# Rankin & Associates, Consulting

### Assessment • Planning • Interventions

## Marquette University

## Campus Climate Project Final Report

## September 2015

Rankin & Associates, Consulting

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**Executive Summary**

**Introduction**

Marquette University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Marquette University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Marquette University's mission statement, Marquette University "…aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind."[1] Further, Marquette's *Statement on Human Dignity & Diversity* states, "As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class."[2] In order to better understand the campus climate, Marquette University recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across Marquette University.

To that end, members of Marquette University formed the Climate Study Working Group (CSWG) in 2014. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Marquette University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Marquette University Assessment of Climate for Learning, Living, and Working." Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, two to three action items will be developed through community forums and completed by fall 2016.

[1] http://www.marquette.edu/about/mission.php
[2] http://www.marquette.edu/diversity/statement.shtml

**Project Design and Campus Involvement**

The CSWG collaborated with R&A to develop the survey instrument. On October 6, 2014, R&A conducted 15 focus groups comprised of 127 participants (50 students; 77 faculty, staff, and administrators). Data from the focus groups informed the CSWG and R&A in constructing questions for the campus-wide survey.

Marquette University's survey contained 99 items (21 qualitative and 78 quantitative) and was available via a secure online portal from February 3 through February 27, 2015. Confidential paper surveys were available for individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

**Marquette University Participants**

Marquette University community members completed 4,293 surveys for an overall response rate of 31%. Only surveys that were at least 50% completed were included in the final data set for analyses.[3] Response rates by constituent group varied: 31% ($n$ = 2,491) for Undergraduate Students, 21% ($n$ = 661) for Graduate Students, 48% ($n$ = 721) for Staff/Administrators, and 34% ($n$ = 420) for Faculty.[4] 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 specific demographic characteristics.[5]

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[3]One hundred forty-six respondents were removed because they did not complete at least 50% of the survey.

[4]The wording of several survey items indicated that they were for "Faculty and Staff only." These questions also were answered by Administrators, because the CSWG intended for Administrators to be directed to respond to Staff questions in the survey.

[5]The total $n$ for each demographic characteristic will differ as a result of missing data.

*Table 1*. **Marquette University Sample Demographics**

| Characteristic | Subgroup | *n* | % of Sample |
|---|---|---|---|
| **Position Status** | Undergraduate Student | 2,491 | 58.0 |
| | Graduate Student | 661 | 15.4 |
| | Faculty | 420 | 9.8 |
| | Staff/Administrator | 721 | 16.8 |
| **Gender Identity** | Man | 1,578 | 36.8 |
| | Woman | 2,680 | 62.4 |
| | Transgender/Genderqueer | 20 | 0.5 |
| | Other | 15 | 0.3 |
| **Racial Identity** | White | 3,265 | 76.1 |
| | Person of Color | 315 | 7.3 |
| | Black/African American | 197 | 4.6 |
| | Latino(a)/Chicano(a)/Hispanic | 210 | 4.9 |
| | Multiracial | 252 | 5.9 |
| **Sexual Identity** | LGBQ | 320 | 7.5 |
| | Heterosexual | 3,790 | 88.3 |
| | Asexual | 118 | 2.7 |
| | Other | 13 | 0.3 |
| **Citizenship Status** | U.S. Citizen | 3,778 | 88.0 |
| | Non-U.S. Citizen | 359 | 8.4 |
| | Undocumented Resident | 9 | 0.2 |
| | Multiple Citizenships | 123 | 2.9 |
| **Disability Status** | Single Disability | 259 | 6.0 |
| | No Disability | 3,896 | 90.8 |
| | Multiple Disabilities | 101 | 2.4 |
| **Military Status** | Military Service | 129 | 3.0 |
| | No Military Service | 4,120 | 96.0 |
| **Religious/Spiritual Affiliation** | Catholic/Roman Catholic | 1,966 | 45.8 |
| | Christian Affiliation Other than Catholic/Roman Catholic | 951 | 22.2 |
| | Other Faith-Based Affiliation | 166 | 3.9 |
| | No Affiliation | 882 | 20.5 |
| | Multiple Affiliations | 257 | 6.0 |
| | Other | 30 | 0.7 |

Note: The total *n* for each demographic characteristic differs as a result of missing data.
Due to small sample sizes for other individual race categories included as response choices in the survey, "Person of Color" was determined by the CSWG to include Asian, American Indian/Alaska Native, Middle Eastern, and Native Hawaiian/Pacific Islander.

**Key Findings – Areas of Strength**

1. **High levels of comfort with the climate at Marquette University**

   Climate is defined as "the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential."[6] The level of comfort experienced by faculty, staff/administrators, and students is one indicator of campus climate.

   - 74% ($n = 3,161$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Marquette University.
     - Undergraduate Student respondents (76%, $n = 1,886$) and Graduate Student respondents (75%, $n = 496$) were significantly more comfortable with the overall climate at Marquette University than were Staff/Administrator respondents (70%, $n = 501$) and Faculty respondents (66%, $n = 278$).
   - 68% ($n = 779$) of Faculty and Staff/Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.
   - 81% ($n = 2,011$) of Undergraduate Student respondents and 88% ($n = 579$) of Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their classes.
   - 87% ($n = 352$) of Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

2. **Faculty and Staff/Administrator Respondents – Positive attitudes about work-life issues**[7]

   Campus climate[8] is constituted in part by perceptions of work, sense of balance between work and home life, and opportunities for personal and professional development throughout the span of one's career. Work-life balance is one indicator of campus climate.

