial identity: x^2 (S- N= 2,487) = 15.90,/; < .05.

CXTMA chi-square test was conducted to compare percentages of Staff respondents indicated that UM-Columbia provides them with resources to pursue training/professional development opportunities by sexual identity: x^2 (4. N = 2,441)   10.91, p<.05.

CXXTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia provides them with resources to pursue training/professional development opportunities by religious/spiritual identity: $\%^2$ (4, *N*= 2,303) = 11.4S.J? < .05.

cxxmi^ chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia provides them with resources to pursue training/professional development opportunities by disability status: $\%^2$ (8, *N* = 2,557) = 35.49,/; < .001.

CXTMV A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisors provides them with resources to pursue training/professional development opportunities by racial identity: x^2 (8. *N*= 2,470) = ***22.27,p*** < .01.

TMA chi-square test was conducted to compare percentages of Staff respondents who indicated that then supervisors provides them with resources to pursue training/professional development opportunities by religious/spiritual identity x^2 (4, *N*= 2,291) = 11.35./) < .05.

TMTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisors provides them with resources to pursue training/professional development opportunities by disability status: x^2 (8, N= 2,540) = 27.77,/; < .01.

cxxTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of taking extended leave by racial identity: x^2 (8. n= 2,465) = 17.26,p< .05.

CXXX**TMA chi-square test was conducted to compare percentages of Staff respondents indicated that UM-Columbia is supportive of taking extended leave by sexual identity: x^2 (4. *N*= 2,424) = 19.79, ***p*** < .01.

TMTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of taking extended leave by religious/spiritual identity: ˜ (|***2,N***= 2,475) = 34.35,/) < .01.

cx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of taking extended leave by disability status: x^2 (8. *N*= 2,534) = 36.83, ***p*** < .001.

cx]l A chi-square test was conducted to compare percentages of Staff respondents who agreed that then supervisors are supportive of them taking leaves by staff status: $\%^2$(4, *N*= 2,394) = 15.35,/; < .01.

A chi-square test was conducted to compare percentages of Staff respondents who agreed that their supervisors are supportive of them taking leaves by gender identity: x^2 (8- n= 2,518)= 18.05,/) < .05.

cx]im A chi-square test was conducted to compare percentages of Staff respondents who agreed that their supervisors are supportive of them taking leaves by citizenship status: x^2(4. N= 2,541) = 14.40,/? < .01.

cx]lv A chi-square test was conducted to compare percentages of Staff respondents who agreed that their supervisors are supportive of them taking leaves by racial identity*: x^2 (4. *N*= 2,541) = 14.40,/? < .01.

cx]v A chi-square test was conducted to compare percentages of Staff respondents who agreed that their supervisors are supportive of them taking leaves by disability status: x^2 (8 • *N* = 2,534) = 54.81,/) < .001.

cx]n A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by staff status: x^2(4. *N*= 2,387) = 11.38,/) < .05.

cx]TMA chi-square test was conducted to compare percentages of Staff respondents who agreed that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by gender identity: x^2 (8. *N*= 2,511) = 16.13,/; < .05.

cx**TMA chi-square test was conducted to compare percentages of Staff respondents who agreed that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by racial identity: x^2 (8, *N*= 2,458) = 27.21, ***p***< .01.

cx]lx A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by sexual identity: x^2 (4. n= 2.414) = 16.28./) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who agreed that staff in their department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations by disability status: x^2 (4. *N*= 2,427) = 9.56,/) < .05.

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A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia policies (e.g.. FMLA) are fairly applied across UM-Columbia by religious/spiritual identity: x^2 (12, iV= 2,474) = 43.92. p < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia policies (e.g.. FMLA) are fairly applied across UM-Columbia by disability status: y^2 (8- N= 2.532) = 46.68./) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of flexible work schedules by gender identity: x^2 (8- N : 2,479)= 18.96. p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of flexible work schedules sexual identity: x^2 (4, N= 2,432) = 10.27.7; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of flexible work schedules by religious/spiritual identity: ^ (4. N= 2,296) = 10.63, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that UM-Columbia is supportive of flexible work schedules by disability status: _^ 2,548) = 46.80,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that then supervisor is supportive of flexible work schedules by staff status: x^2 (4, N= 2,402) = 15.20./) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor is supportive of flexible work schedules by sexual identity: y^2 (4. N= 2,427)= 14.18,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor is supportive of flexible work schedules by military status: x^2 (4, N= 2,507) = 9.52,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that then supervisor is supportive of flexible work schedules by disability status: x^2 (&, N= 2,542) = 26.75,/) < .01.

A chi-square test was conducted to compare e percentages of Staff respondents who indicated that staff salaries are competitive by gender identity: x^2 (8. N= 2,531) = 20.20,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries are competitive by religious/spirinial identity: x^2 (\ $2, N$= 2,486) = $29.63, p$ < .01.

A chi-square test was conducted to compare e percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by staff status: y^2 (4. N= 2.407) = 21.75,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by gender identity: y^1 (4. N= 2,508) = 9.53,/? < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by citizen ship status: y^1 (4. N= $2,555)$ = 9.61. p < .05.

A chi-square test was conducted to compare e percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by racial identity: y^2 (8. N= 2,478)= 31.39, p< .001.

dxTM A chi-square test was conducted to compare percentages of Staff respondents indicated that vacation and personal tune benefits are competitive by sexual identity: y^2 (4. N= 2,432) = 16.70, p< .01.

d TM A chi-square test was conducted to compare e percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by religions/spiritual identity: y^2 (4. N= 2,296) = 9.88,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal tune benefits are competitive by disability status: x^2 (8, N= 2,548) = 18.87, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits are competitive by racial identity: y^2 (8. N= 2,479)= 36.91,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits are competitive by sexual identity: y^2 (4. N= 2,434) = 13.04,/; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that health hisurance benefits are competitive by religious/spiritual identity: y^2 ($12, N$= 2,489) = 21.55,/; < .05.

cixxm^ chi-square test was conducted to compare percentages of Staff respondents who indicated that health insurance benefits are competitive by disability stats: x^2 (8. N= 2,549) = 20.30,/; < .05.

cteiiv^ chi-square test was conducted to compare percentages of Staff respondents who indicated that childcare benefits are competitive by staff status: y^2 (4. N= 2,385) = 19.61, p< .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that childcare benefits are competitive by gender identity: x^2 (4, N= 2,486) = 25.29, p < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that by racial identity: $\%^2$ (8. N= 2,458) = $22.51, p$ < .01.

dLxxu^ chi-square test was conducted to compare percentages of Staff respondents who indicated that childcare benefits are competitive by sexual identity: x^2 (4. N— 2.415) = 11.53,/? < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that childcare benefits are competitive by religious/spiritual identity: x^2(12. *N*= 2,469) = 29.65, *p* < .01.

cboax^ chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by staff status: x^2 (4. *N*= 2,395) = 19.05./? < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by gender identity: x^2(4,*N*= 2,496) = 20.40. *p* < .001.

dxxxi^ chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by racial identity: x^2 (8, n = 2,465) = 29.18,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by religious/spiritual identity: x^2 (12, *N*= 2,476) = 38.90, *p* < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that retirement benefits are competitive by disability status: x^2 (8. *N*= 2,535) = 28.22, *p* < .001.

A. chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia committees by sexual identity: x^2(4. *N*= 2,421) = 10.90. *p* < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia committees by religious/spiritual identity: x^2 (12. n = 2,478) = 21.77,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia committees by disability status: *y}* (8. *N*= 2,536) = 50.77, *p* < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia faculty by religious/spiritual identity: ¨ (*2*,*N*= 2,482) = 27.78,/) < .01.

cixxx™^ chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia faculty by disability status: $\%^2$(S,N= 2,542) = 31.37,/) < .001.

dxxxix^ chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia administration by sexual identity: x^2 (4. N= 2.415) = 11.94.p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia administration by religious/spiritual identity: *$\%^2$(12,N*= 2,470) = 41.90,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff opinions were valued on UM-Columbia administration by disability status: ¨ (8, *N*= 2,529)= 44.16,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that are clear expectations of their responsibilities by staff status: *y}* (4. *N*= 2,392)= 14.89,/) < .01.

cx™ A chi-square test was conducted to compare parentages of Staff respondents who indicated that there are clear expectations of their responsibilities by gender identity: $_r$/^{2} (4. N= 2,491)= 11.79,/) < .05.

cxc1v A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear expectations of their responsibilities by religious/spiritual identity: x$\hat{2}$ (4. *N*= 2,285) = 13.38. *p* < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear expectations of their responsibilities by disability status: *y^2* (8. *N* = 2,531) = 28.37,/) < .001.

™™A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear procedures on how they can advance at UM-Columbia by staff status: *y^2* (4. *N*= 2,409) = 14.59,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear procedures on how they can advance at UM-Columbia by racial identity: *y^2* (8. *N*= 2,479) = 22.30,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear procedures on how they can advance at UM-Columbia by religious/spiritual identity: *y}{\2* ,*N*= 2,487) = 39.40,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that there are clear procedures on how they can advance at UM-Columbia by disability status: y}(%,N= 2,549) = 34.46,/) < .001.

cc A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were positive about their career opportunities at UM-Columbia by staff status: *y^2* (4. *N*= 2,410) = 9.91./) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were positive about their career opportunities at UM-Columbia by racial identity: *y^2* (8. *N*= 2,481) = 32.10,/) < .001.

A chi-square test was conducted to compare e percentages of Staff respondents who indicated that they were positive about their career opportunities at UM-Columbia by religious/spiritual identity: y?(\2,N= 2,489) = 37.29, *p* < .001.

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[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they were positive about their career opportunities at UM-Columbia by disability* status: y} (8, n= 2,549) = 44.13. p < .001.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend UM-Columbia as a good place to work by gender identity: x^2 (4. n= 2.518) = 10.68. p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend UM-Columbia as a good place to work by racial identity: x^2 (8. N= 2,488) = 22.20, p < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend UM-Columbia as a good place to work by military status: x^2 (4. N= 2,524)= 11.59. p< .05.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend UM-Columbia as a good place to work by religious/spiritual identity: y} (i2, N= 2,497) = 25.24, p < .05.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they would recommend UM-Columbia as a good place to work by disability status: x^2 (8, N= 2,558) = 27.68,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have job security by sexual identity: y?(4,N= 2,441) = 9.81,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they have job security by disability status: x^2 (8, N = 2,557) = 41.14, p < .001.

[...]A chi-square test was conducted to compare e percentages of Staff respondents who indicated that they felt valued by coworkers hi then department at UM- Columbia by gender identity: x^2 (4- N= 2,521) = 14.78,/) < .01.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by coworkers hi then department at UM- Columbia by racial identity: x^2 (8, N= 2,493) = 32.11, p < .001.

[...]A chi-square test was conducted to compare e percentages of Staff respondents who indicated that they felt valued by coworkers hi then department at UM- Columbia by disability status: x^2 (8. N= 2,563) = 40.17, p< .001.

[...]A chi-square test was conducted to compare e percentages of Staff respondents who indicated that they felt valued by coworkers outside of then department at UM- Columbia by staff status: x2(4. N= 2.410) = 12.80. p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by coworkers outside of then department at UM- Columbia by gender identity: [...] N= 2,508)= 11.77,/) < .05.

[...]A chi-square test was conducted to compare e percentages of Staff respondents who indicated they felt valued by coworkers outside of then department at UM- Columbia by racial identity: x2(8. N= 2,480) = 16.29,/) < .05.

[...]A chi-square was conducted to compare percentages of Staff respondents who indicated that they felt valued by   workers outside of then department at UM- Columbia by sexual identity: x^2 (4, N= 2,432) = 25.82,/) < .001.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by coworkers outside of their department at UM- Columbia by religious/spiritual identity: $\%^2(12, N$= 2,486) = 45.14,/;< .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by coworkers outside of then department at UM- Columbia by disability status: $\%^2$(S,N= 2,549) = 36.41,/) < .001.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated they felt valued by their supervisor/manager by racial identity: x^2 (S, n= 2,478) = 30.79,/) < .001.

[a]A chi-square test was conducted to compare percentages of Staff respondents who indicated they felt valued by their supervisor/manager by military status: x^2 (4. N= 2.512) = 10.65,/; < .05.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated they felt valued by their supervisor/manager by disability status: x^2 (8. N= 2,547) = 45.79,/) < .001.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated they felt valued by UM-Columbia students by gender identity: x^2(4. A^r= 2.489) = 17.32./) < .01.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia students by religious/spiritual identity: x^2 (12. N= 2,468) = 32.84,/? < .01.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia students by disability status: x^2(8.A^r= 2.529) = 16.91,/; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia students by religious/spiritual identity: x^2 (12. N= 2,468) = 32.84,/> < .01.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia students by disability status: x^2 (8.JV= 2,529) = 16.91./) < .05.

[...]A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia senior administrators by staff status: x^2 (4. N= 2,401) = 13.98,/) < .01.

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ccxxix^ ^.square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia senior administrators by gender identity: x2 (4. N= 2,500) = **23.56, p <** .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia senior administrators by racial identity: x^2 (8. N= 2,473) = 21.06. **p** < .01.

CCX̄TMA chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia senior administrators by sexual identity: x^2 (4. N= 2,427)= 17.15, **p <** .01.

A chi-square test was conducted to compare percentages Staff respondents who indicated that they felt valued by UM- Columbia senior administrators by religious/spiritual identity: x^2 (12. N= 2,477)= **49.67, p <** .001.

CCX3TMA chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia senior administrators by disability status: x^2(8, N= 2,540) = 44.50. **p** < .001.

CCXTMVA chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia administrators by staff status: x^2 (4. N= 2,380) = 30.13./) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia administrators by sexual identity: x2 (4, N= 2,405)= 17.11,/) < .01.

CCXXTMA chi-square test was conducted to compare percentages Staff respondents who indicated that they felt valued by UM-Columbia administrators by religious/spiritual identity: y} (12, iV= 2,454) = 57.90,/? < .001.

CCXXXTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt valued by UM-Columbia administrators by disability status: x^2 (8, n= 2,519) = 42.91,/) < .001.

CCXXKTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that their coworkers in their work unit prejudge then abilities based on their perception of their identity/background by citizenship status: x^2 (4, N= 2,540) = 16.24,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their coworkers in their work unit prejudge then abilities based on their perception of their identity/background by racial identity: $\%^2$(8. N= 2,467) = 29.68,**p<** .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their coworkers in their work unit prejudge their abilities based on their perception of their identity/background by sexual identity: y} (4,N= 2,418) = 11.48,/;< .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their coworkers in their work unit prejudge their abilities based on their perception of their identity/background by disability status: X^2 (8, N= 2,535) = 32.39,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor/manager prejudge their abilities based on their perception of their identity/background by staff status: y} (4, N= 2,402) = 9.67,/; < .05.

ccx]m A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor/manager prejudge their abilities based on their perception of their identity/background by citizenship status: x^2 (4, N= 2,548) = 10.72,/; < .05.

ccx]lv A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor/manager prejudge their abilities based on their perception of their identity/background by racial identity: X^2 (8, N= 2,474) = 19.92,/; < .05.

CCX]V A chi-square test was conducted to compare percentages of Staff respondents who indicated that their supervisor/manager prejudge their abilities based on their perception of their identity/background by disability status: X^2(8,^=2,535) = 32.39,/;< .001.

ccx]n A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty prejudge their abilities based on their perception of their identity background by gender identity: $y^2(S,N$= 2,496) = 22.66,/;< .01.

ccxlTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty prejudge their abilities based on then perception of their identity background by racial identity: $\%^2$(8,N= 2,445) = 22.17,/;< .01.

CC5jTMA chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty prejudge their abilities based on then perception of their identity background by sexual identity: **y}(4,N**= 2,398) = 11.22,/;< .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty prejudge their abilities based on then perception of their identity background by disability status: ... 2,511) = 38.15,/;< .001.

"'A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by staff status: $_{-}/^2$ (4. N= 2,397) = 14.95./><.01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by citizenship status: x^2(4. *N* = 2,543) = 10.61,/) < .05. "

"•"A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by racial identity: x^2(S, N= 2,469) = 15.87,/? < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by sexual identity: X^2*(4. N= 2,420) = 12.74, p<.05.

A chi-square test was conducted to compare percentages Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by religious/spirinial identity: y^2 (12, *N= 2,474) = **29.29,p < .05.**

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they believed that their department/program encourages free and open discussion of difficult topics by disability status: *y}* (8, *N= 2,*536) = 36.53, *p<*.001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their skills are valued by staff status: y^2 (4, *N= 2,409) = 27.60,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their skills are valued by racial identity: *y^2* (8, *N= 2,478)= 35.26. p< .001.

A chi-square test was conducted to compare percentages Staff respondents who indicated that they felt that their skills are valued by religious/spiritual identity: *y^2* (4. *N= 2,294) = 11.57,/; < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their skills are valued by disability status: x^2(8, N= 2,548) = 31.92,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their work is valued by staff status: y?(4.N= 2,404) = 21.31,/) < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their work is valued by racial identity: *y^2* (8, *N= 2,473) = 40.41,/; < .001.

A chi-square test was conducted to compare percentages Staff respondents who indicated that their work is valued by religious/spiritual identity: *y^1* (4. *N= 2,290) = 15.19,/; < .01.

CCB™A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt that their work is valued by disability status: *y^2* (8, *N= 2.542) = 35.09./; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that senior administrators have taken direct actions to address the needs o fat-risk/under served students by staff status: x^2(4, *N* = 2,379) = 50.97,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that senior administrators have taken direct actions to address the needs o fat-risk/under served students by racial identity: *y^2* (8. N= 2,451) = 30.40,/; < .001.

ccL™A chi-square test was conducted to compare percentages of Staff respondents who indicated that senior administrators have taken direct actions to address the needs o fat-risk/under served students by sexual identity: x^2(4, N= 2,405) = 42.56,/; < .001.

A chi-square test was conducted to compare percentages Staff respondents who indicated that they believed senior administrators have taken direct actions to address the needs of at-risk/underserved students by religions/spiritual identity: *y^2* (12, *N= 2,460) = 71.95./; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that senior administrators have taken direct actions to address the needs of at-risk/underserved students by disability status: x^2 (S, N= 2,517) = 21.07,/; < .001.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty have taken direct actions to address the needs of at-risk/underserved students by staff status: x^2(4. *N= 2,364) = 10.31,/) < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty have taken direct actions to address the needs of at-risk/underserved students by sexual identity: $x2$ (4. N= 2,390) = 17.25, p<.01.

A chi-square test was conducted to compare percentages Staff respondents who indicated that faculty have taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: y^2 (12. N= 2,445) = 49.67, p<. 001.

$^{cdx™}$A chi-square test was conducted to compare percentages of Staff respondents who indicated that faculty have taken direct actions to address the needs of at-risk/underserved students by disability status: $y\}$ (4, N= 2,502) = 10.94, p < .05.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that students have taken direct actions to address the needs of at-risk/underserved students by staff status: x^2(4. N= 2,359)= 18.59,/) < .01.

A chi-square test was conducted to compare percentages of Staff respondents who indicated that students have taken direct actions to address the needs of at-risk/underserved students by sexual identity: x^2(4. N= 2,384) = 17.83,

A chi-squared test was conducted to compare percentages Staff respondents who indicated that students have taken direct actions to address the needs of at-risk/underserved students by religions/spiritual identity: $x^2$02, N= 2,439) = 22.61, p<. 05.

Faculty/Senior Administrator with Faculty Rank Respondents' Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents[89] (n = 1,066) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 51 through 57). Question 39 queried Tenured and Tenure-Track Faculty respondents (:/ = 443), Question 41 addressed Non-Tenure-Track Faculty respondents (n = 464). and Question 43 addressed all Faculty respondents. Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, age, religious/spiritual identity, citizenship status, military status, and disability status; only significant differences are reported.[90]

Table 51 illustrates that the majority of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear (73%, *n* = 319). Tenured Faculty respondents (4%, *n* = 14) were less likely than Tenure-Track Faculty Respondents (12%, *n* = 14) to "strongly disagree" that the criteria for tenure were clear.

Fifty-seven percent (n = 248) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty in their unit. Christian Religious/Spiritual Identity Faculty respondents (21%, *n* = 37) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (12%, *n* = 19) to "strongly agree" that the tenure standards/promotion standards are apphed equally to faculty in their unit.

Sixty-four percent (n = 270) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt supported and mentored during the tenure-track years. Tenured Faculty respondents (9%, *n* = 27) were more likely than Tenure-Track Faculty Respondents (16%, *n* = 18) to "strongly disagree" that they felt supported and mentored during the tenure-track years. A higher percentage (47%, *n* = 173) of No Disability Faculty respondents compared with (26%, *n* =

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[85] Per the request of the LCST, Senior Administrators with Faculty Rank were included with Faculty/Emeritus faculty/research Scientist respondents by position status.

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

10) of Disability Faculty respondents "agreed" that they felt supported and mentored during the tenure-track years.

Forty-seven percent (n = 188) of Tenured and Tenure-Track Faculty respondents noted that they believed that faculty used University of Missouri-Columbia polices for delay of the tenure-clock.

Table 51. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
The criteria for tenure are clear.	100	22.7	219	49.8	93	21.1	28	6.4
Faculty status								
Tenured Faculty	79	24.4	21	18.1	66	20.4	14	4.3
Tenure-Track Faculty	6	7.0	35	38.9	27	23.3	14	12.1
The tenure standards/promotion standards are applied equally to faculty in my school/division.	70	16.1	178	40.8	122	28.0	66	15.1
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	37	21.1	69	39.4	41	23.4	28	16.0
No Religious/ Spiritual Identity	19	12.0	64	40.5	55	34.8	20	12.7
Supported and mentored during the tenure-track years.	S3	19.8	187	44.6	104	24.8	45	10.7
Faculty status"								
Tenured Faculty	55	18.0	136	44.6	87	28.5	27	8.9
Tenure-Track Faculty	28	24.6	51	44.7	17	14.9	18	15.8
Disability status								
No Disability	72	19.6	173	47.0	89	24.2	34	9.2
Disability	7	18.4	10	26.3	13	34.2	8	**21.1**
University of Missouri-Columbia policies for delay of the tenure-clock are used by all faculty.	27	6.7	161	40.0	168	41.8	46	11.4

Note: Table reports only Tenured and Tenure-Track Faculty responses (n = 443).

Table 52 illustrates that 83% (n = 365) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by University of Missouri-Columbia.

A greater percentage of Tenured and Tenure-Track Faculty respondents (59%, n = 260) "strongly agreed" or "agreed" that teaching was valued, and 44% (n = 191) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued by University of Missouri-Columbia. Tenured Faculty respondents (38%, n = 120) w[7]ere more

likely than Tenure-Track Faculty Respondents (24%, ti = 27) to "disagree'" that their service contributions were valued by University of Missouri-Columbia.

Table 52. **Tenured and Tenure-Track Faculty- Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*11*	*%*	*n*	*%*	*n*	*%*
Research is valued by l!M-Columbia.	**183**	**41.7**	**182**	**41.5**	**58**	**13.2**	*16*	**3.6**
Teaching is valued by University of Missouri-Columbia.	**60**	**13.6**	**200**	**45.5**	**119**	**27.0**	**61**	**13.9**
Seivice contributions are valued by University of Missouri-Columbia.	**27**	**6.3**	**164**	**38.0**	**147**	**34.0**	**94**	**21.8**
Faculty status[001TM1]								
Tenured Faculty	17	5.3	114	35.6	120	37.5	69	21.6
Tenure-Track Faculty	10	8.9	50	44.6	27	24.1	25	22.3

Note: Table reports only Tenured and Tenure-Track Faculty responses *(n* = 443).

Twenty-nine percent (n = 122) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion (Table 53). People of Color and Multiracial Faculty respondents (16%, *n* = 12) were more likely than White Faculty Respondents (6%, *n* = 19) to "strongly agree" they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. A higher percentage (18%, n = 7) of Disability Faculty respondents compared with (6%, n = 24) of No Disability Faculty respondents "strongly agreed" that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion.

Less than one-half (45%, *n* = 190) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by seivice responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations. Women Faculty respondents (24%, n = 42) were more likely than Men Faculty Respondents (10%, n = 23) to "strongly agree" that they were bm'dened by seivice responsibilities. People of Color and Multiracial Faculty respondents (26%, *n* = 15) were more likely than White Faculty Respondents (15%, *n* = 48) to "strongly agree" that they were burdened by seivice responsibilities.

Fifty-four percent (n = 229) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Women Faculty respondents (28%, *n* = 49) were more likely than Men Faculty Respondents (16%, *n* = 37) to "strongly agree" that they performed more work to help students than did their colleagues.

Eleven percent *(n* = 43) of Tenured and Tenure-Track Faculty respondents "agreed" that faculty members in their departments/programs who used family accommodation (FMLA) policies (e.g., child care, elder care) were disadvantaged in promotion and/or tenure.

Table 53. **Tenured and Tenure-Track Faculty Respoodents' Perceptions of Workplace Climate**

Perceptions	Strongly agii'ee n	%	Agiree n	%	Disagree n	%	Stroingly disagree n	%
Pressured to change my researcli/scliolarsliip agenda to achieve (enure/promotion.	tt	7.5	90	21.1	187	43.8	118	27.6
Racial identity"[1]*™								
White	19	5.9	60	18.8	147	45.9	94	29.4
People **of** Color and Multiracial	12	16.2	22	29.7	26	35.1	14	18.9
Disability status"[1]*[53]*								
No Disability	24	6.4	75	20.1	164	43.9	111	29.7
Disability	7	17.5	10	25.0	17	42.5	6	15.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations.	70	16.4	120	28.1	185	43.3	52	12.2
Gender identity"[1]*[53]™								
Man	23	9.9	60	25.9	110	47.4	39	16.8
Woman	42	23.6	57	32.0	67	37.6	12	6.7
Racial identity"[1]*™[1]'								
White	48	15.0	94	29.4	140	43.6	38	11.9
People of Color and Multiracial	15	26.3	9	15.8	23	40.4	10	17.5
I perform more work to help students than do my colleagues.	92	21.7	137	32.3	179	42.2	16	3.8
Gender identity"[1]***[1]'								
Man	37	16.0	90	39.0	93	40.3	11	4.8
Woman	49	27.8	41	23.3	82	46.6	<5	…
Faculty' members in my department who use family accommodation (FMLA) policies are disadvantaged in promotion and/or tenure.	<5	_	43	10.7	259	64.3	97	24.1

Note: Table reports only Tenured and Tenure-Track Faculty responses (n = 443).

Thirty-four percent (ll = 146) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost) (Table 54). Christian Religious/Spiritual Identity Faculty respondents (35%, n = 62) were more likely than No Religious/Spiritual Identity Faculty Respondents (23%, n = 36) to "agree" that faculty opinions were taken seriously by senior administrators.

Fifty-five percent (n = 235) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they beheved that faculty opinions were valued within University of Missouri-Columbia committees.

Thirty-five percent (n = 150) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agr eed" that they wanted more opportunities to participate hi substantive committee assignments, while 73% (» = 313) "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. Tenure-Track Faculty respondents (33%, /? = 37) were more likely than Tenured Faculty Respondents (17%, n = 55) to "disagree" that they had opportunities to participate in substantive committee assignments.

Table 54. **Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strougly agiree tt	%	Agiee tt	%	Dis.agree «	%	Strcmgly disagree «	%
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, dean, vice chancellor, provost).	17	3.9	129	29.9	144	33.3	142	32.9
Religious/Spiritual Identity[cdxxxv*1]								
Christian Religious/Spiritual Identity	6	3.4	62	35.4	61	34.9	61	38.9
No Religious/Spiritual Identity	8	5.1	36	22.9	52	33.1	46	26.3
Faculty opinions are valued within University of Missouri-Columbia committees.	18	4.2	217	50.8	131	30.7	61	14.3
I would like more opportunities to participate in substantive committee assignineuts.	17	4.0	133	30.9	232	54.0	48	11.2
I have opportunities to participate in substantive committee assignments.	49	11.4	264	61.7	92	21.5	23	5.4
Faculty status"[1TM*]								
Tenured Faculty	39	12.3	202	63.9	55	17.4	20	6.3
Tenure-Track Faculty	10	8.9	62	55.4	37	33.0	<5	---

Note: Table reports only Tenured and Tenure-Track Faculty responses (n = 443).

One hundred thirty-seven Tenured and Tenure-Track Faculty respondents elaborated on their perceptions of the workplace climate at University of Missouri. Two themes emerged in the data collected on this question: (1) low sense value hi decision-making processes and (2) inconsistencies in workplace practices.

Desire For More Influence In Decision Making — Tenured and Tenure-Track Faculty respondents who elaborated on their perceptions of the workplace climate at University of Missouri-Columbia described not having influence 011 decision making as a challenge. One respondent noted, "Faculty opinions seem to matter very little. Money is the bottom line that seems to drive all decisions hi my school and the university." Another respondent shared, "Faculty opinions are not taken seriously by senior administrators." Other respondents described their perceptions of the value of their input, for example, "Faculty are not provided with a true voice about anything substantive. Committees/task forces are USUALLY a waste of time." Another respondent echoed, "Faculty shared governance is a joke around here. Everything is so top down, and outside of tenure and hiring, the faculty input is asked only 011 trivial issues." Similarly, another respondent noted a superficial effort to acknowledge Faculty voices, "Holding faculty forums/meetings to make it SEEM as if faculty input is valued only to result in the administration do what they have already determined or decide upon 110 matter what faculty have to say is seriously demoralizing." Faculty respondents who elaborated on then perceptions of the workplace climate at University of Missouri-Columbia expressed discontentment with the level of value their opinions have right now and desire for more input in the future.

Inconsistencies — Tenured and Tenure-Track Faculty respondents who elaborated on their perceptions of the workplace climate at University of Missouri-Columbia noted inconsistencies in tenure and promotion, financial support, institutional agency and workload distribution. Regarding tenure, one respondent noted, "there is some inherent ambiguity in that process." Another respondent described tenure as "blatantly biased and the college level committees should be revamped and the departmental committees should be given training in unbiased HR and fair evaluation best practices." Another respondent added, 'Tenure across different schools not equal. Expectations unrealistic." Other types of inconsistencies were noted as well. For example, one respondent shared, "It appears that the University makes substantially more

investment in athletics than in research." Another respondent reported, "faculty are not held to the same standards hi terms of workload, distribution of resources, responsibilities, etc. within my department and college." Finally, one respondent described inconsistencies hi institutional value and agency, "Tins is stupid; treats faculty as a monolithic group. The problem is some faculty are treated preferentially and listened to, while others do not get same treatment." Faculty respondents who elaborated on them perceptions of the workplace climate described a range of inconsistencies in various contexts at University of Missouri-Columbia.

Survey Question 41 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, age, religious/spiritual identity, citizensliip status, military status, and disability status; significant differences emerged.

Table 55 indicates that 64% (*n* = 293) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear.

Fifty-eight percent (n = 249) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal was applied equally to positions.

Sixty-nine percent (n = 355) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they believed that expectations of tlieh responsibilities were clear. No Religious/Spiritual Identity Non-Tenure-Track Faculty respondents (7%, *n* = 9) were significantly more likely than Christian Religious/Spiritual Identity Non-Tenure-Track Faculty respondents (2%, *n* = 5) to "strongly disagree" that they believed that expectations of then' responsibilities were clear.

Table 55. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Tlie criteria for contract renewal are clear.	63	13.8	230	50.3	123	26.9	41	9.0
Tlie criteria used for contract renewal are applied equally to positions.	46	10.6	203	47.0	139	32.2	44	10.2
There are clear expectations of my responsibilities.	92	20.4	263	58.2	79	17.5	18	4.0
Religious/Spiritual Identity[001]**[3]TM								
No Religious/Spiritual Identity	23	18.9	74	60.7	16	13.1	9	7.4
Christian Relisious/Suiritual Identity	58	22.1	153	58.4	46	17.6	5	1.9

Note: Table reports onlyNon-Teniue-Traek Faculty responses (n = 464).

Table 56 illustrates that 91% (ri = 411) ofNon-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by University of Missouri-Columbia. Women Non-Tenure-Track Faculty respondents (53%, n = 141) were more likely than Men Non-Tenure-Track Faculty Respondents (37%, n = 64) to "strongly agree" that research was valued by University of Missouri-Co lumbia.

Seventy percent (ii = 311) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agr eed" that teaching was valued by University of Missouri-Columbia. LGBQ Non-Tenure-Track Faculty respondents (19%, n = 6) were more likely than Heterosexual Nan-Tenure-Track Faculty Respondents (7%, n = 28) to "strongly disagree" that teaching was valued by University of Missouri-Co lunibia.

Sixty-eight percent (n = 306) of No n-Tenure-Track Faculty respondents "strongly agreed" or "agr eed" that service was valued by University of Missouri-Columbia. No Disability Non-Tenure-Track Faculty respondents (55%, n = 224) were more likely than Disability Non-Tenure-Track Faculty Respondents (34%, n = 12) to "agree" that seivice was valued by University of Missouri-Co lumbia.

Table 56. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

	Strtingly agree «	%	Aglree tt	%	Disa;gree «	%	Stroiigiy disagfree n	%
Research is valued by l!M-Coluinbia.	**211**	**46.5**	**200**	**44.1**	**31**	**6.8**	**12**	**2.6**
Gender identity"[1]*TM[51]								
Man	64	37.0	86	49.7	17	9.8	6	3.5
Woman	141	53.4	105	39.8	12	4.5	6	2.3
Teaching is valued by l!M-Coluinbia.	**86**	**19.0**	**225**	**49.8**	**105**	**23.2**	**36**	**8.0**
Sexual identity[0]TM								
LGBQ	<5	---	44	45.2	9	29.0	6	19.4
Heterosexual	82	20.4	204	50.9	87	21.7	28	7.0
Seivice is valued by I M Columbia.	**69**	**15.4**	**237**	**53.0**	**114**	**25.5**	**27**	**6.0**
Disability status[0]TM[1]								
No Disability	66	16.1	224	54.5	97	23.6	24	5.8
Disability	<5	---	12	34.3	17	48.6	<5	---

Note: Table reports only Non-Teniue-Traek Faculty responses (n = 464).

Thirty-four percent (n = 150) of No 11-Tenure-Track Faculty respondents "strongly agreed" or "agr eed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 57).

Forty-four percent (n = 195) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agr eed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. No

Religious/Spiritual Identity Non-Tenure-Track Faculty respondents (22%, n = 26) were significantly more likely than Christian Religious/Spiritual Identity Non-Tenure-Track Faculty respondents (13%, *n* = 33) to "strongly agree" that they performed more work to help students than did their colleagues.

Forty-six percent (n = 205) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated.

Forty-one percent (n = 184) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt that their opinions were taken seriously by senior administrators (e.g., department head, president, dean, provost). No Disability Non-Tenure-Track Faculty respondents (18%, *n* = 72) were less likely than Disability Non-Tenure-Track Faculty Respondents (34%, *n* = 12) to "strongly disagree" that they felt that their opinions were taken seriously by senior administrators.

Fifty-three percent (n = 237) of Non-Tenure-Track Faculty respondents indicated that they had job security. Non-U.S. Citizen Non-Tenure-Track Faculty respondents (31%, *n* = 16) were more likely than U.S. Citizen Non-Tenure-Track Faculty Respondents (16%, n = 61) to "strongly disagree" that they had job security.

Table 57. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee member ships, departmental/program work assignments).	tt	8.9	110	24.6	234	52.2	64	14.3
I perform more work to help students than do my colleagues (e.g., formal aud informal a this in g, thesis advising, helping with student groups aud activities)	40 69	15.5	126	28.4	218	49.1	31	7.0
Religious/Spiritual Identity[00^]								
No Religious/Spiritual Identity	26	22.2	23	19.7	59	50.4	9	7.7
Christian Religious/Spiritual Identity	33	12.8	82	31.8	125	48.4	18	7.0

Table 57. **Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Stroiigly agi-ee		Agi•ee		Disai gree		Strc'ngly disagree	
	H	%	n	%	n	%	n	%
Pressured to do extra work tliat is uncompensated.	64	14.2	141	31.3	197	43.7	49	10.9
Non-Tenure-Track faculty opinions are taken seriously by senior administrate>rs (e.g., chancellor, dean, vice chancelloir, provost).	28	6.3	156	35.1	177	39.8	84	18.9
Disability status™								
No Disability	28	6.8	148	36.1	162	39.5	72	17.6
Disability	0	0.0	8	22.9	15	42.9	12	34.3
I have job security	40	8.9	197	43.8	136	30.2	77	17.1
Citizenship status ᶜᶜᵐᵛ								
Non-U. S. Ci tizen/Natura 1 ized	<5	---	19	37.3	13	25.5	16	31.4
U.S. Citizen	36	9.2	174	44.5	120	30.7	61	15.6

Note: Table reports only Non-Tenure-Track Faculty responses (n = 464).

One hundred twenty-six Non-Tenure-Track Faculty respondents elaborated on workplace climate at University of Missouri-Columbia. The most commonly noted theme in the data was concerns about job security. Respondents also reported a low sense of value and belonging in the wider campus climate.

Job Security — Job security was the most common theme hi the reflections of Non-Tenure-Track Faculty respondents who elaborated on workplace climate at University of Missouri-Columbia. One respondent reported, "Job security: I am entirely self funded and have been for 16 years."[1] Another respondent shared, "My lack of job security revolves around a nucleus of uncertainty as to whether or not institutional goals are being met." Other respondents elaborated on some implications of job security concerns. For example, one respondent noted, "NTT lias NO job security. I can't disagree w[7]ith a tenure or tenure-track faculty member without risking my job." Another respondent added, "I sometimes feel insecure about my status and continuity." Yet another respondent explained, "We are reminded that we are 011 one-year contracts. Contract renewal terms and job expectations are unclear." Non-Tenure-Track Academic Appointment respondents who elaborated 011 workplace climate noted job security as a concern.

Low Sense of Belonging and Value — Respondents who elaborated on workplace climate at University of Missouri-Columbia described a low sense of belonging and value. Some respondents reflected on how they themselves feel excluded from other Faculty. One respondent noted, "Despite being fiill faculty, it has been made very clear that non-tenure track professors are not truly faculty. Rather, we are "helpers" here to actually teach our students while tenure track faculty have the more important responsibilities—governance and research." Another respondent shared, "Even though I think the opinions of non-tenure-track faculty are valued a bit more, in general, we are still treated as second class citizens, even after serving the institution for decades." Other respondents described their perception of value by leadership, for example, "I do not believe non-tenure track faculty are taken seriously by the administration in the college." Another respondent noted, "Most non-tenure-track faculty feel as if the university regards them as expendable. In our departments, we do the hon's share of the work and that goes unrecognized and unappreciated." The sentiment that "we are disposable, 110 matter how good we are at what we do" was widely echoed. Other respondents specifically described a disregard for then teaching. One respondent noted, "School of Medicine is only about making money, not teaching." Another respondent explained, "Teaching is valued, but not valued as highly as research. Non-Tenure track faculty are not given time for scholarly activity even though it is necessary for advancement. Scholarly activity outside of research is undervalued." Respondents who elaborated 011 the workplace climate at University of Missouri-Columbia did not feel valued by the institution as a whole.

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of 16 statements related to faculty workplace climate (Table 58). Chi-square analyses were conducted by position status, gender identity, racial identity, sexual identity, age, religious/spiritual identity, citizenship status, military status, and disability status; only significant differences are repotted.

Foity-three percent (n = 418) of Faculty[91] respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. Non-Tenure-Track Faculty respondents (53%, *n* = 207) and Tenure-Track Faculty respondents (43%, *n* = 49) were more likely than Tenured Faculty respondents (16%, n = 51) to "agree" that salaries for tenure-track faculty positions were competitive. Other Religious/Spiritual Identity Faculty respondents (32%, n = 28), No Religious/Spiritual Identity Faculty respondents (33%, n = 102) and Multiple Religious/Spiritual Identity Faculty respondents (26%, n = 12) were significantly less likely than Christian Religious/Spiritual Identity Faculty respondents (44%, n = 207) to "agree" that salaries for tenure-track faculty positions were competitive.

Thirty-nine percent (n = 352) of Faculty respondents thought that salaries for adjunct faculty were competitive. Non-Tenure-Track Faculty respondents (39%, n = 148) and Tenme-Track Faculty respondents (38%, n = 37) were more likely than Tenured Faculty respondents (29%, n = 82) to "agree" that salaries for adjunct faculty were competitive. Women Faculty respondents (31%, *n* = 134) were significantly less likely than Men Faculty respondents (41%, *n* = 180) to "agree" that salaries for adjunct faculty were competitive. A significantly higher percentage (45%, yt = 341) of U.S. Citizen Faculty respondents than (34%, n = 47) of Non-U.S. Citizen Faculty respondents "disagreed" that salaries for adjunct faculty were competitive. Military Faculty respondents (49%, n = 24) were more likely than Non-Military Faculty respondents (35%, n = 291) to "agree" that salaries for adjunct faculty were competitive. Christian Religious/Spiritual Identity Faculty respondents (43%, n = 192) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (29%, n = 85), Multiple Religious/Spiritual Identity Faculty respondents (30%, n = 12), and Other Religious/Spiritual

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[91] Per the request of the LCST, Senior Administrators with Faculty Rank were included with Faculty/Emeritus faculty/research Scientist respondents by position status.

Identity Faculty respondents (23%, n = 19) to "agree" that salaries for adjunct faculty were competitive.

Forty percent (ri = 380) of Faculty respondents thought that salaries for non-tenure-track faculty were competitive. Women Faculty respondents (32%, n = 148) were significantly less likely than Men Faculty respondents (40%, *n* = 185) to "agree" that salaries for non-tenure-track faculty were competitive. Military Faculty respondents (50%, n = 27) were more likely than Non-Military Faculty respondents (36%, *n* = 311) to "agree" that salaries for non-tenure-track faculty were competitive. Christian Religious/Spiritual Identity Faculty respondents (40%, n = 190) and Multiple Religious/Spiritual Identity Faculty respondents (40%, *n* = 16) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (32%, n = 97) and Other Religious/Spiritual Identity Faculty respondents (25%, n = 22) to "agree" that salaries for 11011-tenure-track faculty were competitive.

Eighty-one percent (« = 811) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Non-Tenure-Track Faculty respondents (72%, *n* = 311) and Tenure-Track Faculty respondents (68%, n = 77) were more likely than Tenured Faculty respondents (59%, n = 185) to "agree" that health insurance benefits were competitive. Women Faculty respondents (70%, n = 336) were significantly more likely than Men Faculty respondents (64%, n = 312) to "agree" that health insurance benefits were competitive. White Faculty respondents (68%, n = 546) were more likely than People ofColor and Multiracial Faculty respondents (59%, n = 85) to "agree" that health insurance benefits were competitive. Christian Religious/Spiritual Identity Faculty respondents (70%, n = 348) and Other Religious/Spiritual Identity Faculty respondents (72%, *n* = 63) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (65%, n = 204) and Multiple Religious/Spiritual Identity Faculty respondents (63%, n = 30) to "agree" that health insurance benefits were competitive.

Fifty-four percent (;/ = 450) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. Non-Tenure-Track Faculty respondents (56%, n = 200) and Tenure-Track Faculty Respondents (51 %, n = 48) were more likely than Tenured Faculty Respondents

(37%, n = 95) to "agree" that cliild care benefits were competitive. Christian Religious/Spiritual Identity Faculty respondents (9%, n = 38) and Other Religious/Spiritual Identity Faculty respondents (14%, n = 10) were significantly less likely than No Religious/Spiritual Identity Faculty respondents (18%, *n* = 47) and Multiple Religious/Spiritual Identity Faculty respondents (20%, ii = 8) to "strongly disagr ee" that child care benefits were competitive.

More than two-thirds (67%, n = 632) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. Faculty/Emeritus Faculty/Research Scientist respondents (55%, *n* = 485) were significantly less likely than Senior Administrator with Faculty Rank respondents (69%, *n* = 44) to "agree" that retirement/supplemental benefits w[7]ere competitive. LGBQ Faculty respondents (19%, n = 10) were more likely than Heterosexual Faculty respondents (8%, *n* = 65) to "strongly disagree" that retirement/supplemental benefits were competitive. Christian Religious/Spiritual Identity Faculty respondents (6%, *n* = 29), Other Religious/Spiritual Identity Faculty respondents (6%, n = 5), and No Religious/Spiritual Identity[7] Faculty respondents (10%, *n* = 28) were significantly less likely than Multiple Religious/Spiritual Identity Faculty respondents (22%, n = 10) to "strongly disagree" that retirement/supplemental benefits were competitive. A significantly higher percentage (21%, n = 17) of Disability Faculty respondents than (7%, n = 63) of No Disability Faculty respondents "strongly disagreed" that retirement/supplemental benefits were competitive.

Table 58. **Faculty Respondents' Perceptions of Salary and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Salaries for tenure-track faculty positions are competitive.	**53**	**5.5**	**365**	**37.6**	**376**	**38.8**	**176**	**18.1**
Faculty status								
Tenured Faculty	7	2.2	51	15.9	140	43.8	122	38.1
Tenure-Track Faculty	<5	–	49	43.0	40	35.1	21	18.4
Non-Tenure-Track Faculty	28	7.1	207	52.5	144	36.5	15	3.8
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	29	6.1	207	43.6	185	38.9	54	11.4
Other Religious/Spiritual Identity	<5	–	28	31.8	41	46.6	15	17.0
No Religious/Spiritual Identity	15	4.8	102	32.9	116	37.4	77	24.8
Multiple Religious/Spiritual Identity	<5	–	12	25.5	21	44.7	12	25.5
Salaries for adjunct faculty are competitive.	**30**	**3.3**	**322**	**35.7**	**398**	**44.1**	**153**	**16.9**
Faculty status[0]TMTM								

Table 58. **Faculty Respondents' Perceptions of Salaiy and Benefits**

Perceptions	Stroiigl> agree n	Stroiigl> agree %	Agi·ee n	Agi·ee %	Disagree n	Disagree %	Stioiugly disa;·ree n	Stioiugly disa;·ree %
Tenured Faculty	8	2.8	82	29.0	126	44.5	67	23.7
Tenure-Track Faculty	<5	–	37	38.1	43	44.3	16	16.5
Non-Tenure-Track Faculty	14	3.7	148	38.6	173	45.2	48	12.5
Gender identity"™								
Men	17	3.9	180	40.9	*111*	40.2	66	15.0
Women	12	2.8	134	30.9	206	47.5	82	18.9
Citizenship status[ccxax]								
Non-U.S. Citizeu/NaUiralized	7	5.0	54	38.8	47	33.8	31	22.3
U.S. Citizen	23	3.1	267	35.5	341	45.3	121	16.1
Military status™								
Military	<5	–	24	49.0	17	34.7	<5	--
Non-Military	25	3.0	291	35.2	368	44.5	143	17.3
Religious/Spiritual Identity[0001]								
Christian Religious/Spiritual Identity	19	4.3	192	43.1	188	42.2	46	10.3
Other Religious/Spiritual Identity	<5	–	19	23.2	47	57.3	15	18.3
No Religious/Spiritual Identity	6	2.1	85	29.4	127	43.9	71	24.6
Multiple Religious/Spiritual Identity	<5	–	12	30.0	16	40.0	11	27.5
Salaries for non tenure-track faculty are competitive.	36	3.8	344	36.0	388	40.6	187	19.6
Gender identity™[1]								
Men	19	4.1	185	40.0	179	38.7	79	17.1
Women	14	3.1	148	32.3	196	42.8	100	21.8
Military status"™								
Military	<5	–	27	50.0	20	37.0	<5	--
Non-Military	30	3.4	311	35.7	357	40.9	174	20.0
Religious/Spiritual Identity[000"]								
Christian Religious/Spiritual Identity	18	3.8	190	40.1	192	40.5	74	15.6
Other Religious/Spiritual Identity	<5	–	22	24.7	49	55.1	16	18.0
No Religious/Spiritual Identity	10	3.3	97	32.3	122	40.7	71	23.7
Multiple Religious/Spiritual Identity	<5	–	16	40.0	13	32.5	8	20.0
Health insurance benefits are competitive.	141	14.0	670	66.5	139	13.8	57	5.7
Faculty status"™								
Tenured Faculty	33	10.5	185	59.1	64	20.4	31	9.9
Tenure-Track Faculty	13	11.5	77	68.1	18	15.9	5	4.4
Non-Tenure-Track Faculty	66	15.2	311	71.7	41	9.4	16	3.7
Gender identity™[1,1]								
Men	67	13.6	312	63.5	76	15.5	36	7.3
Women	73	15.2	336	70.0	52	10.8	19	4.0
Racial identity™[Ï"]								
White	115	14.4	546	68.4	96	12.0	41	5.1
People of Color and Multiracial	22	15.2	85	58.6	29	20.0	9	6.2
Religious/Spiritual Identity[000]™								
Christian Religious/Spiritual Identity	83	16.6	348	69.6	52	10.4	17	3.4
Other Religious/Spiritual Identity	9	10.2	63	71.6	11	12.5	5	5.7
No Religious/Spiritual Identity	41	13.0	204	64.8	50	15.9	20	6.3
Multiple Religious/Spiritual Identity	<5	–	30	62.5	11	22.9	5	10.4
Childcare benefits are competitive.	36	4.3	414	49.5	272	32.5	114	13.6
Faculty status™*								
Tenured Faculty	9	3.5	95	37.0	100	38.9	53	20.6

Table 58. **Faculty Respondents' Perceptions of Salay and Benefits**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Tenure-Track Faculty	<5	–	48	51.1	*29*	30.9	14	14.9
Non-Tenure-Track Faculty	17	4.8	200	56.2	103	28.9	36	10.1
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	23	5.5	226	54.2	130	31.2	38	9.1
Other Religious/Spiritual Identity	<5	–	36	49.3	26	35.6	10	13.7
No Religious/Spiritual Identity	9	3.4	124	46.3	88	32.8	47	17.5
Multiple Religious/Spiritual Identity	<5	–	15	37.5	16	40.0	8	20.0
Retirement/supplemental benefits are competitive.	**103**	**10.9**	**529**	**56.1**	**228**	**24.2**	**83**	**8.8**
Position status								
Faculty/Emeritus Faculty/Research Scientist	93	10.6	485	55.2	222	25.3	79	9.0
Senior Administrator with Faculty Rank	10	15.6	44	68.8	6	9.4	<5	…
Sexual identity								
LGBQ	<5	–	27	50.0	13	24.1	10	18.5
Heterosexual	94	11.3	473	56.9	199	23.9	65	7.8
Religious/Spiritual Identity								
Christian Religious/Spiritual Identity	64	13.6	277	58.9	100	21.3	29	6.2
Other Religious/Spiritual Identity	6	7.3	54	65.9	17	20.7	5	6.1
No Religious/Spiritual Identity	27	9.1	154	52.0	87	29.4	28	9.5
Multiple Religious/Spiritual Identity	<5	–	21	45.7	11	23.9	10	21.7
Disability status								
No Disability	98	11.6	483	57.0	204	24.1	63	7.4
Disability	<5	–	42	52.5	18	22.5	17	21.3

Note: Table reports only Faculty responses (n = 1,066).

Twenty percent (« = 186) of Faculty respondents "strongly agreed" or "agreed" that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 59). Faculty/Emeritus Faculty/Research Scientist respondents (19%, *n* = 167) were significantly less likely than Senior Administrator with Faculty Rank respondents (29%, n = 20) to "strongly disagree" that people who do not have children are burdened with work responsibilities beyond those who do have children. A significantly higher percentage of Women Faculty respondents (8%, /? = 37) than Men Faculty respondents (3%, *n* = 14) "strongly agreed" that people who do not have children are burdened with work responsibilities beyond those who do have children. White Faculty respondents (64%, *n* = 481) were more likely than Faculty Respondents of Color (47%, *n* = 48) and Multiracial Faculty respondents (41%, *n* = 12) to "disagree" that people who do not have children are burdened with work responsibilities beyond those who do have children. LGBQ Faculty respondents (13%, *n* = 7) were more likely than Heterosexual Faculty respondents (5%, *n* = 40)

to "strongly agree'" that people who do not have children are burdened with work responsibilities beyond those who do have children.

Fifty percent (n = 465) of Faculty respondents "strongly agreed" or "agreed" that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, University of Missouri-Columbia breaks not scheduled with school district breaks). Women Faculty respondents (15%, *n* = 68) were significantly more likely than Men Faculty respondents (7%, n = 33) to "strongly agree" that people who have children or elder care were burdened with balancing work and family responsibilities. Faculty Respondents of Color (16%, n = 16) were more likely than White Faculty respondents (6%, n = 43) to "strongly disagree" that people who have children or elder care were burdened with balancing work and family responsibilities. Christian Religious/Spiritual Identity Faculty respondents (35%, *n* = 161) were significantly less likely than No Religious/Spiritual Identity Faculty respondents (45%, n = 135) to "agree" that people who have children or elder care were burdened with balancing work and family responsibilities. No Disability Faculty respondents (8%, n = 66) were significantly more likely than fewer than five Disability Faculty respondents to "strongly disagree" that people who have children or elder care were burdened with balancing work and family responsibilities.

Fifty percent (n = 474) of Faculty respondents "strongly agreed" or "agreed" that University of Missouri-Columbia provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Tenured Faculty respondents (16%, *n* = 47) and Tenure-Track Faculty respondents (15%, *n* = 16) were more likely than Non-Tenure-Track Faculty respondents (9%, *n* =37) to "strongly disagree" that University of Missouri-Columbia provided adequate resources to help them manage work-life balance. Women Faculty respondents (42%, n = 192) were significantly less likely than Men Faculty respondents (50%, *n* = 229) to "agree" that University of Missouri-Columbia provided adequate resources to help them manage work-life balance. A significantly higher percentage of No Disability Faculty respondents (47%, *n* = 403) than of Disability Faculty respondents (32%, *n* = 27) "agreed" that University of Missouri-Columbia provided adequate resources to help them manage work-life balance.

Table 5. **Faculty Respondents' Perceptions of** a n e

Perceptions	Strougly agiree n	%	Agi'ee n	%	Disag;ree n	%	Strougly disagree «	%
People who do not have children are burdened with work responsibilities beyond those who do have children.	53	5.6	133	14.1	571	60.5	187	19.8
Position status[0TM"]								
Faculty/Emeritus Faculty/Research Scientist	51	5.8	130	14.8	528	60.3	167	19.1
Senior Administrator with Faculty Rank	<5	–	<5	–	43	63.2	20	29.4
Gender identity[0TM]								
Men	14	3.0	52	11.3	285	62.0	109	23.7
Women	37	8.1	73	16.1	271	59.7	73	16.1
Racial identity[000TM1]								
People of Color	5	4.9	21	20.6	48	47.1	28	27.5
White	41	5.4	93	12.4	481	63.9	138	18.3
Multiracial	<5	–	7	24.1	12	41.4	7	24.1
Sexual identity[ooara11]								
Heterosexual	40	4.8	107	13.0	511	61.9	168	20.3
LGBQ	7	12.5	13	23.2	27	48.2	9	16.1
People who have children or elder care are burdened with balancing work aud family responsibilities.	103	11.1	362	39.1	392	42.3	69	7.5
Gender identity[000""]								
Men	33	7.3	158	35.1	212	47.1	47	10.4
Women	68	15.2	191	42.8	168	37.7	19	4.3
Racial identity[0TM]								
People of Color	10	10.1	33	33.3	40	40.4	16	16.2
White	83	11.2	297	40.1	317	42.8	43	5.8
Multiracial	5	17.9	13	46.4	9	32.1	<5	–
Religious/Spiiinial Identity[000TM]								
No Religious/Spiritual Identity	29	9.7	135	45.3	116	38.9	18	6.0
Christian Religious/Spiiinial Identity	53	11.5	161	34.9	208	45.1	39	8.5
Disability stams[ccTM]								
No Disability	88	10.5	322	38.6	359	43.0	66	7.9
Disability	14	17.3	37	45.7	29	35.8	<5	–
University of Missouri-Columbia provides adequate resources to help me manage work-life balance.	39	4.1	435	45.5	370	38.7	113	11.8
Faculty status[000TM"]								
Tenured Faculty	5	1.7	122	41.2	122	41.2	47	15.9
Tenure-Track Faculty	<5	–	38	36.5	49	47.1	16	15.4
Non-Tenure-Track Faculty	21	5.0	200	47.7	161	38.4	37	8.8
Gender identity[00TM']								
Men	20	4.3	229	49.8	172	37.4	39	8.5
Women	18	3.9	192	41.5	182	39.3	71	15.3
Disability stahis[oooxxv]								
No Disability	36	4.2	403	46.9	327	38.1	93	10.8
Disability	<5	–	27	32.1	40	47.6	16	19.0

Note: Table reports only Faculty responses (n = 1,066).

As noted in Table 60, 72% (n = 719) of Faculty respondents "strongly agreed" or "agreed" that they believed that their colleagues included them in opportunities that will help their career as much as they do others in their position. Tenured Faculty respondents (10%, n = 31) were more likely than fewer than five Non-Tenure-Track Faculty respondents and Tenure-Track Faculty respondents (5%, n = 21) to "strongly disagree" that they believed that their colleagues included them hi opportunities that will help their career as much as they do others hi their position. A higher proportion of White Faculty respondents (60%, *n* = 475) and Multiracial Faculty respondents (59%, *n* = 20) than Faculty Respondents ofColor (47%, *n* = 49) "agreed" that their colleagues included them hi opportunities that will help their career as much as they do others in their position. LGBQ Faculty respondents (13%, n = 8) were more likely than Heterosexual Faculty respondents (5%, n = 46) to "strongly disagree" that their colleagues included them in opportunities that will help their career as much as they do others hi their position. Christian Religious/Spiritual Identity Faculty respondents (3%, n = 16) were significantly less likely than Other Religious/Spiritual Identity Faculty respondents (8%, n = 7), No Religious/Spiritual Identity Faculty respondents (9%, n = 27), and Multiple Religious/Spiritual Identity Faculty respondents (15%, *n* = 7) to "strongly agree" that their colleagues included them in opportunities that will help their career as much as they do others in their' position. A significantly higher percentage of Disability Faculty respondents (12%, n = 10) than of No Disability Faculty respondents (6%, n = 52) "strongly disagreed" that their colleagues included them in opportunities that will help their career as much as they do others hi their position.

Sixty percent (*n* = 609) of Faculty respondents "strongly agreed" or "agreed" that they believed that the performance evaluation process was clear.

Sixty-five percent (n = 655) of Faculty respondents "strongly agreed" or "agreed" that University of Missouri-Columbia provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, and traveling). Faculty/Emeritus Faculty/Research Scientist respondents (12%, n = 117) were significantly less likely than Senior Administrator with Faculty Rank respondents (26%, n = 18) to "strongly agree" that University of Missouri-Columbia provided them with resources to pursue professional development. Tenured Faculty respondents (8%, n = 24) were less likely than Non-Tenure-Track Faculty

respondents (15%, *n* = 67) and Tenure-Track Faculty respondents (16%, *n* = 17) to "strongly agree" that University of Missouri-Columbia provided them with resources to pursue professional development. Christian Religious/Spiritual Identity Faculty respondents (16%, *n* = 81) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (10%, n = 32) to "strongly agree" that University of Missouri-Columbia provided them with resources to pursue professional development.

Sixty-one percent (w =615) of Faculty respondents "strongly agreed" or "agreed" that they were positive about their career opportunities at University of Missouri-Columbia. Faculty/Emeritus Faculty/Research Scientist respondents (10%, n = 98) were significantly less likely than Senior Administrator with Faculty Rank respondents (19%, n = 13) to "strongly agree" that they were positive about their career opportunities at University of Missouri-Columbia. A higher proportion of Multiracial Faculty respondents (46%, *n*= 16) and Faculty Respondents of Color (36%, *n* = 40) than White Faculty respondents (26%, *n* = 211) "disagreed" that they were positive about their career opportunities at University of Missouri-Columbia. LGBQ Faculty respondents (31%, n = 18) were less likely than Heterosexual Faculty respondents (52%, n = 462) to "agree" that they were positive about their career opportunities at University of Missouri-Columbia. Christian Religious/Spiritual Identity Faculty respondents (7%, *n* = 35) were significantly less likely than Other Religious/Spiritual Identity Faculty respondents (10%, n = 9), No Religious/Spiritual Identity Faculty respondents (13%, *n* = 41), and Multiple Religious/Spiritual Identity Faculty respondents (15%, *n* = 7) to "strongly disagree" that they were positive about their career opportunities at University of Missouri-Columbia. A significantly higher percentage of No Disability Faculty respondents (51%, *n* =468) than of Single Disability Faculty respondents (42%, n = 25) and Multiple Disabilities Faculty respondents (26%, *n* = 7) "agreed" that they were positive about their career opportunities at University of Missouri-Columbia.

Sixty-three percent (n = 639) of Faculty respondents "strongly agreed" or "agreed" that they would recommend University of Missouri-Columbia as a good place to work. Faculty/Emeritus Faculty/Research Scientist respondents (11%, n = 106) were significantly less likely than Senior Administrator with Faculty Rank respondents (25%, *n* = 18) to "strongly agree" that they would

recommend University of Missouri-Columbia as a good place to work. Tenured Faculty respondents (35%, n = 109) were more likely than Non-Tenure-Track Faculty respondents (24%, n = 109) and Tenure-Track Faculty respondents (22%, n = 24) to "disagree'" that they would recommend University of Missouri-Columbia as a good place to work. A lower proportion of Multiracial Faculty respondents (31%. n = 11) than White Faculty respondents (54%, n = 433) and Faculty Respondents of Color (45%, n = 49) "agreed" that they would recommend University of Missouri-Columbia as a good place to work. LGBQ Faculty respondents (36%, n = 21) were less likely than Heterosexual Faculty respondents (53%, n =470) to "agree" that they would recommend University of Missouri-Columbia as a good place to work Christïan Religious/Spiritual Identity Faculty respondents (6%, n = 30) were significantly less likely than Other Religious/Spiritual Identity Faculty respondents (10%, n = 9), No Religious/Spiritual Identity Faculty respondents (13%, n = 43), and Multiple Religious/Spiritual Identity Faculty respondents (13%, n = 6) to "strongly disagr ee" that they would recommend University of Missouri-Columbia as a good place to work. A significantly lower percentage of No Disability Faculty respondents (25%, n = 230) than of Single Disability Faculty respondents (48%, n = 29) and Multiple Disabilities Faculty respondents (37%, n = 10) "disagreed" that they would recommend University of Missouri-Columbia as a good place to work.

Sixty-nine percent (n = 705) of Faculty respondents "strongly agreed" or "agreed" that they had job security. Tenured Faculty respondents (30%, n = 95) were more likely than Non-Tenure-Track Faculty respondents (8%, n = 37) and Tenure-Track Faculty respondents (14%, n = 15) to "strongly agree" that they had job security. Women Faculty respondents (16%, n = 77) were significantly less likely than Men Faculty respondents (21%, n = 106) to "strongly agree" that they had job security. A lower proportion of Faculty Respondents of Color and Multiracial Faculty respondents (40%, n = 58) than White Faculty respondents (53%, n = 432) "agreed" that they had job security. A significantly lower percentage of Single Disabihty Faculty respondents (9%, h = 5) and No Disability Faculty respondents (9%, n = 82) than of Multiple Disabilities Faculty respondents (36%, n = 10) "strongly disagreed" that they had job security.

Sixty-two percent (;/ = 600) of Faculty respondents "strongly agreed" or "agr eed" that they felt that they have access to and support for grant funding. Faculty/Emeritus Faculty/Research

Scientist respondents (11%, n = 98) were significantly less likely than Senior Administrator with Faculty Rank respondents (21%, *n* = 14) to "strongly agree" that they felt that they have access to and support for grant funding. Tenured Faculty respondents (25%, *n* = 76) were less likely than Non-Tenure-Track Faculty respondents (3 7%, *n* = 152) and Tenure-Track Faculty respondents (29%, n = 32) to "disagree" that they felt that they have access to and support for grant funding. Christian Religious/Spiritual Identity Faculty respondents (5%, *n* = 22) were significantly less likely than Other Religious/Spiritual Identity Faculty respondents (13%, *n* = 11), No Religious/Spiritual Identity Faculty respondents (10%, n = 32), and fewer than five Multiple Religious/Spiritual Identity Faculty respondents to "strongly disagree" that they felt that they have access to and support for grant funding. A significantly higher percentage of Disability Faculty respondents (16%, *n* = 13) than of No Disability Faculty respondents (7%, *n* = 63) "strongly disagreed" they felt that they have access to and support for grant funding.

Table 60. **Faculty Respondents' Perceptions of Workplace Climate**

Perceptions	Strongiy agr<?e% *tt*		Agi·ee «	%	Dissigree n	%	Strougly disagree n	%
My colleagues include ine in opportunities tliat will lielp my career as much as they do others iu my position.	**148**	**14.9**	**571**	**57.4**	**209**	**21.0**	**66**	**6.6**
Faculty statusᵀᴹ³ᵀᴹ								
Tenured Faculty	35	11.6	170	56.3	66	21.9	31	10.3
Tenure-Track Faculty	23	20.7	57	51.4	27	24.3	<5	–
Non-Tenure-Track Faculty	59	13.5	268	61.2	90	20.5	21	4.8
Racial identity⁴ᵀᴹ¹"								
People ofColor	10	9.5	49	46.7	34	32.4	12	11.4
White	121	15.2	475	59.8	151	19.0	47	5.9
Multiracial	<5	–	20	58.8	9	26.5	<5	–
Sexual identityᵀᴹ¹"¹								
Heterosexual	134	15.3	510	58.4	183	21.0	46	5.3
LGBQ	<5	–	31	51.7	17	28.3	8	13.3
Religious/Spiritual Identity⁰⁰⁰⁵ᵀᴹ*								
Christian Religious/Spiritual Identity	69	14.0	297	60.4	110	22.4	16	3.3
Other Religious/Spiritual Identity	10	11.2	52	58.4	20	22.5	7	7.9
No Religious/Spirinial Identity	56	17.8	171	54.3	61	19.4	27	8.6
Multiple Religious/Spiiinial Identity	<5	–	27	57.4	9	19.1	7	14.9
Disability statusᵀᴹ³ᵀᴹ								
No Disability	131	14.7	528	59.1	183	20.5	52	5.8
Disability	12	14.1	39	45.9	24	28.2	10	11.8
The performance evaluation process is clear.	**113**	**11.1**	**496**	**48.7**	**295**	**28.9**	**115**	**11.3**

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

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
University of Missouri-Columbia provides ine with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	**135**	**13.3**	**520**	**51.2**	**253**	**24.9**	**107**	**10.5**
Position status[TM3TM]								
Faculty/Emeritus Faculty/Research Scientist	117	12.4	486	51.4	238	25.2	105	11.1
Senior Administrator with Faculty Rank	18	26.1	34	49.3	15	21.7	<5	-
Faculty status[TM*TM1]								
Tenured Faculty	24	7.6	154	48.7	93	29.4	45	14.2
Tenure-Track Faculty	17	15.6	58	53.2	18	16.5	16	14.7
Non-Tenure-Track Faculty	67	15.1	231	51.9	113	25.4	34	7.6
Religious/Spiritual Ideiitity[cccxxxm]								
No Religious/Spiritual Identity	32	9.9	171	53.1	80	24.8	39	12.1
Christian Religious/Spiritual Identity	81	16.1	263	52.2	123	24.4	37	7.3
Positive about my career opportunities at University of Missouri-Columbia.	**111**	**10.9**	**504**	**49.7**	**291**	**28.7**	**109**	**10.7**
Position status[TM*TM1']								
Faculty/Emeritus Faculty/Research Scientist	98	10.4	464	49.1	278	29.4	105	11.1
Senior Administrator with Faculty Rank	13	18.6	40	57.1	13	18.6	<5	_
Racial identity[TM*TM']								
People ofColor	13	11.7	47	42.3	40	36.0	11	9.9
White	91	11.3	424	52.7	211	26.2	79	9.8
Multiracial	0	0.0	12	34.3	16	45.7	7	20.0
Sexual identity[TM*TM1]								
Heterosexual	101	11.4	462	52.0	244	27.4	82	9.2
LGBQ	6	10.2	18	30.5	27	45.8	8	13.6
Religious/Spiritual Identity[000*TM"1]								
Christian Religious/Spiritual Identity	64	12.6	274	54.2	133	26.3	35	6.9
Other Religious/Spiritual Identity	10	11.1	48	53.3	23	25.6	9	10.0
No Religious/Spiritual Identity	31	9.7	144	45.3	102	32.1	41	12.9
Multiple Religious/Spiritual Identity	<5	-	20	42.6	17	36.2	7	14.9
Disability status[TM*TMTM]								
Single Disability	5	8.3	25	41.7	26	43.3	<5	-
No Disability	103	11.3	468	51.3	249	27.3	93	10.2
Multiple Disabilities	0	0.0	7	25.9	12	44.4	8	29.6
I would recommend University of Missouri-Columbia as a good place to work.	**124**	**12.2**	**515**	**50.6**	**275**	**27.0**	**104**	**10.2**
Position status[TM*TM*]								
Faculty/Emeritus Faculty/Research Scientist	106	11.2	476	50.3	265	28.0	100	10.6
Senior Administrator with Faculty Rank	18	25.4	39	54.9	10	14.1	<5	_
Faculty status[TM*]								
Tenured Faculty	25	8.0	134	43.1	109	35.0	43	13.8
Tenure-Track Faculty	16	14.7	51	46.8	24	22.0	18	16.5
Non-Tenure-Track Faculty	53	11.8	255	56.8	109	24.3	32	7.1
Racial identity[TM**]								
People ofColor	13	11.9	49	45.0	34	31.2	13	11.9
White	101	12.5	433	53.5	205	25.3	71	8.8
Multiracial	<5	_	11	31.4	14	40.0	7	20.0

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Table . **Faclty Respondents' Perception of** i

Perceptions	Strougiy agn?e n %		Agi·ee « %		Disagree « %		Strongly disaglee n %	
Sexual identity[000x111]								
Heterosexual	114	12.8	470	52.7	234	26.2	74	8.3
LGBQ	5	8.5	21	35.6	22	37.3	11	18.6
Religious/Spiritual Identity[cccx1m]								
Christian Religious/Spiritual Identity	71	14.0	273	53.8	133	26.2	30	5.9
Other Religious/Spiritual Identity	10	11.4	48	54.5	21	23.9	9	10.2
No Religious/Spiritual Identity	37	11.5	153	47.7	88	27.4	43	13.4
Multiple Religious/Spiritual Identity	<5	–	23	47.9	15	31.3	6	12.5
Disability status[0005Ɪ*']								
Single Disability	<5	–	24	40.0	29	48.3	<5	–
No Disability	118	12.9	478	52.2	230	25.1	90	9.8
Multiple Disabilities	0	0.0	10	37.0	10	37.0	7	25.9
I have job security.	**183**	**17.9**	**522**	**51.1**	**219**	**21.4**	**98**	**9.6**
Faculty status[000*^]								
Tenured Faculty	95	29.8	199	62.4	18	5.6	7	2.2
Tenure-Track Faculty	15	13.6	50	45.5	35	31.8	10	9.1
Non-Tenure-Track Faculty	37	8.3	202	45.1	141	31.5	68	15.2
Gender identity[000*1"]								
Men	106	21.2	260	52.1	100	20.0	33	6.6
Women	77	15.8	242	49.7	111	22.8	57	11.7
Racial identity[000*1Ɪ̄M]								
Wliite	145	17.9	432	53.2	165	20.3	70	8.6
People of Color and Multiracial	29	20.0	58	40.0	39	26.9	19	13.1
Disability status[000*IꞮ̄M]								
Single Disability	7	12.1	33	56.9	13	22.4	5	8.6
No Disability	172	18.7	470	51.0	197	21.4	82	8.9
Multiple Disabilities	<5	–	9	32.1	7	25.0	10	35.7
I feel that I have access to and support for grant funding.	**112**	**11.6**	**488**	**50.4**	**288**	**29.7**	**81**	**8.4**
Position status[000*11*]								
Faculty/Emeritus Faculty/Research Scientist	98	10.9	452	50.1	274	30.3	79	8.7
Senior Administrator with Faculty Rank	14	21.2	36	54.5	14	21.2	<5	–
Faculty status[0001]								
Tenured Faculty	36	11.7	166	53.9	76	24.7	30	9.7
Tenure-Track Faculty	17	15.6	53	48.6	32	29.4	7	6.4
Non-Tenme-Track Faculty	35	8.5	188	45.4	152	36.7	39	9.4
Religious/Spiritual Identity[ccd̄l]								
Christian Religious/Spiriftial Identity	63	13.2	238	49.7	156	32.6	22	4.6
Other Religious/Spiritual Identity	12	13.8	40	46.0	24	27.6	11	12.6
No Religious/Spiritual Identity	26	8.4	167	54.2	83	26.9	32	10.4
Multiple Religious/Spiritual Identity	5	10.9	24	52.2	13	28.3	<5	–
Disability status[000*]								
No Disability	103	11.8	449	51.5	257	29.5	63	7.2
Disability	6	7.2	36	43.4	28	33.7	13	15.7

Note: Table reports only Faculty responses (n = 1,066).

