

# Climate Study for Learning, Living, and Working



University of *Missouri*

September 12-13, 2017

# Climate In Higher Education



# Assessing Campus Climate

**What is it?**

- Campus Climate is a construct

**Definition?**

- *Current attitudes, behaviors, and standards and practices of employees and students of an institution*

**How is it measured?**

- Personal Experiences
- Perceptions
- Institutional Efforts

# Campus Climate & Students



How students experience their campus environment influences both **learning and developmental outcomes.**<sup>1</sup>



Discriminatory environments have a **negative effect** on student learning.<sup>2</sup>



Research supports the pedagogical value of a **diverse student body** and faculty on **enhancing learning outcomes.**<sup>3</sup>

<sup>1</sup> Pascarella & Terenzini, 1991, 2005; Harper & Hurtado, 2009, Maramba. & Museus, 2011, Patton, 2011, Strayhorn, 2012

<sup>2</sup> Cabrera, Nora, Terenzini, Pascarella, & Hagedron, 1999; Feagin, Vera & Imani, 1996; Pascarella & Terenzini, 2005

<sup>3</sup> Hale, 2004; Harper & Quaye, 2004; Harper, & Hurtado, 2009; Hurtado, 2003, Nelson & Niskodé-Dossett, 2010; Strayhorn, 2013

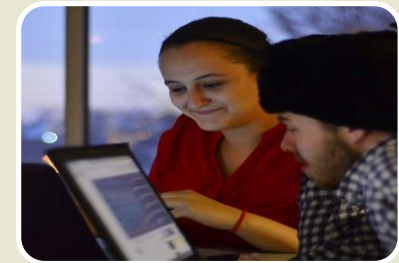
# Campus Climate & Faculty/Staff



The **personal and professional development** of employees including faculty members, administrators, and staff members are impacted by campus climate.<sup>1</sup>



Faculty members who judge their campus **climate more positively** are more likely to feel personally **supported** and perceive their work unit as more supportive.<sup>2</sup>



Research underscores the **relationships** between (1) workplace **discrimination** and negative job/career **attitudes** and (2) workplace encounters with **prejudice** and lower health/**well-being**.<sup>3</sup>

<sup>1</sup>Settles, Cortina, Malley, and Stewart , 2006, Gardner, S. 2013; Jayakumar, Howard, Allen, & Han, J. 2009

<sup>2</sup>Costello, 2012; Sears, 2002; Kaminski, & Geisler, 2012; Griffin, Pérez , Holmes, & Mayo 2010

<sup>3</sup>Silverschanz, Cortina, Konik, & Magley, 2007; Waldo, 1999



# Climate Matters

## Student Activism in 2016





# Climate Matters

## Student Activism in 2016



# What Are Students Demanding?



While the demands vary by institutional context, a qualitative analysis reveals similar themes across the 76 institutions and organizations (representing 73 U.S. colleges and universities, three Canadian universities, one coalition of universities and one consortium of Atlanta HBCUs.)

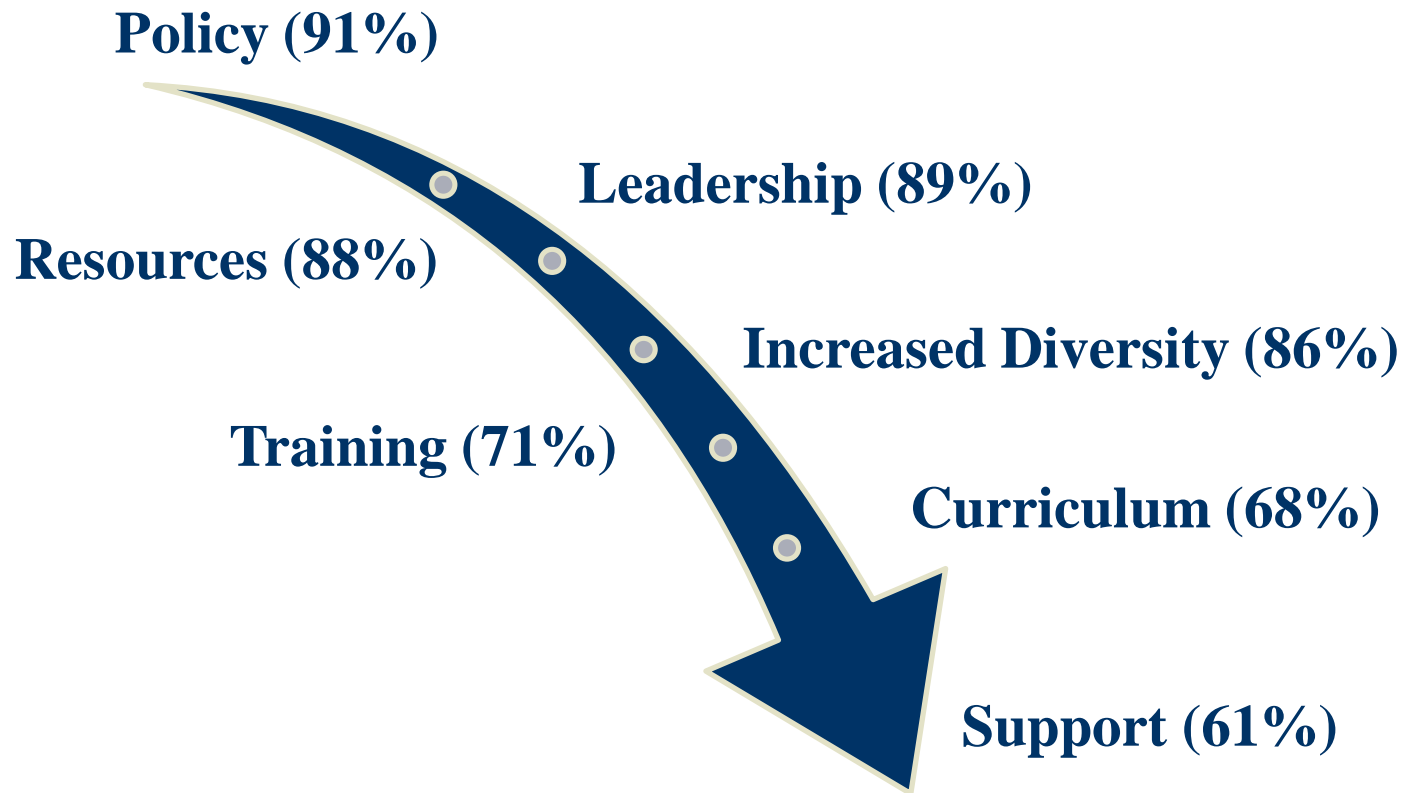


Chessman & Wayt explore these overarching themes in an effort to provide collective insight into what is important to today's students in the heated context of racial or other bias-related incidents on college and university campuses.





# Seven Major Themes



# Responses to Unwelcoming Campus Climates

What are students' behavioral  
responses?

# Lack of Persistence

30% of respondents have seriously considered leaving their institution due to the challenging climate

What do students offer as the main reason for their departure?

# Suicidal Ideation/Self-Harm

Experienced  
Victimization

Lack of Social  
Support

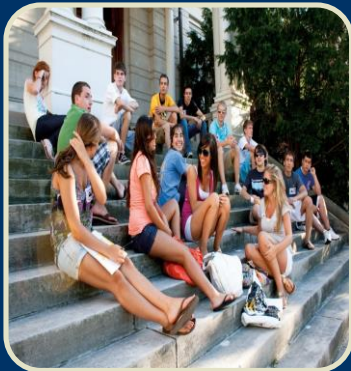
Feelings of  
hopelessness

Suicidal Ideation  
or Self-Harm

# Projected Outcomes



University of Missouri - Columbia (MU) will add to their knowledge base with regard to how constituent groups currently feel about their particular campus climate and how the community responds to them (e.g., work-life issues, curricular integration, inter-group/intra-group relations, respect issues).



MU will use the results of the assessment to inform current/on-going work.

# Setting the Context for Beginning the Work

## Examine the Research

- Review work already completed

## Preparation

- Readiness of each campus

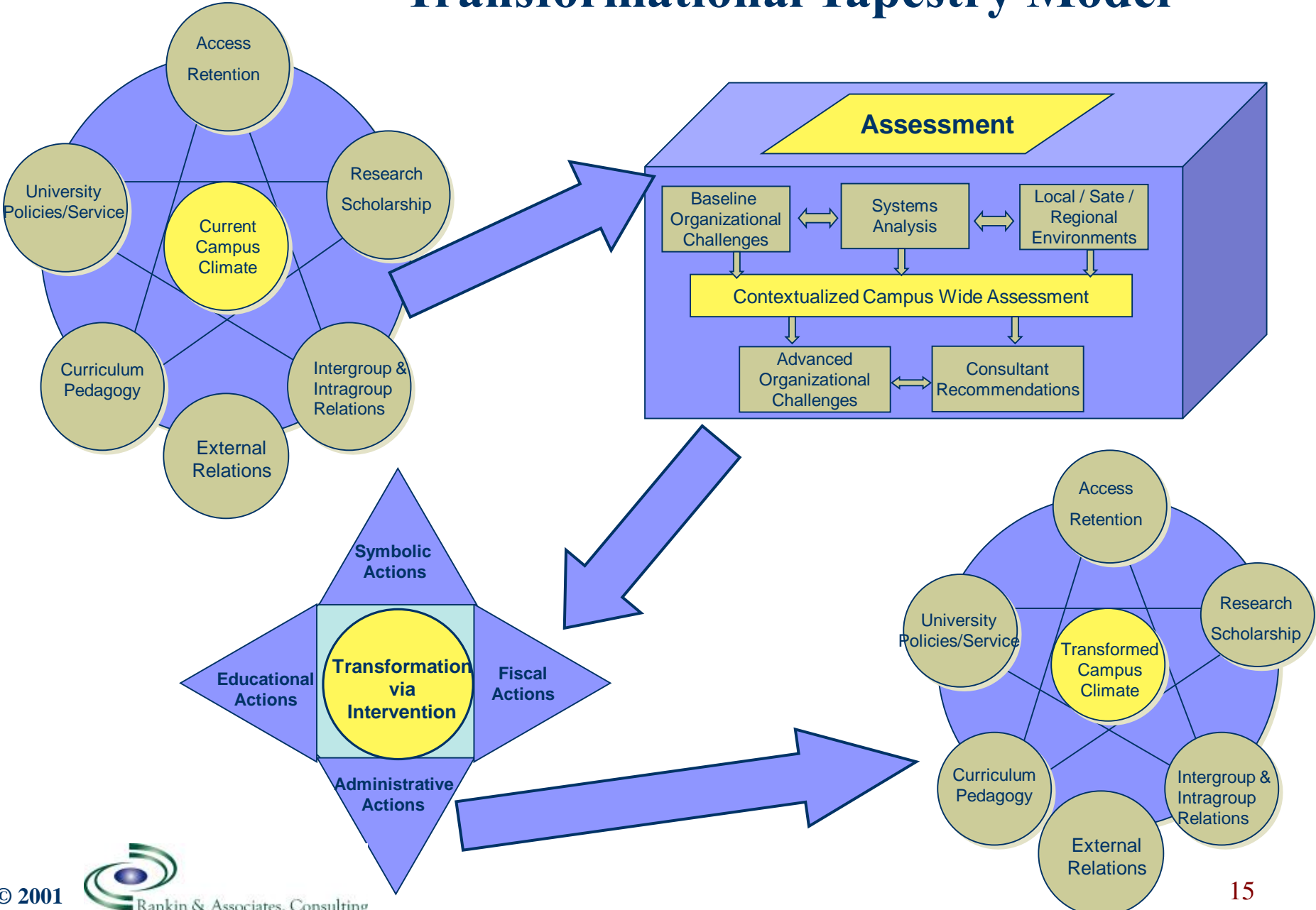
## Assessment

- Examine the climate

## Follow-up

- Building on the successes and addressing the challenges

# Transformational Tapestry Model<sup>©</sup>



# Project Overview

## Phase I

- **Review of Institutional Data**
- **Assessment Tool Development and Implementation**

## Phase II

- **Data Analysis**

## Phase III

- **Final Report and Presentation**



# Phase I

## May 2016

In collaboration with R&A, the Systemwide Climate Study Team (SCST; composed of faculty, staff, and administrators across the UM System) was created.

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In meetings, the SCST developed the survey instrument; reviewed multiple drafts; and approved the final survey instrument.

# Phase I

## Fall 2016

The final survey was distributed to the entire MU community via an invitation from Interim Chancellor Henry “Hank” Foley.

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The survey was available from October 4<sup>th</sup> to November 4<sup>th</sup>.

# Instrument/Sample



## Final instrument

- 120 questions including space for respondents to provide commentary
- On-line or paper & pencil options



## Sample = Population

- All community members were invited to take the survey
- The survey was available from October 4 to November 4, 2016

# Survey Limitations

Self-  
selection  
bias

Response  
rates

Social  
desirability

Caution in  
generalizing results  
for constituent  
groups with low  
response rates

# Phase II

## Spring 2017

Quantitative and qualitative analyses conducted



# Method Limitation

Data were not reported for groups of fewer than 5 individuals where identity could be compromised

Instead, small groups were combined to eliminate possibility of identifying individuals

# Phase III

## Summer/Fall 2017

Report draft reviewed by the SCST

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Final report submitted to MU

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Presentation to MU campus community

# Results: Response Rates







# Who are the respondents?



9,952 surveys were returned for a  
22% overall response rate



# Response Rates by Staff/Administrator Position

>100%

- Administrator without Faculty Rank ( $n = 72$ )

76%

- Administrator with Faculty Rank ( $n = 71$ )

45%

- Staff – Salary ( $n = 1,119$ )

34%

- Staff – Hourly ( $n = 1,317$ )

# Response Rates by Staff/Administrator Position

7%

- Staff – Union ( $n = 827$ )

5%

- Research Scientist ( $n = 43$ )

N/A

- Staff – Contract ( $n = 33$ )

# Response Rates by Faculty Position

46%

- Faculty Tenure-Track ( $n = 117$ )

37%

- Faculty Tenured ( $n = 326$ )

29%

- Faculty Non-Tenure-Track ( $n = 464$ )

6%

- Emeritus Faculty ( $n = 45$ )

# Response Rates by Student Position

25%

- Post-Doctoral Scholar/Fellow/ Resident ( $n = 59$ )

18%

- Undergraduate ( $n = 4,859$ )

18%

- Graduate/Professional ( $n = 1,367$ )

# Response Rates by Gender Identity

25%

- Woman ( $n = 6,099$ )

17%

- Man ( $n = 3,629$ )

N/A

- Non-Binary ( $n = 34$ )

N/A

- Genderqueer ( $n = 31$ )

N/A

- Transgender ( $n = 15$ )

# Response Rates by Racial Identity

57%

- Multiracial ( $n = 582$ )

39%

- Native Hawaiian/Pacific Islander ( $n = 10$ )

30%

- Asian/Asian American ( $n = 462$ )

23%

- White ( $n = 7,851$ )

# Response Rates by Racial Identity

21%

- Alaska Native/American Indian/Native ( $n = 23$ )

17%

- African/Black/African American ( $n = 501$ )

12%

- Hispanic/Latin@/Chican@ ( $n = 171$ )

N/A

- Middle Eastern/Southwest Asian ( $n = 54$ )



# Response Rates by Citizenship Status

61%

- Permanent Resident ( $n = 220$ )

39%

- U.S. Citizen, Naturalized ( $n = 318$ )

22%

- U.S. Citizen, Birth ( $n = 8,988$ )

13%

- A Visa Holder (such as F-1, J-1, H1-B, and U) ( $n = 343$ )

# Response Rates by Citizenship Status

12%

- Other Legally Documented Status ( $n = 5$ )

N/A

- Undocumented Resident ( $n < 5$ )

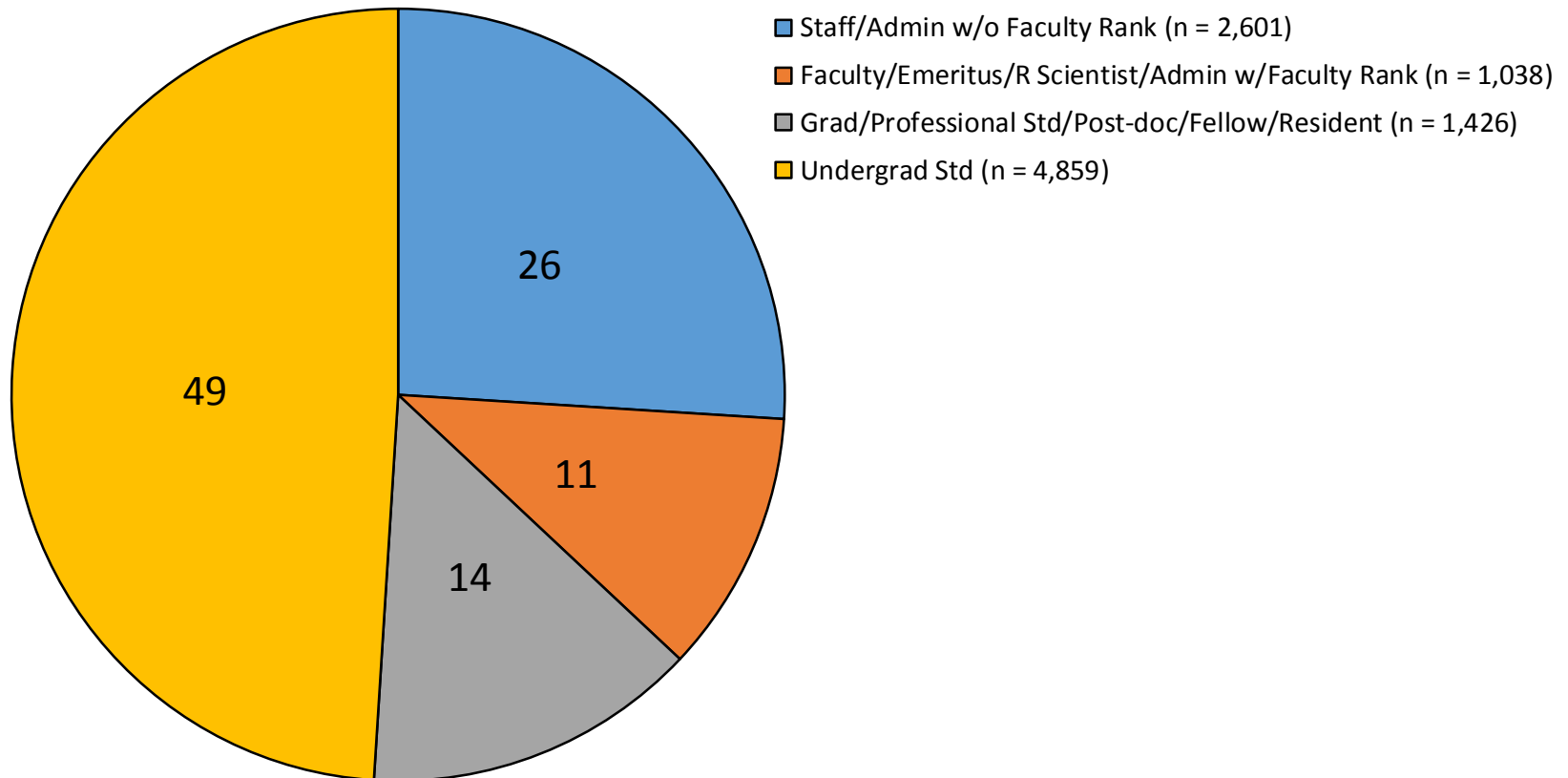
N/A

- Refugee Status ( $n < 5$ )