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[6]Rankin & Reason, 2008, p. 264
[7]Percentages in this section are based on unique response totals for each item; therefore, percentages and corresponding $n$'s may be inconsistent.
[8]Settles, Cortina, Malley, & Stewart, 2006

- 88% ($n = 979$) of Faculty and Staff/Administrator respondents found Marquette supportive of taking leave.

- 87% ($n = 964$) of Faculty and Staff/Administrator respondents agreed that their work unit/department was supportive of participation in service/spiritual opportunities that Marquette supports (e.g., community service, Faber Center activities).

- 87% ($n = 617$) of Staff/Administrator respondents agreed that their supervisors were supportive of flexible work schedules.

- 81% ($n = 898$) of Faculty and Staff/Administrator respondents noted that Marquette provided resources to help employees balance work-life needs, such as childcare and elder care.

- 81% ($n = 892$) of Faculty and Staff/Administrator respondents indicated that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

- 78% ($n = 798$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was clear and easy to understand at Marquette.

- 78% ($n = 747$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was applied consistently across individuals.

- 75% ($n = 700$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was applied consistently across departments.

- 75% ($n = 838$) of Faculty and Staff/Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their jobs/careers.

- The majority (68%, $n = 761$) of Faculty and Staff/Administrator respondents indicated that they had supervisors who gave them job/career advice or guidance when they needed it.

3. **Faculty Respondents – Positive attitudes about faculty work**

- The majority of Faculty respondents "agreed" or "strongly agreed" that the tenure/promotion process was clear (71%, $n = 278$) and standards were reasonable (78%, $n = 303$).

- 68% ($n = 268$) of Faculty respondents reported believing that the person to whom they report was appropriately trained as a supervisor.

- 66% ($n = 261$) of Faculty respondents reported that Marquette provided them with resources to pursue professional development opportunities.

- Less than one-quarter of Faculty respondents felt pressured to change their research agendas (21%, $n = 77$) or their teaching pedagogy (23%, $n = 85$) to achieve tenure/promotion/renewal.

- 54% ($n = 202$) of Faculty respondents felt that their service contributions were important to tenure/promotion/renewal.

- 52% ($n = 197$) of Faculty respondents reported feeling that tenure standards/promotion standards were applied equally to all Marquette faculty.

- 52% ($n = 201$) of Faculty respondents felt that they performed more work to help students than did their colleagues.

4. **Student Respondents – Positive attitudes about academic experiences**

   The way students perceive and experience their campus climate influences their performance and success in college.[9] Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.[10] Attitudes toward academic pursuits are one indicator of campus climate.

   - 85% ($n = 2,653$) of Student respondents were satisfied with the extent of their intellectual development since enrolling at Marquette University.

   - 84% ($n = 2,651$) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas.

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[9]Pascarella & Terenzini, 2005
[10]Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

- 83% ($n$ = 2,602) of Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to Marquette University.

- 81% ($n$ = 2,531) of Student respondents indicated that they were satisfied with their academic experience at Marquette University.

- 79% ($n$ = 2,482) of Student respondents reported that they were performing up to their full academic potential.

5. **Students –** *Academic Success* **and** *Intent to Persist*

A confirmatory factor analysis was conducted on two scales embedded in Question 11 of the survey. The first scale, termed "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 undergraduate student learning. The first seven items reflect the questions on this scale. The second scale, termed "Intent to Persist" for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure* (*UPI*) (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. The final two items reflect the questions on this scale. Based on the analyses, the following significant differences were found:

- Women Undergraduate Student respondents perceived greater academic success than did Men Undergraduate Student respondents.

- White Student respondents perceived greater academic success than Student Respondents of Color, Black/African American Student respondents, and Latino(a)/Chicano(a)/Hispanic Student respondents; Black/African American Student respondents perceived greater academic success than Student Respondents of Color; and Multiracial Student respondents perceived greater academic success than Black/African American Student respondents.

- Heterosexual Student respondents perceived greater academic success than LGBQ Student respondents.

- Undergraduate Student respondents with No Disability perceived greater academic success than Undergraduate Student respondents with a Single Disability.

- Graduate Student respondents with No Disability perceived greater academic success than Graduate Student respondents with a Single Disability.

- Not First-Generation/Low-Income Student respondents perceived greater academic success than First-Generation/Low-Income Student respondents.

- Non-U.S. Citizen Graduate Student respondents perceived greater academic success than U.S. Citizen Graduate Student respondents.

**Key Findings – Opportunities for Improvement**

1. **Members of several constituent groups were differentially affected by 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.[11] Research also underscores the relationship between workplace discrimination and subsequent productivity.[12] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

   - 19% ($n = 791$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

   - Of those respondents who reported having experienced such conduct, 22% ($n = 171$) indicated that the conduct was based on their gender/gender identity, 19% ($n = 146$) on their racial identity, 18% ($n = 142$) on their position, and 17% ($n = 138$) on their political views; 15% each felt that it

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[11]Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001
[12]Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

was based on their age ($n = 119$) and on their religious/spiritual views ($n = 116$).