Two hundred sixty-three Faculty respondents elaborated on their opinions of their salaries, benefits and career support at University of Missouri-Columbia. Three themes emerged from the data: (1) salary concerns, (2) lack of support and access to resources, and (3) low morale particularly with regard to views on campus leadership.

Dissatisfaction With Salary — Salary concerns were noted by respondents who elaborated on their opinions of their salaries, benefits and career support at University of Missouri-Columbia. Many respondents included internal comparisons and inconsistencies in their narratives addressing salary dissatisfaction. For example, one respondent noted, "I am not compensated as well as my colleagues hi other areas of the university." Another respondent elaborated, "The only competitive salaries at MU are those the administrators give themselves. Everyone else is thoroughly shortchanged at every opportunity." Finally, another respondent explained, "Salary disparities are very large across campus and within departments and divisions. Consistent salary increases (COL) are not provided for many faculty and staff." Other respondents noted external comparisons. For example, one respondent noted, "While the base salary is somewhat competitive, access to summer funding is not competitive with the market." Another respondent noted, "Salaries for clinical faculty are lower at MU than they are at community colleges or dohig clinical work." Other respondents added, "Salary is not why someone would stay at MU," "Salaries have stagnated for years," and "MU faculty and staff salaries are among the lowest hi the nation." Respondents who elaborated on their opinions of their salaries, benefits and career support at University of Missouri-Columbia described dissatisfaction with their salaries.

Lack of Financial Resources and Grant Support — Respondents who elaborated on their opinions of their salaries, benefits and career support at University of Missouri-Columbia noted a perceived lack of support financially, particularly in grant writing. The notion that "funding opportunities were insufficient" was widely echoed. One respondent noted, "Grants given within the university seem to go to a network of friends and spouses of committee members rather than to writers of excellent proposals." Another respondent shared, "I get very little support, especially around grants. Even if training is available, I camiot take time to attend given the rest of my workload." Another respondent explained, "I have received no information or support from my department chair about grant opportunities, and there are currently no grant writers

assigned to my division (that I know of)." Other respondent noted, "clinical practice needs prevent full participation in getting gr and support" and "Grant funding is something faculty do on their own without support." According to multiple reports, "grant support staff were all fired two years ago" this gap hi support was reported as a fairly new development at University of Missouri-Columbia.

Low Morale — Respondents who elaborated 011 their opinions of their salaries, benefits and career support at University of Missouri-Columbia reflected low morale. Respondents explained, "climate is somewhat toxic" and "This is a HORRIBLE place to work. Enough said." Other respondents noted that they would not recommend University of Missouri-Columbia. For example, one respondent stated, "I can no longer recommend MU as a good place to work." Another respondent elaborated, "I would never recommend working here. Faculty needs are ignored, benefits are cut, and every year we are asked to pay more for everything so salaries get lower. Administration does not give a rat's ass." Regarding the hierarchy noted hi the previous statement, other respondents echoed this report. One respondent shared, 'Teaching faculty are second class" and "non-tenured faculty (upon which the institution depends more and more) treated like dirt." Another respondent elaborated, "The non-tenure track faculty are not as recognized for their contributions to the profession, only tenured track faculty are recognized." Respondents who elaborated 011 their opinions of then salaries, benefits and career support at University of Missouri-Columbia reflected generally poor morale.

Faculty[92] respondents' attitudes about certain aspects of the climate in then departments/programs and at University of Missouri-Columbia are shown hi tables 61 to 64. Subsequent analyses were conducted to identify significant differences hi responses by gender identity, racial identity, sexual identity, age, religious/spiritual identity, citizenship status, military status, and disability status; only significant differences are reported.

Seventy percent (« = 740) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by faculty in their department/program (Table 61). Faculty/Emeritus Faculty/Research Scientist respondents (30%, *n* = 297) were less likely than Senior Administrator with Faculty Rank respondents (45%, *n* = 31) to "strongly agree" that they felt valued by faculty in their department/program Tenure-Track Faculty respondents (29%, n = 34) were less likely than Non-Tenure-Track Faculty respondents (40%, n = 184) and Tenured Faculty respondents (44%, n = 142) to "agree" that they felt valued by faculty in their department/program. Women Faculty respondents (13%, n = 64) were more likely than Men Faculty respondents (9%, *n* = 44) to "disagree" that they felt valued by faculty in their department/program. A larger percentage of Non-U.S. Citizen Faculty respondents (21%, n = 34) than U.S. Citizen Faculty respondents (13%, n = 109) "neither agree nor disagree" that they felt valued by faculty in their department/program White Faculty respondents (33%, n = 277) were more likely than Multiracial Faculty respondents (25%, n = 9) and Faculty Respondents ofColor (21%, *n* = 24) to "strongly agree" that they felt valued by faculty in their department/program. A larger percentage of LGBQ Faculty respondents (27%, n = 16) than Heterosexual Faculty respondents (13%, n = 117) "neither agree nor disagree" that they felt valued by faculty in their department/program.

Sixty-eight percent (n = 719) of Faculty respondents felt valued by their department/program chairs. White Faculty respondents (39%, n = 328) were significantly more likely than Multiracial Faculty respondents (29%, n = 10) and Faculty Respondents ofColor (24%, n = 27) to "strongly agree" that they felt valued by their department/program chairs. A larger percentage of LGBQ Faculty respondents (27%, n = 16) than Heterosexual Faculty respondents (13%, n = 123) "neither agree nor disagree" that they felt valued by their department/program chairs.

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[92] Per the request of the LCST, Senior Administrators with Faculty Rank were included with Faculty/Emeritus Faculty/Researcli Scientist respondents by position status.

Sixty-six percent (n = 692) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by other faculty at University of Misso mi-Columbia. A larger percentage of LGBQ Faculty respondents (36%, *n* =21) than Heterosexual Faculty respondents (22%, *n* = 199) "neither agree nor disagree" that they felt valued by other faculty at University of Missouri-Columbia. Although fewer than five each, larger percentages of Multiple Disabilities Faculty respondents and Single Disability Faculty respondents than No Disability Faculty respondents (2%, ii = 19) "strongly disagreed" that they felt valued by other faculty at University of Missouri-Co lumbia.

Seventy-eight percent (n = 794) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by students hi the classroom. Faculty Respondents of Color and Multiracial Faculty respondents (26%, *n* = 37) were significantly more likely than Wliite Faculty respondents (16%, ii = 128) to "neither agree nor disagree" that they felt valued by students in the classroom. Although fewer than five each, larger percentages of Disability Faculty respondents than No Disability Faculty respondents "strongly disagreed" that they felt valued by students hi the classroom.

Thirty-one percent (n = 321) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia senior administrators (e.g., chancellor, dean, vice chancellor, provost). Faculty/Emeritus Faculty/Research Scientist respondents (10%, n = 93) were less likely than Senior Administrator with Faculty Rank respondents (24%, n = 17) to "str ongly agree" that they felt valued by University of Missouri-Columbia senior administrators. Tenured Faculty respondents (20%, *11* = 62) were more likely than Tenure-Track Faculty Respondents (16%, *n* = 18) and Non-Tenure-Track Faculty Respondents (10%, *n* = 46) to "strongly disagree" that they felt valued by University of Missouri-Columbia senior administrators. Wliite Faculty respondents (21%, n = 174) and Faculty Respondents of Color (24%, ii = 26) were significantly more likely than fewer than five Multiracial Faculty respondents to "agree" that they felt valued by University of Missouri-Columbia senior administrators. A larger percentage of LGBQ Faculty respondents (31%, *n* = 18) than Heterosexual Faculty respondents (19%, n = 169) "disagreed" that they felt valued by University of Missouri-Columbia senior administrators. No Religious/Spiritual Identity Faculty respondents

(19%, n = 63) and Multiple Religious/Spiritual Identity Faculty respondents (19%, n = 9) were significantly more likely than Other Religious/Spiritual Identity Faculty respondents (10%, n = 9) and Christian Religious/Spiritual Identity Faculty Rank respondents (10%, n = 51) to "strongly disagree" that they felt valued by University of Missouri-Columbia senior administrators. Multiple Disabilities Faculty respondents (25%, n = 7) and Single Disability Faculty respondents (26%, n = 15) were significantly more likely than No Disability Faculty respondents (13%, n = 123) to "strongly disagree" that they felt valued by University of Missouri-Columbia senior administrators.

Forty-seven percent *(n* = 489) of Faculty respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia administrators (e.g., dean, department chair). Faculty/Emeritus Faculty/Research Scientist respondents (18%, n = 171) were significantly less likely than Senior Administrator with Faculty Rank respondents (43%, n = 29) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators. Tenured Faculty respondents (13%, n = 42) were less likely than Tenure-Track Faculty respondents (20%, n = 23) and Non-Tenure-Track Faculty Respondents (20%, n = 90) to "strongly agree" that they felt valued by University of Missouri-Columbia administrators. Women Faculty respondents (7%, n = 35) were significantly less likely than Men Faculty respondents (13%, n = 67) to "strongly disagree" that they felt valued by University of Missouri-Columbia administrators. No Religious/Spiritual Identity Faculty respondents (13%, n = 42) were significantly more likely than Christian Religious/Spiritual Identity Faculty respondents (8%, n = 39) to "strongly disagree" that they felt valued by University of Missouri-Columbia administrators. Multiple Disabilities Faculty respondents (26%, n = 7) were significantly more likely than No Disability Faculty respondents (10%, n = 94) and Single Disability Faculty respondents (9%, n = 5) to "strongly disagree" that they felt valued by University of Missouri-Columbia administrators.

Table 61. **Faculty/Senior Administrator with Faculty Rank Respondents' Feelings of Value**

Feelings of value	Strongly agree ii	Strongly agree %	Agree ii	Agree %	Neither agree nor disagree ii	Neither agree nor disagree %	Disagree ti	Disagree %	Strongly disagree n	Strongly disagree %
I feel valued by facidty in my department/program.	328	31.1	412	39.0	144	13.6	116	11.0	56	5.3
Positiou status[ccdiii]										

Table 61. **Faculty/Senior Administrator with Faculty Rank Respondents' Feelings of Value**

Feelings of value	Strongly agree n	%	Agree n	%	Neither agrees nor disagree /;	%	Disagree n	%	Strongly disagree n	%
Faculty/Emeritus Faculty/Research Scientist	297	30.1	385	39.0	138	14.0	111	11.2	56	5.7
Senior Administrator with Faculty Rank	31	44.9	27	39.1	6	8.7	5	7.2	0	0.0
Faculty status™Uy										
Tenured Faculty	83	25.5	142	43.7	44	13.5	31	9.5	25	7.7
Tenure-Track Faculty	43	37.1	34	29.3	15	12.9	14	12.1	10	8.6
Non-Tenure-Track Faculty	145	31.5	184	40.0	63	13.7	53	11.5	15	3.3
Gender identity™11'										
Men	167	32.7	199	39.0	64	12.5	44	8.6	36	7.1
Women	154	30.4	200	39.4	74	14.6	64	12.6	15	3.0
Citizenship status"11"										
Non-U.S. Citizen	42	25.5	66	40.0	34	20.6	12	7.3	11	6.7
U.S. Citizen	283	32.5	334	38.3	109	12.5	102	11.7	44	5.0
Racial identity™M										
People of Color	24	21.4	50	44.6	23	20.5	9	8.0	6	5.4
White	277	33.0	326	38.9	105	12.5	92	11.0	39	4.6
Multiracial	9	25.0	9	25.0	8	22.2	5	13.9	5	13.9
Sexual identity™l™										
Heterosexual	306	33.0	359	38.8	117	12.6	102	11.0	42	4.5
LGBQ	13	22.0	22	37.3	16	27.1	5	8.5	<5	...
I feel valued by my departinent/program chair.	**386**	**36.7**	**333**	**31.7**	**147**	**14.0**	**106**	**10.1**	**79**	**7.5**
Racial identity™1"										
People of Color	27	24.3	48	43.2	16	14.4	12	10.8	8	7.2
White	328	39.3	257	30.8	117	14.0	75	9.0	58	6.9
Multiracial	10	28.6	7	20.0	5	14.3	8	22.9	5	14.3
Sexual identity ™k										
Heterosexual	358	38.9	291	31.6	123	13.4	88	9.6	61	6.6
LGBQ	17	28.8	15	25.4	16	27.1	5	8.5	6	10.2
I feel valued by other faculty at University of Missouri-Columbia.	**247**	**23.6**	**445**	**42.6**	**237**	**22.7**	**90**	**8.6**	**26**	**2.5**
Sexual identity ™b'a										
Heterosexual	228	24.9	394	43.0	199	21.7	79	8.6	17	1.9
LGBQ	8	13.8	21	36.2	21	36.2	5	8.6	<5	...
Disability status™l™										
Single Disability	11	18.3	28	46.7	12	20.0	6	10.0	<5	...
No Disability	228	24.3	401	42.7	216	23.0	76	8.1	19	2.0
Multiple Disabilities	<5	–	9	32.1	7	25.0	5	17.9	<5	...
I feel valued by students iu the classroom.	**357**	**35.2**	**437**	**43.1**	**174**	**17.1**	**40**	**3.9**	**7**	**0.7**
Racial identity™1**										
White	291	36.0	352	43.6	128	15.8	31	3.8	6	0.7
People of Color and Multiracial	40	28.6	54	38.6	37	26.4	8	5.7	<5	–
Disability status™l™'										
Disability	325	35.5	388	42.4	164	17.9	34	3.7	<5	–
No Disability	27	32.1	39	46.4	9	10.7	6	7.1	<5	–

Table 61. **Faculty/Senior Administrator with Faculty Rank Respondents' Feelings of Value**

Feelings of value	Stroiugly agi·ee n	%	Ag;ree n	%	Neiltlier agreie nor disagree ii	%	Disagree n	%	Strc'ngly disagree n	%
I feel valued by University of Missouri-Columbia senior administrators (e.g., chancellor, vice chancellor, provost).	110	10.6	211	20.3	369	35.5	204	19.6	146	14.0
Position status[ccdxv]										
Faculty/Emeritus Faculty/Research Scientist	93	9.6	184	19.0	358	36.9	194	20.0	141	14.5
Senior Administr ator with Faculty Rank	17	24.3	27	38.6	11	15.7	10	14.3	5	7.1
Faculty status[TMlTM]										
Tenured Faculty	22	7.0	55	17.4	112	35.4	65	20.6	62	19.6
Tenure-Track Faculty	8	7.0	28	24.3	43	37.4	18	15.7	18	15.7
Non-Tenure-Track Faculty	49	10.7	87	19.1	176	38.6	98	21.5	46	10.1
Racial identity[ccclxTM]										
People of Color	13	11.9	26	23.9	42	38.5	15	13.8	13	11.9
White	91	11.0	174	21.0	295	35.6	157	19.0	111	13.4
Multiracial	<5	___	<5	–	11	32.4	12	35.3	8	23.5
Sexual identity[TMl*TM]										
Heterosexual	105	11.5	189	20.7	335	36.8	169	18.6	113	12.4
LGBQ	<5	–	11	19.0	16	27.6	18	31.0	12	20.7
Religious/Spiritual Identity[000^]										
Christian Religious/Spiritual Identity	64	12.3	113	21.7	204	39.2	88	16.9	51	9.8
Odier Religious/Spiritual Identity	9	10.0	24	26.7	32	35.6	16	17.8	9	10.0
No Religious/Spiritual Identity	25	7.6	61	18.6	104	31.7	75	22.9	63	19.2
Multiple Religious/Spiritual Identity	6	12.8	6	12.8	14	29.8	12	25.5	9	19.1
Disability status[TMl**]										
Single Disability	<5	–	15	25.9	15	25.9	9	15.5	15	25.9
No Disability	101	10.8	192	20.5	343	36.6	179	19.1	123	13.1
Multiple Disabilities	<5	–	<5	–	8	28.6	9	32.1	7	25.0
I feel valued by University of Missouri-Columbia administrators (e.g., dean, department chair).	200	19.3	289	27.9	263	25.4	173	16.7	109	10.5
Position status[TMl***]										
Faculty/Emeritus Faculty/Research Scientist	171	17.7	267	27.6	252	26.1	171	17.7	105	10.9
Senior Administrator with Faculty Rank	29	42.6	22	32.4	11	16.2	<5	–	<5	–
Faculty status[TMl***]										
Tenured Faculty	42	13.2	92	29.0	72	22.7	65	20.5	46	14.5
Tenure-Track Faculty	23	19.8	30	25.9	32	27.6	21	18.1	10	8.6
Non-Tenure-Track Faculty	90	20.1	127	28.3	121	27.0	74	16.5	36	8.0
Gender identity[TMl***]										
Men	104	20.8	143	28.7	106	21.2	79	15.8	67	13.4
Women	92	18.5	140	28.2	147	29.6	82	16.5	35	7.1
Religious/Spiritual Identity[cccbDav]										
No Religious/Spiritual Identity	54	16.6	92	28.3	77	23.7	60	18.5	42	12.9
Christian Religious/Spiritual Identity	108	20.9	144	27.9	143	27.7	82	15.9	39	7.6
Disability status[TMl*TM]										
Single Disability	13	22.0	11	18.6	16	27.1	14	23.7	5	8.5
No Disability	181	19.4	269	28.9	233	25.0	154	16.5	94	10.1
Multiple Disabilities	<5	–	<5	–	11	40.7	<5	–	7	25.9

Note: Table reports only Faculty responses (n = 1,066).

Table 62 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at University of Missouri-Columbia. Subsequent analyses were conducted to identify significant differences hi responses by gender identity, citizenship status, racial identity, sexual identity, religious/spiritual identity, and disability status; only significant differences are reported[93]

Twenty-five percent (n = 254) of Faculty respondents "strongly agreed" or "agreed" that faculty hi their departments/programs pre-judged their abilities based 011 their perception of their identity/background. White Faculty respondents (17%, 11 = 137) were less likely than Faculty Respondents of Color (27%, n = 29) and Multiracial Faculty respondents (31%, n = 11) to "agree" that faculty hi their departments/programs pre-judged then abilities based 011 their perception of their identity/background. Fewer than five Military Faculty respondents were significantly less likely than Non-Military Faculty respondents (20%, n = 185) to "agree" that faculty hi their departments/programs pre-judged their abilities based 011 their' perception of their identity/background.

Nineteen percent (n = 193) of Faculty respondents "strongly agreed" or "agreed" that their departments/program chairs pre-judged their abilities based on their perception of their identity/background. A larger percentage of LGBQ Faculty respondents (27%, n = 16) than Heterosexual Faculty respondents (13%, n = 116) "agreed" that their departments/program chairs pre-judged their abilities based 011 their perception of their' identity/background.

Forty-four percent (n = 454) of Faculty respondents "strongly agreed" or "agreed" that University of Missouri-Columbia encouraged free and open discussion of difficult topics. Tenured Faculty respondents (5%, n = 17) were less likely than Tenure-Track Faculty respondents (9%, n = 10) and Non-Tenure-Track Faculty respondents (12%, n = 55) to "strongly agree" that University of Missouri-Columbia encouraged free and open discussion of difficult topics. Other Religious/Spiritual Identity Staff respondents (13%, n = 12) and Christian

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

Religious/Spiritual Identity Faculty respondents (12%, n = 64) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (6%, *n* = 19) and none of Multiple Religious/Spiritual Identity Faculty respondents to "strongly agree" that University of Missouri-Columbia encouraged free and open discussion of difficult topics. No Disability Faculty respondents (35%, n = 329) and Single Disability Faculty respondents (34%, n = 20) were significantly more likely than fewer than five Multiple Disabilities Faculty respondents to "agree" that University of Missouri-Co himbia encouraged free and open discussion of difficult topics.

Table 62. **Faculty Respondents' Perception of Climate**

Perceptions	Strongly agitee	%	Agiee n	%	Neilflier agrcte nor disagree tt	%	Disa|gree n	%	Strougly disagree n	%
I think that faculty iu my department/program pi e-judge my abilities based ou their perception of my identity/b ackgr ound. *tt*		6.0	192	18.7	275	26.8	293	28.6	204	19.9
Racial identity ᶜ ᶜ ᵈ ᴴ ᴹ										
People of Color	10	9.4	29	27.4	38	35.8	18	17.0	11	10.4
White	62 / 49	6.0	137	16.7	213	26.0	250	30.5	170	20.8
Multiracial	0	0.0	11	30.6	9	25.0	10	27.8	6	16.7
Military Status™ⁱ™™										
Military	6	10.9	<5	–	21	38.2	11	20.0	13	23.6
Non-Military	56	5.9	185	19.6	245	26.0	275	29.2	182	19.3
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	49	4.8	144	14.1	264	25.8	327	32.0	238	23.3
Sexual identity										
Heterosexual	43	4.8	116	12.9	236	26,3	292	32.5	211	23.5
LGBQ	<5	–	16	27.1	12	20.3	17	28.8	11	18.6
I believe that University of Missouri-Columbia encourages free and open discussion of difficult topics.	101	9.7	353	33.9	261	25.0	221	21.2	106	10.2
Faculty status										
Tenured Faculty	17	5.3	104	32.6	86	27.0	70	21.9	42	13.2
Tenure-Track Faculty	10	8.8	36	31.6	23	20.2	29	25.4	16	14.0
Non-Tenure-Track Faculty	55	12.1	156	34.4	110	24.2	95	20.9	38	8.4
Religious/Spiritual Identity"										
Christian Religious/Spiritual Identity	64	12.3	186	35.7	131	25.1	99	19.0	41	7.9
Other Religious/Spiritual Identity	12	13.3	22	24.4	29	32.2	19	21.1	8	8.9
No Religious/Spiritual Identity	19	5.8	119	36.2	79	24.0	73	22.2	39	11.9

Multiple Religious/Spiritual Identity	0	0.0	13	28.3	11	23.9	16	34.8	6	13.0
Disability status										
Single Disability	<5	–	20	33.9	16	27.1	14	23.7	8	13.6
No Disability	95	10.1	329	35.1	232	24.7	195	20.8	87	9.3
Multiple Disabilities	<5	–	<5	–	10	35.7	8	28.6	6	21.4

Note: Table reports only Faculty responses (n = 1.066).

Fifty-two percent (n = 536) of Faculty respondents "strongly agreed" or "agreed" that their research/scholarship activity was valued (Table 63). Tenure-Track Faculty Respondents (45%, n = 52) were more likely than Tenured Faculty respondents (37%, n = 119) and Non-Tenure-Track Faculty respondents (31%, n = 135) to "agree" that their research/scholarship activity was valued. Women Faculty respondents (33%, n = 164) were significantly less likely than Men Faculty respondents (40%, n = 196) to "agree" that their research/scholarship activity was valued. Other Religious/Spiritual Identity Faculty respondents (11%, n = 10) were significantly more likely than No Religious/Spiritual Identity Faculty respondents (7%, n = 24), Christian Religious/Spiritual Identity Faculty respondents (4%, n = 18), and fewer than five of Multiple Religious/Spiritual Identity Faculty respondents to "strongly disagree" that their research/scholarship activity was valued. No Disability Faculty respondents (17%, n = 158) were significantly more likely than Disability Faculty respondents (7%, n = 6) to "strongly agree" that their research/scholarship activity was valued.

Fifty-five percent (n = 568) of Faculty respondents "strongly agreed" or "agreed" that their teaching was valued. Faculty/Emeritus Faculty/Research Scientist respondents (37%, n = 350) were significantly less likely than Senior Administrator with Faculty Rank respondents (55%, n = 37) to "agree" that their teaching was valued. Tenured Faculty respondents (13%, n = 42) were less likely than Tenure-Track Faculty Respondents (16%, n = 19) and Non-Tenure-Track Faculty respondents (20%, n = 88) to "strongly agree" that their teaching was valued. White Faculty respondents (39%, n = 315) and Faculty respondents of Color (38%, n = 40) were more likely than Multiracial Faculty respondents (17%, n = 6) to "agree" that their teaching was valued. A significantly higher proportion of No Disability Faculty respondents (18%, n = 170) than Disability Faculty respondents (8%, n = 7) "strongly agreed" that their teaching was valued.

Fifty percent (n = 521) of Faculty respondents "strongly agreed" or "agreed" that their service contributions were valued. Faculty/Emeritus Faculty/Research Scientist respondents (13%, n = 126) were significantly less likely than Senior Administrator with Faculty Rank respondents (33%, n = 22) to "strongly agree" that service contributions were valued. Tenure-Track Faculty respondents (19%, *n* = 22) and Tenured Faculty respondents (22%, *n* = 70) were more likely than Non-Tenure-Track Faculty Respondents (14%, n = 63) to "disagree" that their service contributions were valued. Multiracial Faculty respondents (23%, n = 8) were more likely than Wliite Faculty respondents (8%, *n* = 63) and Faculty Respondents of Color (8%, *n* = 8) to "strongly disagr ee" that their service contributions were valued. Multiple Religious/Spiritual Identity Faculty respondents (17%, n = 8) and No Religious/Spiritual Identity Faculty respondents (11%, *n* = 34) were significantly more likely than Other Religious/Spiritual Identity Faculty respondents (6%, *n* = 5) and Christian Religious/Spiritual Identity Faculty respondents (6%, ii = 29) to "strongly disagree" that then' service contributions were valued. A significantly higher proportion of Disability Faculty respondents (15%, 11= 13) than No Disability Faculty respondents (8%, *n* = 70) "strongly disagreed" that their service contributions were valued.

Table 63. **Faculty Respondents' Feelings of Value**

Feelings of value	Stroiigly agree %		Agiree %		Neilher agre< nor disa:gree tt %		Disagree n %		Stroiagly disa;ir ee n %	
I feel that my research/scholarship activity is valued.	166	16.2	370	36.1	263	25.6	164	16.0	63	6.1
Faculty status*™ˡ*™ˡ										
Tenured Faculty	49	15.3	119	37.2	61	19.1	60	18.8	31	9.7
Tenure-Track Faculty	21	18.1	52	44.8	17	14.7	21	18.1	5	4.3
Non-Tenure-Track Faculty	62	14.1	135	30.8	156	35.5	66	15.0	20	4.6
Gender identity™ˡ*™"										
Men	88	17.8	196	39.6	106	21.4	69	13.9	36	7.3
Women	73	14.8	164	33.3	149	30.2	85	17.2	22	4.5
Rel i gious/ Spiritual I dentity[ccclxxxiv]										
Christian Religious/Spiritual Identity	95	18.7	181	35.7	142	28.0	71	14.0	18	3.6
Other Religious/Spiritual Identity	18	20.0	28	31.1	24	26.7	10	11.1	10	11.1
No Religious/Spiritual Identity	39	11.9	123	37.6	76	23.2	65	19.9	24	7.3
Multiple Religious/Spiritual Identity	6	12.5	22	45.8	8	16.7	8	16.7	<5	–
Disability status™ˡ***ˡ*										
No Disability	158	17.1	334	36.1	244	26.4	138	14.9	50	5.4

Table 63. **Faculty Respondents' Feelings of Value**

Feelings of value	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Disability	6	7.0	30	34.9	17	19.8	23	26.7	10	11.6
I feel that my teaching is valued.	**181**	**17.6**	**387**	**37.7**	**246**	**24.0**	**146**	**14.2**	**66**	**6.4**
Position status cclxxxH										
Faculty/Emeritus Faculty/Research Scientist	166	17.3	350	36.5	235	24.5	145	15.1	63	6.6
Senior Administrator with Faculty Rank	15	22.4	37	55.2	11	16.4	<5	---	<5	---
Faculty status cclxxxw										
Tenured Faculty	42	13.1	114	35.6	75	23.4	59	18.4	30	9.4
Tenure-Track Faculty	19	16.4	50	43.1	19	16.4	17	14.7	11	9.5
Non-Tenure-Track Faculty	88	19.8	164	36.9	113	25.5	62	14.0	17	3.8
Racial identity cclxxxvm										
People of Color	17	16.2	40	38.1	31	29.5	13	12.4	<5	-
White	150	18.4	315	38.6	184	22.5	119	14.6	48	5.9
Multiracial	5	13.9	6	16.7	11	30.6	5	13.9	9	25.0
Disability status ccdxxxix										
No Disability	170	18.4	352	38.1	225	24.4	125	13.5	51	5.5
Disability	7	8.0	31	35.6	17	19.5	19	21.8	13	14.9
I feel that my service contributions are valued.	**148**	**14.3**	**373**	**36.1**	**255**	**24.7**	**171**	**16.6**	**85**	**8.2**
Position status cccxc										
Faculty/Emeritus Faculty/Research Scientist	126	13.0	342	35.4	245	25.7	168	17.4	82	8.5
Senior Administrator with Faculty Rank	22	33.3	31	47.0	7	10.6	<5	---	<5	---
Faculty status CCCXCI										
Tenured Faculty	32	10.1	97	30.6	77	24.3	70	22.1	41	12.9
Tenure-Track Faculty	13	11.3	45	39.1	22	19.1	22	19.1	13	11.3
Non-Tenure-Track Faculty	67	14.8	169	37.4	133	29.4	63	13.9	20	4.4
Racial identity cccxcu										
People of Color	17	15.9	39	36.4	29	27.1	14	13.1	8	7.5
White	124	15.1	306	37.2	194	23.6	136	16.5	63	7.7
Multiracial	<5	-	6	17.1	12	34.3	6	17.1	8	22.9
Religious/Spiritual Identity CCCXCUJ										
Christian Religious/Spiritual Identity	83	16.0	199	38.4	125	24.1	82	15.8	29	5.6
Odier Religious/Spiritual Identity	16	18.2	34	38.6	20	22.7	13	14.8	5	5.7
No Religious/Spiritual Identity	36	11.2	110	34.2	77	23.9	65	20.2	34	10.6
Multiple Religious/Spiritual Identity	5	10.4	15	31.3	15	31.3	5	10.4	8	16.7
Disability status cccxdv										
No Disability	141	15.2	343	36.9	232	25.0	143	15.4	70	7.5
Disability	<5	-	26	29.9	20	23.0	24	27.6	13	14.9

Note: Table reports only Faculty responses (n = 1,066).

Fifty percent (n = 511) of Faculty respondents "strongly agreed" or "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 64). Faculty/Emeritus Faculty/Research Scientist respondents (35%, *n* = 327) were significantly less likely than Senior Administrator with Faculty Rank respondents (52%, *n* = 36) to "agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Non-Tenure-Track Faculty respondents (18%, *n* = 77) and Tenure-Track Faculty Respondents (14%, n = 16) were more likely than Tenured Faculty respondents (10%, *n* = 30) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A larger percentage of U.S. Citizen Faculty respondents (37%, *n* = 314) thanNon-U.S. Citizen Faculty respondents (28%, *n* = 45) "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Multiracial Faculty respondents (22%, n = 8) and Faculty Respondents ofColor (21%, *n* = 22) were more likely than White Faculty respondents (13%, *n* = 104) to "disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A larger percentage of Heterosexual Faculty respondents (37%, n = 333) than LGBQ Faculty respondents (24%, *n* = 14) "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Military Faculty respondents (52%, n = 29) were significantly more likely than Non-Military Faculty respondents (35%, *n* = 325) to "agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Christian Religious/Spiritual Identity Faculty respondents (19%, *n* = 98) were significantly more likely than Other Religious/Spiritual Identity Faculty respondents (7%, n = 6), fewer than five Multiple Religious/Spiritual Identity Faculty respondents, and No Religious/Spiritual Identity Faculty respondents (9%, n = 30) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Disability Faculty respondents (10%, n = 9) were significantly more likely than No Disability Faculty respondents (4%, n = 37) to "strongly disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students.

Fifty-nine percent (n = 605) of Faculty respondents "strongly agreed" or "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Multiracial Faculty

respondents (17%, *n* = 6) and Wliite Faculty respondents (19%, *n* = 151) were more likely than Faculty Respondents of Color (7%, *n* = 7) to "strongly agree" that faculty have taken dir ect actions to addr ess the needs of at-risk/underserved students. A larger percentage of Heterosexual Faculty respondents (18%, n = 164) than fewer than five LGBQ Faculty respondents "strongly agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Christian Religious/Spiritual Identity Faculty respondents (22%, *n*= 114) were significantly more likely than Other Religious/Spiritual Identity Faculty respondents (9%, n = 8), Multiple Religious/Spiritual Identity Faculty respondents (17%, *n* = 8), and No Religious/Spiritual Identity Faculty respondents (10%, n = 33) to "strongly agree" that faculty have taken direct actions to address the needs of at-risk/underserved students.

Forty-nine percent (n = 488) of Faculty respondents "strongly agreed" or "agr eed" that students have taken direct actions to address the needs of at-risk/underserved students. Faculty/Senior Administrator with Faculty Rank Respondents of Color and Multiracial (26%, *n* = 36) and were less likely than Wliite Faculty respondents (37%, n = 299) to "agree" that students have taken direct actions to address the needs of at-risk/underserved students.

Table 64. **Faculty Respondents' Perception of Actions**

Perceptions of actions	Stroilgly agr ee		Agi•ee		Neither agree[1] nor disa;jr̥çe		Disa;?ree		Stroiugly disa;*r ee	
	n	%	A	%	*ti*	%	«	%	«	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	**148**	**14.6**	**363**	**35.8**	**318**	**31.3**	**140**	**13.8**	**46**	**4.5**
Position status"™										
Fa culty/Emeritus Fa culty/Res ea rch Scientist	137	14.5	327	34.6	305	32.2	133	14.1	44	4.7
Senior Administrator with Faculty Rank	11	15.9	36	52.2	13	18.8	7	10.7	<5	–
Faculty status™³™										
Tenured Faculty	30	9.6	120	38.3	94	30.0	49	15.7	20	6.4
Tenure-Track Faculty	16	14.3	34	30.4	38	33.9	16	14.3	8	7.1
Non-Tenure-Track Faculty	77	17.5	146	33.2	148	33.6	55	12.5	14	3.2
Citizenship status™™										
Non-U.S. Citizen	19	11.9	45	28.3	66	41.5	22	13.8	7	4.4
U.S. Citizen	127	15.1	314	37.3	246	29.3	116	13.8	38	4.5
Racial identity™™										
People of Color	8	7.5	30	28.3	40	37.7	22	20.8	6	5.7
Wliite	124	15.3	302	37.2	244	30.0	104	12.8	38	4.7

Table 64. **Faculty* Respondents' Perception of Actions**

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Multiracial	6	16.7	9	25.0	13	36.1	8	22.2	0	0.0
Sexual identity™[3]™										
Heterosexual	140	15.6	333	37.2	275	30.7	115	12.8	32	3.6
LGBQ	<5	–	14	24.1	20	34.5	14	24.1	9	15.5
Military Status"[1]										
Military	9	16.1	29	51.8	16	28.6	<5	···	<5	–
Non-Military	133	14.3	325	35.0	291	31.3	135	14.5	45	4.8
Religious/Spiritual Identity[04]										
Christian Religious/Spiritual Identity	98	19.3	210	41.4	143	28.2	43	8.5	13	2.6
Other Religious/Spiritual Identity	6	6.7	24	26.7	38	42.2	19	21.1	<5	–
No Religious/Spiritual Identity	30	9.4	96	30.2	101	31.8	68	21.4	23	7.2
Multiple Religious/Spiritual Identity	<5	–	19	39.6	15	31.3	7	14.6	<5	–
Disability status"[1]"										
No Disability	135	14.8	325	35.6	294	32.2	123	13.5	37	4.0
Disability	9	10.3	35	40.2	18	20.7	16	18.4	9	10.3
Faculty have taken direct actions to address the needs of at-risk/underserved students.	177	17.4	428	42.0	298	29.2	94	9.2	22	2.2
Racial identity[C<M]										
People of Color	7	6.7	37	35.2	37	35.2	17	16.2	7	6.7
White	151	18.5	348	42.6	232	28.4	72	8.8	13	1.6
Multiracial	6	16.7	14	38.9	13	36.1	<5	···	0	0.0
Sexual identity""[1]*										
Heterosexual	164	18.3	383	42.7	256	28.5	80	8.9	14	1.6
LGBQ	<5	–	22	37.9	21	36.2	8	13.8	<5	–
Religious/Spiritual Identity[04']										
Christian Religious/Spiritual Identity	114	22.4	217	42.5	141	27.6	34	6.7	<5	–
Other Religious/Spiritual Identity	8	8.9	34	37.8	37	41.1	10	11.1	<5	–
No Religious/Spiritual Identity	33	10.4	142	44.7	94	29.6	37	11.6	12	3.8
Multiple Religious/Spiritual Identity	8	16.7	18	37.5	11	22.9	9	18.8	<5	–
Students have taken direct actions to address the needs of at-risk/underserved students.	135	13.4	353	35.1	407	40.5	90	9.0	20	2.0
Racial identity[cdvi]										
White	105	13.1	299	37.2	319	39.7	67	8.3	13	1.6
People of Color and Multiracial	17	12.1	36	25.7	63	45.0	17	12.1	7	5.0

Note: Table reports only Faculty responses (n = 1.066).

One hundred forty-one Faculty respondents elaborated on their perception regarding value and sense of belonging at University of Missouri-Columbia. Two primary themes emerged focused on: (1) inclusion concerns for a range of identities and (2) leadership concerns.

Inclusion Concerns — Inclusion concerns for women, people with disabilities, and other minorities were noted by respondents who elaborated on their perception regarding value and sense of belonging. One respondent explained, "Persons with disabilities are unable to enter the facility from all exterior doors. Parking is difficult and placed near trash dumpsters suggesting unwelcoming value. Elevators don't always work. Signage is inadequate." Another respondent noted concerns for women, "In the absence of a job offer from another institution, "everyone knows" I (and others like me) are stuck here. Women are treated as second class members of the community. Within my department the gender issues are embarrassing." Other respondents addressed multiple identities. For example, one respondent shared, "Students have been, in the majority, increasingly aware of how and why racism, sexism, and homophobia occurs. Faculty at less aware. Those in administrative positions tend to enable racism/sexism to protect financial interests." Another respondent elaborated, "MU decidhig to johi the SEC is a great analogy of the climate and problems of this university. What decent person would choose to be more conventionally 'southern*, racist, bigoted, mindlessly religious." Several respondents also acknowledged their own privilege. For example, "I understand that as a white, native-born, heterosexual male, I have occupied a privileged position at MU" and many of these narratives also included concerns for those who do not have such privilege, "many others (especially those from traditionally marginalized groups) have not had it as good as I have." Inclusion concerns were thematic hi the data gathered from Faculty reflections 011 value and sense of belonging.

Leadership — Reflections 011 leadership pointed to a general sense of disconnect and disapproval with current leaders. One respondent shared, "MU has and continues to lack the leadership, vision or commitment to truly change the culture at MU!" Another respondent echoed, "Om' institution is an embarrassment in how poorly our leadership responds to needs. From the most basic (gender equality) to more complex issues- we uniformly do a poor job." Similarly, one respondent explained, "MU senior administrators are the biggest problems. They pay lip service, and are engaged in massive cover ups of their wrong doings." Other respondents elaborated 011 how they do not feel valued by leadership. One respondent noted, "I feel that my non-tenure-track status lias limited how much administrators value me so that my feedback is not considered as important." Another respondent expressed, "My departmental chair has become very frustrated with the continued decline in University support." One respondent noted variations in

their perceptions of leadership on campus, "My college and department are fantastic. My concern is with the senior administration and the climate of the campus, not my specific college or department." Other respondents described leadership as "clueless," "weak," and "not as forthcoming." Overall respondents presented as dissatisfied with and discouraged by the current leadership practices.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that the criteria for tenure are clear by faculty status: x^2 (3, *N*= 440) = 10.21. *p* < .05.

A chi-square test was conducted to compare percentages Tenured/Tenure-Track Faculty respondents who indicated that they felt that their work is valued by religious/spiritual identity: x^2 (4. *N*= 2.290) = 15.19./? < .01.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt supported and mentored during the tenure-track years by faculty status: x^2 (3, *N* = 419)= 11.*70.p* <.05.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt supported and mentored during the tenure-track years by disability status: x^2 (3. *N*= 406) = 9.32, *p* < .05.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by UM-Columbia by faculty status: x^2 (3, *N*= 432) = 7.91. *p* <.05.

A. chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt pressured to change my research/scholarship agenda to achieve tenure/promotion by racial identity: x^2 (3, *N*= 394) = 15.55,/? < .01.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt pressured to change my research/scholarship agenda to achieve tenure/promotion by disability status: 2 (3. N = 414) = 9.13. p < .05.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations by gender identity: *y}* (3, *N* = 410) = *23.67. p* < .001.

A. chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they felt burdened by service responsibilities beyond those of my colleagues with similar performance expectations by racial identity: x^2 (3. *N*= 377) = 8.33,/? < .05.

A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they perform more work to help students than do my colleagues by gender identity: ? (3, *N*= 440) =10.21,/? <.05.

ccbooTM A chi-square test was conducted to compare percentages Tenured/Tenure-Track Faculty respondents who indicated that faculty opinions are taken seriously by senior administrators by religious/spiritual identity: x^2 (3. *N*= 332) = 9.05,/? <.05.

A. chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that the criteria for tenure are clear by faculty status: x^2 (3, *N*= 440) = 10.21./? < .05.

A chi-square test was conducted to compare percentages Non-Tenure-Track Faculty respondents who indicated that there are clear expectations of my responsibilities by religious/spiritual identity: x^2 (3. *N*= 384) = 8.34./? <.05.

.A clii-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that research is valued by UM-Columbia by gender identity: x^2 (3, N = 437) = 13.30. /? <. 01.

ccxc ^ chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that teaching is valued by UM-Columbia by sexual identity: x^2 (3. *N*= 432) = 9.38. *p* < .05.

a chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that service is valued by UM-Columbia by disability status: x^2 (3, *N*= 446) = 11.93. *p* < .01.

A chi-square test was conducted to compare percentages Non-Tenure-Track Faculty respondents who indicated that they perform more work to help students than do their colleagues by religious/spiritual identity: y} (3, N= 375) = 8.90./? <.05.

a chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that opinions are taken seriously by senior administrators by disability status: x^2 (3. *N*= 445) = 8.87,/? <.05.

a chi-square test was conducted to compare percentages of Non-Tenure-Track Faculty respondents who indicated on the survey that they have job security by citizenship status: x^2 (3, *N* = 442) = 7.96./?<.05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions are competitive by faculty status: x^2 (6. *N*= 282) = 186.43./? < .001.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions are competitive by religious/spiritual identity $\%^2(9, N=$ 920) = 33.33, p<.001.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct faculty positions are competitive by faculty status: y^2 (6. .V 763) = 18.30./) < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct faculty positions are competitive by gender identity: x^2 (3 - N= 874) = 11.49,/) < .01.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct faculty positions are competitive by citizenship status: x^2 (3. $N=$ 891) = 7.96,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct faculty positions are competitive by military status: "/^{2} (3. JVC= 876) = $9A5, p<$ .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for adjunct faculty positions are competitive by religious/spiritual identity: X^2(9. N= 856) = 45.95./) < .001.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for non-tenure-track faculty positions are competitive by gender identity: y^2 (3, N = 920) = 8.09,/> < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for non-tenure-track faculty positions are competitive by military status: $\%^2$(i, N= 926) = 10.75,/) < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for non-tenure-track faculty positions are competitive by religious/spiritual identity: $y\}(9, N=$ 903) = 20.15, p < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits are competitive by faculty status: x^2(6, $N=$ 860) = 35.43./? < .001.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits are competitive by gender identity: y^1 (3, N= 971) = 10.78,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits are competitive by racial identity: $\%^2(3, N=$ 943) = 7.96,/) < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits are competitive by religious/spiritual identity: y^2 (9. N= 951) = 22.67, p< .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that childcare benefits are competitive by faculty status: $y\}$ (6. N= 707) = 28.29,/) < .001.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that childcare benefits are competitive by religious/spiritual identity: y^2 (9. $N=$ 798) = 19.06,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits are competitive by position status: y^2 (3. N = 943) = 10.08,/) < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits are competitive by sexual identity: x^2 (3, $N=$ 885) = 7.97, p < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits by religious/spiritual identity: y^2 (9. $N=$ 894) = 27.94,/) < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits by disability status: x^2(3, $N=$ 928) = $20.62, p<$ .001.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who do not have children are burdened with work responsibilities beyond those who do have children by position status: x^2 (3, $N=$ 944) = 9.31, p < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who do not have children are burdened with work responsibilities beyond those who do have children by gender identity: x^2 (3, $N=$ 914) = 21.34,/) < .001.

a chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that who indicated on tlie survey that people who do not have children are burdened with work responsibilities beyond those who do have children by racial identity: y^1 (6. N= 884) = 18.36,/; < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on tlie survey that who indicated on tlie survey that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity: y^2 (3, N= 882) = 11.91,/? < .01.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated 0l1 the survey that who indicated 0l1 the survey that people who have children or elder care are burdened with balancing work and family responsibilities by gender identity: $x^2(3, N= 896) = 32.21, p< .001$.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who have children or elder care are burdened with balancing work and family responsibilities by racial identity: x^2 (6. N 867) = 17.37./) < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated 0l1 the survey that who have children or elder care are burdened with balancing work and family responsibilities by religious/spiritual identity: x^2 (3, N= 759) = 8.56, $p < .05$.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that who have children or elder care are burdened with balancing work and family responsibilities by disability status: x^2(3,iV=916) = 9.36,/?< .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides adequate resources to help them manage work-life balance by faculty status: x^2 (6, N= 819) = 20.59,p < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides adequate resources to help them manage work-life balance by gender identity: $\%^2$ (3, N = 923)= 12.94, p<. 01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides adequate resources to help them manage work-life balance by disability status: x^2 (3, N =943)= *11.69,p* <.01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues include them in opportunities that will help then career as much as they do others hi my position by faculty* status: $x^2(6, N= 851) = 17.19, p< .01$.

clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues include them hi opportunities that will help then career as much as they do others hi my position by racial identity: *%²(6, N= 933) = 18.46,/)* < .01.

a chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that who indicated on the survey that their colleagues include diem hi opportunities that will help their career as much as they do others in my position by sexual identity: $\%^2$(3,N= 933) = 11.03,/> < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues include them hi opportunities that will help their career as much as they do others in my position by religious/spiritual identity: *y²* (9. *N=* 943) = 22.58,/; < .01.

A clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their colleagues include them hi opportunities that will help then career as much as they do others hi my position by disability status x^2 (3, *N=* 979) = 8.89,/; < .05.

clii-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides them with resources to pursue professional development by position status: $x^2(3, N= 1,015) = 13.56$,/; < .01.

chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides them with resources to pursue professional development by faculty status: X^2 (6, N= 870) = 24.08,/; <.01.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UM-Columbia provides them with resources to pursue professional development by religious/spiritual identity: X^2 (3, *N= 826)* = 10.31,/; < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they were positive about my career opportunities at UM-Columbia by position status: *y¹* (3, *N=* 1,015) = 9.30,/) <.05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they were positive about my career opportunities at UM-Columbia by racial identity: *y²* (6. *N=* 951) = 18.79,/) <.01.

chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that who indicated on the survey that they were positive about my career opportunities at UM-Columbia by sexual identity: $\%^2$ (3. *N=* 948) = 12.69./> < .01.

clii-square test was conducted to compare percentages of Faculty respondents who indicated 011 the survey that they were positive about my career opportunities at UM-Columbia by religious/spiritual identity: $\%^2(9, N= 961) = 18.60, /; < .05$.

a chi-square test was conducted to compare percentages of Faculty respondents who indicated 011 the survey that diey were positive about my career opportunities at UM-Columbia by disability status: $y^2(6, JV= 1,000) = 25.50, p<. 001$.

A chi-square test was conducted to compare peicentages of Faculty respondents who indicated on the survey that they would recommend UM-Columbia as a good place to work by position stanis: $\%^2(i, N= 1,018) = 17.45, /; < .01$.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they would recommend UM-Columbia as a good place to work by faculty stanis: $-/^2(6, N= 869) = 32.12, /) < .001$.

A chi-square test was conducted to compai e percentages of Faculty respondents who indicated on the survey that tliey would recommend UM-Columbia as a good place to work by racial identity: $\%^2(6, N= 954) = 13.57, /) < .05$.

chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that who indicated on the survey that they would recommend UM-Cohunbia as a good place to work by sexual identity: $x^2(3, N= 951) = 13.10, /) < .01$.

A chi-square test was conducted to compai e percentages of Faculty respondents who indicated on the survey that tliey would recommend UM-Columbia as a good place to work by religious/spiritual identity: _,_ N= 964) = 18.20, /; < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that tliey would recommend UM-Columbia as a good place to work by disability status: $y?(6, N= 1,003) = 28.84, /) <.001$.

A chi-square test was conducted to compare pei centages of Faculty respondents who indicated on the survey that they had job security by lkculty status: $x^2(6, N= 877) = 157.93, /) < .001$.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by gender identity: $y^2(3. N = 986) = 12.07, /; < .01$.

A chi-square test was conducted to compare pei centages of Faculty respondents who indicated on the survey that they had job security by racial identity $x^2(3, N= 957) = 9.65, /) < .05$.

A clii-square test was conducted to compai e percentages of Faculty respondents who indicated on the survey that they had job security by disability status: $\%^2(6, N= 1,007) = 26.08, /) < .001$.

chi-square test was conducted to compare pei centages of Faculty respondents who indicated on the survey that tliey feel that tliey have access to and support for giant funding by position status: $x^2(3, N=969) = 10.09, p < .05$.

A chi-square test was conducted to compai e percentages of Faculty respondents who indicated on the survey that they feel that they have access to and support for grant ftinding by faculty stanis: $x^2(6, N= 831) = 16.68, /) < .05$.

A chi-square test was conducted to compare pei centages of Faculty respondents who indicated on the survey that they feel that they have access to and support for grant ftinding by religious, spiritual identity: $\%^2(9, N= 920) = 19.49, /? < .05$.

A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that tliey feel that tliey have access to and support for giant funding by disability status: $y^2(3, N = 955) = 9.62, p < .05$.

A chi-square test was conducted to compare peicentages of Faculty respondents who felt valued by faculty in their department by position status: $y^2(4. N= 1,056) = 10.75, /; < .05$.

A chi-square test was conducted to compare pei centages of Faculty respondents who felt valued by faculty in their department by faculty status: $x^2(8, N= 901) = 18.76, p< .05$.

A clii-square test was conducted to compai e percentages of Faculty respondents who felt valued by faculty in their department by gender identity: $y^2(4. N= 1,017) = 13.60, /; < .01$.

A chi-square test was conducted to compare pei centages of Faculty respondents who felt valued by faculty in their department by citizenship stanis: $y^2(4. N= 1,037) = 12.04, /) < .05$.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department by racial identity: $x^2(8, N= 987) = 20.96, /) < .01$.

a chisquare test was conducted to compare percentages of Faculty respondents who felt valued by faculty in their department by sexual identity: $y^2(4. N= 985) = 11.09, /; < .05$.

chi-square test was conducted to compare percentages of Faculty respondents who felt valued by the department/program chair in their department by racial identity: x^2 (8, iV = 9 81} = 22.3 5, /) <. 01.

clii-square test was conducted to compare percentages of Faculty respondents who felt valued by the department/program chair in their department by sexual identity: $\%^2(4, N= 980) = 10.64./) < .05.$

chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at University of Missouri-Columbia by sexual identity: $x^2(4. N= 975) = 1136, p < .05.$

clii-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at University of Missouri-Columbia by disability status: $\%^2$ (8, N= 1,028) = 16.55, p < .05.

chi-square test was conducted to compare percentages of Faculty respondents who felt valued by students hi the classroom by racial identity: x^2 (4, N= 948) = 11.30,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by students in the classroom by disability status: x^2 (4. N= 999) = 15.89,/) < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia senior administrators by position status: yj (4. N= 1,040) = 37.59,/; < .001.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia senior administrators by faculty status: x^2 (8. N= 887) = 19.86,/; < .05.

clii-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia senior administrators by racial identity: y^1 (8. jV= 971) = 16.04./; < .05.

chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia senior administrators by sexual identity: x^2 (4. N= 969) = 13.45,/) < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who UM-Columbia senior administrators leave by religious/spiritual identity: x^2 (12, N= 985) = 31.98,/) < .01.

chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia senior administrators by disability status: yj (8. N= 1,024)= 17.87,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia administrators by position status: $\%^2(4, N= 1,034) = 33.17,/) < .001.$

A clii-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia administrators by faculty status: x^2 (8, N= 881) = 16.68,/; < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia administrators by gender identity: y^2 (4. N=995)= 17.50,/; < .01.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia administrators by religious/spiritual identity: x^2 (4. N= 841) = 9.91,/; < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by UM-Columbia administrators by disability status: y^2 (8, N= 1,017) = 17.39, p < .05.

a clii-square test was conducted to compare percentages of Faculty respondents who thought that faculty pre-judges their' abilities based on their perception of their identity/background by racial identity: x^2 (8, N= 961) = 27.60, p<. 01.

chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty pre-judges then' abilities based on their perception of their identity/background by military status: x^2 (4. N= 998) = 11.17,/; < .05.

clii-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair pre-judges their abilities based on their perception of their identity/background by sexual identity: x^2 (4, N= 957) = 9.66,/; < .05.

chi-square test was conducted to compare percentages of Faculty respondents who believed that UM-Columbia encourages free and open discussion of difficult topics by faculty status: x^2 (8, N= 887) = 17.39,/) < .05.

A chi-square test was conducted to compare percentages of Faculty respondents who believed that UM-Columbia encourages free and open discussion of difficult topics by religious/spiritual identity: x^2 02, N= 986) = 29.57, p<. 01.

chi-square test was conducted to compare percentages of Faculty respondents who believed that UM-Columbia encourages free and open discussion of difficult topics by disability status: x^2 (8. N= 1,025) = 17.82,/) < .05.

A clii-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship activity is valued by faculty status: y^2 (8. N= 875) = 43.16,/; < .001.

[iii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship activity is valued by gender identity: $y?(4,\ N= 988) = 16.53, p< .01$.

A. chi-square test was conducted to compare percentages of Faculty respondents who felt that their research/scholarship activity is valued by religious/spiritual identity: $\%^2(12,\ N= 972) = 28.80, /) < .01$.

A chi-square test was conducted to compare percentages of Facidty respondents who felt that their research[1] scholarship activity is valued by disability status: $y^2(4. N= 1,010) = 18.34, /) < .01$,

A chi-square test was conducted to compare percentages of Facidty respondents who felt that their teaching is valued by position status: $x^2(4. N= 1,026)= 17.05, /; < .01$.

chi-square test was conducted to compare peicentages of Faculty respondents who felt that their teaching is valued by faculty status: $\%^2 (8, N= 880) = 22.31, p < .01$.

[iii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching is valued by racial identity: $x^2(8, N= 957) = 28.99, p< .001$.

clii-square test was conducted to compare percentages of Facidty respondents who felt that their teaching is valued by disability status: $x^2(4, 7V''= 1,010) = 20.75, /) < .001$.

A chi-square test was conducted to compare peicentages of Faculty respondents who felt that their service contributions are valued by position status: $y^1 (4. N= 1,032)= 33.02, /) < .001$.

A chi-square test was conducted to compai e percentages of Facidty respondents who felt that their service contributions are valued by faculty status: $y^2 (8, N= 884) = 35.65, /; < .001$.

A clii-square test was conducted to compare percentages of Facidty respondents who felt that their service contributions are valued by racial identity: $x^2 (8- N= 965) = 16.95, /) < .05$.

[iii] A clii-square test was conducted to compai e percentages of Facidty respondents who felt that their service contributions are valued by religious/spiritual identity: $y^2 (12. N= 976) = 22.78, /) < .05$.

A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions are valued by disability stahis: $y^1 (4. N= 1,016) = 19.99, /) < .01$.

A chi-square test was conducted to compare peicentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by position status: $y^2 (4, N= 1,015)= 10.51, p< .05$.

A clii-square test was conducted to compai e percentages of Facidty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by faculty stahis: $\chi^2 (8, N= 865) = 17.58, /; < .05$.

[iii] A chi-square test was conducted to compare peicentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by citizenship status: $y^2 (4, N= 1,000) = 10.40, p< 05$.

chi-square test was conducted to compare percentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by racial identity: $x^2 (3 \bullet N= 954) = 17.27, /; < .05$.

A clii-square test was conducted to compare percentages of Facidty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by sexual identity: $x^2(4, N= 953) = 33.12, /) < .001$.

[cd] A chi-square test was conducted to compare percentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by military stahis: $x^2(4, N= 985) = 11.67, /) < .05$.

A chi-square test was conducted to compare peicentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: $x^2(12, N= 963) = 70.05, /; < .001$.

[c d ii] A chi-square test was conducted to compare percentages of Faculty respondents who agreed that senior administrators have taken direct actions to address the needs of at-risk/underserved students by disability status: $x^2 (4, N= 1,001) = 13.17, /; < .05$.

[cdiii ^] clii-square test was conducted to compare percentages of Facidty respondents who agreed that faculty have taken direct actions to address the needs of at-risk/underserved students by racial identity: $x^2(8, N= 957) = 28.49, /) < .001$.

A dii-square test was conducted to compare percentages of Facidty respondents who agreed that faculty have taken direct actions to address the needs of at-risk/underserved students by sexual identity: $x^2(4, N= 955) = 10.81, /) < .05$.

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A chi-square test was conducted to compare percentages of Faculty respondents who agreed that faculty have taken direct actions to address tlie needs of at-risk/underserved students by religious/spiritual identity: X (12, N= 966) = 47.96, p < .001.

A clii-square test was conducted to compare percentages of Faculty respondents who agreed that students have taken direct actions to address tlie needs of at-risk/underserved students by racial identity: x^2 (4, N= 943) = 13.71./) <.01.

Employee Respondents Who Have Seriously Considered Leaving University of Missouri-Columbia

Thirty-eight percent (*?* = 3,753) of all respondents had seriously considered leaving University of Missouri-Columbia (Figure 66). With regard to employee[94] position status, 60% (*»* = 598) of Faculty/Emeritus Faculty/Research Scientist respondents, 52% *(ti* = 37) of Senior Administrator with Faculty Rank respondents, and 52% (n = 1,338) of Staff respondents[95] had seriously considered leaving University of Missouri-Columbia hi the past year.
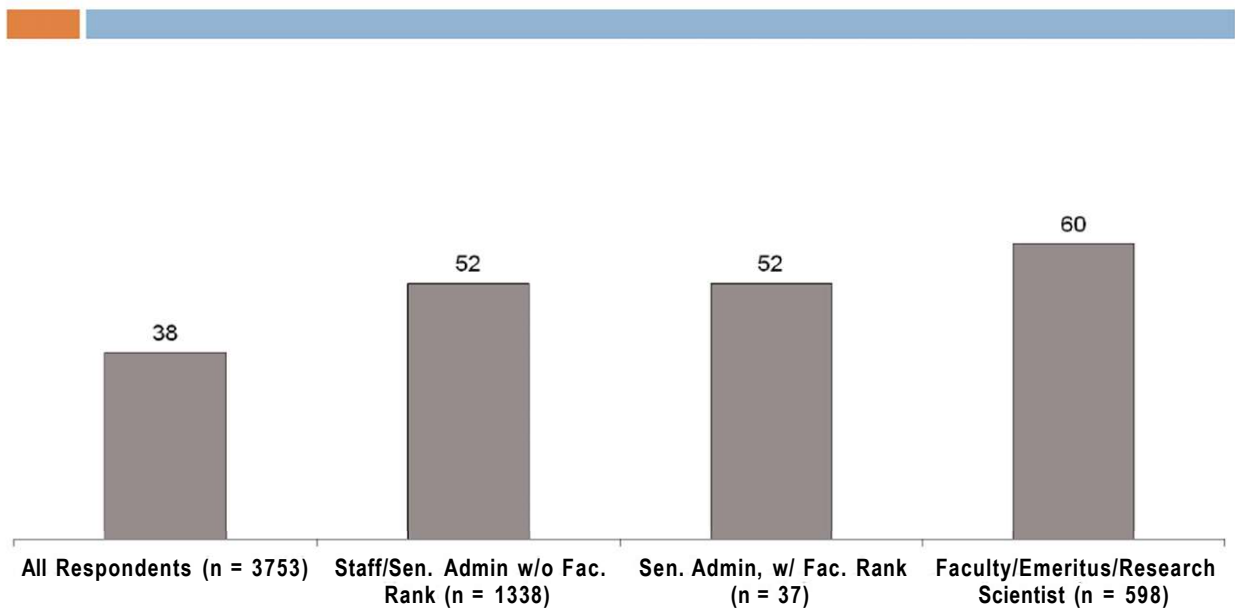
Figure 66. Employee Respondents Who Had Seriously Considered Leaving University of Missouri-Columbia (%)

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[94] Employee respondents refer to Faculty/Emeritus Faculty/Research Scientist and Staff Senior Administrators with or without Faculty Rank.

[95] Per tlie request of the LCST. Senior Administrators with Faculty Rank were included with Faculty respondents and Senior Administrators without Faculty Rank were included with Staff respondents for analyses by position status.

Upon subsequent analyses, no significant differences were found by faculty status, staff status, gender identity, racial identity, religious/spiritual identity, disability status, and age.

Fifty-eight percent (ll = 1,148) of those Employee respondents who seriously considered leaving did so for financial reasons (e.g., low salary, pay rate) (Table 65). Foity-eight percent (n = 940) of those Employee respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included increased workload (33%, *n* = 647), interested in a position at another institution (30%, *n* = 592), and lack of a sense of belonging (28%, n = 554). "Other" responses submitted by respondents included "undervalued by supervisor," "unappreciated," "gender pay equity," "discrimination," "benefits," "age/sex/gender/racial discrimination," "poor leadership," "administrative mismanagement/incompetence," "hostile work environment," "high stress role," "burnout," "increasingly hostile student behavior," "job security," "lack of annual raises and retirement," "lack of inclusion," "incompetence," "favoritism," "lack of maternity leave," "lack of support from supervisors," "MU does not value academics," "Missouri politics," "need for work-life balance," "no tuition waiver," "physically unsafe work environment," "pay," "racist atmosphere," "racism in promotions," "racism and unfairness in workplace," "tension with supervisors/director/co-workers," "political correctness run amok," "MU's poor reputation," "a lot of changes and poor communication," "not enough equipment," "low job secm'ity," "and low morale."

Table 65. **Reasons Why Employee Respondents Seriously Considered Leaving University of Missouri-Col umbia**

Reason	*n*	**%**
Low salary/pay rate	1,148	**58.2**
Limited opportunities for advancement	940	**47.6**
Il1 creased workload	647	32.8
Interested in a position at another institution	592	30.0
Lack of a sense of belonging	554	28.1
Tension with supervisor/manager	511	**25.9**
Lack of institutional support (e.g., tech support, lab space/equipment)	491	**24.9**

Table 65. **Reasons Why Employee Respondents Seriously Considered Leaving University of Missouri-Columbia**

Reason	*n*	%
Campus climate was not welcoming	**483**	**24.5**
Lack of professional development opportunities	**422**	**21.4**
Recruited or offered a position at another institution/organization	342	**17.3**
Tension with coworkers	**329**	16.7
Lack of benefits	197	10.0
Family responsibilities	**171**	8.7
Relocation	**139**	7.0
Local community climate was not welcoming	**124**	**6.3**
Personal reasons (e.g., medical, mental health, family emergencies)	122	6.2
Local community did not meet my (my family) needs	**96**	**4.9**
Spouse or partner unable to find suitable employment	**75**	3.8
Spouse or partner relocated	**36**	1.8
A reason not listed above	**406**	20.6

Note: Table reports only responses torn Employee respondents who indicated on the survey that they had seriously considered leaving University of Missouri-Columbia (*n* = 1.973).

Staff respondents

Eight hundred twenty-two Staff respondents elaborated on why they seriously considered leaving University of Missouri-Columbia. Three overall themes emerged related to: (1) concerns with leadership, (2) dissatisfaction with their salaries, and (3) lack of opportunity for advancement.

Leadership — Staff respondents who elaborated on why they seriously considered leaving reported challenges with leadership at many different layer of the campus's organizational structure. Respondents elaborated on their perceptions of campus-wide leadership. For example, respondents noted, "I don't feel my work is valued by campus leadership" and "The University does not support its staff in any meaningful way." Another respondent explained, "You can talk

all you want about how much of the budget goes pay/benefits but in the end, when you continue to cut raises, it sends a clear message of what is important. The University and upper administration has to realize that this cannot continue." Other respondents reflected on the leadership of their respective directors, deans and chairs. Respondents reported, "not being supported by the dean of the school," "numerous unpleasant and unsettling conflicts with current departmental director," and "Department Chair is creating a hostile environment for me." Other respondents reflected 011 their managers and supervisors, "Upper management micromanage to much," "Upper management would not listen," and "Treated disrespectfully/unfairly by my supervisor." One respondent elaborated further, "Hie supervisor in our office was very passive-aggressive, creating a very hostile work environment. Although I talked with multiple supervisors and HR, nothing was ever done." Respondents who elaborated on why they seriously considered leaving cited a range of challenges in their interactions and perceptions of various types of leadership at University of Missouri-Columbia.

Salary — Staff respondents who elaborated on why they seriously considered leaving University of Missouri-Columbia cited salary dissatisfaction and no raises. Respondents noted, "we need a raise," "No raises. Feels like a dead end job," "Terrible pay, very little monetary incentive to stay" and "Low pay. Stagnant pay. General culture of mediocrity." One respondent noted salary concerns hi tandem with concerns about benefits, "The pay is extremely low, benefits are increasing each year with no adjustment to pay to compensate." Other respondents compared their salaries to others or reported having received better offers. One respondent shared, "Was solicited for a position at another university. Pay was much better." Another respondent noted, "MU pay is falling behind the rest of the private jobs." Similarly, another respondent elaborated, "The University's pay is very low compared to the private sector. But within my department, we are paid the lowest in or titles across campus and expected to handle various job duties across multiple campuses." Other respondents noted other financial concerns, including, "We work hi a building that can't even supply us with hot water. We are severely underpaid because someone decided across the board cuts were better." Speaking to the larger perception of value along with a reflection 011 pay, one respondent expressed, "There have been several salary freezes during my time at Mizzou; the staff feels undervalued in general." Respondents who elaborated on why they seriously considered leaving described feeling dissatisfied with their salaries.

Lack Of Professional Advancement Opportunities — Respondents who elaborated on why they seriously considered leaving reported a lack professional advancement opportunities and suspicious reports about how others get promoted at University of Missouri-Columbia. One respondent shared, "There is no opportunity for personal or professional advancement at MU, at least hi the area where I work." Other respondents echoed, "Thinking of moving as there is no opportunity for advancement in my particular office'[1] and "There was 110 room for advancement in the position I held." Respondents also reported a lack of opportunities to grow and be stimulated professionally. One respondent noted. "There is 110 advancement path in my current position and I am bored." Another respondent shared, "Looking for diversity and growth hi professional experiences/responsibility." Other respondents elaborated on their perception of suspicious and undeserving promotion practices. One respondent noted, "Slow advancements. People get promoted for NOT dohig his/her jobs." Another respondent shared, "There is absolutely 110 support or opportunities for professional development or advancement. The climate is geared towards those who do not deseive promotions to be promoted." Similarly, another respondent explained, "Positions are opening, but seem to be posted only as a requirement when there was already a person hi place for the advancement." Respondents who elaborated 011 why they seriously considered leaving described concerns about opportunities for promotion or the lack there of.