# Additional Demographic Characteristics



# Respondents by Position (%)



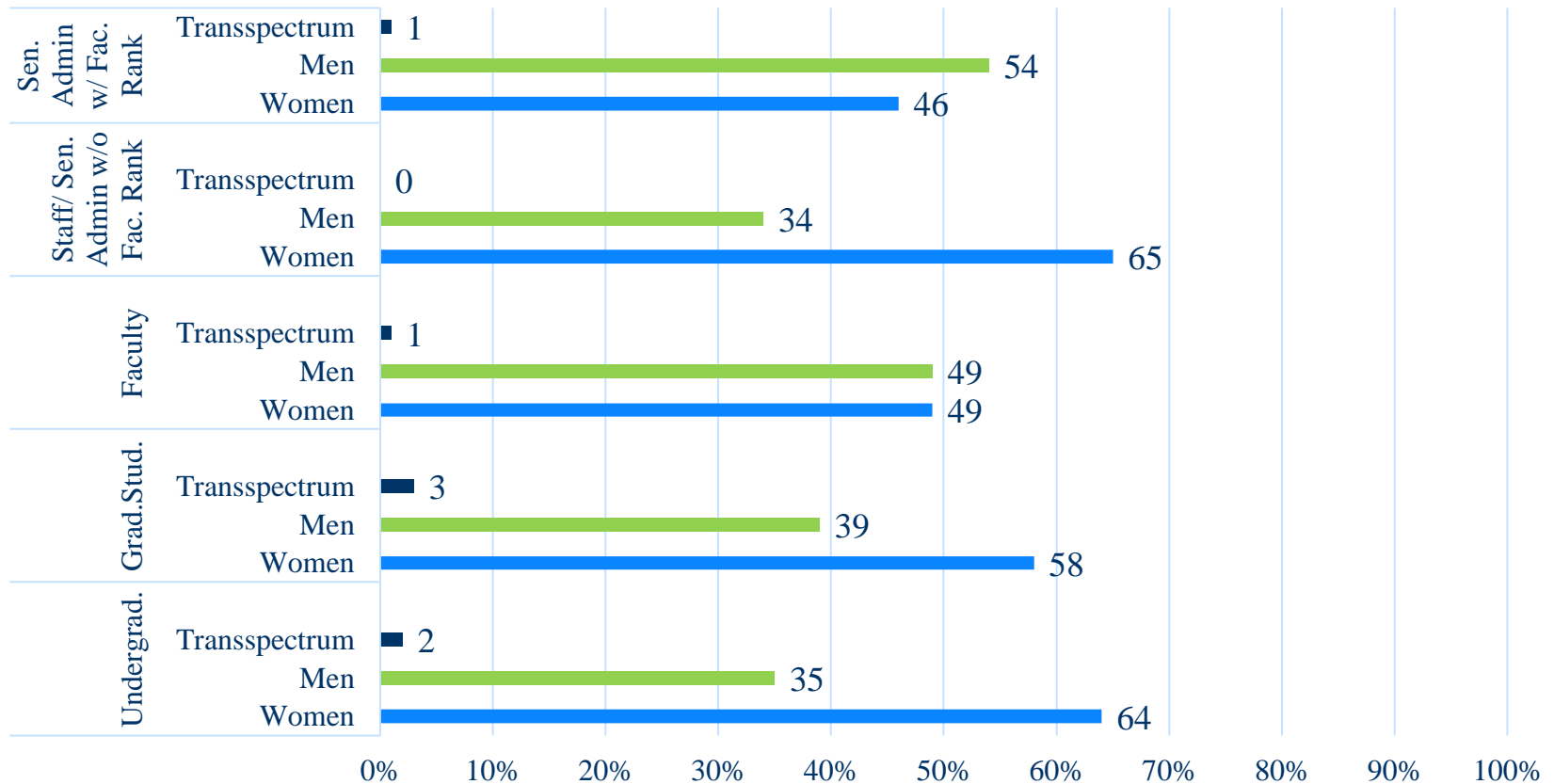
# Full-Time Status

95% ( $n = 9,240$ )  
were full-time in  
their primary  
positions

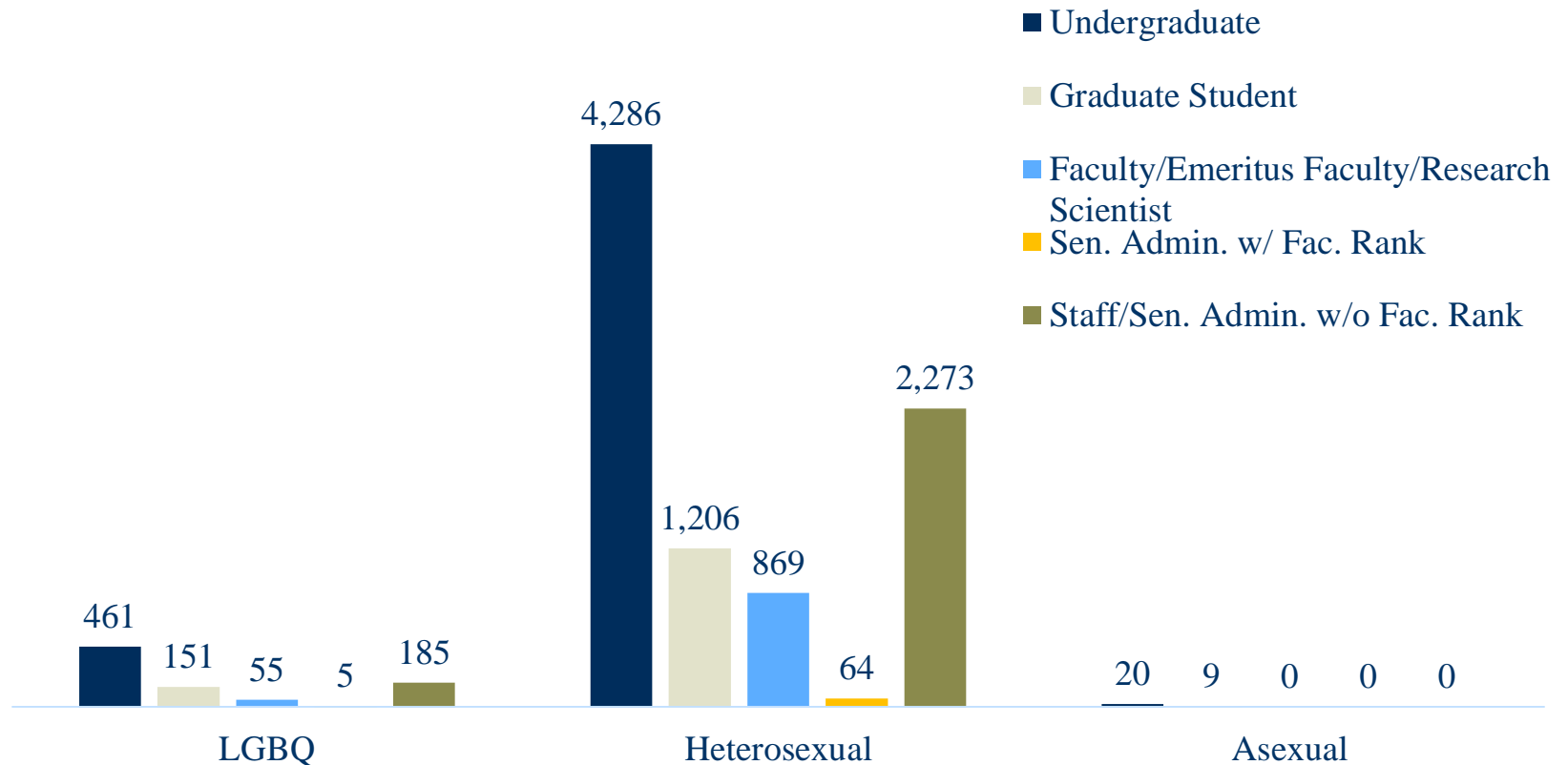
Note: For a complete list of Staff respondents' academic divisions/work units, please see Table B20 in Appendix B.

Note: For a complete list of Faculty respondents' schools/colleges, please see Table B19 in Appendix B.

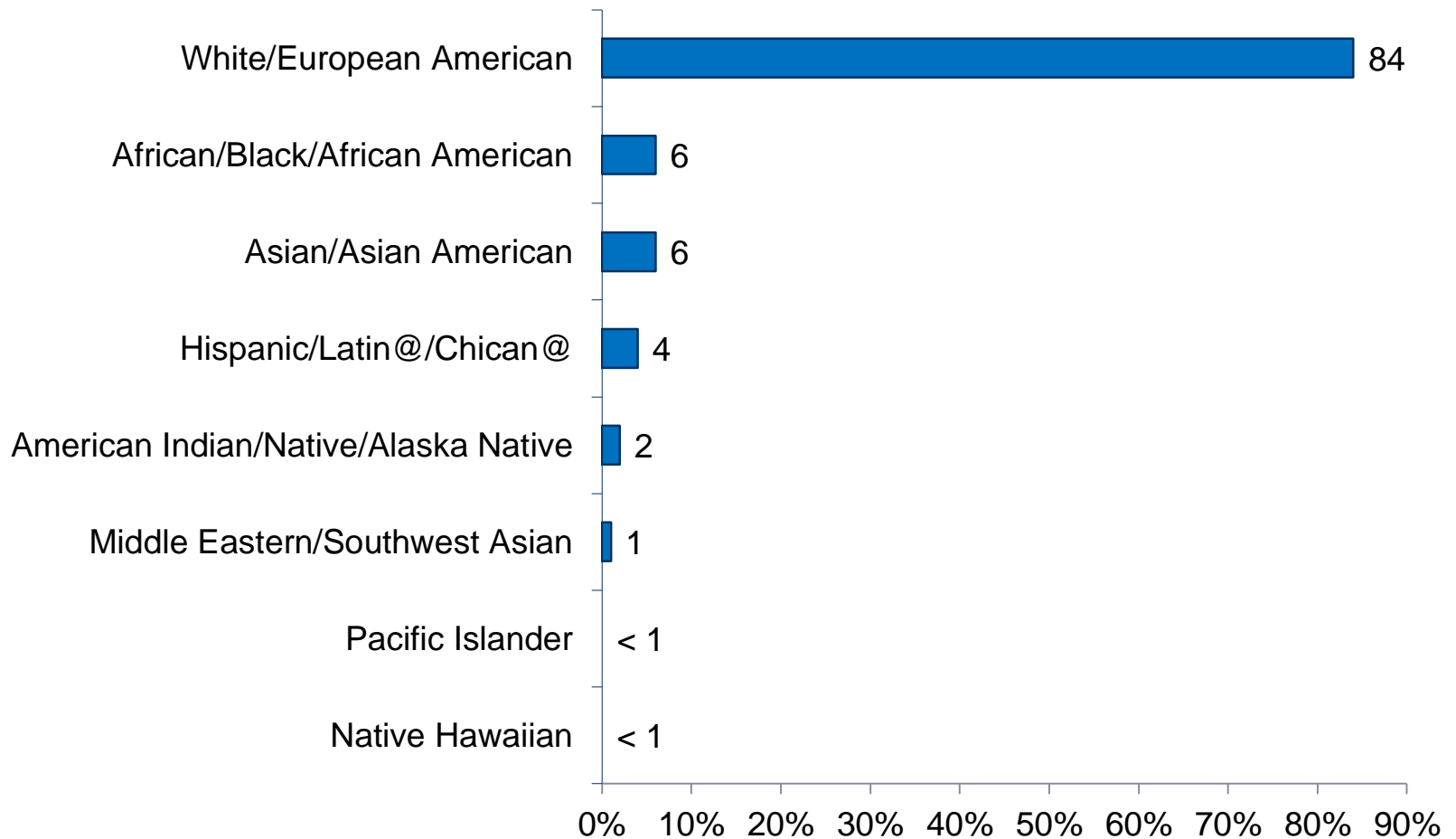
# Respondents by Gender Identity and Position Status (%)



# Respondents by Sexual Identity and Position Status (*n*)

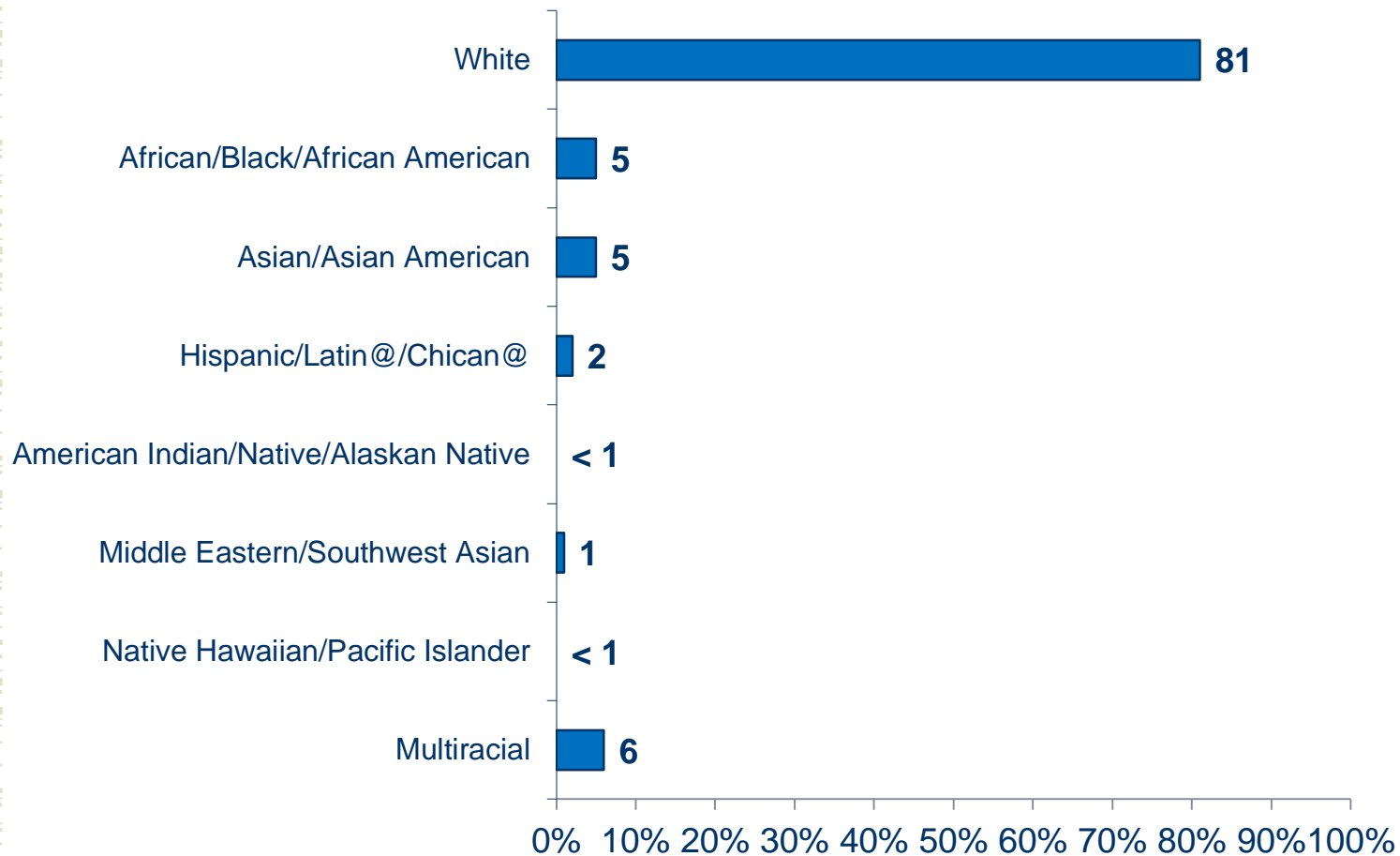


# Respondents by Racial/Ethnic Identity (%) (Duplicated Total)





# Respondents by Racial/Ethnic Identity (%) (Unduplicated Total)



## 12% ( $n = 1,156$ ) of Respondents Had a Condition/Disability that Influenced Their Learning, Working, or Living Activities

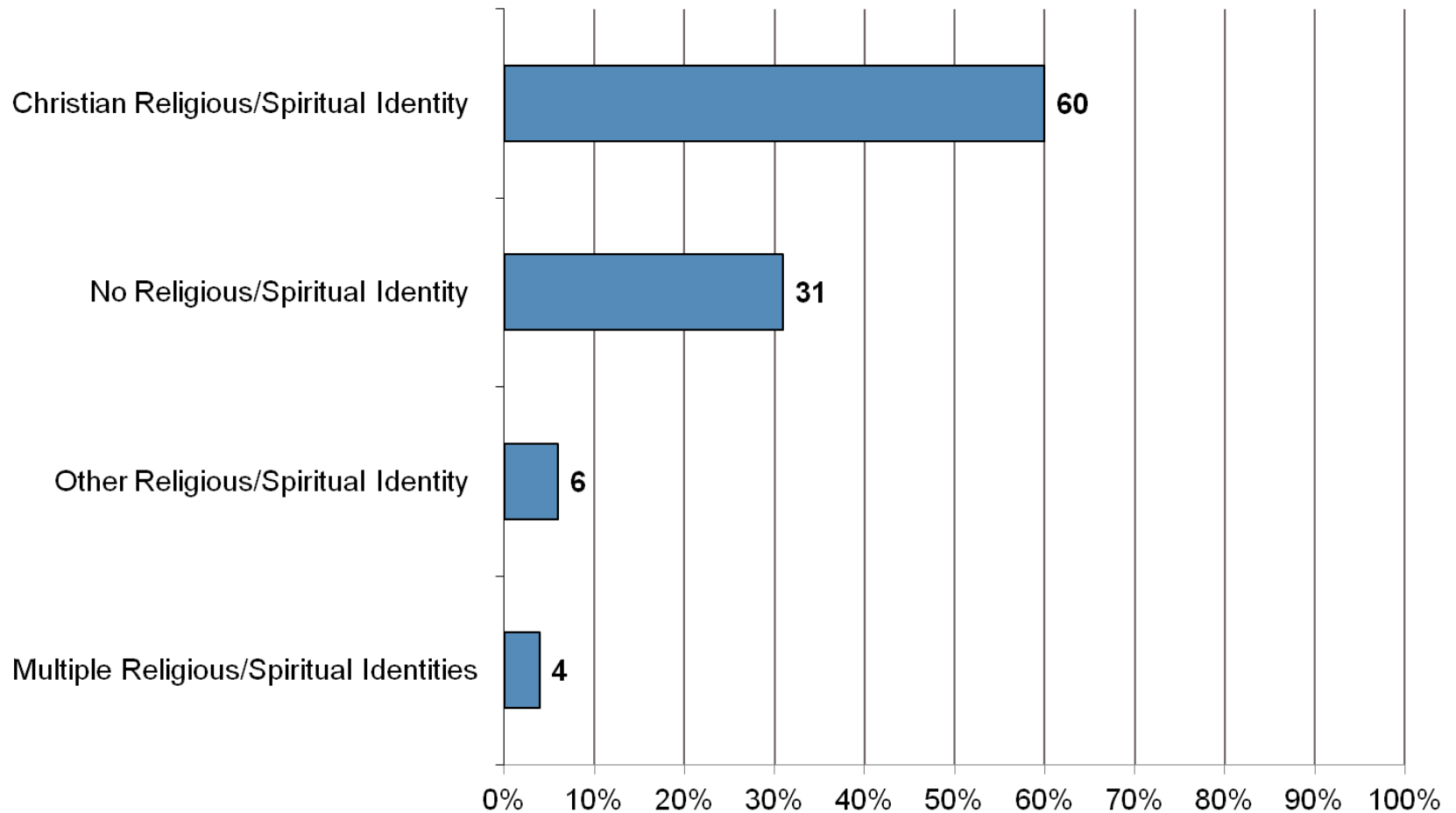
<b>Condition</b>	<b><i>n</i></b>	<b>%</b>
Mental health/psychological condition	547	47.3
Developmental/learning difference/disability	334	28.9
Chronic diagnosis or medical condition	288	24.9
Physical/mobility condition that affects walking	87	7.5
Hard of hearing or deaf	78	6.7
Acquired/neurological/traumatic brain injury	49	4.2
Physical/mobility condition that does not affect walking	41	3.5
Low vision or blind	32	2.8
Speech/communication condition	28	2.4
A disability/condition not listed here	57	4.9

# Respondents with a Disability - Accommodations

30% ( $n = 233$ ) of Student respondents with a disability were registered with MU Disability and Support Services

33% ( $n = 121$ ) of Employee respondents were receiving accommodations for their condition

# Respondents by Religious/Spiritual Identity (%)



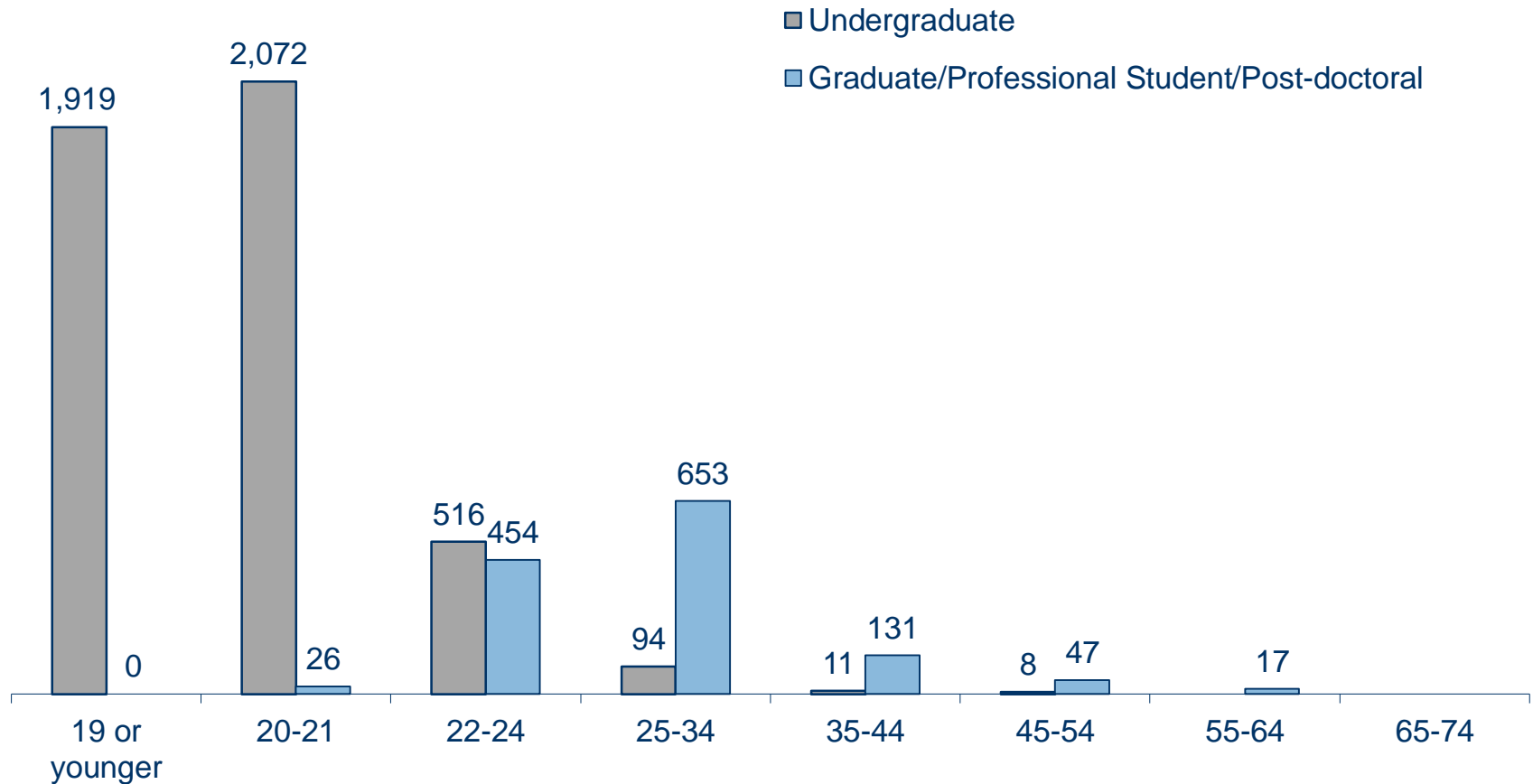
# Citizenship/Immigration Status

<b>Citizenship</b>	<i>n</i>	<i>%</i>
U.S. citizen, birth	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

# Military Status

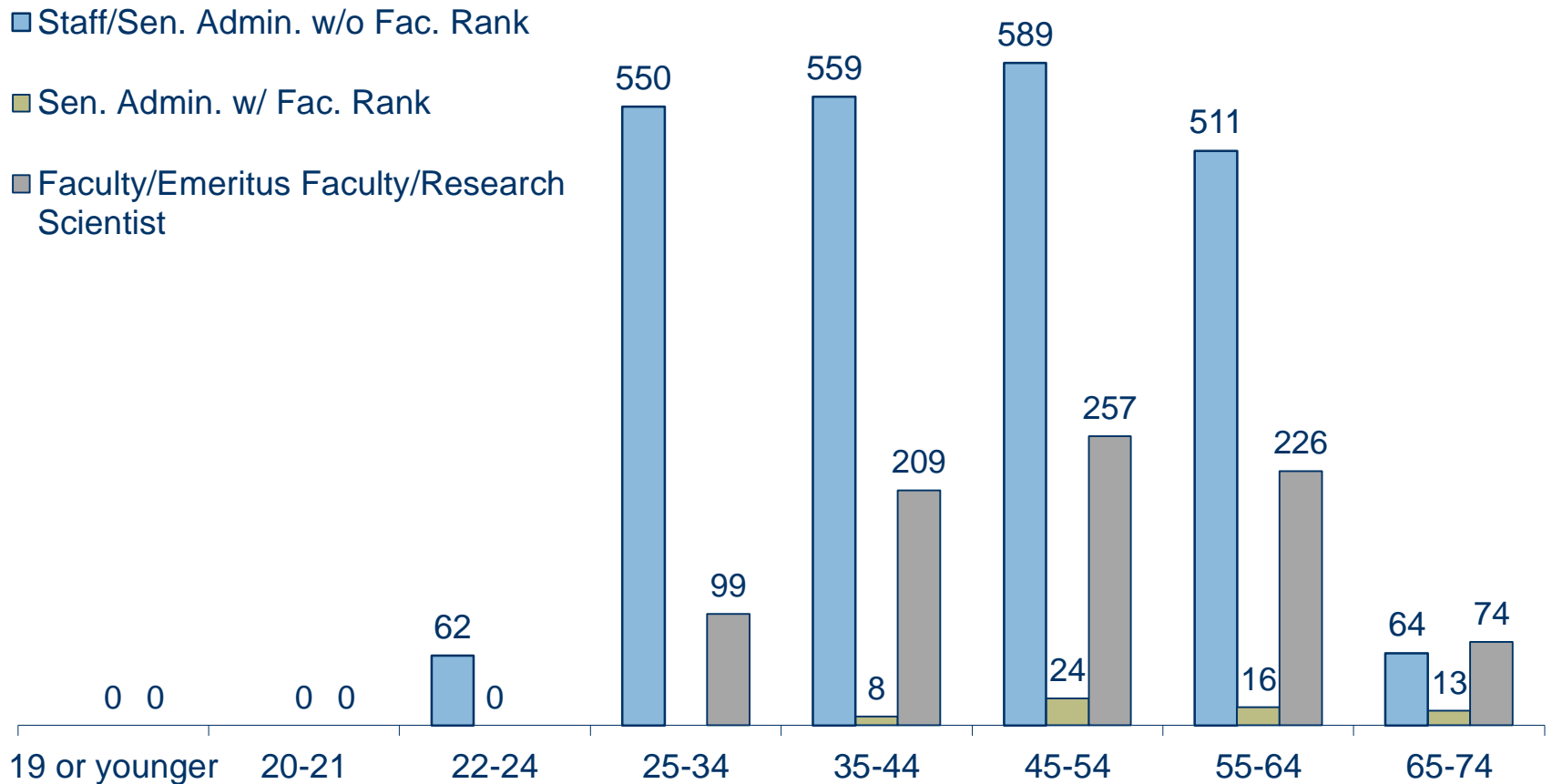
<b>Military</b>	<i>n</i>	<i>%</i>
Never served in the military	9,301	93.5
Now on active duty (including Reserves or National Guard)	57	0.6
On active duty in the past but not now	200	2.0
ROTC	95	1.0