- Differences emerged based on various demographic characteristics, including gender identity, position status, age, sexual identity, and racial identity. For example:
  - Higher percentages of Black/African American respondents (44%, $n = 87$), Latino(a)/Chicano(a)/Hispanic respondents (29%, $n = 61$), Multiracial respondents (24%, $n = 61$), and Respondents of Color (23%, $n = 71$) than White respondents (15%, $n = 492$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
  - A higher percentage of Women respondents (21%, $n = 549$) than Men respondents (15%, $n = 229$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
  - A lower percentage of Graduate Student respondents (12%, $n = 80$) than Undergraduate Student respondents (18%, $n = 450$), Staff/Administrator respondents (20%, $n = 146$), and Faculty respondents (27%, $n = 115$) reported having experienced this conduct.
  - A higher percentage of respondents with Other Faith-Based Affiliations (29%, $n = 48$) than all other respondents by religious/spiritual affiliation indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Three hundred-fifty respondents elaborated on their experiences regarding how they personally had experienced exclusionary, intimidating, offensive, and/or hostile behavior at Marquette University. Common themes included: (1) *Discrimination*, respondents indicated that the exclusionary behavior they experienced was through discrimination. Many respondents discussed sexism, homophobia, racism, ableism, and other forms of oppression experienced through offensive behaviors; and (2) *Hostility,* respondents indicated that the exclusionary behavior they

experienced at Marquette was through some form of hostility such as faculty having aggressive interactions with students or faculty having hostile interactions with academic colleagues and leadership.

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).[13] Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- Differences by Faculty Position:
  o Staff/Administrator respondents (27%, $n = 197$) were less likely than Faculty respondents (34%, $n = 142$) to feel "very comfortable" with the climate in their departments/work units at Marquette University.
  o Tenure-Track Faculty respondents (64%, $n = 129$) were less comfortable than Participating/Non Tenure Track Faculty respondents (74%, $n = 110$) with the climate in their department/work units.
- Differences by Racial Identity:
  o Lower percentages of Black/African American Respondents (6%, $n = 11$), Multiracial respondents (16%, $n = 39$), Latino(a)/Chicano(a)/Hispanic respondents (17%, $n = 36$), and Respondents of Color (18%, $n = 56$) than White respondents (23%, $n = 733$) were "very comfortable" with the overall climate at Marquette University.

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

- o A lower percentage of Black/African American respondents (47%, $n = 23$) than Latino(a)/Chicano(a)/Hispanic respondents (74%, $n = 17$), White respondents (70%, $n = 685$), Multiracial respondents (69%, $n = 18$), and Respondents of Color (67%, $n = 22$) was comfortable with the overall climate at Marquette University.

- Differences by Sexual Identity:
  - o LGBQ respondents (56%, $n = 179$) were less comfortable with the overall climate than were Heterosexual respondents (76%, $n = 2,868$) and Asexual respondents (63%, $n = 78$).
  - o LGBQ Faculty and Student respondents (72%, $n = 194$) were less comfortable with the climate in their classes than were Heterosexual Faculty and Student respondents (84%, $n = 2,645$) and Asexual Faculty and Student respondents (78%, $n = 77$).

- Differences by Gender Identity:
  - o Women respondents (18%, $n = 492$) were less comfortable than Men respondents (25%, $n = 386$) with the overall climate.
  - o Women Faculty and Student respondents (81%, $n = 1,786$) were less likely to feel comfortable than Men Faculty and Student respondents (86%, $n = 1,141$) with the climate in their classes.

- Differences by Disability Status:
  - o Respondents with Multiple Disabilities (59%, $n = 60$) and those with a Single Disability (68%, $n = 176$) indicated being less comfortable with the overall climate than were respondents with No Disabilities (75%, $n = 2,898$).
  - o Faculty and Staff/Administrator respondents with Multiple Disabilities (33%, $n = 5$) and those with a Single Disability (52%, $n = 25$) indicated being less comfortable with the climate in their departments/work units than were Faculty and Staff/Administrator respondents with No Disabilities (70%, $n = 742$).

- Differences by Religious/Spiritual Affiliation:
    o Respondents from all religious/spiritual groups, including those with no affiliation, were less comfortable with the overall climate than Catholic/Roman Catholic respondents (82%, $n = 1,612$).
    o Faculty and Student respondents from all religious/spiritual groups, including those with no affiliation, were less comfortable with the climate in their classes than Catholic Faculty and Student respondents (88%, $n = 1,429$).
- Differences by Citizenship Status:
    o U.S. Citizen respondents (20%, $n = 757$) and respondents with Multiple Citizenships (19%, $n = 23$) were less likely to feel "very comfortable" with the overall climate than were Non-U.S. Citizen respondents (26%, $n = 95$).
- Differences by Income Status (Student respondents only):
    o Low-Income Student respondents (63%, $n = 317$) were less comfortable with the overall climate than were Not Low-Income Student respondents (78%, $n = 1,981$).
    o Low-Income Student respondents (71%, $n = 359$) also were less comfortable with the climate in their classes than were Not Low-Income Student respondents (85%, $n = 2,140$).
- Differences by First-Generation Status (Student respondents only):
    o First-Generation Student respondents (60%, $n = 173$) were less comfortable with the overall climate than were Not First-Generation Student Respondents (77%, $n = 2,207$).
    o First-Generation Student respondents (63%, $n = 182$) were less comfortable with the climate in their classes than Not First-Generation Student Respondents (84%, $n = 2,405$).