Faculty/Emeritus Faculty/Research Scientist respondents

Three hundred fifty-three Faculty/Emeritus Faculty/Research Scientist respondents elaborated on why they seriously considered leaving University of Missouri-Columbia. Similar to their staff counterparts, thr ee themes also emerged: (1) low sense of belonging, (2) leadership concerns, and (3) salary concerns.

Sense of Belonging — Faculty respondents who elaborated on why they seriously considered leaving the University of Missouri-Columbia described a low sense of belonging. Respondents noted, "Unwelcoming environment," "I have never fit hi at MU," and "climate is dismissive of clinical and adjunct faculty." Another respondent expanded, "In the past year especially, the

campus climate seems less welcoming. With each year, I feel underappreciated hi my position."[1] Similarly, another respondent echoed, "I felt that my work was not being recognized or supported. Colleagues were being petty and nasty.'[1] Another respondent reported a recent change hi the perceived lack acknowledgement, "Recently, within the past year or so, I have felt that my work, performance, and dedication to my position at the University have not been appreciated or properly recognized." Another respondent's answer, "No thanks - it would be ignored anyway," implied a perceived lack of value. Other respondents reported a low sense of belonging and inclusion in relation to a range of minority identities. Noting race, respondents reported "racial prejudice from some undergraduate students" and have received "racist comments 011 evaluation." Another respondent addressed sexism, "My section head discriminated against me 011 the basis of sex and also verbally harassed me." Other respondents elaborated on concerns with multiple identities, "Persistent experience of cronyism, anti-intellectualism, sexism, racism, homophobia, anti-Semitism, and exclusionary practices" and "observed discrimination because of age, disability and national origin." Faculty respondents who elaborated on why they seriously considered leaving University of Missouri-Columbia noted not feeling included and or a lack of sense of belonging.

Leadership — Faculty respondents who elaborated on why they seriously considered leaving the University of Missouri-Columbia noted leadership concerns involving their respective chairs and or deans and the upper administration. One respondent shared, "Department Head and School Director both create a hostile, uncomfortable environment for faculty." Other respondents added, "Liar for a Dept Chair," "The Dean is not supportive" and "very negative attitudes displayed from peers and the department chairman." Respondents who reflected 011 their perceptions of leadership more broadly noted concern with the "lack of transparency in the upper administration." Another respondent explained, "No trust in leadersliip. No vision, 110 transparency, unwillingness or inability to listen to out-groups (grad students and race issues) in fall whose needs were not being met. We needed strong leaders who could listen and bring people together but 110 one's (majority or minority) needs were being met." Another respondent added, "Untrustworthy college leadership and campus leadersliip." Another addressed their' opinion of leadership's investment in shared governance, "MU as an institution and as represented by its administrators does not give even the appearance of caring about shared

governance or education." Respondents also noted the changes in leadership and perceived lack of stability. For example, 'Interim everything at Mizzou" and "No hope or confidence in its leadership." Respondents who elaborated on why they seriously considered leaving offered their opinions on many layers of the campus leadership.

Low Pay & No Raises — Respondents who elaborated on why they seriously considered leaving perceived their pay to be low and noted that as a motivating factor in their choices to look for other opportunities. One respondent shared, "MU is increasingly becoming the 'cheap university*. Every August, we get little or no raise and every October our benefits get cut." Other respondents compared their salaries to that of peer institutions and reported that the "salaries [were] below norms." Another respondent explained, "The salaries here are punitive. My colleagues at other mid-west/mid-continental institutions in similar or same jobs earn $20K to $30K more." Other respondents elaborated on the discouraging experience of not getting raises. Respondents noted, "No merit increase" and "Pay is not tied to performance." Another respondent echoed, "I sometimes feel like no matter how well I perform here, I'm stuck in the same spot. Salaries are low by national standards and raises have gotten infrequent." One respondent reflected on their perception of the campus wide financial challenges and their impact on Faculty, "Mizzou's financial woes are very concerning to non-tenure track faculty. There seems to be the possibility that we could be let go if finances are not turned around. Additionally, with the financial woes, there is certainly no chance for a raise." Lastly, one respondent noted benefit concerns in tandem with their reflections on their compensation, "Loss of health benefits in retirement, and compressed salary (as an associate prof., salary is less than incoming assistant professors). No raises for years." Respondents who elaborated on why they seriously considered leaving MU described low pay and no raises as rationale and motivation to seek opportunities elsewhere.

<u>Senior Administrator with Facility Rank</u>

Forty-seven Senior Administrator with Faculty Rank respondents provided a qualitative response regarding why they seriously considered leaving University of Missouri-Columbia. Two themes emerged: (1) leadership concerns and (2) salary concerns.

Leadership — Respondents who elaborated on why they seriously considered leaving described concerns with leadership. Respondents noted, "Weak leadership," "Leadership instability," "Administration don't take responsibility for problems" and "leadership did not value middle managers work." Another respondent cited a lack of leadership advancement opportunities, "Very limited opportunities for developing leadership experience on campus, especially for women." One respondent referenced the protests of 2015 hi relationship to their opinions of leadership, "The events of last year and the impact on our institution are less about student protests, and more about how the protests and other issues were mishandled by our institutional leadership." Lastly, one respondent elaborated on their perspective on leadership, power and change at University of Missouri-Columbia, "The State Legislature and Deans, not the Provost and the Chancellor, run the institution. The organization is adverse to change." Though the narratives ranged in subject matter, respondents who elaborated on w[7]hy they seriously considered leaving reported concerns w[7]ith leadership.

Low Pay — Respondents who elaborated on why they seriously considered leaving reported dissatisfaction with their pay in a variety of ways. One respondent noted discriminatory practices, "Major gender pay and responsibility inequities at MU." Another respondent noted salary concerns hi tandem with their reflections on leadership, "Low pay and leadership structure in upper-administration (and concern as the where the university is going) were the primary elements that made me seriously consider leaving MU." Another respondent reflected on their on-boarding process, noting, "The salary offered was far below the national average and below my predecessor, despite my 16 years of success with the program and my ability to generate revenue was ignored." Other respondents reported only having a platform on which to ask for increases in pay when being offered another opportunity, "The only time when MU cares about you — in terms of salary increase — is when someone else cares about you (you go out and find

another job offer).   Otherwise, we're not gonna give you a damn tiling!" One respondent reported considering leaving when they were "offered a better position with considerably more pay." Respondents who elaborated on why they seriously considered leaving noted low pay.

Summary

The results from this section suggest that most Employee respondents generally hold positive attitudes about University of Missouri-Columbia pohcies and processes. Some University of Missouri-Columbia employees had obseived unjust hiring (20%, n = 738), unjust disciplinary actions (14%, ti = 499), or unjust promotion, tenure, and/or reclassification (27%, n = 974). Gender/gender identity, ethnicity, age, bias, racial identity, education credentials, position, and nepotism/cronyism were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents "agreed" or "strongly agreed" that University of Missouri-Columbia 84% (n = 2,148) and their supervisors 86% (« = 2,197) provided them with support and resources. While 68% (n = 1,745) of Staff respondents agreed that the promotion process was clear, fewer noted that they believed that the promotion process was effective (51%, n = 1,300). A majority 55% (n = 1,675) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A majority (75%, n = 1,924) of Staff respondents felt that they are able to complete their assigned duties during scheduled hours and 85% (*ti* = 2,190) believed that they were given a reasonable time frame to complete assigned responsibilities.

The majority (73%, *n* = 319) of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that the University of Missouri-Columbia tenure process was clear. Sixty-four percent (:/ = 270) of Tenured and Tenure-Track Faculty respondents felt supported and mentored during the tenure-track years. Eighty-two percent (n = 365) of Tenure-Track Faculty respondents felt that their research and 59% (n = 260) that their teaching was valued by University of Missouri-Columbia. Twenty-nine percent (n = 122) of Tenured and Tenure-Track Faculty respondents "agreed" or "strongly agreed" that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. Sixty-four percent (« = 293) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. Sixty-nine percent (n = 355) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they believed that expectations of their responsibilities were clear. Ninety-one percent (n = 411) ofNon-Tenure-Track Faculty

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to University of Missouri-Columbia students. Several survey items queried Student[96] respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology

A confirmatory factor analysis was conducted on one scale embedded in Question 15 of the survey. The scale, termed "Perceived Academic Success" for the purposes of this project, was developed using Pascarella and Terenzini's *(1980) Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first seven sub-questions of Question 15 of the survey reflect the questions on this scale.

The questions in each scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and 5 for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (2.7%) of all potential Student respondents were removed from the analysis due to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[97] One question from the scale (Q15_2) did not hold as well with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach's alpha) of the scale was 0.866 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach's alpha was only 0.794.

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[96] Student respondents refer to Undergraduate Student respondents and Graduate Student/Professional Student/Post-Doctoral respondents.

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

Table 66. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
Perceived Academic Success	Q15_1	I am performing up to my full academic potential.
	Q15_3	I am satisfied with my academic experience at University of Missouri-Columbia .
	Q15_4	I am satisfied with the extent of my intellectual development since enrolling at University of Missouri-Columbia.
	Q15_5	I have performed academically as well as I anticipated I would.
	Q15_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q15_7	My interest in ideas and intellectual matters has increased since coming University of Missouri-Columbia.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggests a student or constituent group is more academically successful.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analysis, means were calculated. Where n's were of sufficient size, analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas:

- Gender identity (Woman, Man, Transspectrum)
- Racial identity (Asian/Asian American, African/Black/African American, Hispanic/Latin@/Chican@, Multiracial Respondents, Other People of Color[98], White)

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[98] The LCST proposed six collapsed racial identity categories (White, African/Black/African American, Asian/Asian American, Hispanic/Latin@/Chican@, Other People of Color, and Multiracial). Per the LCST, the Other People of Color category included respondents who identified as Native Hawaiian, Pacific Islander, American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian.

- o Sexual identity (LGBQ, Heterosexual)
- o Disability status (Disability, No Disability, Multiple Disabilities)
- o First-generation status (First-Generation, Not-First-Generation)
- o Income status (Low-Income, Not-Low-Income)

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

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student/Post-Doctoral Scholar respondents (where possible).

Gender Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 67).

Table 67. **Undergraduate Student Respondents' Perceived Academic Success by Gender Identity**

Gender identity	n	Mean	Std. Dev.
Woman	3,012	2.011	0.681
Man	1,639	2.149	0.717
Transspectrum	69	2.176	0.697

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison—Woman vs. Man. These findings suggest that Man Undergraduate Student respondents have lower *Perceived Academic Success* than Woman Undergraduate Student respondents (Table 68).

Table 68. **Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity**

Groups compared	Mean Difference
Woman vs. Man	0.138*
Woman vs. Transspectrum	-0.165
Man vs. Transspectrum	-0.027

*p < .05

A significant difference existed ($p < .05$) in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by gender identity on *Perceived Academic Success* (Table 69).

Table 69. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Perceived Academic Success by Gender Identity**

Gender identity	n	Mean	Std. Dev.
Woman	805	1.856	0.667
Man	544	1.894	0.658
Transspectrum	31	2.183	0.605

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student/Post-Doctoral Scholar respondents were significant for two comparisons—Woman vs. Transspectrum and Man vs. Transspectrum. These findings suggest that Transspectrum Graduate/Professional Student/Post-Doctoral Scholar respondents have lower *Perceived Academic Success* than Woman and Man Graduate/Professional Student/Post-Doctoral Scholar respondents (Table 70).

Table 70. **Difference between Mean for Graduate/Professional Student/Post-Doctoral Scholar respondents for Perceived Academic Success by Gender Identity**

Groups compared	Mean Difference
Woman vs. Man	-0.038
Woman vs. Transspectrum	-0.327*
Man vs. Transspectrum	-0.289*

*p < .05

Racial Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 71).

Table 71. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	n	Mean	Std. Dev.
African/Black/African American	274	2.364	0.773
Asian/Asian American	154	2.215	0.708
Hispanic/Latin@/Chican@	80	2.023	0.599
Multiracial	325	2.130	0.742
Other People of Color	29	2.138	0.703
White	3,784	2.025	0.681

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for four comparisons—White vs. African/Black/African American, White vs. Asian/Asian American, African/Black/African American vs. Hispanic/Latin@/Chican@, and African/Black/African American vs. Multiracial. These findings suggest that African/Black/African American Undergraduate respondents have lower *Perceived Academic Success* than White, Hispanic/Latin@/Chican@, and Multiracial Undergraduate Student respondents. They also suggest that Asian/Asian American Undergraduate Student respondents have lower *Perceived Academic Success* than White Undergraduate Student respondents (Table 72).

Table 72. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Racial Identity

Groups compared	Mean Difference
African/Black/African American vs. Asian/Asian American	0.148
African/Black/African American vs. Hispanic/Latin@/Chican@	0.341*
African/Black/African American vs. Other People of Color	0.226
African/Black/African American vs. Multiracial	0.233*
African/Black/African American vs. White	0.339*
Asian/Asian American vs. Hispanic/Latin@/Chican@	0.192
Asian/Asian American vs. Other People of Color	0.077
Asian/Asian American vs. Multiracial	0.085
Asian/Asian American vs. White	0.190*

Groups compared	Mean Difference
Hispanic/Latin@/Chican@ vs. Other People of Color	-0.115
Hispanic/Latin@/Chican@ vs. Multiracial	-0.107
Hispanic/Latin@/Chican@ vs. White	-0.002
Other People of Color vs. Multiracial	0.008
Other People of Color vs. White	0.113
Multiracial vs. White	0.105

*$p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by racial identity on *Perceived Academic Success* (Table 73).

Table 73. **Graduate/Professional Student/Post-Doctoral Scholar respondents' Perceived Academic Success by Racial Identity**

Racial identity	*n*	Mean	Std. Dev.
African/Black/African American	60	1.900	0.694
Asian/Asian American	189	1.955	0.563
Hispanic/Latin@/Chican@	36	2.014	0.492
Multiracial	76	1.930	0.773
Other People of Color	33	1.833	0.598
White	945	1.845	0.676

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student/Post-Doctoral Scholar respondents were run.

Sexual Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Students by sexual identity on *Perceived Academic Success*, t (4615) = 4.54, $p < .001$. These findings suggest that LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by sexual identity on *Perceived Academic Success* (Table 74).

Table 74. **Student Respondents' Perceived Academic Success by Sexual Identity**

Sexual identity	Undergraduate Student Respondents			Graduate/Professional Student/Post-Doctoral Scholar respondents		
	n	Mean	Std. Dev.	*n*	Mean	Std. Dev.
Heterosexual	4.174	2.043	0.691	1.173	1.864	0.666
LGBQ	443	2.201	0.720	147	1.940	0.607
Mean difference	**-0.157***			**-0.076**		

*p < .001

Disability Status

A significant difference existed (*p* < .001) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 75).

Table 75. **Undergraduate Student Respondents' Perceived Academic Success by Disability Status**

Disability status	*n*	Mean	Std. Dev.
Disability	411	2.297	0.800
No Disabilities	4.136	2.029	0.675
Multiple Disabilities	152	2.306	0.821

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons—Single Disability vs. No Disability and Multiple Disabilities vs. No Disability. These findings suggest that Undergraduate Student respondents with a single disability have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability. They also suggest that Undergraduate Student respondents with multiple disabilities have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability (Table 76).

Table 76. **Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status**

Groups compared	Mean Difference
Single Disability vs. No Disability	0.268*
Single Disability vs. Multiple Disabilities	-0.009
Multiple Disabilities vs. No Disability	0.276*

*p < .05

A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by disability status on *Perceived Academic Success* (Table 77).

Table 77. Graduate/Professional Student/Post-Doctoral Scholar respondents' Perceived Academic Success by Disability Status

Disability status	n	Mean	Std. Dev.
Disability	110	2.058	0.722
No Disabilities	1,218	1.854	0.653
Multiple Disabilities	51	2.173	0.690

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student/Post-Doctoral Scholar respondents were significant for two comparisons—Single Disability vs. No Disability and Multiple Disabilities vs. No Disability. These findings suggest that Graduate/Professional Student/Post-Doctoral Scholar respondents with a single disability have lower *Perceived Academic Success* than Graduate/Professional Student/Post-Doctoral Scholar respondents who have no disability. They also suggest that Graduate/Professional Student/Post-Doctoral Scholar respondents with multiple disabilities have lower *Perceived Academic Success* than Graduate/Professional Student/Post-Doctoral Scholar respondents who have no disability (Table 78).

Table 78. Difference between Means for Graduate/Professional Student/Post-Doctoral Scholar respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.203*
Single Disability vs. Multiple Disabilities	-0.116
Multiple Disabilities vs. No Disability	0.319*

*$p < .05$

First-Generation Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Students by first- generation status on *Perceived Academic Success*, $t(4721) = 4.16$, $p < .001$. These findings suggest that First-Generation Undergraduate Student respondents have lower *Perceived Academic Success* than Not-First-Generation Undergraduate Student respondents. No

significant difference existed in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by first generation status on *Perceived Academic Success* (Table 79).

Table 79. Student Respondents' Perceived Academic Success by First-Generation Status

First generation status	Undergraduate Student Respondents			Graduate/Professional Student/Post-Doctoral Scholar respondents		
	n	Mean	Std. Dev.	*n*	Mean	Std. Dev.
First-Generation	958	2.145	0.710	405	1.878	0.651
Not-First-Generation	3,765	2.040	0.692	977	1.880	0.668
Mean difference		0.105*			-0.002	

*$p < .001$

Income Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Students by income status on *Perceived Academic Success*, t (4621) = 7.110, $p < .001$. These findings suggest that Low-Income Undergraduate Student respondents have lower *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents. A significant difference existed ($p < .001$) in the overall test for means for Graduate/Professional Student/Post-Doctoral Scholar respondents by income status on *Perceived Academic Success*, t (1347) = 3.743, $p < .001$. These findings suggest that Low-Income Graduate/Professional Student/Post-Doctoral Scholar respondents have lower *Perceived Academic Success* than Not-Low-Income Graduate/Professional Student/Post-Doctoral Scholar respondents (Table 80).

Table 80. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate Student Respondents			Graduate/Professional Student/Post-Doctoral Scholar respondents		
	n	Mean	Std. Dev.	*n*	Mean	Std. Dev.
Low-Income	479	2.273	0.772	623	1.949	0.654
Not-Low-Income	4,144	2.035	0.684	726	1.814	0.665
Mean difference		0.238*			0.135*	

*$p < .001$.

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with fifteen statements about their interactions with faculty, students, staff members, and senior administrators at University of Missouri-Columbia. Seventy-three percent (n = 4,537) of Student respondents felt valued by University of Missouri-Columbia faculty; 71% (n = 4,411) felt valued by University of Missouri-Columbia staff; and 49% (n = 3,039) felt valued by University of Missouri-Columbia senior administrators (e.g., chancellor, dean, vice chancellor, provost). Frequencies and significant differences based on student status, gender identity,[99] racial identity[100], sexual identity,[101] religious/spiritual identity, citizenship status, disability status, age, housing status, military status, employment status, family income status, income status, first-generation and low-income status, and first-generation status are provided in Tables 81 through 83.

Table 81 illustrates that 73% (n = 4,537) of Student respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia faculty. Several significant differences were found among student groups. A significantly lower percentage of Undergraduate First Year Student respondents (2%, n = 74) than Undergraduate Transfer Student respondents (4%, n = 20) "strongly disagreed" that they felt valued by faculty. Transspectrum Student respondents (40%, n = 42) were much less likely than Women Student respondents (51%, n = 1,977) and Men Student respondents (46%, n = 1,023) to "agree" that they felt valued by faculty. A larger percentage of Non-U.S. Citizen Student respondents (29%, n = 161) than U.S. Citizen Student respondents (23%, n = 1,320) "strongly agreed" that they felt valued by faculty. Student Respondents of Color (3%, n = 22) and Multiracial Student respondents (4%, n = 17) were more likely than White Student respondents (2%, n = 85) to "strongly disagree" that they felt valued by faculty. Heterosexual Student respondents (25%, n = 1,333) were much more likely t an LGBQ Student

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[99] As noted earlier. per the LCST. gender identity was categorized to only Men, Transspectrum, and Women to maintain response confidentiality.

[100] The LCST proposed three collapsed racial identity categories (White, People of Color, and Multiracial), where the Alaskan Native. American Indian/Native American, Asian/Asian American, A ican/Black/African American, Hispa ic/Latino/Chicano, Middle Eastern, Southwest Asian, and Native Hawaiian/Pacific Islander were collapsed into one category named People of Color). Where possible. the racial identity groups are expanded and where necessary collapsed.

[101] As noted earlier. per the LCST, sexual identity was categorized to only LGBQ and Heterosexual to maintain response confidentiality.

respondents (19%, $n = 117$) to "strongly agree" that they felt valued by faculty. A significantly lower percentage of No Military Service Student respondents (8%, $n = 460$) than Military Service Student respondents (14%, $n = 23$) "disagreed" that they felt valued by faculty. Not-First-Generation Student respondents (50%, $n = 2,416$) were more likely than First-Generation Student respondents (45%, $n = 626$) to "agree" that they felt valued by faculty. A higher percentage (10%, $n = 108$) of Low-Income-Family Student respondents compared with (8%, $n = 379$) of Not-Low-Income-Family Student respondents "disagreed" that they felt valued by faculty. A higher percentage (49%, $n = 2,865$) of Not-First Generation and Low-Income Student respondents versus (42%, $n = 181$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by faculty. Twenty-six percent ($n = 952$) of Christian Religious/Spiritual Identity Student respondents were more likely than 21% ($n = 403$) of No Religious/Spiritual Identity Student respondents to "strongly agree" that they felt valued by faculty. No Disability Student respondents (25%, $n = 1,350$) were more likely than Multiple Disabilities Student respondents (21%, $n = 44$) and Single Disability Student respondents (16%, $n = 89$) to "strongly agree" that they felt valued by faculty. A lower percentage of Employed Student respondents (23%, $n = 805$) than Not-Employed Student respondents (25%, $n = 653$) "strongly agreed" that they felt valued by faculty. A larger percentage of fewer than five Housing Insecure Student respondents and Non-Campus Student respondents (9%, $n = 395$) than On-Campus Student respondents (6%, $n = 72$) "disagreed" that they felt valued by faculty.

Table 81 illustrates that 71% ($n = 4,411$) of Student respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia staff. Several significant differences were found among student groups. A significantly lower percentage of Undergraduate First Year Student respondents (2%, $n = 71$) than Undergraduate Transfer Student respondents (4%, $n = 20$) "strongly disagreed" that they felt valued by staff. Women Student respondents (50%, $n = 1,920$) were much more likely than Men Student respondents (45%, $n = 1,003$) and Transspectrum Student respondents (40%, $n = 42$) to "agree" that they felt valued by staff. A larger percentage of Non-U.S. Citizen Student respondents (27%, $n = 149$) than U.S. Citizen Student respondents (23%, $n = 1,283$) "strongly agreed" that they felt valued by staff. Multiracial Student respondents (3%, $n = 14$) were more likely than Student Respondents of Color (2%, $n = 20$) and White Student respondents (2%, $n = 80$) to "strongly disagree" that they felt valued by staff.

Heterosexual Student respondents (24%, $n = 1,288$) were much more likely than LGBQ Student respondents (19%, $n = 116$) to "strongly agree" that they felt valued by staff. A significantly lower percentage of No Military Service Student respondents (7%, $n = 417$) than Military Service Student respondents (14%, $n = 22$) "disagreed" that they felt valued by staff. Not-First-Generation Student respondents (49%, $n = 2,344$) were more likely than First-Generation Student respondents (45%, $n = 621$) to "agree" that they felt valued by staff. A higher percentage (9%, $n = 104$) of Low-Income-Family Student respondents compared with (7%, $n = 343$) of Not-Low-Income-Family Student respondents "disagreed" that they felt valued by staff. A higher percentage (48%, $n = 2,785$) of Not-First Generation and Low-Income Student respondents versus (43%, $n = 185$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by staff. Twenty-five percent ($n = 937$) of Christian Religious/Spiritual Identity Student respondents were much more likely than 22% ($n = 77$) of Other Religious/Spiritual Identity Student respondents, 20% ($n = 376$) of No Religious/Spiritual Identity Student respondents, and 20% ($n = 42$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt valued by staff. No Disability Student respondents (24%, $n = 1,303$) and Multiple Disabilities Student respondents (21%, $n = 44$) were more likely than Single Disability Student respondents (16%, $n = 85$) to "strongly agree" that they felt valued by staff. A higher percentage of Not-Employed Student respondents (25%, $n = 631$) than Employed Student respondents (22%, $n = 781$) "strongly agreed" that they felt valued by staff. A smaller percentage of On-Campus Student respondents (5%, $n = 62$) than Non-Campus Student respondents (8%, $n = 367$) and Housing Insecure Student respondents (15%, $n = 5$) "disagreed" that they felt valued by staff.

Forty-nine percent ($n = 3,039$) of Student respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia senior administrators. Several significant differences were found among student groups. A significantly lower percentage of Undergraduate First Year Student respondents (5%, $n = 212$) than Undergraduate Transfer Student respondents (8%, $n = 41$) "strongly disagreed" that they felt valued by senior administrators. A significantly lower percentage of Doctoral degree candidate respondents (24%, $n = 155$) than Master degree candidate respondents (26%, $n = 117$) and Professional degree candidate respondents (32%, $n = 71$) "agreed" that they felt valued by senior administrators.

Women Student respondents (33%, $n = 1,294$) and Men Student respondents (30%, $n = 657$) were much more likely than Transspectrum Student respondents (17%, $n = 17$) to "agree" that they felt valued by senior administrators. A larger percentage of Non-U.S. Citizen Student respondents (23%, $n = 128$) than U.S. Citizen Student respondents (17%, $n = 935$) "strongly agreed" that they felt valued by senior administrators. Student Respondents of Color (18%, $n = 158$) and White Student respondents (17%, $n = 837$) were more likely than Multiracial Student respondents (13%, $n = 53$) to "strongly agree" that they felt valued by senior administrators. Heterosexual Student respondents (18%, $n = 976$) were much more likely than LGBQ Student respondents (11%, $n = 66$) to "strongly agree" that they felt valued by senior administrators. A higher percentage (18%, $n = 893$) of Not-Low-Income-Family Student respondents compared with (14%, $n = 159$) of Low-Income-Family Student respondents "strongly agreed" that they felt valued by senior administrators. A higher percentage (32%, $n = 1,865$) of Not-First Generation and Low-Income Student respondents versus (25%, $n = 105$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by senior administrators. Twenty percent ($n = 730$) of Christian Religious/Spiritual Identity Student respondents and 19% ($n = 66$) of Other Religious/Spiritual Identity Student respondents were much more likely than 13% ($n = 242$) of No Religious/Spiritual Identity Student respondents and 13% ($n = 27$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt valued by senior administrators. No Disability Student respondents (18%, $n = 970$) were more likely than Multiple Disabilities Student respondents (15%, $n = 32$) and Single Disability Student respondents (12%, $n = 62$) to "strongly agree" that they felt valued by senior administrators. A higher percentage of Not-Employed Student respondents (20%, $n = 518$) than Employed Student respondents (15%, $n = 532$) "strongly agreed" that they felt valued by senior administrators. A larger percentage of On-Campus Student respondents (21%, $n = 270$) and Housing Insecure Student respondents (21%, $n = 7$) than Non-Campus Student respondents (16%, $n = 745$) "strongly agreed" that they felt valued by senior administrators.

Table 81. Student Respondents' Feelings of Value by Employees

Feelings of Value	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I feel valued by University of Missouri-Columbia faculty.	**1,491**	**23.9**	**3,046**	**48.9**	**1,070**	**17.2**	**498**	**8.0**	**126**	**2.0**
Undergraduate Student status[cdvii]										
Started as First Year	941	22.0	2,132	49.6	786	18.4	356	8.3	74	1.7
Transfer	119	22.2	251	46.9	97	18.1	48	9.0	20	3.7
Gender identity [dviii]										
Women	897	23.1	1,977	50.9	677	17.4	277	7.1	57	1.5
Men	572	25.7	1,023	45.9	367	16.5	207	9.3	60	2.7
Transspectrum	21	20.2	42	40.4	21	20.2	13	12.5	7	6.7
Citizenship status [cdix]										
Non-U.S. Citizen/Naturalized	161	28.9	271	48.6	96	17.2	22	3.9	8	1.4
U.S. Citizen	1,320	23.4	2,759	49.0	976	17.2	473	8.4	117	2.1
Racial identity [cdx]										
People of Color	195	22.4	397	45.6	196	22.5	60	6.9	22	2.5
White	1,174	24.4	2,398	49.7	782	16.2	382	7.9	85	1.8
Multiracial	90	22.0	198	48.3	67	16.3	38	9.3	17	4.1
Sexual identity [cdxi]										
Heterosexual	1,333	24.5	2,668	49.0	930	17.1	414	7.6	105	1.9
LGBQ	117	19.2	305	50.2	101	16.6	69	11.3	16	2.6
Military status [cdxii]										
Military service	40	24.7	72	44.4	21	13.0	23	14.2	6	3.7
No-Military service	1,395	23.8	2,890	49.2	1,006	17.1	460	7.8	118	2.0
Generation status [cdxiii]										
First-Generation	346	24.9	626	45.1	258	18.6	124	8.9	35	2.5
Not-First-Generation	1,140	23.6	2,416	50.0	808	16.7	374	7.7	91	1.9
Family Income status [cdxiv]										
Low-Income	273	24.3	526	46.9	183	16.3	108	9.6	32	2.9
Not-Low-Income	1,191	24.0	2,443	49.2	860	17.3	379	7.6	92	1.9
Generation and Low Income status [cdxv]										
Not-First-Generation and Low-Income	1,381	23.8	2,865	49.4	987	17.0	456	7.9	111	1.9
First-Generation and Low-Income	110	25.5	181	42.0	83	19.3	42	9.7	15	3.5
Religious/Spiritual Identity [cdxvi]										
No Religious/Spiritual Identity	403	21.4	935	49.7	326	17.3	176	9.4	42	2.2
Christian Religious/Spiritual Identity	952	25.5	1,809	48.4	629	16.8	277	7.4	69	1.8
Disability status[cdxvii]										
Single Disability	89	16.4	258	47.6	105	19.4	69	12.7	21	3.9
No Disability	1,350	24.8	2,686	49.4	916	16.8	395	7.3	95	1.7
Multiple Disabilities	44	21.1	85	40.7	41	19.6	29	13.9	10	4.8
Employment status[cdxviii]										
Not Employed	653	25.2	1,260	48.7	456	17.6	178	6.9	41	1.6
Employed	805	22.9	1,730	49.2	591	16.8	308	8.8	82	2.3
Housing status [cdxix]										
Campus Housing	301	23.5	659	51.5	237	18.5	72	5.6	10	0.8
Non-Campus Housing	1,114	23.9	2,252	48.3	789	16.9	395	8.5	110	2.4
Housing Insecure	6	18.2	17	51.5	< 5	---	< 5	---	< 5	---

Table 81. Student Respondents' Feelings of Value by Employees

Feelings of Value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by University of Missouri-Columbia staff.	1,441	23.2	2,970	47.8	1,226	19.7	457	7.4	117	1.9
Undergraduate Student status										
Started as First Year	933	21.9	2,042	47.9	882	20.7	335	7.9	71	1.7
Transfer	116	21.7	239	44.7	110	20.6	50	9.3	20	3.7
Gender identity										
Women	867	22.4	1,920	49.6	779	20.1	254	6.6	51	1.3
Men	551	24.8	1,003	45.1	416	18.7	192	8.6	61	2.7
Transspectrum	22	21.2	42	40.4	27	26.0	9	8.7	< 5	---
Citizenship status										
No -U.S. Citizen/Naturalized	149	26.8	272	48.8	106	19.0	23	4.1	7	1.3
U.S. Citizen	1,283	22.8	2,682	47.7	1,113	19.8	430	7.7	109	1.9
Racial identity										
People of Color	188	21.6	396	45.6	215	24.7	50	5.8	20	2.3
White	1,140	23.7	2,330	48.5	902	18.8	352	7.3	80	1.7
Multiracial	84	20.5	191	46.7	84	20.5	36	8.8	14	3.4
Sexual identity										
Heterosexual	1,288	23.7	2,615	48.1	1,054	19.4	376	6.9	99	1.8
LGBQ	116	19.1	278	45.9	131	21.6	68	11.2	13	2.1
Military status										
Military service	36	22.1	71	43.6	27	16.6	22	13.5	7	4.3
No-Military service	1,351	23.1	2,811	48.1	1,161	19.9	417	7.1	108	1.8
Generation status										
First-Generation	328	23.7	621	44.8	293	21.1	106	7.6	38	2.7
Not-First-Generation	1,108	23.0	2,344	48.7	931	19.3	350	7.3	79	1.6
Family Icome status										
Low-Income	258	23.0	507	45.3	223	19.9	104	9.3	28	2.5
Not-Low-Income	1,159	23.4	2,384	48.2	975	19.7	343	6.9	86	1.7
Generation and Low-Income status										
Not-First-Generation and Low-Income	1,339	23.2	2,785	48.2	1,137	19.7	422	7.3	98	1.7
First-Generation and Low-Income	102	23.7	185	43.0	89	20.7	35	8.1	19	4.4
Religious/Spiritual Identity										
Christian Religious/Spiritual Identity	937	25.2	1,776	47.7	703	18.9	242	6.5	62	1.7
Other Religious/Spiritual Identity	77	22.0	175	50.0	70	20.0	20	5.7	8	2.3
No Religious/Spiritual Identity	376	20.0	896	47.7	388	20.7	178	9.5	40	2.1
Multiple Religious/Spiritual Identity	42	20.1	94	45.0	53	25.4	15	7.2	5	2.4
Disability status										
Single Disability	85	15.8	246	45.6	119	22.1	70	13.0	19	3.5
No Disability	1,303	24.0	2,625	48.4	1,051	19.4	357	6.6	90	1.7
Multiple Disabilities	44	21.2	83	39.9	47	22.6	26	12.5	8	3.8
Employment status										
Not Employed	631	24.5	1,206	46.7	530	20.5	172	6.7	41	1.6
Employed	781	22.3	1,709	48.8	670	19.1	273	7.8	72	2.1
Housing status										
Campus Housing	313	24.5	626	49.0	266	20.8	62	4.9	10	0.8
Non-Campus Housing	1,056	22.7	2,212	47.6	906	19.5	367	7.9	103	2.2
Housing Insecure	7	21.2	15	45.5	< 5	---	5	15.2	< 5	---

Table 81. Student Respondents' Feelings of Value by Employees

Feelings of Value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by University of Missouri-Columbia senior administrators (e.g., chancellor, dean, vice chancellor, provost).	1,069	17.2	1,970	31.8	1,865	30.1	871	14.0	425	6.9
Undergraduate Student status [dxxxiii]										
Started as First Year	753	17.7	1,439	33.8	1,259	29.6	597	14.0	212	5.0
Transfer	91	17.1	162	30.5	170	32.0	67	12.6	41	7.7
Graduate Student status [dxxxiv]										
Doctoral degree candidate	92	14.0	155	23.7	198	30.2	99	15.1	111	16.9
Master degree candidate	81	18.1	117	26.2	142	31.8	66	14.8	41	9.2
Professional degree candidate	35	15.8	71	32.0	68	30.6	31	14.0	17	7.7
Gender identity [dxxxv]										
Women	653	16.9	1,294	33.4	1,221	31.6	521	13.5	180	4.7
Men	399	18.0	657	29.6	607	27.4	330	14.9	224	10.1
Transspectrum	17	16.5	17	16.5	34	33.0	17	16.5	18	17.5
Citizenship status [dxxxvi]										
Non-U.S. Citizen/Naturalized	128	23.1	199	35.9	169	30.5	42	7.6	16	2.9
U.S. Citizen	935	16.7	1,758	31.3	1,690	30.1	821	14.6	406	7.2
Racial identity [dxxxvii]										
People of Color	158	18.3	266	30.9	288	33.4	91	10.6	59	6.8
White	837	17.4	1,564	32.6	1,409	29.3	680	14.2	313	6.5
Multiracial	53	13.0	106	25.9	135	33.0	74	18.1	41	10.0
Sexual identity [dxxxviii]										
Heterosexual	976	18.0	1,780	32.8	1,619	29.8	708	13.0	345	6.4
LGBQ	66	10.9	150	24.8	189	31.2	140	23.1	61	10.1
Family Income status [dxxxix]										
Low-Income	159	14.3	273	24.6	336	30.2	197	17.7	147	13.2
Not-Low-Income	893	18.0	1,653	33.4	1,474	29.8	658	13.3	270	5.5
Generation and Low-Income status [cdxl]										
Not-First-Generation and Low-Income	997	17.3	1,865	32.3	1,733	30.0	803	13.9	377	6.5
First-Generation and Low-Income	72	16.9	105	24.7	132	31.1	68	16.0	48	11.3
Religious/Spiritual Identity [dxli]										
Christian Religious/Spiritual Identity	730	19.7	1,277	34.4	1,080	29.1	441	11.9	187	5.0
Other Religious/Spiritual Identity	66	18.9	113	32.3	103	29.4	37	10.6	31	8.9
No Religious/Spiritual Identity	242	12.9	517	27.6	579	30.9	362	19.3	174	9.3
Multiple Religious/Spiritual Identity	27	13.0	49	23.6	78	37.5	30	14.4	24	11.5
Disability status [dxlii]										
Single Disability	62	11.5	140	25.9	169	31.3	103	19.7	66	12.2
No Disability	970	17.9	1,785	33.0	1,616	29.8	709	13.1	335	6.2
Multiple Disabilities	32	15.4	35	16.8	66	31.7	52	25.0	23	11.1
Employment status [dxliii]										
Not Employed	518	20.1	892	34.7	730	28.4	316	12.3	117	4.5
Employed	532	15.2	1,038	29.6	1,099	31.4	537	15.3	297	8.5
Housing status [dxliv]										
Campus housing	270	21.2	473	37.2	388	30.5	105	8.2	37	2.9
Non-Campus housing	745	16.1	1,410	30.4	1,391	30.0	716	15.4	376	8.1
Housing insecure	7	21.2	8	24.2	9	27.3	5	15.2	< 5	---

Note: Table reports only Student responses (*n* = 6,825).

Seventy-seven percent ($n = 4,802$) of Student respondents "strongly agreed" or "agreed" that they felt valued by University of Missouri-Columbia faculty in the classroom (Table 82). Women Student respondents (1%, $n = 39$) were much less likely than Men Student respondents (2%, $n = 42$) and Transspectrum Student respondents (5%, $n = 5$) to "strongly disagree" that they felt valued by faculty in the classroom. Student Respondents of Color (23%, $n = 195$) and Multiracial Student respondents (25%, $n = 101$) were less likely than White Student respondents (27%, $n = 1,313$) to "strongly agree" that they felt valued by faculty in the classroom. Heterosexual Student respondents (6%, $n = 301$) were much less likely than LGBQ Student respondents (8%, $n = 46$) to "disagree" that they felt valued by faculty in the classroom. A significantly lower percentage of No Military Service Student respondents (1%, $n = 79$) than Military Service Student respondents (4%, $n = 6$) "strongly disagreed" that they felt valued by faculty in the classroom. Not-First-Generation Student respondents (52%, $n = 2,490$) were more likely than First-Generation Student respondents (48%, $n = 661$) to "agree" that they felt valued by faculty in the classroom. A higher percentage (51%, $n = 2,965$) of Not-First-Generation and Low-Income Student respondents versus (45%, $n = 192$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by faculty in the classroom. Twenty-eight percent ($n = 1,039$) of Christian Religious/Spiritual Identity Student respondents were significantly more likely to "strongly agree" that they felt valued by faculty in the classroom compared to 24% ($n = 442$) of No Religious/Spiritual Identity Student respondents. No Disability Student respondents (27%, $n = 1,470$) were more likely than Multiple Disabilities Student respondents (23%, $n = 49$) and Single Disability Student respondents (21%, $n = 115$) to "strongly agreed" that they felt valued by faculty in the classroom. A lower percentage of Not-Employed Student respondents (5%, $n = 125$) than Employed Student respondents (7%, $n = 226$) "disagreed" that they felt valued by faculty in the classroom. A smaller percentage of On-Campus Student respondents (4%, $n = 54$) than Non-Campus Student respondents (6%, $n = 281$) and fewer than five Housing Insecure Student respondents "disagreed" that they felt valued by faculty in the classroom.

Sixty-eight percent ($n = 4,182$) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students in the classroom. A significantly higher percentage of Undergraduate First Year Student respondents (20%, $n = 857$) than Undergraduate Transfer

Student respondents (17%, $n = 88$) "strongly agreed" that they felt valued by other students in the classroom. Men Student respondents (24%, $n = 530$) were much more likely than Women Student respondents (21%, $n = 795$) and Transspectrum Student respondents (20%, $n = 20$) to "strongly agree" that they felt valued by other students in the classroom. Student Respondents of Color (16%, $n = 134$) and Multiracial Student respondents (17%, $n = 69$) were less likely than White Student respondents (23%, $n = 1,112$) to "strongly agree" that they felt valued by other students in the classroom. Heterosexual Student respondents (23%, $n = 1,219$) were much more likely than LGBQ Student respondents (15%, $n = 91$) to "strongly agree" that they felt valued by other students in the classroom. Not-First-Generation Student respondents (23%, $n = 1,077$) were more likely than First-Generation Student respondents (19%, $n = 266$) to "strongly agree" that they felt valued by other students in the classroom. A lower percentage (1%, $n = 49$) of Not-Low-Income Student respondents compared with (3%, $n = 34$) of Low-Income Student respondents "strongly disagreed" that they felt valued by other students in the classroom. A higher percentage (47%, $n = 2,675$) of Not-First Generation and Low-Income Student respondents versus (38%, $n = 161$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by other students in the classroom. Twenty-four percent ($n = 887$) of Christian Religious/Spiritual Identity Student respondents and 23% ($n = 81$) of Other Religious/Spiritual Identity Student respondents were much more likely than 17% ($n = 324$) of No Religious/Spiritual Identity Student respondents and 21% ($n = 44$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt valued by other students in the classroom. No Disability Student respondents (23%, $n = 1,212$) were more likely than Multiple Disabilities Student respondents (18%, $n = 37$) and Single Disability Student respondents (16%, $n = 87$) to "strongly agree" that they felt valued by other students in the classroom. A higher percentage of Not-Employed Student respondents (23%, $n = 600$) than Employed Student respondents (21%, $n = 723$) "strongly agreed" that they felt valued by other students in the classroom. A larger percentage of On-Campus Student respondents (27%, $n = 343$) than Non-Campus Student respondents (23%, $n = 1,078$) and Housing Insecure Student respondents (18%, $n = 6$) "neither agreed nor disagreed" that they felt valued by other students in the classroom.

Sixty-four percent ($n = 3,941$) of Student respondents "strongly agreed" or "agreed" that they felt valued by other students outside of the classroom. A significantly higher percentage of Undergraduate First Year Student respondents (21%, $n = 875$) than Undergraduate Transfer Student respondents (14%, $n = 76$) "strongly agreed" that they felt valued by other students outside of the classroom. A significantly higher percentage of Doctoral degree candidate respondents (41%, $n = 265$) and Professional degree candidate respondents (45%, $n = 100$) than Master degree candidate respondents (33%, $n = 148$) "agreed" that they felt valued by other students outside of the classroom. Women Student respondents (19%, $n = 745$) and Transspectrum Student respondents (18%, $n = 19$) were less likely than Men Student respondents (24%, $n = 518$) to "strongly agree" that they felt valued by other students outside of the classroom. Student Respondents of Color (15%, $n = 124$) were significantly less likely than White Student respondents (22%, $n = 1,057$) to "strongly agree" that they felt valued by other students outside of the classroom. Heterosexual Student respondents (22%, $n = 1,157$) were more likely than LGBQ Student respondents (15%, $n = 88$) to "strongly agree" that they felt valued by other students outside of the classroom. A significantly lower percentage of Military Service Student respondents (35%, $n = 57$) than No Military Service Student respondents (44%, $n = 2,520$) "agreed" that they felt valued by other students outside of the classroom. Not-First-Generation Student respondents (22%, $n = 1,042$) were more likely than First-Generation Student respondents (17%, $n = 238$) to "strongly agree" that they felt valued by other students outside of the classroom. A lower percentage (18%, $n = 198$) of Low-Income-Family Student respondents compared with (22%, $n = 1,061$) of Not-Low-Income-Family Student respondents "strongly agreed" that they felt valued by other students outside of the classroom. A higher percentage (44%, $n = 2,517$) of Not-First Generation and Low-Income Student respondents versus (33%, $n = 140$) of First-Generation and Low-Income Student respondents "agreed" that they felt valued by other students outside of the classroom. Twenty-three percent ($n = 855$) of Christian Religious/Spiritual Identity Student respondents, 23% ($n = 78$) of Other Religious/Spiritual Identity Student respondents, and 20% ($n = 42$) of Multiple Religious/Spiritual Identity Student respondents were more likely than 16% ($n = 300$) of No Religious/Spiritual Identity Student respondents to "strongly agree" that they felt valued by other students outside of the classroom. No Disability Student respondents (22%, $n = 1,157$) were more likely than Multiple Disabilities Student respondents (17%, $n = 34$) and Single Disability Student respondents (16%, $n = 86$) to

"strongly agree" that they felt valued by other students outside of the classroom. A higher percentage of Not-Employed Student respondents (24%, $n = 611$) than Employed Student respondents (19%, $n = 650$) "strongly agreed" that they felt valued by other students outside of the classroom.

Table 82. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

Feelings of Value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in the classroom.	1,645	26.5	3,157	50.9	951	15.3	359	5.8	86	1.4
Gender identity [abc]										
Women	994	25.7	2,015	52.1	598	15.5	224	5.8	39	1.0
Men	627	28.3	1,087	49.1	330	14.9	128	5.8	42	1.9
Transspectrum	23	22.5	48	47.1	20	19.6	6	5.9	5	4.9
Racial identity [abc]										
People of Color	195	22.6	434	50.3	162	18.8	55	6.4	16	1.9
White	1,313	27.3	2,462	51.3	702	14.6	269	5.6	55	1.1
Multiracial	101	24.7	210	51.3	62	15.2	24	5.9	12	2.9
Sexual identity [abc]										
Heterosexual	1,459	26.9	2,771	51.1	826	15.2	301	5.5	69	1.3
LGBQ	143	23.6	308	50.9	94	15.5	46	7.6	14	2.3
Military status [abc]										
Military service	45	27.8	72	44.4	24	14.8	15	9.3	6	3.7
No-Military service	1,541	26.4	2,992	51.3	893	15.3	333	5.7	79	1.4
Generation status [abc]										
First-Generation	351	25.5	661	48.0	246	17.9	93	6.8	26	1.9
Not-First-Generation	1,291	26.8	2,490	51.8	703	14.6	266	5.5	60	1.2
Generation and Low-Income status [abc]										
Not-First-Generation and Low-Income	1,536	26.6	2,965	51.4	872	15.1	323	5.6	75	1.3
First-Generation and Low-Income	109	25.5	192	45.0	79	18.5	36	8.4	11	2.6
Religious/Spiritual Identity [abc]										
No Religious/Spiritual Identity	442	23.6	991	52.9	286	15.3	123	6.6	30	1.6
Christian Religious/Spiritual Identity	1,039	28.0	1,870	50.3	557	15.0	206	5.5	45	1.2
Disability status [abc]										
Single Disability	115	21.3	263	48.7	98	18.1	46	8.5	18	3.3
No Disability	1,470	27.2	2,788	51.5	807	14.9	283	5.2	64	1.2
Multiple Disabilities	49	23.4	93	44.5	38	18.2	25	12.0	< 5	---
Employment status [abc]										
Not Employed	712	27.6	1,310	50.9	404	15.7	125	4.9	25	1.0
Employed	904	25.8	1,790	51.1	522	14.9	226	6.5	58	1.7
Housing status [abc]										
Campus Housing	331	26.0	655	51.4	226	17.7	54	4.2	8	0.6
Non-Campus Housing	1,231	26.6	2,363	51.0	687	14.8	281	6.1	74	1.6
Housing Insecure	9	27.3	17	51.5	< 5	---	< 5	---	< 5	---

Table 82. Student Respondents' Feelings of Value Inside and Outside the Classroom

Feelings of Value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by other students in classroom.	1,346	21.8	2,836	45.9	1,483	24.0	428	6.9	87	1.4
Undergraduate Student status [dliv]										
Started as First Year	857	20.2	1,966	46.3	1.063	25.0	314	7.4	49	1.2
Transfer	88	16.5	216	40.6	162	30.5	48	9.0	18	3.4
Gender identity [dlvi]										
Women	795	20.6	1,795	46.4	955	24.7	270	7.0	50	1.3
Men	530	24.1	993	45.1	502	22.8	142	6.4	35	1.6
Transspectrum	20	19.8	42	41.6	24	23.8	13	12.9	< 5	---
Racial identity [dlvii]										
People of Color	134	15.6	345	40.2	249	29.0	104	12.1	27	3.1
White	1,112	23.2	2,266	47.3	1.092	22.8	274	5.7	46	1.0
Multiracial	69	17.0	174	42.9	111	27.3	39	9.6	13	3.2
Sexual identity [dlviii]										
Heterosexual	1,219	22.5	2,518	46.6	1.254	23.2	346	6.4	71	1.3
LGBQ	91	15.1	250	41.5	181	30.0	68	11.3	13	2.2
Generation status [dlix]										
First-Generation	266	19.3	591	42.8	381	27.6	116	8.4	26	1.9
Not-First-Generation	1,077	22.5	2,240	46.8	1.100	23.0	312	6.5	60	1.3
Family Income status [dlx]										
Low-Income	224	20.1	492	44.2	272	24.4	91	8.2	34	3.1
Not-Low-Income	1,097	22.3	2,276	46.2	1,170	23.8	333	6.8	49	1.0
Generation and Low-Income status [dlxi]										
Not-First-Generation and Low-Income	1,267	22.0	2,675	46.5	1,355	23.6	383	6.7	71	1.2
First-Generation and Low-Income	79	18.4	161	37.5	128	29.8	45	10.5	16	3.7
Religious/Spiritual Identity [dlxii]										
Christian Religious/Spiritual Identity	887	23.9	1.731	46.7	805	21.7	235	6.3	47	1.3
Other Religious/Spiritual Identity	81	23.4	158	45.7	76	22.0	24	6.9	7	2.0
No Religious/Spiritual Identity	324	17.3	836	44.8	525	28.1	152	8.1	31	1.7
Multiple Religious/Spiritual Identity	44	21.3	91	44.0	58	28.0	13	6.3	< 5	---
Disability status [dlxiii]										
Single Disability	87	16.1	233	43.1	152	28.1	53	9.8	15	2.8
No Disability	1,212	22.5	2.509	46.5	1,262	23.4	339	6.3	71	1.3
Multiple Disabilities	37	17.7	80	38.3	60	28.7	31	14.8	< 5	---
Employment status [dlxiv]										
Not Employed	600	23.4	1.191	46.4	579	22.6	163	6.4	32	1.2
Employed	723	20.7	1.591	45.5	868	24.8	261	7.5	52	1.5
Housing status [dlxv]										
Campus Housing	254	20.0	559	44.0	343	27.0	102	8.0	13	1.0
Non-Campus Housing	1,021	22.1	2.146	46.4	1,078	23.3	306	6.6	72	1.6
Housing Insecure	9	27.3	14	42.4	6	18.2	< 5	---	0	0.0
I feel valued by other students outside of the classroom.	1,284	20.9	2,657	43.2	1,576	25.6	516	8.4	121	2.0
Undergraduate Student status [dlxvi]										
Started as First Year	875	20.7	1.913	45.2	1,022	24.2	355	8.4	66	1.6
Transfer	76	14.3	202	38.0	174	32.8	51	9.6	28	5.3
Graduate Student status [dlxvii]										
Doctoral degree candidate	151	23.4	265	41.0	169	26.2	46	7.1	15	2.3
Master degree candidate	108	24.3	148	33.3	141	31.8	42	9.5	5	1.1
Professional degree candidate	57	25.6	100	44.8	43	19.3	17	7.6	6	2.7

Table 82. **Student Respondents' Feelings of Value Inside and Outside the Classroom**

Feelings of Value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[cdlxviii]										
Women	745	19.4	1,707	44.5	983	25.6	333	8.7	66	1.7
Men	518	23.5	921	41.8	550	24.9	167	7.6	49	2.2
Transspectrum	19	18.4	28	27.2	36	35.0	15	14.6	5	4.9
Racial identity[cdlxix]										
People of Color	124	14.5	313	36.5	261	30.5	123	14.4	36	4.2
White	1,057	22.2	2.141	44.9	1,171	24.6	324	6.8	71	1.5
Multiracial	72	17.6	161	39.5	109	26.7	55	13.5	11	2.7
Sexual identity[cdlxx]										
Heterosexual	1,157	21.5	2.381	44.2	1,336	24.8	415	7.7	99	1.8
LGBQ	88	14.7	218	36.5	188	31.5	84	14.1	19	3.2
Military status[cdlxxi]										
Military service	29	17.9	57	35.2	53	32.7	15	9.3	8	4.9
No-Military service	1.204	20.8	2,520	43.5	1.479	25.5	486	8.4	107	1.8
Generation status[cdlxxii]										
First-Generation	238	17.4	515	37.7	442	32.4	130	9.5	41	3.0
Not-First-Generatio	1,042	21.8	2.141	44.8	1,130	23.7	384	8.0	80	1.7
Family Income status[cdlxxiii]										
Low-Income	198	18.0	410	37.3	319	29.0	126	11.5	47	4.3
Not-Low-Income	1,061	21.6	2.187	44.5	1,211	24.7	383	7.8	69	1.4
Generation and Low-Income status[cdlxxiv]										
Not-First-Generation and Low-Income	1.218	21.3	2.517	43.9	1,436	25.1	461	8.0	97	1.7
First-Generation and Low-Income	66	15.5	140	32.9	140	32.9	55	12.9	24	5.6
Religious/Spiritual Identity[cdlxxv]										
Christian Religious/Spiritual Identity	855	23.2	1.646	44.6	851	23.0	269	7.3	72	1.9
Other Religious/Spiritual Identity	78	22.7	133	38.8	94	27.4	31	9.0	7	2.0
No Religious/Spiritual Identity	300	16.2	772	41.6	553	29.8	192	10.3	39	2.1
Multiple Religious/Spiritual Identity	42	20.2	88	42.3	56	26.9	19	9.1	< 5	---
Disability status[cdlxxvi]										
Single Disability	86	16.0	215	40.1	147	27.4	70	13.1	18	3.4
No Disability	1,157	21.5	2.355	43.8	1,358	25.3	408	7.6	99	1.8
Multiple Disabilities	34	16.7	74	36.5	59	29.1	33	16.3	< 5	---
Employment status[cdlxxvii]										
Not Employed	611	23.9	1.143	44.7	593	23.2	167	6.5	45	1.8
Employed	650	18.7	1.465	42.2	946	27.2	341	9.8	72	2.1

Note: Table reports only Student responses (*n* = 6.825).

Thirty-one percent (*n* = 1,897) of Student respondents felt faculty pre-judged their abilities based on their perception of their identity/background (Table 83). A significantly lower percentage of Undergraduate First Year Student respondents (8%, *n* = 354) than Undergraduate Transfer Student respondents (11%, *n* = 59) "strongly agreed" that they that faculty pre-judged their abilities based on their perception of their identity/background. Men Student respondents (10%, *n* = 218) and Trans pectium Student respondents (16%, *n* = 16) were much more likely than Women Student respondents (8%, *n* = 310) to "strongly agree" that they felt that faculty pre-

judged their abilities based on their perception of their identity/background. A larger percentage of Non-U.S. Citizen Student respondents (13%, n = 69) than U.S. Citizen Student respondents (8%, n = 470) "strongly agreed" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. Student Respondents of Color (13%, n = 110) were more likely than White Student respondents (8%, n = 385) and Multiracial Student respondents (9%, n = 35) to "strongly agree" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. Heterosexual Student respondents (21%, n = 1,158) were much less likely than LGBQ Student respondents (26%, n = 157) to "agree" that they felt hat faculty pre-judged their abilities based on their perception of their identity/background. A significantly lower percentage of Military Service Student respondents (22%, n = 35) than No Military Service Student respondents (32%, n = 1,883) "disagreed" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. Not-First-Generation Student respondents (33%, n = 1,571) were more likely than First-Generation Student respondents (28%, n = 389) to "disagree" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. A lower percentage (29%, n = 318) of Low-Income-Family Student respondents compared with (32%, n = 1,591) of Not-Low-Income-Family Student respondents "disagreed" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. A higher percentage (11%, n = 49) of First-Generation and Low-Income Student respondents versus (9%, n = 496) of Not-First-Generation and Low-Income Student respondents "strongly agreed" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. Fourteen percent (n = 49) of Other Religious/Spiritual Identity Student respondents were much more likely than 9% (n = 343) of Christian Religious/Spiritual Identity Student respondents, 7% (n = 134) of No Religious/Spiritual Identity Student respondents, and 8% (n = 16) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. No Disability Student respondents (21%, n = 1,148) were less likely than Multiple Disabilities Student respondents (24%, n = 50) and Single Disability Student respondents (27%, n = 147) to "agree" that they felt that faculty pre-judged their abilities based on their perception of their identity/background. A lower percentage of Not-Employed Student respondents (19%, n = 481) than Employed Student

respondents (24%, $n = 837$) "agreed" that they felt that faculty pre-judged their abilities based on their perception of their identity/background.

Twenty-eight percent ($n = 1,729$) of Student respondents felt staff pre-judged their abilities based on their perception of their identity/background. A significantly lower percentage of Undergraduate First Year Student respondents (8%, $n = 333$) than Undergraduate Transfer Student respondents (11%, $n = 60$) "strongly agreed" that they felt staff pre-judged their abilities based on their perception of their identity/background. Men Student respondents (10%, $n = 209$) and Trans pec rum Student respondents (13%, $n = 13$) were much more likely than Women Student respondents (8%, $n = 290$) to "strongly agree" that they felt that staff pre-judged their abilities based on their perception of their identity/background. A larger percentage of Non-U.S. Citizen Student respondents (12%, $n = 64$) than U.S. Citizen Student respondents (8%, $n = 443$) "strongly agreed" that they felt that staff pre-judged their abilities based on their perception of their identity/background. Student Respondents of Color (12%, $n = 105$) were more likely than White Student respondents (8%, $n = 363$) and Multiracial Student respondents (7%, $n = 28$) to "strongly agree" that they felt that staff pre-judged their abilities based on their perception of their identity/background. Heterosexual Student respondents (19%, $n = 1,043$) were much less likely than LGBQ Student respondents (23%, $n = 140$) to "agree" that they felt that staff pre-judged their abilities based on their perception of their identity/background. A higher percentage (33%, $n = 1,594$) of Not-Low-Income-Family Student respondents compared with (28%, $n = 315$) of Low-Income-Family Student respondents "disagreed" that they felt that staff pre-judged their abilities based on their perception of their identity/background. A higher percentage (32%, $n = 1,850$) of Not-First-Generation and Low-Income Student respondents versus (26%, $n = 113$) of First-Generation and Low-Income Student respondents "disagreed" that they felt that staff pre-judged their abilities based on their perception of their identity/background. Fourteen percent ($n = 48$) of Other Religious/Spiritual Identity Student respondents were much more likely than 9% ($n = 320$) of Christian Religious/Spiritual Identity Student respondents, 7% ($n = 130$) of No Religious/Spiritual Identity Student respondents, and 5% ($n = 10$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt that staff pre-judged their abilities based on their perception of their identity/background. Single Disability Student respondents (24%, $n = 130$) and Multiple Disabilities Student respondents (21%, $n = 43$) were more likely

than No Disability Student respondents (19%, n = 1,037) to "agree" that they felt that staff pre-judged their abilities based on their perception of their identity/background. A lower percentage of Not-Employed Student respondents (17%, n = 444) than Employed Student respondents (21%, n = 739) "agreed" that they felt that staff pre-judged their abilities based on their perception of their identity/background.

Fifty-four percent (n = 3,361) of Student respondents noted that they believed that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A significantly lower percentage of Doctoral degree candidate respondents (13%, n = 81) than Master degree candidate respondents (21%, n = 91) and Professional degree candidate respondents (19%, n = 41) "strongly agreed" that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. Women Student respondents (18%, n = 705) and Men Student respondents (19%, n = 428) were much more likely than Transspectrum Student respondents (10%, n = 10) to "strongly agree" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A significantly larger percentage of U.S. Citizen Student respondents (17%, n = 957) than Non-U.S. Citizen Student respondents (10%, n = 56) "disagreed" that they felt that that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. Student Respondents of Color (32%, n = 279) and Multiracial Student respondents (33%, n = 133) were less likely than White Student respondents (37%, n = 1,764) to "agree" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. Heterosexual Student respondents (19%, n = 1,045) were much more likely than LGBQ Student respondents (11%, n = 66) to "strongly agree" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A significantly lower percentage of No Military Service Student respondents (8%, n = 473) than Military Service Student respondents (16%, n = 25) "strongly disagreed" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A higher percentage (20%, n = 974) of Not-Low-Income-Family Student respondents compared with (14%, n = 151) of Low-Income-Family Student respondents "strongly agreed" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A higher percentage

(36%, n = 2,084) of Not-First-Generation and Low-Income Student respondents versus (31%, n = 133) of First-Generation and Low-Income Student respondents "agreed" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. Twenty-two percent (n = 800) of Christian Religious/Spiritual Identity Student respondents were much more likely than 14% (n = 255) of No Religious/Spiritual Identity Student respondents, 18% (n = 63) of Other Religious/Spiritual Identity Student respondents, and 11% (n = 22) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. No Disability Student respondents (19%, n = 1,040) were more likely than Multiple Disabilities Student respondents (12%, n = 24) and Single Disability Student respondents (14%, n = 74) to "strongly agree" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A higher percentage of Not-Employed Student respondents (22%, n = 551) than Employed Student respondents (16%, n = 571) "strongly agreed" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics. A larger percentage of On-Campus Student respondents (24%, n = 302) than Non-Campus Student respondents (17%, n = 788) and Housing Insecure Student respondents (18%, n = 6) "strongly agreed" that they felt that the campus climate at University of Missouri-Columbia encourages free and open discussion of difficult topics.

Table 83. **Student Respondents' Perceptions of Campus Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	545	8.8	1,352	21.9	1,518	24.5	1,963	31.7	806	13.0
Undergraduate Student status										
Started as First Year	354	8.3	909	21.4	1,013	23.9	1,419	33.4	552	13.0
Transfer	59	11.1	110	20.7	149	28.0	145	27.3	69	13.0
Gender identity										
Women	310	8.0	841	21.8	962	24.9	1,299	33.7	447	11.6
Men	218	9.9	484	21.9	530	24.0	635	28.7	342	15.5
Transspectrum	16	15.5	24	23.3	22	21.4	26	25.2	15	14.6
Citizenship status										
Non-U.S. Citizen/Naturalized	69	12.5	154	27.9	147	26.7	131	23.8	50	9.1

Table 83. **Student Respondents' Perceptions of Campus Climate**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
U.S. Citizen	470	8.4	1,192	21.3	1,367	24.4	1,819	32.5	750	13.4
Racial identity [lxxxi]										
People of Color	110	12.7	250	28.9	253	29.2	197	22.8	55	6.4
White	385	8.0	981	20.5	1,139	23.8	1,610	33.7	668	14.0
Multiracial	35	8.6	89	21.8	97	23.7	129	31.5	59	14.4
Sexual identity [lxxxii]										
Heterosexual	474	8.8	1,158	21.4	1,311	24.2	1,740	32.2	728	13.5
LGBQ	49	8.1	157	26.0	159	26.4	187	31.0	51	8.5
Military status [lxxxiii]										
Military service	14	8.7	40	24.8	43	26.7	35	21.7	29	18.0
No-Military service	504	8.7	1,268	21.8	1,417	24.3	1,883	32.3	754	12.9
Generation status [lxxxiv]										
First-Generation	129	9.3	323	23.4	349	25.3	389	28.1	192	13.9
Not-First-Generation	415	8.7	1,029	21.5	1,164	24.3	1,571	32.8	612	12.8
Family Income status [lxxxv]										
Low-Income	96	8.6	269	24.1	297	26.6	318	28.5	135	12.1
Not-Low-Income	438	8.9	1,064	21.6	1,183	24.0	1,591	32.3	653	13.2
Generation and Low-Income status [lxxxvi]										14.2
Not-First-Generation and Low-Income	496	8.6	1,245	21.6	1,407	24.4	1,852	32.2	755	13.1
First-Generation and Low-Income	49	11.4	107	24.9	111	25.9	111	25.9	51	11.9
Religious/Spiritual Identity [lxxxvii]										13.4
Christian Religious/Spiritual Identity	343	9.3	763	20.6	847	22.9	1,225	33.1	525	14.2
Other Religious/Spiritual Identity	49	14.0	102	29.2	89	25.5	70	20.1	39	11.2
No Religious/Spiritual Identity	134	7.2	431	23.0	497	26.6	595	31.8	213	11.4
Multiple Religious/Spiritual Identities	16	7.7	43	20.6	66	31.6	62	29.7	22	10.5
Disability status [lxxxviii]										
Single Disability	50	9.3	147	27.3	138	25.7	140	26.0	63	11.7
No Disability	472	8.7	1,148	21.3	1,307	24.2	1,754	32.5	720	13.3
Multiple Disabilities	19	9.1	50	24.0	60	28.8	58	27.9	21	10.1
Employment status [lxxxix]										
Not Employed	225	8.8	481	18.7	629	24.5	878	34.2	353	13.8
Employed	309	8.8	837	23.9	853	24.4	1,053	30.1	443	12.7
I think that staff pre-judge my abilities based on their perception of my identity/background.	513	8.3	1,216	19.8	1,626	26.4	1,963	31.9	835	13.6
Undergraduate Student status [xc]										
Started as First Year	333	7.9	855	20.2	1,051	24.8	1,426	33.7	569	13.4
Transfer	60	11.4	96	18.2	161	30.5	142	26.9	69	13.1
Gender identity [xci]										
Women	290	7.6	754	19.6	1,017	26.5	1,315	34.3	462	12.0
Men	209	9.5	436	19.8	575	26.1	624	28.4	355	16.1
Transspectrum	13	12.6	25	24.3	26	25.2	23	22.3	16	15.5
Citizenship status [xcii]										
Non-U.S. Citizen/Naturalized	64	11.8	143	26.4	162	29.9	120	22.1	53	9.8
U.S. Citizen	443	7.9	1,068	19.2	1,458	26.2	1,830	32.8	776	13.9
Racial identity [xciii]										

Table 83. Student Respondents' Perceptions of Campus Climate

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
People of Color	105	12.3	224	26.2	267	31.2	199	23.3	60	7.0
White	363	7.6	886	18.6	1,219	25.6	1,612	33.8	689	14.4
Multiracial	28	6.9	79	19.5	107	26.4	127	31.4	64	15.8
Sexual identity [diciv]										
Heterosexual	451	8.4	1,043	19.4	1,406	26.1	1,734	32.2	748	13.9
LGBQ	45	7.5	140	23.2	171	28.3	192	31.8	56	9.3
Family Income status [dicv]										
Low-Income	93	8.4	20	19.8	339	30.5	315	28.4	143	12.9
Not-Low-Income	413	8.4	982	20.0	1,242	25.3	1,594	32.5	673	13.7
Generation and Low-Income status [dicvi]										12.6
Not-First-Generation and Low-Income	467	8.2	1,132	19.8	1,496	26.1	1,850	32.3	780	13.6
First-Generation and Low-Income	46	10.7	84	19.6	130	30.4	113	26.4	55	12.9
Religious/Spiritual Identity [dicvii]										
Christian Religious/Spiritual Identity	320	8.7	700	19.0	891	24.1	1,232	33.4	547	14.8
Other Religious/Spiritual Identity	48	14.2	94	27.9	95	28.2	62	18.4	38	11.3
No Religious/Spiritual Identity	130	7.0	372	20.0	549	29.5	597	32.0	216	11.6
Multiple Religious/Spiritual Identities	10	4.8	42	20.1	70	33.5	61	29.2	26	12.4
Disability status [dicviii]										
Single Disability	57	10.6	130	24.2	158	29.4	136	25.3	57	10.6
No Disability	439	8.2	1,037	19.3	1,395	26.0	1,750	32.6	751	14.0
Multiple Disabilities	13	6.3	43	20.9	59	28.6	66	32.0	25	12.1
Employment status [dicix]										
Not Employed	218	8.6	444	17.4	650	25.5	877	34.4	360	14.1
Employed	284	8.2	739	21.2	939	27.0	1,058	30.4	462	13.3
I believe that the campus climate encourages free and open discussion of difficult topics.	**1,144**	**18.5**	**2,217**	**35.9**	**1,292**	**20.9**	**1,014**	**16.4**	**515**	**8.3**
Graduate Student status [d]										
Doctoral degree candidate	81	12.5	198	30.5	164	25.2	134	20.6	73	11.2
Master degree candidate	91	20.7	134	30.5	108	24.5	71	16.1	36	8.2
Professional degree candidate	41	18.5	73	32.9	52	23.4	43	19.4	13	5.9
Gender identity [di]										
Women	705	18.3	1,434	37.2	867	22.5	619	16.0	233	6.0
Men	428	19.4	753	34.1	402	18.2	370	16.7	256	11.6
Transspectrum	10	9.7	27	26.2	18	17.5	23	22.3	25	24.3
Citizenship status [dii]										
Non-U.S. Citizen/Naturalized	111	20.3	206	37.6	142	25.9	56	10.2	33	6.0
U.S. Citizen	1,023	18.3	1,998	35.7	1,140	20.4	957	17.1	480	8.6
Racial identity [diii]										
People of Color	138	16.0	279	32.4	217	25.2	144	16.7	82	9.5
White	920	19.2	1,764	36.8	976	20.4	767	16.0	360	7.5
Multiracial	64	15.6	133	32.5	73	17.8	83	20.3	56	13.7
Sexual identity [div]										
Heterosexual	1,045	19.3	1,972	36.4	1,114	20.6	852	15.7	429	7.9
LGBQ	66	10.9	190	31.5	144	23.8	137	22.7	67	11.1
Military status [dv]										

Table 83. **Student Respondents' Perceptions of Campus Climate**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Military service	26	16.1	48	29.8	35	21.7	27	16.8	25	15.5
No-Military service	1,075	18.5	2,108	36.2	1,212	20.8	955	16.4	473	8.1
Family Income status[dvi]										
Low-Income	151	13.7	347	31.4	260	23.5	224	20.3	124	11.2
Not-Low-Income	974	19.7	1,823	36.9	993	20.1	769	15.6	375	7.6
Generation and Low-Income status[dvii]										
Not-First-Generation and Low-Income	1,073	18.6	2,084	36.2	1,186	20.6	942	16.4	470	8.2
First-Generation and Low-Income	71	16.6	133	31.1	106	24.8	72	16.9	45	10.5
Religious/Spiritual Identity[dviii]										
Christian Religious/Spiritual Identity	800	21.5	1,372	37.0	715	19.3	534	14.4	292	7.9
Other Religious/Spiritual Identity	63	18.3	119	34.5	88	25.5	48	13.9	27	7.8
No Religious/Spiritual Identity	255	13.7	635	34.1	430	23.1	376	20.2	167	9.0
Multiple Religious/Spiritual Identities	22	10.5	73	34.9	47	22.5	46	22.0	21	10.0
Disability status[dix]										
Single Disability	74	13.8	173	32.2	118	21.9	106	19.7	67	12.5
No Disability	1,040	19.3	1,969	36.5	1,128	20.9	845	15.6	419	7.8
Multiple Disabilities	24	11.7	61	29.6	36	17.5	57	27.7	28	13.6
Employment status[dix]										
Not Employed	551	21.5	970	37.8	514	20.0	354	13.8	178	6.9
Employed	571	16.4	1,202	34.4	747	21.4	645	18.5	327	9.4
Housing status[dxi]										
Campus Housing	302	23.8	535	42.1	229	18.0	141	11.1	63	5.0
Non-Campus Housing	788	17.0	1,594	34.4	992	21.4	822	17.8	432	9.3
Housing Insecure	6	18.2	7	21.2	9	27.3	5	15.2	6	18.2

Note: Table reports only Student responses (*n* = 6,825).