# Student Respondents by Age (*n*)



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

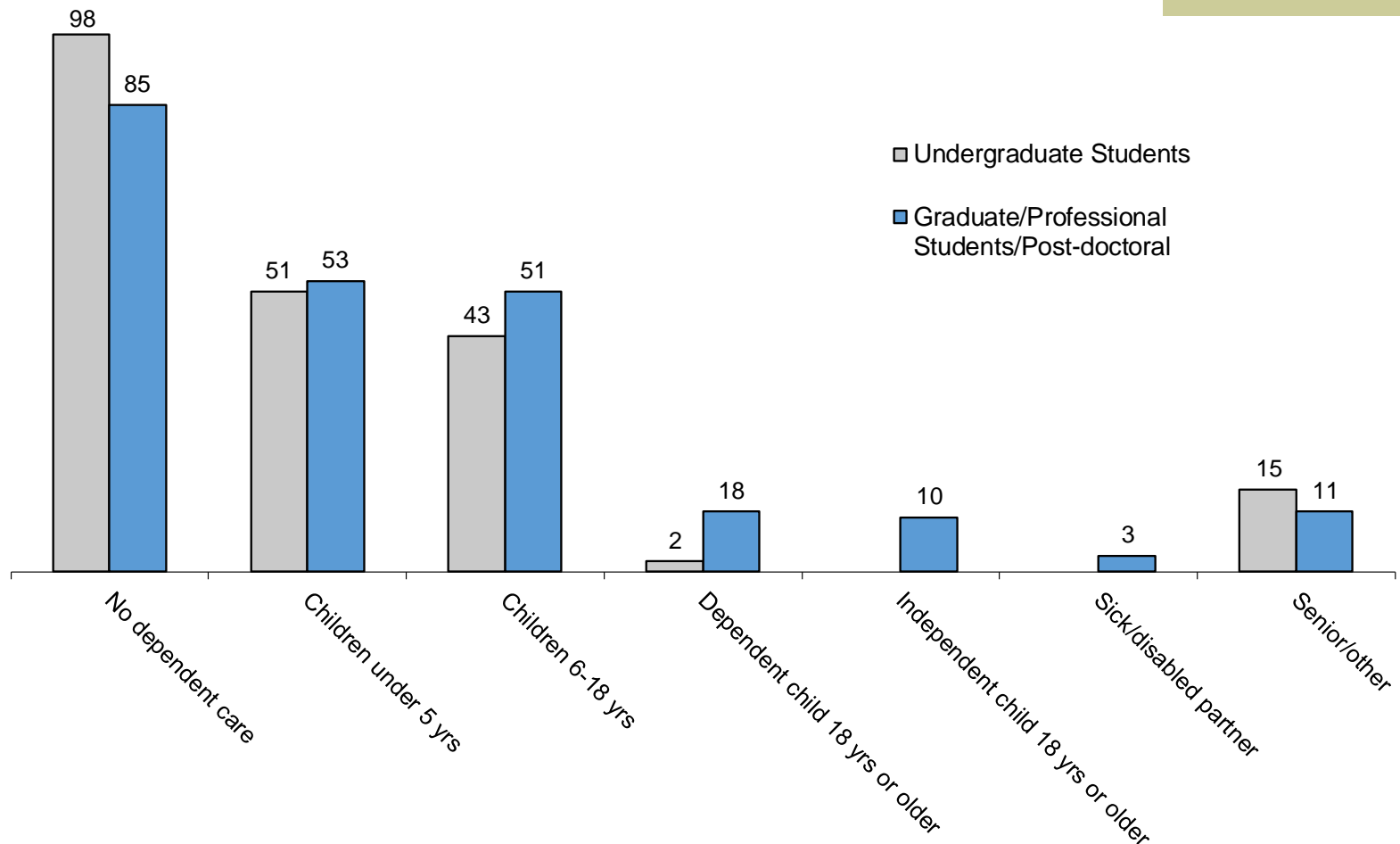
# Employee Respondents by Age (*n*)



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

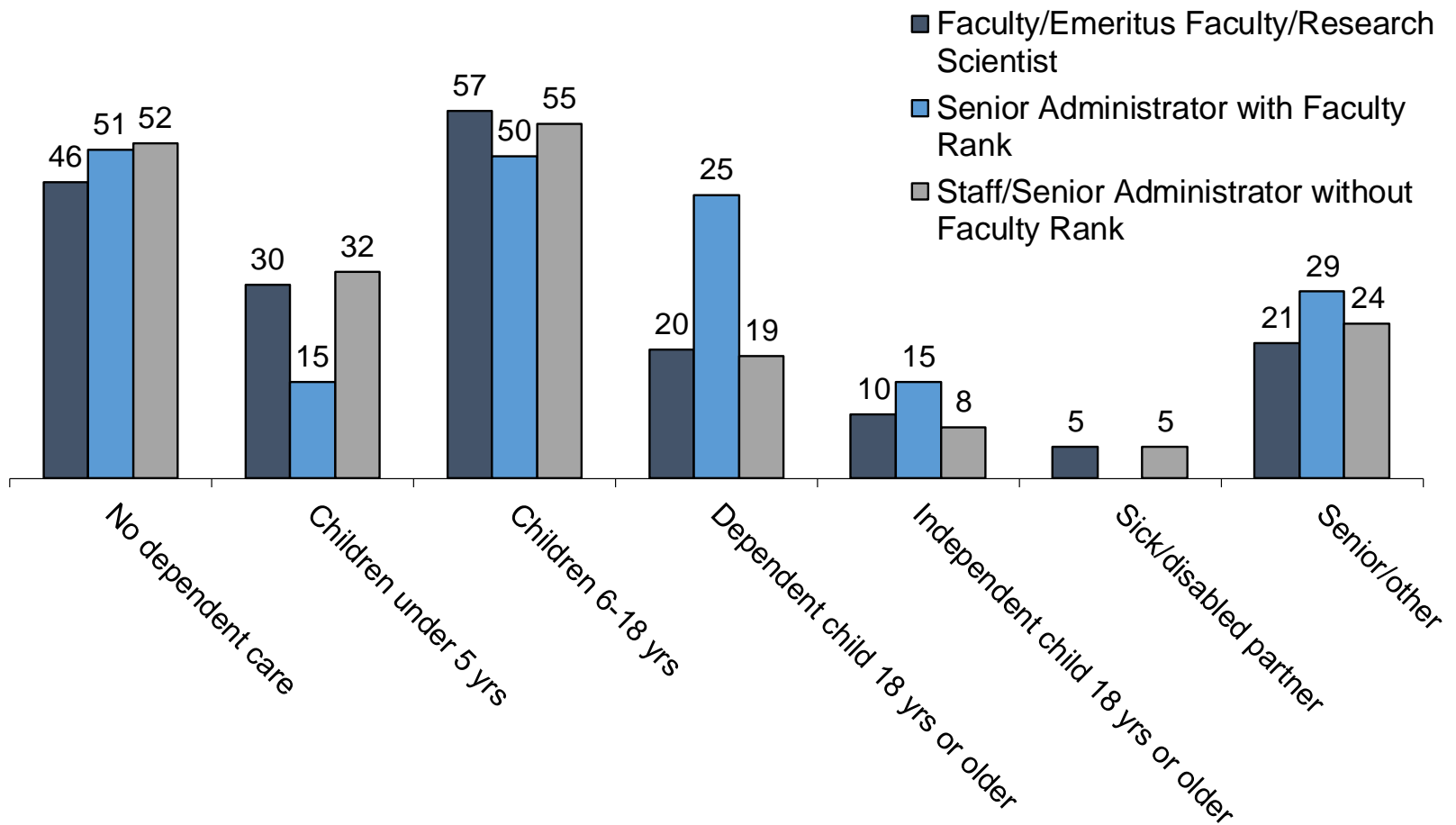


# Student Respondents by Caregiving Responsibilities (%)



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

# Employee Respondents by Caregiving Responsibilities (%)



# Student Respondents' Online Coursework

<b>Online coursework</b>	<i>n</i>	<i>%</i>
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

Note: For a complete list of Undergraduate Student respondents' majors, please see Table B21 in Appendix B.

Note: For a complete list of Graduate/Professional Student respondents' academic programs, please see Table B22 in Appendix B.

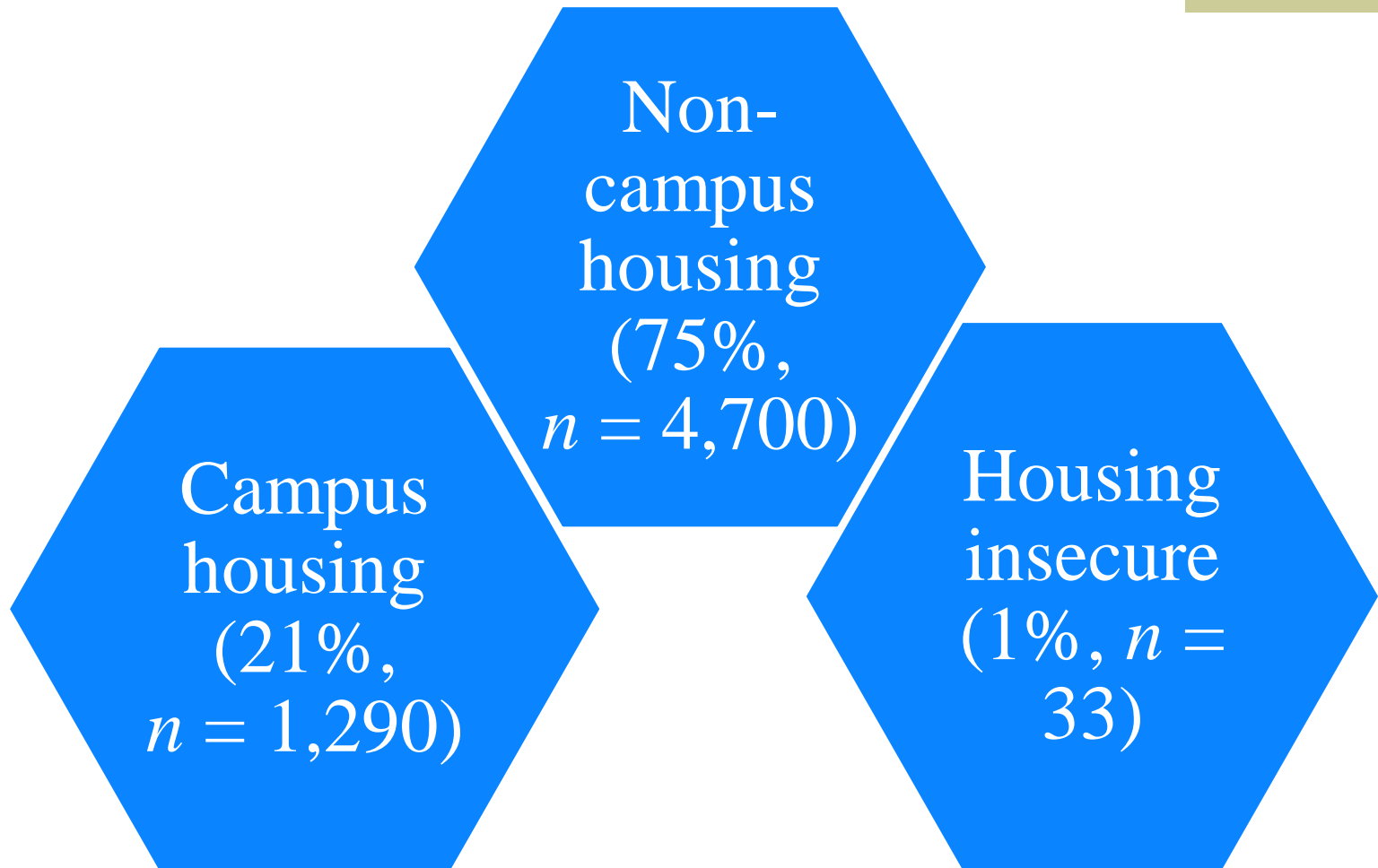
# Undergraduate Student Respondents' Semester in College Career

<b>Semester</b>	<i>n</i>	<b>%</b>
Less than one	1,228	25.3
1 – 2	244	5.0
3 – 4	1,317	27.1
5 – 6	1,117	23.0
7 – 8	752	15.4
9 – 10	160	3.3
11 – 12	27	0.5
13 or more	13	0.3

# Student Respondents' Employment

<b>Employment</b>	<b><i>n</i></b>	<b>%</b>
<b>No</b>	<b>2,616</b>	<b>41.6</b>
<b>Yes, I work on campus</b>	<b>1,961</b>	<b>31.2</b>
1-10 hours/week	781	39.8
11-20 hours/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
<b>Yes, I work off campus</b>	<b>1,712</b>	<b>27.2</b>
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

# Student Respondents' Residence



# Non-Campus Housing

<b>Where live</b>	<b><i>n</i></b>	<b>%</b>
<b>Non-campus housing</b>	<b>4,700</b>	<b>74.8</b>
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	33	0.7

# Campus Housing

<b>Where live</b>	<b><i>n</i></b>	<b>%</b>
<b>Campus housing</b>	<b>1,290</b>	<b>20.5</b>
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

Note: For a complete list of Student Respondents' campus housing, please see Table B31 in Appendix B.



# Undergraduate Student Respondents' Income by Dependency Status (%)

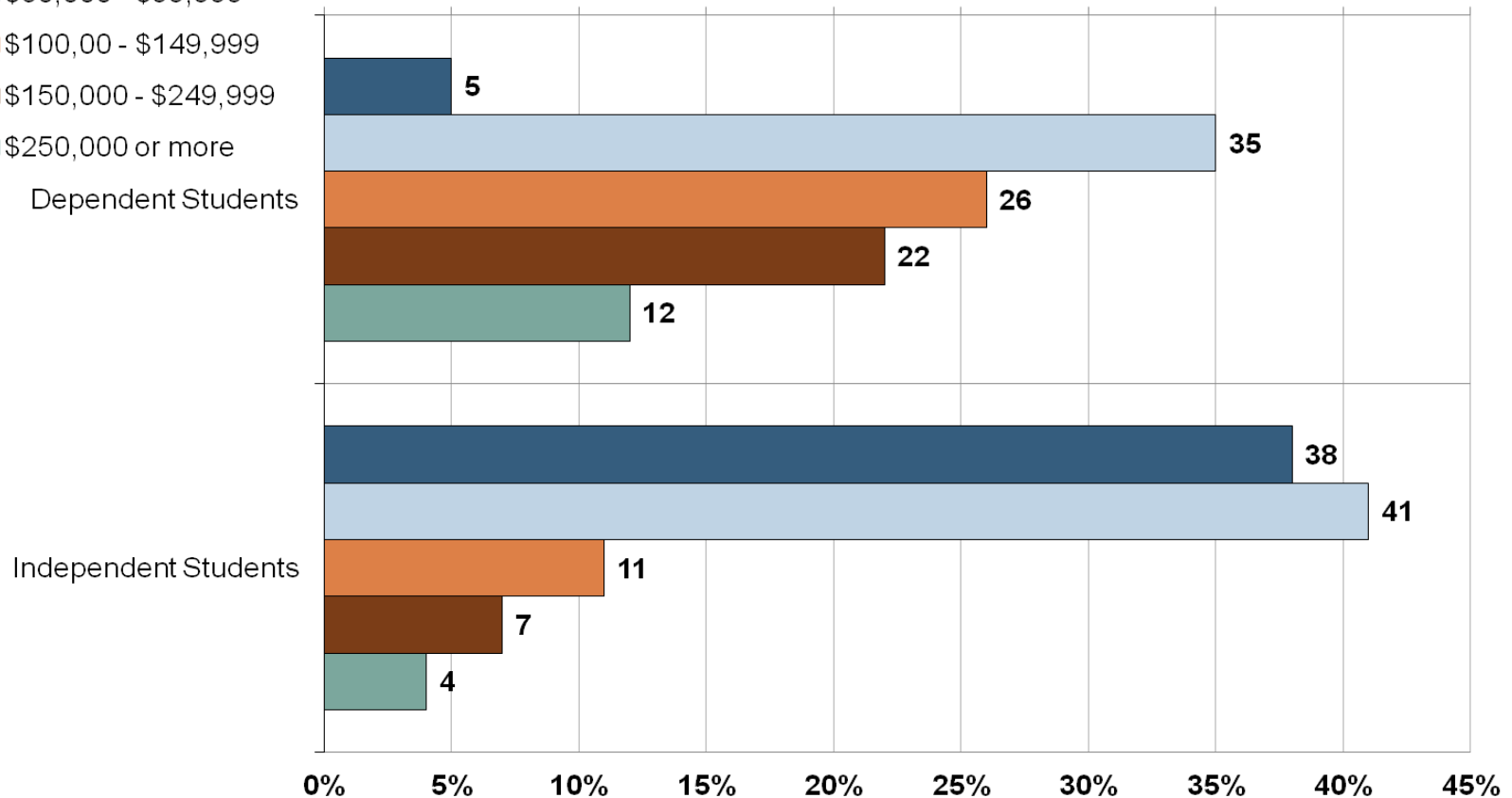
■ Below \$30,000

■ \$30,000 - \$99,999

■ \$100,00 - \$149,999

■ \$150,000 - \$249,999

■ \$250,000 or more



# 43% ( $n = 2,076$ ) of Student Respondents Reported Experiencing Financial Hardship...

<b>Financial hardship</b>	<i>n</i>	%
Affording tuition	1,643	59.9
Purchasing my books/course materials	1,376	50.1
Affording housing	1,329	48.4
Affording food	1,113	40.6
Participating in social events	1,067	38.9
Affording academic related activities	953	34.7
Affording other campus fees	771	28.1
Affording co-curricular events or activities	650	23.7

Note: Table includes Student respondents who reported having experienced financial hardship ( $n = 2,076$ ) only.

# Financial Hardship Cont'd...

<b>Financial hardship</b>	<i>n</i>	<i>%</i>
Affording unpaid internships/research opportunities	628	22.9
Affording health care	617	22.5
Affording travel to and from MU	553	20.2
Affording commuting to campus (e.g., transportation, parking)	528	19.2
Affording alternative spring breaks	479	17.5
Finding employment	460	16.8
Affording childcare	95	3.5

Note: Table includes Student respondents who reported having experienced financial hardship ( $n = 2,076$ ) only.

# How Student Respondents Were Paying For College

<b>Form</b>	<i>n</i>	<i>%</i>
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

# How Student Respondents Were Paying For College Cont'd...

<b>Form</b>	<i>n</i>	<i>%</i>
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

# Student Respondents' Participation in Clubs or Organizations at MU

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
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 in any clubs or organizations at MU	1,057	16.8
Recreational organization	1,049	16.7

# Student Respondents' Participation in Clubs or Organizations Cont'd...

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
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

# Student Respondents' Cumulative GPA

GPA	Undergraduate		Graduate	
	<i>n</i>	%	<i>n</i>	%
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
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	---



# Findings



# Comfort Levels

**Overall Campus  
Climate  
(66%)**

**Work Areas\*  
(77%)**

**Classroom  
Climate\*\*  
(84%)**

\*Faculty and Staff responses ( $n = 3,667$ ) only

\*\* Faculty and Student responses ( $n = 7,351$ ) only.

# Comfort With Overall Climate

Undergraduate Student and Senior Administrator with Faculty Rank respondents more comfortable than were Graduate Student and Faculty/Emeritus Faculty/Research Scientist and Staff respondents

First-Year Student respondents more comfortable than were Transfer Student respondents

Non-Tenure-Track Faculty respondents more comfortable than were Tenured Faculty and Tenure-Track Faculty respondents

# Comfort With Overall Climate

Master Degree  
Candidate and  
Professional Degree  
Candidate  
respondents more  
comfortable than  
were Doctoral  
Degree Candidate  
respondents

Men respondents  
more comfortable  
than were Women  
and Transspectrum  
respondents

White respondents,  
Other Respondents  
of Color, and  
Hispanic/Latin@/C  
hican@ respondents  
more comfortable  
than were other  
racial groups

# Comfort With Overall Climate

Heterosexual respondents more comfortable than were LGBTQ respondents

Respondents with No Disability more comfortable than were respondents with a Single Disability and Multiple Disabilities

Respondents with Christian Religious/Spiritual Identities more comfortable than were other religious/spiritual groups

# Comfort With Overall Climate

Non-U.S. Citizen  
respondents more  
comfortable than  
were U.S. Citizen  
respondents

Non-Military  
respondents more  
comfortable than  
were Military  
respondents

Not-Low-Income  
Student respondents  
more comfortable  
than were Low-  
Income Student  
respondents

# Comfort With Overall Climate

Not-First-Generation  
Student respondents  
more comfortable  
than were First-  
Generation Student  
respondents

Not-Employed  
Student respondents  
more comfortable  
than were Employed  
Student respondents

# Comfort With Primary Work Areas

Senior Administrator  
with Faculty Rank  
respondents more  
comfortable than  
were Faculty/  
Emeritus  
Faculty/Research  
Scientist and Staff  
respondents

Non-Tenure-Track  
Faculty respondents  
more comfortable  
than were Tenure-  
Track and Tenured  
Faculty respondents

Men Employee  
respondents more  
comfortable than  
were Women and  
Transspectrum  
Employee  
respondents



# Comfort With Primary Work Areas

White Employee respondents, Other Employee Respondents of Color, and Multiracial Employee respondents more comfortable than were other racial groups

Employee respondents with No Disability or a Single Disability more comfortable than were Employee respondents with Multiple Disabilities

Heterosexual Employee respondents more comfortable than were LGBTQ Employee respondents

# Comfort With Primary Work Areas

Employee respondents with Christian Religious/Spiritual Identities more comfortable than were other religious/spiritual groups

U.S. Citizen Employee respondents more comfortable than were Non-U.S. Citizen Employee respondents

Non-Military Employee respondents more comfortable than were Military Employee respondents

# Comfort With Classroom Climate

Undergraduate  
Student respondents  
more comfortable  
than were Graduate,  
Faculty/Emeritus  
Faculty/Research  
Scientist and Senior  
Administrator  
w/Faculty Rank  
respondents

Men Faculty and  
Student  
respondents more  
comfortable than  
were Women and  
Transspectrum  
Faculty and Student  
respondents

Tenured Faculty  
respondents more  
comfortable than  
were Tenure-Track  
or Non-Tenure-  
Track Faculty  
respondents

# Comfort With Classroom Climate

White Faculty and Student respondents more comfortable than were other racial groups

Heterosexual Faculty and Student respondents more comfortable than were LGBTQ Faculty and Student respondents

Faculty and Student respondents with No Disability more comfortable than were Faculty and Student respondents with a Single Disability or Multiple Disabilities

# Comfort With Classroom Climate

Faculty and Student respondents with Christian Religious/Spiritual Identities more comfortable than were other religious/spiritual groups

U.S. Citizen Faculty and Student respondents more comfortable than were Non-U.S. Citizen Faculty and Student respondents

Military Faculty and Student respondents more comfortable than were Non-Military Faculty and Student respondents