3. **Faculty and Staff/Administrator Respondents – Challenges with work-life issues**

- 54% ($n = 228$) of Faculty respondents and 57% ($n = 408$) of Staff/Administrator respondents had seriously considered leaving Marquette University.
  - 52% ($n = 328$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so for financial reasons.
- 38% ($n = 432$) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions.
- 36% ($n = 405$) of Faculty and Staff/Administrator respondents reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition.
- 36% ($n = 400$) of Faculty and Staff/Administrator respondents believed that the process for determining salaries was clear.
- 32% ($n = 353$) of employee respondents indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities.

Faculty and Staff/Administrator respondents were provided the opportunity to elaborate on their experiences with work-life issues. Three hundred-thirty respondents provided written commentary. Common themes included: (1) *Taking leave*, respondents chose to elaborate specifically on the statement related to their comfort in taking leave. Some employees expressed satisfaction with Marquette's support for taking leave and some employees were disgruntled with policies for taking leave, particularly for adjunct faculty and hourly staff; and (2) *Children/work-life balance*, respondents elaborated on the statement related to children and work-life balance, with views ranging from supportive of those with children to inequitable treatment of those without children.

4. **Faculty Respondents – Challenges with faculty work**

- 52% ($n = 201$) of Faculty respondents felt that they performed more work to help students than did their colleagues.

- 35% ($n = 139$) of Faculty respondents felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues with similar performance expectations.

- Less than half (46%, $n = 166$) of Faculty respondents reported believing that the Academic Senate had an authentic impact on university governance.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. One-hundred Faculty respondents elaborated on their experience of work life related to tenure and advancement processes. Common themes included: (1) *Applied equally,* respondents drew particular attention to the statement related to tenure and promotion standards being applied equally to all faculty, with views ranging from the process as "biased" and "unclear" to differing from department to department; and (2) *Resources/support*, Faculty respondents provided detailed comments related to their experiences, with discussions of specific resource needs as well as how supportive supervisors have been.

5. **A small but meaningful percentage of respondents experienced unwanted sexual contact.**

In 2014, *Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault* indicated that sexual assault is a significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the Marquette University survey requested information regarding sexual assault.

- 4% ($n = 186$) of respondents indicated that they had experienced unwanted sexual contact while at Marquette University.

- These respondents rarely reported to anyone at Marquette University that they had experienced unwanted sexual contact.
    - A higher percentage of Women respondents (6%, $n$ = 164) than Men respondents (1%, $n$ = 19) reported having experienced unwanted sexual contact.
    - Additionally, higher percentages of Undergraduate Student respondents (7%, $n$ = 164), LGBQ respondents (9%, $n$ = 30), and respondents with Multiple Disabilities (13%, $n$ = 13) than other groups reported having experienced unwanted sexual contact.
    - 58% ($n$ = 106) of those respondents who reported having experienced unwanted sexual contact indicated that it happened within the past year, and 36% ($n$ = 65) indicated that it happened one to four years ago.
    - Asked what they did in response to experiencing unwanted sexual contact, 72% ($n$ = 133) noted that they felt uncomfortable, 51% ($n$ = 94) felt somehow responsible, 48% ($n$ = 89) felt embarrassed, 39% ($n$ = 73) were angry, and 36% each were afraid ($n$ = 67) and did nothing ($n$ = 66). Eleven percent ($n$ = 20) of respondents sought support from the MU Counseling Center.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. Sixty-eight respondents provided written responses. Common themes included: (1) *Not that serious*, 60 respondents indicated that they did not report the unwanted sexual contact because for them it was not that serious; (2) *No clear support,* 50 respondents did not report the unwanted sexual contact because they were either anxious about whether somebody would believe them or were concerned that it would have no effect; (3) *Alcohol,* a small number of respondents did not report the incident because alcohol was involved; and (4) *Responsible*, 15 respondents did not report the unwanted sexual contact because they felt somehow responsible. The themes and selected comments that support each theme are provided in the full report.

**Conclusion**

Marquette University campus climate findings[14] are consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[15] For example, 70% to 80% of all respondents in similar reports found the campus climate to be "comfortable" or "very comfortable." Seventy-four percent of all Marquette University respondents reported that they were "comfortable" or "very comfortable" with the climate at Marquette University. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Marquette University, 19% of respondents 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.[16]

Marquette University's climate assessment report provides baseline data on equity and inclusion, addressing both Marquette University's mission statement and its *Statement on Human Dignity & Diversity*. While the findings in and of themselves may guide decision-making in regard to policies and practices at Marquette University, it is important to note that the cultural fabric of an institution 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 Marquette University community with an opportunity to build upon its strengths but also to develop a deeper awareness of the challenges ahead. Marquette University, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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[14]Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.
[15]Rankin & Associates Consulting, 2015 (http://www.rankin-consulting.com/clients)
[16]Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso, Smith, Ceja, & Solórzano, 2009

**Introduction**

**History of the Project**

Marquette University affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Marquette University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in Marquette University's mission statement, Marquette University "…aspires to be, and to be recognized, among the most innovative and accomplished Catholic and Jesuit universities in the world, promoting the greater glory of God and the well-being of humankind."[17] Further, Marquette's *Statement on Human Dignity & Diversity* states, "As a Catholic, Jesuit university, Marquette recognizes and cherishes the dignity of each individual regardless of age, culture, faith, ethnicity, race, gender, sexual orientation, language, disability or social class."[18] In order to better understand the campus climate, Marquette University recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across Marquette University.

To that end, members of Marquette University formed the Climate Study Working Group (CSWG) in 2014. The CSWG was composed of faculty, staff, students, and administrators. Ultimately, Marquette University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Marquette University Assessment of Climate for Learning, Living, and Working." Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, two to three action items will be developed through community forums and completed by fall 2016.