Seventy percent (*n* = 4,364) of Student respondents had faculty whom they perceived as role models. Table 84 illustrates significant differences. Women Student respondents (41%, *n* = 1,598) were much more likely than Men Student respondents (38%, *n* = 839) and Transspectrum Student respondents (37%, *n* = 38) to "agree" that they had faculty whom they perceived as role models. White Student respondents (32%, *n* = 1,510) and Multiracial Student respondents (32%, *n* = 130) were more likely than Student Respondents of Color (24%, *n* = 209) to "strongly agree" that they had faculty whom they perceived as role models. A significantly lower percentage of No Military Service Student respondents (2%, *n* = 112) than Military Service Student respondents (6%, *n* = 10) "strongly disagreed" that they had faculty whom they perceived as role models. A higher percentage (9%, *n* = 434) of Not-Low-Income-Family Student respondents compared with (7%, *n* = 77) of Low-Income-Family Student respondents "disagreed" that they

had faculty whom they perceived as role models. A lower percentage (2%, $n = 108$) of Not-First-Generation and Low-Income Student respondents versus (5%, $n = 19$) of First-Generation and Low-Income Student respondents "strongly disagreed" that they had faculty whom they perceived as role models. Thirty-nine percent ($n = 1,438$) of Christian Religious/Spiritual Identity Student respondents and 40% ($n = 82$) of Multiple Religious/Spiritual Identity Student respondents were much less likely than 43% ($n = 150$) of Other Religious/Spiritual Identity Student respondents and 42% ($n = 792$) of No Religious/Spiritual Identity Student respondents to "agree" that they had faculty whom they perceived as role models. A lower percentage of Not-Employed Student respondents (28%, $n = 709$) than Employed Student respondents (32%, $n = 1,134$) "strongly agreed" that they had faculty whom they perceived as role models. A lower percentage of On-Campus Student respondents (23%, $n = 293$) than Non-Campus Student respondents (33%, $n = 1,505$) and Housing Insecure Student respondents (36%, $n = 12$) "strongly agreed" that they had faculty whom they perceived as role models.

Fifty-nine percent ($n = 3,631$) of Student respondents had staff whom they perceived as role models. A significantly higher percentage of Undergraduate First Year Student respondents (36%, $n = 1,548$) than Undergraduate Transfer Student respondents (30%, $n = 161$) "agreed" that they had staff whom they perceived as role models. Women Student respondents (37%, $n = 1,411$) and Men Student respondents (33%, $n = 736$) were much more likely than Transspectrum Student respondents (26%, $n = 27$) to "agree" that they had staff whom they perceived as role models. Student Respondents of Color (19%, $n = 167$) were significantly more likely than White Student respondents (24%, $n = 1,156$) and Multiracial Student respondents (26%, $n = 106$) to "strongly agree" that they had staff whom they perceived as role models. Heterosexual Student respondents (36%, $n = 1,939$) were much more likely than LGBQ Student respondents (31%, $n = 187$) to "agree" that they had staff whom they perceived as role models. A significantly lower percentage of No Military Service Student respondents (2%, $n = 130$) than Military Service Student respondents (7%, $n = 12$) "strongly disagreed" that they had staff whom they perceived as role models. A higher percentage (24%, $n = 1,188$) of Not-Low-Income-Family Student respondents compared with (21%, $n = 236$) of Low-Income-Family Student respondents "strongly agreed" that they had staff whom they perceived as role models. A higher percentage (5%, $n = 21$) of First-Generation and Low-Income Student respondents versus (2%, $n = 126$) of

Not-First-Generation and Low-Income Student respondents "strongly disagreed" that they had staff whom they perceived as role models. Twenty percent ($n = 377$) of No Religious/Spiritual Identity Student respondents were much less likely than 26% ($n = 89$) of Other Religious/Spiritual Identity Student respondents, 25% ($n = 929$) of Christian Religious/Spiritual Identity Student respondents, and 25% ($n = 52$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that they had staff whom they perceived as role models. A higher percentage of No Disability Student respondents (36%, $n = 1,932$) than Disability Student respondents (32%, $n = 236$) "agreed" that they had staff whom they perceived as role models. A higher percentage of Not-Employed Student respondents (29%, $n = 750$) than Employed Student respondents (26%, $n = 899$) "neither agree nor disagreed" that they had staff whom they perceived as role models. A larger percentage of Housing Insecure Student respondents (30%, $n = 10$) than On-Campus Student respondents (20%, $n = 258$) and Non-Campus Student respondents (24%, $n = 1,124$) "strongly agreed" that they had staff whom they perceived as role models.

Seventy percent ($n = 4,336$) of Student Respondents who had other students whom they perceived as role models. A significantly higher percentage of Undergraduate First Year Student respondents (31%, $n = 1,297$) than Undergraduate Transfer Student respondents (17%, $n = 92$) "strongly agreed" that they had other students whom they perceived as role models. Transspectrum Student respondents (10%, $n = 10$) were much more likely than Men Student respondents (4%, $n = 88$) and Women Student respondents (2%, $n = 69$) to "strongly disagree" that they had other students whom they perceived as role models. A lower percentage of Non-U.S. Citizen Student respondents (22%, $n = 119$) than U.S. Citizen Student respondents (30%, $n = 1,657$) "strongly agreed" that they had other students whom they perceived as role models. Student Respondents of Color (21%, $n = 183$) were less likely than White Student respondents (30%, $n = 1,448$) and Multiracial Student respondents (32%, $n = 128$) to "strongly agree" that they had other students whom they perceived as role models. Heterosexual Student respondents (42%, $n = 2,268$) were much more likely than LGBQ Student respondents (37%, $n = 222$) to "agree" that they had other students whom they perceived as role models. A significantly lower percentage of No Military Service Student respondents (3%, $n = 150$) than Military Service Student respondents (9%, $n = 14$) "strongly disagreed" that they had other students whom they

perceived as role models. A higher percentage (30%, $n = 1,428$) of Not-First-Generation Student respondents versus (26%, $n = 354$) of First-Generation Student respondents "strongly agreed" that they had other students whom they perceived as role models. A higher percentage (31%, $n = 1,499$) of Not-Low-Income-Family Student respondents compared with (23%, $n = 255$) of Low-Income-Family Student respondents "strongly agreed" that they had other students whom they perceived as role models. A higher percentage (30%, $n = 1,697$) of Not-First-Generation and Low-Income Student respondents versus (21%, $n = 89$) of First-Generation and Low-Income Student respondents "strongly agreed" that they had other students whom they perceived as role models. Thirty-one percent ($n = 1,151$) of Christian Religious/Spiritual Identity Student respondents and 31% ($n = 64$) of Multiple Religious/Spiritual Identity Student respondents were more likely than 25% ($n = 473$) of No Religious/Spiritual Identity Student respondents and 26% ($n = 89$) of Other Religious/Spiritual Identity Student respondents to "strongly agree" that they had other students whom they perceived as role models. No Disability Student respondents (7%, $n = 383$) were significantly more likely than Multiple Disabilities Student respondents (12%, $n = 25$) to "disagree" that they had other students whom they perceived as role models.

Table 84. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have faculty whom I perceive as role models.	**1,883**	**30.4**	**2,481**	**40.0**	**1,172**	**18.9**	**533**	**8.6**	**127**	**2.0**
Gender identity [biii]										
Women	1,175	30.4	1,598	41.3	715	18.5	333	8.6	46	1.2
Men	677	30.6	839	37.9	438	19.8	187	8.5	72	3.3
Tran spec um	30	29.1	38	36.9	17	16.5	11	10.7	7	6.8
Racial identity [biii]										
People of Color	209	24.2	353	40.9	180	20.8	93	10.8	29	3.4
White	1,510	31.5	1,928	40.2	889	18.5	389	8.1	81	1.7
Multiracial	130	31.9	148	36.3	83	20.3	33	8.1	14	3.4
Military status [dxv]										
Military service	48	29.6	66	40.7	25	15.4	13	8.0	10	6.2
No-Military service	1,771	30.4	2,344	40.2	1,102	18.9	506	8.7	112	1.9
Family Income status [lxv]										
Low-Income	366	32.9	472	42.5	161	14.5	77	6.9	35	3.2
Not-Low-Income	1,482	30.0	1,962	39.7	977	19.8	434	8.8	88	1.8
Generation and Low-Income status [lxvi]										
Not-First-Generation and Low-Income	1,755	30.4	2,303	39.9	1,106	19.2	499	8.6	108	1.9
First-Generation and Low-Income	128	30.1	178	41.9	66	15.5	34	8.0	19	4.5

Table 84. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Religious/Spiritual Identity[dxvii]										
Christian Religious/Spiritual Identity	1,141	30.7	1,438	38.6	749	20.1	321	8.6	73	2.0
Other Religious/Spiritual Identity	106	30.5	150	43.2	62	17.9	21	6.1	8	2.3
No Religious/Spiritual Identity	553	29.6	792	42.4	313	16.8	173	9.3	37	2.0
Multiple Religious/Spiritual Identities	75	36.2	82	39.6	30	14.5	14	6.8	6	2.9
Employment status[dxviii]										
Not Employed	709	27.6	1,001	38.9	564	21.9	249	9.7	49	1.9
Employed	1,134	32.4	1,439	41.1	582	16.6	273	7.8	72	2.1
Housing status[dxix]										
Campus Housing	293	23.0	465	36.5	346	27.1	138	10.8	33	2.6
Non-Campus Housing	1,505	32.5	1,895	40.9	771	16.6	371	8.0	90	1.9
Housing Insecure	12	36.4	12	36.4	< 5	---	< 5	---	< 5	---
I have staff whom I perceive as role models.	**1,453**	**23.5**	**2,178**	**35.2**	**1,683**	**27.2**	**724**	**11.7**	**147**	**2.4**
Undergraduate Student status[dxx]										
Started as First Year	977	22.9	1,548	36.3	1,113	26.1	527	12.4	94	2.2
Transfer	106	20.0	161	30.4	177	33.4	65	12.3	21	4.0
Gender identity[dxxi]										
Women	923	23.9	1,411	36.6	1,028	26.7	438	11.4	56	1.5
Men	505	22.8	736	33.2	623	28.1	269	12.1	81	3.7
Transspectrum	25	24.3	27	26.2	29	28.2	14	13.6	8	7.8
Racial identity[dxxii]										
People of Color	167	19.4	298	34.7	247	28.7	120	14.0	28	3.3
White	1,156	24.1	1,713	35.8	1,283	26.8	541	11.3	97	2.0
Multiracial	106	25.9	131	32.0	113	27.6	43	10.5	16	3.9
Sexual identity[dxxiii]										
Heterosexual	1,259	23.3	1,939	35.8	1,477	27.3	610	11.3	127	2.3
LGBQ	157	26.0	187	31.0	155	25.7	91	15.1	14	2.3
Military status[dxxiv]										
Military service	37	22.8	53	32.7	44	27.2	16	9.9	12	7.4
No-Military service	1,359	23.3	2,066	35.5	1,581	27.1	688	11.8	130	2.2
Family Income status[dxxv]										
Low-Income	236	21.2	388	34.9	298	26.8	148	13.3	41	3.7
Not-Low-Income	1,188	24.1	1,749	35.5	1,337	27.1	556	11.3	101	2.0
Generation and Low-Income status[dxxvi]										
Not-First-Generation and Low-Income	1,357	23.6	2,037	35.4	1,576	27.4	662	11.5	126	2.2
First-Generation and Low-Income	96	22.5	141	33.0	107	25.1	62	14.5	21	4.9
Religious/Spiritual Identity[dxxvii]										
Christian Religious/Spiritual Identity	929	25.0	1,324	35.7	976	26.3	407	11.0	77	2.1
Other Religious/Spiritual Identity	89	25.7	116	33.5	98	28.3	32	9.2	11	3.2
No Religious/Spiritual Identity	377	20.2	655	35.1	530	28.4	255	13.7	48	2.6
Multiple Religious/Spiritual Identities	52	24.9	65	31.1	58	27.8	25	12.0	9	4.3
Disability status[dxxviii]										
No Disability	1,270	23.5	1,932	35.8	1,466	27.1	612	11.3	124	2.3
Disability	174	23.4	236	31.8	203	27.3	108	14.5	22	3.0
Employment status[dxxix]										
Not Employed	574	22.4	873	34.0	750	29.2	311	12.1	59	2.3

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Table 84. **Student Respondents' Perceptions of Faculty and Staff as Role Models**

Perceptions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Employed	845	24.2	1,266	36.2	899	25.7	402	11.5	82	2.3
Housing status [lxxx]										
Campus Housing	258	20.3	441	34.7	390	30.7	154	12.1	28	2.2
Non-Campus Housing	1,124	24.3	1,638	35.4	1,213	26.2	538	11.6	114	2.5
Housing Insecure	10	30.3	10	30.3	7	21.2	< 5	---	< 5	---
I have students whom I perceive as role models.	**1,786**	**29.0**	**2,550**	**41.4**	**1,192**	**19.3**	**463**	**7.5**	**170**	**2.8**
Undergraduate Student status [lxxxi]										
Started as First Year	1,297	30.6	1,804	42.6	739	17.5	296	7.0	98	2.3
Transfer	92	17.4	194	36.6	148	27.9	63	11.9	33	6.2
Gender identity [lxxxii]										
Women	1,158	30.1	1,626	42.3	705	18.3	286	7.4	69	1.8
Men	603	27.4	885	40.2	460	20.9	166	7.5	88	4.0
Transspectrum	23	22.3	38	36.9	22	21.4	10	9.7	10	9.7
Citizenship status [lxxxiii]										
Non-U.S. Citizen/Naturalized	119	21.8	225	41.2	133	24.4	49	9.0	20	3.7
U.S. Citizen	1,657	29.7	2,313	41.5	1,050	18.8	410	7.3	150	2.7
Racial identity [lxxxiv]										
People of Color	183	21.3	363	42.3	191	22.2	87	10.1	35	4.1
White	1,448	30.3	1,999	41.9	890	18.6	330	6.9	107	2.2
Multiracial	128	31.5	144	35.5	80	19.7	35	8.6	19	4.7
Sexual identity [lxxxv]										
Heterosexual	1,555	28.8	2,268	42.1	1,050	19.5	381	7.1	137	2.5
LGBQ	185	30.7	222	36.9	105	17.4	65	10.8	25	4.2
Military status [lxxxvi]										
Military service	39	24.2	62	38.5	36	22.4	10	6.2	14	8.7
No-Military service	1,684	29.0	2,414	41.6	1,113	19.2	443	7.6	150	2.6
Generation status [lxxxvii]										
First-Generation	354	25.9	519	38.0	311	22.8	120	8.8	61	4.5
Not-First-Generation	1,428	29.8	2,029	42.4	878	18.3	343	7.2	108	2.3
Family Income status [lxxxviii]										
Low-Income	255	23.0	457	41.3	232	21.0	111	10.0	52	4.7
Not-Low-Income	1,499	30.5	2,043	41.6	920	18.7	341	6.9	111	2.3
Generation and Low-Income status [lxxxix]										15.5
Not-First-Generation and Low-Income	1,697	29.6	2,385	41.6	1,109	19.3	411	7.2	137	2.4
First-Generation and Low-Income	89	21.1	165	39.1	83	19.7	52	12.3	33	7.8
Religious/Spiritual Identity [xc]										
Christian Religious/Spiritual Identity	1,151	31.2	1,542	41.8	674	18.3	243	6.6	80	2.2
Other Religious/Spiritual Identity	89	25.7	151	43.6	78	22.5	14	4.0	14	4.0
No Religious/Spiritual Identity	473	25.3	758	40.6	383	20.5	184	9.9	68	3.6
Multiple Religious/Spiritual Identities	64	30.8	81	38.9	41	19.7	17	8.2	5	2.4
Disability status [xci]										
Single Disability	143	26.6	216	40.2	104	19.4	51	9.5	23	4.3
No Disability	1,568	29.2	2,256	41.9	1,034	19.2	383	7.1	138	2.6
Multiple Disabilities	62	29.8	71	34.1	42	20.2	25	12.0	8	3.8
Multiple Religious/Spiritual Identities	22	10.5	73	34.9	47	22.5	46	22.0	21	10.0
Disability status [xcii]										
Single Disability	74	13.8	173	32.2	118	21.9	106	19.7	67	12.5

Table 84. Student Respondents Perceptions of Faculty and Staff as Role Models

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
No Disability	1.040	19.3	1.969	36.5	1,128	20.9	845	15.6	419	7.8
Multiple Disabilities	24	11.7	61	29.6	36	17.5	57	27.7	28	13.6
Employment status[dxliii]										
Not Employed	551	21.5	970	37.8	514	20.0	354	13.8	178	6.9
Employed	571	16.4	1,202	34.4	747	21.4	645	18.5	327	9.4
Housing status[dxliv]										
Campus Housing	302	23.8	535	42.1	229	18.0	141	11.1	63	5.0
Non-Campus Housing	788	17.0	1,594	34.4	992	21.4	822	17.8	432	9.3
Housing Insecure	6	18.2	7	21.2	9	27.3	5	15.2	6	18.2

Note: Table reports only Student responses (*n* = 6.825).

Forty-six percent (*n* = 2,833) of Student respondents "strongly agreed" or "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students (Table 85). A significantly higher percentage of Undergraduate First Year Student respondents (13%, *n* = 560) than Undergraduate Transfer Student respondents (10%, *n* = 54) "disagreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A significantly lower percentage of Doctoral degree candidate respondents (14%, *n* = 90) than Master degree candidate respondents (17%, *n* = 73) and Professional degree candidate respondents (22%, *n* = 48) "strongly agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Women Student respondents (14%, *n* = 550) were significantly less likely than Men Student respondents (17%, *n* = 370) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A larger percentage of U.S. Citizen Student respondents (5%, *n* = 280) than Non-U.S. Citizen Student respondents (3%, *n* = 18) "strongly disagreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Multiracial Student respondents (11%, *n* = 45) were more likely than Student Respondents of Color (7%, *n* = 56) and White Student respondents (4%, *n* = 194) to "strongly disagree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Student respondents (16%, *n* = 847) were more likely than LGBQ Student respondents (10%, *n* = 60) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A higher percentage (16%, *n* = 785) of Not-Low-Income-Family Student respondents compared with (12%, *n* = 131) of Low-Income-Family Student respondents

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"strongly agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A higher percentage (31%, $n = 1,795$) of Not-First-Generation and Low-Income Student respondents versus (24%, $n = 104$) of First-Generation and Low-Income Student respondents "agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. Eighteen percent ($n = 656$) of Christian Religious/Spiritual Identity Student respondents and 15% ($n = 51$) of Other Religious/Spiritual Identity Student respondents were much more likely than 11% ($n = 197$) of No Religious/Spiritual Identity Student respondents and 13% ($n = 26$) of Multiple Religious/Spiritual Identity Student respondents to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. No Disability Student respondents (16%, $n = 844$) were more likely than Multiple Disabilities Student respondents (14%, $n = 28$) and Single Disability Student respondents (10%, $n = 55$) to "strongly agree" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Not-Employed Student respondents (18%, $n = 449$) than Employed Student respondents (13%, $n = 469$) "strongly agreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students. A larger percentage of Non-Campus Student respondents (15%, $n = 669$) than On-Campus Student respondents (9%, $n = 110$) and fewer than five Housing Insecure Student respondents "disagreed" that senior administrators have taken direct actions to address the needs of at-risk/underserved students.

Fifty-three percent ($n = 3,264$) of Student respondents "strongly agreed" or "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Transspectrum Student respondents (22%, $n = 23$) were less likely than Women Student respondents (36%, $n = 1,391$) and Men Student respondents (37%, $n = 826$) to "agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. Student Respondents of Color (12%, $n = 102$) and Multiracial Student respondents (14%, $n = 56$) were more likely than White Student respondents (9%, $n = 425$) to "disagree" that faculty have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Student respondents (17%, $n = 908$) were much more likely than LGBQ Student respondents (13%, $n = 79$) to "strongly agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. A higher percentage (37%, $n = 1,834$) of Not-Low-Income-Family Student respondents compared with

(34%, $n = 372$) of Low-Income-Family Student respondents "agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage (3%, $n = 158$) of Not-First-Generation and Low-Income Student respondents versus (7%, $n = 31$) of First-Generation and Low-Income Student respondents "strongly disagreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. Nineteen percent ($n = 685$) of Christian Religious/Spiritual Identity Student respondents, 17% ($n = 58$) of Other Religious/Spiritual Identity Student respondents, and 16% ($n = 33$) of Multiple Religious/Spiritual Identity Student respondents were much more likely than 13% ($n = 236$) of No Religious/Spiritual Identity Student respondents to "strongly agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. No Disability Student respondents (17%, $n = 912$) were more likely than Multiple Disabilities Student respondents (15%, $n = 32$) and Single Disability Student respondents (12%, $n = 66$) to "strongly agree" that faculty have taken direct actions to address the needs of at-risk/underserved students. A higher percentage of Not-Employed Student respondents (18%, $n = 460$) than Employed Student respondents (15%, $n = 539$) "strongly agreed" that faculty have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of On-Campus Student respondents (7%, $n = 85$) than Non-Campus Student respondents (10%, $n = 476$) and fewer than five Housing Insecure Student respondents "disagreed" that faculty have taken direct actions to address the needs of at-risk/underserved students.

Fifty-six percent ($n = 3,430$) of Student respondents "strongly agreed" or "agreed" that students have taken direct actions to address the needs of at-risk/underserved students. A significantly higher percentage of Undergraduate First Year Student respondents (38%, $n = 1,616$) than Undergraduate Transfer Student respondents (29%, $n = 156$) "agreed" that students have taken direct actions to address the needs of at-risk/underserved students. Transspectrum Student respondents (12%, $n = 12$) and Women Student respondents (9%, $n = 348$) were more likely than Men Student respondents (7%, $n = 151$) to "disagree" that students have taken direct actions to address the needs of at-risk/underserved students. Student Respondents of Color (4%, $n = 38$) and Multiracial Student respondents (7%, $n = 30$) were more likely than White Student respondents (2%, $n = 105$) to "strongly disagree" that students have taken direct actions to address the needs of at-risk/underserved students. Heterosexual Student respondents (8%, $n =$

433) were much less likely than LGBQ Student respondents (11%, *n* = 68) to "disagree" that students have taken direct actions to address the needs of at-risk/underserved students. Not-First-Generation Student respondents (37%, *n* = 1,774) were more likely than First-Generation Student respondents (33%, *n* = 453) to "agree" that students have taken direct actions to address the needs of at-risk/underserved students. A higher percentage (20%, *n* = 985) of Not-Low-Income-Family Student respondents compared with (17%, *n* = 190) of Low-Income-Family Student respondents "strongly agreed" that students have taken direct actions to address the needs of at-risk/underserved students. A higher percentage (20%, *n* = 1,132) of Not-First-Generation and Low-Income Student respondents versus (16%, *n* = 67) of First-Generation and Low-Income Student respondents "strongly agreed" that students have taken direct actions to address the needs of at-risk/underserved students. Forty percent (*n* = 83) of Multiple Religious/Spiritual Identity Student respondents and 38% (*n* = 1,387) of Christian Religious/Spiritual Identity Student respondents were much more likely than 34% (*n* = 632) of No Religious/Spiritual Identity Student respondents and 34% (*n* = 116) of Other Religious/Spiritual Identity Student respondents to "agree" that students have taken direct actions to address the needs of at-risk/underserved students. Multiple Disabilities Student respondents (16%, *n* = 33) and Single Disability Student respondents (10%, *n* = 53) were more likely than No Disability Student respondents (8%, *n* = 426) to "disagree" that students have taken direct actions to address the needs of at-risk/underserved students. A lower percentage of Not-Employed Student respondents (7%, *n* = 188) than Employed Student respondents (9%, *n* = 320) "disagreed" that students have taken direct actions to address the needs of at-risk/underserved students.

Table 85. **Student Respondents' Perception of Actions**

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	934	15.1	1,899	30.7	2,231	36.1	817	13.2	300	4.9
Undergraduate Student status[dxlv]										
Started as First Year	637	15.0	1,379	32.4	1,503	35.4	560	13.2	171	4.0
Transfer	72	13.5	160	30.1	221	41.5	54	10.2	25	4.7
Graduate Student status[lxlvi]										
Doctoral degree candidate	90	13.8	156	23.9	225	34.5	111	17.0	70	10.7
Master degree candidate	73	16.5	116	26.2	176	39.8	58	13.1	19	4.3
Professional degree candidate	48	21.6	67	30.2	72	32.4	24	10.8	11	5.0
Gender identity[lxlvii]										

Table 85. **Student Respondents' Perception of Actions**

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Women	550	14.3	1,190	30.9	1,402	36.3	560	14.5	155	4.0
Men	370	16.7	690	31.2	783	35.4	240	10.9	126	5.7
Transspectrum	13	12.6	17	**16.5**	42	40.8	14	13.6	17	16.5
Citizenship status [dxxii]										
Non-U.S. Citizen/Naturalized	94	17.2	188	34.3	199	36.3	49	8.9	18	3.3
U.S. Citizen	831	14.8	1,702	30.4	2,021	36.1	765	13.7	280	5.0
Racial identity [lxliv]										
People of Color	122	14.2	244	28.3	315	36.5	125	14.5	56	6.5
White	744	15.5	1,506	31.5	1,734	36.2	608	12.7	194	4.1
Multiracial	49	12.0	110	27.0	133	32.6	71	17.4	45	11.0
Sexual identity [dl]										
Heterosexual	847	15.7	1,713	31.7	1,958	36.2	658	12.2	233	4.3
LGBQ	60	9.9	148	24.4	210	34.7	136	22.4	52	8.6
Family Income status [dli]										
Low-Income	131	11.7	265	23.8	411	36.9	199	17.8	109	9.8
Not-Low-Income	785	15.9	1,596	32.4	1,753	35.6	611	12.4	184	3.7
Generation and Low-Income status [dlii]										
Not-First-Generation and Low-Income	881	15.3	1,795	31.2	2,074	36.1	750	13.0	253	4.4
First-Generation and Low-Income	53	12.4	104	24.3	157	36.7	67	15.7	47	11.0
Religious/Spiritual Identity [dliii]										
Christian Religious/Spiritual Identity	656	17.7	1,215	32.8	1,304	35.2	412	11.1	122	3.3
Other Religious/Spiritual Identity	51	14.8	102	29.6	115	33.3	52	15.1	25	7.2
No Religious/Spiritual Identity	197	10.6	518	27.7	707	37.9	311	16.7	134	7.2
Multiple Religious/Spiritual Identities	26	12.5	51	24.5	79	38.0	37	17.8	15	7.2
Disability status [dliv]										
Single Disability	55	10.2	130	24.1	205	38.0	90	16.7	59	10.9
No Disability	844	15.6	1,717	31.8	1,934	35.8	677	12.5	227	4.2
Multiple Disabilities	28	13.5	44	21.3	78	37.7	45	21.7	12	5.8
Employment status [dlv]										
Not Employed	449	17.5	831	32.4	940	36.6	261	10.2	84	3.3
Employed	469	13.4	1,024	29.3	1,252	35.8	543	15.5	206	5.9
Housing status [dlvi]										
Campus Housing	208	16.4	423	33.3	493	38.8	110	8.7	36	2.8
Non-Campus Housing	673	14.5	1,390	30.0	1,643	35.5	669	14.5	252	5.4
Housing Insecure	9	28.1	8	25.0	10	31.3	< 5	---	< 5	---
Faculty have taken direct actions to address the needs of at-risk/underserved students.	**1,018**	**16.5**	**2,246**	**36.4**	**2,134**	**34.6**	**589**	**9.5**	**189**	**3.1**
Gender identity [dlvii]										
Women	610	15.8	1,391	36.1	1,339	34.7	412	10.7	102	2.6
Men	393	17.8	826	37.4	748	33.9	162	7.3	78	3.5
Transspectrum	14	13.6	23	22.3	43	41.7	14	13.6	9	8.7
Racial identity [dlviii]										
People of Color	125	14.5	295	34.2	303	35.2	102	11.8	37	4.3
White	810	16.9	1,775	37.1	1,663	34.8	425	8.9	112	2.3
Multiracial	59	14.5	135	33.3	120	29.6	56	13.8	36	8.9
Sexual identity [dlix]										
Heterosexual	908	16.8	1,997	36.9	1,866	34.5	481	8.9	154	2.8
LGBQ	79	13.1	204	33.8	199	32.9	95	15.7	27	4.5
Family Income status [dlx]										
Low-Income	167	15.0	372	33.5	395	35.6	121	10.9	56	5.0

Table 85. Student Respondents' Perception of Actions

Perceptions of actions	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Not-Low-Income	831	16.9	1,834	37.2	1,670	33.9	461	9.4	130	2.6
Generation and Low-Income status [lxii]										
Not-First-Generation and Low-Income	953	16.6	2,105	36.6	1,990	34.6	544	9.5	158	2.7
First-Generation and Low-Income	65	15.3	141	33.1	144	33.8	45	10.6	31	7.3
Religious/Spiritual Identity [lxiii]										
Christian Religious/Spiritual Identity	685	18.5	1,381	37.3	1,250	33.7	302	8.1	88	2.4
Other Religious/Spiritual Identity	58	16.9	126	36.6	108	31.4	37	10.8	15	4.4
No Religious/Spiritual Identity	236	12.6	655	35.1	681	36.5	220	11.8	75	4.0
Multiple Religious/Spiritual Identities	33	15.9	71	34.1	69	33.2	26	12.5	9	4.3
Disability status [lxiii]										
Single Disability	66	12.2	179	33.2	188	34.9	69	12.8	37	6.9
No Disability	912	16.9	1,988	36.9	1,867	34.6	481	8.9	144	2.7
Multiple Disabilities	32	15.4	66	31.7	68	32.7	34	16.3	8	3.8
Employment status [lxiv]										
Not Employed	460	18.0	937	36.6	908	35.5	197	7.7	57	2.2
Employed	539	15.4	1,260	36.1	1,185	33.9	387	11.1	124	3.5
Housing status [lxv]										
Campus Housing	216	17.0	469	37.0	473	37.3	85	6.7	26	2.0
Non-Campus Housing	742	16.1	1,685	36.4	1,565	33.9	476	10.3	155	3.4
Housing Insecure	9	28.1	6	18.8	12	37.5	< 5	---	< 5	---
Students have taken direct actions to address the needs of at-risk/underserved students.	1,199	19.5	2,231	36.3	2,022	32.9	515	8.4	176	2.9
Undergraduate Student status [lxvi]										
Started as First Year	823	19.5	1,616	38.3	1,305	30.9	356	8.4	119	2.8
Transfer	87	16.4	156	29.4	218	41.1	47	8.9	23	4.3
Gender identity [lxvii]										
Women	725	18.9	1,429	37.3	1,231	32.1	348	9.1	102	2.7
Men	453	20.6	770	35.1	751	34.2	151	6.9	70	3.2
Transspectrum	20	19.6	30	29.4	36	35.3	12	11.8	< 5	---
Racial identity [lxviii]										
People of Color	153	17.9	305	35.7	277	32.4	81	9.5	38	4.4
White	951	20.0	1,759	36.9	1,570	33.0	377	7.9	105	2.2
Multiracial	76	18.9	130	32.3	124	30.8	43	10.7	30	7.4
Sexual identity [lxix]										
Heterosexual	046	19.4	1,981	36.8	1,776	33.0	433	8.0	143	2.7
LGBQ	121	20.2	201	33.5	185	30.8	68	11.3	25	4.2
Generation status [lxx]										
First-Generation	253	18.5	453	33.1	498	36.4	110	8.0	54	3.9
Not-First-Generation	945	19.8	1,774	37.2	1,521	31.9	403	8.5	122	2.6
Family Income status [lxxi]										
Low-Income	190	17.2	368	33.3	390	35.3	110	9.9	48	4.3
Not-Low-Income	985	20.1	1,823	37.2	1,565	32.0	399	8.1	126	2.6
Generation and Low-Income status [lxxii]										
Not-First-Generation and Low-Income	132	19.8	2,104	36.8	1,862	32.6	472	8.3	150	2.6
First-Generation and Low-Income	67	15.8	127	30.0	160	37.8	43	10.2	26	6.1
Religious/Spiritual Identity [lxxiii]										
Christian Religious/Spiritual Identity	760	20.6	1,387	37.7	1,158	31.5	281	7.6	96	2.6
Other Religious/Spiritual Identity	63	18.4	116	33.8	126	36.7	24	7.0	14	4.1
No Religious/Spiritual Identity	333	17.9	632	34.0	653	35.1	183	9.8	57	3.1

Table 8'. **Student Respondents' Perception of Actions**

Perceptions of actions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Multiple Religious/Spiritual Identities	37	17.8	83	39.9	58	27.9	24	11.5	6	2.9
Disability status										
Single Disability	99	18.5	181	33.8	175	32.7	53	9.9	27	5.0
No Disability	1,049	19.5	1,973	36.8	1,780	33.2	426	7.9	140	2.6
Multiple Disabilities	43	20.9	64	31.1	57	27.7	33	16.0	9	4.4
Employment status										
Not Employed	511	20.0	934	36.6	862	33.8	188	7.4	56	2.2
Employed	666	19.2	1,249	36.0	1,123	32.3	320	9.2	115	3.3

Note: Table reports only Undergraduate/Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident responses (*n* = 6.825).

Nine hundred thirty-six Student respondents elaborated on their sense of being valued at University of Missouri- Columbia. Five themes emerged in the data: (1) positive reflections of the institution, (2) a desire for and perceived lack of sincere, authentic dialogue on campus climate issues, particularly race, (3) inclusion concerns for underrepresented groups, (4) "reverse discrimination" of White people, and (5) low sense of belonging in their student experiences.

Positive Reflections — Respondents who elaborated on their sense of being valued at University of Missouri-Columbia reported "Positive experiences," "No Issues," and "Love Mizzou!" Other respondents provided further details about their faculty and classes. For example, one respondent noted, "My faculty have all been awesome." Another respondent echoed, "Professors that I had class with are all great; they are very caring about their student's learning, but most students I had interacted with are indifferent about other people." Similarly, another respondent reported, "My classes are very small and I feel as though my views towards faculty have increased positively because of this." Some respondents included commentary on recent events on campus in their narratives positively reflecting on their sense of value. One respondent elaborated, "Mizzou currently has a very good environment. The actions of a few students do not reflect the vast majority of other wonderful people who go here." Another respondent explained, "Mizzou's campus is not as bad as people make it out to be. A lot of people who have been making the noise has just been doing it to draw attention to themselves." Respondents who elaborated on their sense of being valued at University of Missouri-Columbia shared a range of positive reflections on the wider climate and their respective peers and professors.

Desire For (And Current Lack Of Tolerance In) Difficult Dialogues — Respondents who elaborated on their sense of being valued at University of Missouri-Columbia described a lack of opportunity for difficult dialogue on campus, concurrent with a desire to cultivate these opportunities. Some respondents emphasized their fears associated with such dialogues. For example, "If you have a different opinion than the majority of people hear on campus, you are not encouraged to have open discussions about them." Another respondent echoed, "In regards to acceptance of political views, I find there is acceptance within a narrow window of acceptable American political ideology but not outside of that." Specifically noting race, one respondent shared, "I think that Is very difficult to express your opinion on racial issues on campus. I believe in freedom of speech and feel it has been violated." Another respondent described their desire for discussion, "I'm a liberal, but safe spaces are the opposite of liberalism. Be safe in your dorm room, but be ready to discuss in public. This university is a symbol for hypersensitivity and is regressing the advancements made by people who truly want liberal change in this country." Similarly, another respondent summarized, "I don't feel that the climate allows everyone to express how they're feeling about difficult topics. Everyone is walking on egg shells when it comes to discussing the hard topics because nobody wants their words to be twisted or misconstrued into something negative when it's not intended to be." Other respondents were less receptive to and invested in these dialogues on campus and associated this survey with such efforts. For example, "How about we focus on the academic education of the students instead of worrying so much about their perceived 'sense of value'?" Another respondent simply stated, "Focus on being an academic institution." Respondents who elaborated on their sense of being valued at University of Missouri-Columbia generally described a current of lack of tolerance in difficult dialogues and desire to improve this, however, these notions did not go uncontested by the respondents who think this is not the university's job.

Inclusion Concerns For Minorities — Narratives addressing student's sense of value included concerns of the range of identities at University of Missouri-Columbia. Sexism was noted as a standalone concern and in tandem with concerns about sexual assault. For example, one respondent noted, "Mizzou seems to have been created for white men of high social status (which it was back in the day) but this is still readily apparent now. Aforementioned men now run the politic of this campus and of our state, and do not represent the best interests of Mizzou

students in either setting. I do not feel valued as a Mizzou student." Another respondent shared, "I'm a woman in engineering. Most of my professors and classmates are male. I've encountered small acts of sexism from both groups." Regarding sexual assault, one respondent noted, "Rape and sexual assault are a huge problem on campus, but the victims don't usually report it because they are embarrassed and they believe nothing will be done except to tarnish their reputations and drag out the pain." Another respondent explained, "I think a great deal needs to be done in relation to sexual violence on and around campus. The sexist attitudes and behaviors must be addressed." Other respondents noted concerns for LGBTQ people, for example, one respondent elaborated, "I'm a gay man and I hear homophobic comments like, 'No, he's a [homophobic slur against men]' and 'They're disgusting' on a semi-regular basis while walking on campus." Other respondents noted students of color as identity of concern. For example, one respondent shared, "I know the University is trying to improve acceptance and tolerance, but I don't think enough is being done for students of color. "Another respondent added, "Need to increase minorities in honors college as I feel singled out being the only one in my classes. That is why I have not taken many beyond the requirement. "Respondents who elaborated on their sense of being valued at the University of Missouri noted inclusion concerns for a range of identities.

Discrimination Against White People -Respondents who elaborated on their sense of being valued at University of Missouri-Columbia reported "reverse discrimination "in narratives that either included self-identifying as White or referring to the experiences of White people. One respondent explained, "I'm an American I can say what I like. Until I see a black student kicked out of the university for saying [racial slurs against white people] I'll keep saying literally anything I want because you can't penalize one group for 'hate speech' and not the others. So if I want to say [racial slur against African Americans] I fucking will because it's just a goddamn word." Another respondent shared, "This whole 'diversity' push is in reality a way to 1) demonize whites, and 2) create division and segregation. Giving special treatment to non whites, singling out white people as 'privileged' actually makes whites victims of racism." One respondent concluded their narrative with "The campus isn't racist, fuck off "Another respondent noted, "Fucking liberals are blinded by all of your bullshit. White middle class makes kids are hurt the most by the current financial aid and admittance systems." Further, another respondent shared, "it is frustrating to have the myth of 'systemic racism and oppression' thrown around and popularized as fact." Other respondents noted

perceived challenges with going against the grain, white shaming and alienating the majority. One respondent noted, "Try being a white middle class male who doesn't agree with all the things going on, then see if you actually feel discriminated against." Another respondent elaborated, "White shaming will not fix racism against blacks, LEARN!" Finally, another respondent shared, "We are too worried about being inclusive for everyone and in the end we alienate the majority." Respondents who elaborated on their sense of being valued atUniversity of Missouri-Columbia noted concern for White Students.

Low Sense Of Belonging — Respondents who elaborated on their sense of value described a low sense of belonging. Students described their peers as "everybody only thinks about themselves," "students only care about themselves" and "The kids suck." Other respondents elaborated on their opinions of faculty. For example, one respondent noted, "faculty do not appreciate the students and feel that they are a time waste." Another respondent shared, "Just do not feel valued by some of the faculty teachers here at MU." One respondent addressed for Faculty and Students, "Professors and students don't really care who you are." The notion that individuals did not feel known, seen or cared for was widely echoed. Other respondents added, "sometimes you can just feel like a number" or "Just a cog in the machine." One respondent elaborated further, "I feel like the University makes money off of me. And that's what I feel the most." Similarly, another respondent added, "I feel like senior administrators at this institution and most other major universities see student's value in dollar signs." Some respondents expressed a low sense of value with a low perception of the value of their contribution to the survey. One respondent elaborated, "This probably doesn't even get read by anyone so if you actually care then call me into an office." Respondents who elaborated on their sense of value did not perceive a high sense of value at Students of University of Missouri-Columbia.

[cdiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by undergraduate student status: $\square 2$ (4. N = 4,815) = 10.80, p < .05.

[cdvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by gender identity: χ^2 (8, $N = 6.218$) = 48.16, $p < .001$.

[cdviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by citizenship status: χ^2 (4, $N = 6.194$) = 19.90, $p < .01$.

[cdix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by racial identity: χ^2 (8, $N = 6.101$) = 35.61, $p < .001$.

[cdxi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by sexual identity: χ^2 (4, $N = 6.058$) = 17.47, $p < .01$.

[cdxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by military service status: χ^- (4, $N = 6.031$) = 12.57, $p < .05$.

[cdxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by generation status: χ^2 (4, $N = 6.618$) = 12.36, $p < .05$.

[cdxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by family income status: $\square 2$ (4. N = 6,087) = 10.63, p < .05.

[cdxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by generation and low income status: χ^2 (4, $N = 6.231$) = 12.81, $p < .05$.

[cdxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by religious/spiritual identity: χ^2 (4, $N = 5.618$) = 15.93, $p < .01$.

[cdxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by disability status: χ^2 (8, $N = 6.193$) = 68.24, $p < .001$.

[cdxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by employment status: $\square 2$ (4, N = 6,104) = 14.83, p < .01.

[cdxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia faculty by housing status: χ^2 (8, $N = 5.972$) = 36.58, $p < .001$.

[cdxx] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by undergraduate student status: $\square 2$ (4, N = 4,798) = 13.13, p < .05.

[cdxxi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by gender identity: χ^2 (8, $N = 6.198$) = 40.43, $p < .001$.

[cdxxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by citizenship status: χ^2 (4, $N = 6.174$) = 13.47, $p < .01$.

[cdxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by racial identity: χ^2 (8, $N = 6.082$) = 28.90, $p < .001$.

[cdxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by sexual identity: χ^2 (4, $N = 6.038$) = 20.85, $p < .001$.

[cdxxv] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by military service status: χ^2 (4, $N = 6.011$) = 15.38, $p < .01$.

[cdxxvi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by generation status: χ^2 (4, $N = 6.198$) = 12.48, $p < .05$.

[cdxxvii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by family income status: χ^2 (4, $N = 6.067$) = 11.39, $p < .05$.

[cdxxviii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by generation and low income status: χ^2 (4, $N = 6.211$) = 18.63, $p < .01$.

[cdxxix] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by religious/spiritual identity: χ^2 (12, $N = 6.157$) = 40.26, $p < .001$.

[cdxxx] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by disability status: χ^2 (8, $N = 6.173$) = 68.67, $p < .001$.

[cdxxxi] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by employment status: χ^2 (4, $N = 6.085$) = 10.11, $p < .05$.

[cdxxxii] A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia staff by housing status: χ^2 (8, $N = 5.954$) = 32.90, $p < .001$.

[cdxxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by undergraduate student status: χ^2 (4, N = 4,791) = 9.95, p < .05.

[cdxxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by graduate student status: χ^2 (8, N = 1,324) = 25.64, p < .01.

[cdxxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by gender identity: χ^2 (8, N = 6,189) = 105.04, p < .001.

[cdxxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by citizenship status: χ^2 (4, N = 6,164) = 47.33, p < .001.

[cdxxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrator by racial identity: χ^2 (8, N = 6,074) = 34.93, p < .001.

[cdxxxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by sexual identity: χ^2 (4, N = 6,034) = 77.62, p < .001.

[cdxxxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by family income status: χ^2 (4, N = 6,060) = 121.89, p < .001.

[cdxl]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by generation and low income status: χ^2 (4, N = 6,200) = 21.70, p < .001.

[cdxli]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by religious/spiritual identity: χ^2 (12, N = 6,147) = 159.01, p < .001.

[cdxlii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by disability status: χ^2 (8, N = 6,163) = 98.09, p < .001.

[cdxliii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by employment status: χ^2 (4, N = 6,076) = 80.74, p < .001.

[cdxliv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by UM-Columbia senior administrators by housing status: χ^2 (8, N = 5,944) = 107.72, p < .001.

[cdxlv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: χ^2 (8, N = 6,186) = 25.79, p < .01.

[cdxlvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by valued by faculty in the classroom by racial identity: χ^2 (8, N = 6,072) = 26.53, p < .01.

[cdxlvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom in the classroom by sexual identity: χ^2 (4, N = 6,031) = 10.50, p < .05.

[cdxlviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by military service status: χ^2 (4, N = 6,000) = 11.15, p < .05.

[cdxlix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by generation status: χ^2 (4, N = 6,187) = 17.01, p < .01.

[cdl]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by generation and low income status: χ^2 (4, N = 6,198) = 16.55, p < .01.

[cdli]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual identity: χ^2 (4, N = 5,589) = 14.27, p < .01.

[cdlii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: χ^2 (8, N = 6,161) = 54.72, p < .001.

[cdliii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by employment status: χ^2 (4, N = 6,076) = 14.17, p < .01.

[cdliv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by housing status: χ^2 (8, N = 5,943) = 25.80, p < .01.

[cdlv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by undergraduate student status: χ^2 (4, N = 4,781) = 30.37, p < .001.

[cdlvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: χ^2 (8, N = 6,168) = 18.20, p < .05.

[cdlvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: χ^2 (8, N = 6,055) = 128.60, p < .001.

[cdlviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: χ^2 (4, N = 6,011) = 48.99, p < .001.

[cdlix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by generation status: χ^2 (4, N = 6,169) = 26.91, p < .001.

[cdlx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by family income status: $\chi^2 (4, N = 6,038) = 33.50, p < .001$.

[cdlxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by generation and low income status: $\chi^2 (4, N = 6,180) = 42.08, p < .001$.

[cdlxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual identity: $\chi^2 (12, N = 6,126) = 59.07, p < .001$.

[cdlxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2 (8, N = 6,142) = 58.81, p < .001$.

[cdlxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by employment status: $\chi^2 (4, N = 6,060) = 11.63, p < .05$.

[cdlxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by housing status: $\chi^2 (8, N = 5,927) = 16.52, p < .05$.

[cdlxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by undergraduate student status: $\chi^2 (4, N = 4,762) = 62.75, p < .001$.

[cdlxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by graduate student status: $\chi^2 (8, N = 1,313) = 19.89, p < .05$.

[cdlxviii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2 (8, N = 6,142) = 37.09, p < .001$.

[cdlxix]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by racial identity: $\chi^2 (8, N = 6,029) = 138.53, p < .001$.

[cdlxx]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2 (4, N = 5,985) = 59.54, p < .001$.

[cdlxxi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by military service status: $\chi^2 (4, N = 5,958) = 14.26, p < .01$.

[cdlxxii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by generation status: $\chi^2 (4, N = 6,143) = 65.97, p < .001$.

[cdlxxiii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by family income status: $\chi^2 (4, N = 6,011) = 75.67, p < .001$.

[cdlxxiv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by generation and low income status: $\chi^2 (4, N = 6,154) = 69.65, p < .001$.

[cdlxxv]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by religious/spiritual identity: $\chi^2 (12, N = 6,100) = 71.25, p < .001$.

[cdlxxvi]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2 (8, N = 6,116) = 53.49, p < .001$.

[cdlxxvii]A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by employment status: $\chi^2 (4, N = 6,033) = 50.14, p < .001$.

[cdlxxviii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by undergraduate student status: $\chi^2 (4, N = 4,779) = 13.10, p < .05$.

[cdlxxix]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2 (8, N = 6,171) = 40.44, p < .001$.

[cdlxxx]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2 (4, N = 6,149) = 40.17, p < .001$.

[cdlxxxi]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2 (8, N = 6,057) = 111.67, p < .001$.

[cdlxxxii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by sexual identity: $\chi^2 (4, N = 6,014) = 17.28, p < .01$.

[cdlxxxiii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by military service status: $\chi^2 (4, N = 5,978) = 9.60, p < .05$.

[cdlxxxiv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by generation status: χ^2 (4, $N = 6,173$) = 11.02, $p < .05$.

[cdlxxxv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by family income status: χ^2 (4, $N = 6,044$) = 10.29, $p < .05$.

[cdlxxxvi]A chi-square test was conducted to compare percentages of Student respondents thought that faculty pre-judged their abilities based on their perception of their identity/background by generation and low income status: χ^2 (4, $N = 6,184$) = 11.36, $p < .05$.

[cdlxxxvii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/ background by religious/spiritual identity: χ^2 (12, $N = 6,131$) = 68.97, $p < .001$.

[cdlxxxviii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by disability status: χ^2 (8, $N = 6,147$) = 20.86, $p < .01$.

[cdlxxxix]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty pre-judged their abilities based on their perception of their identity/background by employment status: χ^2 (4, $N = 6,061$) = 27.52, $p < .001$.

[cdxc]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by undergraduate student status: χ^2 (4, $N = 4,762$) = 20.46, $p < .001$.

[cdxci]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by gender identity: χ^2 (8, $N = 6,140$) = 45.74, $p < .001$.

[cdxcii]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by citizenship status: χ^2 (4, $N = 6,117$) = 48.47, $p < .001$.

[cdxciii]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by racial identity: χ^2 (8, $N = 6,029$) = 106.78, $p < .001$.

[cdxciv]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by sexual identity: χ^2 (4, $N = 5,986$) = 14.21, $p < .01$.

[cdxcv]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by family income status: χ^2 (4, $N = 6,014$) = 14.71, $p < .01$.

[cdxcvi]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by generation and low income status: χ^2 (4, $N = 6,153$) = 10.46, $p < .05$.

[cdxcvii]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by religious/spiritual identity: χ^2 (12, $N = 6,100$) = 85.92, $p < .001$.

[cdxcviii]A chi-square test was conducted to compare percentages of Student respondents who thought that staff pre-judged their abilities based on their perception of their identity/background by disability status: χ^2 (8, $N = 6,116$) = 25.64, $p < .001$.

[cdxcix]A chi-square test was conducted to compare percentages of Student respondents thought that staff pre-judged their abilities based on their perception of their identity/background by employment status: χ^2 (4, $N = 6,031$) = 20.55, $p < .001$.

[d]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by graduate student status: χ^2 (8, $N = 1,312$) = 21.16, $p < .01$.

[di]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by gender identity: χ^2 (8, $N = 6,170$) = 111.20, $p < .001$.

[dii]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by citizenship status: χ^2 (4, $N = 6,146$) = 27.15, $p < .001$.

[diii]A chi-square test was conducted to compare percentage of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by racial identity: χ^2 (8, $N = 6,056$) = 45.23, $p < .001$.

[div]A chi-square test was conducted to compare percentage of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by sexual identity: χ^2 (4, $N = 6,016$) = 49.70, $p < .001$.

[dv]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by military service status: χ^2 (4, $N = 5,984$) = 12.63, $p < .05$.

[dvi]A chi-square test was conducted to compare percentage of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by family income status: χ^2 (4, $N = 6,040$) = 57.01, $p < .001$.

[dvii]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by generation and low income status: χ^2 (4, $N = 6,182$) = 9.84, $p < .05$.

[dviii]A chi-square test was conducted to compare percentage of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by religious/spiritual identity: χ^2 (12, $N = 6,130$) = 98.28, $p < .001$.

[dix]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by disability status: χ^2 (8, $N = 6,145$) = 60.96, $p < .001$.

[dx]A chi-square test was conducted to compare percentage of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics by employment status: χ^2 (4, $N = 6,059$) = 57.03, $p < .001$.

[dxi]A chi-square test was conducted to compare percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia encourages free and open discussion of difficult topics UM-Columbia by housing status: χ^2 (8, $N = 5,931$) = 102.59, $p < .001$.

[dxii]A chi-square test was conducted to compare percentage of Student respondents who had faculty whom they perceived as role models by gender identity: χ^2 (8, $N = 6,183$) = 48.01, $p < .001$.

[dxiii]A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by racial identity: χ^2 (8, $N = 6,069$) = 37.39, $p < .001$.

[dxiv]A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by military service status: χ^2 (4, $N = 5,997$) = 15.13, $p < .01$.

[dxv]A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by family income status: χ^2 (4, $N = 6,054$) = 29.84, $p < .001$.

[dxvi]A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by generation and low income status: χ^2 (4, $N = 6,196$) = 16.40, $p < .01$.

[dxvii]A chi-square test was conducted to compare percentage of Student respondents who had faculty whom they perceived as role models by religious/spiritual identity: χ^2 (12, $N = 6,114$) = 23.28, $p < .05$.

[dxviii]A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by employment status: χ^2 (4, $N = 6,072$) = 41.53, $p < .001$.

[dxix]A chi-square test was conducted to compare percentage of Student respondents who had faculty whom they perceived as role models by housing status: χ^2 (8, $N = 5,940$) = 109.23, $p < .001$.

[dxx]A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by undergraduate student status: χ^2 (4, $N = 4,789$) = 21.79, $p < .001$.

[dxxi]A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by gender identity: χ^2 (8, $N = 6,173$) = 52.16, $p < .001$.

[dxxii]A chi-square test was conducted to compare percentage of Student respondents who had staff whom they perceived as role models by racial identity: χ^2 (8, $N = 6,059$) = 24.94, $p < .01$.

[dxxiii]A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by sexual identity: χ^2 (4, $N = 6,016$) = 12.61, $p < .05$.

[dxxxiv]A chi-square test was conducted to compare pe centages of Student respondents who had staff whom they perceived as ole models by military service status: χ^2 (4, N = 5,986) = 18.65, p < .01.

[dxxxv]A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by family income status: χ^2 (4, N = 6,042) = 16.89, p < .01.

[dxxxvi]A chi-square test was conducted to compare pe centages of Student respondents who had staff whom they perceived as role models by generation and low income status: χ^2 (4, N = 6,185) = 17.17, p < .01.

[dxxxvii]A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as ole models by religious/spiritual identity: χ^2 (12, N = 6,133) = 32.54, p < .01.

[dxxxviii]A chi-square test was conducted to compare pe centages of Student respondents who had staff whom they perceived as role models by disability status: χ^2 (4, N = 6,147) = 9.93, p < .05.

[dxxxix]A chi-square test was conducted to compa e)ercentage of Student respondents who had staff whom they perceived as role models by employment status: χ^2 (4, N = 6,061) = 11.28, p < .05.

[dxxx]A chi-square test was conducted to compare pe centages of Student respondents who had staff whom they perceived as role models by housing status: χ^2 (8, N = 5,931) = 22.24, p < .01.

[dxxxi]A chi-square test was conducted to compa e)ercentage of Student respondents who had students whom they perceived as role models by undergraduate student status: χ^2 (4, N = 4,764) = 101.45, p < .001.

[dxxxii]A chi-square test was conducted to compare)ercentage of Student respondents who had students whom they perceived as role models by gender identity: χ^2 (8, N = 6,149) = 56.74, p < .001.

[dxxxiii]A chi-square test was conducted to compa e percentages of Student respondents who had students whom they perceived as role models by citizenship status: χ^2 (4, N = 6,126) = 22.08, p < .001.

[dxxxiv]A chi-square test was conducted to compa e percentages of Student respondents who had students whom they perceived as role models by racial identity: χ^2 (8, N = 6,039) = 56.61, p < .001.

[dxxxv]A chi-square test was conducted to compare)ercentage of Student respondents who had students whom they perceived as role models by sexual identity: χ^2 (4, N = 5,993) = 20.67, p < .001.

[dxxxvi]A chi-square test was conducted to compa e percentages of Student respondents who had students whom they perceived as role models by military service status: χ^2 (4, N = 5,965) = 24.12, p < .001.

[dxxxvii]A chi-square test was conducted to compare)ercentage of Student respondents who had students whom they perceived as role models by generation status: χ^2 (4, N = 6,151) = 43.95, p < .001.

[dxxxviii]A chi-square test was conducted to compa e percentages of Student respondents who had students whom they perceived as role models by family income status: χ^2 (4, N = 6,021) = 51.00, p < .001.

[dxxxix]A chi-square test was conducted to compare)ercentage of Student respondents who had students whom they perceived as role models by generation and low income status: χ^2 (4, N = 6,161) = 66.33, p < .001.

[dxl]A chi-square test was conducted to compare)ercentage of Student respondents who had students whom they perceived as role models by religious/spiritual identity: χ^2 (12, N = 6,110) = 58.54, p < .001.

[dxli]A chi-square test was conducted to compa e percentages of Student respondents who had students whom they perceived as role models by disability status: χ^2 (8, N = 6,124) = 20.11, p < .05.

[dxlii]A chi-square test was conducted to compare)ercentage of Student respondents who noted that they believed that the campus climate at UM-Columbia :ncourage free and open discussion of difficult topics by disability status: χ^2 (8, N = 6,145) = 60.96, p < .001.

[dxliii]A chi-square test was conducted to compa e percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia ncourage free and open discussion of difficult topics by employment status: χ^2 (4, N = 6,059) = 57.03, p < .001.

[dxliv]A chi-square test was conducted to compa e percentages of Student respondents who noted that they believed that the campus climate at UM-Columbia ncourage free and open discussion of difficult topics UM-Columbia by housing status: χ^2 (8, N = 5,931) = 102.59, p < .001.

[dxlv]A chi-square test was conducted to compare)ercentage of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by undergraduate student status: χ^2 (4, N = 4,782) = 10.40, p < .05.

[dxlvi]A chi-square test was conducted to compa e percentages of Student respondents who thought that enior administrators had taken direct actions to address the needs of at-risk/underserved students by graduate student status: χ^2 (8, N = 1,316) = 34.23, p < .001

[dxlvii]A chi-square test was conducted to compare)ercentage of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, N = 6,169) = 66.16, p < .001.

[dxlviii]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by citizenship status: χ^2 (4, N = 6,147) = 15.69, p < .01.

[dxlix]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (8, N = 6,056) = 59.95, p < .001.

[dl]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (4, N = 6,015) = 86.20, p < .001.

[dli]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by family income status: χ^2 (4, N = 6,044) = 121.46, p < .001.

[dlii]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by generation and low income status: χ^2 (4, N = 6,181) = 46.13, p < .001.

[dliii]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: χ^2 (12, N = 6,129) = 138.76, p < .001.

[dliv]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by disability status: χ^2 (8, N = 6,145) = 90.97, p < .001.

[dlv]A chi-square test was conducted to compare percentages of Student respondents thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by employment status : χ^2 (4, N = 6,059) = 74.47, p < .001.

[dlvi]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by housing status: χ^2 (8, N = 5,929) = 54.70, p < .001.

[dlvii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, N = 6,164) = 44.98, p < .001.

[dlviii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (8, N = 6,053) = 81.11, p < .001.

[dlix]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (4, N = 6,010) = 37.64, p < .001.

[dlx]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by family income status : χ^2 (4, N = 6,037) = 25.24, p < .001.

[dlxi]A chi-square test was conducted to compare percentages of Student respondents thought that faculty had taken direct actions to address the needs of at-risk/underserved students by generation and low income status : χ^2 (4, N = 6,176) = 28.93, p < .001.

[dlxii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: χ^2 (12, N = 6,125) = 65.58, p < .001.

[dlxiii]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by disability status : χ^2 (8, N = 6,139) = 56.69, p < .001.

[dlxiv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students s by employment status : χ^2 (4, N = 6,054) = 33.10, p < .001.

[dlxv]A chi-square test was conducted to compare percentages of Student respondents who thought that faculty had taken direct actions to address the needs of at-risk/underserved students by housing status: χ^2 (8, N = 5,924) = 28.93, p < .001.

[dlxvi]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students undergraduate student statu : χ^2 (4, N = 4,750) = 31.24, p < .001.

[dlxvii]A chi-square test was conducted to compare percentages of Student respondents who thought that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: χ^2 (8, N = 6,132) = 18.73, p < .05.

[dlxviii]A chi-square test was conducted to compare percentages of Student respondents who thought that student had taken direct actions to address the needs of at-risk/underserved students by racial identity: χ^2 (8, N = 6,019) = 53.72, p < .001.

[dlxix]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by sexual identity: χ^2 (4, N = 5,979) = 13.82, p < .05.

[dlxx]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by generation status: χ^2 (4, N = 6,133) = 19.77, p < .01.

[dlxxi]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by family income status: χ^2 (4, N = 6,004) = 24.02, p < .001.

[dlxxii]A chi-square test was conducted to compare percentages of Student respondents who thought that student s had taken direct actions to address the needs of at-risk/underserved students by generation and low income status: χ^2 (4, N = 6,143) = 30.23, p < .001.

[dlxxiii]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual identity: χ^2 (12, N = 6,091) = 32.87, p < .01.

[dlxxiv]A chi-square test was conducted to compare percentages of Student respondents who thought that students had taken direct actions to address the needs of at-risk/underserved students by disability statu : χ^2 (8, N = 6,109) = 33.83, p < .001.

[dlxxv]A chi-square test was conducted to compare percentages of Student respondents who thought that studen ts had taken direct actions to address the needs of at-risk/underserved students by employment status: χ^2 (4, N = 6,024) = 14.05, p < .01.

Graduate Student/Professional Student/Post-Doctoral Scholar Respondents' Views on Advising and Departmental Support

Three survey items queried Graduate Student/Professional Student/Post-Doctoral Scholar respondents[102] ($n = 1,426$) about their opinions regarding various issues specific to advising and departmental support (Tables 86 through 88). Chi-square analyses were conducted by graduate student status, gender identity, racial identity, sexual identity, age, military status, religious/spiritual identity, employment status, income status, housing status, citizenship status, generation status, and disability status; only significant differences are reported.[103]

Table 86 illustrates that the majority of Graduate Student/Professional Student/Post-Doctoral Scholar respondents[104] "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their departments (80%, $n = 1,126$). Doctoral Degree Candidate respondents (38%, $n = 249$) and Master Degree Candidate respondents (32%, $n = 144$) were much more likely than Professional Degree Candidate respondents (27%, $n = 61$) to "strongly agree" that they were satisfied with the quality of advising they have received from their departments. Women Graduate Student respondents (18%, $n = 150$) and Transspectrum Graduate Student respondents (27%, $n = 9$) were much more likely than Men Graduate Student respondents (10%, $n = 54$) to "disagree" that they were satisfied with the quality of advising they have received from their departments. Multiracial Graduate Student respondents (30%, $n = 23$) and White Graduate Student respondents (32%, $n = 310$) were significantly less likely than Graduate Student Respondents of Color (40%, $n = 127$) to "strongly agree" that they were satisfied with the quality of advising they have received from their departments. Multiple Disabilities Graduate Student respondents (14%, $n = 7$) were significantly more likely than Single Disability Graduate Student Respondents (8%, $n = 9$) and No Disability Graduate Student respondents (4%, $n = 55$) to "strongly disagree" that they were satisfied with the quality of advising they have received from their departments. Not-Employed Graduate Student respondents (3%, $n = 13$) were significantly less likely than Employed Graduate Student

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[102]In the following analysis, Graduate Student /Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents are also referred to as Graduate Student respondents for brevity.

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

[104]In the following analysis, Graduate Student /Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents are referred to as Graduate Student respondents for brevity.

respondents (6%, $n = 56$) to "strongly disagree" that they were satisfied with the quality of advising they have received from their departments.

Eighty-eight percent ($n = 1,238$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt they had adequate access to their advisors. Professional Degree Candidate respondents (52%, $n = 115$) and Master Degree Candidate respondents (47%, $n = 211$) were much more likely than Doctoral Degree Candidate respondents (41%, $n = 273$) to "agree" that they felt they had adequate access to their advisors. Transspectrum Graduate Student respondents (21%, $n = 7$) were much more likely than Men Graduate Student respondents (7%, $n = 41$) and Women Graduate Student respondents (11%, $n = 92$) to "disagree" that they felt they had adequate access to their advisors. Non-U.S. Citizen/Naturalized Graduate Student respondents (52%, $n = 152$) were much more likely than U.S. Citizen Graduate Student respondents (41%, $n = 450$) to "strongly agree" that they felt they had adequate access to their advisors. Multiracial Graduate Student respondents (48%, $n = 36$) and Graduate Student Respondents of Color (53%, $n = 168$) were significantly more likely than White Graduate Student respondents (40%, $n = 384$) to "strongly agree" that they felt they had adequate access to their advisors. Single Disability Graduate Student respondents (4%, $n = 7$) were significantly more likely than No Disability Graduate Student Respondents of Color (2%, $n = 25$) to "strongly disagree" that they felt they had adequate access to their advisors.

Eighty-one percent ($n = 1,133$) of Graduate Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations. Professional Degree Candidate respondents (25%, $n = 55$) and Master Degree Candidate respondents (33%, $n = 145$) were much less likely than Doctoral Degree Candidate respondents (40%, $n = 260$) to "strongly agree" that their advisors provided clear expectations. Transspectrum Graduate Student respondents (27%, $n = 9$) and Women Graduate Student respondents (32%, $n = 262$) were much less likely than Men Graduate Student respondents (39%, $n = 216$) to "strongly agree" that their advisors provided clear expectations. Non-U.S. Citizen Graduate Student respondents (42%, $n = 123$) were much more likely than U.S. Citizen Graduate Student respondents (33%, $n = 361$) to "strongly agree" that their advisors provided clear expectations. Graduate Student Respondents of Color (45%, $n = 141$) were significantly more likely than Multiracial Graduate Student respondents (36%, $n = 27$)

and White Graduate Student respondents (32%, n = 307) to "strongly agree" that they their advisors provided clear expectations. Not-First-Generation Graduate Student respondents (5%, n = 48) were more likely than First-Generation Graduate Studen respondents (1%, n = 5) to "strongly disagree" that their advisors provided clear expectations. Other Religious/Spiritual Identity Graduate Student respondents (46%, n = 62) were significantly more likely than Christian Religious/Spiritual Identity Graduate Student respondents (37%, n = 228), Multiple Religious/Spiritual Identity Graduate Student respondents (36%, n = 24), and No Religious/Spiritual Identity Graduate Student respondents (30%, n = 167) to "strongly agree" that their advisors provided clear expectations. Single Disability Graduate Student respondents (7%, n = 8) and Multiple Disabilities Graduate Student respondents (10%, n = 5) were significantly more likely than No Disability Graduate Studen respondents (3%, n = 40) to "strongly disagree" that their advisors provided clear expectations. Not-Employed Graduate Student respondents (51%, n = 237) were significantly more likely than Employed Graduate Student respondents (43%, n = 383) to "agree" that their advisors provided clear expectations.