# Comfort With Classroom Climate

Not-Low-Income  
Student respondents  
more comfortable than  
were Low-Income  
Student respondents

Not-First-  
Generation Student  
respondents more  
comfortable than  
were First-  
Generation Student  
respondents

Not-Employed Student  
respondents more  
comfortable than were  
Employed Student  
respondents

# Challenges and Opportunities



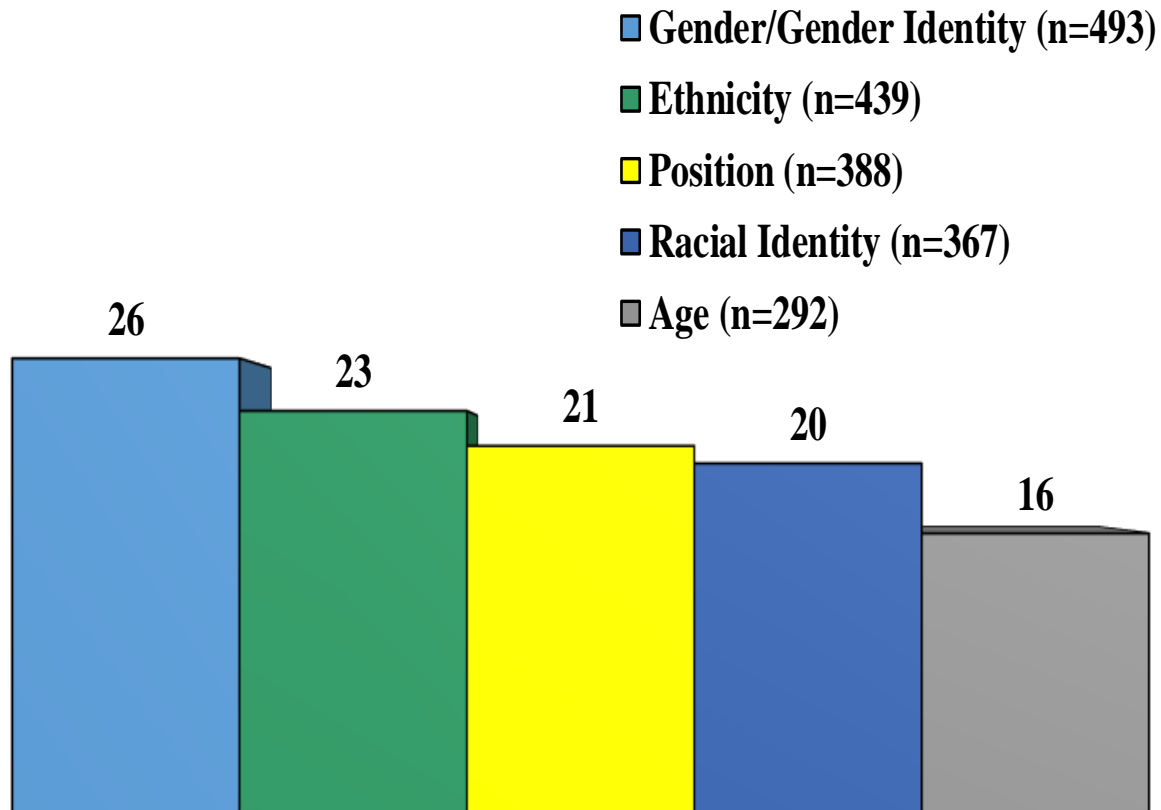
## Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct

**19%**

- **1,876 respondents indicated that they had personally experienced exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) conduct at MU within the past year**



# Personally Experienced Based on...(%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,876$ ). Percentages do not sum to 100 due to multiple responses.

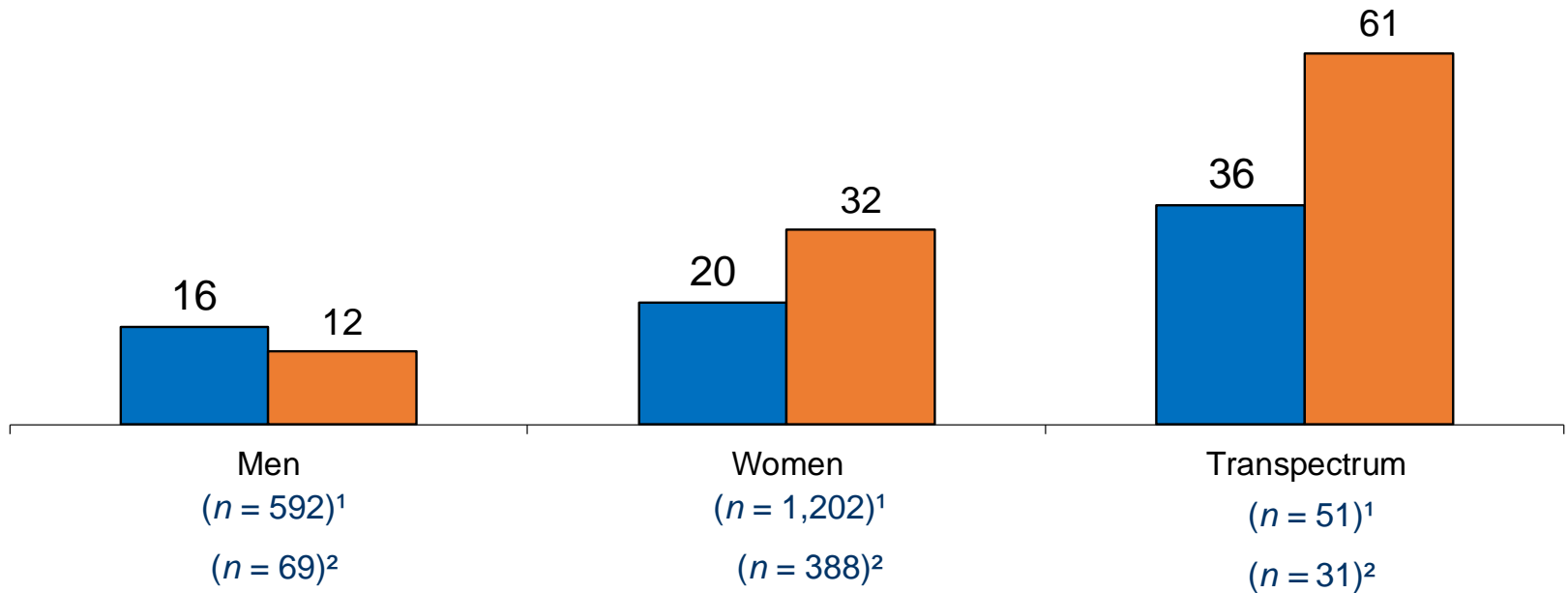
# Top Forms of Experienced Exclusionary, Intimidating, Offensive or Hostile Conduct

<b>Form</b>	<i>n</i>	<b>%</b>
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

Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,876$ ). Percentages do not sum to 100 due to multiple responses.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Gender Identity (%)

- Overall experienced conduct<sup>1</sup>
- Of those who experienced exclusionary conduct, said they experienced conduct as a result of their gender identity<sup>2</sup>



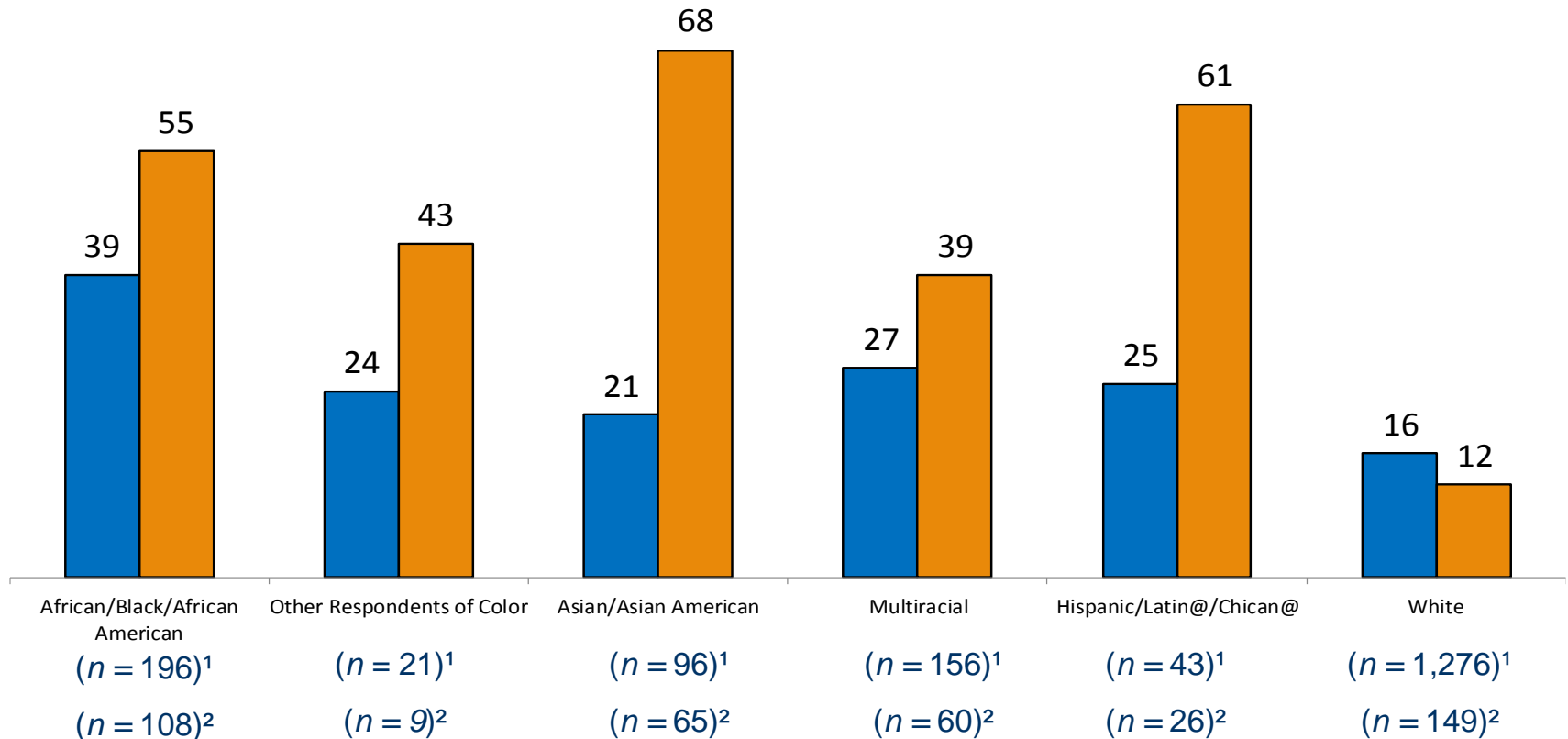
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Ethnicity (%)

■ Overall experienced conduct<sup>1</sup>

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of ethnicity<sup>2</sup>



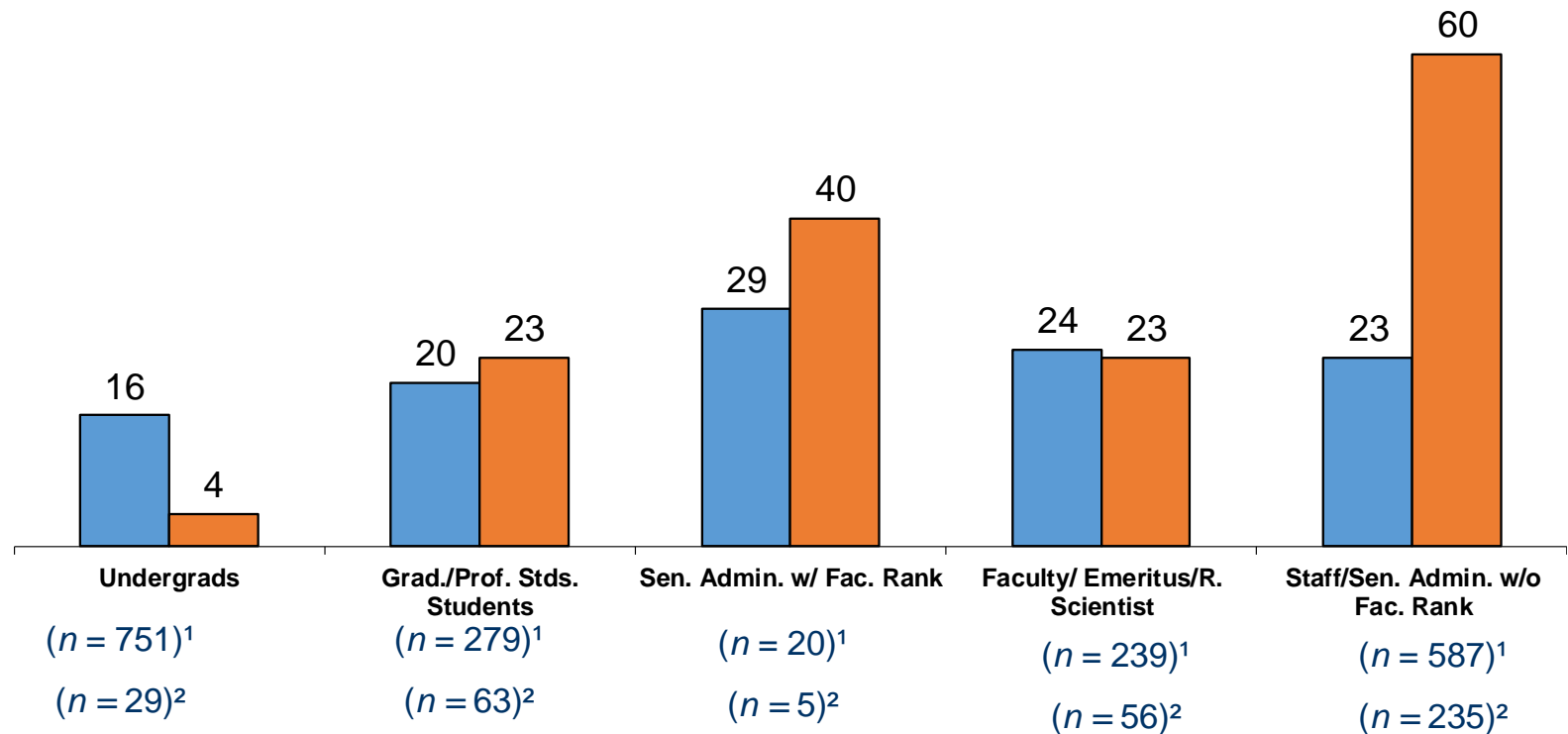
<sup>1</sup> Percentages are based on total n split by group.

<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Personal Experiences of Exclusionary, Intimidating, Offensive or Hostile Conduct as a Result of Position Status (%)

■ Overall experienced conduct<sup>1</sup>

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of position status<sup>2</sup>



<sup>1</sup> Percentages are based on total n split by group.

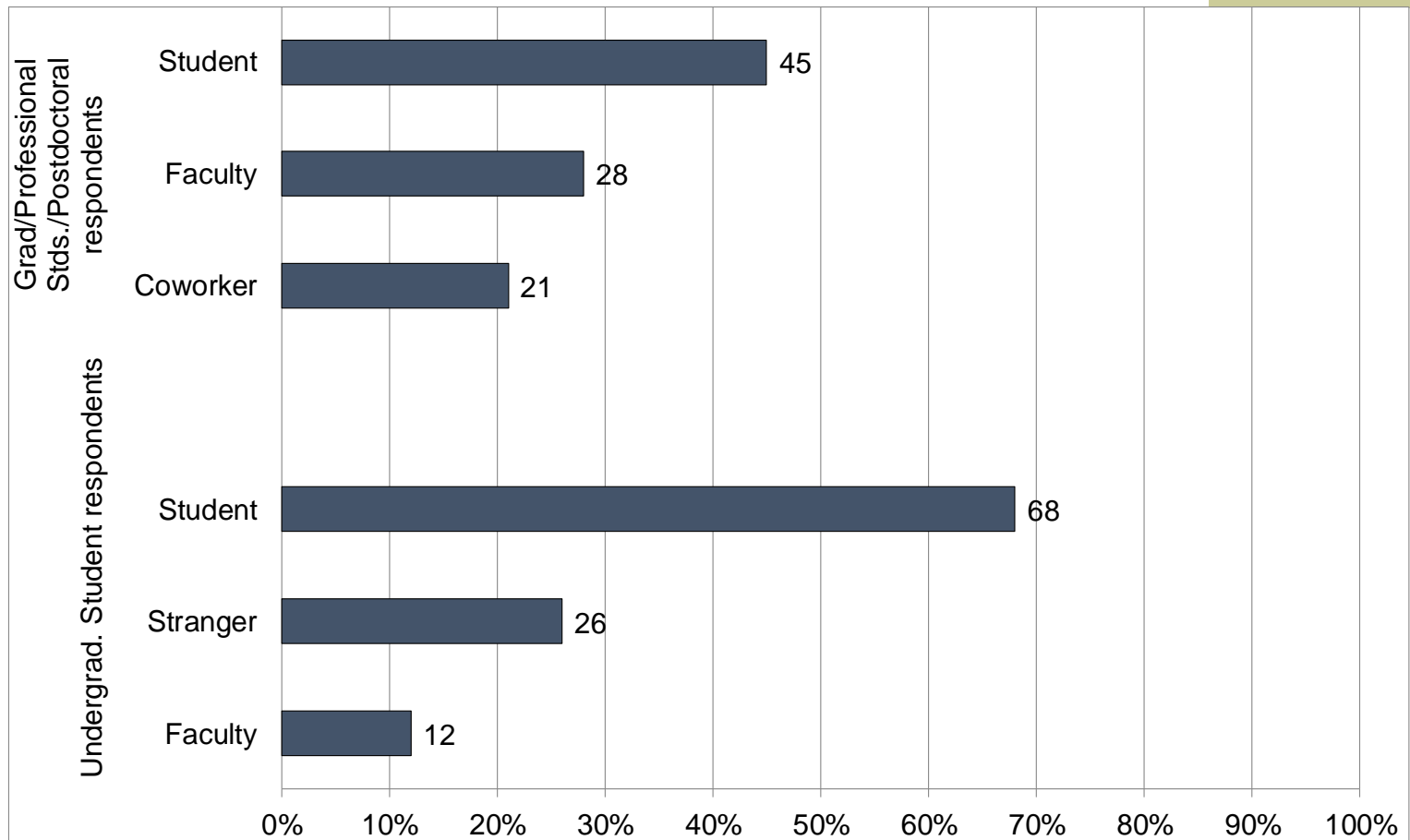
<sup>2</sup> Percentages are based on n split by group for those who believed they had personally experienced this conduct.

# Top Locations of Experienced Conduct

<b>Location</b>	<b><i>n</i></b>	<b>%</b>
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

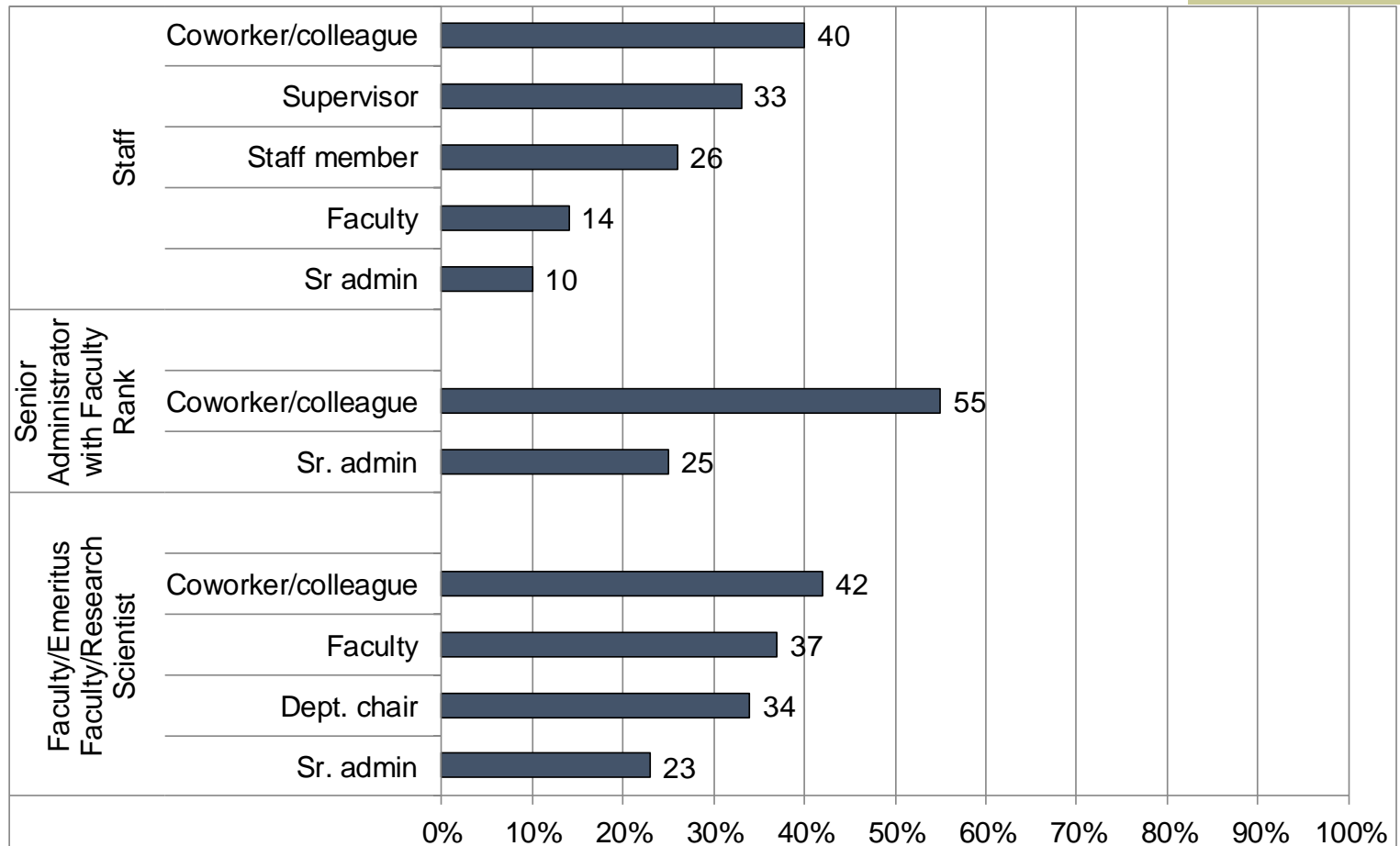
Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,876$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Student Position (%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,876$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Experienced Conduct by Employee Status (%)



Note: Only answered by respondents who experienced exclusionary conduct ( $n = 1,876$ ). Percentages do not sum to 100 due to multiple responses.



# What did you do? Emotional Responses

- ◆ Felt angry (67%)
- ◆ Felt embarrassed (41%)
- ◆ Was afraid (30%)
- ◆ Ignored it (28%)
- ◆ Felt somehow responsible (16%)

# What did you do? Actions

- ◆ Told a friend (42%)
- ◆ Avoided the person/venue (40%)
- ◆ Didn't do anything (36%)
- ◆ Told a family member (34%)

# 12% ( $n = 217$ ) of Respondents who Experienced Conduct Reported It

Felt that it was not responded to appropriately  
(68%)

While the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately  
(17%)

Felt satisfied with the outcome  
(15%)



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# Qualitative Themes

## **Experienced Exclusionary Conduct**

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Racism, reverse racism, and protests

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Inclusion concerns for women &  
LGBTQ People

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Unhealthy and unpleasant relationship  
dynamics

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Fear of retaliation and reporting

# Top Facilities Barriers for Respondents with Disabilities

<b>Barrier</b>	<b><i>n</i></b>	<b>%</b>
Classroom buildings	128	11.8
Campus transportation/parking	122	11.3
Classrooms, labs (including computer labs)	113	10.4
Counseling services	107	9.9
Office furniture (e.g., chair, desk)	92	8.5
Temporary barriers due to construction or maintenance	84	7.8
Walkways, pedestrian paths, crosswalks	78	7.4

Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 1,156$ ).