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[17]http://www.marquette.edu/about/mission.php
[18]http://www.marquette.edu/diversity/statement.shtml

**Review of the Literature: Campus Climate's Influence on Academic and Professional Success**

Climate, for this project, is defined as "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."[19] This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

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, in order 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 groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. 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 toward better learning rather than an outcome" (p. iv). Milem et al. further

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

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suggested that in order 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 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 environments are "complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments" (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations in higher education. A guiding question Smith posed was, are special-purpose groups (e.g., Black Faculty Caucus) and locations (e.g., GLBTIQ and Multicultural Student Retention Services) perceived as "'problems' or are they valued as contributing to the diversity of the institution and its educational missions" (p. 225)?

Campus climate influences students' academic success and employees' professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups perceive the campus climate differently and that their perceptions may affect working and learning outcomes adversely (Rankin & Reason, 2005). A summary of this literature follows.

Hurtado and Ponjuan (2005) found that when stereotypes "pervade the learning environment for minority students...student academic performance can be undermined" (p. 236). The literature also suggests that students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with adjustment (Guiffrida et al., 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) found that perceptions of the campus racial climate continue to strongly influence minority college students' sense of belonging. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers &

Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

Gurin, Dey, Hurtado, & Gurin (2002) found that students in colleges or universities with more inclusive campus environments felt more equipped to participate in an increasingly multicultural society. When the campus climate was healthy and students had the opportunity to interact with a variety of peers, positive learning occurred and democratic skills developed (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment, coupled with the institution's efforts to foster opportunities for quality interactions and learning, promoted "active thinking and personal development" (Gurin et al., 2002, p. 338).

The personal and professional development of faculty, administrators, and staff are impacted by the complex nature of the campus climate. In a study by Settles et al. (2006), sexual harassment and gender discrimination were found to have a substantial negative effect on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) noted that lesbian, gay, and bisexual (LGB) faculty members who judged their campus climate more positively also felt more personally supported and perceived their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members). Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008; Waldo, 1999).

**Marquette University Campus-wide Climate Assessment Project Structure and Process**
The CSWG collaborated with R&A to develop the survey instrument. In the first phase, on October 6, 2014, R&A conducted 15 focus groups comprised of 127 participants (50 students; 77 faculty, staff, and administrators). Data from the focus groups informed the CSWG and R&A

in constructing questions for the campus-wide survey.The final survey instrument was completed in December 2014.

The conceptual model used as the foundation for Marquette University'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. The CSWG implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Marquette University'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.

Marquette University's survey contained 99 items (21 qualitative and 78 quantitative) and was available via a secure online portal from February 3 through February 27, 2015. Confidential paper surveys were available for those who did not have access to an Internet-connected computer or who preferred a paper survey. This report provides an overview of the results of the campus-wide survey.

**Methodology**

**Conceptual Framework**

Diversity is defined by R&A and in this project 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."[20] 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**

**Focus Groups**. As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Marquette University to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On October 6, 2014, Marquette University students, staff, faculty, and administrators participated in 15 focus groups conducted by R&A facilitators. The groups were identified by the CSWG and invited to participate via a letter from President Michael R. Lovell. The interview protocol included four questions addressing participants' perceptions of the campus climate, the greatest challenges for various groups at Marquette University, concerns about the campus climate, and suggestions to improve the campus climate at Marquette University.

One hundred twenty-seven people participated in the 15 focus groups (50 students; 77 faculty, staff, and administrators). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The CSWG and R&A used the results to inform questions for the campus-wide survey.

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[20]Rankin & Associates Consulting (2015) adapted from AAC&U (1995)

**Survey Instrument**. The survey questions were constructed based on the work of Rankin (2003) and the results from the focus groups. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be more contextually appropriate for the Marquette University population. The final Marquette University campus-wide survey contained 99 questions,[21] including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Marquette University's institutional actions, including administrative policies 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 online responses), and then tabulated for appropriate analysis.

**Sampling Procedure**. Prospective participants received an invitation from President Michael R. Lovell. The invitation letter 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 identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so that comments were not attributed to any individual demographic characteristics.

**Limitations**. Two limitations to the generalizability of the data existed. The first limitation was that respondents "self-selected" to participate. 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

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[21]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. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

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% (see Table 2). 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 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to Marquette University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender identity, racial identity, campus 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.[22] Actual percentages[23] 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.

**Factor Analysis Methodology**. A confirmatory factor analysis was conducted on two scales embedded in Question 11 of the survey. The first scale, termed "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 undergraduate student learning. The first seven sub-questions of Question 11 of the survey reflect the questions on this scale. The second scale, termed "Intent to Persist" for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure* (*UPI*) (Gloria and Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. The last two sub-questions of Question 11 comprised the questions on this scale.

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

[23]Actual percentages were derived using the total number of survey respondents.

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, respondents who did not answer all scale sub-questions were not included in the analysis. Less than 3% of all potential Student respondents were removed from the analysis because of one or more missing responses. The final sub-question (Q11_9) was reverse-coded before it was included in the analysis.