Table 86. Graduate Student Respondents' Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
I am satisfied with the quality of advising I have received from my department.	475	33.7	651	46.1	214	15.2	71	5.0
Graduate student status								
Doctoral Degree Candidate	249	37.6	291	43.9	89	13.4	34	5.1
Master Degree Candidate	144	32.2	214	47.9	69	15.4	20	4.5
Professional Degree Candidate	61	27.4	103	46.2	47	21.1	12	5.4
Gender identity								
Women	261	31.8	370	45.1	150	18.3	40	4.9
Men	202	36.7	267	48.5	54	9.8	27	4.9
Transspectrum	10	29.4	12	35.3	9	26.5	<5	---
Racial identity								
People of Color	127	39.8	143	44.8	43	13.5	6	1.9
White	310	32.1	457	47.3	142	14.7	58	6.0
Multiracial	23	30.3	30	39.5	19	25.0	<5	---
Disability status								
Single Disability	32	28.3	48	42.5	24	21.2	9	8.0
No Disability	421	34.0	584	47.2	178	14.4	55	4.4
Multiple Disabilities	17	32.7	17	32.7	11	21.2	7	13.5
Employment status	103	47.2	94	43.1	15	6.9	6	2.8

Table 86. **Graduate Student Respondents' Perceptions of Advising**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Not-Employed	168	36.1	219	47.0	66	14.2	13	2.8
Employed	296	32.8	410	45.4	141	15.6	56	6.2
I have adequate access to my advisor.	**606**	**42.9**	**632**	**44.8**	**141**	**10.0**	**32**	**2.3**
Graduate student status [lxxxii]								
Doctoral Degree Candidate	323	48.6	273	41.1	50	7.5	18	2.7
Master Degree Candidate	185	41.3	211	47.1	46	10.3	6	1.3
Professional Degree Candidate	64	28.8	115	51.8	37	16.7	6	2.7
Gender identity [lxxxiii]								
Women	334	40.7	376	45.9	92	11.2	18	2.2
Men	260	47.2	238	43.2	41	7.4	12	2.2
Transspectrum	11	32.4	14	41.2	7	20.6	< 5	---
Citizenship status [lxxxiii]								
Non-U.S. Citizen/Naturalized	152	51.5	124	42.0	16	5.4	< 5	---
U.S. Citizen	450	40.7	503	45.4	125	11.3	29	2.6
Racial identity [lxxxiv]								
People of Color	168	52.5	133	41.6	16	5.0	< 5	---
White	384	39.7	445	46.0	113	11.7	26	2.7
Multiracial	36	48.0	29	38.7	8	10.7	< 5	---
Disability status [lxxxv]								
No Disability	542	43.7	556	44.9	116	9.4	25	2.0
Single Disability	60	36.6	74	45.1	23	14.0	7	4.3
My advisor provides clear expectations.	**488**	**34.9**	**645**	**46.1**	**213**	**15.2**	**53**	**3.8**
Graduate student status [lxxxvi]								
Doctoral Degree Candidate	260	39.5	292	44.3	81	12.3	26	3.9
Master Degree Candidate	145	32.7	211	47.5	76	17.1	12	2.7
Professional Degree Candidate	55	25.1	103	47.0	49	22.4	12	5.5
Gender identity [lxxxvii]								
Women	262	32.3	372	45.9	141	17.4	36	4.4
Men	216	39.4	255	46.5	62	11.3	15	2.7
Transspectrum	9	26.5	15	44.1	8	23.5	< 5	---
Citizenship status [lxxxviii]								
Non-U.S. Citizen/Naturalized	123	42.1	133	45.5	31	10.6	5	1.7
U.S. Citizen	361	32.9	510	46.4	179	16.3	48	4.4
Racial identity [lxxxix]								
People of Color	141	44.6	139	44.0	30	9.5	6	1.9
White	307	32.0	451	47.0	159	16.6	43	4.5
Multiracial	27	36.0	29	38.7	15	20.0	< 5	---
Generation status [xc]								
First-Generation	150	36.4	198	48.1	59	14.3	5	1.2
Not-First-Generation	336	34.2	444	45.2	154	15.7	48	4.9
Religious/Spiritual Identity [xci]								
Christian Religious/Spiritual Identity	228	36.7	293	47.1	77	12.4	24	3.9

Table 86. **Graduate Student Respondents' Perceptions of Advising**

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
Other Religious/Spiritual Identity	62	45.6	57	41.9	14	10.3	< 5	---
No Religious/Spiritual Identity	167	30.1	260	46.8	106	19.1	22	4.0
Multiple Religious/Spiritual Identity	24	36.4	27	40.9	11	16.7	< 5	---
Disability status[dxcn]								
Single Disability	36	32.4	42	37.8	25	22.5	8	7.2
No Disability	435	35.4	576	46.9	178	14.5	40	3.3
Multiple Disabilities	14	26.9	524	46.2	9	17.3	5	9.6
Employment status [lxcttt]								
Not-Employed	153	33.0	237	51.1	61	13.1	13	2.8
Employed	323	36.1	383	42.8	148	16.6	40	4.5

Note: Table reports only Graduate Student/Professional Student/Post-Doctoral Scholar/Fellow/Resident responses (*n* = 1,426).

Table 87 illustrates that the majority of Graduate Student respondents "strongly agreed" or "agreed" that their advisors respond to emails, calls, or voicemails in a prompt manner (89%, *n* = 1,247). Doctoral Degree Candidate respondents (51%, *n* = 335) and Master Degree Candidate respondents (44%, *n* = 195) were much more likely than Professional Degree Candidate respondents (33%, *n* = 72) to "strongly agree" that their advisors respond to emails, calls, or voicemails in a prompt manner. Transspectrum Graduate Student respondents (32%, *n* = 11) were much less likely than Men Graduate Student respondents (50%, *n* = 272) and Women Graduate Student respondents (43%, *n* = 351) to "strongly agree" that their advisors respond to emails, calls, or voicemails in a prompt manner. Non-U.S. Citizen Graduate Student respondents (53%, *n* = 156) were much more likely than U.S. Citizen Graduate Student respondents (43%, *n* = 476) to "strongly agree" that their advisors respond to emails, calls, or voicemails in a prompt manner. Multiracial Graduate Student respondents (47%, *n* = 35) and Graduate Student Respondents of Color (55%, *n* = 173) were significantly more likely than White Graduate Student respondents (43%, *n* = 411) to "strongly agree" that their advisors respond to emails, calls, or voicemails in a prompt manner. Single Disability Graduate Student respondents (6%, *n* = 9) were significantly more likely than No Disability Graduate Student Respondents of Color (2%, *n* = 27) to "strongly disagree" that their advisors respond to emails, calls, or voicemails in a prompt manner.

Likewise, 93% ($n = 1,310$) of Graduate Student respondents "strongly agreed" or "agreed" that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Non-U.S. Citizen Graduate Student respondents (49%, $n = 142$) were much more likely than U.S. Citizen Graduate Student respondents (37%, $n = 410$) to "strongly agree" that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Respondents of Color and Multiracial[105] Graduate Student (47%, $n = 186$) were significantly more likely than White Graduate Student respondents (37%, $n = 355$) to "strongly agree" that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Low-Income Graduate Student respondents (58%, $n = 367$) were much more likely than Not-Low-Income Graduate Student respondents (49%, $n = 365$) to "agree" that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Single Disability Graduate Student respondents (13%, $n = 21$) were significantly more likely than No Disability Graduate Student respondents (5%, $n = 61$) to "disagree" that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Ninety-five percent ($n = 1,333$) of Graduate Student respondents "strongly agreed" or "agreed" that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Professional Degree Candidate respondents (39%, $n = 87$) and Master Degree Candidate respondents (40%, $n = 177$) were significantly less likely than Doctoral Degree Candidate respondents (51%, $n = 334$) to "strongly agree" that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Women Graduate Student respondents (42%, $n = 341$) were significantly less likely than Men Graduate Student respondents (49%, $n = 269$) to "strongly agree" that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Single Disability Graduate Student respondents (8%, $n = 13$) were significantly more likely than No Disability Graduate

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[105]For the purposes of some analyses, this report further collapses racial identity into two categories (White, People of Color and Multiracial), where African/Black/African American, Asian/Asian American, Hispanic/Latin@/Chican@, Native Hawaiian, Pacific Islander, American Indian/Native, Alaskan Native, Middle Eastern, and Southwest Asian, and Multiracial) were collapsed into one category named People of Color.and Multiracial. This is used when the six-category or three-category collapsed racial identity groups are not significant.

Student Respondents of Color (3%, $n = 42$) to "disagree" that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Table 87. Graduate Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree n	Strongly agree %	Agree n	Agree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
My advisor responds to my emails, calls, or voicemails in a prompt manner.	636	45.6	611	43.8	113	8.1	36	2.6
Graduate student status [lxiv]								
Doctoral Degree Candidate	353	50.8	262	39.8	45	6.8	17	2.6
Master Degree Candidate	195	44.1	206	46.6	30	6.8	11	2.5
Professional Degree Candidate	72	32.9	109	49.8	32	14.6	6	2.7
Gender identity [lxv]								
Women	351	43.3	366	45.1	72	8.9	22	2.7
Men	272	49.9	227	41.7	35	6.4	11	2.0
Transspectrum	11	32.4	15	44.1	5	14.7	< 5	---
Citizenship status [lxvi]								
Non-U.S. Citizen/Naturalized	156	53.4	121	41.4	10	3.4	5	1.7
U.S. Citizen	476	43.4	486	44.3	103	9.4	31	2.8
Racial identity [lxvii]								
People of Color	173	54.9	125	39.7	12	3.8	5	1.6
White	411	42.9	428	44.7	92	9.6	27	2.8
Multiracial	35	46.7	32	42.7	< 5	---	< 5	---
Disability status [lxviii]								
No Disability	569	46.4	535	43.7	94	7.7	27	2.2
Single Disability	63	38.7	73	44.8	18	11.0	9	5.5
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	557	39.5	753	53.4	82	5.8	19	1.3
Citizenship status [lxix]								
Non-U.S. Citizen/Naturalized	142	48.5	140	47.8	10	3.4	< 5	---
U.S. Citizen	410	37.0	609	54.9	72	6.5	18	1.6
Racial identity [lxx]								
White	355	36.6	541	55.8	58	6.0	15	1.5
People of Color and Multiracial	186	47.3	182	46.3	23	5.9	< 5	---
Income status [lxxi]								
Low-Income	226	35.7	367	58.0	31	4.9	9	1.4
Not-Low Income	317	42.8	365	49.3	49	6.6	9	1.2
Disability status [lxxii]								
No Disability	502	40.5	663	53.5	61	4.9	14	1.1
Single Disability	52	31.7	86	52.4	21	12.8	5	3.0
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	627	44.7	706	50.3	55	3.9	15	1.1
Graduate student status [lxiii]								
Doctoral Degree Candidate	334	50.7	295	44.8	25	3.8	5	0.8
Master Degree Candidate	177	39.6	241	53.9	22	4.9	7	1.6

Table 87. Graduate Student Respondents' Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Professional Degree Candidate	87	39.2	126	56.8	6	2.7	< 5	—
Gender identity[dev]								
Men	269	49.2	258	47.2	18	3.3	< 5	—
Women	341	41.8	427	52.3	36	4.4	12	1.5
Disability status[dev]								
No Disability	554	45.0	623	50.6	42	3.4	13	1.1
Single Disability	70	42.9	78	47.9	13	8.0	< 5	—

Note: Table reports only Graduate Student/Professional Student/Post-Doctoral Scholar/Fellow/Resident responses (n = 1,426).

Table 88 illustrates that the majority of Graduate Student respondents (68%, n = 959) "strongly agreed" or "agreed" that there were adequate opportunities for me to interact with other university faculty outside of their departments. Transspectrum Graduate Student respondents (27%, n = 9) and Women Graduate Student respondents (22%, n = 176) were much less likely than Men Graduate Student respondents (30%, n = 165) to "strongly agree" that there were adequate opportunities for me to interact with other university faculty outside of their departments. Graduate Student Respondents of Color (3%, n = 8) were significantly less likely than White Graduate Student respondents (6%, n = 58) to "strongly disagree" that there were adequate opportunities for me to interact with other university faculty outside of their departments. Heterosexual Graduate Student respondents (5%, n = 56) were significantly more likely than LGBQ Graduate Student respondents (11%, n = 16) to "strongly disagree" that there were adequate opportunities for me to interact with other university faculty outside of their departments. Single Disability Graduate Student respondents (10%, n = 11) and Multiple Disabilities Graduate Student respondents (15%, n = 8) were significantly more likely than No Disability Graduate Student respondents (5%, n = 56) to "strongly disagree" that there were adequate opportunities for me to interact with other university faculty outside of their departments.

Eighty-three percent (n = 1,152) of Graduate Student respondents "strongly agreed" or "agreed" that they received support from their advisor to pursue personal research interests. Doctoral Degree Candidate respondents (42%, n = 275) were much more likely than Professional Degree Candidate respondents (26%, n = 55) and Master Degree Candidate respondents (32%, n = 143) to "strongly agree" that they received support from the advisor to pursue personal research

interests. Non-U.S. Citizen Graduate Student respondents (42%, $n = 123$) were much more likely than U.S. Citizen Graduate Student respondents (34%, $n = 374$) to "strongly agree" that they received support from their advisor to pursue personal research interests. Multiracial Graduate Student respondents (40%, $n = 30$) and Graduate Student Respondents of Color (42%, $n = 134$) were significantly more likely than White Graduate Student respondents (34%, $n = 325$) to "strongly agree" that they received support from their advisor to pursue personal research interests. Single Disability Graduate Student respondents (29%, $n = 32$) and Multiple Disabilities Graduate Student respondents (31%, $n = 16$) were significantly less likely than No Disability Graduate Student respondents (37%, $n = 451$) to "strongly agree" that they received support from their advisor to pursue personal research interests. On-Campus Employed Graduate Student respondents (39%, $n = 259$) were more likely than Off-Campus Employed Graduate Student Respondents (31%, $n = 72$) to "strongly agree" that they received support from their advisor to pursue personal research interests.

Ninety-two percent ($n = 1,258$) of Graduate Student respondents "strongly agreed" or "agreed" that they received due credit for their research, writing, and publishing (e.g., authorship order in published articles). Doctoral Degree Candidate respondents (44%, $n = 283$) were much more likely than Professional Degree Candidate respondents (30%, $n = 63$) and Master Degree Candidate respondents (34%, $n = 146$) to "strongly agree" that they received due credit for their research, writing, and publishing. Single Disability Graduate Student respondents (4%, $n = 7$) were significantly more likely than No Disability Graduate Student respondents (1%, $n = 15$) to "strongly disagree" that they received due credit for their research, writing, and publishing. On-Campus Employed Graduate Student respondents (5%, $n = 34$) were less likely than Off-Campus Employed Graduate Student Respondents (10%, $n = 23$) to "disagree" that they received due credit for their research, writing, and publishing.

Eighty-three percent ($n = 1,152$) of Graduate Student respondents "strongly agreed" or "agreed" that department faculty members encouraged them to produce publications and present research. Doctoral Degree Candidate respondents (46%, $n = 307$) were much more likely than Professional Degree Candidate respondents (26%, $n = 56$) and Master Degree Candidate respondents (28%, $n = 125$) to "strongly agree" that department faculty members encouraged them to produce

publications and present research. Multiracial Graduate Student respondents (19%, n = 14) and White Graduate Student respondents (16%, n = 151) were significantly more likely than Graduate Student Respondents of Color (9%, n = 29) to "disagree" that department faculty members encouraged them to produce publications and present research. On-Campus Employed Graduate Student respondents (39%, n = 259) were more likely than Off-Campus Employed Graduate Student respondents (32%, n = 73) to "strongly agree" that department faculty members encouraged them to produce publications and present research.

Seventy-five percent (n = 1,037) of Graduate Student respondents "strongly agreed" or "agreed" that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research. Women Graduate Student respondents (26%, n = 209) and Transspectrum Graduate Student respondents (19%, n = 6) were much less likely than Men Graduate Student respondents (33%, n = 180) to "strongly agree" that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Ninety percent (n = 1,253) of Graduate Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisor. Men Graduate Student respondents (5%, n = 26) and fewer than five Transspectrum Graduate Student respondents were much less likely than Women Graduate Student respondents (10%, n = 78) to "disagree" that they felt comfortable sharing their professional goals with their advisor. U.S. Citizen Graduate Student respondents (3%, n = 31) were much more likely than fewer than five Non-U.S. Citizen Graduate Student respondents to "strongly disagree" that they felt comfortable sharing their professional goals with their advisor. First-Generation Graduate Student respondents (49%, n = 202) were more likely than Not-First-Generation Graduate Student respondents (42%, n = 410) to "agree" that they felt comfortable sharing their professional goals with their advisor.

Table 88. **Graduate Student Respondents' Perceptions of Opportunities at University of Missouri-Columbia**

Perceptions	Strongly agree n	%	Agree n	%	Disagree n	%	Strongly disagree n	%
There are adequate opportunities for me to interact with other university faculty outside of my department.	350	24.8	609	43.2	374	26.5	76	5.4
Gender identity [lxxvi]								
Women	176	21.5	352	42.9	249	30.4	43	5.2
Men	165	30.1	241	43.9	115	20.9	28	5.1
Transspectrum	9	26.5	12	35.3	9	26.5	< 5	---
Racial identity [lxxvii]								
White	229	23.7	422	43.7	257	26.6	58	6.0
People of Color	93	29.2	135	42.3	83	26.0	8	2.5
Sexual identity [lxxviii]								
Heterosexual	302	25.4	520	43.7	313	26.3	56	4.7
LGBQ	35	23.2	55	36.4	45	29.8	16	10.6
Disability status [lxxix]								
Single Disability	24	21.4	42	37.5	35	31.3	11	9.8
No Disability	318	25.7	542	43.8	321	25.9	56	4.5
Multiple Disability	6	11.5	22	42.3	16	30.8	8	15.4
I receive support from my advisor to pursue personal research interests.	502	36.0	650	46.6	192	13.8	52	3.7
Graduate student status [d] [x]								
Doctoral Degree Candidate	275	41.6	297	44.9	69	10.4	20	3.0
Master Degree Candidate	143	32.2	212	47.7	75	16.9	14	3.2
Professional Degree Candidate	55	25.7	110	51.4	37	17.3	12	5.6
Citizenship status [lxxx]								
Non-U.S. Citizen/Naturalized	123	42.0	129	44.0	37	12.6	< 5	---
U.S. Citizen	374	34.2	519	47.4	153	14.0	48	4.4
Racial identity [lxxxi]								
People of Color	134	42.4	140	44.3	38	12.0	< 5	---
White	325	34.0	453	47.3	135	14.1	44	4.6
Multiracial	30	40.0	34	45.3	7	9.3	< 5	---
Disability status [lxxxii]								
Single Disability	32	28.8	50	45.0	21	18.9	8	7.2
No Disability	451	36.8	576	47.0	157	12.8	41	3.3
Multiple Disabilities	16	30.8	22	42.3	12	23.1	< 5	---
Campus Employment status [lxxxiii]								
On-Campus Employed	259	39.0	294	44.3	87	13.1	24	3.6
Off-Campus Employed	72	31.0	103	44.4	41	17.7	16	6.9
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	516	37.7	742	54.2	88	6.4	22	1.6
Graduate student status [lxxxiv]								
Doctoral Degree Candidate	283	43.7	315	48.6	37	5.7	13	2.0
Master Degree Candidate	146	33.9	250	58.0	30	7.0	5	1.2
Professional Degree Candidate	63	29.6	130	61.0	18	8.5	< 5	---
Disability status [lxxxv]								
No Disability	457	38.1	652	54.4	74	6.2	15	1.3
Single Disability	57	35.2	85	52.5	13	8.0	7	4.3
Campus Employment status [lxxxvi]								
On-Campus Employed	257	39.7	342	52.8	34	5.2	15	2.3
Off-Campus Employed	74	32.6	127	55.9	23	10.1	< 5	---

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Table 88. Graduate Student Respondents' Perceptions of Opportunities at University of Missouri-Columbia

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
My department faculty members encourage me to produce publications and present research.	514	36.8	638	45.7	201	14.4	42	3.0
Graduate student status [lxxviii]								
Doctoral Degree Candidate	307	46.4	284	43.0	61	9.2	9	1.4
Master Degree Candidate	125	28.2	200	45.1	94	21.2	24	5.4
Professional Degree Candidate	56	26.2	116	54.2	34	15.9	8	3.7
Racial identity [lxxix]								
People of Color	125	39.3	158	49.7	29	9.1	6	1.9
White	344	36.0	432	45.2	151	15.8	28	2.9
Multiracial	28	37.8	28	37.8	14	18.9	< 5	---
Campus Employment status [lxxx]								
On-Campus Employed	259	38.9	301	45.3	82	12.3	23	3.5
Off-Campus Employed	73	31.5	98	42.2	52	22.4	9	3.9
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	396	28.5	641	46.2	281	20.2	70	5.0
Gender identity [lxxxi]								
Women	209	25.9	380	47.1	179	22.2	39	4.8
Men	180	33.1	244	44.9	94	17.3	25	4.6
Transspectrum	6	18.8	15	46.9	6	18.8	5	15.6
I feel comfortable sharing my professional goals with my advisor.	639	45.9	614	44.1	106	7.6	32	2.3
Gender identity [lxxxii]								
Women	355	43.9	356	44.1	78	9.7	19	2.4
Men	271	49.7	236	43.3	26	4.8	12	2.2
Transspectrum	12	37.5	18	56.3	< 5	---	< 5	---
Citizenship status [lxxxiii]								
Non-U.S. Citizen/Naturalized	133	45.7	140	48.1	17	5.8	< 5	---
U.S. Citizen	501	45.9	471	43.2	88	8.1	31	2.8
Generation status [lxxxii]								
First Generation	182	44.4	202	49.3	20	4.9	6	1.5
Not-First Generation	455	46.6	410	42.0	85	8.7	26	2.7

Note: Table reports only Graduate Student/Professional Student/Post-Doctoral Scholar/Fellow/Resident responses (*n* = 1,426).

Three hundred seven Graduate Student respondents elaborated on their perceptions of the workplace climate at University of Missouri-Columbia. Two primary themes emerged: (1) positive reflections on their academic engagement and (2) challenges and shortcomings in support, particularly regarding advising.

Positive Reflections — Many Graduate Students who reflected on their workplace climate at University of Missouri-Columbia described positive experiences and a high regard for their peers

and programs. One respondent noted, "Everyone at Mizzou is very friendly. My department has been nothing but supportive of my goals." Another respondent shared, "I believe that being in the ELPA program has been a great experience. All of the faculty and my advisor have been very supportive." Others reflected positively on their departments and programs also. For example, one respondent elaborated, "All of the faculty at the law school is extremely open and welcoming. They all really care about us as students and want us to succeed." Another respondent noted, "It is delightful to be in the College of Education and Special Education department where my professional and personal qualities are valued and respected." Another respondent reflected, "I have always felt supported and above all respected as a student and a human being by my department, CoE. The faculty and staff are a class act." Graduate students who reflected on their workplace climate at the University of Missouri largely had positive feelings to share.

Perceived Lack of Support and Poor Advising — Graduate Students who elaborated on not feeling support and or poorly advised used words like "worthless" and a "travesty" to described their experiences. One respondent explained, "In a word, Meh. I have friends who are doing post-docs/graduate at other academic institutions and as whole I would say they feel much more 'fully' supported by the institution in terms of helping create a positive work environment." Another respondent noted, "My department offers no opportunities to develop as a student except to take classes and do research." Regarding advising, respondents reported, "The advising system at Mizzou Law is laughable" and "unhelpful." Another respondent shared, "The advisor to which I was assigned retired, and I have not found a new advisor." One respondent offered, "My issue is not with my personal advisor, who is an excellent person, but in the advising process and communication in general." Lastly, another respondent noted, "My advisor was assigned to me by the school, but we do not have any interests or goals in common. In addition, he was extremely difficult to get a hold of and uncommunicative in person." Graduate Students noted unmet expectations regarding support and in particular with related to advising.

Students Who Have Seriously Considered Leaving University of Missouri-Columbia

Thirty-eight percent ($n = 3,753$) of respondents had seriously considered leaving University of Missouri-Columbia (Figure 67). With regard to student status, 29% ($n = 1,420$) of Undergraduate Student respondents and 25% ($n = 360$) of Graduate/Professional Student/Post-Doctoral Scholar respondents had seriously considered leaving University of Missouri-Columbia. Of the Student respondents who considered leaving, 40% ($n = 707$) considered leaving in their fi st year as a student, 44% ($n = 791$) in their second year, 20% ($n = 361$) in their third year, 7% ($n = 131$) in their fourth year, 3% ($n = 56$) in their fifth year, and 2% ($n = 37$) after their fifth year.
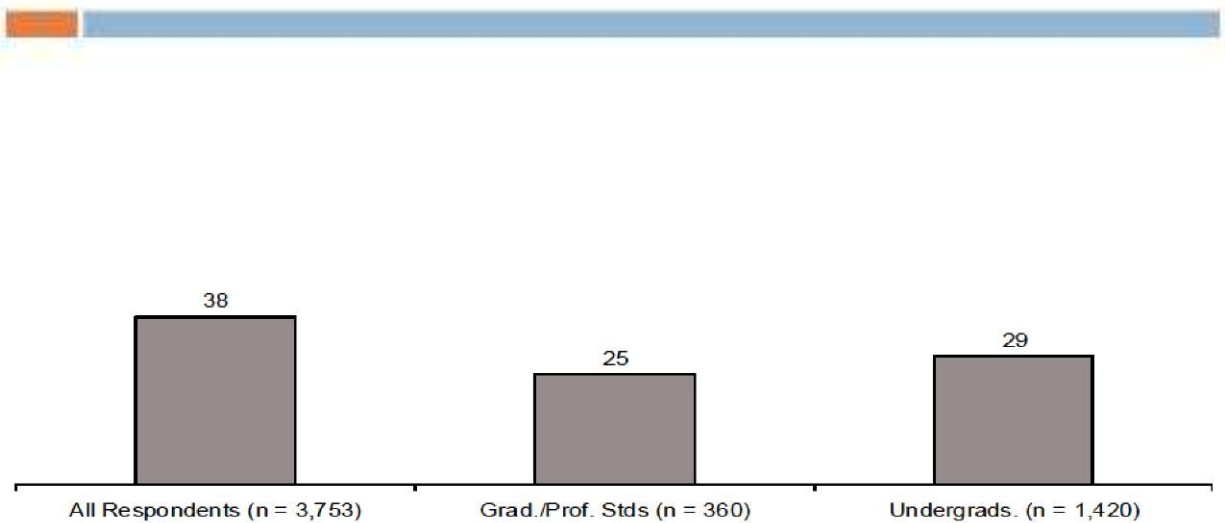
Figure 67. Student Respondents Who Had Seriously Considered Leaving University of Missouri-Columbia (%)

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Professional Student/Post-Doctoral Scholar respondents who had considered leaving the University by gender identity, racial identity, sexual identity, religious/spiritual identity, disability status, housing status, age, income status, and first-generation status.

Significant results for Undergraduate Student respondents indicated that:

- By gender identity: 27% (n = 840) of Women Undergraduate Student respondents, 32% (n = 547) of Men Undergraduate Student respondents, and 41% (n = 29) of Transspectrum Undergraduate Student respondents considered leaving the University of Missouri-Columbia.[dcxxv]

- By racial identity: 27% (n = 1,029) of White Undergraduate Student respondents, 42% (n = 235) of Undergraduate Student Respondents of Color, and 39% (n = 130) of Multiracial Undergraduate Student respondents considered leaving the University of Missouri-Columbia.[dcxxvi]

- By sexual identity: 40% (n = 185) of LGBQ Undergraduate Student respondents, 28% (n = 1,188) of Heterosexual Undergraduate Student respondents, and 35% (n = 7) of Asexual Undergraduate Student respondents considered leaving the University of Missouri-Columbia.[dcxxvii]

- By military status: 44% (n = 56) of Military Undergraduate Student respondents and 28% (n = 1,312) of Not-Military Undergraduate Students considered leaving the University of Missouri-Columbia.[dcxxviii]

- By first generation and low income status: 38% (n = 89) of First-Generation and Low-Income Undergraduate Student respondents and 29% (n = 1,331) of Not-First-Generation and Low-Income Undergraduate Students considered leaving the University of Missouri-Columbia.[dcxxix]

- By religious/spiritual identity: 35% (n = 76) of Other Religious/Spiritual Identity Undergraduate Student respondents, 34% (n = 48) of Multiple Religious/Spiritual Identity Undergraduate Student respondents, 32% (n = 421) of No Religious/Spiritual Identity Undergraduate Student respondents, and 28% (n = 863) of Christian Religious/Spiritual Identity Undergraduate Student respondents considered leaving the University of Missouri-Columbia.[dcxxx]

- By disability status: 39% (n = 167) of Undergraduate Student respondents with Single Disability, 45% (n = 71) of Undergraduate Student respondents with Multiple Disabilities, and 28% (n = 1,176) of Undergraduate Student respondents with No Disability considered leaving the University of Missouri-Columbia.[dcxxxi]

- By employment status: 25% ($n = 536$) of Not-Employed Undergraduate Student respondents and 32% ($n = 851$) of Employed Undergraduate Students considered leaving the University of Missouri-Columbia.[dcxxxii]

- By housing status: 23% ($n = 286$) of On-Campus Housing Undergraduate Student respondents, 32% ($n = 1,064$) of Non-Campus Housing Undergraduate Students, and 42% ($n = 10$) of Housing Insecure Undergraduate Students considered leaving the University of Missouri-Columbia.[dcxxxiii]

Significant results for Graduate Student respondents indicated that:

- By graduate student status: 20% ($n = 44$) of Professional Degree Candidate respondents, 23% ($n = 103$) of Master Degree Candidate respondents, and 29% ($n = 190$) of Doctoral Degree Candidate respondents considered leaving the University of Missouri-Columbia.[dcxxxiv]

- By income status: 29% ($n = 187$) of Low-Income Graduate Student respondents and 22% ($n = 162$) of Not-Low-Income Graduate Students considered leaving the University of Missouri-Columbia.[dcxxxv]

- By religious/spiritual identity: 25% ($n = 35$) of Other Religious/Spiritual Identity Graduate Student respondents, 36% ($n = 24$) of Multiple Religious/Spiritual Identity Graduate Student respondents, 28% ($n = 157$) of No Religious/Spiritual Identity Graduate Student respondents, and 21% ($n = 134$) of Christian Religious/Spiritual Identity Graduate Student respondents considered leaving the University of Missouri-Columbia.[dcxxxvi]

- By disability status: 38% ($n = 42$) of Graduate Student respondents with Single Disability, 42% ($n = 22$) of Graduate Student respondents with Multiple Disabilities, and 24% ($n = 294$) of Graduate Student respondents with No Disability considered leaving the University of Missouri-Columbia.[dcxxxvii]

- By employment status: 20% ($n = 92$) of Not-Employed Graduate Student respondents and 28% ($n = 253$) of Employed Graduate Students considered leaving the University of Missouri-Columbia.[dcxxxviii]

Forty-eight percent (n = 857) of Student respondents considered leaving because they lacked a sense of belonging at University of Misso r -Columbia (Table 89). Others considered leaving because the climate was not welcoming (42%, n = 741), they lacked a social life (24%, n = 434), and/or they were homesick (22%, n = 394).

Table 89. **Reasons Why Student Respondent Considered Leaving University of Missouri-Columbia**

Reason	n	%
Lack of a sense of belonging	857	48.1
Climate was not welcoming	741	41.6
Lack of social life	434	24.4
Homesick	394	22.1
Lack of support group	391	22.0
Personal reasons (e.g., medical. mental health, family emergencies)	366	20.6
Financial reasons	360	20.2
Academic advancement opportunities elsewhere (e.g., 2+2 program)	248	13.9
Didn't like major	191	10.7
Unhealthy social relationships	182	10.2
Lack of support services	160	9.0
Coursework was too difficult	133	7.5
Coursework not challenging enough	123	6.9
My marital /relationship status	94	5.3
Didn't have my major	59	3.3
Didn't meet the selection criteria for a major	56	3.1
A reason not listed above	431	24.2

Note: Table reports only Student respondents who indicated that they considered leaving University of Missouri-Columbia (n = 1.780).

Nine percent ($n = 587$) of Student respondents thought that it was likely that they would leave University of Missouri-Columbia without meeting their academic goal. Subsequent analyses were run for Student respondents who thought that they would likely leave University of Missouri-Columbia by gender identity, racial identity, sexual identity, religious/spiritual identity, age, citizenship status, military status, disability status, income status, employment status, first-generation status and housing status. The analyses yielded significant results for gender identity,[dcxxxix] racial identity,[dcxl] sexual identity,[dcxli] religious/spiritual identity,[dcxlii] citizenship status,[dcxliii] military status,[dcxliv] disability status,[dcxlv] first-generation and low-income status,[dcxlvi] and housing status[dcxlvii] (See Figures 68 and 69).
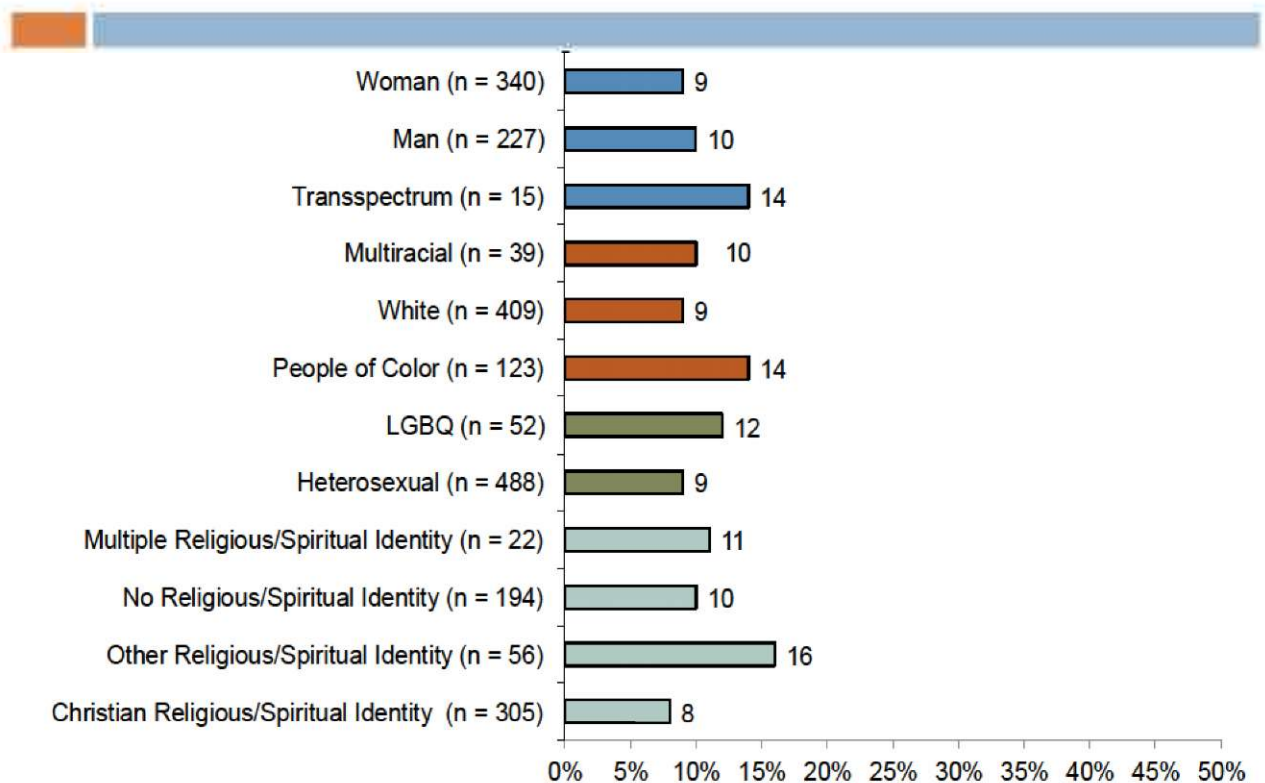
Figure 68. Student Respondents "Strongly Agreed" or "Agreed" That It Is Likely That They Will Leave University of Missouri-Columbia (%)
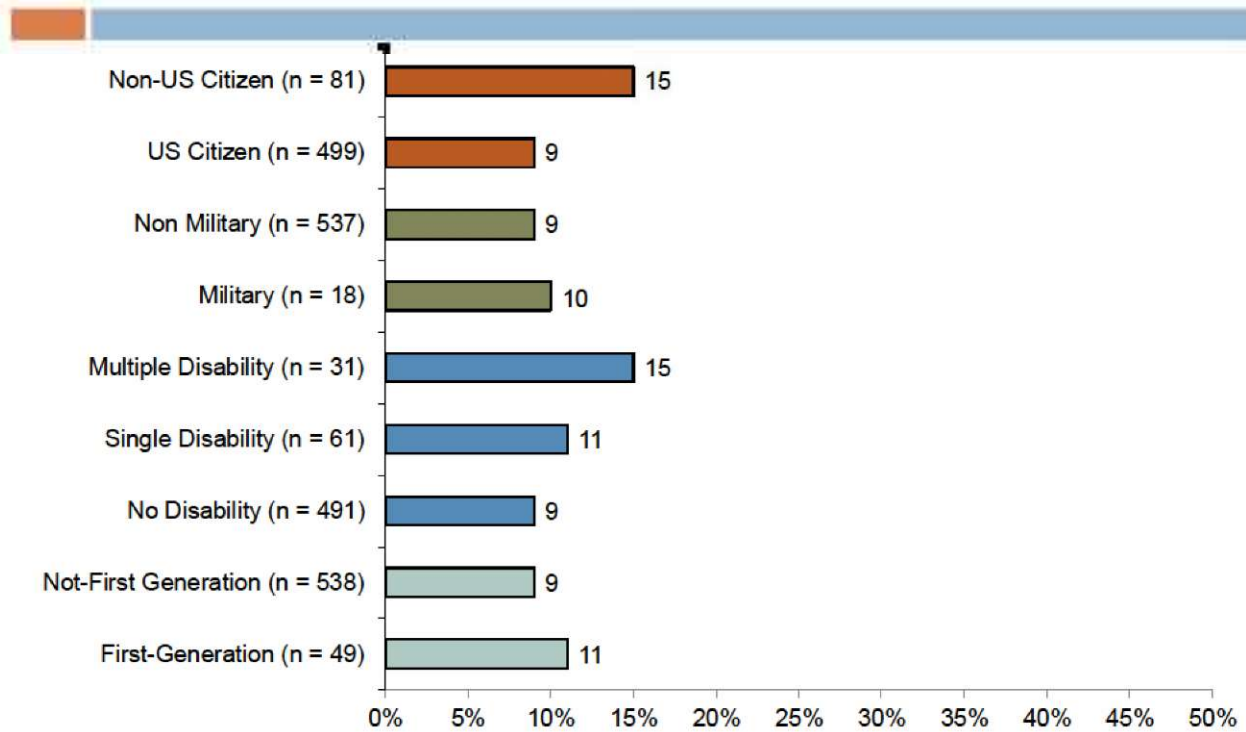
Figure 69. Student Respondents "Strongly Agreed" or "Agreed" That It Is Likely That They Will Leave University of Missouri-Columbia (%)

Student respondents were also asked if they intended to graduate from University of Missouri-Columbia. Sixty-seven percent (*n* = 3,242) of Undergraduate Student respondents and 70% of Graduate Student respondents (*n* = 983) "strongly agreed" that they intended to graduate from University of Missouri-Columbia. Subsequent analyses were run for Student respondents who intended to graduate from University of Missouri-Columbia by gender identity, racial identity, sexual identity, first-generation status, student status, disability status, income status, religious/spiritual identity affiliation status, and housing status; significant results are presented in Table 90.

A significantly higher percentage of Undergraduate First Year Student respondents (68%, *n* = 2,916) than Undergraduate Transfer Student respondents (61%, *n* = 326) "strongly agreed" that they intended to graduate from University of Missouri-Columbia. Transspectrum Student

respondents (64%, $n = 66$) and Men Student respondents (64%, $n = 1,425$) were much less likely than Women Student respondents (70%, $n = 2,729$) to "strongly agree" that they intended to graduate from University of Missouri-Columbia. A larger percentage of U.S. Citizen Student respondents (69%, $n = 3,883$) than Non-U.S. Citizen Student respondents (58%, $n = 319$) "strongly agreed" that they intended to graduate from University of Missouri-Columbia. Student Respondents of Color (59%, $n = 510$) and Multiracial Student respondents (64%, $n = 262$) were less likely than White Student respondents (70%, $n = 3,381$) to "strongly agree" that they intended to graduate from University of Missouri-Columbia. Heterosexual Student respondents ($< 1\%$, $n = 24$) were much less likely than LGBQ Student respondents (1%, $n = 8$) to "strongly disagree" that they intended to graduate from University of Missouri-Columbia. Not-First-Generation Student respondents (69%, $n = 3,315$) were more likely than First-Generation Student respondents (65%, $n = 903$) to "strongly agree" that they intended to graduate from University of Missouri-Columbia. A higher percentage (7%, $n = 29$) of First-Generation and Low-Income Student respondents versus (4%, $n = 238$) of Not-First-Generation and Low-Income Student respondents "neither agreed nor disagreed" that they intended to graduate from University of Missouri-Columbia. Seven percent ($n = 26$) of Other Religious/Spiritual Identity Student respondents were much more likely than 4% ($n = 137$) of Christian Religious/Spiritual Identity Student respondents, 5% ($n = 91$) of No Religious/Spiritual Identity Student respondents, and 5% ($n = 11$) of Multiple Religious/Spiritual Identity Student respondents to "neither agree nor disagree" that they intended to graduate from University of Missouri-Columbia. No Disability Student respondents (4%, $n = 216$) were less likely than Single Disability Student respondents (7%, $n = 36$) to "neither agree nor disagree" that they intended to graduate from University of Missouri-Columbia. A larger percentage of Housing Insecure Student respondents (75%, $n = 24$) and Non-Campus Student respondents (70%, $n = 3,240$) than On-Campus Student respondents (62%, $n = 795$) "strongly agreed" that they intended to graduate from University of Missouri-Columbia.

Table 90. Student Respondents Who Intended to Graduate from University of Missouri-Columbia.

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I intend to graduate from University of Missouri-Columbia	**4,225**	**67.8**	**1,667**	**26.7**	**267**	**4.3**	**43**	**0.7**	**33**	**0.5**
Undergraduate Student status [kxivm]										
Started as First Year	2,916	68.0	1,145	26.7	179	4.2	25	0.6	26	0.6
Transfer	326	60.8	170	31.7	28	5.2	7	1.3	5	0.9
Gender identity [kxlix]										
Women	2,729	70.2	977	25.1	143	3.7	21	0.2	15	0.4
Men	1,425	63.9	625	29.2	118	5.3	21	0.9	15	0.7
Transspectrum	66	63.5	29	27.9	5	4.8	< 5	---	< 5	---
Citizenship status [del]										
Non-U.S. Citizen/Naturalized	319	57.6	186	33.6	37	6.7	10	1.8	2	0.4
U.S. Citizen	3,883	68.8	1,470	26.0	227	4.0	33	0.6	31	0.5
Racial identity [icli]										
People of Color	510	58.6	289	33.2	59	6.8	8	0.9	5	0.6
White	3,381	70.1	1,216	25.2	172	3.6	29	0.6	23	0.5
Multiracial	262	63.6	118	28.6	24	5.8	< 5	---	< 5	---
Sexual identity [klii]										
Heterosexual	3,724	68.4	1,432	26.3	234	4.3	34	0.6	24	0.4
LGBQ	399	65.7	171	28.2	24	4.0	5	0.8	8	1.3
Generation status [lrliii]										
First Generation	903	65.2	384	27.7	77	5.6	12	0.9	9	0.6
Not-First Generation	3,315	68.5	1,279	26.4	189	3.9	31	0.6	24	0.5
Generation and Low-Income status [iciii]										
Not-First-Generation and Low-Income	3,947	68.0	1,557	26.8	238	4.1	38	0.7	28	0.5
First-Generation and Low-Income	278	65.1	110	25.8	29	6.8	5	1.2	5	1.2
Religious/Spiritual Identity [iclv]										
Christian Religious/Spiritual Identity	2,587	69.1	974	26.0	137	3.7	26	0.7	21	0.6
Other Religious/Spiritual Identity	227	64.9	95	27.1	26	7.4	0	0.0	< 5	---
No Religious/Spiritual Identity	1,247	66.5	513	27.3	91	4.9	16	0.9	9	0.5
Multiple Religious/Spiritual Identity	135	65.2	60	29.0	11	5.3	0	0.0	< 5	---
Disability status [iclvi]										
No Disability	3,712	68.2	1,450	26.6	216	4.0	39	0.7	28	0.5
Disability	357	66.0	142	26.2	36	6.7	< 5	---	< 5	---
Housing status [iclvii]										
Campus Housing	795	62.1	374	29.2	90	7.0	14	1.1	7	0.5
Non-Campus Housing	3,240	69.5	1,213	26.0	163	3.5	25	0.5	25	0.5
Housing Insecure	24	75.0	8	25.0	0	0.0	0	0.0	0	0.0

Note: Table includes Student respondents (*n* = 6,285) only.

Undergraduate Students

Eight hundred three Undergraduate Student respondents elaborated on why they seriously considered leaving University of Missouri-Columbia. Four themes emerged: (1) academic concerns, (2) experiences of the protests during the Fall of 2015, (3) exclusion and hostility targeted at underrepresented groups on campus, and (4) general sense of belonging challenges with making friends and building community.

Academic Concerns — Student respondents who elaborated on why they seriously considered leaving University of Missouri-Columbia described short-comings in their academic experiences. Respondents reported challenges with their professors. For example, respondents noted. "faculty is demeaning and tries to beat you down" and "I hate my professors. I feel like I learn nothing from them." Another respondent shared, "My professors spend more time spouting their beliefs than teaching facts in class." Another respondent elaborated, "The professors barely speak English and don't understand what they are teaching, let alone help any students struggling." Others reported, "often felt isolated when it came to coursework and assistance from professors" and the professors were discouraging and made me feel like I was wasting my time." Respondents who noted academic concerns, generally perceived there were "Better opportunities elsewhere," particularly for engineering students. For example, respondents noted, "more hands on engineering courses" and "a better ranked engineering program." Some respondents reflected on the quality of the courses and academic workload. Respondents shared a range of opinions, including, "Some of the classes were seriously difficult and unnecessary." Conversely, another respondent added, "All the classes I take are super easy. I have either an A or a B in all my classes without putting forth much effort." Another respondent commented, "Some classes are taught by a TA or grad student who doesn't know how to teach." Finally, some respondents simply did not feel intellectually stimulated. For example, one respondent noted. "I don't feel that I've grown intellectually since being here." Another respondent elaborated, "I felt that MU was not a very studious campus. A lot of students are interested in partying but I am most interested in my academic education." Respondents who elaborated on why they seriously considered leaving noted concerns and challenges with professors, coursework and the intellectual culture.

Experience Of The Protests During The Fall Of 2015 -Respondents who elaborated on why they seriously considered leaving University of Missouri-Columbia noted the protests during fall of 2015. Respondents described the protests as "the university was held hostage by a group of individuals protesting several unsubstantiated and unproved incidents." Other respondents elaborated on their perceptions of the people who protested, "black students threatening the safety of all other non-black students" and "a small minority of loud, obnoxious, students, who feel they have a sense of entitlement because they're 'different'." Another respondent described the people who protested as "a bunch of no good shitheads hijacked our mid-tier university and made us look like a liberal [homophobic slur against men] shit-show to the entire world." Respondents noted some of the perceived impacts of the protests including a loss of class time, harm to MU's reputation, and a lack of safety. One respondent shared, "After the protests that occurred last year, a lot of my classes lost focus for the next few weeks." Another respondent added, "class got canceled for a whole week which made me very upset."Regarding the reputation of the school, respondents explained, "All of the protests and stuff going on around campus was making the school look and feel like a terrible learning environment." Another respondent elaborated, "Their actions did untold damage to the reputation of the University and have hugely devalued my degree as a whole. "Other respondents reported a sense of hostility towards them as a result of the protests. One respondent noted, "With all the protests and unrest on campus in fall 2015 I felt that there was a lot of hostility towards myself and others like me." Another respondent shared, "With all of the protests here on campus last year, I did not feel safe on campus." Respondents who elaborated on why they seriously considered leaving cited the protests during Fall of 2015 and the perceived negative impacts on the campus climate as reason why they considered leaving the institution.

Identity-based Exclusion & Hostility -Respondents who elaborated on why they seriously considered leaving described a lack of inclusion of minorities on campus. Respondents noted, "Minorities of all types are viewed as whiny," "Racism, sexism, bickering students on social media," and "Mizzou welcoming nor understanding for anyone than white students." Another respondent explained, "discrimination here is out of control and minority students don't seem to be welcomed and it seems like there is a lot of talk about things being done but nothing is actually being done." Other respondents reported observing "people who said offensive things

to minority students." Respondents described hostility directed at Black people on campus. For example, "Black people were threatened on campus, and the school barely did anything about it." Other respondents noted hostile language, "White people are still calling black people on campus [racial slur against African Americans] and nothing has been seriously done about it" and "I got called a [racial slur against African Americans] in...my dorm. "Regarding one's sense of safety, respondents reported threats. One respondent noted, "I along with all other African American students on MU campus received death threats via YIKYAK." Another respondent shared, "I feel I'm not welcome here and it hurts to know that there are people on this campus that hate me and want to hurt me physically/emotionally just because I'm a black female." Other racial identities noted concerns as well. One respondent shared, "I felt as though I wasn't respected amongst my peers because I am a Latina woman." Another respondent elaborated, "I didn't feel like I belonged as an Asian American." Respondents also described the campus as "not LGBT-friendly. "One respondent reported, "Homophobic slurs yelled a lot downtown, not a LGBT-friendly environment." Another respondent explained, "Not very inviting for gay people. This has more to do with culture of the Midwest/Missouri than the university." Finally, one more respondent shared, "I was physically and verbally assaulted for my sexuality and race." Respondents who elaborated on why they seriously considered leaving cited exclusion and hostility directed at minorities.

General Challenges Sense of Belonging -Respondents who elaborated on why they seriously considered leaving described general challenges with making friends and fitting in. One respondent explained, "I feel like I don't fit in and people are exclusive and I'm not in a sorority so I have no support group, people are not welcoming" Another respondent explained, "I had a difficult time finding my place at Mizzou. I always found myself choosing between one social setting to another, in which neither I was fully immersed." Other respondent reflected specifically on their challenges with making friends. Respondents shared, "I felt like everyone else was making friends and I was not making friends" and "I felt like I had no friends and wouldn't be able to make any. It was something new for me." Another respondent added, "I just did not feel like I belonged here. I had a difficult time making friends. Also, the campus did not fee very diverse." Respondents also described loneliness. One respondent noted, "I felt lonely because making close friends to confide in was difficult at such a large school." Another respondent elaborated, "Loneliness and a feeling of not belonging. I had come to Mizzou

thinking I would be in a sorority, and when I was released from recruitment, it sent me back into a depression I had gotten over the year before." Other respondents reflected on their relationship to the wider institution. For example, one respondent shared, "Felt insignificant in the huge student body." Another respondent explained, "I felt that I did not have as much school pride as so many of my friends at other schools. They all fell in love with their schools and I found myself disliking Mizzou more and more as last year progressed." Respondents who elaborated on why they seriously considered leaving reported struggling to building lasting social connections and deepen their sense of belonging at University of Missouri-Columbia.

Graduate Students

Two hundred and twenty-four Graduate Student respondents elaborated on why they seriously considered leaving. Three themes emerged within the data: (1) challenging relationships with advisors and faculty, (2) inclusion concerns for a range of demographic identities, and (3) ways in which the protests during the Fall of 2015 impacted their sense of belonging.

Advisors & Faculty — Respondents who elaborated on why they seriously considered leaving reported poor relationships and interactions with advisors and Faculty. Respondents described Faculty as "unmotivated," "weak" and "openly xenophobic and sexist." Another respondent shared, "Negative interactions with white tenured faculty member. I was told, 'minority students are always looking for a hand out. Just work hard like everyone else!'" Another respondent added, "It is disheartening to have a professor provide little support to questions that are asked, verbally criticize and humiliate students in the online format or in any class." Regarding advising, one respondent explained, "My adviser, frankly, is a terrible person in general, and an even more terrible mentor. He has done nothing to help me progress toward completion of my degree, grow as a scientist, or develop professionally." Another respondent shared, "During my first year as a doctoral student I did not find the support to accommodate to the new environment and my advisor was disappointing." One other respondent reflected poorly on their advisor, "The school is surely not first-rate and my graduate advisor was/is not willing to work together on a meaningful project." The statement that "I experienced little support from faculty and other students" was widely echoed. One respondent elaborated, "My department at times has been

unable or unwilling to support its students - sometimes this has been demonstrated by dismissiveness toward health or financial issues, other times simply through the lack of faculty that does not allow for a broader scope of ideas, methods, and mentorship with students." Respondents who elaborated on why they seriously considered leaving noted unfavorable opinions of their respective advisors and Faculty.

Inclusion Concerns — Respondents who elaborated on why they seriously considered leaving explained that University of Missouri-Columbia "didn't feel very inclusive." Other respondents generally reflected, the "lack of inclusivity was affecting both my school work and my emotional wellbeing" and "environment does not seem inclusive or supportive." Racism and discrimination of LGBTQ people was noted most often. Respondents reflected, "the racist and homophobic climate present on campus" and "climate hostile to non-Caucasian, non-traditional students, and the LGBQT community." Addressing LGBTQ concerns, one respondent noted, "Not a strong commitment to LGBT issues and inclusion while I was a graduate student at MU." Another respondent shared, "I am transgender, and there is very little sense of queer community for graduate students on campus." Other respondents reported "Too much racial tension." Another respondent elaborated, "Missouri as a whole is much more racist than anywhere I've ever lived. I am in an interracial relationship; my husband is a minority. My husband has been called horrible names and people have even refused to talk to him." Concerns for other identities included, "difficult to be a white Hispanic male in this University," "There is very little Jewish community on campus," and "Literally had a professor tell me I should give up because of my disability." One respondent shared a poor interaction with the Title IX Office, "I am not just seriously considering leaving, I AM leaving...I reported my professor to the Title IX Office for discriminating against ...female [employees] and creating a hostile work environment for everyone and nothing was done...This place is toxic and the administration prefers to give lip service to actually addressing the issues. They only care about appearances and optics, not their students." Finally, one respondent shared their outlook on the future of inclusion at University of Missouri-Columbia, "I have no faith in MU's ability to fix cultural or climate issues. We've been talking for years and it hasn't helped." Respondents who elaborated on why they seriously considered leaving noted inclusion concerns for many different minorities on campus.

Experiences & Perceived Impacts Of The Protests — Respondents who elaborated on why they seriously considered leaving cited the protests during the Fall of 2015 as part of their rationale for wanting to leave University of Missouri-Columbia. Respondents noted, "Protests on campus were unacceptable and unsettling," "Mizzou is an embarrassment due to what happened last fall" and the "concerned students 1950 and the handling of the situation was obscene." Another respondent elaborated further, "I was ashamed of Mizzou's response to student protests. Watching the football team and a single student -- a very wealthy student -- hold the university hostage was embarrassing." Some respondents reflected on the protests in relation to their own racial identity. One respondent shared, "After last year during the CS1950 protests. I felt attacked as a white person for not openly supporting their cause." Another respondent expressed, "As a white student I supported the movement that went on during the fall 2015 semester, but since I was white I was often disrespected because of my color." One respondent articulated a sense of fear that was noted in this theme of the data also, "My first semester at Mizzou was last fall when the campus climate was extremely scary for me. I identify as a White person, but I was still scared with what was going on. I ended up leaving Columbia for two days the night of the most intense threat because I wasn't sure what was going to happen." Another respondent elaborated on how the impacts of the protests impacted their opinions of campus leaders, "Essentially, the protests that were going on and the amount of support for them made me feel like I didn't belong, as I do not agree with how the protests were being conducted, and the fact that Tim Wolfe was forced to resign showed me that the higher-ups would give i to any illegitimate protests that certain types of people would make." Respondents who elaborated on why they seriously considered leaving offered insights into how some students experienced the protests during the fall of 2015 and the impact on Graduate Students.

[dlxxvi] A chi-square test was conducted to compare percentage of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by graduate student status: $\chi^2 (6, N = 1,333) = 13.41, p < .05.$

[dlxxvii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by gender identity: $\chi^2 (6, N = 1,405) = 23.82, p < .01.$

[dlxxviii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by racial identity: $\chi^2 (6, N = 1,362) = 19.46, p < .01.$

[dxcvii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor responds to their emails. calls, or voicemails in a prompt manner by racial identity: χ^2 (6, N = 1,348) = 22.94, p < .01.

[dxcviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor responds to their emails. calls. or voicemails in a prompt manner by disability status: χ^2 (3, N = 1,388) = 10.09, p < .05.

[dxcix]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department faculty members (other than my advisor) respond to their emails. calls, or voicemails in a prompt manner by citizenship status: χ^2 (3, N = 1,402) = 16.55, p < .01.

[dc]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department faculty members (other than my advisor) respond to their emails. calls. or voicemails in a prompt manner by racial identity: χ^2 (6, N = 1,348) = 22.94, p < .01.

[dci]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department faculty members (other than my advisor) respond to their emails. calls. or voicemails in a prompt manner by income status: χ^2 (3, N = 1,373) = 11.03, p < .05.

[dcii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey department faculty members (other than my advisor) respond to their emails, calls, or voicemails in a prompt manner by disability status: χ^2 (3, N = 1,404) = 22.22, p < .001.

[dciii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department staff members (other than my advisor) respond to their emails, or voicemails in a prompt manner by graduate student status: χ^2 (6. N = 1,328) = 19.92, p < .01.

[dciv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department staff members (other than my advisor) respond to their emails. calls, or voicemails in a prompt manner by gender identity: χ^2 (3. N = 1,363) = 10.66, p < .05.

[dcv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey department staff members (other than my advisor) respond to their emails, calls, or voicemails in a prompt manner by disability status: χ^2 (3, N = 1,395) = 8.00, p < .05.

[dcvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that there are adequate opportunities for me to interact with other university faculty outside of my department by gender identity: χ^2 (6. N = 1,403) = 24.00, p < .01.

[dcvii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that there are adequate opportunities for me to interact with other university faculty outside of my department by racial identity: χ^2 (3, N = 1,285) = 8.68, p < .05.

[dcviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that there are adequate opportunities for me to interact with other university faculty outside of my department by sexual identity: χ^2 (3, N = 1,342) = 11.19, p < .05.

[dcix]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that there are adequate opportunities for me to interact with other university faculty outside of my department by disability status: χ^2 (6. N = 1,401) = 22.54. p < .01.

[dcx]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive support from their advisor to pursue personal research interests by graduate student status: χ^2 (6. N = 1,319) = 29.16, p < .001.

[dcxi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive support from their advisor to pursue personal research interests by citizenship status: χ^2 (3, N = 1,387) = 10.44, p < .05.

[dcxii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive support from their advisor to pursue personal research interests by racial identity: χ^2 (6. N = 1,348) = 14.48, p < .05.

[dcxiii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive support from their advisor to pursue personal research interests by disability status: χ^2 (6, N = 1,388) = 12.90, p < .05.

[dcxiv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they received support from my advisor to pursue personal research interests by campus employment status: χ^2 (3, N = 896) = 9.62, p < .01.

[dcxv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive due credit for my research, writing, and publishing (e.g., authorship order in published articles by graduate student status: χ^2 (6, N = 1,292) = 21.88, p < .01.

[dcxvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they receive due credit for my research, writing, and publishing (e.g., authorship order in published articles by disability status: χ^2 (3, N = 1,360) = 9.50, p < .05.

[dcxvii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they received due credit for research, writing, and publishing (e.g., authorship order in published articles).by campus employment status: χ^2 (3, N = 875) = 9.50, p < .05.

[dcxviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their department faculty members encourage them to produce publications and present research by graduate student status: χ^2 (6, N = 1,318) = 77.81, p < .001.

[dcxix]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their department faculty members encourage them to produce publications and present research by racial identity: χ^2 (6, N = 1,347) = 14.16, p < .05.

[dcxx]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that department faculty members encourage them to produce publications and present research by campus employment status: χ^2 (3, N = 897) = 14.75, p < .01.

[dcxxi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research by gender identity: χ^2 (6, N = 1,382) = 18.70, p < .01.

[dcxxii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they feel comfortable sharing their professional goals with their advisor by gender identity: χ^2 (6, N = 1,385) = 15.26, p < .05.

[dcxxiii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they feel comfortable sharing their professional goals with their advisor by citizenship status: χ^2 (3, N = 1,382) = 8.96, p < .05.

[dcxxiv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they feel comfortable sharing their professional goals with their advisor by generation status: χ^2 (3, N = 1,386) = 11.15, p < .05.

[dcxxv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by gender identity: χ^2 (2, N = 4,849) = 18.67, p < .05.

[dcxxvi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by racial identity: χ^2 (2, N = 4,773) = 73.70, p < .01.

[dcxxvii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by sexual identity: χ^2 (2, N = 4,765) = 31.46, p < .001.

[dcxxviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by military status: χ^2 (1, N = 4,691) = 13.56, p < .001.

[dcxxix]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by first generation and low income status: χ^2 (1, N = 4,857) = 8.90, p < .01.

[dcxxx] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by religious/spiritual identity: χ^2 (3, N = 4,822) = 13.86, p < .001.

[dcxxxi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by disability status: χ^2 (2, N = 4,827) = 41.90, p < .001.

[dcxxxii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by employment status: χ^2 (1, N = 4,771) = 31.30, p < .001.

[dlxxix]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by disability status: χ^2 (6, $N = 1,403$) = 18.20, $p < .01$.

[dlxxx]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by employment status: χ^2 (3, $N = 1,369$) = 8.67, $p < .01$.

[dlxxxi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they have adequate access to my advisor by graduate student status: χ^2 (6, $N = 1,334$) = 37.06, $p < .001$.

[dlxxxii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they have adequate access to my advisor by gender identity: χ^2 (6, $N = 1,405$) = 15.39, $p < .05$.

[dlxxxiii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they have adequate access to my advisor by citizenship status: χ^2 (3, $N = 1,402$) = 17.62, $p < .01$.

[dlxxxiv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they have adequate access to my advisor by racial identity: χ^2 (6, $N = 1,363$) = 25.25, $p < .001$.

[dlxxxv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they have adequate access to my advisor by disability status: χ^2 (3, $N = 1,403$) = 8.13, $p < .05$.

[dlxxxvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by graduate student status: χ^2 (6, $N = 1,322$) = 26.09, $p < .001$.

[dlxxxvii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by gender identity: χ^2 (6, $N = 1,393$) = 18.20, $p < .01$.

[dlxxxviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by citizenship status: χ^2 (3, $N = 1,390$) = 14.92, $p < .01$.

[dlxxxix]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by racial identity: χ^2 (6, $N = 1,351$) = 25.74, $p < .001$.

[dxc]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by generation status: χ^2 (3, $N = 1,394$) = 11.57, $p < .01$.

[dxci]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by religious/spiritual identity: χ^2 (9, $N = 1,379$) = 22.77, $p < .01$.

[dxcii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor provide clear expectations by disability status: χ^2 (6, $N = 1,392$) = 16.46, $p < .05$.

[dxciii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that they were satisfied with the quality of advising they have received from their department by employment status: χ^2 (3, $N = 1,358$) = 9.90, $p < .01$.

[dxciv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor responds to their emails, calls, or voicemails in a prompt manner by graduate student status: χ^2 (6, $N = 1,320$) = 30.74, $p < .001$.

[dxcv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor responds to their emails, calls, or voicemails in a prompt manner by gender identity: χ^2 (6, $N = 1,390$) = 15.57, $p < .05$.

[dxcvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated on the survey that their advisor responds to their emails, calls, or voicemails in a prompt manner by citizenship status: χ^2 (3, $N = 1,388$) = 16.72, $p < .01$.

[dcxxxiii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by housing status: χ^2 (2, $N = 4,664$) = 36.78, $p < .001$.

[dcxxxiv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by graduate student status: χ^2 (2, $N = 1,336$) = 9.01, $p < .05$.

[dcxxxv]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by income status: χ^2 (1, $N = 1,385$) = 11.03, $p < .01$.

[dcxxxvi]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by religious/spiritual identity: χ^2 (3, $N = 1,402$) = 11.38, $p < .05$.

[dcxxxvii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by disability status: χ^2 (2, $N = 1,415$) = 18.92, $p < .001$.

[dcxxxviii]A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that they seriously considered leaving University of Missouri-Columbia by employment status: χ^2 (1, $N = 1,379$) = 11.26, $p < .01$.

[dcxxxix]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by gender identity: χ^2 (8, $N = 6,250$) = 41.24, $p < .001$.

[dcxl]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by racial identity: χ^2 (8, $N = 6,133$) = 58.18, $p < .001$.

[dcxli]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by sexual identity: χ^2 (4, $N = 6,085$) = 14.71, $p < .01$.

[dcxlii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by religious identity: χ^2 (12, $N = 6,209$) = 51.16, $p < .001$.

[dcxliii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by citizenship status: χ^2 (4, $N = 6,228$) = 32.19, $p < .001$.

[dcxliv]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by military status: χ^2 (4, $N = 6,062$) = 31.04, $p < .001$.

[dcxlv]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by disability status: χ^2 (8, $N = 6,229$) = 47.36, $p < .001$.

[dcxlvi]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by first-generation and low-income status: χ^2 (8, $N = 6,133$) = 58.18, $p < .001$.

[dcxlvii]A chi-square test was conducted to compare percentages of Student respondents who thought it was likely they would leave MU without meeting their goal by housing status: χ^2 (8, $N = 6,005$) = 20.01, $p < .05$.

[dcxlviii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by undergraduate student status: χ^2 (4, $N = 4,827$) = 13.83, $p < .01$.

[dcxlix]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by gender identity: χ^2 (8, $N = 6,220$) = 42.96, $p < .001$.

[dcl]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by citizenship status: χ^2 (4, $N = 6,198$) = 35.59, $p < .001$.

[dcli]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by racial identity: χ^2 (8, $N = 6,104$) = 58.61, $p < .001$.

[dclii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by sexual identity: χ^2 (4, $N = 6,055$) = 9.73, $p < .05$.

[dcliii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by generation status: χ^2 (4, $N = 6,223$) = 10.58, $p < .05$.

[dcliv]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by generation and low income status: χ^2 (4, $N = 6,235$) = 12.49, $p < .05$.

[dclv]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by religious/spiritual identity: χ^2 (12, $N = 6,178$) = 21.59, $p < .05$.

[dclvii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by disability status: $\chi^2 (4, N = 6{,}197) = 10.53$, $p < .05$.

[dclviii]A chi-square test was conducted to compare percentages of Student respondents who intended to graduate from University of Missouri-Columbia by housing status: $\chi^2 (8, N = 5{,}976) = 48.41$, $p < .001$.

Summary

For the most part, Student responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at University of Missouri-Columbia in a very positive light.

The majority of Student respondents felt valued by faculty (73%, n = 4,537), staff (71%, n = 4,411), and other students (68%, n = 4,182) in the classroom, but fewer felt valued by senior administration (49%, n = 3,039). Student respondents also thought that University of Missouri-Columbia faculty (70%, n = 4,364), staff (59%, n = 3,631), and other students (70%, n = 4,336) were role models. Fifty-four percent (n = 3,361) of Student respondents believed that the campus climate at University of Missouri-Columbia encouraged free and open discussion of difficult topics.

Thirty-one percent (n = 1,897) of Student respondents felt faculty pre-judged their abilities based on their perception of their identity/background and (28%, n = 1,729) felt pre-judged by staff. Forty-six percent (n = 2,833) of Student respondents thought that senior administrators, 53% (n = 3,264) faculty, and 56% (n = 3,430) students have taken direct actions to address the needs of at-risk/underserved students.

Twenty-nine percent (n = 1,420) of Undergraduate Student respondents and 25% (n = 360) of Graduate/Professional Student/Post-Doctoral Scholar respondents had seriously considered leaving University of Missouri-Columbia.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of University of Missouri-Columbia's diversity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which University of Missouri-Columbia does. and should, promote diversity to shape campus climate.

The survey asked Faculty respondents[106] ($n = 1,066$) to indicate how they thought various initiatives influenced the climate at University of Missouri-Columbia if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 91). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Seventy-five percent ($n = 666$) of the Faculty respondents thought that flexibility for calculating the tenure clock was available and 25% ($n = 221$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy percent ($n = 464$) of the Faculty respondents who thought that such flexibility was available believed it positively influenced the climate and 65% ($n = 143$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-four percent ($= 580$) of the Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 37% ($n = 333$) of Faculty respondents thought that they were not available. Fifty-eight percent ($n = 335$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 68% ($n = 226$) of Faculty respondents who thought they were not available thought recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if t ey were available.

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[106] Per the request of the LCST, Administrators with Faculty Rank were ot included with Faculty respondents by position status.

Eighty-four percent (*n* = 784) of the Faculty respondents thought that diversity and inclusion training for faculty was available at University of Missouri-Columbia and 16% (*n* = 154) of Faculty respondents thought that it was not available. Fifty-seven percent (*n* = 443) of the Faculty respondents who thought that diversity and inclusion training for faculty was available believed it positively influenced the climate and 57% (*n* = 87) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-one percent (*n* = 558) of the Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 39% (*n* = 361) of Faculty respondents thought that such tool kits were not available. Fifty-nine percent (*n* = 329) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed they positively influenced the climate and 74% (*n* = 266) of Faculty respondents who did not t j nk they were available thought they would positively influence the climate if they were available.

Sixty percent (*n* = 545) of the Faculty respondents thought that supervisory training for faculty was available and 40% (*n* = 367) of Faculty respondents thought that it was not available. Fifty-seven percent (*n* = 309) of the Faculty respondents who thought that supervisory training for faculty was available believed it positively influenced the climate and 69% (*n* = 254) of Faculty respondents who did not t 1 nk supervisory training for faculty was available thought it would positively influence the climate if it were available.

Eighty-five percent (*n* = 784) of the Faculty respondents thought that access to counseling for people who had experienced harassment was available and 15% (*n* = 137) of Faculty respondents thought that such counseling was not available. Eighty-six percent (*n* = 672) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed it positively influenced the climate and 80% (*n* = 109) of Faculty respondents who did not t j nk it was available thought it would positively influence the climate if it were available.