# Top Technology/Online Environment Barriers for Respondents with Disabilities

<b>Barrier</b>	<i>n</i>	<b>%</b>
Accessible electronic format	69	6.5
Computer equipment (e.g., screens, mouse, keyboard)	52	4.9
Website	45	4.3

Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 1,156$ ).

# Top Identity Barriers for Respondents with Disabilities

<b>Barrier</b>	<i>n</i>	<i>%</i>
Intake forms (e.g., Student Health, Counseling, Disability Support, Registrar)	55	5.2
Surveys	48	4.6
Learning technology	46	4.4
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	42	4.0

Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 1,156$ ).

# Top Instructional/Campus Barriers for Respondents with Disabilities

<b>Barrier</b>	<i>n</i>	<b>%</b>
Food menus	49	4.6
Textbooks	47	4.5
Video-closed captioning and text description	45	4.3
Syllabi	40	3.8

Note: Only answered by respondents who indicated on the survey that they had a disability ( $n = 1,156$ ).





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# Qualitative Themes for Respondents with Disabilities: Accessibility of MU Campus

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Challenges seeking mental health  
support

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Physical accessibility barriers and  
challenges

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Lack of support for testing and course  
material accommodations

# Top Facilities Barriers for Transspectrum Respondents

<b>Barrier</b>	<i>n</i>	<b>%</b>
Restrooms	15	19.5
Athletic and recreational facilities	11	14.1
Other campus buildings	10	13.0
Changing rooms/locker rooms	10	12.8
University housing (e.g., residence halls)	9	11.5
Student health center	6	7.8
Studios/performing arts spaces	6	7.8
Campus transportation/parking	5	6.5
Dining facilities	5	6.4

Note: Only answered by respondents who indicated on the survey that their gender identity was Transgender ( $n = 87$ ).

# Top Identity Accuracy Barriers for Transspectrum Respondents

<b>Barrier</b>	<i>n</i>	%
MU college ID card	13	17.1
Surveys	13	17.1
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	12	16.0
Intake forms (e.g., student health)	12	15.8
Moodle/Blackboard	11	14.5
Learning technology	8	10.7
Email account	8	10.5

Note: Only answered by respondents who indicated on the survey that their gender identity was Transgender ( $n = 87$ ).

# Top Instructional/Campus Materials Barriers for Transspectrum Respondents

<b>Barrier</b>	<i>n</i>	<b>%</b>
Forms	15	19.7
Syllabi	8	10.5

Note: Only answered by respondents who indicated on the survey that their gender identity was Transgender ( $n = 87$ ).



# Qualitative Themes for Transspectrum Respondents: Accessibility of MU Campus

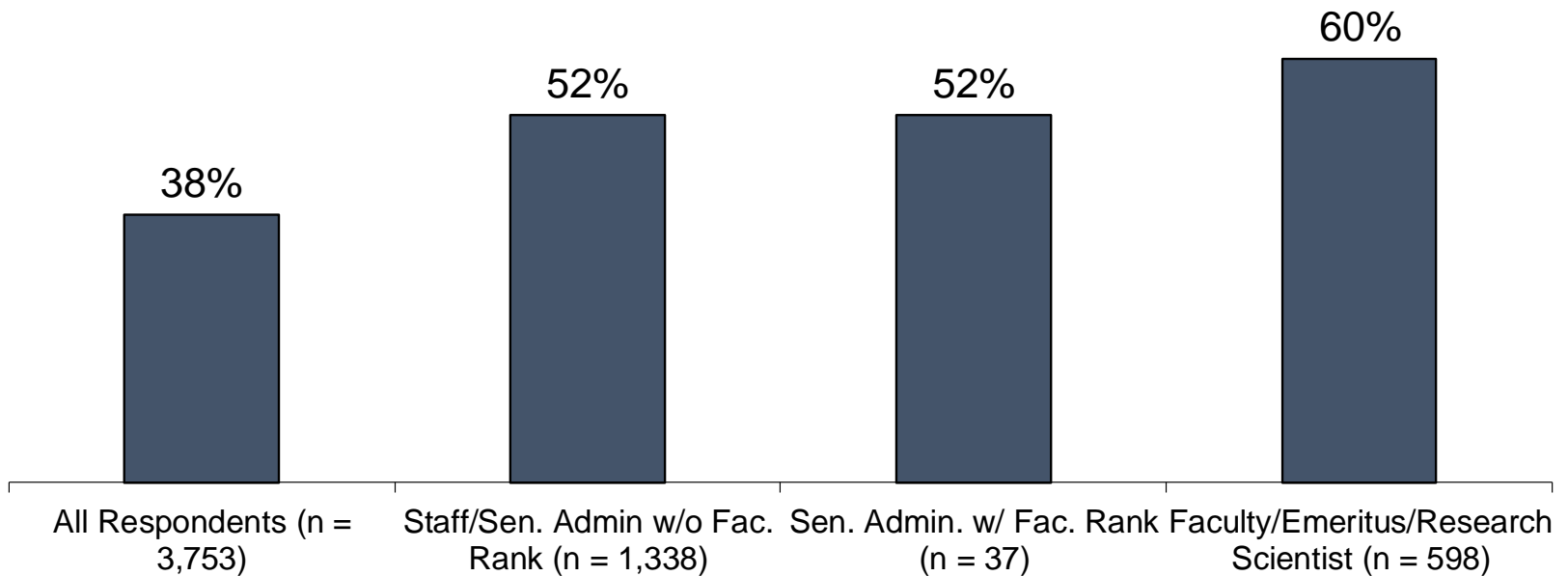
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Frustration and disapproval towards  
genderqueer, gender non-binary, or  
trans questions (by those who were not  
transspectrum)

# Intent to Persist



# Employee Respondents Who *Seriously Considered Leaving* MU



# Top Reasons Employee Respondents *Seriously Considered Leaving* MU

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
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

Note: Table includes answers from only those Employee respondents who indicated that they considered leaving ( $n = 1,973$ ). 104



# Top Reasons Faculty Respondents *Seriously Considered Leaving MU*

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Low salary/pay rate	358	56.4
Lack of institutional support	268	42.2
Interested in a position at another institution	243	38.3
Increased workload	214	33.7
Lack of a sense of belonging	199	31.3
Limited opportunities for advancement	193	30.4
Campus climate was not welcoming	178	28.0
Recruited or offered a position at another institution	177	27.9
Tension with supervisor/manager	109	17.2
Lack of professional development opportunities	98	15.4
Tension with colleague/co-worker	86	13.5
Lack of benefits	83	13.1

Note: Table includes answers from only those Faculty respondents who indicated that they considered leaving ( $n = 635$ ).

# Top Reasons Staff Respondents *Seriously Considered Leaving MU*

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
Low salary/pay rate	790	59.0
Limited opportunities for advancement	747	55.8
Increased workload	433	32.4
Tension with supervisor/manager	402	30.0
Lack of a sense of belonging	355	26.5
Interested in a position at another institution	349	26.1
Lack of professional development opportunities	324	24.2
Campus climate was not welcoming	305	22.0
Tension with colleague/co-worker	243	18.2
Lack of institutional support	223	16.7
Recruited or offered a position at another institution	165	12.3
Lack of benefits	114	8.5

Note: Table includes answers from only those Staff respondents who indicated that they considered leaving ( $n = 1,338$ ).



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Qualitative Themes for Staff Respondents  
**Why Considered leaving...**

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Concerns with leadership

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Dissatisfaction with their salaries

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Lack of opportunity for advancement



Qualitative Themes for Faculty/Emeritus  
Faculty/Research Scientist Respondents  
**Why Considered leaving...**



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Low sense of belonging

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Leadership concerns

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Low pay and no raises



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Qualitative Themes for Senior Administrator with  
Faculty Rank Respondents  
**Why Considered leaving...**

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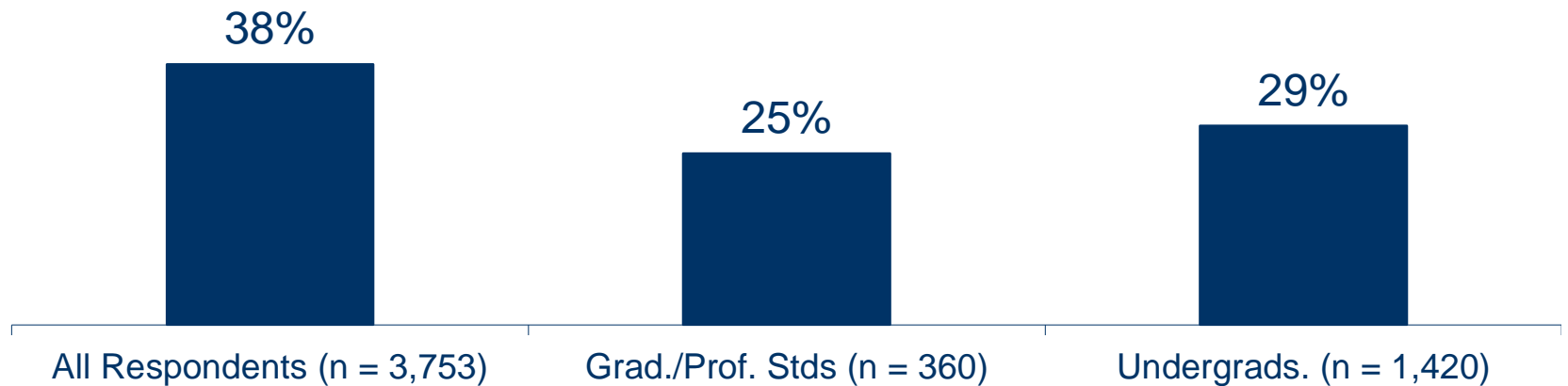
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Leadership concerns

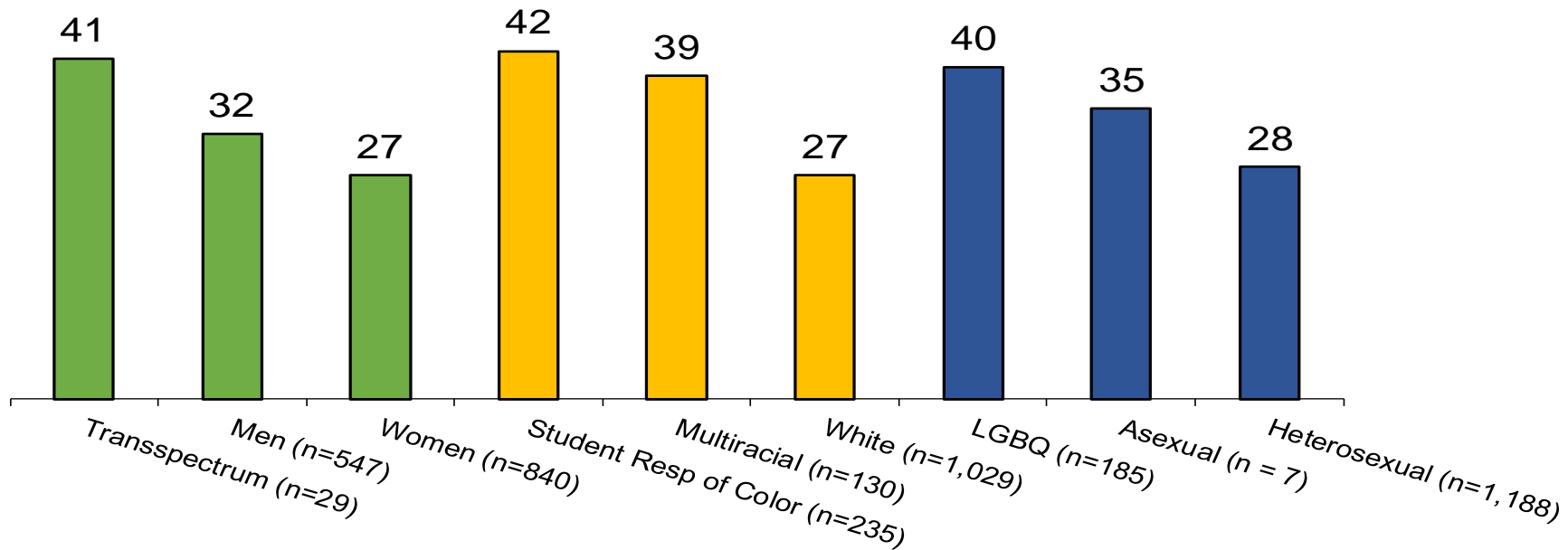
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Low pay

# Student Respondents Who *Seriously Considered Leaving* MU

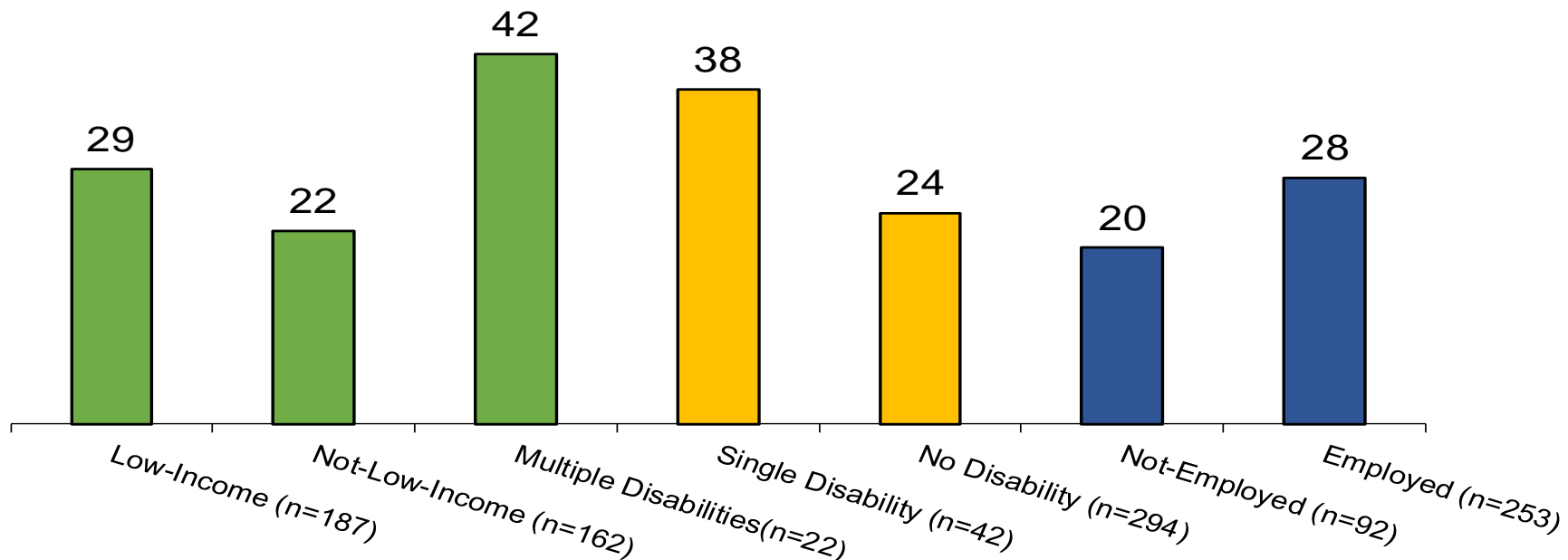


# Undergraduate Student Respondents Who *Seriously Considered Leaving* MU by Gender Identity, Racial Identity, and Sexual Identity (%)



Note: These are examples of findings. For all findings, please see the full report.

## Graduate Student Respondents Who *Seriously Considered Leaving* MU by Income Status, Disability Status, and Employment Status (%)



Note: These are examples of findings. For all findings, please see the full report.



# When Student Respondents *Seriously Considered Leaving* MU

40% in their first year

44% in their second year

20% in their third year

7% in their fourth year

5% in their fifth + year

# Top Reasons Why Student Respondents *Seriously Considered Leaving MU*

<b>Reason</b>	<b><i>n</i></b>	<b>%</b>
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

Note: Table includes answers from only Student respondents who indicated that they considered leaving ( $n = 1,780$ ).



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Qualitative Themes for Undergraduate Student  
Respondents

**Why Considered leaving...**

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Academic concerns

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Experiences of the protests during the  
Fall of 2015

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Identity-based exclusion and hostility

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General challenges sense of belonging



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Qualitative Themes for Graduate Student  
Respondents

**Why Considered leaving...**

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Advisors and faculty

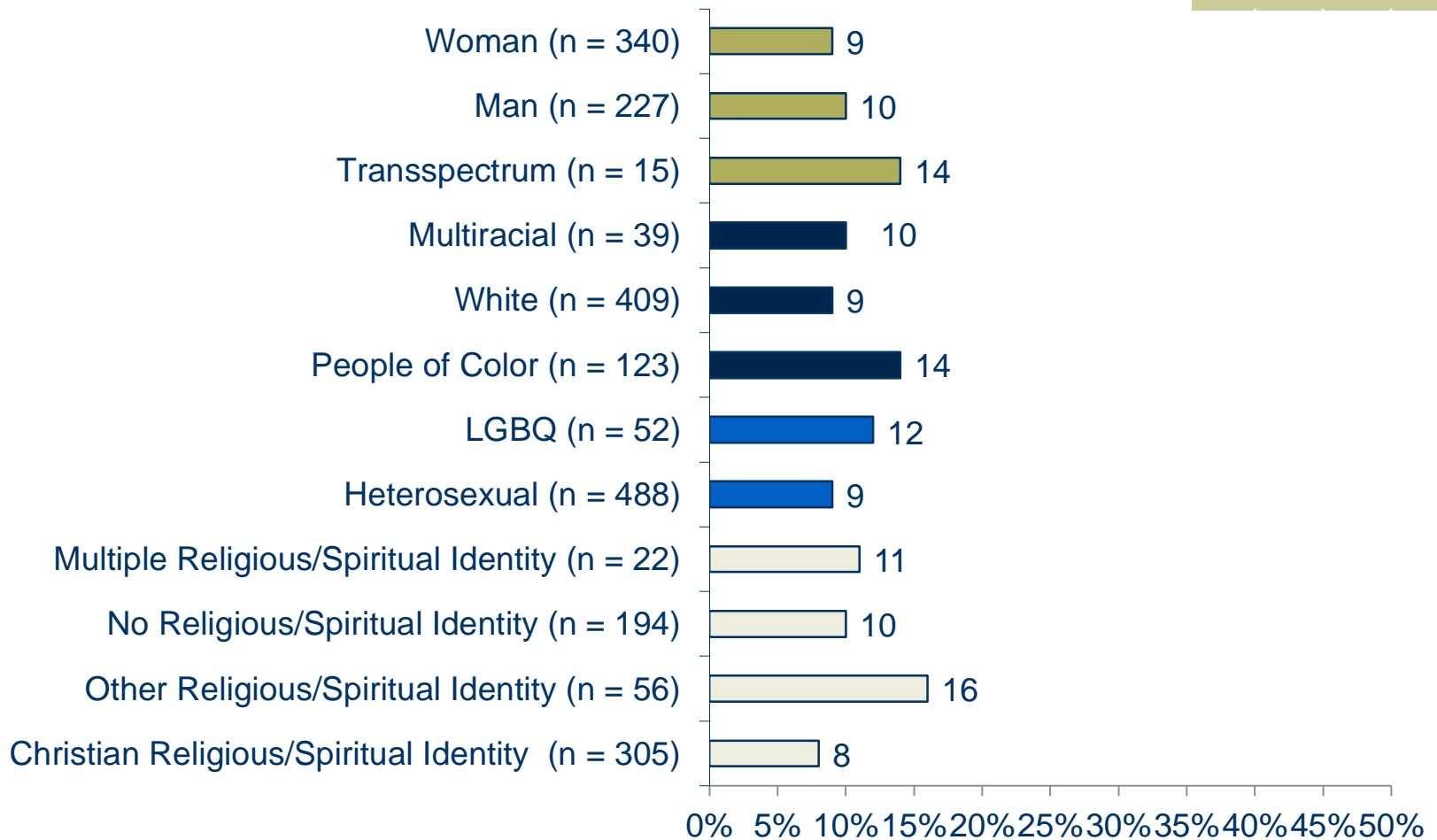
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Inclusion concerns

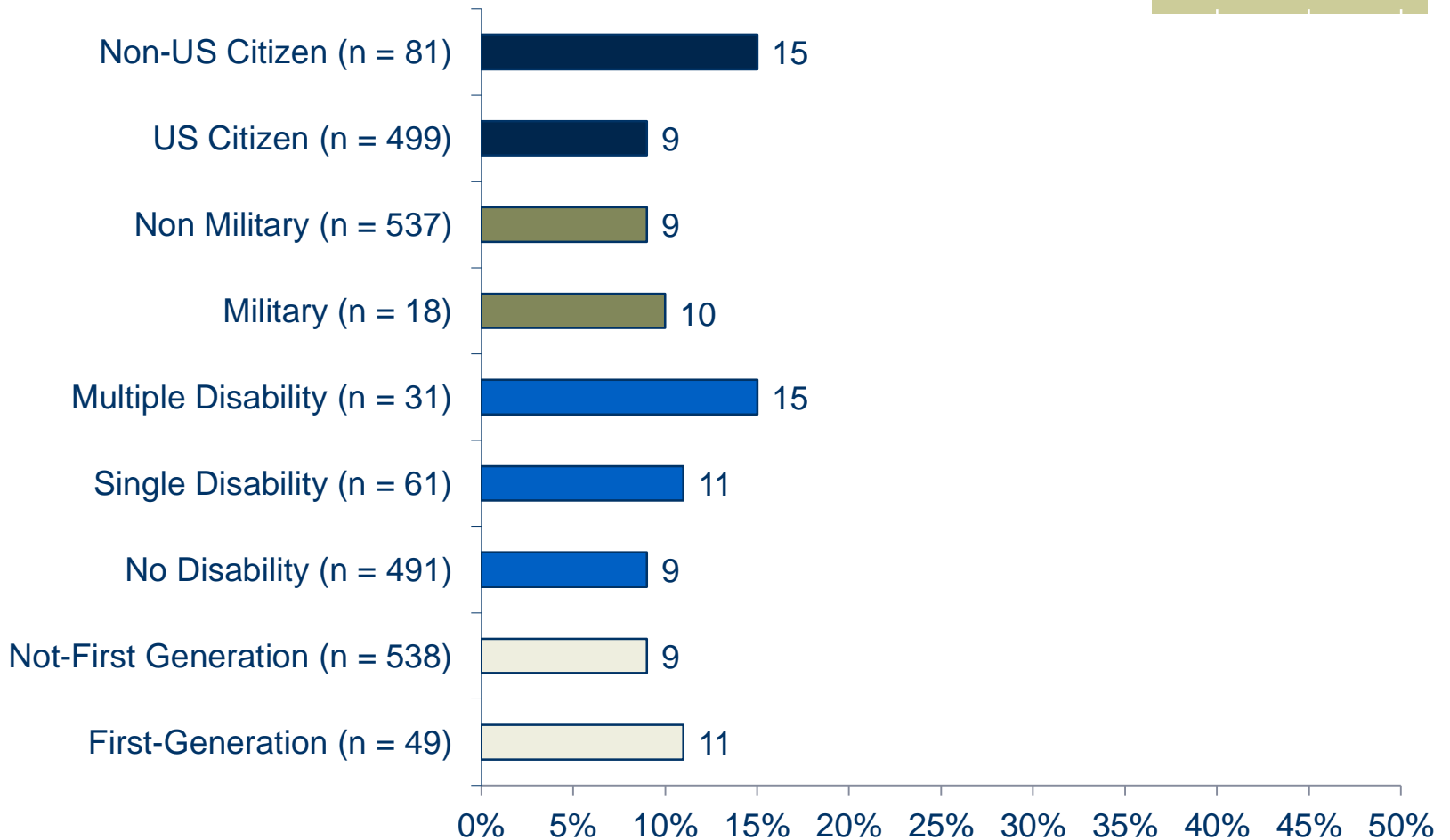
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Experiences and perceived impact of the  
protests

# Undergraduate Student Respondents Who Agreed It Was Likely They Will Leave MU Without Meeting Their Academic Goal (%)



# Graduate Student Respondents Who Agreed It Was Likely They Will Leave MU Without Meeting Their Academic Goal (%)



# Perceptions



Respondents who observed conduct or communications directed towards a person/group of people that created an exclusionary, intimidating, offensive and/or hostile working or learning environment...