A separate factor analysis was conducted on each 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 two respective scales: "Academic Success" and "Intent to Persist."[24] The internal consistency reliability (Cronbach's alpha) for the academic success scale was high and for the intent to persist scale was acceptable, meaning that the scales produce consistent results (Table 2).

| Factor | Cronbach's alpha | *n* of items |
|---|---|---|
| *Academic Success* | 0.840 | 7 |
| *Intent to Persist* | 0.685 | 2 |

**Factor Scores**. Factor scores were created by taking the average of the scores for all the sub-questions in the factor. Each respondent who answered all (i.e., did not skip any) of the questions included in the given factor was assigned a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* factor suggest that a student or constituent group is more likely to persist.

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

**Means Testing Methodology**. After creating the two factor scores for respondents based on the factor analysis, means were calculated for Undergraduate Student respondents and for Graduate Student respondents.

*Academic Success*

Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the Academic Success factor were different for first-level categories in the following demographic areas for students:

- o Gender identity (Man, Woman)
- o Racial identity (White, Black/African American, Latino(a)/Chicano(a)/Hispanic, Person of Color, Multiracial)
- o Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- o Disability status (Single Disability, Multiple Disabilities, No Disability)
- o First-Generation/Low-Income status (First-Generation/Low-Income, Not First-Generation/Low-Income)
- o Citizenship status (U.S. Citizen, Non-U.S. Citizen)

*Intent to Persist*

When only two categories existed for the specified demographic variable (e.g., gender identity), a t test[25] for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's d[26] and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs[27] were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs

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[25] The t-test is a statistical test that is used to determine if there is a significant difference between the mean or average scores of two groups.
[26] Cohen's d is an effect size used to indicate the standardised difference between two means. Cohen's d is an appropriate effect size for the comparison between two means.
[27] The acronym ANOVA refers to analysis of variance and is a statistical procedure used to test the degree to which two or more groups vary or differ..

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 are noted[28].

*Intent to Persist*

The distribution of the scores (Figure 1) for the *Intent to Persist* factor clearly shows that the responses are not normally distributed, and so do not satisfy the assumptions for means testing using any of the methods mentioned above. Means are included later in the narrative to allow for comparisons, but statistical significance is not reported.
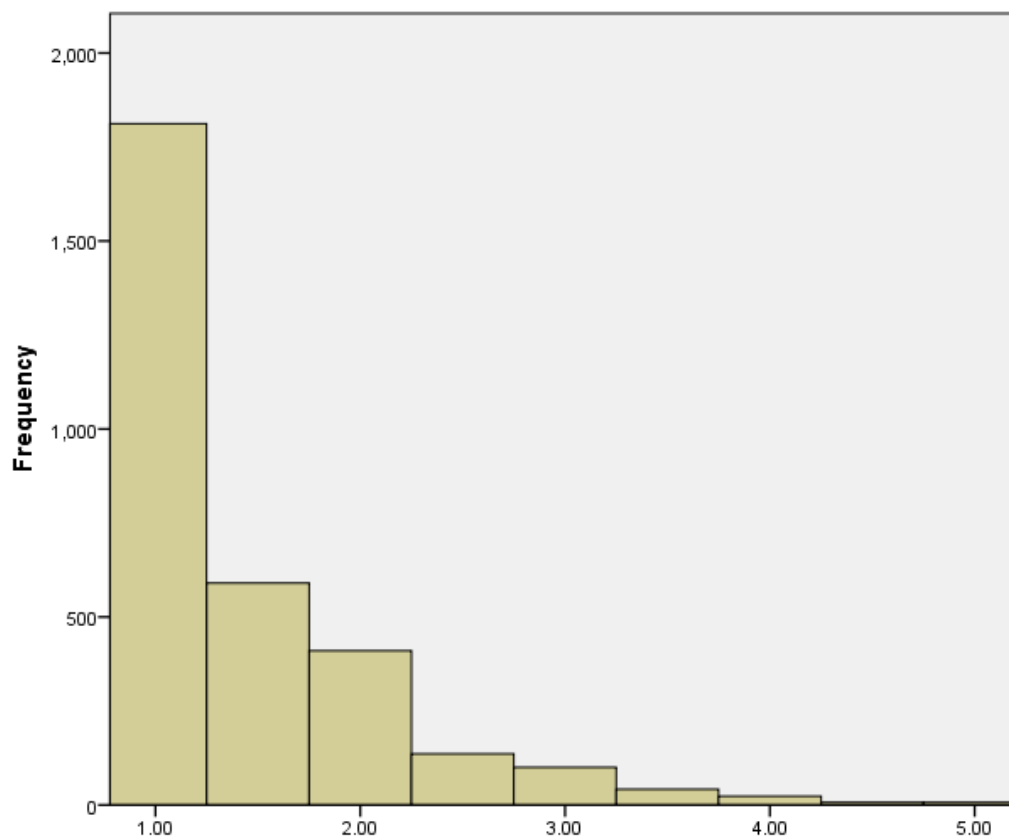


*Figure 1*. Distribution of Scores for *Intent to Persist* Factor

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[28]eta$^2$ is the proportion of variance associated with or accounted for by each of the main effects, interactions, and error in an ANOVA.

**Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences on the Marquette University campus, elaborate upon their survey responses, and append additional thoughts. 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[29] 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. 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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[29]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 Marquette University's institutional actions, including administrative policies and academic initiatives regarding climate.

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 Marquette University.[30]

### Description of the Sample[31]

Four thousand two hundred ninety-three (4,293) surveys were returned, for a 31% overall response rate. The sample and population figures, chi-square analyses,[32] 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 Marquette University.