Seventy-five percent ($n = 707$) of the Faculty respondents thought that mentorship for new faculty was available and 25% ($n = 233$) of Faculty respondents thought that faculty mentorship was not available. Eighty-nine percent ($n = 628$) of the Faculty respondents who thought that mentorship for new faculty was available believed it positively influenced the climate and 87% ($n = 203$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-three percent ($n = 677$) of the Faculty respondents thought that a clear process to resolve conflicts was available and 27% ($n = 246$) of Faculty respondents thought that such a process was not available. Eighty-five percent ($n = 578$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed it positively influenced the climate and 88% ($n = 216$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-four percent ($n = 670$) of the Faculty respondents thought that a fair process to resolve conflicts was available and 27% ($n = 241$) of Faculty respondents thought that such a process was not available. Eighty-nine percent ($n = 593$) of the Faculty respondents who thought that a fair process to resolve conflicts was available believed it positively influenced the climate and 90% ($n = 216$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-seven percent ($n = 516$) of the Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 43% ($n = 396$) of Faculty respondents thought that it was not available at University of Missouri-Columbia. Forty-seven percent ($n = 241$) of the Faculty respondents who thought that including diversity-related professional experiences as both one of the criteria for hiring of staff/faculty was available believed it positively influenced the climate and 55% ($n = 217$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-six percent (*n* = 606) of the Faculty respondents thought that diversity and inclusion training for search, promotion, and tenure committees was available at University of Missouri-Columbia and 34% (*n* = 315) of Faculty respondents thought that diversity and inclusion training for search, promotion, and tenure committees was not available. Fifty-nine percent (*n* = 356) of the Faculty respondents who thought that diversity and inclusion training for search, promotion, and tenure committees was available believed it positively influenced the climate and 69% (*n* = 216) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-nine percent (*n* = 542) of the Faculty respondents thought that career-span development opportunities for faculty at all ranks were available and 41% (*n* = 371) of Faculty respondents thought that they were not available. Seventy-seven percent (*n* = 415) of the Faculty respondents who thought that career-span development opportunities for faculty at all ranks were available believed they positively influenced the climate and 86% (*n* = 318) of Faculty respondents who did not think they available thought they would positively influence the climate if they were available.

Fifty-one percent (*n* = 464) of the Faculty respondents thought that affordable child care was available at University of Missouri-Columbia and 49% (*n* = 447) of Faculty respondents thought that it was not available. Seventy-two percent (*n* = 336) of the Faculty respondents who thought that affordable child care was available believed it positively influenced the climate and 85% (*n* = 378) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-two percent (*n* = 559) of the Faculty respondents thought that support/resources for spouse/partner employment were available and 38% (*n* = 345) of Faculty respondents thought that they were not available. Seventy-three percent (*n* = 405) of the Faculty respondents who thought that support/resources for spouse/partner employment were available believed they positively influenced the climate and 85% (*n* = 293) of Faculty respondents who did not think they was available thought they would positively influence the climate if they were available.

Sixty-two percent ($n = 551$) of the Faculty respondents thought that support via constituent-based support groups were available and 38% ($n = 342$) of Faculty respondents thought that they were not available. Sixty-four percent ($n = 354$) of the Faculty respondents who thought that support via constituent-based support groups were available believed they positively influenced the climate and 77% ($n = 263$) of Faculty respondents who did not think they was available thought they would positively influence the climate if they were available.

Sixty-four percent ($n = 582$) of the Faculty respondents thought that a location for informal networking was available at University of Missouri-Columbia and 36% ($n = 323$) of Faculty respondents thought that it was not available. Fifty-eight percent ($n = 336$) of the Faculty respondents who thought that a location for informal networking was available believed it positively influenced the climate and 69% ($n = 223$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 91. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at University of Missouri-Columbia								Initiative NOT available at University of Missouri-Columbia							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing flexibility for calculating the tenure clock	464	69.7	172	25.8	30	4.5	666	75.1	143	64.7	49	22.2	29	13.1	221	24.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	335	57.8	181	31.2	64	11.0	580	63.5	226	67.9	81	24.3	26	7.8	333	36.5
Providing diversity and inclusion training for faculty	443	56.5	249	31.8	92	11.7	784	83.6	87	56.5	47	30.5	20	13.0	154	16.4
Providing faculty with tool-kits to create an inclusive classroom environment	329	59.0	183	32.8	46	8.2	558	60.7	266	73.7	78	21.6	17	4.7	361	39.3
Providing faculty with supervisory training	309	56.7	188	34.5	48	8.8	545	59.8	254	69.2	92	25.1	21	5.7	367	40.2
Providing access to counseling for people who have experienced harassment	672	85.7	101	12.9	11	1.4	784	85.1	109	79.6	19	13.9	9	6.6	137	14.9
Providing mentorship for new faculty	628	88.8	73	10.3	6	0.8	707	75.2	203	87.1	22	9.4	8	3.4	233	24.8
Providing a clear process to resolve conflicts	578	85.4	92	13.6	7	1.0	677	73.3	216	87.8	19	7.7	11	4.5	246	26.7
Providing a fair process to resolve conflicts	593	88.5	72	10.7	5	0.7	670	73.5	216	89.6	12	5.0	13	5.4	241	26.5
Including diversity-related professional experiences as one	241	46.7	149	28.9	126	24.4	516	56.6	217	54.8	115	29.0	64	16.2	396	43.4

Table 91. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at University of Missouri-Columbia								Initiative NOT available at University of Missouri-Columbia							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
of the criteria for hiring of staff/faculty																
Providing diversity and inclusion training to search, promotion and tenure committees	356	58.7	162	26.7	88	14.5	606	65.8	216	68.6	62	19.7	37	11.7	315	34.2
Providing career span development opportunities for faculty at all ranks	415	76.6	119	22.0	8	1.5	542	59.4	318	85.7	44	11.9	9	2.4	371	40.6
Providing affordable childcare	336	72.4	110	23.7	18	3.9	464	50.9	378	84.6	52	11.6	17	3.8	447	49.1
Providing support/resources for spouse/partner employment	405	72.5	131	23.4	23	4.1	559	61.8	293	84.9	38	11.0	14	4.1	345	38.2
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty)	354	64.2	126	22.9	71	12.9	551	61.7	263	76.9	56	16.4	23	6.7	342	38.3
Providing faculty a location for informal networking (e.g., University Club)	336	57.7	230	39.5	16	2.7	582	64.3	223	69.0	89	27.6	11	3.4	323	35.7

Note: Table reports only Faculty responses (*n* = 1,066).

One hundred thirty-three Faculty respondents elaborated on their opinions of institutional actions. Two overall themes emerged: (1) criticism of the current diversity training initiatives and (2) perceptions of reverse discrimination as a result of recent institutional actions and emphasis on inclusion.

Critiques Of Diversity Training — Respondents who elaborated on institutional initiatives offered critiques and challenges to the current diversity training practices and policies. Respondents commented on the online trainings. One respondent explained, "Meaningful diversity training, etc, might be nice. This online bullshit every year is stupid." Another respondent noted, "Imposition of required online diversity training modules on faculty has created a lot of anger'." Other respondents expressed a desire for less training and perceived low efficacy of the current training. For example, one respondent shared, "OMG please stop with the diversity and inclusion emphasis already." Another respondent elaborated, "The diversity and inclusion training is unfortunately a joke. I have participated in various programs since 1979 (yes, really) and it has no impact." Particularly noting the lack of desired impact and effectiveness of trainings, one respondent explained, "Making people attend workshops or online programs on racial diversity negatively influences the climate. It should be a choice and not forced." One respondent echoed this sentiment, noting, "Why is one suggestion always more training. I have so many certificates for this and that and I am not sure it changes much. New ways are needed." Respondents who elaborated on institutional initiatives described shortcomings of the diversity training currently in place.

Reverse Discrimination — Respondents who elaborated on their opinions about institutional initiatives reported reverse discrimination of self identified White people or observation of the White community at the University of Missouri. One respondent shared, "We need to be cautious of over-reacting and creating an atmosphere of reverse discrimination." Another respondent noted, "Any favoritism to minorities or "special groups" is the same as racism." Yet another respondent explained, "People not visibly fitting into the minority category are now being discriminated against." Other respondents perceived a lack of institutional support for White people. One respondent questioned, "what about whites - provide support for colored but not whites?????" Another respondent noted, "It becomes very tiring to hear certain people are born

into privilege and therefore their accomplishments are unearned and they are perpetual racists and can never be a victim because they are not protected." Lastly, one respondent explained, "The minority is always concerned and usually blame the majority for their plight instead of moving forward and improving their lives." Respondents reported a range of perceived negative impacts of discrimination of White people.

The survey asked Staff respondents[107] (n = 2,601) to respond regarding similar initiatives, which are listed in Table 92. Ninety-two percent (n = 2,249) of the Staff respondents thought that diversity and inclusivity training for staff was available at University of Missouri-Columbia and 8% (n = 198) of Staff respondents thought that it was not available. Sixty-two percent (n = 1,393) of the Staff respondents who thought that diversity and inclusivity training for staff was available believed it positively influenced the climate and 54% (n = 107) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Ninety percent (n = 2,184) of the Staff respondents thought that access to counseling for people who had experienced harassment was available at University of Missouri-Columbia and 10% (n = 233) of Staff respondents thought that such access to counseling was not available. Eighty-four percent (n = 1,844) of the Staff respondents who thought that access to counseling for people who had experienced harassment was available believed it positively influenced the climate and 63% (n = 146) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-one percent (n = 1,948) of the Staff respondents thought that supervisory training for supervisors/managers was available and 19% (n = 458) of Staff respondents thought that such training was not available. Eighty-one percent (n = 1,583) of the Staff respondents who thought that supervisory training for supervisors/managers was available believed it positively influenced the climate and 84% (n = 384) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-seven percent (n = 1,817) of the Staff respondents thought that supervisory training for faculty was available and 23% (n = 533) of Staff respondents thought that such training was not available. Eighty percent (n = 1,447) of the Staff respondents who thought that supervisory training for faculty was available believed it positively influenced the climate and 84% (n = 449)

[107] Per the request of the LCST, Senior Administrators without Faculty Rank were included with Staff respondents for analyses by staff status.

of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-five percent (n = 1,545) of the Staff respondents thought that mentorship for new staff was available and 35% (n = 843) of Staff respondents thought that staff mentorship was not available. Eighty-three percent (n = 1,281) of the Staff respondents who thought that mentorship for new staff was available believed it positively influenced the climate and 87% (n = 734) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent (n = 1,870) of the Staff respondents thought that a clear process to resolve conflicts was available at University of Missouri-Columbia and 21% (n = 493) of Staff respondents thought that such a process was not available. Eighty-three percent (n = 1,544) of the Staff respondents who thought that a clear process to resolve conflicts was available believed it positively influenced the climate and 85% (n = 419) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent (n = 1,860) of the Staff respondents thought that a fair process to resolve conflicts was available at University of Missouri-Columbia and 21% (n = 501) of Staff respondents thought that such a process was not available. Eighty-five percent (n = 1,580) of the Staff respondents who thought that a fair process to resolve conflicts was available believed it positively influenced the climate and 85% (n = 425) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-two percent (n = 1,688) of the Staff respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 28% (n = 643) of Staff respondents thought that it was not available. Fifty-three (n = 898) of the Staff respondents who thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed it positively influenced the climate and 60% (n = 384) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent ($n = 1,898$) of the Staff respondents thought that career development opportunities for staff were available and 21% ($n = 491$) of Staff respondents thought that they were not available. Eighty-six percent ($n = 1,631$) of the Staff respondents who thought that career development opportunities for staff were available believed it positively influenced the climate and 87% ($n = 425$) of Staff respondents who did not think such opportunities were available thought it would positively influence the climate if they were available.

Fifty-seven percent ($n = 1,338$) of the Staff respondents thought that affordable child care was available at University of Missouri-Columbia and 43% ($n = 1,020$) of Staff respondents thought that it was not available. Seventy-six percent ($n = 1,019$) of the Staff respondents who thought that affordable child care was available believed it positively influenced the climate and 85% ($n = 868$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-one percent ($n = 1,404$) of the Staff respondents thought that support/resources for spouse/partner employment were available and 39% ($n = 911$) of Staff respondents thought that they were not available. Sixty-seven percent ($n = 945$) of the Staff respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 77% ($n = 703$) of Staff respondents who did not think they were available thought they would positively influence the climate if they were available.

Sixty-six percent ($n = 1,516$) of the Staff respondents thought that support via constituent-based support groups was available and 34% ($n = 785$) of Staff respondents thought that it was not available. Fifty-nine percent ($n = 888$) of the Staff respondents who thought that support via constituent-based support groups was available believed it positively influenced the climate and 69% ($n = 544$) of Staff respondents who did not think it was available thought it would positively influence the climate if they were available.

Sixty-three percent ($n = 1,473$) of the Staff respondents thought that a location for informal networking for staff was available and 37% ($n = 854$) of Staff respondents thought that it was not

available. Fifty-nine percent ($n = 865$) of the Staff respondents who thought that a location for informal networking for staff was available believed it positively influenced the climate and 71% ($n = 606$) of Staff respondents who did not think it was available thought it would positively influence the climate if they were available.

Table 92. Staff respondents Respondents' Perceptions of Institutional Initiatives

	Initiative available at University of Missouri-Columbia								Initiative NOT available at University of Missouri-Columbia							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for staff	1,393	61.9	693	30.8	163	7.2	2,249	91.9	107	54.0	58	29.3	33	16.7	198	8.1
Providing access to counseling for people who have experienced harassment	1,844	84.4	314	14.4	26	1.2	2,184	90.4	146	62.7	43	18.5	44	18.9	233	9.6
Providing supervisors/managers with supervisory training	1,583	81.3	335	17.2	30	1.5	1,948	81.0	384	83.8	39	8.5	35	7.6	458	19.0
Providing faculty supervisors with supervisory training	1,447	79.6	348	19.2	22	1.2	1,817	77.3	449	84.2	49	9.2	35	6.6	533	22.7
Providing mentorship for new staff	1,281	82.9	241	15.6	23	1.5	1,545	64.7	734	87.1	79	9.4	30	3.6	843	35.3
Providing a clear process to resolve conflicts	1,544	82.6	293	15.7	33	1.8	1,870	79.1	419	85.0	37	7.5	37	7.5	493	20.9
Providing a fair process to resolve conflicts	1,580	84.9	248	13.3	32	1.7	1,860	78.8	425	84.8	40	8.0	36	7.2	501	21.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	898	53.2	502	29.7	288	17.1	1,688	72.4	384	59.7	165	25.7	94	14.6	643	27.6
Providing career development opportunities for staff	1,631	85.9	251	13.2	16	0.8	1,898	79.4	425	86.6	37	7.5	29	5.9	491	20.6
Providing affordable childcare	1,019	76.2	293	21.9	26	1.9	1,338	56.7	868	85.1	118	11.6	34	3.3	1,020	43.3
Providing support/resources for spouse/partner employment	945	67.3	407	29.0	52	3.7	1,404	60.6	703	77.2	175	19.2	33	3.6	911	39.4

Table 92. Staff respondents Respondents' Perceptions of Institutional Initiatives

	Initiative available at University of Missouri-Columbia								Initiative NOT available at University of Missouri-Columbia							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff)	888	58.6	433	28.6	195	12.9	1,516	65.9	544	69.3	161	20.5	80	10.2	785	34.1
Providing staff a location for informal networking (e.g., University Club)	865	58.7	572	38.8	36	2.4	1,473	63.3	606	71.0	219	25.6	29	3.4	854	36.7

Note: Table reports only Staff respondents responses (*n* = 2,601).

Three hundred two Staff respondents elaborated on their opinions of institutional actions. Two themes also emerged: (1) criticism of diversity training initiatives and suggestions for improvement and (2) perceived negative impacts of the current level of emphasis on diversity.

Critiques Of Diversity Training — Staff respondents who elaborated on their opinions of institutional actions offered a wide range of criticism of diversity training initiatives and suggestions for improvement. One respondent elaborated, "It appears the response to most surveys trickle down to the staff becoming required to take additional diversity/inclusion training. Perhaps, this is NOT where all the issues lay. Students and faculty need this same training. But mandatory training does not in and of itself correct issues that occur." Another respondent stressed the perceived need for student training, "Inclusion training is needed for all students, particularly the ones that are current students because that is where all of the problems are coming from." Other respondents elaborated on the delivery and perceived impact of diversity training. One respondent noted, "In lieu of online diversity training, it would be more valuable to have some in-person training through small group discussions or a mentor program." Another respondent added, "I feel that diversity "training" has little effect, especially if it's an online power point people will click through mindlessly." Similarly, another respondent explained, "I wholeheartedly support diversity educational opportunities but please stop calling it training. No one enjoys training and the word implies it's something that's required or forced. Also, the required video seminars and quizzes are completely worthless." Some respondents elaborated on the perception that diversity training is not needed altogether. For example, one respondent noted, "I will repeat myself- WE DON'T NEED DIVERSITY AND INCLUSION TRAINING AT MU- You people let yourselves be buffaloed by a b n ch of people craving attention and who did not lodge a single specific complaint." Another respondent shared, "I don't think we should be forced to take training for issues a few have caused." Respondents who elaborated on their opinions of institutional actions noted concerns with the current diversity training practices and hopes for changes to those practices in the future.

Less Focus On Diversity & Perceived Minorities — Respondents who elaborated on their opinions of institutional actions described the perception that focus less on diversity would improve the climate. One respondent shared, "When we separate people into different races,

sexes, sexual orientation - we see them as separate. If we want to stop the segregation - then stop seeing and treating each other as different. Treat each person as one race - the Human Race..." Another respondent echoed do "not segregate campus into groups." Another respondent reported, "I disagree with anything that continues to segregate. I do not want to be in a group just for women. I want to feel equal with my male peers." Further, other respondents cautioned, "You are fanning the flames of racism" and fostering "division and exclusion by separating people into groups and singling out one group against the other." One respondent explained, "I think all this focus on diversity and inclusion is making the climate worse. No one feels comfortable. Soon no one will speak to each other for fear of offending someone. Way too sensitive about everything." Finally, one respondent questioned, "Is Affirmative Action considered institutional racism? Should it be eliminated?" Respondents who elaborated on their opinions of institutional actions reported concerns and perceived negative impacts of the current level of emphasis on diversity.

Student respondents ($n = 6,285$) also were asked to respond regarding a similar list of initiatives, provided in Table 93. Eighty-seven percent ($n = 5,127$) of the Student respondents thought that diversity and inclusivity training for students was available at University of Missouri-Columbia and 13% ($n = 743$) of Student respondents thought that it was not available. Fifty-seven percent ($n = 2,940$) of the Student respondents who thought that diversity and inclusivity training for students was available believed it positively influenced the climate and 60% ($n = 442$) of Student respondents who did not t i nk it was available thought it would positively influence the climate if it were available.

Eighty-eight percent ($n = 5,097$) of the Student respondents thought that diversity and inclusivity training for staff was available at University of Missouri-Columbia and 13% ($n = 729$) of Student respondents thought that it was not available. Sixty-seven percent ($n = 3,408$) of the Student respondents who thought that that diversity and inclusivity training for staff was available believed it positively influenced the climate and 70% ($n = 510$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-seven percent ($n = 5,035$) of the Student respondents thought that diversity and inclusivity training for faculty was available at University of Missouri-Columbia and 13% ($n = 731$) of Student respondents thought that it was not available. Sixty-eight percent ($n = 3,400$) of the Student respondents who thought that that diversity and inclusivity training for faculty was available believed it positively influenced the climate and 72% ($n = 529$) of Student respondents who did not hini it was available thought it would positively influence the climate if it were available.

Seventy-eight percent ($n = 4,470$) of the Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 23% ($n = 1,296$) of Student respondents thought that such a person was not available. Seventy-two percent ($n = 3,228$) of the Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 77% ($n = 994$) of Student

respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-six percent (n = 4,376) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 24% (n = 1,371) of Student respondents thought that such a resource was not available. Seventy percent (n = 3,077) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 74% (n = 1,008) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-five percent (n = 4,291) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 25% (n = 1,440) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-six percent (n = 3,242) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 82% (n = 1,187) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 74% (n = 4,230) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at University of Missouri-Columbia and 26% (n = 1,490) of Student respondents thought that increasing opportunities for dialogue were not available. Seventy-five percent (n = 3,191) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available believed they positively influenced the climate and 83% (n = 1,240) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-four percent (n = 4,215) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at University of Missouri-Columbia and 26% (n = 1,500) of Student respondents thought that it was

not available. Sixty-six percent (n = 2,788) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed it positively influenced the climate and 72% (n = 1,086) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-nine percent (n = 4,516) of the Student respondents thought that effective faculty mentorship of students was available and 21% (n = 1,189) of Student respondents thought that it was not available. Eighty-two percent (n = 3,694) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 84% (n = 996) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-seven percent (n = 4,976) of the Student respondents thought that effective academic advising was available at University of Missouri-Columbia and 13% (n =727) of Student respondents thought that it was not available. Eighty-five percent (n = 4,207) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 83% (n = 606) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-four percent (n = 4,796) of the Student respondents thought that diversity training for student staff (e.g., student union, resident assistants) was available and 16% (n = 907) of Student respondents thought that it was not available. Sixty-six percent (n = 3,161) of the Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was available believed it positively influenced the climate and 73% (n = 660) of Student respondents who did not think it was available thought it would positively influence the climate at University of Missouri-Columbia if it were available.

Sixty-six percent (n = 3,776) of the Student respondents thought that affordable child care was available and 34% (n = 1,920) of Student respondents thought that it was not available. Seventy

percent (*n* = 2,659) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 80% (*n* = 1,529) of Student respondents who did not t ı nk it was available thought it would positively influence the climate at University of Missouri-Columbia if it were available.

Sixty-seven percent (*n* = 3,781) of the Student respondents thought that adequate child care was available and 33% (*n* = 1,885) of Student respondents thought that it was not available. Seventy-two percent (*n* = 2,727) of the Student respondents who thought that adequate child care was available believed it positively influenced the climate and 80% (*n* = 1,504) of Student respondents who did not t ı nk it was available thought it would positively influence the climate at University of Missouri-Columbia if it were available.

Sixty-eight percent (*n* = 3,843) of the Student respondents thought that support/resources for spouse/partner employment were available and 32% (*n* = 1,835) of Student respondents thought that they were not available. Seventy-one percent (*n* = 2,713) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 76% (*n* = 1,385) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty-one percent (*n* = 4,600) of the Student respondents thought that adequate social space for students was available and 19% (*n* = 1,101) of Student respondents thought that it was not available. Seventy-seven percent (*n* = 3,518) of the Student respondents who thought that adequate social space for students was available believed it positively influenced the climate and 75% (*n* = 824) of Student respondents who did not think it was available thought it would positively influence the climate if they were available.

Table 93. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at University of Missouri-Columbia								Initiative NOT available at University of Missouri-Columbia							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for students	2,940	57.3	1,743	34.0	444	8.7	**5,127**	**87.3**	442	59.5	217	29.2	84	11.3	**743**	**12.7**
Providing diversity and inclusion training for staff.	3,408	66.9	1,423	27.9	266	5.2	**5,097**	**87.5**	510	70.0	163	22.4	56	7.7	**729**	**12.5**
Providing diversity and inclusion training for faculty	3,400	67.5	1,375	27.3	260	5.2	**5,035**	**87.3**	529	72.4	150	20.5	52	7.1	**731**	**12.7**
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs)	3,228	72.2	1,037	23.2	205	4.6	**4,470**	**77.5**	994	76.7	219	16.9	83	6.4	**1,296**	**22.5**
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs)	3,077	70.3	1,031	23.6	268	6.1	**4,376**	**76.1**	1,008	73.5	253	18.5	110	8.0	**1,371**	**23.9**
Increasing opportunities for cross-cultural dialogue among students	3,242	75.6	898	20.9	151	3.5	**4,291**	**74.9**	1,187	82.4	192	13.3	61	4.2	**1,440**	**25.1**
Increasing opportunities for cross-cultural dialogue between faculty, staff and students	3,191	75.4	896	21.2	143	3.4	**4,230**	**74.0**	1,240	83.2	199	13.4	51	3.4	**1,490**	**26.0**

Table 93. Student Respondents' Perceptions of Institutional Initiatives

| | Initiative available at University of Missouri-Columbia | | | | | | | | Initiative NOT available at University of Missouri-Columbia | | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,788	66.1	1,030	24.4	397	9.4	4,215	73.8	1,086	72.4	291	19.4	123	8.2	1,500	26.2
Providing effective faculty mentorship of students	3,694	81.8	748	16.6	74	1.6	4,516	79.2	996	83.8	147	12.4	46	3.9	1,189	20.8
Providing effective academic advising	4,207	84.5	702	14.1	67	1.3	4,976	87.3	606	83.4	78	10.7	43	5.9	727	12.7
Providing diversity training for student staff (e.g., student union, resident assistants)	3,161	65.9	1,338	27.9	297	6.2	4,796	84.1	660	72.8	189	20.8	58	6.4	907	15.9
Providing affordable childcare	2,659	70.4	1,027	27.2	90	2.4	3,776	66.3	1,529	79.6	329	17.1	62	3.2	1,920	33.7
Providing adequate childcare resources	2,727	72.1	965	25.5	89	2.4	3,781	66.7	1,504	79.8	322	17.1	59	3.1	1,885	33.3
Providing support/resources for spouse/partner employment	2,713	70.6	1,035	26.9	95	2.5	3,843	67.7	1,385	75.5	397	21.6	53	2.9	1,835	32.3
Providing adequate social spaces	3,518	76.5	947	20.6	135	2.9	4,600	80.7	824	74.8	215	19.5	62	5.6	1,101	19.3

Note: Table reports only Student responses (*n* = 6,285).

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Six hundred seven Student respondents elaborated on their opinions of institutional actions. Three overall themes emerged from Student respondents: (1) concerns about current diversity training practices, (2) the perceived lack of effectiveness in current support systems, and (3) perceived reverse discrimination.

Concerns About Diversity Training — Some respondents described perceived short-comings in tandem with the online platform of delivery. Respondents shared, "AN ONLINE MODULE DOES NOT END RACISM, SEXISM OR IGNORANCE" and "They come from their hometowns and families with certain biases that I don't think an online training would change." Other respondents noted concerns about diversity training and allocation of financial resource to do so. One respondent noted, "Forcing students to attend and pay for 'diversity training' will only aggrevate them." Another respondent echoed, "Diversity and inclusion training is unfortunately a waste of time and money for the University." Other respondents simply did not have any faith in diversity training to inspire growth or change. For example, one respondent elaborated, "Having a mandatory diversity and inclusion training is a great way to get students to learn about what is going on and what to do, but it most likely will not impact change." Similarly, other respondents shared, "People will still maintain their values they were raised on," "Nothing will change people, If they are racist, they are racist" and "You won't change people who don't care." Some respondents offered suggestions that they thought would make diversity training efforts more effective. One respondent explained, "The best way to get past any of these incidents is understanding the opposing side. Not just hearing the opposing side: understanding it." Another respondent noted, "The people that want to use the programs will and the people who are forced to use them not take them seriously." Finally, one respondent summarized the contributions and concerns of many with the statement: "Universities need to balance student's First Amendment free speech rights with creating an environment where all students can thrive. I don't know how that happens, but good luck y'all."

Unaware Of & Perceived Ineffective Support Systems — Respondents who elaborated on their opinions of institutional actions noted that they were often "unaware" or "unsure" if the items listed in the question were available. Respondents reflected, "I am not sure about a lot of that stuff " and "I am not sure to what degree many of these are available at MU." Another

respondent explained, "I'm honestly not sure which, if any, of these initiatives are available at Mizzou but they would all be helpful. It seems as if we might have less than satisfactory versions of some of them. Doing anything half-ass is a waste of time though." Other respondents noted specific areas where the support systems in place were not perceived as effective. One respondent shared, "The academic advising needs some major work, more people that know what they are doing." Another respondent echoed, "The academic advising really truly sucks." Other respondents noted, "affordable on campus childcare for professors and students" and "Please address child care at the University. Every campus needs a facility that can care for children." Other respondents added, "We should be more concerned with job placement" and "Support for spouse health care for a student who is already paying his health care from his own pocket." Respondents who elaborated on their opinions of institutional actions largely confessed to be unaware of what support systems were available or not. Additionally, respondents reported a perceived lack of effectiveness of several of the current support systems in place.

Reverse Discrimination — Respondents who elaborated on their opinions of institutional actions noted perceptions of reverse discrimination and perceived negative impacts of identity-based support and awareness. Some respondents described discrimination against White people. One respondent explained, "Right now, only certain demographics are free to express their opinions. White males risk being labeled as sexist/racist, which makes them afraid to even attempt to discuss sensitive topics. This increases hostility and perpetuates divide and exclusion." Another respondent added, "Mizzou has dealt way too much with appealing to minorities while totally disregarding white students." Other respondent reported efforts addressing inclusion actually have the adverse impact, for example, "I think that surveys like this make the racism problem worse." Another respondent added, "Forced "appreciation" of diversity makes students who have had little previous interaction (or exclusively negative interaction) MORE biased towards outgroups." Other respondents displayed strong feelings towards inclusion efforts. Respondents noted, "You don't need a safe space, grow up," "People are sick of the university trying to be so politically correct" and "I feel as though it is unnecessary to pander to every student group that thinks there is an issue." These sentiments were acknowledged other respondents who seemed to not share their beliefs by recognize their presence on campus. One respondent elaborated, "Sometimes when we try to push things like the Citizenship at MU, there is a giant backlash

from kids who complain that there is no white, male, christian, upper middle class help and I disagree with them, but they are still there and I don't know how to combine their wants with whats best for everyone." Another respondent acknowledged, " think institutional action must be taken, and at present, there is a small but vocal minority claiming 'reverse racism' or something else as ridiculous, who oppose diversity training, etc. and the administration often seems to cow to that group." Respondents who elaborated on their opinions of institutional actions reported a range of concerns and perceptions about the impact of identity-based support and awareness.

Summary

Perceptions of University of Missouri-Columbia's actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that some of the initiatives were not available on University of Missouri-Columbia's campus. If, in fact, these initiatives are available, University of Missouri-Columbia would benefit from better publicizing all that the University of Missouri-Columbia offers to positively influence the campus climate.

Summary

Perceptions of University of Missouri-Columbia's actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that some of the initiatives were not available on University of Missouri-Columbia's campus. If, in fact, these initiatives are available, University of Missouri-Columbia would benefit from better publicizing all that the University of Missouri-Columbia offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of University of Missouri-Columbia's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within University of Missouri-Columbia, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the University of Missouri-Columbia community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by University of Missouri-Columbia community members at the outset of this project. Also, as recommended by University of Missouri-Columbia's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #118, #119, and #120)

Appendix D – Survey: *University of Missouri-Columbia Climate for Learning, Living, and Working*

Appendix A
Cross Tabulations by Selected Demographics

Crosstabs of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student/Professional Student/Post-Doctoral Scholar		Faculty/Senior Administrator with Faculty Rank		Staff/Senior Administrator without Faculty Rank		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity	Woman	3,087	63.5	826	57.9	511	47.9	1,675	64.4	6,099	61.3
	Man	1,693	34.8	559	39.2	516	48.4	861	33.1	3,629	36.5
	Transspectrum	71	1.5	34	2.4	12	1.1	24	0.9	141	1.4
	Unknown/Missing/Other	8	0.2	7	0.5	27	2.5	41	1.6	83	0.8
Racial identity	African/Black/African American	283	5.8	61	4.3	25	2.3	132	5.1	501	5.0
	American Indian/Native/Alaskan Native	11	0.2	4	0.3	0	0.0	8	0.3	23	0.2
	Asian/Asian American	158	3.3	192	13.5	63	5.9	49	1.9	462	4.6
	Hispanic/Latin@/Chican@	82	1.7	36	2.5	23	2.2	30	1.2	171	1.7
	Middle Eastern/Southwest Asian	17	0.3	30	2.1	3	0.3	4	0.2	54	0.5
	Multiracial	337	6.9	76	5.3	36	3.4	133	5.1	582	5.8
	Native Hawaiian/Pacific Islander	5	0.1	1	0.1	1	0.1	3	0.1	10	0.1
	White/European American	3,882	79.9	976	68.4	845	79.3	2,148	82.6	7,851	78.9
	Unknown/Missing/Other	84	1.7	50	3.5	70	6.6	94	3.6	298	3.0

Crosstabs of Level 1 Demographic Categories by Primary Status (cont.)

		Undergraduate Student		Graduate Student/Profession al Student/Post-Doctoral Scholar		Faculty/Senior Administrator with Faculty Rank		Staff/Senior Administrator without Faculty Rank		Total	
		n	%	*n*	%	*n*	%	*n*	%	*n*	%
Sexual identity	Asexual	20	0.4	9	0.6	1	0.1	1	0.0	31	0.3
	Heterosexual	4,286	88.2	1206	84.6	933	87.5	2,273	87.4	8,698	87.4
	LGBQ	461	9.5	151	10.6	60	5.6	185	7.1	857	8.6
	Unknown/Missing	92	1.9	60	4.2	72	6.8	142	5.5	366	3.7
Citizenship status	Not-U.S.-Citizen/Naturalized	263	5.4	300	21.0	167	15.7	159	6.1	889	8.9
	U.S. Citizen	4,566	94.0	1,117	78.3	880	82.6	2,425	93.2	8,988	90.3
	Unknown/Missing	30	0.6	9	0.6	19	1.8	17	0.7	75	0.8
Disability status	Multiple Disabilities	159	3.3	52	3.6	28	2.6	97	3.7	336	3.4
	No Disability	4,240	87.3	1,253	87.9	961	90.2	2,316	89.0	8,770	88.1
	Single Disability	430	8.8	113	7.9	60	5.6	164	6.3	767	7.7
	Unknown/Missing/Other	30	0.6	8	0.6	17	1.6	24	0.9	79	0.8
Religious/Spiritual Identity	Additional Religious/Spiritual Affiliation	214	4.4	140	9.8	93	8.7	91	3.5	538	5.4
	Christian Affiliation	3,138	64.6	632	44.3	530	49.7	1,568	60.3	5,868	59.0
	No Affiliation	1,330	27.4	565	39.6	336	31.5	753	29.0	2,984	30.0
	Multiple Affiliations	142	2.9	67	4.7	49	4.6	102	3.9	360	3.6
	Unknown/Missing	35	0.7	22	1.5	58	5.4	87	3.3	202	2.0

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty who are male)

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1 **What is your primary position at MU? (Question 1)**

Position	n	%
Undergraduate student	**4,859**	**48.8**
Started at MU as a first-year student	4,320	88.9
Transferred to MU from another institution	539	11.1
Graduate/professional student	**1,367**	**13.7**
Doctoral degree candidate (e.g., P D. EdD)	664	48.6
Graduate certificate	28	2.0
Professional degree candidate (e.g., MD. DDS. JD. PharmD. OD)	225	16.5
Master's degree candidate	450	32.9
Post doctoral scholar/fellow/resident	**59**	**0.6**
Faculty – tenured	**326**	**3.3**
Assistant professor	1	0.3
Associate professor	151	46.3
Professor	174	53.4
Librarian	0	0.0
Faculty – tenure-track	**117**	**1.2**
Assistant professor	91	77.8
Associate professor	13	11.1
Professor	13	11.1
Librarian	0	0.0
Faculty – non-tenure-track	**464**	**4.7**
Lecturer	20	4.3
Adjunct/visiting	42	9.1
Research line faculty	16	3.4
Professor of practice	51	11.0
Teaching faculty	173	37.3

Table B1 **(cont.)**

Position	*n*	%
Adjunct	25	*14.5*
Assistant professor	74	*42.8*
Associate professor	55	*31.8*
Professor	19	*11.0*
Clinical faculty	84	18.1
Adjunct	6	*7.1*
Assistant professor	34	*40.5*
Associate professor	30	*35.7*
Professor	12	*14.3*
Missing	2	*2.4*
Research faculty	55	11.9
Adjunct	4	*7.3*
Assistant professor	36	*65.5*
Associate professor	8	*14.5*
Professor	7	*12.7*
Librarian	23	5.0
Emeritus faculty	**45**	**0.5**
Research scientist	**43**	**0.4**
Administrator with faculty rank	**71**	**0.7**
Administrator without faculty rank	**72**	**0.7**
Staff – hourly	**1,317**	**13.2**
Executive	21	1.6
Management	32	2.4
Supervisor	147	11.2
Support	1,117	84.8
Staff – salary	**1,119**	**11.2**
Executive	42	3.8
Management	328	29.3
Supervisor	235	21.0
Support	514	45.9
Staff – contract	**33**	**0.3**
Staff – u ion	**60**	**0.6**

Note: No missing data exists for the prima y categories in this question; all respondents were required to select an answer. Missing data exists for the sub-categories, as indicated.

Table B2. Faculty/Staff only: **Are you benefit eligible? (Question 3)**

Benefit eligible	n	%
Yes	3,441	93.8
No	222	6.1
Missing	4	0.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 3,667).

Table B3. **Are you full-time or part-time in that primary position? (Question 4)**

Status	n	%
Full-time	9,420	94.7
Part-time	519	5.2
Missing	13	0.1

Table B4. **What is your primary MU campus location? (Question 5)**

Status	n	%
Columbia campus	9,572	96.2
Extension offices	156	1.6
Research farms	24	0.2
Other MU campus	190	1.9
Missing	10	0.1

Table B5. Students only: **What percentage of your classes have you taken exclusively online? (Question 6)**

Status	n	%
100%	108	1.7
76% - 99%	88	1.4
51% - 75%	57	0.9
26% - 50%	248	3.9
0% - 25%	5,776	91.9
Missing	8	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B6. **What is your birth sex (assigned)? (Question 49)**

Birth sex	*n*	%
Female	6.175	62.0
Intersex	5	0.1
Male	3.691	37.1
Missing	81	0.8

Table B7. **What is your gender/gender identity? (Mark all that apply.) (Question 50)**

Gender identity	*n*	%
Genderqueer	31	0.3
Man	3,629	36.5
Non-binary	34	0.3
Transgende·	15	0.2
Woman	6,099	61.3
A gender not listed here	61	0.6
Missing	83	0.8

Table B8. **What is your current gender expression? (Question 51)**

Gender expression	*n*	%
Androgynous	128	1.3
Feminine	6,010	60.4
Masculine	3,572	35.9
A gender expression not listed here	86	0.9
Missing	156	1.6

Table B9. **What is your citizenship/immigration status i the U.S.? (Question 52)**

Citizenship status	n	%
A visa holder (such as F-1, J-1. H1-B, a d U)	343	3.4
Currently under a withholding of removal status	0	0.0
DACA (Deferred Action for Childhood Arrival)	0	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Other legally documented status	5	0.1
Permanent resident	220	2.2
Refugee status	2	0.0
Undocumented resident	1	0.0
U.S. citizen, birth	8,988	90.3
U.S. citizen, naturalized	318	3.2
Missing	75	0.8

Table B10. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 53)

Racial/ethnic identity	n	%
African/Black/African American	636	6.4
Alaska Native	14	0.1
American Indian/Native	220	2.2
Asian/Asian American	580	5.8
Hispanic/Latin@/Chican@	349	3.5
Middle Eastern/Southwest Asian	111	1.1
Native Hawaiian	15	0.2
Pacific Islander	40	0.4
White/European American	8.364	84.0
A racial/ethnic/national identity not listed here	103	1.0

Table B11. What is your age? (Question 54)

Age	n	%
19 or younger	1,923	19.3
20-21	2,101	21.1
22-24	1,033	10.4
25-34	1,397	14.0
35-44	918	9.2
45-54	925	9.3
55-64	773	7.8
65-74	153	1.5
75 and older	23	0.2
Missing	706	7.1

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Table B12. Although the categories listed below may not represent your f l identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity? (Question 55)

Sexual identity	n	%
Asexual	31	0.3
Bisexual	366	3.7
Gay	192	1.9
Heterosexual	8,698	87.4
Lesbian	93	0.9
Pansexual	76	0.8
Queer	77	0.8
Questioning	53	0.5
A sexual identity not listed here	80	0.8
Missing	286	2.9

Table B13. **Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 56)**

Parenting or caregivin responsibility	n	%
No	**7,781**	**78.2**
Yes	**2,110**	**21.2**
Children 5 years or under	717	34.0
Children 6-18 years	1,147	54.4
Children over 18 years of age but still legally dependent (e.g., in college, disabled)	390	18.5
Independent adult children over 18 years of age	183	8.7
Sick or disabled partner	99	4.7
Senior or other family member	474	22.5
A parenting or caregiving responsibility not listed here (e.g.. pregnant, adoption pending)	100	4.7
Missing	61	0.6

Note: Percentages may not sum to 100 because of multiple responses.

Table B14. **Have you ever served on active duty in the U.S. A med Forces, Reserves, or National Guard? (Question 57)**

Military status	n	%
Never served in the military	9,301	93.5
Now on active duty (including Reserves or National Guard)	57	0.6
On active duty in the past but not now	200	2.0
ROTC	95	1.0
Missing	299	3.0

Table B15. **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 58)**

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
No high school	161	1.6	203	2.0
Some high school	262	2.6	365	3.7
Completed high school/GED	1,589	16.0	1,768	17.8
Some college	1,167	11.7	1,184	11.9
Business/technical certificate/degree	330	3.3	458	4.6
Associate's degree	415	4.2	531	5.3
Bachelor's degree	2,741	27.5	2,860	28.7
Some graduate work	188	1.9	186	1.9
Master's degree (e.g., MA, MS, MBA)	1,873	18.8	1,380	13.9
Specialist degree (e.g., EdS)	97	1.0	89	0.9
Doctoral degree (e.g., PhD, EdD)	509	5.1	220	2.2
Professional degree (e.g., MD, JD)	456	4.6	243	2.4
Unknown	27	0.3	97	1.0
Not app cable	88	0.9	245	2.5
Missing	49	0.5	123	1.2

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Table B16. Faculty/Staff only: **What is your highest level of education? (Question 59)**

Level of education	n	%
No high school	1	0.0
Some high school	8	0.2
Completed high school/GED	170	4.6
Some college	330	9.0
Business/technical certificate/degree	72	2.0
Associate's degree	136	3.7
Bachelor's degree	798	21.8
Some graduate work	265	7.2
Master's degree (e.g., MA, MS, MBA, MLS, MFA)	847	23.1
Specialist degree (e.g., EdS)	28	0.8
Doctoral degree (e.g., PhD, EdD)	788	21.5
Professional degree (e.g., MD, JD)	196	5.3
Missing	28	0.8

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (n = 3,667).

Table B17. Faculty/Staff only: **How long have you bee employed at MU? (Question 60)**

Length of employment	n	%
Less than 1 year	273	7.4
1-5 years	986	26.9
6-10 years	689	18.8
11-15 years	516	14.1
16-20 years	456	12.4
More than 20 years	727	19.8
Missing	20	0.5

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (n = 3,667).

Table B18. Undergraduate Students only: **How many semesters have you been at MU? (Question 61)**

Semesters at MU	n	%
Less than one	1.228	25.3
1	106	2.2
2	138	2.8
3	1,137	23.4
4	180	3.7
5	962	19.8
6	155	3.2
7	672	13.8
8	80	1.6
9	141	2.9
10	19	0.4
11	20	0.4
12	7	0.1
13 or more	13	0.3
Missing	1	0.0

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 4,859).

Table B19. Faculty only: **Which academic school/college are you primarily affiliated with at this time? (Question 62)**

Academic school/college	n	%
College of Agriculture. Food & Natural Resources	141	13.2
College of Arts and Science	215	20.2
Trulaske College of Business	36	3.4
College of Education	78	7.3
College of Engineering	78	7.3
Office of Graduate Studies	4	0.4
School of Health Professions	49	4.6
College of Human Environmental Sciences	58	5.4
School of Jou 1 alism	62	5.8
School of Law	32	3.0
School of Medic ne	153	14.4
School of Natural Resources	10	0.9
Sinclair School of Nursing	22	2.1
Harry S. Truman School of Public Affairs	13	1.2
College of Veterinary Medicine	50	4.7
Missing	65	6.1

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (n = 1.066).

Table B20. Staff only: **Which academic division/work unit are you primarily affiliated with at this time? (Question 63)**

Academic division/work unit	n	%
College of Agriculture, Food & Natural Resources	126	4.8
College of Arts and Science	115	4.4
Trulaske College of Business	34	1.3
College of Education	136	5.2
College of Engineering	52	2.0
School of Health Professions	62	2.4
College of Human Environmental Science	38	1.5
School of Journalism	57	2.2
School of Law	22	0.8
School of Medicine	331	12.7
School of Natural Resources	6	0.2
Sinclair School of Nursing	22	0.8
Harry S. Truman School of Public Affairs	3	0.1
College of Veterinary Medicine	56	2.2
Chancellor	15	0.6
Campus Finance	29	1.1
Campus Operations	291	11.2
Inclusion, Diversity & Equity	14	0.5
Office of Research	145	5.6
Division of Information Technology	125	4.8
Provost	130	5.0
Extension	113	4.3
Intercollegiate Athletics	96	3.7

Table B20 (cont.)

Academic division/work unit	n	%
Libraries (any MU library)	44	1.7
Marketing & Communications	28	1.1
Alumni & Advancement	74	2.8
Student Affairs	261	10.0
Missing	176	6.8

Note: Table includes answers only from those respondents who indicated that they were Staff in Question I (*n* = 2,601).

Table B21. Undergraduate Students only: **What is your major? (Mark all that apply.) (Question 64)**

Major	n	%
College of Agriculture, Food & Natural Resources		
Agriculture	17	0.3
Agribusiness management	41	0.8
Agriculture economics	11	0.2
Agriculture education	10	0.2
Agricultural systems management	23	0.5
Animal sciences	77	1.6
Biochemistry	90	1.9
Food science and nutrition	12	0.2
Hospitality management	78	1.6
Plant sciences	24	0.5
Science and agricultural journalism	18	0.4
College of Arts and Science		
Anthropology	22	0.5
Art	33	0.7
Art history and archaeology	6	0.1
Digital storytelling	17	0.3
Biological sciences	275	5.7
Black studies	5	0.1
Chemistry	40	0.8
Classics	11	0.2
Communication	100	2.1
Economics	47	1.0

Table B21 (cont.)

Major	n	%
English	85	1.7
Environmental studies	5	0.1
Film studies	13	0.3
General studies	21	0.4
Geography	11	0.2
Geological sciences	12	0.2
German	13	0.3
History	46	0.9
Interdisciplinary	27	0.6
International studies	72	1.5
Linguistics	8	0.2
Mathematics	47	1.0
Music	29	0.6
Peace studies	5	0.1
Philosophy	19	0.4
Physics	25	0.5
Political science	145	3.0
Psychology	248	5.1
Religious studies	9	0.2
Romance languages	55	1.1
Russian	5	0.1
Sociology	66	1.4
Statistics	21	0.4
Theatre	17	0.3

Table B21 (cont.)

Major	n	%
Women's & gender studies	16	0.3
Trulaske College of Business		
Accountancy	139	2.9
Finance and banking	226	4.7
International business	98	2.0
Management	141	2.9
Marketing	196	4.0
Real estate	37	0.8
College of Education		
Early childhood education	36	0.7
Educational studies	5	0.1
Elementary education	105	2.2
Middle school education	32	0.7
Secondary education	90	1.9
Special education	33	0.7
College of Engineering		
Biological engineering	81	1.7
Chemical engineering	62	1.3
Civil engineering	72	1.5
Computer science	103	2.1
Information technology	69	1.4
Computer engineering	40	0.8
Electrical engineering	55	1.1
Industrial engineering	50	1.0
Mechanical/aerospace engineering	202	4.2

Table B21 (cont.)

Major	*n*	%
School of Health Professions		
Athletic training	16	0.3
Clinical laboratory sciences	10	0.2
Communication science and disorders	37	0.8
Diagnostic medical ultrasound	36	0.7
Health sciences	360	7.4
Occupational therapy	32	0.7
Pre-Physical therapy	69	1.4
Respiratory therapy	12	0.2
College of Human Environmental Sciences		
Architectural studies	20	0.4
Human development & family studies	61	1.3
Nutritional sciences	59	1.2
Personal financial planning	15	0.3
Textile and apparel management	61	1.3
School of Journalism		
Journalism	724	14.9
School of Natural Resources		
Fisheries and wildlife	32	0.7
Forestry	15	0.3
Parks, recreation and tourism	43	0.9
Soil, environmental and atmospheric sciences	26	0.5
Sinclair School of Nursing		
Nursing	226	4.7
Social Work		
Social work	41	0.8

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 4,859).

Table B22. Graduate/Professional Students only: **What is your academic program? (Mark all that apply.)**
(Question 65)

Academic program	n	%
Master's		
College of Agriculture, Food & Natural Resources		
Agricultural and applied econ	7	0.5
Agricultural Ed. and leadership	<3	0.2
Animal science	8	0.6
Biochemistry	9	0.6
Food science	2	0.1
Plant sciences	12	0.8
Rural sociology	5	0.4
College of Arts and Science		
Anthropology	2	0.4
Art	2	0.1
Art history and archaeology	4	0.1
Biological science	13	0.9
Chemistry	14	1.0
Classical studies	5	0.4
Communication	6	0.4
Economics	5	0.4
English	13	0.9
Geography	4	0.3
Geological sciences	5	0.4
German & Russian studies	4	0.3
History	10	0.7
Mathematics	6	0.4
Philosophy	5	0.4
Physics and astronomy	4	0.3
Political science	14	1.0
Psychological sciences	24	1.7
Religious studies	1	0.1
Romance languages & lit	4	0.3
School of music	6	0.4

Academic program	n	%
Sociology	6	0.4
Statistics	9	0.6
Theatre	4	0.3
Trulaske College of Business		
Accountancy	21	1.5
Taxation	3	0.2
Business administration	38	2.7
College of Education		
Educational leadership & policy analysis	45	3.2
Educational school & counseling psychology	59	4.1
Information science and learning technologies	42	2.9
Career and technical education	0	0.0
Learning, teaching and curriculum	36	2.5
Special education	6	0.4
College of Engineering		
Biological engineering	12	0.8
Chemical engineering	6	0.4
Civil engineering	11	0.8
Computer science	14	1.0
Computer engineering	4	0.3
Electrical engineering	5	0.4
Engineering	2	0.1
Industrial engineering	2	0.1
Mechanical and aerospace engineering	9	0.6
College of Veterinary Medicine		
Biomedical sciences	12	0.8
Harry S. Truman School of Public Affairs		
Public affairs	20	1.4
School of Health Professions		
Clinical and diagnostic sciences	2	0.1
Communication science and disorders	7	0.5
Occupational therapy	8	0.6
College of Human Environmental Sciences		
Architectural studies	1	0.1
Human development and family studies	4	0.3

Academic program	n	%
Dietetics	0	0.0
Nutrition and exercise physiology	0	0.0
Personal financial planning	3	0.2
Textile and apparel management	0	0.0
School of Journalism		
Journalism	38	2.7
School of Law		
Dispute resolution	19	1.3
Electronic commercial and intellectual property law	0	0.0
Taxation	6	0.4
School of Medicine		
Health administration	24	1.7
Medical pharmacology and physiology	5	0.4
Clinical and translational science	2	0.1
Public health	13	0.9
Microbiology	4	0.3
Pathology	2	0.1
School of Natural Resources		
Agroforestry	2	0.1
Fisheries and wildlife sciences	12	0.8
Forestry	4	0.3
Human dimensions of natural resources	3	0.2
Parks, recreation and tourism	1	0.1
Soil, environmental and atmospheric sciences	7	0.5
Water resources	0	0.0
Sinclair School of Nursing		
Nursing	5	0.4
School of Social Work		
Social work	38	2.7
Certificate		
Science outreach	3	0.2
College teaching	4	0.3
Education improvement	0	0.0
Education policy	1	0.1
Higher education administration	2	0.1

Academic program	n	%
Multicultural education	2	0.1
Positive psychology	1	0.1
Qualitative research	4	0.3
Energy efficiency	0	0.0
Sustainable energy and policy	0	0.0
Food safety and defense	0	0.0
Agroforestry	0	0.0
Geospatial intelligence	0	0.0
Global public affairs	3	0.2
Grantsmans ip	6	0.4
Nonprofit management	4	0.3
Organizational change	3	0.2
Public management	3	0.2
Science and public policy	1	0.1
Geriatric care management	0	0.0
Gerontology	0	0.0
Youth development program management and evaluation	0	0.0
Youth development specialist	0	0.0
Online educator	4	0.3
Analysis of institutions and organizations	2	0.1
Applied behavior analysis	2	0.1
Autism and neurodevelopmental disorders-interdisciplinary	0	0.0
Center for the digital globe	0	0.0
Community processes	1	0.1
Conservation biology-interdisciplinary	1	0.1
European Union studies-interdisciplinary	0	0.0
Geographical information science-interdisciplinary	5	0.4
Life science innovation and entrepreneurship	2	0.1
Neuroscience	3	0.2
Society and ecosystems-interdisciplinary	0	0.0
Health ethics	1	0.1
Health informatics	2	0.1
Health informatics and bioinformatics	1	0.1
Elementary mathematics specialist	0	0.0
Teaching English to speakers of other languages	1	0.1

Academic program	n	%
Neuroscience	2	0.1
Nuclear engineering	0	0.0
Nuclear safeguards science and technology	0	0.0
Financial and housing counseling	0	0.0
Personal financial planning	0	0.0
Teaching high school physics	0	0.0
Lifespan development	1	0.1
Global public health	2	0.1
Public health	9	0.6
Accounting information systems	0	0.0
Jazz studies	1	0.1
Music entrepreneurship	0	0.0
Gerontological social work	0	0.0
Military social work	0	0.0
Adult health clinical nurse specialist	0	0.0
Adult-gerontology clinical nurse specialist	0	0.0
Child/adolescent psychiatric and mental health clinical nurse specialist	0	0.0
Family mental health nurse practitioner	0	0.0
Family nurse practitioner	1	0.1
Mental health nurse practitioner	0	0.0
Pediatric clinical nurse specialist	0	0.0
Pediatric nurse practitioner	0	0.0
Psychiatric/mental health clinical nurse specialist	0	0.0
Marketing analytics	1	0.1

Doctoral

College of Agriculture, Food & Natural Resources

Agricultural and applied economics	5	0.4
Agricultural education	2	0.1
Animal sciences	2	0.1
Biochemistry	6	0.4
Food science	0	0.0
Plant, insect and microbial sciences	13	0.9
Rural sociology	4	0.3

College of Arts and Science

Anthropology	2	0.1

Academic program	n	%
Art history and archaeology	4	0.3
Biological sciences	39	2.7
Chemistry	28	2.0
Classical studies	3	0.2
Communication	7	0.5
Economics	2	0.1
English	15	1.1
Geology	1	0.1
History	7	0.5
Mathematics	5	0.4
Philosophy	5	0.4
Physics	9	0.6
Political science	14	1.0
Psychology	21	1.5
Romance languages	2	0.1
Sociology	17	1.2
Statistics	0	0.0
Theatre	6	0.4
Trulaske College of Business		
Accountancy	3	0.2
Business administration	5	0.4
College of Education		
Educational leadership	0	0.0
Educational leadership and policy analysis	22	1.5
Educational, school, and counseling psychology	27	1.9
Information science and learning technologies	9	0.6
Career and technical education	0	0.0
Learning, teaching and curriculum	27	1.9
Special education	2	.01
College of Engineering		
Biological engineering	4	0.3
Chemical engineering	1	0.1
Civil engineering	7	0.5
Computer science	4	0.3
Electrical and computer engineering	7	0.5

Academic program	n	%
Industrial engineering	1	0.1
Mechanical and aerospace engineering	9	0.6
College of Veterinary Medicine		
Biomedical sciences	10	0.7
Office of Graduate Studies		
Genetics area program	1	0.1
Informatics	6	0.4
Neuroscience	6	0.4
Nuclear engineering	3	0.2
Pathobiology area program	9	0.6
Harry S. Truman School of Public Affairs		
Public affairs	5	0.4
School of Health Professions		
Physical therapy	26	1.8
College of Human Environmental Sciences		
Human environmental sciences	5	0.4
Exercise physiology	2	0.1
Nutrition area program	1	0.1
School of Journalism		
Journalism	7	0.5
School of Medicine		
Clinical and translational science	7	0.5
Microbiology	9	0.6
School of Natural Resources		
Fisheries and wildlife sciences	3	0.2
Forestry	1	0.1
Human dimensions of natural resources	4	0.3
Soil, environmental and atmospheric sciences	4	0.3
Water resources	0	0.0
Sinclair School of Nursing		
Nursing	18	1.3
School of Social Work		
Social work	3	0.2
Professional		
School of Law	91	6.4

Academic program	n	%
School of Medicine	105	7.4
College of Veterinary Medicine	79	5.5

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students or Post-Doctoral Scholars/Fellows/Residents in Question 1 (*n* = 1,426).

***Table B23.* Do you have a condition/disability that influences your learning, working, or living activities? (Question 66)**

Condition	n	%
No	8,771	88.1
Yes	1,156	11.6
Missing	25	0.3

***Table B24.* W ich, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 67)**

Condition	n	%
Acquired/neurological/traumatic brain injury	49	4.2
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	288	24.9
Hard of hearing or deaf	78	6.7
Developmental/learning difference/disability (e.g., Asperger's/autism spectrum, attention deficit/hyperactivity disorder, cognitive/language-based)	334	28.9
Low vision or blind	32	2.8
Mental health/psychological condition (e.g., anxiety, depression)	547	47.3
Physical/mobility condition that affects walking	87	7.5
Physical/mobility condition that does not affect walking (e.g., physical dexterity)	41	3.5
Speech/communication condition	28	2.4
A disability/condition not listed here	57	4.9

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 66 (*n* = 1,156). Percentages may not sum to 100 because of multiple responses.

Table B25. Students only: **Are you registered with the Disability Center? (Question 68)**

Registered with Disability Center	n	%
No	551	70.1
Yes	233	29.6
Missing	2	0.3

Note: Table includes answers only from those Student respondents who indicated that they have a condition/disability in Question 66 (*n* = 786).

Table B26. Faculty/Staff only: **Are you receiving accommodations for your disability? (Question 69)**

Receiving accommodations	n	%
No	244	65.9
Yes	121	32.7
Missing	5	1.4

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they have a condition/disability in Question 66 (*n* = 370).

Table B27. **Is English your primary language? (Question 70)**

English primary language	n	%
Yes	9,396	94.4
No	506	5.1
Missing	50	0.5

Table B28. **What is your religious or spiritual identity? (Mark all that apply.) (Question 71)**

Religious/spiritual identity	n	%		n	%
Agnostic	969	9.7	A Christian affiliation not listed above	130	2.1
Atheist	787	7.9	**Confucianist**	24	0.2
Baha'i	13	0.1	**Druid**	15	0.2
Buddhist	142	1.4	**Hindu**	83	0.8
Christian	6.109	61.4	**Jain**	4	0.0
African Methodist Episcopal	14	0.2	**Jehovah's Witness**	13	0.1
African Methodist Episcopal Zion	4	0.1	**Jewish**	222	2.2
Assembly of God	66	1.1	Conservative	48	21.6
Baptist	786	12.9	Orthodox	5	2.3
Catholic/Roman Catholic	1,936	31.7	Reform	149	67.1
Church of Christ	110	1.8	A Jewish affiliation not listed above	13	5.9
Church of God in Christ	19	0.3	**Muslim**	110	1.1
Christian Orthodox	12	0.2	Ahmadi	3	2.7
Christian Methodist Episcopal	44	0.7	Nation of Islam	5	4.5
Christian Reformed Church (CRC)	10	0.2	Shi'ite	13	11.8
Disciples of Christ	150	2.5	Sufi	7	6.4
Episcopalian	98	1.6	Sunni	64	58.2
Evangelical	144	2.4	A Muslim affiliation not listed here	9	8.2
Greek Orthodox	24	0.4	**Native American Traditional Practitioner or Ceremonial**	15	0.2
Lutheran	446	7.3	**Pagan**	48	0.5
Mennonite	6	0.1	**Rastafarian**	9	0.1
Moravian	3	0.0	**Scientologist**	6	0.1
Nazarene	25	0.4	**Secular Humanist**	64	0.6
Nondenominational Christian	773	12.7	**Shinto**	6	0.1
Pentecostal	45	0.7	**Sikh**	12	0.1
Presbyterian	311	5.1	**Taoist**	17	0.2
Protestant	135	2.2	**Tenrikyo**	3	0.0
Protestant Reformed Church (PR)	6	0.1	**Unitarian Universalist**	80	0.8
Quaker	8	0.1	**Wiccan**	38	0.4
Reformed Church of America (RCA)	6	0.1	**Spiritual, but no religious affiliation**	654	6.6
Russian Orthodox	7	0.1	**No affiliation**	991	10.0
Seventh Day Adventist	15	0.2	**A religious affiliation or spiritual identity not listed above**	100	1.0
The Church of Jesus Christ of Latter-day Saints	48	0.8			
United Methodist	487	8.0			
United Church of Christ	74	1.2			

Note: Percentages may not sum to 100 because of multiple responses.

Table B29. Students only: **Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 72)**

Financial support	n	%
I receive no support for living/educational expenses from family/guardian.	1,695	27.0
I receive support for living/educational expenses from family/guardian.	4.244	67.5
Missing	346	5.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B30. Students only: **What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 73)**

Yearly income	n	%
$29,999 and below	1,132	18.0
$30,000 - $49,999	565	9.0
$50,000 - $69,999	669	10.6
$70,000 - $99,999	945	15.0
$100,000 - $149,999	1,239	19.7
$150,000 - $199,999	627	10.0
$200,000 - $249,999	396	6.3
$250,000 - $499,999	415	6.6
$500,000 or more	149	2.4
Missing	148	2.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B31. Students only: **Where do you live? (Question 74)**

Where live	n	%
Campus housing	**1,290**	**20.5**
Schurz Hall	95	7.4
Mark Twain Hall	89	6.9
Hatch Hall	87	6.7
Hudson Hall	86	6.7
Gillett Hall	77	6.0
College Avenue Hall	75	5.8
Wolpers Hall	61	4.7
Johnston Hall	58	4.5
Brooks Hall	56	4.3
Gateway Hall	54	4.2
Defoe-Graham Hall	46	3.6
South Hall	46	3.6
Discovery Hall	40	3.1
Dogwood Hall	34	2.6
Responsibility Hall	29	2.2
Hawthorn Hall	28	2.2
North Hall	28	2.2
Galena Hall	26	2.0
McDavid Hall	18	1.4
Center Hall	16	1.2
Respect Hall	3	0.2
Tiger Reserve (graduate students only)	3	0.2
Excellence Hall	1	0.1
Missing	234	18.1

Table B31 (cont.)

Where live	n	%
Non-campus housing	**4,700**	**74.8**
Non-University affiliated apartment/house	3,507	74.6
University affiliated apartment/house	420	8.9
Sorority or fraternity	401	8.5
Living with family member/guardian	200	4.3
Other organizational/group housing [e.g. Christian Campus House]	33	0.7
Missing	139	3.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	**33**	**0.5**
Missing	262	4.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 ($n = 6,285$). Missing data exists for the sub-categories, as indicated.

Table B32. Students only: **Since having been a student at M|, have you been a member or participated in any of the following? (Mark all that apply.) (Question 75)**

Clubs/organizations	n	%
Greek letter organization	1,987	31.6
Academic and academic honorary organizations	1,886	30.0
Professional or pre-professional organization	1,498	23.8
Service or philanthropic organization	1,423	22.6
Faith or spirituality-based organization	1,174	18.7
I do not participate ⌐ any clubs or organizations at MU	1,057	16.8
Recreational organization	1,049	16.7
Governance organization (e.g., SGA, SFC, Councils)	515	8.2
Political or issue-oriented organization	453	7.2
Health and wellness organization	432	6.9
Culture-specific organization	414	6.6
Publication/media organization	410	6.5
Intercollegiate athletic team	355	5.6
A student organization not listed above	554	8.8

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 ($n = 6,285$).

Table B33. Students only: **At the end of your last semester, what was your cumulative grade join average? (Question 76)**

Cumulative GPA	n	%
3.75 – 4.00	2,409	38.3
3.50 – 3.74	1,206	19.2
3.25 – 3.49	890	14.2
3.00 – 3.24	711	11.3
2.75 – 2.99	490	7.8
2.50 – 2.74	211	3.4
2.25 – 2.49	111	1.8
2.00 - 2.24	65	1.0
1.99 and below	32	0.5
Missing	160	2.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B34. **Have you experienced financial hardship while at MU? (Question 77)**

Financial hardship	n	%
No	5.677	57.0
Yes	4,229	42.5
Missing	46	0.5

Table B35. Students only: **How have you experienced the financial hardship? (Mark all that apply.) (Question 78)**

Experience	n	%
Difficulty affording tuition	1,643	59.9
Difficulty purchasing my books/course materials	1,376	50.1
Difficulty in affording housing	1,329	48.4
Difficulty affording food	1,113	40.6
Difficulty participating in social events	1,067	38.9
Difficulty affording academic related activities (e.g., study abroad, service learning)	953	34.7
Difficulty in affording other campus fees	771	28.1
Difficulty affording co-curricular events or activities	650	23.7
Difficulty in affording unpaid internships/research opportunities	628	22.9
Difficulty in affording health care	617	22.5
Difficulty affording travel to and from MU	553	20.2
Difficulty affording commuting to campus (e.g., transportation, parking)	528	19.2
Difficulty in affording alternative spring breaks	479	17.5
Difficulty finding employment	460	16.8
Difficulty in affording childcare	95	3.5
A financial hardship not listed here	130	4.7

Note: Table includes answers only from Student respondents who indicated that they experienced financial hardship in Question 77 (*n* = 2,744). Percentages may not sum to 100 because of multiple responses.

Table B36. Faculty/Staff only: **How have you experienced the financial hardship? (Mark all that apply.) (Question 79)**

Experience	n	%
Difficulty in affording housing	692	46.6
Difficulty in affording health care	494	33.3
Difficulty in affording professional development (e.g., travel, training, research)	487	32.8
Difficulty affording food	457	30.8
Difficulty in affording child care	389	26.2
A financial hardship not listed here	363	24.4
Difficulty in affording benefits	292	19.7
Difficulty affording travel to and from MU	253	17.0
Difficulty in affording other campus fees (e.g., parking)	204	13.7

Note: Table includes answers only from Faculty and Staff respondents who indicated that they experienced financial hardship in Question 77 ($n = 1,485$). Percentages may not sum to 100 because of multiple responses.

Table B37. Students only: **How are you currently paying for your education at MU? (Mark all that apply.) (Question 80)**

Source of funding	n	%
Family contribution	3,383	53.8
Loans	2,660	42.3
Non-need-based scholarship (e.g., Curators, Chancellor's Scholar Award)	1,988	31.6
Off-campus employment	1,177	18.7
Personal contribution	1,151	18.3
On-campus employment	1,097	17.5
Grant (e.g., Pell)	1,081	17.2
Need-based scholarship (e.g., Access Missouri)	762	12.1
Graduate/research assistantship	620	9.9
Credit card	456	7.3
Graduate fellowship	188	3.0
GI Bill/veterans benefits	146	2.3
Dependent tuition (e.g., family member works at MU)	114	1.8
Money from home country	98	1.6
Resident assistant	72	1.1
A method of payment not listed here	195	3.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285). Percentages may not sum to 100 because of multiple responses.

Table B38. Students only: **Are you employed either on campus or off campus during the academic year? (Question 81)**

Employed	n	%
No	**2,616**	**41.6**
Yes, I work on campus	**1,961**	**31.2**
1-10 hours/week	781	39.8
11-20 hours/week	810	41.3
21-30 hours/week	231	11.8
31-40 ho s/week	63	3.2
More than 40 hours/week	76	3.9
Yes, I work off campus	**1,712**	**27.2**
1-10 hours/week	479	28.0
11-20 hours/week	679	39.7
21-30 hours/week	307	17.9
31-40 hours/week	147	8.6
More than 40 hours/week	100	5.8

Note: Table includes answers only from those respondents who indicated that ey were Students in Question 1 ($n = 6.285$). Percentages may not sum to 100 because of multiple responses.

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B39. **Overall, ow comfortable are you with the climate at MU? (Question 7)**

Comfort	n	%
Very comfortable	1,803	18.1
Comfortable	4,750	47.8
Neither comfortable nor uncomfortable	1,838	18.5
Uncomfortable	1,331	13.4
Very uncomfortable	223	2.2

Table B40. Faculty/Staff only: **Overall, how comfortable are you with the climate in your primary work area at MU? (Question 8)**

Comfort	n	%
Very comfortable	1,393	38.0
Comfortable	1,418	38.7
Neither comfortable nor uncomfortable	407	11.1
Uncomfortable	337	9.2
Very uncomfortable	106	2.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (= 3.667).

Table B41. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at MU? (Question 9)

Comfort	n	%
Very comfortable	2,542	34.9
Comfortable	3,573	49.0
Neither comfortable nor uncomfortable	855	11.7
Uncomfortable	281	3.9
Very uncomfortable	40	0.5

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 7,351).

Table B42. Have you ever seriously considered leaving MU? (Question 10)

Considered leaving	n	%
No	6,187	62.2
Yes	3,753	37.8

Table B43. Students only: When did you seriously consider leaving MU? (Mark all that apply.) (Question 11)

When considered leaving	n	%
During my first semester	707	39.7
During my first year as a student	791	44.4
During my second year as a student	702	39.4
During my third year as a student	361	20.3
During my fourth year as a student	131	7.4
During my fifth year as a student	56	3.1
After my fifth year as a student	37	2.1

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 10 (*n* = 1,780). Percentages may not sum to 100 because of multiple responses.

Table B44. Students only: **Why did you seriously consider leaving MU? (Mark all that apply). (Question 11)**

Reasons	n	%
Lack of a sense of belonging	857	48.1
Climate was not welcoming	741	41.6
Lack of social life	434	24.4
Homesick	394	22.1
Lack of support group	391	22.0
Personal reasons (e.g., medical, mental health, family emergencies)	366	20.6
Financial reasons	360	20.2
Academic advancement opportunities elsewhere (e.g., 2+2 program)	248	13.9
Didn't like major	191	10.7
Unhealthy social relationships	182	10.2
Lack of support services	160	9.0
Coursework was too difficult	133	7.5
Coursework not challenging enough	123	6.9
My marital/relationship status	94	5.3
Didn't have my major	59	3.3
Didn't meet the selection criteria for a major	56	3.1
A reason not listed above	431	24.2

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 10 ($n = 1,780$). Percentages may not sum to 100 because of multiple responses.