33% ( $n = 3,299$ )

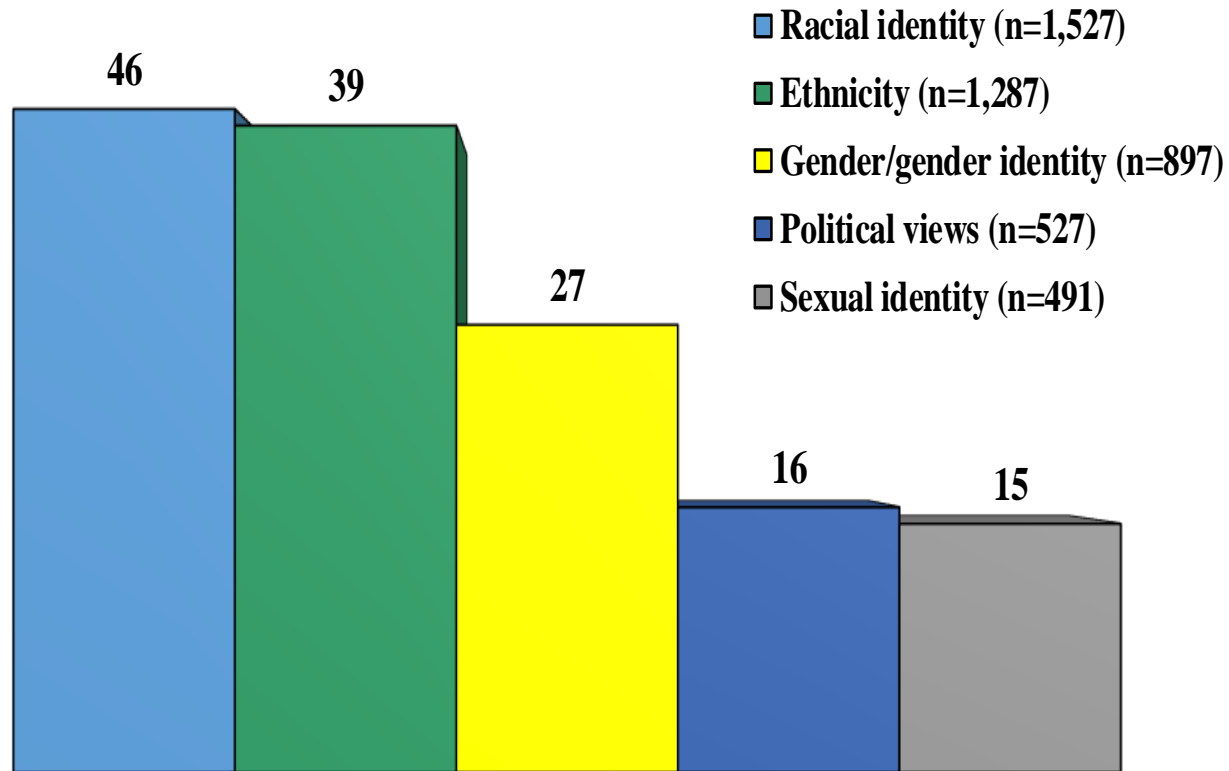


# Top Forms of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

	<i>n</i>	%
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

Note: Only answered by respondents who observed exclusionary conduct ( $n = 3,299$ ). Percentages do not sum to 100 due to multiple responses.

# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct Based on... (%)



Note: Only answered by respondents who observed exclusionary conduct ( $n = 3,299$ ). Percentages do not sum to 100 due to multiple responses.

# Source of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

## Source

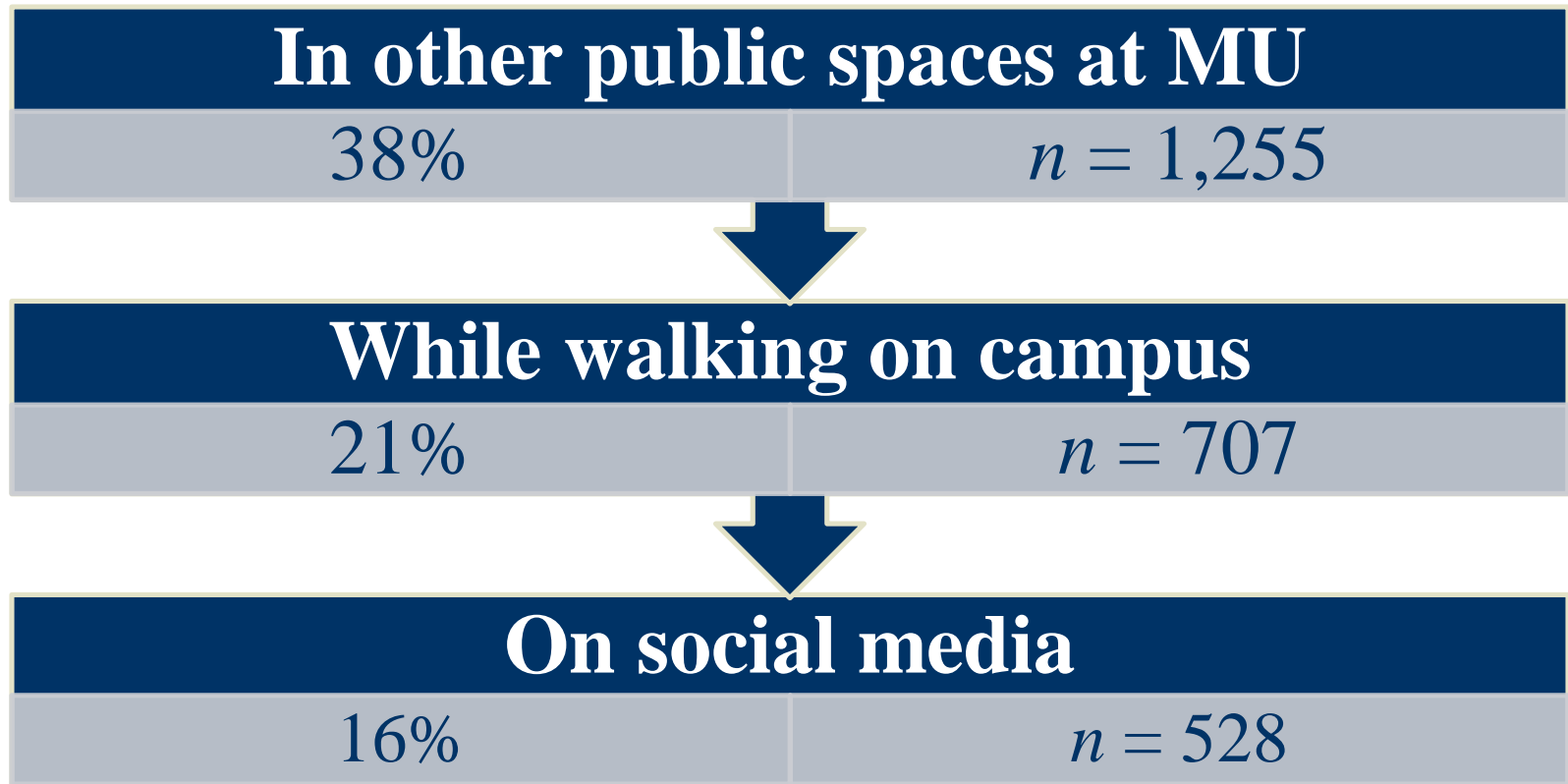
- Student (55%)
- Stranger (20%)
- Faculty member/other instructional staff (14%)

# Target of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

## Target

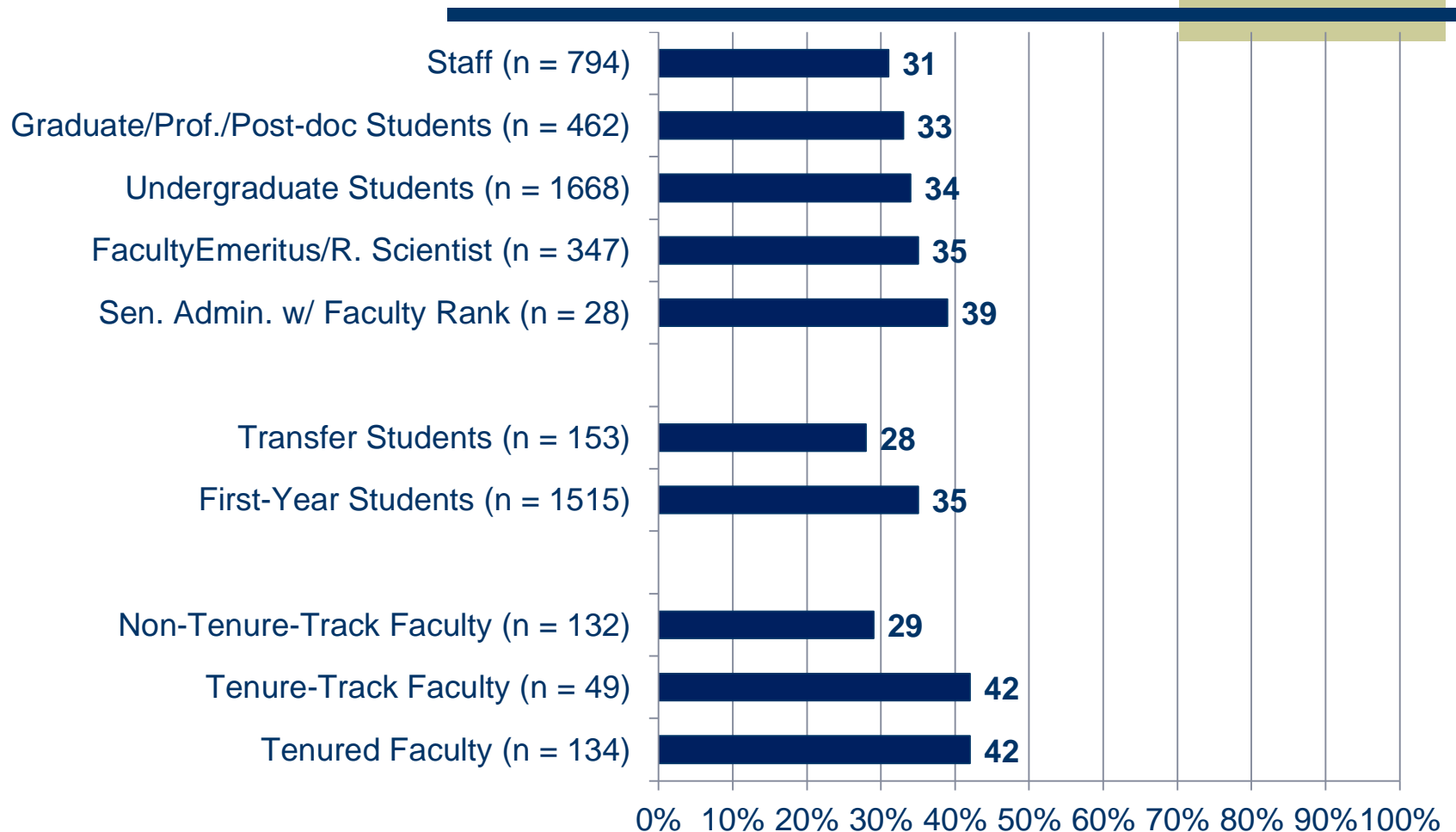
- Student (63%)
- Friend (20%)
- Stranger (17%)
- Coworker/colleague (14%)

# Location of Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct

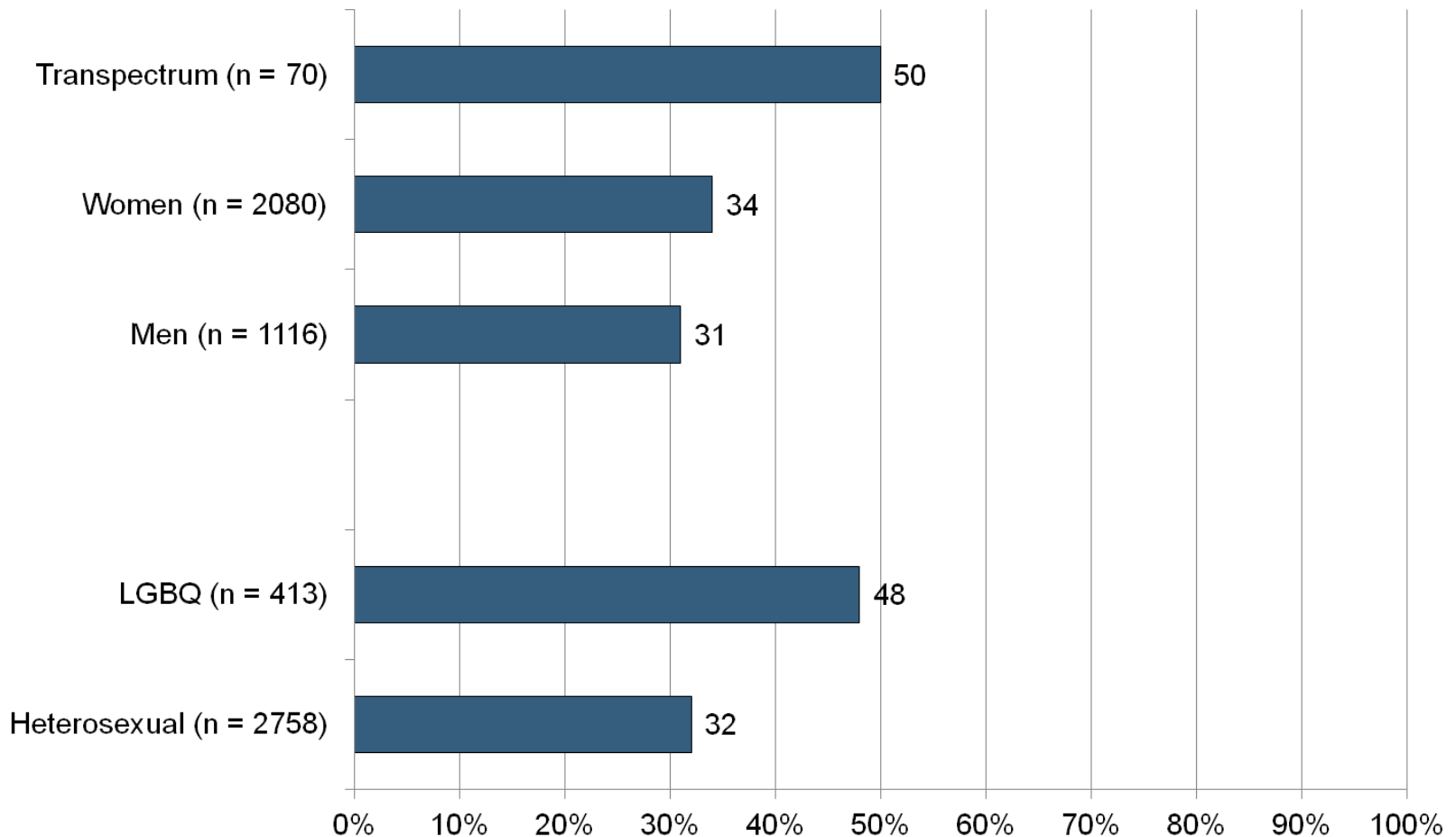


Note: Only answered by respondents who observed exclusionary conduct ( $n = 3,299$ ). Percentages do not sum to 100 due to multiple responses.

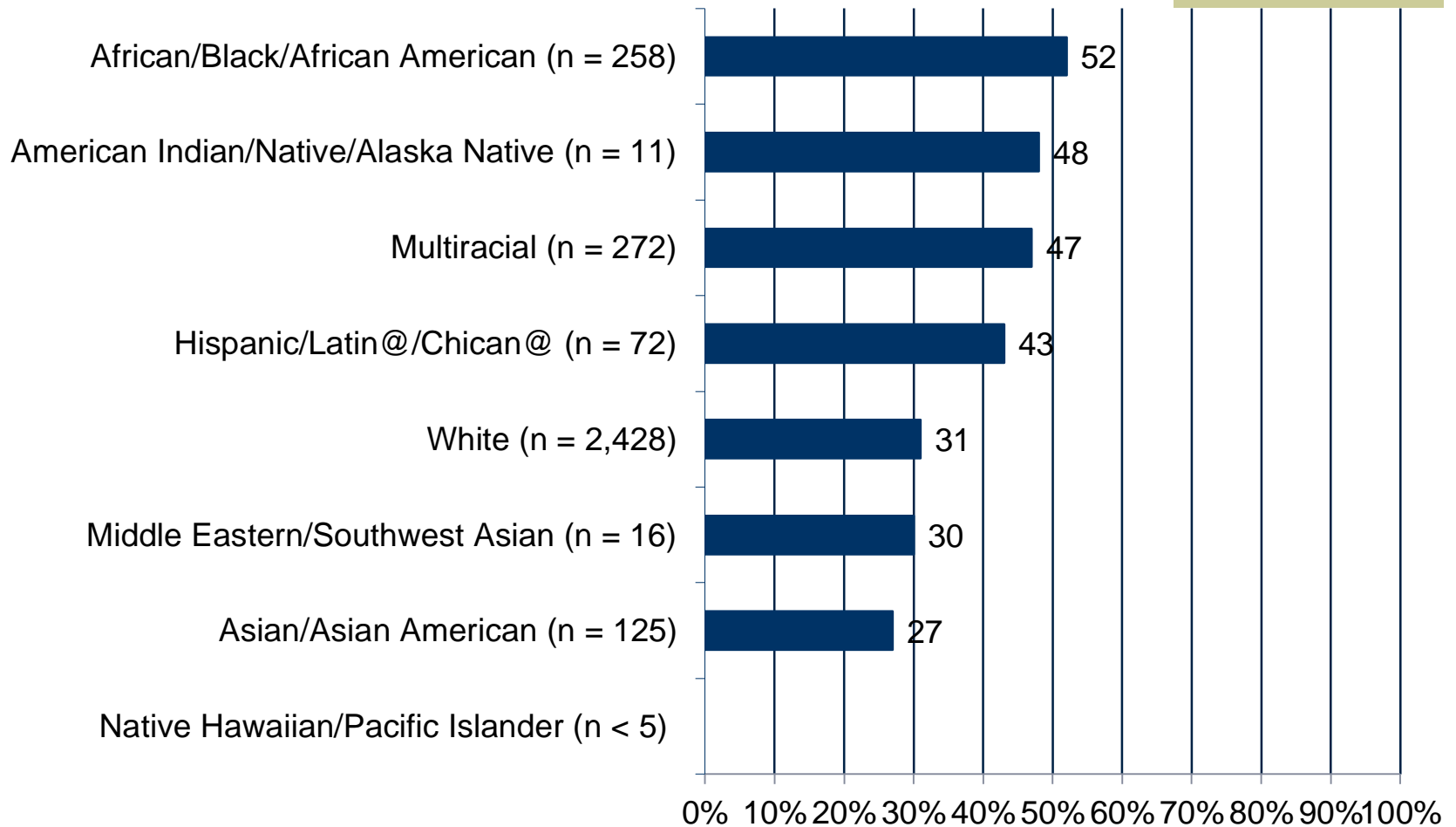
# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Position (%)



# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Gender and Sexual Identity (%)

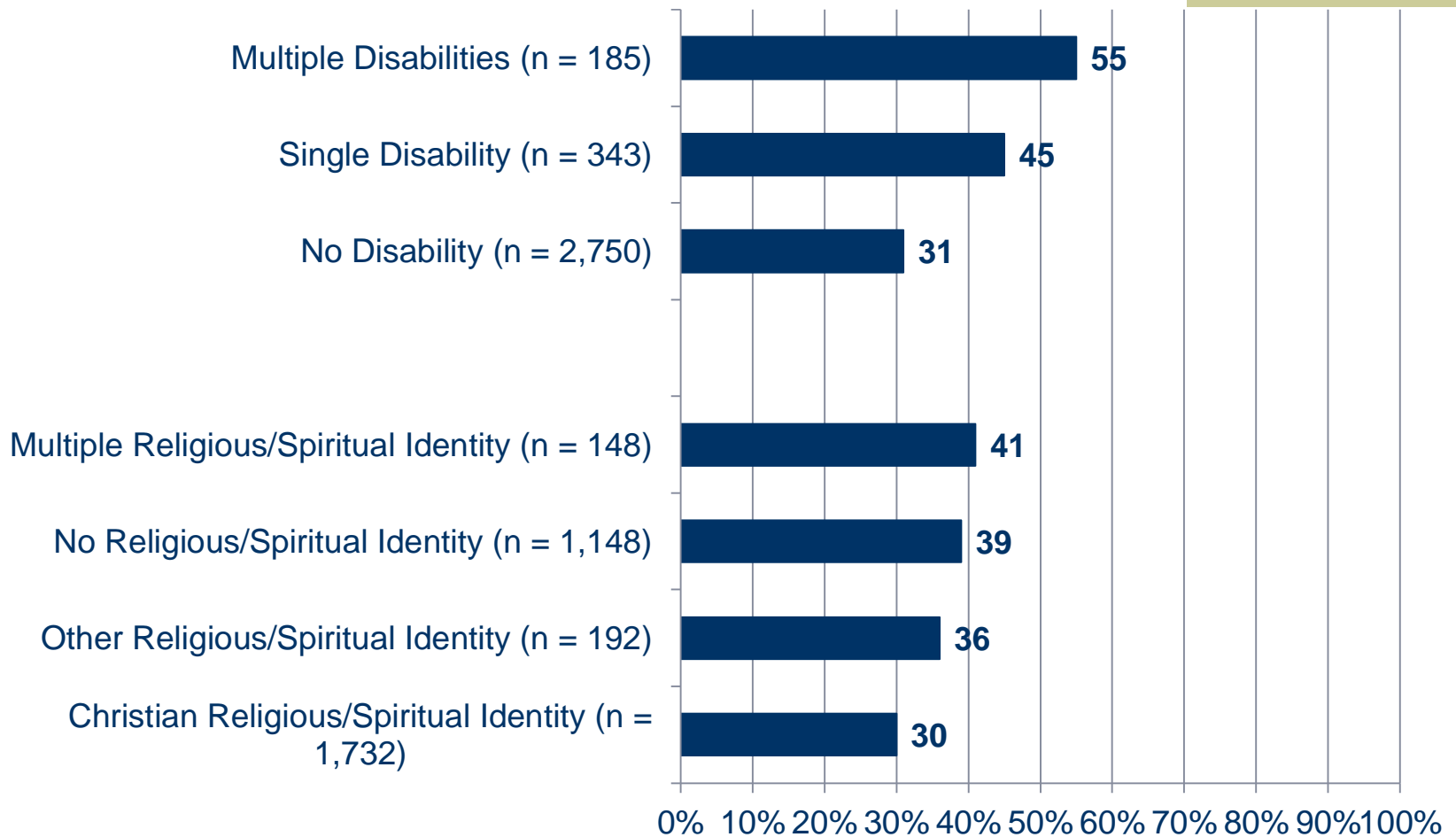


# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Racial Identity (%)