- Women were significantly over-represented in the sample.
- White individuals and Multiracial individuals were significantly over-represented in the sample. Middle Eastern individuals were present in the sample but were not present in the population. Asian/Asian American individuals and Latino(a)/Chicano(a)/Hispanic individuals were under-represented in the sample.

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[30]Findings with *n*'s less than five were not published in the tables to assure confidentiality of respondents; rather "< 5" was inserted in the number column and "---" in the percentage column. These substitutions were also used when no individuals responded to items.

[31]All frequency tables are provided in Appendix B.

[32] Chi-square is a statistical test commonly used to compare observed data with data we would expect to obtain according to a specific hypothesis. Chi-square tests in this project were conducted only on those categories that were response options in the survey and included in demographics provided by Marquette University.

- Graduate Students were significantly under-represented in the sample. Undergraduate
  Students, Staff/Administrators, and Faculty were over-represented.

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

| Characteristic | Subgroup | Population N | Population % | Sample N | Sample % | Response Rate |
|---|---|---|---|---|---|---|
| Gender [a] | **Man** | 6,654 | 47.5 | 1,578 | 36.9 | 23.72 |
| | **Woman** | 7,348 | 52.5 | 2,680 | 62.7 | 36.47 |
| | **Transgender** | | | 2 | 0.0 | N/A |
| | **Genderqueer** | | | 4 | 0.1 | N/A |
| | **Gender not listed/Missing** | | | 11 | 0.3 | N/A |
| | | | | | | |
| Race/Ethnicity[1,b] | **American Indian/Alaskan Native** | 38 | 0.3 | 8 | 0.2 | 21.05 |
| | **Asian/Asian American** | 992 | 7.1 | 269 | 6.3 | 27.12 |
| | **African American//Black** | 643 | 4.6 | 197 | 4.6 | 30.64 |
| | **Hispanic/Latino(a)/Chicano(a)** | 1,014 | 7.2 | 210 | 4.9 | 20.71 |
| | **Middle Eastern** | | 0.0 | 34 | 0.8 | N/A |
| | **Native Hawaiian/Pacific Islander** | 15 | 0.1 | 4 | 0.1 | 26.67 |
| | **White** | 10,355 | 74.0 | 3,265 | 76.1 | 31.53 |
| | **Two or More** | 365 | 2.6 | 252 | 5.9 | 69.04 |
| | **Other/Unknown/Not Reported** | 580 | 4.1 | 54 | 1.3 | 9.31 |
| | | | | | | |
| Position [c] | **Undergraduate Student** | 8,047 | 57.5 | 2,491 | 58.0 | 30.96 |
| | **Graduate Student** | 3,208 | 22.9 | 661 | 15.4 | 20.60 |
| | **Faculty** | 1,244 | 8.9 | 420 | 9.8 | 33.76 |
| | **Staff/Administrator** | 1,503 | 10.7 | 721 | 16.8 | 47.97 |

[1] Respondents were instructed to indicate all categories that apply.
[a] $X^2 (1, N = 4,258) = 186.12, p < .001$
[b] $X^2 (7, N = 4,259 = 303.57, p < .001$
[c] $X^2 (3, N = 4,293) = 258.54, p < .001$

**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, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of Marquette University's CSWG.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG 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 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**.[33] Correlations between the responses to questions about overall campus climate for various groups (Question 81) and those that rated overall campus climate on various scales (Question 82) were moderate 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[34] are provided in Table 3.

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[33]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).

[34]Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

All correlations in the table are significantly different from zero at the .01 level; that is, a relationship exists between all selected pairs of responses.

A strong relationship (between .5 and .7) existed for four of the five pairs of variables: between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not Homophobic; between Positive for Women and Not Sexist; and between Positive for People of Low Socioeconomic Status and Not Classist. A moderate relationship (between .3 and .5) existed for one pair: between Positive for People with Disabilities and Disability Friendly.

*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 Friendly** |
| Positive for People of Color | .690[1] | | | | |
| Positive for Lesbian, Gay, Bisexual People | | .652[1] | | | |
| Positive for Women | | | .584[1] | | |
| Positive for People of Low Socioeconomic Status (SES) | | | | .705[1] | |
| Positive for People with Disabilities | | | | | .493[1] |

[1]$p < 0.01$

## Sample Characteristics[35]

For the purposes of several analyses, demographic responses were collapsed into categories established by the CSWG 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 Undergraduate Student respondents, Graduate Student respondents, Faculty respondents, and Staff/Administrator respondents.[36] Of all respondents, 58% ($n = 2,491$) were Undergraduate Students, 15% ($n = 661$) were Graduate Students, 10% ($n = 420$) were Faculty, and 17% ($n = 721$) were Staff/Administrators (Figure 2).

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[35]All percentages presented in the "Sample Characteristics" section of the report are actual percentages.
[36]Collapsed position variables were determined by the CSWG. "Staff/Administrator" includes Exempt (salary), Non-Exempt (hourly), and Senior Administration. "Faculty" includes Tenure-Track (subcategories) and Participating/Non Tenure Track (subcategories).