Table B45. Faculty/Staff only: **Why did ou seriously consider leaving MU? (Mark all that applv.) (Question 13)**

Reasons	n	%
Low salary/pay rate	1,148	58.2
Limited opportunities for advancement	940	47.6
Increased workload	647	32.8
Interested in a position at another institution	592	30.0
Lack of a sense of belonging	554	28.1
Tension with supervisor/manager	511	25.9
Lack of institutional support (e.g., tech support, lab space/equipment)	491	24.9
Campus climate was not welcoming	483	24.5
Lack of professional development opportunities	422	21.4
Recruited or offered a position at another institution/organization	342	17.3
Tension with coworkers	329	16.7
Lack of benefits	197	10.0
Family responsibilities	171	8.7
Relocation	139	7.0
Local community climate was not welcoming	124	6.3
Personal reasons (e.g., medical, mental health, family emergencies)	122	6.2
Local community did not meet my (my family) needs	96	4.9
Spouse or partner unable to find suitable employment	75	3.8
Spouse or partner relocated	36	1.8
A reason not sted above	406	20.6

Note: Table includes answers only from Faculty and Staff who indicated that they considered leaving in Question 10 ($n = 1,973$). Percentages may not sum to 100 because of multiple responses.

Table B46. Students only: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at MU. (Question 15)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	1,892	30.1	3,176	50.6	591	9.4	558	8.9	61	1.0
Few of my courses this year have been intellectually stimulating.	690	11.0	1,591	25.4	898	14.4	2,267	36.3	806	12.9
am satisfied with my academic experience at MU.	1,532	24.5	3,414	54.6	824	13.2	408	6.5	71	1.1
am satisfied with the extent of my intellectual development since enrolling at MU.	1,807	28.9	3,329	53.2	723	11.6	345	5.5	55	0.9
have performed academically as well as anticipated would.	1,453	23.2	2,806	44.9	938	15.0	878	14.0	177	2.8
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,984	31.8	3,214	51.4	686	11.0	306	4.9	57	0.9
My interest in ideas and intellectual matters has increased since coming to MU.	2,104	33.7	2,963	47.4	834	13.4	283	4.5	61	1.0
I intend to graduate from MU.	4,225	67.8	1,667	26.7	267	4.3	43	0.7	33	0.5
Thinking ahead, it is likely that I will leave MU without meeting my academic goal.	215	3.4	372	5.9	588	9.4	2,174	34.7	2,916	46.5

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B47. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at MU? (Question 16)

Experienced conduct	n	%
No	8,059	81.1
Yes	1,876	18.9

Table B48. **What do you believe was the basis of the conduct? (Mark all that apply.) (Question 17)**

Basis	n	%
Gender/gender identity	493	26.3
Ethnicity	439	23.4
Position (staff, faculty, student)	388	20.7
Racial identity	367	19.6
Age	292	15.6
Political views	257	13.7
Philosophical views	183	9.8
Religious/spiritual views	177	9.4
Don't know	167	8.9
Physical characteristics	143	7.6
Educational credentials (e.g., BS, MS, PhD)	138	7.4
Length of service at MU	137	7.3
Sexual identity	127	6.8
Major field of study	125	6.7
Socioeconomic status	120	6.4
Mental Health/psychological disability/condition	118	6.3
Participation in an organization/team	117	6.2
Academic performance	102	5.4
International status/national origin	80	4.3
Gender expression	66	3.5
Marital status (e.g., single, married, partnered)	61	3.3
English language proficiency/accent	56	3.0
Parental status (e.g., having children)	54	2.9
Immigrant/citizen status	43	2.3
Learning disability/condition	38	2.0
Medical disability/condition	33	1.8
Physical disability/condition	29	1.5
Pregnancy	28	1.5
Military/veteran status	19	1.0
A reason not listed above	312	16.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (n = 1,876).
Percentages may not sum to 100 because of multiple responses.

Table B49. **How would you describe what happened? (Mark all that apply.) (Question 18)**

Form	n	%
I was ignored or excluded	753	40.1
I was intimidated/bullied	677	36.1
I was isolated or left out	673	35.9
I was the target of derogatory verbal remarks	519	27.7
I experienced a hostile work environment	485	25.9
I felt others staring at me	339	18.1
I was the target of workplace incivility	293	15.6
I experienced a hostile classroom environment	268	14.3
I was the target of racial/ethnic profiling	224	11.9
I was singled out as the spokesperson for my identity group	207	11.0
I received a low or unfair performance evaluation	162	8.6
The conduct threatened my physical safety	145	7.7
Someone assumed I was admitted/hired/promoted due to my identity group	123	6.6
The conduct made me fear that I would get a poor grade	118	6.3
I received derogatory phone calls/text messages/email	115	6.1
I received derogatory written comments	114	6.1
I was not fairly evaluated in the promotion and tenure process	92	4.9
I received derogatory/unsolicited messages via social media (e.g., Facebook. Twitter, Yik-Yak)	91	4.9
I received threats of physical violence	72	3.8
I was the target of stalking	39	2.1
I was the target of physical violence	35	1.9
I was the target of graffiti/vandalism	26	1.4
Someone assumed I was not admitted/hired/promoted due to my identity group	18	1.0
The conduct threatened my family's safety	16	0.9
An experience not listed above	278	14.8

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,876).
Percentages may not sum to 100 because of multiple responses.

Table B50. **Where did the conduct occur? (Mark all that apply.) (Question 19)**

Location	n	%
In other public spaces at MU	456	24.3
While working at a MU job	454	24.2
In a meeting with a group of people	376	20.0
In a class/lab/clinical setting	371	19.8
In a staff office	354	18.9
While walking on campus	321	17.1
Off-campus	212	11.3
At a MU event/program	208	11.1
In a meeting with one other person	206	11.0
In a campus residence hall/apartment	165	8.8
In a faculty office	164	8.7
O phon calls/text messages/email	154	8.2
In a(n) MU administrative office	143	7.6
On social media (Facebook/Twitter ik-Yak)	140	7.5
In the student union	101	5.4
In a fraternity house	74	3.9
In off-campus housing	65	3.5
In a(n) MU library	39	2.1
In a(n) MU dining facility	37	2.0
In a sorority house	37	2.0
In athletic facilities	35	1.9
In the health center	26	1.4
In an experiential learning environment (e.g., study abroad, retreat, ext rn ship, internship)	22	1.2
On a campus shuttle	15	0.8
In a online learning environment	11	0.6
In counseling services	9	0.5

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Table B50 (cont.)

Location	n	%
In a religious center	5	0.3
A venue not listed above	117	6.2

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,876$). Percentages may not sum to 100 because of multiple responses.

Table B51. **Who/what was the source of the conduct? (Mark all that apply.) (Question 20)**

Source	n	%
Student	720	38.4
Coworker/colleague	436	23.2
Faculty member/other instructional staff	343	18.3
Stranger	272	14.5
Supervisor or manager (including experiential sites)	229	12.2
Staff member	225	12.0
Department/program/division chair	217	11.6
Friend	126	6.7
Senior administrator (e.g., chancellor, vice chancellor. dean, provost)	124	6.6
Student organization	100	5.3
Don't know source	88	4.7
On social media (e.g., Facebook. Twitter, Yik-Yak)	85	4.5
Academic/scholarship/fellowship advisor	76	4.1
Off-campus community member	72	3.8
Student staff	62	3.3
MU media (e.g., posters, brochures, flyers, handouts, websites)	34	1.8
MU police/security	33	1.8
Alumnus/a	26	1.4
Direct report (e.g., person who reports to you)	22	1.2
Student teaching assistant/student lab assistant/student tutor	21	1.1
Athletic coach/trainer	13	0.7
Donor	7	0.4
A source not listed above	102	5.4

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,876$).
Percentages may not sum to 100 because of multiple responses.

Table B52. How did you experience the conduct? (Mark all that apply.) (Question 21)

Experience	n	%
I was angry	1,247	66.5
I felt embarrassed	760	40.5
I was afraid	563	30.0
I ignored it	518	27.6
A feeling not listed above	405	21.6
I felt somehow responsible	300	16.0

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 1,876$). Percentages may not sum to 100 because of multiple responses.

Table B53. **What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)**

Response	n	%
I told a friend	783	41.7
I avoided the person/venue	743	39.6
I did not do anything	678	36.1
I told a family member	631	33.6
I did not know who to go to	288	15.4
I confronted the person(s) at the time	274	14.6
I contacted a MU resource	217	11.6
Office of Civil Rights and Title IX	*64*	*29.5*
Supervisor	*45*	*20.7*
Human resource services	*42*	*19.4*
Faculty member	*34*	*15.7*
Staff person (e.g., residential life staff, academic advisor)	*27*	*12.4*
MU counseling center	*26*	*12.0*
Employee assistance program	*25*	*11.5*
MU police	*18*	*8.3*
Relationship and sexual violence prevention (RSVP) center	*16*	*7.4*
MU student health center	*12*	*5.5*
Campus mediation	*8*	*3.7*
Disability center	*8*	*3.7*
Women's center	*7*	*3.2*
Grievance resolution panel	*6*	*2.8*
LGBTQ resource center	*5*	*2.3*
Vice Chancellor for Student Affairs	*5*	*2.3*
Gaines/Oldham Black Culture Center	*3*	*1.4*
Multicultural center	*3*	*1.4*
Office of Student Conduct	*3*	*1.4*
Office of Student Rights & Responsibilities	*3*	*1.4*

Table B53 (cont.)

Response	n	%
Director of accessibility and ADA education	2	0.9
Office of Graduate Studies	2	0.9
Student legal services	2	0.9
Wellness resource center	2	0.9
International center	1	0.5
Student teaching assistant (e.g., tutor, graduate teaching assistant)	1	0.5
I confronted the person(s) later	187	10.0
I sought information online	106	5.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	66	3.5
I contacted a local law enforcement official	48	2.6
I sought support from off-campus hotline/advocacy services	23	1.2
A response not listed above	351	18.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,876). Percentages may not sum to 100 because of multiple responses.

Table B54. **Did you report the conduct? (Question 23)**

Reported conduct	n	%
No, I didn't report it.	1,630	88.3
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline).	217	11.7
Yes, I reported the incident and was satisfied with the outcome.	*29*	*15.3*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*32*	*16.8*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*129*	*67.9*

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 1,876).

Table B55. Graduate/Professional Students only: As a graduate student, feel... (Question 37)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	475	33.7	651	46.1	214	15.2	71	5.0
I have adequate access to my advisor.	606	42.9	632	44.8	141	10.0	32	2.3
My advisor provides clear expectations.	488	34.9	645	46.1	213	15.2	53	3.8
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	636	45.6	611	43.8	113	8.1	36	2.6
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	557	39.5	753	53.4	82	5.8	19	1.3
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	627	44.7	706	50.3	55	3.9	15	1.1
There are adequate opportunities for me to interact with other university faculty outside of my department.	350	24.8	609	43.2	374	26.5	76	5.4
I receive support from my advisor to pursue personal research interests.	502	36.0	650	46.6	192	13.8	52	3.7
receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	516	37.7	742	54.2	88	6.4	22	1.6
My department faculty members encourage me to produce publications and present research.	514	36.8	638	45.7	201	14.4	42	3.0
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	396	28.5	641	46.2	281	20.2	70	5.0
I feel comfortable sharing my professional goals with my advisor.	639	45.9	614	44.1	106	7.6	32	2.3

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Students or Post-doctoral Scholars/Fellows/Residents in Question 1 (*n* = 1,426).

Table B56. Tenured and Tenure-Track Faculty only: **As a faculty member at MU, I feel (or felt)... (Question 39)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	100	22.7	219	49.8	93	21.1	28	6.4
The tenure standards/promotion standards are applied equally to faculty in my school/division.	70	16.1	178	40.8	122	28.0	66	15.1
Supported and mentored during the tenure-track years.	83	19.8	187	44.6	104	24.8	45	10.7
MU policies for delay of the tenure clock are used by all faculty.	27	6.7	161	40.0	168	41.8	46	11.4
Research is valued by MU.	183	41.7	182	41.5	58	13.2	16	3.6
Teaching is valued by MU.	60	13.6	200	45.5	119	27.0	61	13.9
Service contributions are valued by MU.	27	6.3	164	38.0	147	34.0	94	21.8
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	32	7.5	90	21.1	187	43.8	118	27.6
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	70	16.4	120	28.1	185	43.3	52	12.2
I perform more work to help students than do my colleagues (e.g., formal and informal advising, helping with student groups and activities).	92	21.7	137	32.3	179	42.2	16	3.8
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	4	1.0	43	10.7	259	64.3	97	24.1
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	17	3.9	129	29.9	144	33.3	142	32.9
	Strongly agree		Agree		Disagree		Strongly disagree	

Table B56 cont.

	n	%	n	%	n	%	n	%
Faculty opinions are valued within MU committees.	18	4.2	217	50.8	131	30.7	61	14.3
I would like more opportunities to participate in **substantive** committee assignments.	17	4.0	133	30.9	232	54.0	48	11.2
I have opportunities to participate in **substantive** committee assignments.	49	11.4	264	61.7	92	21.5	23	5.4

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 ($n = 443$).

Table B57. Non-Tenure-Track Academic Appointment only: **As an employee with a non-tenure-track appointment at MU, I feel (or felt)... (Question 41)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	63	13.8	230	50.3	123	26.9	41	9.0
The criteria used for contract renewal are applied equally to all positions.	46	10.6	203	47.0	139	32.2	44	10.2
There are clear expectations of my responsibilities.	92	20.4	263	58.2	79	17.5	18	4.0
Research is valued by MU.	211	46.5	200	44.1	31	6.8	12	2.6
Teaching is valued by MU.	86	19.0	225	49.8	105	23.2	36	8.0
Service is valued by MU.	69	15.4	237	53.0	114	25.5	27	6.0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	40	8.9	110	24.6	234	52.2	64	14.3
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	69	15.5	126	28.4	218	49.1	31	7.0
Pressured to do extra work that is uncompensated.	64	14.2	141	31.3	197	43.7	49	10.9
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	28	6.3	156	35.1	177	39.8	84	18.9
I have job security.	40	8.9	197	43.8	136	30.2	77	17.1

Note: Table includes answers only from those respondents who indicated that they were Non-Tenure-Track Faculty in Question 1 (*n* = 464).

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Table B58. All Faculty: As a faculty member at MU, I feel... (Question 43)

	Strongly agree	
	n	*%*
Salaries for tenure-track faculty positions are competitive.	53	5.5
Salaries for adjunct faculty are competitive.	30	3.3
Salaries for non-tenure-track faculty are competitive.	36	3.8
Health insurance benefits are competitive.	141	14.0
Child care benefits are competitive.	36	4.3
Retirement/supplemental benefits are competitive.	103	10.9
People who do not have children or elder care are burdened with work responsibilities beyond those who have children (e.g., stay late, off-hour work, work weekends).	53	5.6
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, MU breaks not scheduled with school district breaks).	103	11.1
MU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	39	4.1
My colleagues include me in opportunities that will help my career as much as they do others in my position.	148	14.9
The performance evaluation process is clear.	113	11.1
MU provides me with resources to pursue professional development (e.g., conferences, materials, scholarship, research and course design traveling).	135	13.3
Positive about my career opportunities at MU.	111	10.9

Agree		Disagree		Strongly disagree	
n	%	n	%	n	%
365	37.6	376	38.8	176	18.1
322	35.7	398	44.1	153	16.9
344	36.0	388	40.6	187	19.6
670	66.5	139	13.8	57	5.7
414	49.5	272	32.5	114	13.6
529	56.1	228	24.2	83	8.8
133	14.1	571	60.5	187	19.8
362	39.1	392	42.3	69	7.5
435	45.5	370	38.7	113	11.8
571	57.4	209	21.0	66	6.6
496	48.7	295	28.9	115	11.3
520	51.2	253	24.9	107	10.5
504	49.7	291	28.7	109	10.7

Table B58 cont.	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
I would recommend MU as a good place to work.	124	12.2	515	50.6	275	27.0	104	10.2
I have job security.	183	17.9	522	51.1	219	21.4	98	9.6
feel that have access to and support for grant funding	112	11.6	488	50.4	288	29.7	81	8.4

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (n = 1,066).

Table B59. All Staff: As a staff member at MU, I feel... (Question 45)

	Strongly agree	
	n	%
I have supervisors who give me job/career advice or guidance when I need it.	868	33.6
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	815	31.6
I am included in opportunities that will help my career as much as others in similar positions.	621	24.3
The performance evaluation process is clear.	474	18.4
The performance evaluation process is effective.	323	12.8
My supervisor provides adequate support for me to manage work-life balance.	1,028	40.1
I am able to complete my assigned duties during scheduled hours.	678	26.4
My workload was increased without additional compensation (e.g., retirement positions not filled).	686	26.7
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	162	6.3
I am given a reasonable time frame to complete assigned responsibilities.	569	22.2
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	126	4.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	135	5.3

Agree		Disagree		Strongly disagree	
n	%	*n*	%	*n*	%
1,101	42.6	431	16.7	182	7.0
1348	52.2	342	13.2	77	3.0
1,173	45.8	563	22.0	203	7.9
1,271	49.4	592	23.0	234	9.1
977	38.6	839	33.1	394	15.6
1,169	45.6	260	10.1	105	4.1
1,246	48.5	507	19.8	136	5.3
771	30.0	877	34.1	236	9.2
506	19.8	1,409	55.1	479	18.7
1,621	63.2	318	12.4	55	2.1
325	12.8	1,444	56.7	653	25.6
406	16.0	1,529	60.3	465	18.3

Table B59 cont.

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	271	10.6	753	29.6	1,224	48.0	300	11.8
There is a hierarchy within staff positions that allows some voices to be valued more than others.	596	23.2	1,079	42.0	719	28.0	178	6.9
People who have children or elder care are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, MU breaks not scheduled with school district breaks).	175	7.0	803	32.3	1,242	49.9	268	10.8
MU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	192	7.8	1,328	53.6	746	30.1	210	8.5
I have adequate resources to perform my job duties.	477	18.6	1,671	65.3	341	13.3	71	2.8

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 2,601).

Table B6tt. Staff only: As a staff member at MU, I feel... (Question 47)

	Strongly agree	
	n	%
MU provides me with resources to pursue training/professional development opportunities.	444	17.2
My supervisor provides me with resources to pursue training/professional development opportunities.	512	20.0
MU is supportive of taking extended leave (e.g., FMLA, parental).	399	15.6
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, short-term disability).	830	32.4
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	57	2.2
MU policies (e.g., FMLA) are fairly applied across MU.	233	9.1
MU is supportive of flexible work schedules.	305	11.9
My supervisor is supportive of flexible work schedules.	659	25.7
Staff salaries are competitive.	89	3.5
Vacation and personal time benefits are competitive.	412	16.0
Health insurance benefits are competitive.	452	17.6
Child care benefits are competitive.	97	3.8
Retirement benefits are competitive.	247	9.7

Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
n	%	*n*	%	*n*	%	*n*	%
1,261	48.9	502	19.4	281	10.9	93	3.6
1,098	42.8	510	19.9	321	12.5	123	4.8
1,069	41.8	873	34.1	146	5.7	71	2.8
1,216	47.5	324	12.7	129	5.0	59	2.3
144	5.6	1,209	47.4	772	30.3	369	14.5
728	28.5	1,272	49.8	208	8.1	115	4.5
1,031	40.1	717	27.9	387	15.0	132	5.1
1,108	43.2	421	16.4	257	10.0	120	4.7
453	17.6	515	20.0	895	34.8	619	24.1
1,399	54.4	467	18.2	196	7.6	98	3.8
1,317	51.2	529	20.6	183	7.1	92	3.6
339	13.3	1,626	63.8	272	10.7	215	8.4
967	37.8	851	33.3	344	13.4	150	5.9

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Table B60 cont.	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Staff opinions are valued on MU committees.	120	4.7	719	28.1	1,001	39.1	475	18.6	245	9.6
Staff opinions are valued by MU faculty.	107	4.2	509	19.8	965	37.6	626	24.4	358	14.0
Staff opinions are valued by MU administration.	117	4.6	598	23.4	824	32.3	630	24.7	384	15.0
There are clear expectations of my responsibilities.	415	16.2	1,458	57.1	302	11.8	289	11.3	91	3.6
There are clear procedures on how can advance at MU.	135	5.2	527	20.5	743	28.9	803	31.2	365	14.2
Positive about my career opportunities at MU.	205	8.0	742	28.8	763	29.7	577	22.4	286	11.1
would recommend MU as a good place to work.	352	13.6	1,166	45.2	694	26.9	243	9.4	127	4.9
have job security.	351	13.6	1,165	45.1	587	22.7	340	13.2	138	5.3

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (n = 2,601).

Table B61. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at MU? (Question 82)

Observed conduct	n	%
No	6,628	66.8
Yes	3,299	33.2

Table B62. Who/what was the target of the conduct? (Mark all that apply.) (Question 83)

Target	n	%
Student	2,082	63.1
Friend	669	20.3
Stranger	570	17.3
Co-worker/colleague	459	13.9
Staff member	393	11.9
Faculty member/other instructional staff	350	10.6
Student organization	278	8.4
Student staff	219	6.6
Don't know target	192	5.8
MU police/security	154	4.7
MU media (e.g., posters, brochures, flyers, handouts, websites)	128	3.9
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	109	3.3
Off-campus community member	84	2.5
Student teaching assistant/student lab assistant/student tutor/SI instructor	73	2.2
Department/program/division chair	72	2.2
Academic/scholarship/fellowship advisor	58	1.8
Athletic coach/trainer	44	1.3
Supervisor or manager (including experiential sites)	42	1.3
Alumnus/a	37	1.1
Direct report (e.g., person who reports to you)	31	0.9
Donor	13	0.4
A target not listed above	192	5.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 3,299).
Percentages may not sum to 100 because of multiple responses.

Table B63. **Who/what was the source of the conduct? (Mark all that apply.) (Question 84)**

Source	n	%
Student	1,808	54.8
Stranger	660	20.0
Faculty member/other instructional staff	465	14.1
Student organization	337	10.2
Staff member	308	9.3
On social media (e.g., Facebook, Twitter, Yik-Yak)	295	8.9
Co-worker/colleague	265	8.0
Don't know source	246	7.5
Off-campus community member	190	5.8
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	173	5.2
Supervisor or manager	173	5.2
Department/program/division chair	144	4.4
MU media (e.g., posters, brochures, flyers, handouts, web sites)	139	4.2
Friend	125	3.8
MU police/security	105	3.2
Student staff	104	3.2
Alumnus/a	72	2.2
Academic/scholarship/fellowship advisor	64	1.9
Athletic coach/trainer	32	1.0
Student teaching assistant/student lab assistant/student tutor/SI instructor	32	1.0
Donor	29	0.9
Direct report (e.g., person who reports to me)	9	0.3
A source not listed above	153	4.6

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 3,299). Percentages may not sum to 100 because of multiple responses.

Table B64. **Which of the target's characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 85)**

Characteristic	n	%
Racial identity	1,527	46.3
Ethnicity	1,287	39.0
Gender/gender identity	897	27.2
Political views	527	16.0
Sexual identity	491	14.9
Gender expression	439	13.3
Religious/spiritual views	314	9.5
Position (staff, faculty, student)	297	9.0
Physical characteristics	290	8.8
English language proficiency/accent	260	7.9
Don't know	259	7.9
Philosophical views	256	7.8
Age	247	7.5
Socioeconomic status	221	6.7
Immigrant/citizen status	200	6.1
International status/national origin	197	6.0
Mental health/psychological disability/condition	145	4.4
Participation in an organization/team	140	4.2
Academic performance	122	3.7
Educational credentials (e.g., BS, MS, PhD)	104	3.2
Learning disability/condition	104	3.2
Major field of study	104	3.2
Physical disability/condition	91	2.8
Length of service at MU	81	2.5
Medical disability/condition	81	2.5
Parental status (e.g., having children)	62	1.9
Pregnancy	44	1.3
Marital status (e.g., single, married, partnered)	39	1.2
Military/veteran status	20	0.6
A reason not listed above	187	5.7

Note: Table includes answers only from those respondents who indicated that they observed nd ct (*n* = 99). Percentages may not sum to 100 because of multiple responses.

Table B65. **Which of the following did you observe because of the target's identity? (Mark all that apply.) (Question 86)**

Form of observed conduct	n	%
Derogatory verbal remarks	2,050	62.1
Person intimidated/bullied	1,061	32.2
Racial/ethnic profiling	1,029	31.2
Person ignored or excluded	928	28.1
Person isolated or left out	798	24.2
Derogatory/unsolicited messages online (e.g., Facebook, Twitter, Yik-Yak)	536	16.2
Person being stared at	536	16.2
Person experienced a hostile work environment	516	15.6
Derogatory written comments	441	13.4
Assumption that someone was admitted/hired promoted based on his/her identity	433	13.1
Person experiences a hostile classroom environment	395	12.0
Threats of physical violence	363	11.0
Singled out as the spokesperson for their identity group	358	10.9
Person was the target of workplace incivility	351	10.6
Derogatory phone calls/text messages/email	296	9.0
Graffiti/vandalism	254	7.7
Assumption that someone was not admitted/hired/promoted based on his/her identity	186	5.6
Person received a low or unfair performance evaluation	172	5.2
Physical violence	117	3.5
Person was unfairly evaluated in the promotion and tenure process	110	3.3
Derogatory phone calls	96	2.9
Person was stalked	61	1.8
Person received a poor grade	54	1.6
Something not listed above	209	6.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 3,299). Percentages may not sum to 100 because of multiple responses.

Table B66. **Where did this conduct occur? (Mark all that apply.) (Question 87)**

Location	n	%
In other public spaces at MU	1,255	38.0
While walking on campus	707	21.4
On social media (Facebook/Twitter/Yik-Yak)	528	16.0
In a class/lab/clinical setting	521	15.8
At a MU event/program	467	14.2
Off-campus	438	13.3
In a meeting with a group of people	422	12.8
While working at a MU job	375	11.4
In a fraternity house	314	9.5
In a staff office	302	9.2
In a campus residence hall/apartment	279	8.5
On phone calls/text messages/email	179	5.4
In a faculty office	159	4.8
In the Student Success Center/Student Union	146	4.4
In a(n) MU administrative office	141	4.3
In off-campus housing	134	4.1
In a meeting with one other person	133	4.0
In a(n) MU dining facility	108	3.3
In a sorority house	82	2.5
In athletic facilities	69	2.1
In a(n) MU library	64	1.9
On a campus shuttle	28	0.8
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	26	0.8
In the health center	26	0.8
In an online learning environment	17	0.5
In a religious center	13	0.4
In counseling services	11	0.3
A venue not listed above	168	5.1

Note: Table includes answers only from those respondents who indicated that they observed conduct ($n = 3,299$). Percentages may not sum to 100 because of multiple responses.

Table B67. **What was your response to observing this conduct? (Mark all that apply.) (Question 88)**

Response	n	%
I did not do anything	1,112	33.7
I told a friend	1,007	30.5
I avoided the person/venue	683	20.7
I told a family member	582	17.6
I did not know who to go to	510	15.5
I confronted the person(s) at the time	498	15.1
I confronted the person(s) later	283	8.6
I sought information online	239	7.2
I contacted a MU resource	231	7.0
Office of Civil Rights and Title IX	*76*	*32.9*
Supervisor	*62*	*26.8*
Faculty member	*45*	*19.5*
Staff person (e.g., residential life staff, academic advisor)	*28*	*12.1*
Human resource services	*23*	*10.0*
LGBTQ resource center	*17*	*7.4*
MU counseling center	*16*	*6.9*
Women's center	*13*	*5.6*
MU police	*12*	*5.2*
Employee assistance program	*11*	*4.8*
Office of Student Conduct	*11*	*4.8*
Gaines/Oldham Black Culture Center	*10*	*4.3*
Relationship and sexual violence prevention (RSVP) center	*10*	*4.3*
Disability center	*6*	*2.6*
Vice Chancellor for Student Affairs	*6*	*2.6*
Campus mediation	*5*	*2.2*
Academic retention services	*4*	*1.7*
Director of Accessibility and ADA Education	*4*	*1.7*

Table B67 **(cont.)**

Response	n	%
Grievance resolution panel	4	1.7
Multicultural center	4	1.7
MU student health center	4	1.7
Student legal services	4	1.7
Wellness resource center	4	1.7
International center	2	0.9
Office of Graduate Studies	2	0.9
Office of Student Rights & Responsibilities	1	0.4
Student teaching assistant (e.g., tutor, graduate teaching assistant)	1	0.4
I contacted a local law enforcement official	43	1.3
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	40	1.2
I sought support from off-campus hotline/advocacy services	21	0.6
A response not listed above	484	14.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (n = 3,299). Percentages may not sum to 100 because of multiple responses.

Table B68. **Did you report the conduct? (Question 89)**

Reported conduct	n	%
No, I didn't report it.	2,948	92.5
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline).	238	7.5
Yes, I reported the incident and was satisfied with the outcome.	*45*	*28.0*
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	*45*	*28.0*
Yes, I reported the incident, but felt that it was not responded to appropriately.	*71*	*44.1*

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 3,299). Percentages may not sum to 100 because of multiple responses.

Table B69. Faculty/Staff only: Have you observed hiring practices at MU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 91)

Observed	n	%
No	2,902	79.7
Yes	738	20.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 3,667).

Table B70. Faculty/Staff only: **I believe that the unjust hiring practices were based upon: (Mark all that apply.) (Question 92)**

Characteristic	n	%
Ethnicity	207	28.0
Gender/gender identity	177	24.0
Nepotism/cronyism	176	23.8
Racial identity	169	22.9
Age	164	22.2
Length of service at MU	73	9.9
Position (staff, faculty, student)	70	9.5
Educational credentials (e.g., BS, MS, PhD)	69	9.3
Don't know	45	6.1
International status/national origin	38	5.1
Philosophical views	35	4.7
Political views	35	4.7
English language proficiency/accent	32	4.3
Immigrant/citizen status	32	4.3
Marital status (e.g., single, married, partnered)	32	4.3
Sexual identity	30	4.1
Gender expression	28	3.8
Major field of study	27	3.7
Religious/spiritual views	24	3.3
Parental status (e.g., having children)	18	2.4
Socioeconomic status	18	2.4
Physical disability/condition	12	1.6
Participation in an organization/team	10	1.4
Pregnancy	10	1.4
Learning disability/condition	7	0.9
Military/veteran status	6	0.8
Medical disability/condition	5	0.7
Mental health/psychological disability/condition	4	0.5
A reason not listed above	103	14.0

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices ($n = 738$). Percentages may not sum to 100 because of multiple responses.

Table B71. Faculty/Staff only: ~~Have you have observed employment-related discipline or action, up to and including dismissal,~~ at MU that you perceive to be unjust or that would inhibit diversifying the community? (Question 94)

Observed	n	%
No	3,132	86.3
Yes	499	13.7

Note. Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 3,667)

Table B72. Faculty/Staff only: **I believe t at the unjust employment-related disciplinary actions were based upon: (Mark all that appl .) (Question 95)**

Characteristic	n	%
Gender/gender identity	111	22.2
Age	110	22.0
Job duties	102	20.4
Position (staff, faculty, student)	86	17.2
Racial identity	71	14.2
Political views	66	13.2
Philosophical views	57	11.4
Ethnicity	53	10.6
Length of service at MU	51	10.2
Don't know	42	8.4
Educational credentials (e.g., BS, MS, PhD)	24	4.8
Physical characteristics	17	3.4
Participation in an organization/team	14	2.8
Mental health/psychological disability/condition	13	2.6
English language proficiency/accent	12	2.4
Parental status (e.g., having children)	12	2.4
Socioeconomic status	12	2.4
Medical disability/condition	12	2.4
Sexual identity	10	2.0
Gender expression	10	2.0
Major field of study	9	1.8
International status/national origin	8	1.6
Religious/spiritual views	8	1.6
Marital status (e.g., single, married, partnered)	7	1.4
Pregnancy	5	1.0
Immigrant/citizen status	4	0.8
Physical disability/condition	4	0.8
Learning disability/condition	4	0.8
Military/veteran status	4	0.8
A reason not listed above	115	23.0

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (n = 499). Percentages may not sum to 100 because of multiple responses.

Table B73. Faculty/Staff only: **Have you observed <u>promotion/tenure/reappointment/reclassification</u> practices at MU that you perceive to be unjust? (Question 97)**

Observed	n	%
No	2.646	73.1
Yes	974	26.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 3.667).

Table B74. Faculty/Staff only: **I believe the unjust practices related to promotion/tenure/reappointment/reclassification were based upon: (Mark all that apply.) (Question 83)**

Characteristic	n	%
Gender/gender identity	201	20.6
Position (staff, faculty, student)	177	18.2
Nepotism /cronyism	168	17.2
Age	146	15.0
Length of service at MU	110	11.3
Racial identity	97	10.0
Don't know	94	9.7
Ethnicity	93	9.5
Educational credentials (e.g., BS, MS, PhD)	78	8.0
Philosophical views	62	6.4
Political views	58	6.0
Major field of study	54	5.5
Parental status (e.g., having children)	28	2.9
Physical characteristics	26	2.7
Marital status (e.g., single, married, partnered)	22	2.3
Socioeconomic status	21	2.2
International status/national origin	19	2.0
Sexual identity	18	1.8
Gender expression	18	1.8
Pregnancy	16	1.6
English language proficiency/accent	15	1.5
Medical disability/condition	13	1.3
Participation in an organization/team	13	1.3
Immigrant/citizen status	12	1.2
Religious/spiritual views	10	1.0
Military/veteran status	7	0.7
Mental health/psychological disability/condition	5	0.5
Physical disability/condition	2	0.2
Learning disability/condition	1	0.1
A reason not listed above	225	23.1

Note: Table includes answers only from those Faculty or Staff respondents who indicated that they observed unjust practices (*n* = 974). Percentages may not sum to 100 because of multiple responses.

Table B75. Using a scale of 1-5, please rate the overall campus climate at MU on the following dimensions: (Question 100)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/hostile	2,662	26.9	4,222	42.6	2,321	23.4	597	6.0	99	1.0	2.1	0.9
Inclusive/Exclusive	1,841	18.7	3,525	35.7	2,870	29.1	1,335	13.5	292	3.0	2.5	1.0
Improving/Regressing	2,030	20.6	3,586	36.4	2,728	27.7	1,071	10.9	431	4.4	2.4	1.1
Positive for persons with disabilities/Negative	2,797	28.5	3,775	38.4	2,465	25.1	645	6.6	136	1.4	2.1	1.0
Positive for people who identify as lesbian, gay, or bisexual/Negative	2,508	25.6	3,828	39.1	2,617	26.7	733	7.5	110	1.1	2.2	0.9
Positive for people who identify as gender non-binary, transgender/Negative	2,160	22.2	3,102	31.8	3,176	32.6	1,048	10.8	260	2.7	2.4	1.0
Positive for people of various spiritual/religious backgrounds/Negative	2,416	24.7	3,569	36.4	2,532	25.8	1,021	10.4	258	2.6	2.3	1.0
Positive for People of Color/Negative	2,099	21.3	2,774	28.2	2,475	25.2	1,835	18.7	656	6.7	2.6	1.2
Positive for men/Negative	4,647	47.3	3,172	32.3	1,485	15.1	338	3.4	184	1.9	1.8	0.9
Positive for women/Negative	2,621	26.7	3,685	37.5	2,271	23.1	1,076	10.9	176	1.8	2.2	1.0
Positive for non-native English speakers/Negative	1,929	19.7	2,909	29.7	3,234	33.0	1,439	14.7	281	2.9	2.5	1.1
Positive for people who are not U.S. citizens/Negative	2,102	21.5	3,029	31.0	3,227	33.1	1,162	11.9	243	2.5	2.4	1.0
Welcoming/Not welcoming	2,805	28.4	4,192	42.5	2,042	20.7	664	6.7	163	1.7	2.1	0.9
Respectful/Disrespectful	2,336	23.8	3,768	38.3	2,395	24.4	1,038	10.6	289	2.9	2.3	1.0
Positive for people of high socioeconomic status/Negative	5,047	51.4	3,001	30.6	1,442	14.7	205	2.1	128	1.3	1.7	0.9
Positive for people of low socioeconomic statu /egative	1,748	17.8	2,522	25.7	2,967	30.3	1,962	20.0	599	6.1	2.7	1.2
Positive for people of various political affiliations/Negative	1,962	20.0	2,867	29.3	3,249	33.2	1,162	11.9	549	5.6	2.5	1.1
Positive for people in active military/veterans status/Negative	3,449	35.3	3,535	36.2	2,497	25.5	205	2.1	87	0.9	2.0	0.9

Table B76. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 101)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Not racist/Racist	1,499	15.2	2,792	28.3	2,971	30.1	1,987	20.1	617	6.3	2.7	1.1
Not sexist/Sexist	1,831	18.6	3,044	31.0	2,824	28.7	1,722	17.5	410	4.2	2.6	1.1
Not homophobic/Homophobic	2,094	21.4	3,396	34.7	2,900	29.7	1,148	11.7	239	2.4	2.4	1.0
Not biphobic/Biphobic	2,188	22.6	3,294	34.0	3,162	32.6	851	8.8	201	2.1	2.3	1.0
Not transphobic/Transphobic	2,007	20.7	3,008	31.0	3,023	31.2	1,285	13.3	375	3.9	2.5	1.1
Not ageist	2,561	26.3	3,390	34.8	2,722	27.9	859	8.8	217	2.2	2.3	1.0
Not classist (socioeconomic status)/Classist	1,848	19.0	2,883	29.6	2,769	28.4	1,737	17.8	512	5.3	2.6	1.1
Not classist (position: faculty, staff, student)/Classist	2,142	22.0	2,944	30.2	2,668	27.4	1,431	14.7	555	5.7	2.5	1.2
Disability friendly (not ableist)/Not disability friendly	2,759	28.3	3,625	37.2	2,486	25.5	707	7.3	170	1.7	2.2	1.0
Not xenophobic/Xenophobic	2,221	22.8	3,217	33.0	3,049	31.3	1,017	10.4	251	2.6	2.4	1.0
Not ethnocentric/Ethnocentric	2,067	21.2	2,976	30.6	3,013	31.0	1,248	12.8	431	4.4	2.5	1.1

Table B77. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 102)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
feel valued by MU faculty.	1,491	23.9	3,046	48.9	1,070	17.2	498	8.0	126	2.0
I feel valued by MU staff.	1,441	23.2	2,970	47.8	1,226	19.7	457	7.4	117	1.9
feel valued by MU senior administrators (e.g., chancellor, vice chancellor, dean, provost).	1,069	17.2	1,970	31.8	1,865	30.1	871	14.0	425	6.9
feel valued by faculty in the classroom.	1,645	26.5	3,157	50.9	951	15.3	359	5.8	86	1.4
I feel valued by other students in the classroom.	1,346	21.8	2,836	45.9	1,483	24.0	428	6.9	87	1.4
I feel valued by other students outside of the classroom.	1,284	20.9	2,657	43.2	1,576	25.6	516	8.4	121	2.0
I think that faculty pre-judge my abilities based on their perception of my identity/background.	545	8.8	1,352	21.9	1,518	24.5	1,963	31.7	806	13.0
I think that staff pre-judge my abilities based on their perception of my identity/background.	513	8.3	1,216	19.8	1,626	26.4	1,963	31.9	835	13.6
believe that the campus climate encourages free and open discussion of difficult topics.	1,144	18.5	2,217	35.9	1,292	20.9	1,014	16.4	515	8.3
have faculty whom perceive as role models.	1,883	30.4	2,481	40.0	1,172	18.9	533	8.6	127	2.0
I have staff whom I perceive as role models.	1,453	23.5	2,178	35.2	1,683	27.2	724	11.7	147	2.4
I have students whom I perceive as role models.	1,786	29.0	2,550	41.4	1,192	19.3	463	7.5	170	2.8
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	934	15.1	1,899	30.7	2,231	36.1	817	13.2	300	4.9
Faculty have taken direct actions to address the needs of at-risk/underserved students.	1,018	16.5	2,246	36.4	2,134	34.6	589	9.5	189	3.1
Students have taken direct actions to address the needs of at-risk/underserved students.	1,199	19.5	2,231	36.3	2,022	32.9	515	8.4	176	2.9

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 6,285).

Table B78. Faculty only: **Please indicate the extent to which you agree with each of the following statements. (Question 104)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	328	31.1	412	39.0	144	13.6	116	11.0	56	5.3
I feel valued by my department/program chair.	386	36.7	333	31.7	147	14.0	106	10.1	79	7.5
I feel valued by other faculty at MU.	247	23.6	445	42.6	237	22.7	90	8.6	26	2.5
I feel valued by students in the classroom.	357	35.2	437	43.1	174	17.1	40	3.9	7	0.7
I feel valued by MU senior administrators (e.g., chancellor, vice chancellor, dean, provost).	110	10.6	211	20.3	369	35.5	204	19.6	146	14.0
I feel valued by MU administrators (e.g., dean, department chair).	200	19.3	289	27.9	263	25.4	173	16.7	109	10.5
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	62	6.0	192	18.7	275	26.8	293	28.6	204	19.9
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	49	4.8	144	14.1	264	25.8	327	32.0	238	23.3
believe that MU encourages free and open discussion of difficult topics.	101	9.7	353	33.9	261	25.0	221	21.2	106	10.2
I feel that my research/scholarship is valued.	166	16.2	370	36.1	263	25.6	164	16.0	63	6.1
I feel that my teaching is valued.	181	17.6	387	37.7	246	24.0	146	14.2	66	6.4
I feel that my service contributions are valued.	148	14.3	373	36.1	255	24.7	171	16.6	85	8.2
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	148	14.6	363	35.8	318	31.3	140	13.8	46	4.5

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Table B.7. cont.	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty have taken direct actions to address the needs of at-risk/underserved students.	177	17.4	428	42.0	298	29.2	94	9.2	22	2.2
Students have taken direct actions to address the needs of at-risk/underserved students.	135	13.4	353	35.1	407	40.5	90	9.0	20	2.0

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,066).

Table B79. Staff only: **Please indicate the extent to which you agree with each of the following statements. (Question 106)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	874	33.8	1,250	48.3	254	9.8	165	6.4	43	1.7
I feel valued by coworkers outside my department.	543	21.1	1,236	48.0	603	23.4	163	6.3	28	1.1
I feel valued by my supervisor/manager.	968	37.7	973	37.8	306	11.9	205	8.0	119	4.6
I feel valued by MU students.	421	16.5	801	31.4	1083	42.5	183	7.2	63	2.5
I feel valued by MU faculty.	269	10.5	857	33.5	988	38.7	342	13.4	100	3.9
I feel valued by MU senior administrators (e.g., chancellor, vice chancellor, dean, provost).	210	8.2	514	20.1	1,057	41.2	495	19.3	287	11.2
I feel valued by MU administrators (e.g., dean, department chair).	274	10.8	701	27.6	927	36.5	417	16.4	222	8.7
I think that coworkers pre-judge my abilities based on their perception of my identity/background.	97	3.8	379	14.8	666	26.0	926	36.2	489	19.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	105	4.1	338	13.2	603	23.5	931	36.3	588	22.9
I think that faculty pre-judge my abilities based on their perception of my identity/background.	95	3.7	356	14.0	982	38.8	701	27.7	400	15.8
I believe that my department/program encourages free and open discussion of difficult topics.	357	14.0	904	35.3	684	26.7	405	15.8	209	8.2
I feel that my skills are valued.	550	21.4	1,196	46.5	353	13.7	344	13.4	128	5.0
I feel that my work is valued.	570	22.2	1,200	46.8	351	13.7	316	12.3	128	5.0
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	287	11.3	720	28.3	1,228	48.3	222	8.7	83	3.3

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Table B79 cont.	n	%	n	%	n	%	n	%	n	%
Faculty have taken direct actions to address the needs of at-risk/underserved students.	224	8.9	645	25.5	1,382	54.7	197	7.8	77	3.0
Students have taken direct actions to address the needs of at-risk/underserved students.	210	8.3	649	25.8	1,415	56.2	185	7.4	58	2.3

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (*n* = 2,601).

Table B80. Respondents with disabilities only. **As a person with a self-identified disability, have you experienced a barrier in any of the following areas at MU within the past year? (Question 108)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Ah etic and recreational facilities	67	6.1	567	52.0	457	41.9
Campus transportation/pa king	122	11.3	615	57.2	339	31.5
Classroom buildings	128	11.8	593	54.6	365	33.6
Classrooms, labs (including computer labs)	113	10.4	594	54.8	376	34.7
Counseling services	107	9.9	568	52.7	402	37.3
Dining facilities	45	4.2	586	54.6	442	41.2
Disability center/services	50	4.6	591	54.9	435	40.4
Doors	60	5.6	651	60.4	366	34.0
Elevators/lifts	52	4.8	659	61.2	366	34.0
Emergency preparedness	46	4.3	654	60.8	375	34.9
Office innitur (e.g.. chair. desk)	92	8.5	651	60.4	335	31.1
O l er campus buildings	55	5.2	659	61.8	352	33.0
Podium	27	2.5	625	58.1	423	39.3
Restrooms	69	6.4	659	61.6	342	32.0
Signage	38	3.5	671	62.5	364	33.9
Student heal center	72	6.7	573	53.5	427	39.8
Student union/center	62	5.8	640	59.5	374	34.8
Studios/performing arts spaces	24	2.2	587	54.9	459	42.9
Testing services	56	5.2	558	52.1	458	42.7
Temporary barriers due to construction or maintenance	84	7.8	622	58.0	366	34.1
University housing (e.g., residence halls)	41	3.8	518	48.1	519	48.1
Walkways, pedestrian paths, crosswalks	78	7.4	647	61.6	326	31.0
Technology/onlin environment						
Accessible electronic format	69	6.5	662	62.7	325	30.8

Table B80 cont.	Yes		No		Not applicable	
	n	%	n	%	n	%
Clickers	31	2.9	598	56.7	426	40.4
Computer equipment (e.g., screens, mouse, keyboard)	52	4.9	689	65.3	314	29.8
Electronic forms	39	3.7	690	65.5	324	30.8
Electronic signage	23	2.2	691	65.6	340	32.3
Electronic surveys (including this one)	34	3.2	694	65.9	325	30.9
Kiosks	16	1.5	651	61.7	388	36.8
Library database	23	2.2	665	63.0	367	34.8
Moodle/Blackboard/Canvas	38	3.6	648	61.5	368	34.9
Phone/p one equipment	40	3.8	677	64.0	341	32.2
Software (e.g., voice recognition/audiobooks)	35	3.3	669	63.2	354	33.5
Video/video audio description	40	3.8	664	62.9	352	33.3
Website	45	4.3	686	65.6	315	30.1
Identity						
Course change forms (e.g., add-drop forms)	32	3.0	615	58.6	403	38.4
Electronic databases (e.g., PeopleSoft. myLearn. myPerformance, Pathway)	42	4.0	686	65.0	328	31.1
Email account	25	2.4	723	68.6	306	29.0
Intake forms (e.g., Student Health, Counseling, Disability Support. Registrar)	55	5.2	639	60.6	361	34.2
Learning technology	46	4.4	652	61.7	358	33.9
Surveys	48	4.6	690	66.0	307	29.4
Instructional campus materials						
Brochures	29	2.7	676	63.7	356	33.6
Food menus	49	4.6	638	60.1	374	35.2
Forms	28	2.6	688	65.0	342	32.3
Journal articles	27	2.6	683	64.7	346	32.8
Library books	26	2.5	682	64.4	351	33.1
Other publications	19	1.8	692	65.5	346	32.7

Table B80 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Syllabi	40	3.8	638	60.2	381	36.0
Textbooks	47	4.5	630	59.9	374	35.6
Video-closed captioning and text description	45	4.3	625	59.6	379	36.1

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 66 (*n* = 1,156).

Table B81. Respondents who identify as genderqueer, gender non-binary, or trans only. **As a person who identifies as genderqueer, gender non-binary, or trans, have you experienced a barrier in any of the following areas at MU within the past year? (Question 110)**

	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	11	14.1	26	33.3	41	52.6
Campus transportation parking	5	6.5	32	41.6	40	51.9
Changing rooms/locker rooms	10	12.8	25	32.1	43	55.1
Counseling center	4	5.2	30	39.0	43	55.8
Dining facilities	5	6.4	30	38.5	43	55.1
Disability center	4	5.2	23	29.9	50	64.9
Other campus buildings	10	13.0	33	42.9	34	44.2
Restrooms	15	19.5	31	40.3	31	40.3
Student health center	6	7.8	31	40.3	40	51.9
Studios/performing arts spaces	6	7.8	28	36.4	43	55.8
Testing services	4	5.2	25	32.5	48	62.3
University housing (e.g., residence halls)	9	11.5	24	30.8	45	57.7
Identity Accuracy						
Electronic databases (e.g., PeopleSoft. myLearn. myPerformance. Pathway)	12	16.0	32	42.7	31	41.3
Email account	8	10.5	38	50.0	30	39.5
Intake forms (e.g., student health)	12	15.8	29	38.2	35	46.1
Learning technology	8	10.7	34	45.3	33	44.0
Moodle/Blackboard	11	14.5	31	40.8	34	44.7
MU college ID card	13	17.1	31	40.8	32	42.1
Surveys	13	17.1	33	43.4	30	39.5

Table B81 cont.	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Instructional/campus materials						
Forms	15	19.7	31	40.8	30	39.5
Syllabi	8	10.5	38	50.0	30	39.5

Note: Table includes answers only from those respondents who indicated that they were genderqueer, gender non-binary, or trans in Question 50 and did not indicate that they have a disability (*n* = 87).

Table B82. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MU. (Question 112)

	If this initiative available at MU								If this initiative NOT available at MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing flexibility for calculating the tenure clock	464	69.7	172	25.8	30	4.5	666	75.1	143	64.7	49	22.2	29	13.1	221	24.9
Providing recognition and rewards for including diversity issues in courses across the curriculum	335	57.8	181	31.2	64	11.0	580	63.5	226	67.9	81	24.3	26	7.8	333	36.5
Providing diversity and inclusion training for faculty	443	56.5	249	31.8	92	11.7	784	83.6	87	56.5	47	30.5	20	13.0	154	16.4
Providing faculty with toolkits to create an inclusive classroom environment	329	59.0	183	32.8	46	8.2	558	60.7	266	73.7	78	21.6	17	4.7	361	39.3
Providing faculty with supervisory training	309	56.7	188	34.5	48	8.8	545	59.8	254	69.2	92	25.1	21	5.7	367	40.2
Providing access to counseling for people who have experienced harassment	672	85.7	101	12.9	11	1.4	784	85.1	109	79.6	19	13.9	9	6.6	137	14.9
Providing mentorship for new faculty	628	88.8	73	10.3	6	0.8	707	75.2	203	87.1	22	9.4	8	3.4	233	24.8
Providing a clear process to resolve conflicts	578	85.4	92	13.6	7	1.0	677	73.3	216	87.8	19	7.7	11	4.5	246	26.7
Providing a fair process to resolve conflicts	593	88.5	72	10.7	5	0.7	670	73.5	216	89.6	12	5.0	13	5.4	241	26.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	241	46.7	149	28.9	126	24.4	516	56.6	217	54.8	115	29.0	64	16.2	396	43.4

	If this initiative available at MU								If this initiative NOT available at MU							
Table B82 cont.	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for search, promotion and tenure committees	356	58.7	162	26.7	88	14.5	606	65.8	216	68.6	62	19.7	37	11.7	315	34.2
Providing career-span development opportunities for faculty at all ranks	415	76.6	119	22.0	8	1.5	542	59.4	318	85.7	44	11.9	9	2.4	371	40.6
Providing affordable child care	336	72.4	110	23.7	18	3.9	464	50.9	378	84.6	52	11.6	17	3.8	447	49.1
Providing support/resources for spouse/partner employment	405	72.5	131	23.4	23	4.1	559	61.8	293	84.9	38	11.0	14	4.1	345	38.2
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty)	354	64.2	126	22.9	71	12.9	551	61.7	263	76.9	56	16.4	23	6.7	342	38.3
Providing faculty a location for informal networking (e.g., University Club)	336	57.7	230	39.5	16	2.7	582	64.3	223	69.0	89	27.6	11	3.4	323	35.7

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (*n* = 1,066).

Table B83. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MU. (Question 114)

Institutional initiatives	If this initiative available at MU								If this initiative NOT available at MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for staff	1,393	61.9	693	30.8	163	7.2	2,249	91.9	107	54.0	58	29.3	33	16.7	198	8.1
Providing access to counseling for people who have experienced harassment	1,844	84.4	314	14.4	26	1.2	2,184	90.4	146	62.7	43	18.5	44	18.9	233	9.6
Providing supervisors/managers with supervisory training	1,583	81.3	335	17.2	30	1.5	1,948	81.0	384	83.8	39	8.5	35	7.6	458	19.0
Providing faculty supervisors with supervisory training	1,447	79.6	348	19.2	22	1.2	1,817	77.3	449	84.2	49	9.2	35	6.6	533	22.7
Providing mentorship for new staff	1,281	82.9	241	15.6	23	1.5	1,545	64.7	734	87.1	79	9.4	30	3.6	843	35.3
Providing a clear process to resolve conflicts	1,544	82.6	293	15.7	33	1.8	1,870	79.1	419	85.0	37	7.5	37	7.5	493	20.9
Providing a fair process to resolve conflicts	1,580	84.9	248	13.3	32	1.7	1,860	78.8	425	84.8	40	8.0	36	7.2	501	21.2
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	898	53.2	502	29.7	288	17.1	1,688	72.4	384	59.7	165	25.7	94	14.6	643	27.6
Providing career development opportunities for staff	1,631	85.9	251	13.2	16	0.8	1,898	79.4	425	86.6	37	7.5	29	5.9	491	20.6
Providing affordable child care	1,019	76.2	293	21.9	26	1.9	1,338	56.7	868	85.1	118	11.6	34	3.3	1,020	43.3
Providing support/resources for spouse/partner employment	945	67.3	407	29.0	52	3.7	1,404	60.6	703	77.2	175	19.2	33	3.6	911	39.4

| | If this initiative available at MU | | | | | | | | If this initiative NOT available at MU | | | | | | | |
| | Positively influences climate | | Has no influence on climate | | Negatively influences climate | | Total respondents who believe initiative is available | | Would positively influence climate | | Would have no influence on climate | | Would negatively influence climate | | Total respondents who believe initiative is not available | |
Table B83 cont.	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff)	888	58.6	433	28.6	195	12.9	1,516	65.9	544	69.3	161	20.5	80	10.2	785	34.1
Providing staff a location for informal networking (e.g., University Club)	865	58.7	572	38.8	36	2.4	1,473	63.3	606	71.0	219	25.6	29	3.4	854	36.7

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 ($n = 2,601$).

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Table B84. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at the MU. (Question 116)

Institutional initiatives	If this initiative available at MU								If this initiative NOT available at MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Providing diversity and inclusion training for students	2,940	57.3	1,743	34.0	444	8.7	5,127	87.3	442	59.5	217	29.2	84	11.3	743	12.7
Providing diversity and inclusion training for staff	3,408	66.9	1,423	27.9	266	5.2	5,097	87.5	510	70.0	163	22.4	56	7.7	729	12.5
Providing diversity and inclusion training for faculty	3,400	67.5	1,375	27.3	260	5.2	5,035	87.3	529	72.4	150	20.5	52	7.1	731	12.7
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs)	3,228	72.2	1,037	23.2	205	4.6	4,470	77.5	994	76.7	219	16.9	83	6.4	1,296	22.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, labs)	3,077	70.3	1,031	23.6	268	6.1	4,376	76.1	1,008	73.5	253	18.5	110	8.0	1,371	23.9
Increasing opportunities for cross-cultural dialogue among students	3,242	75.6	898	20.9	151	3.5	4,291	74.9	1,187	82.4	192	13.3	61	4.2	1,440	25.1
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	3,191	75.4	896	21.2	143	3.4	4,230	74.0	1,240	83.2	199	13.4	51	3.4	1,490	26.0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,788	66.1	1,030	24.4	397	9.4	4,215	73.8	1,086	72.4	291	19.4	123	8.2	1,500	26.2
Providing effective faculty mentorship of students	3,694	81.8	748	16.6	74	1.6	4,516	79.2	996	83.8	147	12.4	46	3.9	1,189	20.8

	If this initiative available at M)								If this initiative NOT available at MU							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
Table B84 cont.	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing effective academic advising	4,207	84.5	702	14.1	67	1.3	4,976	87.3	606	83.4	78	10.7	43	5.9	727	12.7
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants)	3,161	65.9	1,338	27.9	297	6.2	4,796	84.1	660	72.8	189	20.8	58	6.4	907	15.9
Providing affordable child care	2,659	70.4	1,027	27.2	90	2.4	3,776	66.3	1,529	79.6	329	17.1	62	3.2	1,920	33.7
Providing adequate child care resources	2,727	72.1	965	25.5	89	2.4	3,781	66.7	1,504	79.8	322	17.1	59	3.1	1,885	33.3
Providing support/resources for spouse/partner employment	2,713	70.6	1,035	26.9	95	2.5	3,843	67.7	1,385	75.5	397	21.6	53	2.9	1,835	32.3
Providing adequate social space	3,518	76.5	947	20.6	135	2.9	4,600	80.7	824	74.8	215	19.5	62	5.6	1,101	19.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question I (n = 6,285).

Appendix C

Comment Analyses (Questions #118, #119, and #120)

The 9,952 surveys submitted for the University of Missouri-Columbia climate assessment contained respondents' responses to open-ended questions found throughout the survey. In addition to these open-ended questions, follow-up questions were embedded in the survey so that respondents could provide more detail about their answers to specific survey questions. Responses to follow-up questions were included in the body of the report. This appendix summarizes the comments submitted for the final three survey questions (Questions 118, 119, and 120) and provides examples of remarks that were echoed by multiple respondents. If comments were related to previous follow-up questions, the comments were added to the relevant section of the report narrative and therefore, are not reflected in this appendix.

Campus and Community Difference

Three thousand eight hundred eighty-nine respondents elaborated on if their experiences on campus were different from their experiences in the community surrounding campus. Two primary themes emerged: (1) perceptions of similar experiences on and off campus and (2) perceptions of experiences as different, primarily noting the campus community as more inclusive.

Campus and community perceived as the same – Respondents who elaborated on how experiences on campus were different from their experiences in the community most often described them as the same. The vast majority of these responses were short, "not different", "no differences", "same", or simply "no." Other respondents elaborated more. One respondent shared, "No the community and campus reflect one another." Another respondent echoed, "No they're very similar." Some respondents noted poor reflections on both the campus and the community, "No--both are mostly uncomfortable" and "No, as a persons of color there are no safe parts of Columbia or Mizzou." One respondent expressed, "No, Columbia, Missouri is a place full of white people, and so is Mizzou." Some respondents reflected positively on both environments, "No, everywhere is pretty similar and just a great atmosphere" and "I feel comfortable anywhere." Respondents who elaborated on how experiences on campus were

different from their experiences in the community most often reported no differences between the two environments.

Campus more inclusive – Respondents who elaborated on how experiences on campus were different from their experiences in the community described the campus as more inclusive. One respondent acknowledged discrimination of minorities in Columbia in contrast to the lack of such observations on campus, "I have not experienced racism/sexism/ageism/religious discrimination, but I'm a white cis-gendered male. it exists in Columbia, and in the state of Missouri, but I don't really see it on campus at Mizzou." Other respondents reported, "I have seen more racism off campus, than on campus" and "I rarely step foot off campus for the sole reason of avoiding racism from the locals." Another respondent shared, in reference to Columbia, "If you are gay, transgendered, black or a woman here you are screwed. So much hate and this needs to stop." One respondent noted, "On campus I'm much more likely to be treated with reduced scrutiny and increased friendliness regardless of my gender presentation, which is very nice." Another respondent explained, "On campus, I've never had to deal with explicit racism, but in the community I have. I was out to eat with a diverse group of friends, but our group had more black people than white. A guy drove by in his car and said something like: he hated black people and we need to get out of here. For the black people, it was sad that it didn't surprise us, but the white people in the group were shocked and angry that someone would say that." Other respondents also noted similar concerns on campus, "I think that Columbia deals with bias and racism both on campus and in the community." Other respondents noted, "Campus tends to be more tolerant, but still isn't great" and "Campus typically feels like a safer place than some of the surrounding areas, especially at night." While some respondents noted inclusion concerns for both the campus and community, the majority of inclusion related concerns in this data reported the local community to be less inclusive than the campus climate.

Recommendations for Improving the Climate at Missouri-Columbia

Four thousand sixty-seven respondents offered suggestions for improving the climate at University of Missouri-Columbia. Five themes emerged from the data: (1) respondents suggested less support for and emphasis on identity-based initiatives, (2) respondents suggest improvements for the current diversity training efforts, (3) respondents expressed a desire for more opportunities for dialogue and building community with people who are different from themselves, (4) respondents noted a perceived need to be more positive and optimistic regarding the recent events on campus and current culture, and (5) respondents noted suggestions for campus leadership.

Less identity-based support and emphasis – Respondents who elaborated on suggestions for improving the climate advocated for less identity-based support and emphasis. Examples of these general sentiments included: "Treat everyone EQUALLY", "Inclusiveness for all", and "Remove all references to gender/race/ethnicity. Treat all as equals!!!" Other respondents described more specific concerns. For example, respondents noted the perception that some identities were given advantage because of inclusion efforts. One respondent suggested "not favoring others because they are in a special class, allowing them to have to have lower work standards." Another respondent noted, "We all need to be treated the same no matter our sex, color, political views, etc. No one should have a leg up for any reason other than experience and qualifications." Some respondents who suggested all people be treated fairly, perceived that people reporting racism were the source of problems. For example, one respondent noted, "Treat all people fairly, regardless of race. Do not give in to groups that are actively crying racism all the time when it is usually them that are causing the problem." Other respondents suggested people stop dialogues about race. One respondent shared, "The best way to improve the climate is to stop talking about it. If no one talked about different races and we all treated each other the same, there would be no racism." Another respondent echoed a similar sentiment with an encouragement to focus on academics, "Stay focused on providing a quality academic experience for ALL students. ALL students matter." Finally, some narratives described the perception that only white people are held accountable on race issues and suggested that this practice end. For example, one respondent explained, "I think racism happens in both white and black populations, but only

whites get punished." Respondents who elaborated on suggestions for improving the climate noted a desire for more emphasis on "all" and sameness instead of an emphasis on differences.

Suggestions regarding current training efforts – Respondents who elaborated on suggestions for improving the climate noted a range of suggestions and critiques of current training efforts. Some respondents suggested mandatory diversity training. For example, "make a diversity training requirement" and "Definitely diversity training for students, staff, and faculty." Another respondent elaborated, "require something like the Citizenship training for current students not just the new students. Make it mandatory like it was for the incoming students." Conversely, some respondents expressed a desire for no mandatory diversity training. For example, one respondent noted, "Stop making new students take 'diversity training.' Most students like myself do not care what or who you are or where you came from. We just want to go about our business and not have everything revolve around race and to have it constantly shoved in our faces." Another respondent echoed, "Don't push diversity training too hard because I feel like for people who know right from wrong." Other respondents commented on the quality and perceived efficacy of the current trainings available on campus. One respondent reported, "the workshops offered that I have attended through the DEI office have been great." Conversely, one respondent expressed, "DIVERSITY AND INCLUSION TRAINING FOR ALL STUDENTS THAT ISN'T JUST A JOKE HOUR LONG TUTORIAL." Another respondent explained, "Absolutely, meaningful diversity training, not idiotic multiple-click online tests would be a start. I've seen tons of confederate flags and baseball caps and what-not. Clearly these symbols hurt people of color and I honestly think some students have no idea how what they choose to wear on their heads or fly of the back of the $45K pickup truck that dad bought them affects people around them." Finally, some respondents described the fear that "bringing attention to diversity through training and promotion only serves to further divide people based on their unique differences, rather than bring them together." Another respondent noted, "Eliminate the egregious hypocrisy inherent in initiatives such as faculty/student diversity training. They aim to fix problems that are not fixable by their methods, and in fact only exacerbate those problems." Respondents who elaborated on their suggestions for improvement noted a range of suggestions and critiques of current diversity training.

Desire for dialogue and community building – Respondents who elaborated on their suggestions for improving the climate suggested more opportunities for dialogue and community building with people different from them. Some respondents succinctly noted, "Just talk about it", "Simply be open", "Face to face discussions" and "discourse. more of it. moderated. continued." Another respondent suggested openness with some expectations, "Promote open expression of civilly rendered opinions." Another respondent explained, "Allow everyone to speak their minds and allow people to disagree. It is ok to disagree in thought. The problem is when deliberate action occurs to interfere with an individual's ability to be themselves. Everyone does not have to like everyone or even get along, they just have to be civil and respectful." Other respondents expressed a desire for more in comparison opportunities for dialogue with the current frequency of these opportunities previously. For example, one respondent elaborated, "More classes that talk about climate" and "More cross- cultural awareness and understanding training." Some respondents described a fear of being vulnerable in difficult dialogues. Respondents elaborated, "Having more ways for people to openly talk about issues without fear of a dangerous reaction" and "Encourage open dialogue without fear of upsetting a diverse group of people." One respondent expressed a desire for in academic settings, "More discussion based classes, less lectures. More circular structure for active discussion can bring up different things that will help learning and improve climate." Other respondents suggested, "Hold more inclusive events" and "More cross-cultural events for students." Respondents who elaborated on their suggestions for improving the climate desired more opportunities for discourse in tandem with the perception that these opportunities would foster community building.

More positivity and optimism – Respondents who elaborated on their suggestions for improving the climate suggested "highlighting positive experiences at MU" and generally being more positive. One respondent elaborated, "The majority of MU is very satisfied with the climate. Emphasis should be placed on that satisfaction instead of highlighting the smaller number of issues. In other words, focus more on the good topics at MU, and quit focusing on the negativity." Another respondent emphatically noted, "BE POSITIVE. REWARD GOOD BEHAVIOR AND PRODUCTIVE EMPLOYEES. ALWAYS CONVEY THE POSITIVE AND TREMENDOUS ACCOMPLISHMENTS OF FACULTY, STAFF, STUDENTS AND ATHLETES." Some respondent noted their pleas for more emphasis on positivity in tandem with

comments about recent events, particularly regarding racial tension. One respondent expressed, "Stop beating ourselves...look at our positives as well as our negatives." Another respondent explained, "Stop addressing the fact that Mizzou is a racial campus. Start showing people that we can come together as a community to achieve greater goals and that we can be the campus we grew to know and love before all of the badness affected Mizzou." Other respondents perceived the racial concerns to have been addressed and desire to move on and focus on the positives. "The climate is fine as it is now, but if more groups like CS1950 show up without a legitimate reason and reasonable demands the school should not respond to these terroristic groups." More generally, another respondent suggested positive reinforcement, "Quit focusing on negatives and start using the positives as the bar for expectations. Make a big deal out of and reward what we want us to be. Enforce what we already have instead of ADDING superfluous duplication to it." Another respondent echoed, "Positive reinforcement, offering appreciation in words and gifts, sharing staffs successes and making a big deal out of it. Building employees UP!" Another respondent shared, "MU is a great school and place to work. I hate that all the good things happening here are not shared more. It seems the constant publicity focuses only on the bad." Others simply stated, "I love my work environment" and "MU does a great job." Respondents who elaborated on their suggestions for improving the climate desire more positivity and optimism at the University of Missouri.

Suggestions for leadership – Respondents who elaborated on their suggestions for improving the climate noted a range of ideas and hopes for campus leadership. The most noted sub-theme within the narrative addressing leadership was the desire for a more diverse leadership team. Respondents noted, "Increase the diversity of the administrators" and "Increase representational racial, ethnic, and gender diversity in senior administrators, deans, directors, and managers." Another respondent noted this matter with appreciation, "I think the university has taken some very positive action since the turmoil of 2015 - I think increasing the number of administrators and faculty from under-represented minorities is desirable and will attract a more diverse student body, leading to a better climate." Other suggestions for leadership included a desire to be heard, providing stability, being accountable and transparent communication. Regarding the desire for leadership to listen, one respondent noted, "I think it is very important that administrators listen to grad students and faculty." Another respondent shared gratitude for the space to be heard,

"The biggest improvement this year is the fact that everyone is willing to talk about issues that arise. You won't find all universities or communities doing that." In light of the leadership changes, some respondents noted a lack of continuity and asserted the need for "a stable leadership group" and "solid leadership." Accountability from leadership was also addressed, "It has to start from the top. Senior administrators need to be held accountable for their actions and attitudes." Finally, regarding transparent communication, respondents suggested, "Transparent communication from administration" and "More communication with senior administrators." One respondent shared an optimistic reflection, "I believe we are on the right path with current leadership." Similarly, another respondent optimistically suggested, "Just a general focus on continuously improving campus climate for everyone including administrators, employees, and students." Respondents who elaborated on improving the climate noted suggestions for leadership including more diversity, stability, accountability and communication.

Description of Experiences or Additional Thoughts

One thousand four hundred five respondents elaborated on other comments that they did not have a chance to provide previously in the survey. Five themes emerged in the data gathered in response to this question: (1) positive reflections on University of Missouri- Columbia, (2) perceived negative impacts of the current level of emphasis on DIVERSITY, (3) reflections on the survey itself, (4) leadership concerns, and (5) elaborations on inclusion concerns.

Positive Reflections – Respondents who elaborated on their survey responses noted, "All good", "Great questions", and "Thank you!" among their positive reflections. One respondent positively reflected, "I think the climate of this campus is pretty good. I feel welcomed and included in everything." Another respondent explained, "Mizzou has a long row to hoe, but it's also full of people willing to shoulder the work. May they succeed." Other respondents reported, "Campus is definitely improving" and "I love this University it has given so much to me, my family and I have seen so many students learn and grow and take their education and apply it in ways that make the world a better place." Another respondent shared, "I love Mizzou so much, even though we have had our ups and downs within the past year. this school means the world to me and I will continue to see the best in it." Similarly, another respondent noted, "I love Mizzou, although it has gone through a lot in this last year I feel like it will only go up from here. We will

come out stronger and more inclusive and an overall better university." One respondent noted appreciation of the institution's commitment to the community and their commitment to MU. "Everyone has different experiences. but I am satisfied. MU is working hard to address everyone's issues. I'll support the university. Good luck." Respondents who elaborated on their survey responses had positive and hopeful shares to add to the survey data.