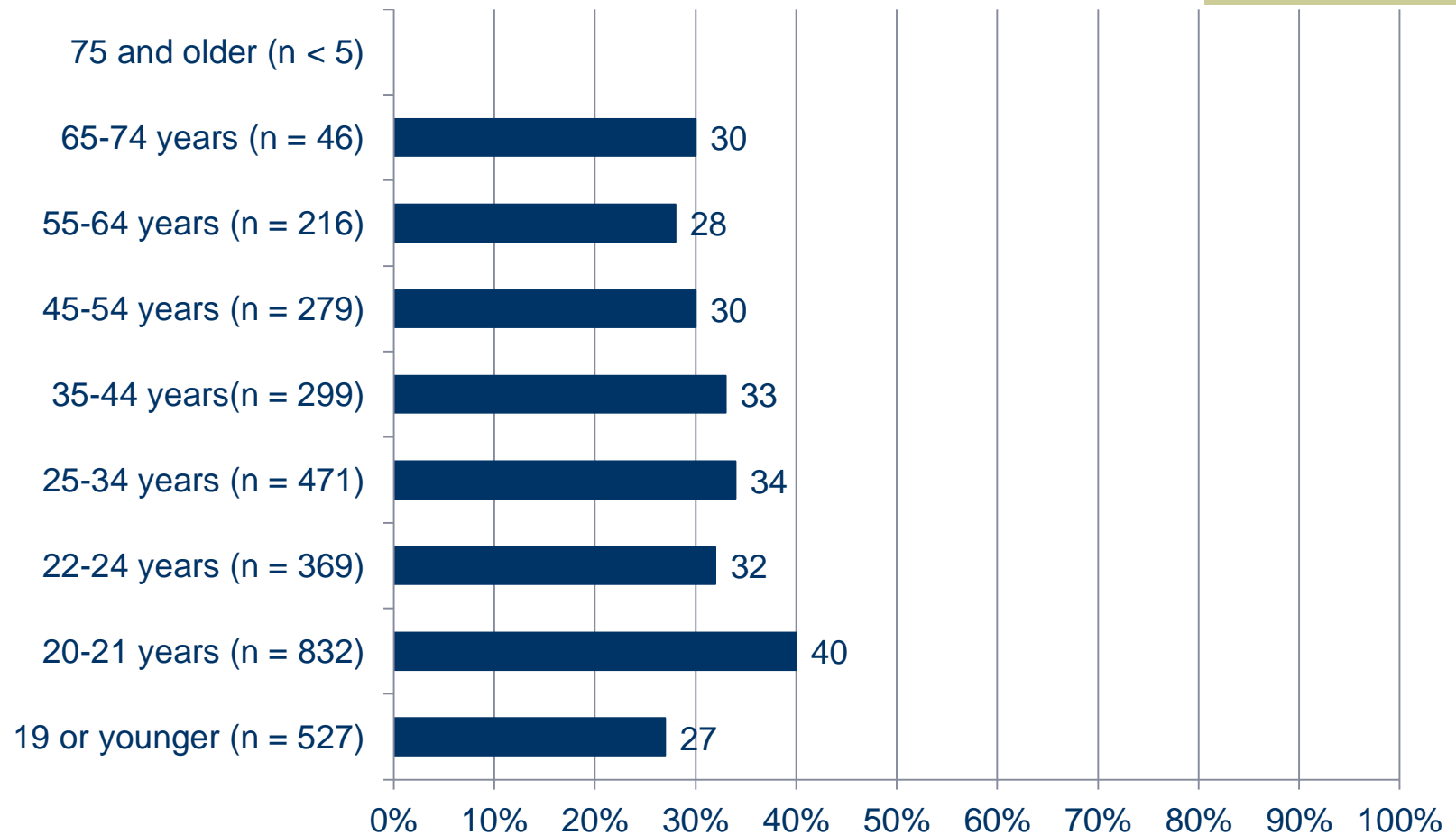




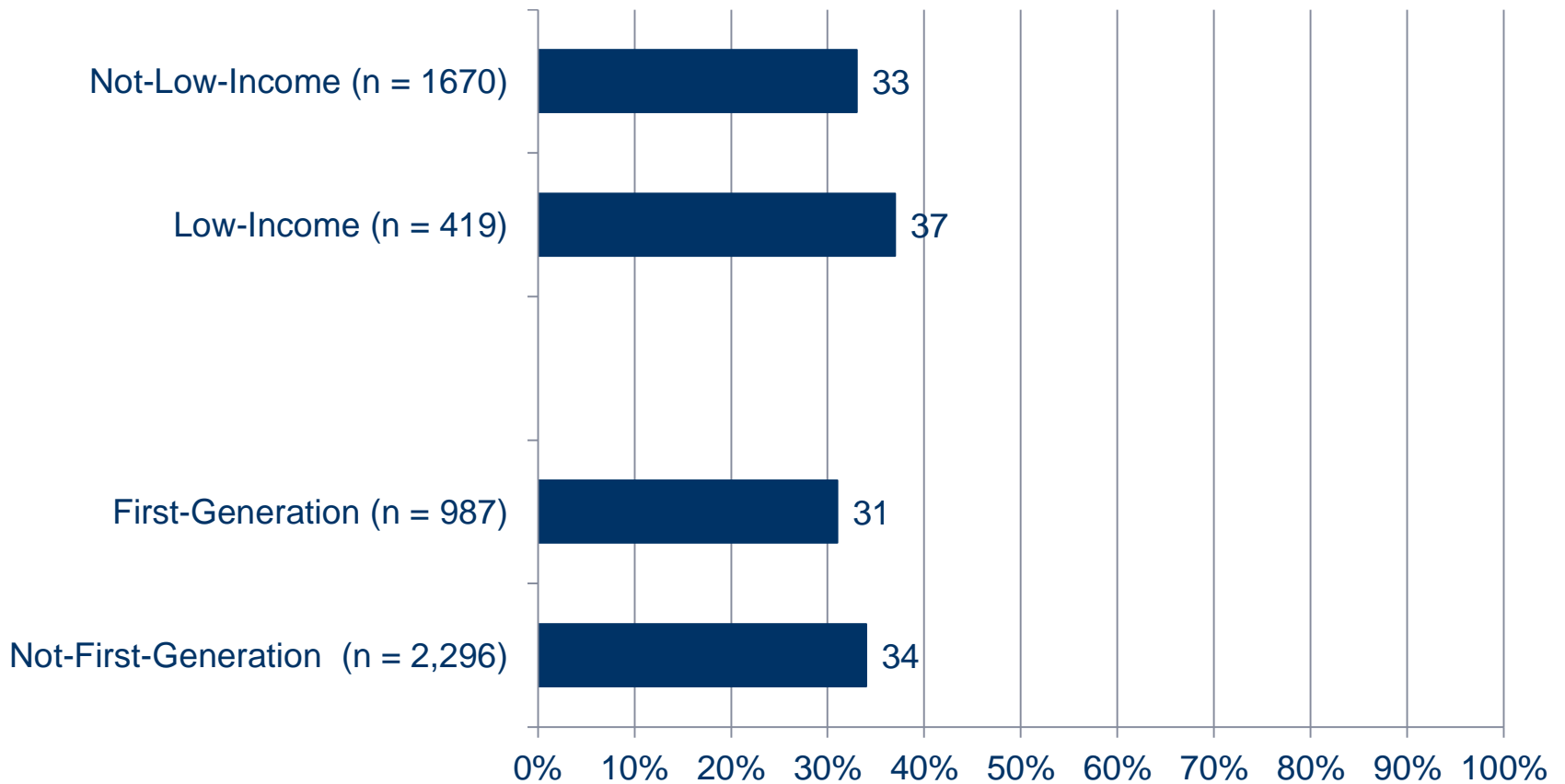
# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Disability Status and Religious/Spiritual Identity (%)



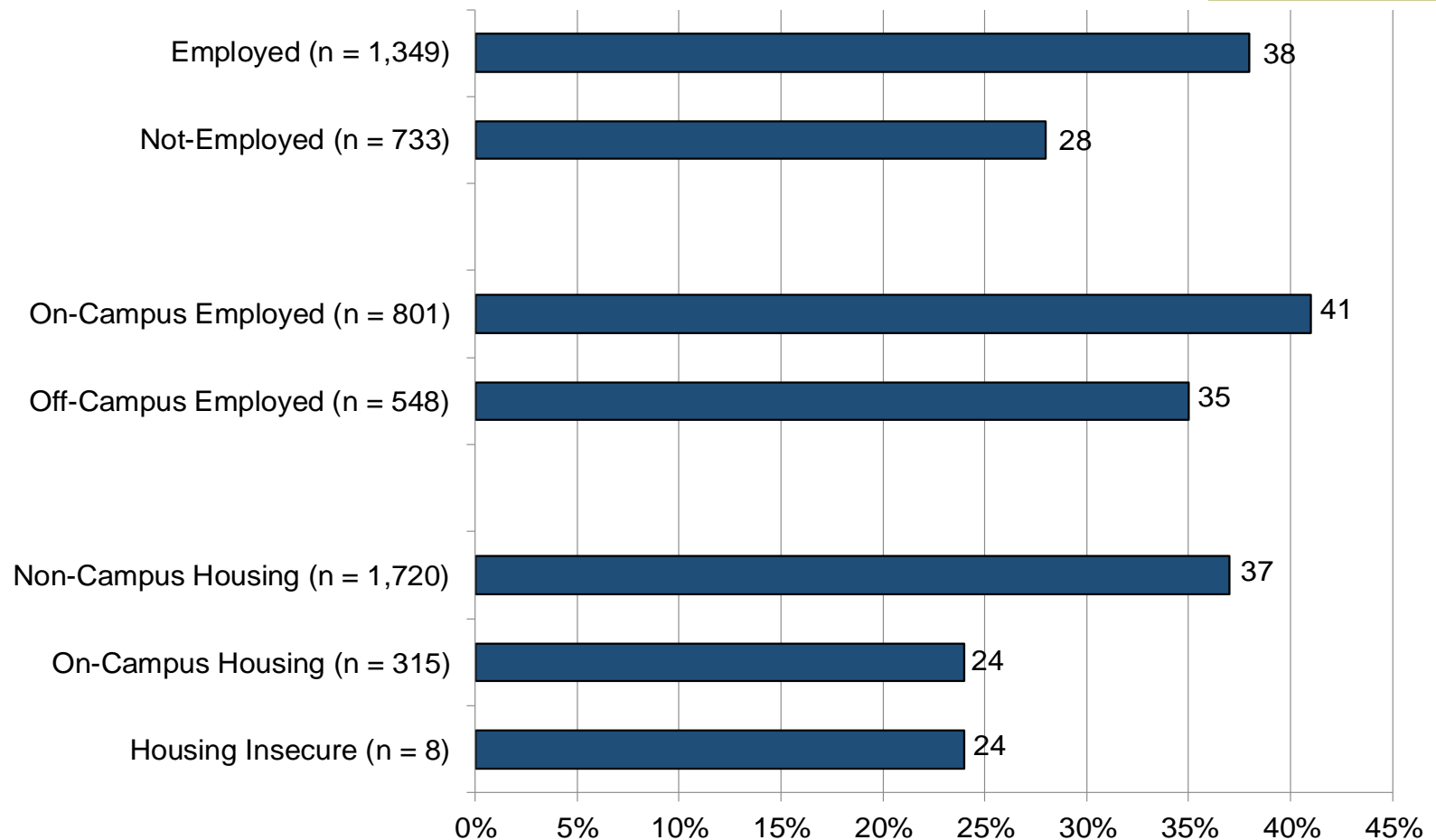
# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Age (%)



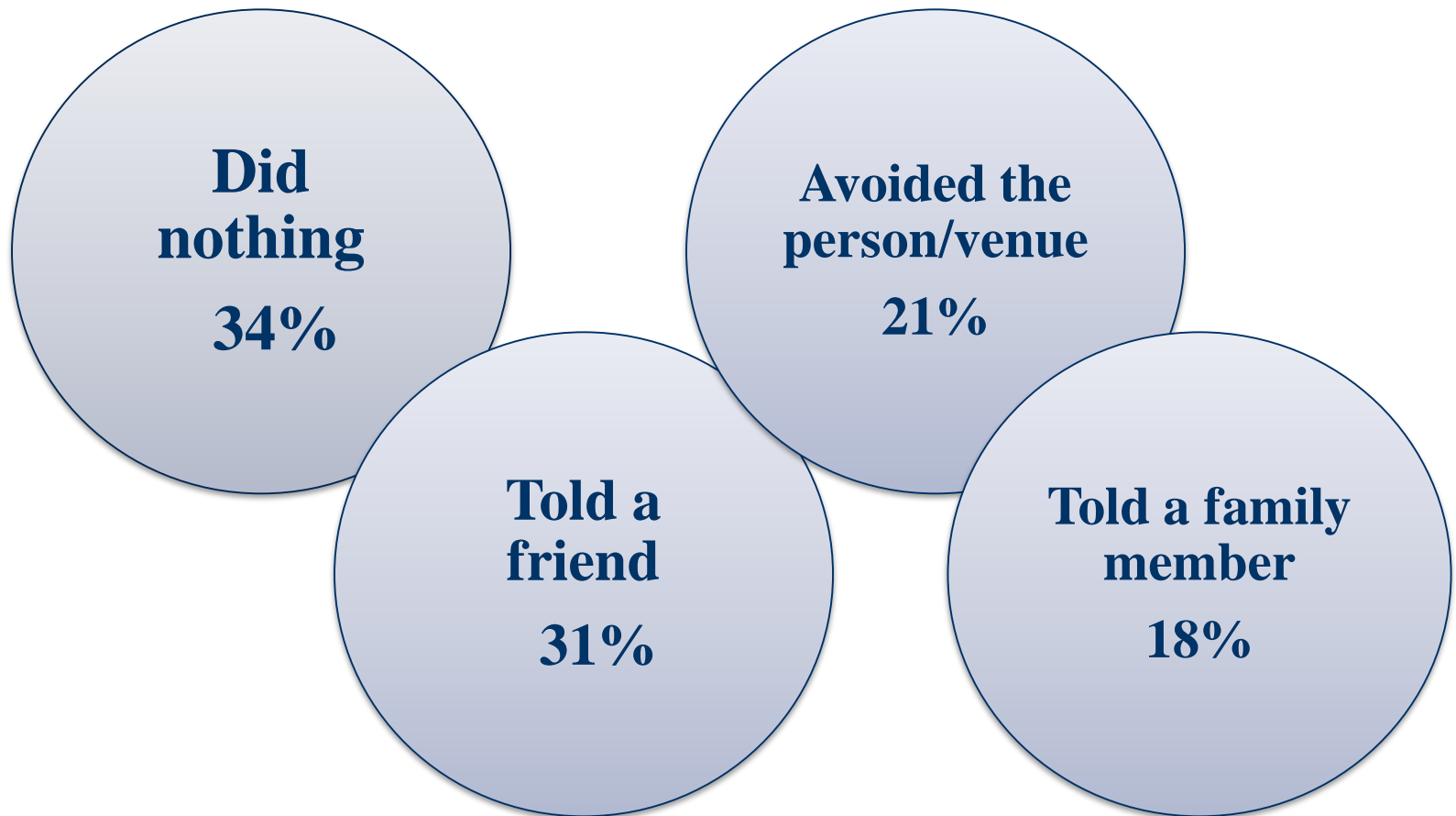
# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Low-Income and First-Generation Status (%)



# Observed Exclusionary, Intimidating, Offensive, or Hostile Conduct by Employment and Housing Status (%)



# Actions in Response to Observed Conduct



Note: Only answered by respondents who observed exclusionary conduct ( $n = 3,299$ ). Percentages do not sum to 100 due to multiple responses.

# 8% ( $n = 238$ ) of Respondents who Observed Conduct Reported It

Felt that it was not responded to appropriately  
(44%)

While the outcome was not what I had hoped for, I felt as though my complaint was responded to appropriately  
(28%)

Felt satisfied with the outcome  
(28%)

# Qualitative Themes

## Observed Conduct

Exclusionary behavior based on race

Challenges with reporting/fear of retaliation

Student respondents concerns of conduct observed during the Fall 2015 protest

Observations of hostility among faculty members and within Greek organizations

# Employee Perceptions





# Employee Perceptions of Unjust Hiring Practices

21% ( $n = 207$ ) of Faculty/Emeritus Faculty/Research Scientist respondents

24% ( $n = 17$ ) of Senior Administrator with Faculty Rank respondents

20% ( $n = 514$ ) of Staff /Senior Administrator without Faculty Rank respondents



Qualitative Themes  
**Discriminatory Hiring Process**



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Inclusion concerns

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Nepotism and cronyism

---

Perceived reverse discrimination


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# Employee Perceptions of Unjust Employment-Related Disciplinary Actions

16% ( $n = 153$ ) of Faculty/Emeritus Faculty/Research Scientist respondents

13% ( $n = 9$ ) of Senior Administrator with Faculty Rank respondents

13% ( $n = 337$ ) of Staff /Senior Administrator without Faculty Rank respondents



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**Qualitative Themes**  
**Discriminatory Employment-Related**  
**Disciplinary Actions**

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Lack of due process/adherence to  
policy

---

Identity based targeting and  
discrimination

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# Employee Perceptions of Unjust Practices Related to Promotion

29% ( $n = 286$ ) of Faculty/Emeritus Faculty/Research Scientist respondents

29% ( $n = 20$ ) of Senior Administrator with Faculty Rank respondents

26% ( $n = 668$ ) of Staff /Senior Administrator without Faculty Rank respondents



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**Qualitative Themes**  
**Discriminatory Practices Related to**  
**Promotion**

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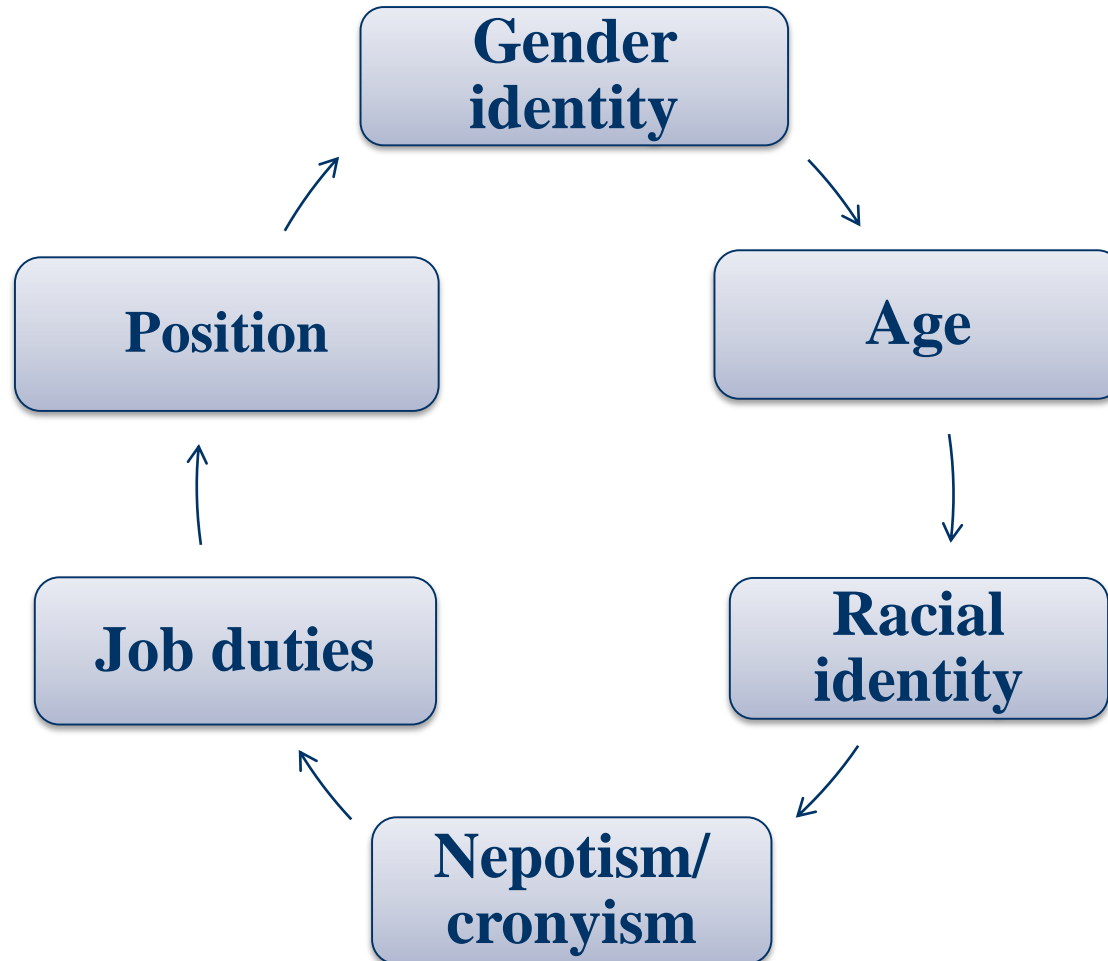
Nepotism, cronyism, and favoritism

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Racism and sexism

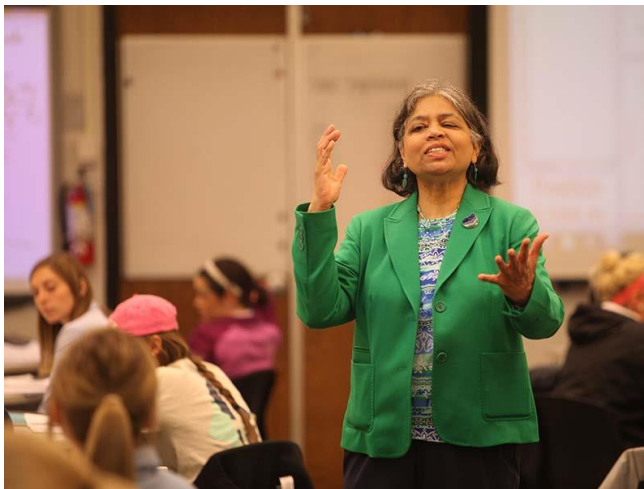
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# Most Common Bases for Discriminatory Employment Practices



# Work-Life Issues SUCSESSES & CHALLENGES

The majority of employee respondents expressed positive views of campus climate.





# Staff/Senior Administrator without Faculty Rank Respondents Examples of Successes

86% agreed that their supervisors provided adequate support for them to manage work-life balance

84% had colleagues/coworkers who gave them job/career advice or guidance when they needed it

A majority felt valued by coworkers in their department (82%) and supervisors/managers (76%)

# Staff/Senior Administrator without Faculty Rank Respondents Examples of Successes

84% had adequate resources to  
perform their job duties

80% believed that their  
supervisors were supportive of  
their taking leave

# Staff/Senior Administrator without Faculty Rank Respondents Examples of Challenges

65%

- Hierarchy existed within staff positions that allowed some voices to be valued more than others

40%

- Performed more work than colleagues with similar performance expectations

39%

- People who have children or elder care were burdened with balancing work and family responsibilities

# Staff/Senior Administrator without Faculty Rank Respondents Examples of Challenges

26%

- Pressured by departmental work requirements that occurred outside of normally scheduled hours

26%

- There were clear procedures on how they could advance at MU

24%

- Staff opinions were valued by University of Missouri-Columbia faculty



Qualitative Themes  
Staff/Senior Administrator without Faculty Rank  
Respondents  
**Work-Life Attitudes**



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Workload

---

Salary and benefits

---

Positive reflections

---

Concerns about professional  
development and performance  
evaluations

---

Qualitative Themes

**Staff/Senior Administrator without Faculty Rank Respondents**  
**Professional Development, Leave, Flexible Work Schedule, Salary,**  
**Benefits**

---

Lack of support for family-related leave

---

Leadership changes and impacts

---

Inadequate compensation

---



**Qualitative Themes**  
**Staff/Senior Administrator without Faculty Rank**  
**Respondents**  
**Sense of Value**



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Lack of feeling valued

---

Reverse discrimination

---

Concern for underserved communities  
and minorities



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# Tenured and Tenure-Track Faculty Rank Respondents Examples of Successes

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83% agreed that research was valued by University of Missouri-Columbia





# Tenured and Tenure-Track Faculty Rank Respondents

## Examples of Challenges

54%

- Performed more work to help students than did their colleagues

45%

- Burdened by service responsibilities beyond those of their colleagues with similar performance expectations

29%

- Felt pressured to change their research/scholarship agenda to achieve tenure/promotion



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Qualitative Themes  
Tenured and Tenure-Track Faculty Rank Respondents  
**Work-Life Attitudes**

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Desire for more influence in decision-  
making

---

Inconsistencies in workplace practice

# Non-Tenure-Track Faculty Respondents

## Examples of Successes

91% agreed that research was  
valued by University of Missouri-  
Columbia

78% agreed that teaching was  
valued by University of Missouri-  
Columbia

# Non-Tenure-Track Faculty Respondents

## Examples of Challenges

46%

- Felt pressured to do extra work that was uncompensated

44%

- Performed more work to help students than did their colleagues

34%

- Felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations



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Qualitative Themes  
Non-Tenure-Track Faculty Respondents  
**Work-Life Attitudes**

---

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Concerns about job security

---

Low sense of belonging and value

# Faculty Respondents

## Examples of Successes

72% believed that their colleagues included them in opportunities that will help their career as much as they do others in their position

69% agreed that they had job security


65% agreed that MU provided them with resources to pursue professional development



# Faculty Respondents Examples of Successes



A majority felt valued by students in the classroom (78%) and faculty in their department/program (70%),



# Faculty Respondents

## Examples of Challenges

50%

- People who have children or elder care were burdened with balancing work and family responsibilities

31%

- Felt valued by University of Missouri-Columbia senior administrators

20%

- People who do not have children are burdened with work responsibilities beyond those who do have children



## Faculty Respondents Examples of Challenges

39%

- Salaries for adjunct faculty were competitive

25%

- Faculty in their departments/programs pre-judged their abilities based on their perception of their identity/background



Qualitative Themes  
Faculty Respondents  
**Work-Life Attitudes**



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Dissatisfaction with salary

---

Lack of financial resources and grant support

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Low morale

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Qualitative Themes  
Faculty Respondents  
**Work-Life Attitudes**

---

---

Inclusion concern for a range of  
identities

---

Leadership concerns

# Student Respondents' Perceptions



# Student Respondents' Perceptions of Campus Climate

Majority felt valued by MU faculty (73%) and staff (71%)



Many felt valued by MU faculty in the classroom (77%), other students in the classroom (68%), and other students outside of the classroom (64%)



49% felt valued by MU senior administrators

# Student Respondents' Perceptions of Campus Climate

Many had faculty (70%), other students (70%) or staff (59%) whom they perceived as role models



31% felt faculty and 28% felt staff pre-judged their abilities based on their perception of their identities/backgrounds



54% felt that campus climate encourages free and open discussion of difficult topics

# Student Respondents' Perceptions of Campus Climate

About half felt that senior administrators (46%), faculty (53%), and students (56%) had taken direct actions to address the needs of at-risk/underserved students



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Qualitative Themes  
Student Respondents  
**Sense of Value**

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Positive reflections

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Desire for sincere, authentic dialogue  
on campus climate issues, particularly  
race

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Inclusion concerns for underrepresented  
groups





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Qualitative Themes  
Student Respondents  
**Sense of Value**

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“Reverse discrimination” of White  
people

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Low sense of belonging

# Student Respondents' Perceived Academic Success



# Undergraduate Student Respondents' Perceived Academic Success

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**Men** < Women

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**African/Black/African American** < White or Hispanic/Latino@/Chicano@ or Multiracial

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**Asian/Asian American** < White

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**LGBQ** < Heterosexual

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**Single Disability and Multiple disability** < No disability

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**First-Generation** < Not-First-Generation

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**Low-Income** < Not-Low-Income

# Graduate/Professional/Post-Doctoral Student Respondents' Perceived Academic Success

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**Single Disability and Multiple disability <  
No disability**

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**Low-Income < Not-Low-Income**

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**Transpectrum < Women or Men**

# Student Respondents' Perceived Academic Success

Men Undergraduate Student respondents have lower *Perceived Academic Success* than Women Undergraduate Student 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.

# Student Respondents' Perceived Academic Success

African/Black/African American Undergraduate respondents have lower *Perceived Academic Success* than White, Hispanic/Latin@/Chican@, and Multiracial Undergraduate Student respondents.

Asian/Asian American Undergraduate Student respondents have lower *Perceived Academic Success* than White Undergraduate Student respondents.

# Student Respondents' Perceived Academic Success

LGBQ Undergraduate Student respondents have lower *Perceived Academic Success* than Heterosexual Undergraduate Student respondents.

Undergraduate Student respondents with a single disability have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability.

# Student Respondents' Perceived Academic Success

Undergraduate Student respondents with multiple disabilities have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability.

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.



# Student Respondents' Perceived Academic Success

Undergraduate Student respondents with multiple disabilities have lower *Perceived Academic Success* than Undergraduate Student respondents who have no disability.

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.

# Student Respondents' Perceived Academic Success

First-Generation Undergraduate Student respondents have lower *Perceived Academic Success* than Not-First-Generation Undergraduate Student respondents.


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

# Student Respondents' Perceived Academic Success

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.

# Graduate Student Respondents' Views on Advising and Departmental Support

80% were satisfied with the quality of advising they have received from their departments



A majority had adequate access to their advisors (88%) and had advisors who provided clear expectations (81%).



A majority had advisors (89%), department faculty members (93%), and department staff members (95%) respond to emails, calls, or voicemails in a prompt manner.

# Graduate Student Respondents' Views on Advising and Departmental Support

68% had adequate opportunities for them to interact with other university faculty outside of their departments



83% received support from their adviser to pursue research interests



92% received due credit for their research, writing, and publishing

# Graduate Student Respondents' Views on Advising and Departmental Support

83% had department faculty members encourage them to produce publications and present research



75% indicated that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research



90% felt comfortable sharing their professional goals with their advisor



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Qualitative Themes  
Graduate Student Respondents  
**Experiences with Faculty, Advising, Teaching, and Research**

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Positive reflections

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Challenges with support, particularly  
advising

# Institutional Actions

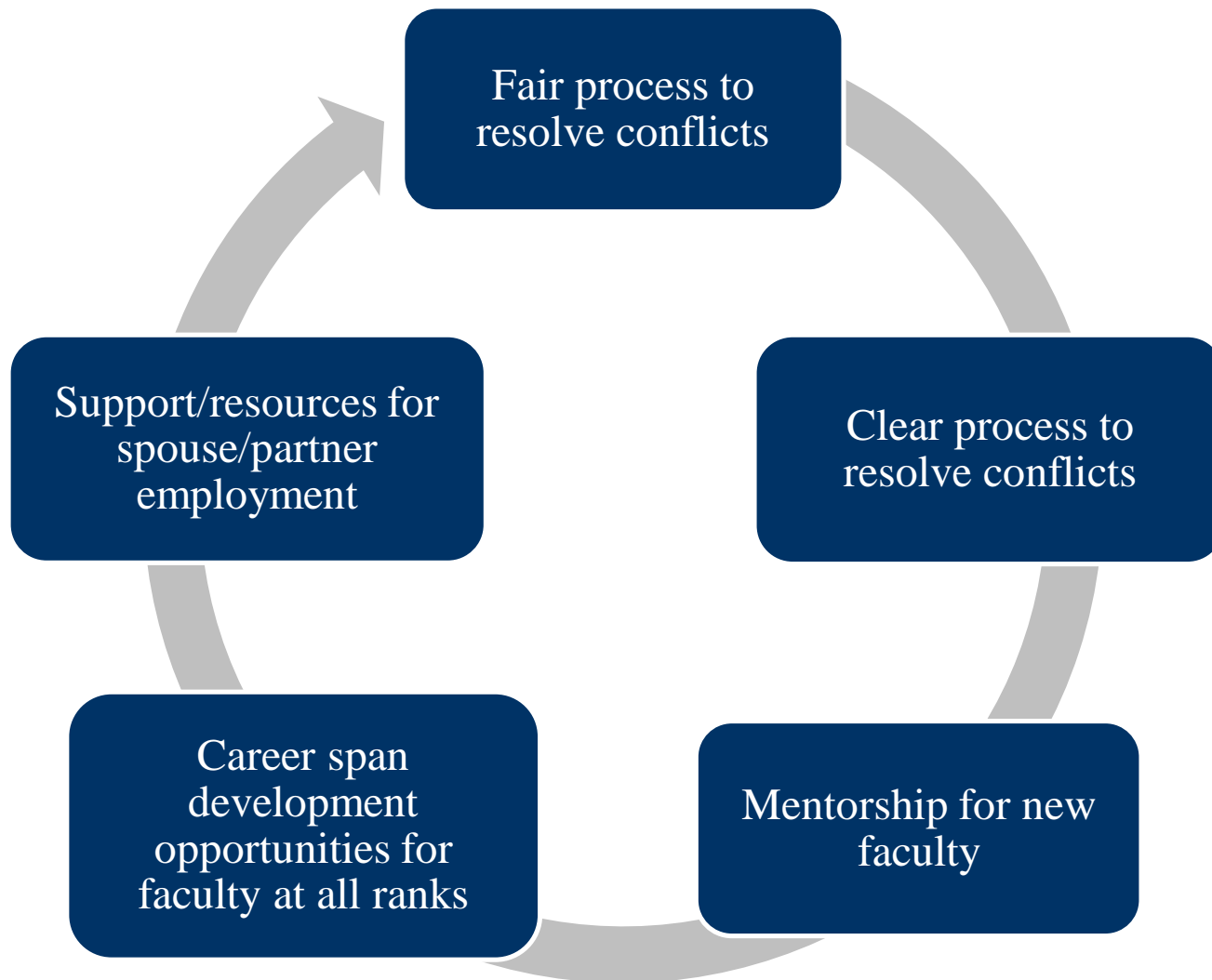




# Top Five Available Campus Initiatives that Positively Influenced Climate for Faculty Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Faculty Respondents





Qualitative Themes  
**Campus Initiatives – Faculty Respondents**



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Critiques of diversity training

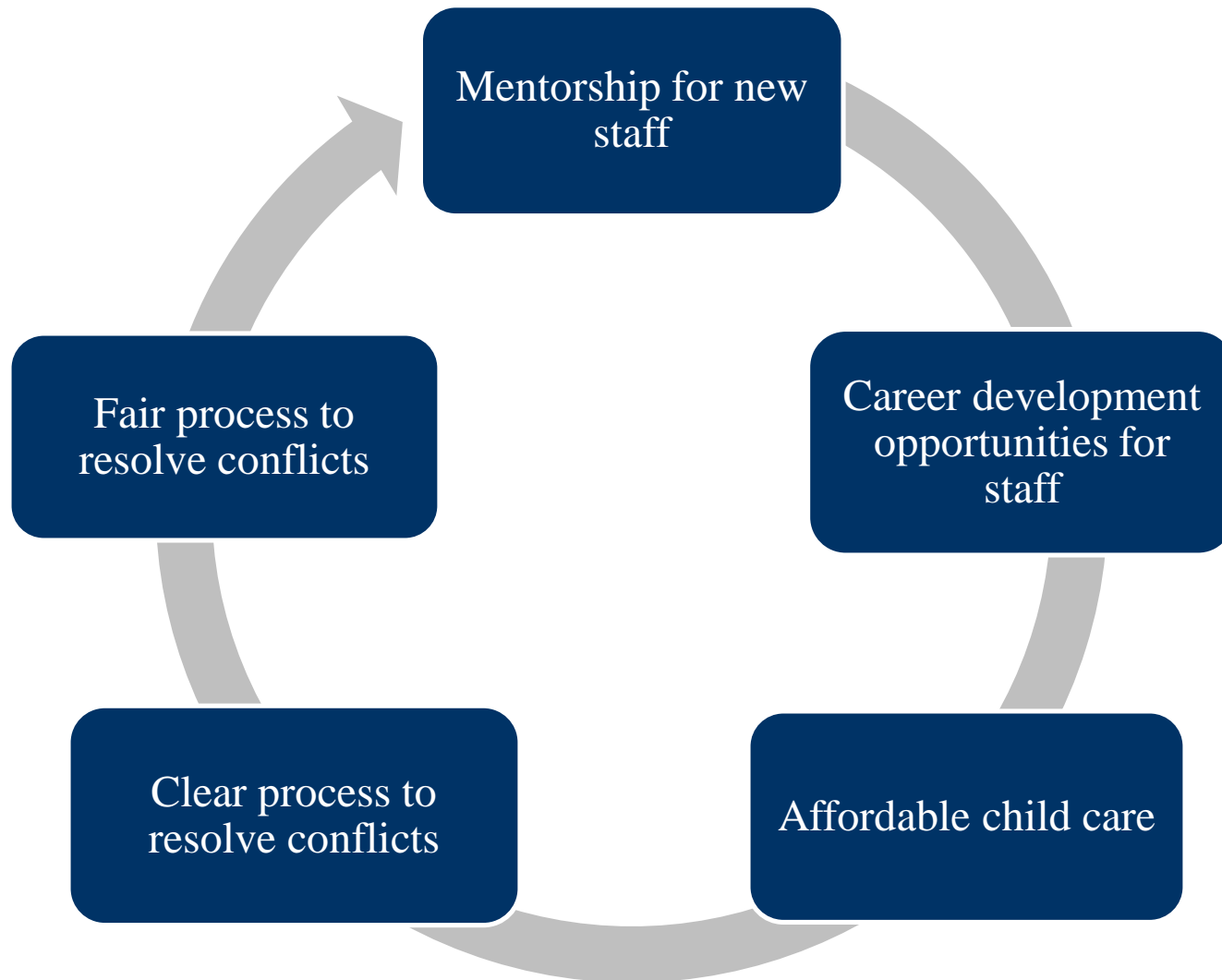
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Reverse discrimination

# Top Five Available Campus Initiatives that Positively Influenced Climate for Staff Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Staff Respondents





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Qualitative Themes  
**Campus Initiatives – Staff Respondents**

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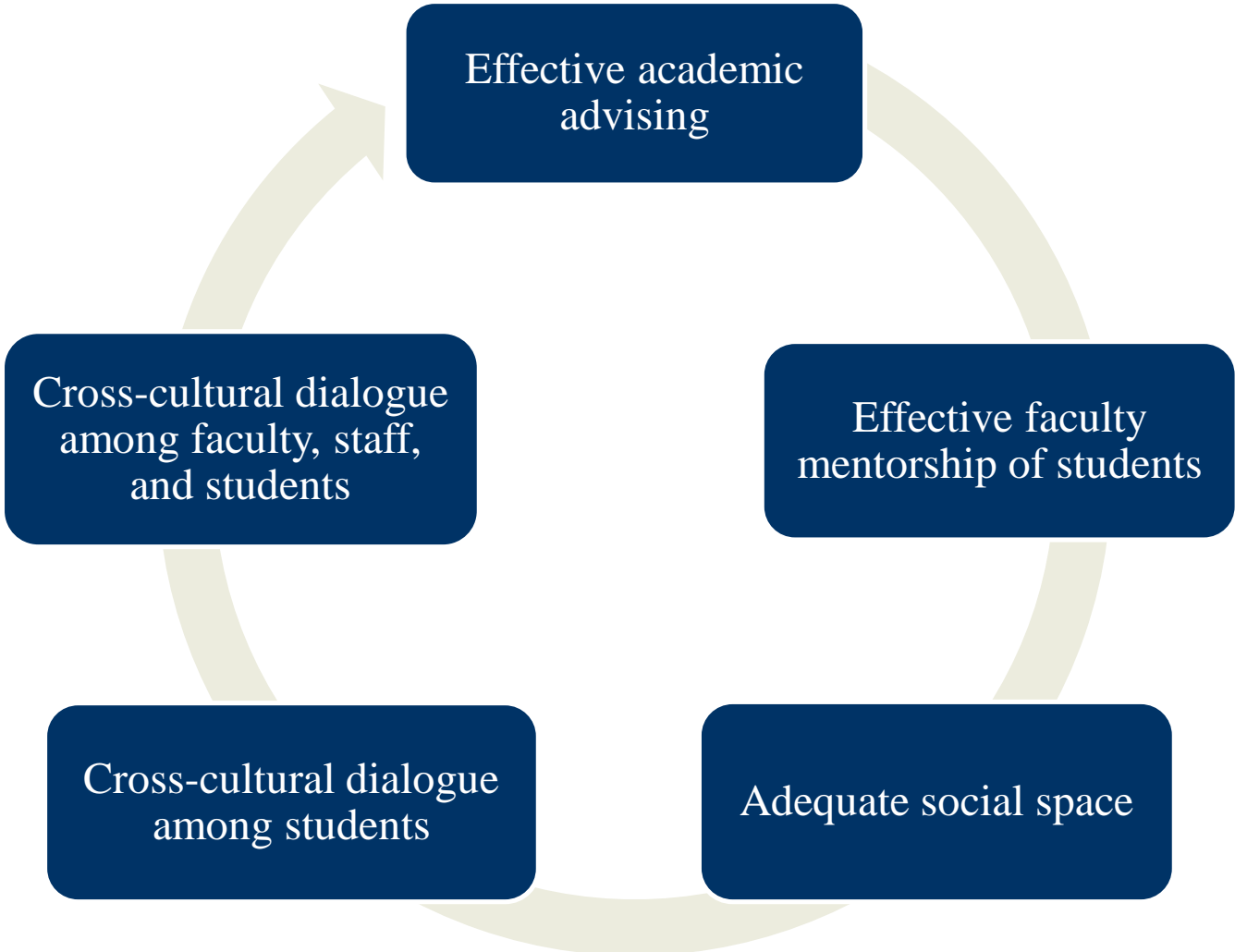
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Critiques of diversity training

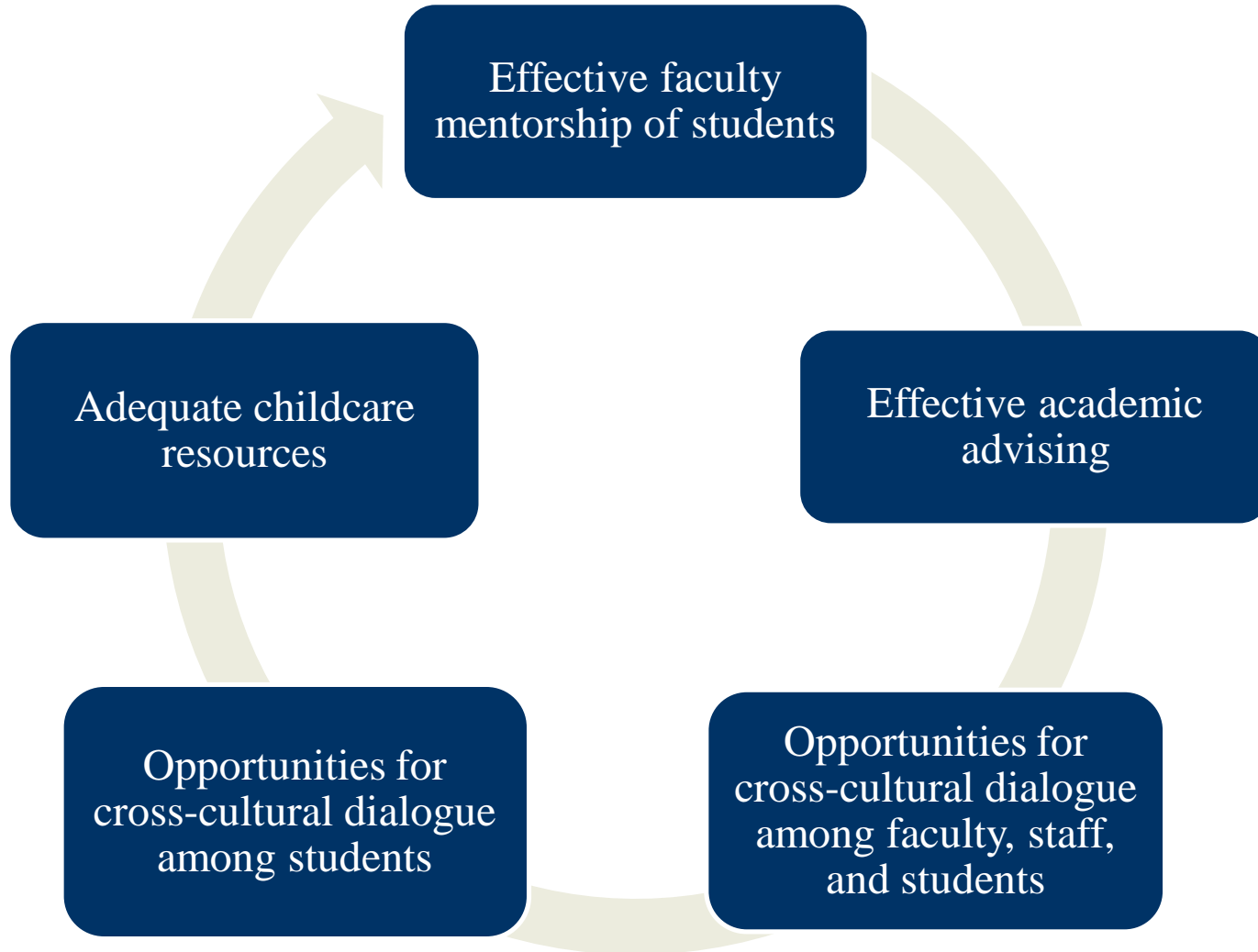
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Less focus on diversity and  
perceived minorities

# Top Five Campus Initiatives that Positively Influenced Climate for Student Respondents



# Top Five Unavailable Campus Initiatives that *Would* Positively Influence Climate for Student Respondents







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Qualitative Themes  
**Campus Initiatives – Student Respondents**

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Concerns about diversity training

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Perceived lack of effectiveness in current  
support systems

# Summary

## Strengths and Successes Opportunities for Improvement



# Context

## Interpreting the Summary



Although colleges and universities attempt to foster welcoming and inclusive environments, they are not immune to negative societal attitudes and discriminatory behaviors.



As a microcosm of the larger social environment, college and university campuses reflect the pervasive prejudices of society.



Classism, Racism, Sexism, Genderism, Heterosexism, etc.

# Overall Strengths and Successes

84% of Student and Faculty respondents were comfortable with the classroom climate

86% of Staff respondents felt that supervisors provided adequate support for them to manage work-life balance

77% of Employee respondents were comfortable with the climate in their primary work areas

77% of Student respondents felt valued by faculty in the classroom

# Overall Challenges and Opportunities for Improvement

**33%** observed exclusionary conduct within the last year at MU

**19%** personally experienced exclusionary conduct within the last year at MU

Only 31% of Faculty respondents felt valued by MU senior administrators.

**52%** of Staff respondents seriously considered leaving MU



# Sharing the Report with the Community



Executive Summary, Full Report, and Power Point will  
be available at <http://missouri.edu/climatesurvey/>

# Questions and Discussion