Reflections on being white – Respondents who elaborated on their survey responses provided narratives addressing their perceptions of what it is like being White at the University of Missouri. Some respondents described challenges with being assumed to be racist. One respondent defended, "A few people on campus are giving an entire demographic a bad name. Not all white people are racist." Another respondent asserted, "All races matter, not just white and black people." Respondents who self-identified as White described reverse discrimination and disapproval of the pressure to be politically correct in tandem with reflections on being White. For example, one respondent explained, "Am thankful for this confidential survey and having the opportunity to make known how reverse discrimination is affecting the climate at this institution. Forced diversity is implying that all whites are bad people and it only makes racial tensions worse." Another respondent noted, "As a white male I feel like I am treated unfairly. I grew up in a time where everyone is equal under the law. The only 'social' differences I have seen is that women and minorities get access to benefits and money I am not eligible to receive." Similarly, another respondent shared, "I believe the culture of political correctness is not only hurting the world as a whole. but campus climate. We need to understand that words are just that; words." Other respondents described their Whiteness in relationship to their privilege. One respondent stated, "As a White female, I feel mostly privileged." Another respondent explained, "I have no issues with the climate on campus when it comes to race, gender, sexual orientation, etc. That may be because I am a white heterosexual." Another respondent reported, "I am a white woman and have not experienced discrimination personally, however the incidents that black students/staff/faculty have experienced make me uncomfortable about Mizzou's environment." Echoing the concern for non-white people, one respondent elaborated, "I feel that MU is a generally non welcoming and sometimes hostile environment for non-White students." Respondents who elaborated on their survey responses address perceived challenges and privileges associated with being White at the University of Missouri.

Survey feedback – Respondents who elaborated on their survey responses provided positive and negative feedback on the survey itself. Respondents who offered positive reflections noted. "I think the survey served its purpose" and "I thought this was a very inclusive survey." Another respondent elaborated, "Good survey. A bit long, but in my eyes it was worth it to complete. This is an important issue." One more respondent added, "Conducting this survey is a great step towards improving campus! I appreciate the concern that you have, it makes me feel like someone is actually listening." Another respondent echoed, "I love this type of thing, but this survey was too long for me to answer every question meaningfully." Other respondents critiqued the survey, "'climate' is not the correct term to use" and "Awful survey. Too many questions. Waste of time and money." Another respondent reported, "survey did not adequately address feelings about the impact of the economic climate at MU - layoffs and no raises for staff due to enrollment and donor response to handling of past unrest." Another respondent added, "This survey is a joke. Are you go i g to pretend anyone really cares?" Another respondent asserted, "You're going to use this survey to say the climate is racist and it won't be accurate." Other respondents provided suggestions on what to do, or not do, with the survey results. One respondent noted, "I think that open-verbal conversations with willing participants would provide more value than just this survey. I think that should be a focus for information gathering on this topic." Another respondent pleaded, "Please do not create another task force or initiative. Most departments are under-staffed, there is no extra money for new endeavors. Let's just get back to focus i g n providing students with an education they can use in this world." Finally, one respondent offered, "Amazing job constructing this survey. Questions were worded properly and friendly for all. Thank you. I hope to see something actually come about this." Respondents who elaborated on their survey responses noted feedback on the survey itself and hopes that it will have an impact on the campus community.

Scars from past leadership and skepticism about future leaders – Respondents who elaborated on their survey responses described their impression of previous leadership and concerns about the future of leadership on campus. Some respondents described the ways they bel eved they had been hurt and failed by previous leadership. One respondent noted, "The previous administration handled two things horribly: race and AAU reorientation. Now, students and faculty are

demoralized." Another respondent explained, "I am appalled by the lack of leadership by this schools administration. We will be rebuilding for years but the scars will last forever of what the 'leaders' did to our institution." Referencing the past indifferently, one respondent shared, "I feel like Administration is doing too much to right wrongs, and they are bringing down Greek Life because of it. They need to start supporting every student organization equally." Noting the anticipated changes ahead in leadership respondents reflected, "The secrecy of the presidential search is excessive. Without revealing candidates' names and present employment, some information should be available to UM faculty and staff." Other respondents noted leadership concerns in tandem with concerns about this survey. One respondent shared, "Surveys can often be used to push an agenda, rather than to do a true needs assessment. I can't tell which this one really is. Lack of trust of leadership will sink us all..." Another respondent explained, "I doubt any change will come from this survey. The administration will cherry pick the data like they have with previous climate surveys. They are dragging their feet because they don't actually want to change anything, they just want people to be quiet and accept the status quo." Finally, one respondent noted, "Mizzou's leadership needs to show that they are open to diversity and inclusion before we can expect students to do the same." Respondents who elaborated on their survey responses described a need for healing the relationship between leadership and the campus community.

Inclusion concerns – Respondents who elaborated on their survey responses noted concerns for a wide range of layers of identities including, ability status, size, sexuality, gender identity, gender, age and race. One respondent pleaded, "Always provide closed captions if making a video on MU page. Train staffs to learn the basic of ASL and other languages. Try to include everyone." Another respondent reported, "As a large person, I have noticed discrimination against me because of that. It's not severe or intolerable but there is discrimination from some towards people who are overweight." Some respondents addressed their LGBTQ identities and noted "the general climate still seems very gender and sexually normative." Another respondent explained, "As a queer woman, I experience increased and targeted sexual harassment. I seem to be sexualized more than my straight fellow women are. Sexual harassment in general is a reoccurring problem I face on this campus that needs to be addressed." Additionally, another respondent added, "I am friends with multiple people on Facebook who identify as homosexual

or transgender. I am used to seeing posts by them commenting how they were verbally abused that day on Mizzou campus." Regarding gender, respondents reported, "Being a woman working on campus is bad. … Being an older, disabled woman on campus is a death for any hope of advancement at MU" and "I feel the particular lab I work in has specific sexist tendencies. e.g. males do not do dishes, they have a tendency to be offered field assignments more than women." Racism was also noted by respondents who elaborated on this question, for example, "Missouri was a slave state and unfortunately, there are still a few people on campus that think it is acceptable to disrespect African Americans." Another respondent explained, "MU's problems on this topic are long-standing and deeply rooted, as far back as the history of Boone county and central Missouri as a slave-holding area before the Civil War. It's essentially an insoluble problem; if we really want tolerance, we have to leave." More broadly, one respondent noted, "I have noticed discrimination in regards to sex, ses, race, religion, immigration status, and political ideology." Another respondent shared, "I want my friends/strangers/faculty to stop hurting because people are getting away with racism, sexism, ableism, transphobia, homophobia, etc." Respondents who elaborated on their survey response described inclusion concerns for many perceived minorities in the current campus climate.

University of Missouri-Columbia
Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is accessible in alternative formats. If you need any accommodations in order to fully participate in this survey, please contact:

Esta encuesta esta disponible en formatos alternativos. Si usted necesita cualquier adaptacion para participar en esta encuesta, por favor pongase en contacto con:

Si usted necesita la encuesta traducida al espanol, por favor pongase en contacto con:

University of Missouri
Noor Azizan-Gardner
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Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the environment for learning, living and working at the University of Missouri. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at the University of Missouri and provide us with specific information about how the environment for learning, living and working can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies, please copy and paste the appropriate link into a new browser:

http://titleix.missouri.edu/resources/

Benefits

The results of the survey will provide important information about our climate and will help us in our efforts to ensure that the environment at the University of Missouri is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Emil L. Cunningham, PhD
Senior Research Associate
Rankin & Associates Consulting
emil@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
(814) 625-2780

Questions regarding the survey process may also be directed to:
University of Missouri
Noor Azizan-Gardner
Assistant Vice Chancellor
Division for Inclusion Diversity, and Equity
(573) 882-6282
Azizan-GardnerN@missouri.edu

Questions concerning the rights of participants:
Research at the University of Missouri that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

MU Institutional Review Board
Office of Research
University of Missouri
190 Galena Hall DC074
University of Missouri
Columbia, MO 65212
(573) 882-3181
irb@missouri.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Survey Terms and Definitions

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) as that of an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: Bisexual people may be attracted, romantically and/or sexually, to people of more than one sex, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprentticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Harassment: Unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at MU?
- ○ Undergraduate student
  - ○ Started at MU as a first-year student
  - ○ Transferred to MU from another institution
- ○ Graduate/Professional student
  - ○ Doctoral degree candidate (e.g., PhD, EdD, DNP)
  - ○ Graduate Certificate
  - ○ Professional degree candidate (e.g., MD, DDS, JD, PharmD, OD)
  - ○ Master's degree candidate
- ○ Post-doctoral scholar/fellow/resident
- ○ Faculty - Tenured
  - ○ Assistant Professor
  - ○ Associate Professor
  - ○ Professor
  - ○ Librarian
- ○ Faculty - Tenure-Track
  - ○ Assistant Professor
  - ○ Associate Professor
  - ○ Professor
  - ○ Librarian
- ○ Faculty Non-Tenure-Track
  - ○ Lecturer
  - ○ Adjunct/Visiting
  - ○ Research Line Faculty
  - ○ Professor of Practice
  - ○ Teaching Faculty
    - ○ Adjunct
    - ○ Assistant Professor
    - ○ Associate Professor
    - ○ Professor
  - ○ Clinical Faculty
    - ○ Adjunct
    - ○ Assistant Professor
    - ○ Associate Professor
    - ○ Professor
  - ○ Research Faculty
    - ○ Adjunct
    - ○ Assistant Professor
    - ○ Associate Professor
    - ○ Professor
  - ○ Librarian
- ○ Emeritus Faculty
- ○ Administrator with faculty rank
- ○ Administrator without faculty rank
- ○ Staff - Hourly
  - ○ Executive
  - ○ Management
  - ○ Supervisor
  - ○ Support
- ○ Staff - Salary
  - ○ Executive
  - ○ Management
  - ○ Supervisor
  - ○ Support
- ○ Staff - Contract
- ○ Staff - Union

3. **Faculty/Staff only:** Are you benefit eligible?
- ○ Yes
- ○ No

4. Are you full-time or part-time in that **primary** position?
- ○ Full-time
- ○ Part-time

5. What is your **primary** MU campus location?
- ○ Columbia Campus
- ○ Extension Offices
- ○ Research Farms
- ○ Other MU campus

6. **Students Only:** What percentage of your classes have you taken exclusively on-line?
- ○ 100%
- ○ 76%-99%
- ○ 51%-75%
- ○ 26%- 50%
- ○ 0%-25%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at MU.

7. Overall, how comfortable are you with the climate at MU?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable

8. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your primary work area at MU?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable

9. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at MU?
- ○ Very comfortable
- ○ Comfortable
- ○ Neither comfortable nor uncomfortable
- ○ Uncomfortable
- ○ Very uncomfortable

10. Have you ever **seriously considered** leaving MU?
- ○ No **[Skip to Question #15]**
- ○ Yes

11. **Students only:** When did you seriously consider leaving MU? **(Mark all that apply.)**
    - ❑ During my first semester
    - ❑ During my first year as a student
    - ❑ During my second year as a student
    - ❑ During my third year as a student
    - ❑ During my fourth year as a student
    - ❑ During my fifth year as a student
    - ❑ After my fifth year as a student

12. **Students only:** Why did you seriously consider leaving MU? **(Mark all that apply.)**
    - ❑ Climate was not welcoming
    - ❑ Academic advancement opportunities elsewhere (e.g., 2+2 program)
    - ❑ Coursework was too difficult
    - ❑ Coursework not challenging enough
    - ❑ Didn't like major
    - ❑ Didn't have my major
    - ❑ Didn't meet the selection criteria for a major
    - ❑ Financial reasons
    - ❑ Homesick
    - ❑ Lack of a sense of belonging
    - ❑ Lack of social life
    - ❑ Lack of support group
    - ❑ Lack of support services
    - ❑ My marital/relationship status
    - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
    - ❑ Unhealthy social relationships
    - ❑ A reason not listed above (please specify): _____

13. **Faculty/Staff only:** Why did you seriously consider leaving MU? **(Mark all that apply.)**
    - ❑ Campus climate was not welcoming
    - ❑ Family responsibilities
    - ❑ Lack of institutional support (e.g., tech support, lab space/equipment)
    - ❑ Increased workload
    - ❑ Interested in a position at another institution
    - ❑ Lack of benefits
    - ❑ Limited opportunities for advancement
    - ❑ Local community did not meet my (my family) needs
    - ❑ Local community climate was not welcoming
    - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
    - ❑ Lack of professional development opportunities
    - ❑ Recruited or offered a position at another institution/organization
    - ❑ Relocation
    - ❑ Lack of a sense of belonging
    - ❑ Low salary/pay rate
    - ❑ Spouse or partner relocated
    - ❑ Spouse or partner unable to find suitable employment
    - ❑ Tension with supervisor/manager
    - ❑ Tension with co-workers
    - ❑ A reason not listed above (please specify): _____

14. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

15. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at MU.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	○	○	○	○	○
Few of my courses this year have been intellectually stimulating.	○	○	○	○	○
I am satisfied with my academic experience at MU.	○	○	○	○	○
I am satisfied with the extent of my intellectual development since enrolling at MU.	○	○	○	○	○
I have performed academically as well as I anticipated I would.	○	○	○	○	○
My academic experience has had a positive influence on my intellectual growth and my interest in ideas.	○	○	○	○	○
My interest in ideas and intellectual matters has increased since coming to MU.	○	○	○	○	○
I intend to graduate from MU.	○	○	○	○	○
Thinking ahead, it is likely that I will leave MU without meeting my academic goal.	○	○	○	○	○

16. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at MU?
    - ○ No **[Skip to Question #25]**
    - ○ Yes

17. What do you believe was the basis of the conduct? (**Mark all that apply.**)
    - ❑ Academic Performance
    - ❑ Age
    - ❑ Educational credentials (e.g., BS, MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at MU
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify): _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify): _____

18. How would you describe what happened? **(Mark all that apply.)**
- ❑ I was ignored or excluded
- ❑ I was intimidated/bullied
- ❑ I was isolated or left out
- ❑ I felt others staring at me
- ❑ I experienced a hostile classroom environment
- ❑ The conduct made me fear that I would get a poor grade
- ❑ I experienced a hostile work environment
- ❑ I was the target of workplace incivility
- ❑ I was the target of derogatory verbal remarks
- ❑ I received derogatory written comments
- ❑ I received derogatory phone calls/text messages/email
- ❑ I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)
- ❑ I was singled out as the spokesperson for my identity group
- ❑ I received a low or unfair performance evaluation
- ❑ I was not fairly evaluated in the promotion and tenure process
- ❑ Someone assumed I was admitted/hired/promoted due to my identity group
- ❑ Someone assumed I was not admitted/hired/promoted due to my identity group
- ❑ I was the target of graffiti/vandalism
- ❑ I was the target of racial/ethnic profiling
- ❑ I was the target of stalking
- ❑ The conduct threatened my physical safety
- ❑ The conduct threatened my family's safety
- ❑ I received threats of physical violence
- ❑ I was the target of physical violence
- ❑ An experience not listed above (please specify): _____

19. Where did the conduct occur? **(Mark all that apply.)**
- ❑ At a MU event/program
- ❑ In a class/lab/clinical setting
- ❑ In a faculty office
- ❑ In a staff office
- ❑ In a religious center
- ❑ In a fraternity house
- ❑ In a sorority house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a(n) MU administrative office
- ❑ In a(n) MU dining facility
- ❑ In a(n) MU library
- ❑ In an experiential learning environment (e.g., study abroad, retreat, externship, internship)
- ❑ In athletic facilities
- ❑ In other public spaces at MU
- ❑ In a campus residence hall/apartment
- ❑ In Counseling Services
- ❑ In off-campus housing
- ❑ In the Health Center
- ❑ In an on-line learning environment
- ❑ In the Student Union
- ❑ Off-campus
- ❑ On a campus shuttle
- ❑ On phone calls/text messages/e-mail
- ❑ On social media (Facebook/Twitter/ Yik-Yak)
- ❑ While walking on campus
- ❑ While working at a MU job
- ❑ A venue not listed above (please specify): _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**
    - ❑ Academic/Scholarship/Fellowship Advisor
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ MU media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ MU Police/Security
    - ❑ Co-worker/colleague
    - ❑ Department/Program/Division Chair
    - ❑ Direct Report (e.g., person who reports to you)
    - ❑ Donor
    - ❑ Faculty member/Other instructional staff
    - ❑ Friend
    - ❑ Off campus community member
    - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    - ❑ On social media (e.g., Facebook, Twitter, Yik-Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Student Organization (please specify): _____
    - ❑ Supervisor or manager (including experiential sites)
    - ❑ Student Teaching Assistant/Student Lab Assistant/Student Tutor
    - ❑ Don't know source
    - ❑ A source not listed above (please specify): _____

21. How did you experience the conduct? **(Mark all that apply.)**
    - ❑ I felt embarrassed
    - ❑ I felt somehow responsible
    - ❑ I was afraid
    - ❑ I was angry
    - ❑ I ignored it
    - ❑ A feeling not listed above (please specify): _____

22. What did you do in response to experiencing the conduct? **(Mark all that apply.)**
    - ❑ I did not do anything
    - ❑ I avoided the person/venue
    - ❑ I contacted a local law enforcement official
    - ❑ I confronted the person(s) at the time
    - ❑ I confronted the person(s) later
    - ❑ I did not know who to go to
    - ❑ I sought information online
    - ❑ I sought support from off-campus hot-line/advocacy services
    - ❑ I contacted a MU resource
        - ❑ Academic Retention Services
        - ❑ Campus Mediation
        - ❑ Director of Accessibility and ADA Education
        - ❑ Disability Center
        - ❑ Employee Assistance Program
        - ❑ Faculty member
        - ❑ Gaines/Oldham Black Culture Center
        - ❑ Grievance Resolution panel
        - ❑ Human Resource Services
        - ❑ International Center
        - ❑ LGBTQ Resource Center
        - ❑ MU Counseling Center
        - ❑ MU Police
        - ❑ MU Student Health Center
        - ❑ Multicultural Center
        - ❑ Office of Civil Rights and Title IX
        - ❑ Office of Graduate Studies
        - ❑ Office of Student Conduct
        - ❑ Office of Student Rights & Responsibilities
        - ❑ Relationship and Sexual Violence Prevention (RSVP) Center

    ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
    ❑ Staff person (e.g., Residential Life staff, academic advisor)
    ❑ Student Legal Services
    ❑ Supervisor
    ❑ Vice Chancellor for Student Affairs
    ❑ Wellness Resource Center
    ❑ Women's Center
  ❑ I told a family member
  ❑ I told a friend
  ❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
  ❑ A response not listed above (please specify): _____

23. Did you report the conduct?
  ❍ No, I did not report it
  ❍ Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
    ❍ Yes, I reported the incident and was satisfied with the outcome
    ❍ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
    ❍ Yes, I reported the incident, but felt that it was not responded to appropriately

24. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

http://titleix.missouri.edu/resources

Part 2: Workplace Climate

37. Graduate/Professional students only: As a graduate student I feel…

	Strongly agree	Agree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	O	O	O	O
I have adequate access to my advisor.	O	O	O	O
My advisor provides clear expectations.	O	O	O	O
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	O	O	O	O
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O
There are adequate opportunities for me to interact with other university faculty outside of my department.	O	O	O	O
I receive support from my advisor to pursue personal research interests.	O	O	O	O
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	O	O	O	O
My department faculty members encourage me to produce publications and present research.	O	O	O	O
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	O	O	O	O
I feel comfortable sharing my professional goals with my advisor.	O	O	O	O

38. Graduate/Professional student only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

39. Tenured and Tenure-Track Faculty only: As a faculty member at MU, I feel (or felt)…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	O	O	O	O	O
The tenure standards/promotion standards are applied equally to faculty in my school/division.	O	O	O	O	O
Supported and mentored during the tenure-track years.	O	O	O	O	O
MU policies for delay of the tenure-clock are used by all faculty.	O	O	O	O	O
Research is valued by MU.	O	O	O	O	O
Teaching is valued by MU.	O	O	O	O	O
Service contributions are valued by MU.	O	O	O	O	O
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	O	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	O	O	O	O	O
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	O	O	O	O	O
Faculty opinions are valued within MU committees.	O	O	O	O	O
I would like more opportunities to participate in **substantive** committee assignments.	O	O	O	O	O
have opportunities to participate in **substantive** committee assignments.	O	O	O	O	O

40. Tenure and Tenure-Track Faculty only: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

41. **Non-Tenure Track Academic Appointment only:** As an employee with a non-tenure track appointment at MU I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	O	O	O	O	O
The criteria used for contract renewal is applied equally to all positions.	O	O	O	O	O
There are clear expectations of my responsibilities.	O	O	O	O	O
Research is valued by MU.	O	O	O	O	O
Teaching is valued by MU.	O	O	O	O	O
Service is valued by MU.	O	O	O	O	O
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O
Non-Tenure-Track Faculty, opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	O	O	O	O	O
I have job security.	O	O	O	O	O

42. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

43. **All Faculty:** As a faculty member at MU, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	O	O	O	O	O
Salaries for adjunct faculty are competitive.	O	O	O	O	O
Salaries for non-tenure-track faculty are competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Childcare benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	O	O	O	O	O
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, MU breaks not scheduled with school district breaks).	O	O	O	O	O
MU provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	O	O	O	O	O
My colleagues include me in opportunities that will help my career as much as they do others in my position.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
MU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	O	O	O	O	O
Positive about my career opportunities at MU.	O	O	O	O	O
I would recommend MU as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O
I feel that I have access to and support for grant funding.	O	O	O	O	O

44. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

45. **All Staff:** As a staff member at MU, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
have supervisors who give me job/career advice or guidance when need it.	○	○	○	○	○
have colleagues/co-workers who give me job/career advice or guidance when need it.	○	○	○	○	○
am included in opportunities that will help my career as much as others in similar positions.	○	○	○	○	○
The performance evaluation process is clear.	○	○	○	○	○
The performance evaluation process is effective.	○	○	○	○	○
My supervisor provides adequate support for me to manage work-life balance.	○	○	○	○	○
am able to complete my assigned duties during scheduled hours.	○	○	○	○	○
My workload was increased without additional compensation (e.g., retirement positions not filled).	○	○	○	○	○
am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	○	○	○	○	○
am given a reasonable time frame to complete assigned responsibilities.	○	○	○	○	○
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	○	○	○	○	○
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	○	○	○	○	○
perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	○	○	○	○	○
There is a hierarchy within staff positions that allows some voices to be valued more than others.	○	○	○	○	○
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, MU breaks not scheduled with school district breaks).	○	○	○	○	○
MU provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	○	○	○	○	○
have adequate resources to perform my job duties.	○	○	○	○	○

46. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

47. **Staff only:** As a staff member at MU I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
MU provides me with resources to pursue training/professional development opportunities.	○	○	○	○	○
My supervisor provides me with resources to pursue training/professional development opportunities.	○	○	○	○	○
MU is supportive of taking extended leave (e.g., FMLA, parental).	○	○	○	○	○
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	○	○	○	○	○
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	○	○	○	○	○
MU policies (e.g., FMLA) are fairly applied across MU.	○	○	○	○	○
MU is supportive of flexible work schedules.	○	○	○	○	○
My supervisor is supportive of flexible work schedules.	○	○	○	○	○
Staff salaries are competitive.	○	○	○	○	○
Vacation and personal time benefits competitive.	○	○	○	○	○
Health insurance benefits are competitive.	○	○	○	○	○
Childcare benefits are competitive.	○	○	○	○	○
Retirement benefits are competitive.	○	○	○	○	○
Staff opinions are valued on MU committees.	○	○	○	○	○
Staff opinions are valued by MU faculty.	○	○	○	○	○
Staff opinions are valued by MU administration.	○	○	○	○	○
There are clear expectations of my responsibilities.	○	○	○	○	○
There are clear procedures on how I can advance at MU.	○	○	○	○	○
Positive about my career opportunities at MU.	○	○	○	○	○
I would recommend MU as good place to work.	○	○	○	○	○
I have job security.	○	○	○	○	○

48. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified.

You may also skip questions.

49. What is your birth sex (assigned)?
    - ○ Female
    - ○ Intersex
    - ○ Male

50. What is your gender/gender identity?
    - ○ Genderqueer
    - ○ Man
    - ○ Non-binary
    - ○ Transgender
    - ○ Woman
    - ○ A gender not listed here (please specify): _____

51. What is your current gender expression?
    - ○ Androgynous
    - ○ Feminine
    - ○ Masculine
    - ○ A gender expression not listed here (please specify): _____

52. What is your citizenship/immigration status in the U.S.?
    - ○ A visa holder (such as F-1, J-1, H1-B, and U)
    - ○ Currently under a withholding of removal status
    - ○ DACA (Deferred Action for Childhood Arrival)
    - ○ DAPA (Deferred Action for Parental Accountability)
    - ○ Other legally documented status
    - ○ Permanent Resident
    - ○ Refugee status
    - ○ Undocumented resident
    - ○ U.S. citizen, birth
    - ○ U.S. citizen, naturalized

53. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (**If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.**)
    - ❑ Alaska Native (if you wish please specify your enrolled or principal corporation): _____
    - ❑ American Indian/Native (if you wish please specify your enrolled or principal tribe): _____
    - ❑ Asian/Asian American (if you wish please specify): _____
    - ❑ African/Black/African American (if you wish please specify): _____
    - ❑ Hispanic/Latin@/Chican@ (if you wish please specify): _____
    - ❑ Middle Eastern/Southwest Asian (if you wish please specify): _____
    - ❑ Native Hawaiian (if you wish please specify): _____
    - ❑ Pacific Islander (if you wish please specify): _____
    - ❑ White/European American (if you wish please specify): _____
    - ❑ A racial/ethnic/national identity not listed here (please specify): _____

54. What is your age?

○ 18	○ 39	○ 60	○ 81
○ 19	○ 40	○ 61	○ 82
○ 20	○ 41	○ 62	○ 83
○ 21	○ 42	○ 63	○ 84
○ 22	○ 43	○ 64	○ 85
○ 23	○ 44	○ 65	○ 86
○ 24	○ 45	○ 66	○ 87
○ 25	○ 46	○ 67	○ 88
○ 26	○ 47	○ 68	○ 89
○ 27	○ 48	○ 69	○ 90
○ 28	○ 49	○ 70	○ 91
○ 29	○ 50	○ 71	○ 92
○ 30	○ 51	○ 72	○ 93
○ 31	○ 52	○ 73	○ 94
○ 32	○ 53	○ 74	○ 95
○ 33	○ 54	○ 75	○ 96
○ 34	○ 55	○ 76	○ 97
○ 35	○ 56	○ 77	○ 98
○ 36	○ 57	○ 78	○ 99
○ 37	○ 58	○ 79	
○ 38	○ 59	○ 80	

55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?
   ○ Bisexual
   ○ Gay
   ○ Heterosexual
   ○ Lesbian
   ○ Pansexual
   ○ Queer
   ○ Questioning
   ○ A sexual identity not listed here (please specify): _____

56. Do you have substantial parenting or caregiving responsibility?
   ○ No
   ○ Yes (Mark all that apply.)
      ❑ Children 5 years or under
      ❑ Children 6-18 years
      ❑ Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
      ❑ Independent adult children over 18 years of age
      ❑ Sick or disabled partner
      ❑ Senior or other family member
      ❑ A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify): _____

57. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?
   ○ Never served in the military
   ○ Now on active duty (including Reserves or National Guard)
   ○ On active duty in the past, but not now
   ○ ROTC

58. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
- ○ No high school
- ○ Some high school
- ○ Completed high school/GED
- ○ Some college
- ○ Business/Technical certificate/degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Some graduate work
- ○ Master's degree (e.g., MA, MS, MBA)
- ○ Specialist degree (e.g.,EdS)
- ○ Doctoral degree (e.g., PhD, EdD)
- ○ Professional degree (e.g., MD, JD)
- ○ Unknown
- ○ Not applicable

Parent/Guardian 2:
- ○ Not applicable
- ○ No high school
- ○ Some high school
- ○ Completed high school/GED
- ○ Some college
- ○ Business/Technical certificate/degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Some graduate work
- ○ Master's degree (e.g., MA, MS, MBA)
- ○ Specialist degree (e.g.,EdS)
- ○ Doctoral degree (e.g., PhD, EdD)
- ○ Professional degree (e.g., MD, JD)
- ○ Unknown

59. **Faculty/Staff only:** What is your highest level of education?
- ○ No high school
- ○ Some high school
- ○ Completed high school/GED
- ○ Some college
- ○ Business/Technical certificate/degree
- ○ Associate's degree
- ○ Bachelor's degree
- ○ Some graduate work
- ○ Master's degree (e.g., MA MS, MBA, MLS, MFA)
- ○ Specialist degree (e.g., EdS)
- ○ Doctoral degree (e.g., PhD, EdD)
- ○ Professional degree (e.g., MD, JD)

60. **Faculty/Staff only:** How long have you been employed at MU?
- ○ Less than 1 year
- ○ 1-5 years
- ○ 6-10 years
- ○ 11-15 years
- ○ 16-20 years
- ○ More than 20 years

61. **Undergraduate Students only:** How many semesters have you been at MU?
- ○ Less than one
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7
- ○ 8
- ○ 9
- ○ 10
- ○ 11
- ○ 12
- ○ 13 or more

62. **Faculty only:** Which academic school/college are you **primarily affiliated** with at this time?
- College of Agriculture, Food & Natural Resources
- College of Arts and Science
- Trulaske College of Business
- College of Education
- College of Engineering
- Office of Graduate Studies
- School of Health Professions
- College of Human Environmental Sciences
- School of Journalism
- School of Law
- School of Medicine
- School of Natural Resources
- Sinclair School of Nursing
- Harry S. Truman School of Public Affairs
- College of Veterinary Medicine

63. **Staff only:** Which academic division/work unit are you **primarily affiliated** with at this time?
- College of Agriculture, Food & Natural Resources
- College of Arts and Science
- Trulaske College of Business
- College of Education
- College of Engineering
- School of Health Professions
- College of Human Environmental Science
- School of Journalism
- School of Law
- School of Medicine
- School of Natural Resources
- Sinclair School of Nursing
- Harry S. Truman School of Public Affairs
- College of Veterinary Medicine
- Chancellor
- Campus Finance
- Campus Operations
- Inclusion, Diversity & Equity
- Office of Research
- Division of Information Technology
- Provost
- Extension
- Intercollegiate Athletics
- Libraries (any MU library)
- Marketing & Communications
- Alumni & Advancement
- Student Affairs

64. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**
   College of Agriculture, Food & Natural Resources
- Agriculture
- Agribusiness Management
- Agriculture Economics
- Agriculture Education
- Agricultural Systems Management
- Animal Sciences
- Biochemistry
- Food Science and Nutrition
- Hospitality Management
- Plant Sciences
- Science and Agricultural Journalism
   College of Arts and Science
- Anthropology
- Art

- ❑ Art History and Archaeology
- ❑ Digital Storytelling
- ❑ Biological Sciences
- ❑ Black Studies
- ❑ Chemistry
- ❑ Classics
- ❑ Communication
- ❑ Economics
- ❑ English
- ❑ Environmental Studies
- ❑ Film Studies
- ❑ General Studies
- ❑ Geography
- ❑ Geological Sciences
- ❑ German
- ❑ History
- ❑ Interdisciplinary
- ❑ International Studies
- ❑ Linguistics
- ❑ Mathematics
- ❑ Music
- ❑ Peace Studies
- ❑ Philosophy
- ❑ Physics
- ❑ Political Science
- ❑ Psychology
- ❑ Religious Studies
- ❑ Romance Languages
- ❑ Russian
- ❑ Sociology
- ❑ Statistics
- ❑ Theatre
- ❑ Women's & Gender Studies

Trulaske College of Business
- ❑ Accountancy
- ❑ Finance and Banking
- ❑ International Business
- ❑ Management
- ❑ Marketing
- ❑ Real Estate

College of Education
- ❑ Early Childhood Education
- ❑ Educational Studies
- ❑ Elementary Education
- ❑ Middle School Education
- ❑ Secondary Education
- ❑ Special Education

College of Engineering
- ❑ Biological Engineering
- ❑ Chemical Engineering
- ❑ Civil Engineering
- ❑ Computer Science
- ❑ Information Technology
- ❑ Computer Engineering
- ❑ Electrical Engineering
- ❑ Industrial Engineering
- ❑ Mechanical/Aerospace Engineering

School of Health Professions
- ❑ Athletic Training
- ❑ Clinical Laboratory Sciences
- ❑ Communication Science and Disorders
- ❑ Diagnostic Medical Ultrasound

- ❑ Health Sciences
- ❑ Occupational Therapy
- ❑ Pre-Physical Therapy
- ❑ Respiratory Therapy

College of Human Environmental Sciences

- ❑ Architectural Studies
- ❑ Human Development & Family Studies
- ❑ Nutritional Sciences
- ❑ Personal Financial Planning
- ❑ Textile and Apparel Management

School of Journalism

- ❑ Journalism

School of Natural Resources

- ❑ Fisheries and Wildlife
- ❑ Forestry
- ❑ Parks, Recreation and Tourism
- ❑ Soil, Environmental and Atmospheric Sciences

Sinclair School of Nursing

- ❑ Nursing

Social Work

- ❑ Social Work

65. **Graduate/Professional Students only:** What is your academic program? **(Mark all that apply.)**

Masters

- ❑ Agricultural and Applied Econ
- ❑ Agricultural Ed and Leadership
- ❑ Animal Science
- ❑ Biochemistry
- ❑ Food Science
- ❑ Plant Sciences

College of Agriculture, Food & Natural Resources

- ❑ Rural Sociology
- ❑ Anthropology
- ❑ Art
- ❑ Art History and Archaeology
- ❑ Biological Science
- ❑ Chemistry

College of Arts and Science

- ❑ Classical Studies
- ❑ Communication
- ❑ Economics
- ❑ English
- ❑ Geography
- ❑ Geological Sciences

Trulaske College of Business

- ❑ German & Russian Studies
- ❑ History
- ❑ Mathematics
- ❑ Philosophy
- ❑ Physics and Astronomy
- ❑ Political Science

College of Education

- ❑ Psychological Sciences
- ❑ Religious Studies
- ❑ Romance Languages & Lit
- ❑ School of Music
- ❑ Sociology
- ❑ Statistics

College of Engineering

- ❑ Theatre
- ❑ Accountancy
- ❑ Taxation

- ❑ Business Administration
- ❑ Educational Leadership & Policy Analysis
- ❑ Educational School & Counseling Psychology

College of Veterinary Medicine
- ❑ Information Science and Learning Technologies
- ❑ Career and Technical Education
- ❑ Learning, Teaching and Curriculum
- ❑ Special Education
- ❑ Biological Engineering
- ❑ Chemical Engineering

Harry S. Truman School of Public Affairs
- ❑ Civil Engineering
- ❑ Computer Science
- ❑ Computer Engineering
- ❑ Electrical Engineering
- ❑ Engineering
- ❑ Industrial Engineering

School of Health Professions
- ❑ Mechanical and Aerospace Engineering
- ❑ Biomedical Sciences
- ❑ Public Affairs
- ❑ Clinical and Diagnostic Sciences
- ❑ Communication Science and Disorders
- ❑ Occupational Therapy

College of Human Environmental Sciences
- ❑ Architectural Studies
- ❑ Human Development and Family Studies
- ❑ Dietetics
- ❑ Nutrition and Exercise Physiology
- ❑ Personal Financial Planning
- ❑ Textile and Apparel Management

School of Journalism
- ❑ Journalism
- ❑ Dispute Resolution
- ❑ Electronic Commercial and Intellectual Property Law
- ❑ Taxation
- ❑ Health Administration
- ❑ Medical Pharmacology and Physiology

School of Law
- ❑ Clinical and Translational Science
- ❑ Public Health
- ❑ Microbiology
- ❑ Pathology
- ❑ Agroforestry
- ❑ Fisheries and Wildlife Sciences

School of Medicine
- ❑ Forestry
- ❑ Human Dimensions of Natural Resources
- ❑ Parks, Recreation and Tourism
- ❑ Soil, Environmental and Atmospheric Sciences
- ❑ Water Resources
- ❑ Nursing

School of Natural Resources
- ❑ Social Work
- ❑ Science Outreach
- ❑ College Teaching
- ❑ Education Improvement
- ❑ Education Policy
- ❑ Higher Education Administration

Sinclair School of Nursing
- ❑ Multicultural Education
- ❑ Positive Psychology

- ❏ Qualitative Research
- ❏ Energy Efficiency
- ❏ Sustainable Energy and Policy
- ❏ Food Safety and Defense

School of Social Work

- ❏ Agroforestry
- ❏ Geospatial Intelligence
- ❏ Global Public Affairs
- ❏ Grantsmanship
- ❏ Nonprofit Management
- ❏ Organizational Change

Certificate

- ❏ Public Management
- ❏ Science and Public Policy
- ❏ Geriatric Care Management
- ❏ Gerontology
- ❏ Youth Development Program Management and Evaluation
- ❏ Youth Development Specialist

Doctoral

- ❏ Online Educator
- ❏ Analysis of Institutions and Organizations
- ❏ Applied Behavior Analysis
- ❏ Autism and Neurodevelopmental Disorders-Interdisciplinary
- ❏ Center For The Digital Globe
- ❏ Community Processes

College of Agriculture, Food & Natural Resources

- ❏ Conservation Biology-Interdisciplinary
- ❏ European Union Studies-Interdisciplinary
- ❏ Geographical Information Science- Interdisciplinary
- ❏ Life Science Innovation and Entrepreneurship
- ❏ Neuroscience
- ❏ Society and Ecosystems-Interdisciplinary

College of Arts and Science

- ❏ Health Ethics
- ❏ Health Informatics
- ❏ Health Informatics and Bioinformatics
- ❏ Elementary Mathematics Specialist
- ❏ Teaching English to Speakers of Other Languages
- ❏ Neuroscience

Trulaske College of Business

- ❏ Nuclear Engineering
- ❏ Nuclear Safeguards Science and Technology
- ❏ Financial and Housing Counseling
- ❏ Personal Financial Planning
- ❏ Teaching High School Physics
- ❏ Lifespan Development

College of Education

- ❏ Global Public Health
- ❏ Public Health
- ❏ Accounting Information Systems
- ❏ Jazz Studies
- ❏ Music Entrepreneurship
- ❏ Gerontological Social Work

College of Engineering

- ❏ Military Social Work
- ❏ Adult Health Clinical Nurse Specialist
- ❏ Adult-Gerontology Clinical Nurse Specialist
- ❏ Child/Adolescent Psychiatric and Mental Health Clinical Nurse Specialist
- ❏ Family Mental Health Nurse Practitioner
- ❏ Family Nurse Practitioner

College of Veterinary Medicine

- ❏ Mental Health Nurse Practitioner

- ❑ Pediatric Clinical Nurse Specialist
- ❑ Pediatric Nurse Practitioner
- ❑ Psychiatric/Mental Health Clinical Nurse Specialist
- ❑ Marketing Analytics
- ❑ Agricultural and Applied Economics

Office of Graduate Studies
- ❑ Agricultural Education
- ❑ Animal Sciences
- ❑ Biochemistry
- ❑ Food Science
- ❑ Plant, Insect and Microbial Sciences
- ❑ Rural Sociology

Harry S. Truman School of Public Affairs
- ❑ Anthropology
- ❑ Art History and Archaeology
- ❑ Biological Sciences
- ❑ Chemistry
- ❑ Classical Studies
- ❑ Communication

School of Health Professions
- ❑ Economics
- ❑ English
- ❑ Geology
- ❑ History
- ❑ Mathematics
- ❑ Philosophy

College of Human Environmental Sciences
- ❑ Physics
- ❑ Political Science
- ❑ Psychology
- ❑ Romance Languages
- ❑ Sociology
- ❑ Statistics

School of Journalism
- ❑ Theatre
- ❑ Accountancy
- ❑ Business Administration
- ❑ Educational Leadership
- ❑ Educational Leadership and Policy Analysis
- ❑ Educational, School, and Counseling Psychology

School of Medicine
- ❑ Information Science and Learning Technologies
- ❑ Career and Technical Education
- ❑ Learning, Teaching and Curriculum
- ❑ Special Education
- ❑ Biological Engineering
- ❑ Chemical Engineering

School of Natural Resources
- ❑ Civil Engineering
- ❑ Computer Science
- ❑ Electrical and Computer Engineering
- ❑ Industrial Engineering
- ❑ Mechanical and Aerospace Engineering
- ❑ Biomedical Sciences

Sinclair School of Nursing
- ❑ Genetics Area Program
- ❑ Informatics
- ❑ Neuroscience
- ❑ Nuclear Engineering
- ❑ Pathobiology Area Program
- ❑ Public Affairs

School of Social Work

- ❑ Physical Therapy
- ❑ Human Environmental Sciences
- ❑ Exercise Physiology
- ❑ Nutrition Area Program
- ❑ Journalism
- ❑ Clinical and Translational Science

Professional

- ❑ Microbiology
- ❑ Fisheries and Wildlife Sciences
- ❑ Forestry
- ❑ Human Dimensions of Natural Resources
- ❑ Soil, Environmental and Atmospheric Sciences
- ❑ Water Resources
- ❑ Nursing
- ❑ Social Work
- ❑ School of Law
- ❑ School of Medicine
- ❑ College of Veterinary Medicine

66. Do you have a condition/disability that influences your learning, working or living activities?
    - ○ No **[Skip to Question #68]**
    - ○ Yes

67. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply.)**
    - ❑ Acquired/Neurological/Traumatic Brain Injury
    - ❑ Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
    - ❑ Hard of Hearing or Deaf
    - ❑ Developmental/Learning Difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
    - ❑ Low Vision or Blind
    - ❑ Mental Health/Psychological Condition (e.g., anxiety, depression)
    - ❑ Physical/Mobility condition that affects walking
    - ❑ Physical/Mobility condition that does not affect walking (e.g. physical dexterity)
    - ❑ Speech/Communication Condition
    - ❑ A disability/condition not listed here (please specify): _____

68. **Students only:** Are you registered with the Disability Center
    - ○ No
    - ○ Yes

69. **Faculty/Staff:** Are you receiving accommodations for your disability?
    - ○ No
    - ○ Yes

70. Is English your primary language?
    - ○ No
    - ○ Yes

71. What is your religious or spiritual identity? **(Mark all that apply.)**
    - ❑ Agnostic
    - ❑ Atheist
    - ❑ Baha'i
    - ❑ Buddhist
    - ❑ Christian
        - ❑ African Methodist Episcopal
        - ❑ African Methodist Episcopal Zion
        - ❑ Assembly of God
        - ❑ Baptist
        - ❑ Catholic/Roman Catholic
        - ❑ Church of Christ

- ❑ Church of God in Christ
- ❑ Christian Orthodox
- ❑ Christian Methodist Episcopal
- ❑ Christian Reformed Church (CRC)
- ❑ Disciples of Christ
- ❑ Episcopalian
- ❑ Evangelical
- ❑ Greek Orthodox
- ❑ Lutheran
- ❑ Mennonite
- ❑ Moravian
- ❑ Nazarene
- ❑ Nondenominational Christian
- ❑ Pentecostal
- ❑ Presbyterian
- ❑ Protestant
- ❑ Protestant Reformed Church (PR)
- ❑ Quaker
- ❑ Reformed Church of America (RCA)
- ❑ Russian Orthodox
- ❑ Seventh Day Adventist
- ❑ The Church of Jesus Christ of Latter-day Saints
- ❑ United Methodist
- ❑ United Church of Christ
- ❑ A Christian affiliation not listed above (please specify): _____
- ❑ Confucianist
- ❑ Druid
- ❑ Hindu
- ❑ Jain
- ❑ Jehovah's Witness
- ❑ Jewish
  - ❑ Conservative
  - ❑ Orthodox
  - ❑ Reform
  - ❑ A Jewish affiliation not listed here (please specify): _____
- ❑ Muslim
  - ❑ Ahmadi
  - ❑ Nation of Islam
  - ❑ Shi'ite
  - ❑ Sufi
  - ❑ Sunni
  - ❑ A Muslim affiliation not listed here (please specify): _____
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Tenrikyo
- ❑ Unitarian Universalist
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (please specify): _____

72. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
    - ○ I receive no support for living/educational expenses from family/guardian.
    - ○ I receive support for living/educational expenses from family/guardian.

73. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
    - ○ $29,999 and below
    - ○ $30,000 - $49,999
    - ○ $50,000 - $69,999
    - ○ $70,000 - $99,999
    - ○ $100,000 - $149,999
    - ○ $150,000 - $199,999
    - ○ $200,000 - $249,999
    - ○ $250,000 - $499,999
    - ○ $500,000 or more

74. **Students only:** Where do you live?
    - ○ Campus housing
        - ○ Brooks Hall
        - ○ Center Hall
        - ○ College Avenue Hall
        - ○ Defoe-Graham Hall
        - ○ Discovery Hall
        - ○ Dogwood Hall
        - ○ Excellence Hall
        - ○ Galena Hall
        - ○ Gateway Hall
        - ○ Gillett Hall
        - ○ Hatch Hall
        - ○ Hawthorn Hall
        - ○ Hudson Hall
        - ○ Johnston Hall
        - ○ Mark Twain Hall
        - ○ McDavid Hall
        - ○ North Hall
        - ○ Respect Hall
        - ○ Responsibility Hall
        - ○ Schurz Hall
        - ○ South Hall
        - ○ Tiger Reserve (graduate students only)
        - ○ Wolpers Hall
    - ○ Non-campus housing
        - ○ University affiliated apartment/house
        - ○ Non-University affiliated apartment/house
        - ○ Living with family member/guardian
        - ○ Sorority or fraternity
        - ○ Other organizational/group housing [e.g. Christian Campus House]
    - ○ Housing Insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)

75. **Students only:** Since having been a student at MU, have you been a member or participated in any of the following? **(Mark all that apply.)**
    - ❑ I do not participate in any clubs or organizations at MU
    - ❑ Academic and academic honorary organizations
    - ❑ Culture-specific organization
    - ❑ Faith or spirituality-based organization
    - ❑ Governance organization (e.g., SGA, SFC, Councils)
    - ❑ Greek letter organization
    - ❑ Health and wellness organization
    - ❑ Intercollegiate athletic team
    - ❑ Political or issue-oriented organization
    - ❑ Professional or pre-professional organization
    - ❑ Publication/media organization
    - ❑ Recreational organization
    - ❑ Service or philanthropic organization
    - ❑ A student organization not listed above (please specify): _____

76. **Students only:** At the end of your last semester, what was your cumulative grade point average?
    - ○ 3.75 – 4.00
    - ○ 3.50 – 3.74
    - ○ 3.25 – 3.49
    - ○ 3.00 – 3.24
    - ○ 2.75 – 2.99
    - ○ 2.50 – 2.74
    - ○ 2.25 – 2.49
    - ○ 2.00 - 2.24
    - ○ 1.99 and below

77. Have you experienced financial hardship while at MU?
    - ○ No **[Skip to Question #80]**
    - ○ Yes

78. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**
    - ❑ Difficulty affording tuition
    - ❑ Difficulty purchasing my books/course materials
    - ❑ Difficulty participating in social events
    - ❑ Difficulty affording food
    - ❑ Difficulty affording co-curricular events or activities
    - ❑ Difficulty affording academic related activities (e.g., study abroad, service learning)
    - ❑ Difficulty in affording unpaid internships/research opportunities
    - ❑ Difficulty in affording alternative spring breaks
    - ❑ Difficulty affording travel to and from MU
    - ❑ Difficulty affording commuting to campus (e.g., transportation, parking)
    - ❑ Difficulty in affording housing
    - ❑ Difficulty in affording health care
    - ❑ Difficulty in affording childcare
    - ❑ Difficulty in affording other campus fees
    - ❑ Difficulty finding employment
    - ❑ A financial hardship not listed here (please specify): _____

79. **Faculty/Staff only:** How have you experienced the financial hardship? **(Mark all that apply.)**
    - ❑ Difficulty affording food
    - ❑ Difficulty affording travel to and from MU
    - ❑ Difficulty in affording benefits
    - ❑ Difficulty in affording housing
    - ❑ Difficulty in affording health care
    - ❑ Difficulty in affording childcare
    - ❑ Difficulty in affording professional development (e.g., travel, training, research)
    - ❑ Difficulty in affording other campus fees (e.g., parking)
    - ❑ A financial hardship not listed here (please specify): _____

80. **Students only:** How are you currently paying for your education at MU? **(Mark all that apply.)**
    - ❑ On Campus employment
    - ❑ Off Campus employment
    - ❑ Money from home country
    - ❑ Credit card
    - ❑ Family contribution
    - ❑ GI Bill/Veterans benefits
    - ❑ Graduate/Research assistantship
    - ❑ Graduate fellowship
    - ❑ Loans
    - ❑ Need-based scholarship (e.g., Access Missouri)
    - ❑ Non-need based scholarship (e.g., Curators, Chancellor's Scholar Award)
    - ❑ Grant (e.g., Pell)
    - ❑ Personal contribution
    - ❑ Dependent tuition (e.g., family member works at MU)
    - ❑ Resident assistant
    - ❑ A method of payment not listed here (please specify): _____

81. **Students only:** Are you employed either on campus or off campus during the academic year?
    - ❍ No
    - ❍ Yes, I work on campus – (Please indicate total number of hours you work)
        - ❍ 1-10 hours/week
        - ❍ 11-20 hours/week
        - ❍ 21-30 hours/week
        - ❍ 31-40 hours/week
        - ❍ More than 40 hours/week
    - ❍ Yes, I work off campus – (Please indicate total number of hours you work)
        - ❍ 1-10 hours/week
        - ❍ 11-20 hours/week
        - ❍ 21-30 hours/week
        - ❍ 31-40 hours/week
        - ❍ More than 40 hours/week

Part 4: Perceptions of Campus Climate

82. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at MU?
    - ○ No **[Skip to Question #91]**
    - ○ Yes

83. Who/what was the <u>target</u> of the conduct? **(Mark all that apply.)**
    - ❑ Academic/Scholarship/Fellowship Advisor
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ MU media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ MU Police/Security
    - ❑ Co-worker/colleague
    - ❑ Department/Program/Division Chair
    - ❑ Direct Report (e.g., person who reports to you)
    - ❑ Donor
    - ❑ Faculty member/Other Instructional Staff
    - ❑ Friend
    - ❑ Off campus community member
    - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Student Organization (please specify): _____
    - ❑ Supervisor or manager (including experiential sites)
    - ❑ Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
    - ❑ Don't know target
    - ❑ A target not listed above (please specify): _____

84. Who/what was the <u>source</u> of the conduct? **(Mark all that apply.)**
    - ❑ Academic/Scholarship/Fellowship Advisor
    - ❑ Alumnus/a
    - ❑ Athletic coach/trainer
    - ❑ MU media (e.g., posters, brochures, flyers, handouts, web sites)
    - ❑ MU Police/Security
    - ❑ Co-worker/colleague
    - ❑ Department/Program/Division Chair
    - ❑ Direct Report (e.g., person who reports to me)
    - ❑ Donor
    - ❑ Faculty member/Other Instructional Staff
    - ❑ Friend
    - ❑ Off campus community member
    - ❑ Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
    - ❑ On social media (e.g., Facebook, Twitter, Yik-Yak)
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Student Organization (please specify): _____
    - ❑ Supervisor or manager
    - ❑ Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
    - ❑ Don't know source
    - ❑ A source not listed above (please specify): _____

85. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- ❑ Academic Performance
- ❑ Age
- ❑ Educational credentials (e.g., BS, MS, PhD)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/gender identity
- ❑ Gender expression
- ❑ Immigrant/citizen status
- ❑ International status/national origin
- ❑ Learning disability/condition
- ❑ Length of service at MU
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental Health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/veteran status
- ❑ Parental status (e.g., having children)
- ❑ Participation in an organization/team (please specify): _____
- ❑ Physical characteristics
- ❑ Physical disability/condition
- ❑ Philosophical views
- ❑ Political views
- ❑ Position (staff, faculty, student)
- ❑ Pregnancy
- ❑ Racial identity
- ❑ Religious/spiritual views
- ❑ Sexual identity
- ❑ Socioeconomic status
- ❑ Don't know
- ❑ A reason not listed above (please specify): _____

86. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
- ❑ Assumption that someone was not admitted/hired/promoted based on his/her identity
- ❑ Derogatory verbal remarks
- ❑ Derogatory phone calls/text messages/e-mail
- ❑ Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
- ❑ Derogatory written comments
- ❑ Derogatory phone calls
- ❑ Graffiti/vandalism
- ❑ Person intimidated/bullied
- ❑ Person ignored or excluded
- ❑ Person isolated or left out
- ❑ Person experiences a hostile classroom environment
- ❑ Person experienced a hostile work environment
- ❑ Person was the target of workplace incivility
- ❑ Person being stared at
- ❑ Racial/ethnic profiling
- ❑ Person received a low or unfair performance evaluation
- ❑ Person received a poor grade
- ❑ Person was unfairly evaluated in the promotion and tenure process
- ❑ Person was stalked
- ❑ Physical violence
- ❑ Singled out as the spokesperson for their identity group
- ❑ Threats of physical violence
- ❑ Something not listed above (please specify): _____

87. Where did this conduct occur? (**Mark all that apply.**)
- ❑ At a MU event/program
- ❑ In a class/lab/clinical setting
- ❑ In a faculty office
- ❑ In a staff office
- ❑ In a religious center
- ❑ In a fraternity house
- ❑ In a sorority house
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In a(n) MU administrative office
- ❑ In a(n) MU dining facility
- ❑ In a(n) MU library
- ❑ In an experiential learning environment (e.g., retreat, externship, internship, study abroad)
- ❑ In athletic facilities
- ❑ In other public spaces at MU
- ❑ In a campus residence hall/apartment
- ❑ In Counseling Services
- ❑ In off-campus housing
- ❑ In the Health Center
- ❑ In an on-line learning environment
- ❑ In the Student Success Center/Student Union
- ❑ Off-campus
- ❑ On a campus shuttle
- ❑ On phone calls/text messages/e-mail
- ❑ On social media (Facebook/Twitter/ Yik-Yak)
- ❑ While walking on campus
- ❑ While working at a MU job
- ❑ A venue not listed above (please specify): _____

88. What was your response to observing this conduct? (**Mark all that apply.**)
- ❑ I did not do anything
- ❑ I avoided the person/venue
- ❑ I contacted a local law enforcement official
- ❑ I confronted the person(s) at the time
- ❑ I confronted the person(s) later
- ❑ I did not know who to go to
- ❑ I sought information online
- ❑ I sought support from off-campus hot-line/advocacy services
- ❑ I contacted a MU resource
  - ❑ Academic Retention Services
  - ❑ Campus Mediation
  - ❑ Director of Accessibility and ADA Education
  - ❑ Disability Center
  - ❑ Employee Assistance Program
  - ❑ Faculty member
  - ❑ Gaines/Oldham Black Culture Center
  - ❑ Grievance Resolution panel
  - ❑ Human Resource Services
  - ❑ International Center
  - ❑ LGBTQ Resource Center
  - ❑ MU Counseling Center
  - ❑ MU Police
  - ❑ MU Student Health Center
  - ❑ Multicultural Center
  - ❑ Office of Civil Rights and Title IX
  - ❑ Office of Graduate Studies
  - ❑ Office of Student Conduct
  - ❑ Office of Student Rights & Responsibilities
  - ❑ Relationship and Sexual Violence Prevention (RSVP) Center
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Staff person (e.g., Residential Life staff, academic advisor)

❑ Student Legal Services
❑ Supervisor
❑ Vice Chancellor for Student Affairs
❑ Wellness Resource Center
❑ Women's Center
❑ I told a family member
❑ told a friend
❑ I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
❑ A response not listed above (please specify): _____

89. Did you report the conduct?
   ○ No, I didn't report it
   ○ Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
      ○ Yes, I reported the incident and was satisfied with the outcome
      ○ Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
      ○ Yes, I reported the incident, but felt that it was not responded to appropriately

90. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile working or learning environment, please do so here.

91. **Faculty/Staff only:** Have you observed <u>hiring practices at MU</u> (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
    - ○ No **[Skip to Question #94]**
    - ○ Yes

92. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply).**
    - ❑ Age
    - ❑ Educational credentials (e.g., BS, MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at MU
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify): _____
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify): _____

93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/ Staff only:** Have you observed <u>**employment-related discipline or action, up to and including dismissal**</u> at MU that you perceive to be **unjust or would inhibit diversifying the community?**

    ○ No **[Skip to Question #97]**
    ○ Yes

95. **Faculty/Staff only:** I believe that the unjust <u>**employment-related disciplinary actions**</u> were based \ upon...**(Mark all that apply.)**
    ❑ Age
    ❑ Educational credentials (e.g., MS, PhD)
    ❑ English language proficiency/accent
    ❑ Ethnicity
    ❑ Gender/gender identity
    ❑ Gender expression
    ❑ Immigrant/citizen status
    ❑ International status/national origin
    ❑ Job duties
    ❑ Learning disability/condition
    ❑ Length of service at MU
    ❑ Major field of study
    ❑ Marital status (e.g., single, married, partnered)
    ❑ Mental Health/Psychological disability/condition
    ❑ Medical disability/condition
    ❑ Military/veteran status
    ❑ Parental status (e.g., having children)
    ❑ Participation in an organization/team (please specify): _____
    ❑ Physical characteristics
    ❑ Physical disability/condition
    ❑ Philosophical views
    ❑ Political views
    ❑ Position (staff, faculty, student)
    ❑ Pregnancy
    ❑ Racial identity
    ❑ Religious/spiritual views
    ❑ Sexual identity
    ❑ Socioeconomic status
    ❑ Don't know
    ❑ A reason not listed above (please specify): _____

96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

97. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at MU that you perceive to be unjust?
    - ○ No **[Skip to Question #10]**
    - ○ Yes

98. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to ~~promotion/tenure/reappointment/reclassification~~ were based upon... **(Mark all that apply.)**
    - ❑ Age
    - ❑ Educational credentials (e.g., MS, PhD)
    - ❑ English language proficiency/accent
    - ❑ Ethnicity
    - ❑ Gender/gender identity
    - ❑ Gender expression
    - ❑ Immigrant/citizen status
    - ❑ International status/national origin
    - ❑ Learning disability/condition
    - ❑ Length of service at MU
    - ❑ Major field of study
    - ❑ Marital status (e.g., single, married, partnered)
    - ❑ Mental Health/Psychological disability/condition
    - ❑ Medical disability/condition
    - ❑ Military/veteran status
    - ❑ Nepotism/cronyism
    - ❑ Parental status (e.g., having children)
    - ❑ Participation in an organization/team (please specify): _____
    - ❑ Physical characteristics
    - ❑ Physical disability/condition
    - ❑ Philosophical views
    - ❑ Political views
    - ❑ Position (staff, faculty, student)
    - ❑ Pregnancy
    - ❑ Racial identity
    - ❑ Religious/spiritual views
    - ❑ Sexual identity
    - ❑ Socioeconomic status
    - ❑ Don't know
    - ❑ A reason not listed above (please specify): _____

99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

100. Using a scale of 1–5, please rate the overall campus climate at MU on the following dimensions:

(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	○	○	○	○	○	Hostile
Inclusive	○	○	○	○	○	Exclusive
Improving	○	○	○	○	○	Regressing
Positive for persons with disabilities	○	○	○	○	○	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	○	○	○	○	○	Negative for people who identify as lesbian, gay, or bisexual
Positive for people who identify as gender non-binary, transgender	○	○	○	○	○	Negative for people who identify as gender non-binary, transgender
Positive for people of various spiritual/religious backgrounds	○	○	○	○	○	Negative for people of various spiritual/religious backgrounds
Positive for People of Color	○	○	○	○	○	Negative for People of Color
Positive for men	○	○	○	○	○	Negative for men
Positive for women	○	○	○	○	○	Negative for women
Positive for non-native English speakers	○	○	○	○	○	Negative for non-native English speakers
Positive for people who are not U.S. citizens	○	○	○	○	○	Negative for people who are not U.S. citizens
Welcoming	○	○	○	○	○	Not welcoming
Respectful	○	○	○	○	○	Disrespectful
Positive for people of high socioeconomic status	○	○	○	○	○	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	○	○	○	○	○	Negative for people of low socioeconomic status
Positive for people of various political affiliations	○	○	○	○	○	Negative for people of various political affiliations
Positive for people in active military/veterans status	○	○	○	○	○	Negative for people in active military/veterans status

101. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	○	○	○	○	○	Racist
Not sexist	○	○	○	○	○	Sexist
Not homophobic	○	○	○	○	○	Homophobic
Not biphobic	○	○	○	○	○	Biphobic
Not transphobic	○	○	○	○	○	Transphobic
Not ageist	○	○	○	○	○	Ageist
Not classist (socioeconomic status)	○	○	○	○	○	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	○	○	○	○	○	Classist (position: faculty, staff, student)
Disability friendly (Not ableist)	○	○	○	○	○	Not disability friendly (Ableist)
Not xenophobic	○	○	○	○	○	Xenophobic
Not ethnocentric	○	○	○	○	○	Ethnocentric

102. **Students only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by MU faculty.	O	O	O	O	O
I feel valued by MU staff.	O	O	O	O	O
I feel valued by MU senior administrators (e.g., chancellor, vice chancellor, dean, provost).	O	O	O	O	O
I feel valued by faculty in the classroom.	O	O	O	O	O
I feel valued by other students in the classroom.	O	O	O	O	O
I feel valued by other students outside of the classroom.	O	O	O	O	O
I think that faculty pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that staff pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that the campus climate encourages free and open discussion of difficult topics.	O	O	O	O	O
I have faculty whom I perceive as role models.	O	O	O	O	O
I have staff whom I perceive as role models.	O	O	O	O	O
I have students whom I perceive as role models.	O	O	O	O	O
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	O	O	O	O	O
Faculty have taken direct actions to address the needs of at-risk/underserved students.	O	O	O	O	O
Students have taken direct actions to address the needs of at-risk/underserved students.	O	O	O	O	O

103. **Students only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

104. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	○	○	○	○	○
I feel valued by my department/program chair.	○	○	○	○	○
I feel valued by other faculty at MU.	○	○	○	○	○
I feel valued by students in the classroom.	○	○	○	○	○
I feel valued by MU senior administrators (e.g., chancellor, vice chancellor, provost).	○	○	○	○	○
I feel valued by MU administrators (e.g., dean, department chair).	○	○	○	○	○
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	○	○	○	○	○
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	○	○	○	○	○
I believe that MU encourages free and open discussion of difficult topics.	○	○	○	○	○
I feel that my research/scholarship is valued.	○	○	○	○	○
I feel that my teaching is valued.	○	○	○	○	○
I feel that my service contributions are valued.	○	○	○	○	○
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Faculty have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○
Students have taken direct actions to address the needs of at-risk/underserved students	○	○	○	○	○

105. **Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

106. **Staff only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	O	O	O	O	O
I feel valued by co-workers outside my department.	O	O	O	O	O
I feel valued by my supervisor/manager.	O	O	O	O	O
I feel valued by MU students.	O	O	O	O	O
I feel valued by MU faculty.	O	O	O	O	O
I feel valued by MU senior administrators (e.g., chancellor, vice chancellor, provost)	O	O	O	O	O
I feel valued by MU administrators (e.g., dean, department chair).	O	O	O	O	O
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I think that faculty pre-judges my abilities based on their perception of my identity/background.	O	O	O	O	O
I believe that my department/program encourages free and open discussion of difficult topics.	O	O	O	O	O
I feel that my skills are valued.	O	O	O	O	O
I feel that my work is valued.	O	O	O	O	O
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O
Faculty have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O
Students have taken direct actions to address the needs of at-risk/underserved students	O	O	O	O	O

107. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

108. As a person with a self-identified disability, have you experienced a barrier in any of the following areas at MU within the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	O	O	O
Classroom buildings	O	O	O
Classrooms, labs (including computer labs)	O	O	O
University housing (e.g., Residence halls)	O	O	O
Student Union/Center	O	O	O
Student Health Center	O	O	O
Testing Services	O	O	O
Disability Center/Services	O	O	O
Counseling Services	O	O	O
Dining facilities	O	O	O
Doors	O	O	O
Elevators/lifts	O	O	O
Emergency preparedness	O	O	O
Office furniture (e.g., chair, desk)	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Podium	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Studios/performing arts spaces	O	O	O
Temporary barriers due to construction or maintenance	O	O	O
Walkways, pedestrian paths, crosswalks	O	O	O
Technology/Online Environment			
Accessible electronic format	O	O	O
Clickers	O	O	O
Computer equipment (e.g., screens, mouse, keyboard)	O	O	O
Electronic forms	O	O	O
Electronic signage	O	O	O
Electronic surveys (including this one)	O	O	O
Kiosks	O	O	O
Library database	O	O	O
Moodle/Blackboard/Canvas	O	O	O
Phone/Phone equipment	O	O	O
Software (e.g., voice recognition/audiobooks)	O	O	O
Video /video audio description	O	O	O
Website	O	O	O
Identity			
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	O	O	O
Email account	O	O	O
Intake forms (e.g., Student Health, Counseling, Disability Support, Registrar)	O	O	O
Course change forms (e.g., add-drop forms)	O	O	O
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus Materials			
Brochures	O	O	O
Food menus	O	O	O
Forms	O	O	O
Journal articles	O	O	O
Library books	O	O	O
Other publications	O	O	O
Syllabi	O	O	O
Textbooks	O	O	O
Video-closed captioning and text description	O	O	O

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

110. As a person who identifies as genderqueer, gender non-binary, or trans have you experienced a barrier in any of the following areas at MU within the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	O	O	O
Changing rooms/locker rooms	O	O	O
University housing (e.g., Residence halls)	O	O	O
Dining facilities	O	O	O
Counseling Center	O	O	O
Student Health Center	O	O	O
Testing Services	O	O	O
Disability Center	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Restrooms	O	O	O
Studios/performing arts spaces	O	O	O
Identity Accuracy			
Moodle/Blackboard	O	O	O
[Insert campus] College ID Card	O	O	O
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	O	O	O
Email account	O	O	O
Intake forms (e.g., Student Health)	O	O	O
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus Materials			
Forms	O	O	O
Syllabi	O	O	O

111. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

112. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MU.

	If This Initiative IS Available at MU			If This Initiative NOT Available at MU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence o climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock.	○	○	○	○	○	○
Providing recognition and rewards for including diversity issues in courses across the curriculum.	○	○	○	○	○	○
Providing diversity and inclusion training for faculty.	○	○	○	○	○	○
Providing faculty with tool-kits to create an inclusive classroom environment.	○	○	○	○	○	○
Providing faculty with supervisory training.	○	○	○	○	○	○
Providing access to counseling for people who have experienced harassment.	○	○	○	○	○	○
Providing mentorship for new faculty.	○	○	○	○	○	○
Providing a clear process to resolve conflicts.	○	○	○	○	○	○
Providing a fair process to resolve conflicts.	○	○	○	○	○	○
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	○	○	○	○	○	○
Providing diversity and inclusion training to search, promotion and tenure committees.	○	○	○	○	○	○
Providing career span development opportunities for faculty at all ranks.	○	○	○	○	○	○
Providing affordable childcare.	○	○	○	○	○	○
Providing support/resources for spouse/partner employment.	○	○	○	○	○	○
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	○	○	○	○	○	○
Providing faculty a location for informal networking (e.g., University Club).	○	○	○	○	○	○

113. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

114. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MU.

	If This Initiative IS Available at MU			If This Initiative NOT Available at MU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusion training for staff	O	O	O	O	O	O
Providing access to counseling for people who have experienced harassment	O	O	O	O	O	O
Providing supervisors/managers with supervisory training	O	O	O	O	O	O
Providing faculty supervisors with supervisory training	O	O	O	O	O	O
Providing mentorship for new staff	O	O	O	O	O	O
Providing a clear process to resolve conflicts	O	O	O	O	O	O
Providing a fair process to resolve conflicts	O	O	O	O	O	O
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty	O	O	O	O	O	O
Providing career development opportunities for staff	O	O	O	O	O	O
Providing affordable childcare	O	O	O	O	O	O
Providing support/resources for spouse/partner employment	O	O	O	O	O	O
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff)	O	O	O	O	O	O
Providing staff a location for informal networking (e.g., University Club)	O	O	O	O	O	O

115. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

116. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at MU.

	If This Initiative IS Available at MU			If This Initiative NOT Available at MU		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusion training for students.	O	O	O	O	O	O
Providing diversity and inclusion training for staff.	O	O	O	O	O	O
Providing diversity and inclusion training for faculty.	O	O	O	O	O	O
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	O	O	O	O	O	O
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	O	O	O	O	O	O
Increasing opportunities for cross-cultural dialogue among students.	O	O	O	O	O	O
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	O	O	O	O	O	O
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	O	O	O	O	O	O
Providing effective faculty mentorship of students.	O	O	O	O	O	O
Providing effective academic advising.	O	O	O	O	O	O
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	O	O	O	O	O	O
Providing affordable childcare.	O	O	O	O	O	O
Providing adequate childcare resources.	O	O	O	O	O	O
Providing support/resources for spouse/partner employment.	O	O	O	O	O	O
Providing adequate social space.	O	O	O	O	O	O

117. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

118. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

119. Do you have any specific recommendations for improving the climate for living, learning, and working at MU?

120. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the MU community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. No survey information is connected to entering your information.

To be eligible to win a survey award, please follow the instructions below. A random drawing, per the guidelines offered below, will be held for an opportunity to win one of the following:

Drawings will be held every Tuesday the survey is open.
> Six iPad minis
> Mizzou Store gift cards
> Starbucks gift cards

A grand prize awarded at the close of the survey period.
> Free parking in your assigned lot for one year

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

- ○ Faculty
- ○ Staff
- ○ Student

Name: _____

E-mail address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please navigate to the link below and contact the appropriate resource:

https://www.umsystem.edu/ums/hr/support_resources_for_faculty_and_staff