Ninety-five percent (*n* = 4,087) of respondents were full-time in their primary positions. Subsequent analyses indicated that 99% (*n* = 2,467) of Undergraduate Student respondents, 86% (*n* = 567) of Graduate Student respondents, 86% (*n* = 360) of Faculty respondents, and 96% (*n* = 693) of Staff/Administrator respondents were full-time in their primary positions.
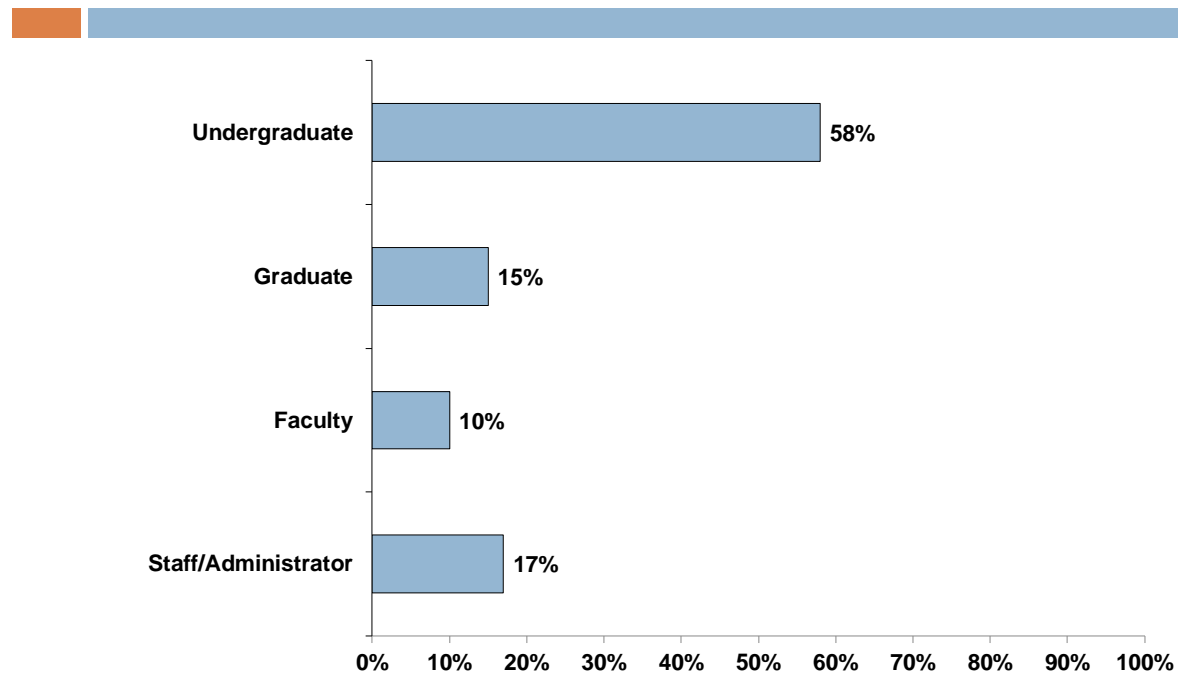


*Figure 2.* Respondents' Collapsed Position Status (%)

With regard to respondents' work-unit affiliations, Table 4 indicates that Staff/Administrator respondents represented various work units across campus. Of Staff/Administrator respondents, 40% (*n* = 291) were affiliated with the Office of the Provost area: Colleges, Schools and Academic Support units, 15% (*n* = 105) were affiliated with the Division of Student Affairs units/departments, 9% (*n* = 65) were affiliated with University Advancement, and 7% (*n* = 48) were affiliated with the Office of Finance units/departments.

17

*Table 4.* **Staff/Administrator Respondents' Primary Work-Unit Affiliations**

| Work Unit | n | % |
|---|---|---|
| Custodians represented by the union | 31 | 4.3 |
| Division of Student Affairs units/departments | 105 | 14.6 |
| Intercollegiate Athletics; Spirit Shop | 35 | 4.9 |
| Office of Finance units/departments | 48 | 6.7 |
| Office of the General Counsel; Human Resources | 11 | 1.5 |
| Office of Marketing and Communication | 19 | 2.6 |
| Office of Mission and Ministry; Campus Ministry | 17 | 2.4 |
| Office of the President staff | < 5 | --- |
| Office of the Provost area: Colleges, Schools and Academic Support units | 291 | 40.4 |
| Public Affairs; Special Events | 11 | 1.5 |
| University Advancement | 65 | 9.0 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only.

Among the top four colleges by number of Faculty respondents, 36% ($n = 151$) were affiliated with the Klingler College of Arts and Sciences, 10% ($n = 41$) were affiliated with the College of Business Administration, and 8% each were affiliated with the College of Health Sciences ($n = 32$) and the School of Dentistry ($n = 33$) (Table 5).

*Table 5.* **Faculty Respondents' Primary Academic Divisions/Departmental Affiliations**

| Academic Division/Department | *n* | *%* |
|---|---|---|
| Klingler College of Arts and Sciences | 151 | 36.0 |
| College of Business Administration | 41 | 9.8 |
| Diederich College of Communication | 28 | 6.7 |
| College of Education | 16 | 3.8 |
| Opus College of Engineering | 21 | 5.0 |
| College of Health Sciences | 32 | 7.6 |
| College of Nursing | 30 | 7.1 |
| College of Professional Studies | < 5 | --- |
| Law School, Law Library | 27 | 6.4 |
| Office of the Provost; Office of International Education | < 5 | --- |
| Raynor and Memorial Libraries | 19 | 4.5 |
| School of Dentistry | 33 | 7.9 |

Note: Table includes Faculty respondents ($n = 420$) only.

Sixty-two percent ($n = 2,680$) of the sample were Women, and 37% ($n = 1,578$) were Men.[37]
Less than one percent ($n = 20$) of the respondents identified as Genderqueer or Transgender.[38]
These demographic characteristics are depicted by position status at Marquette in Figure 3.
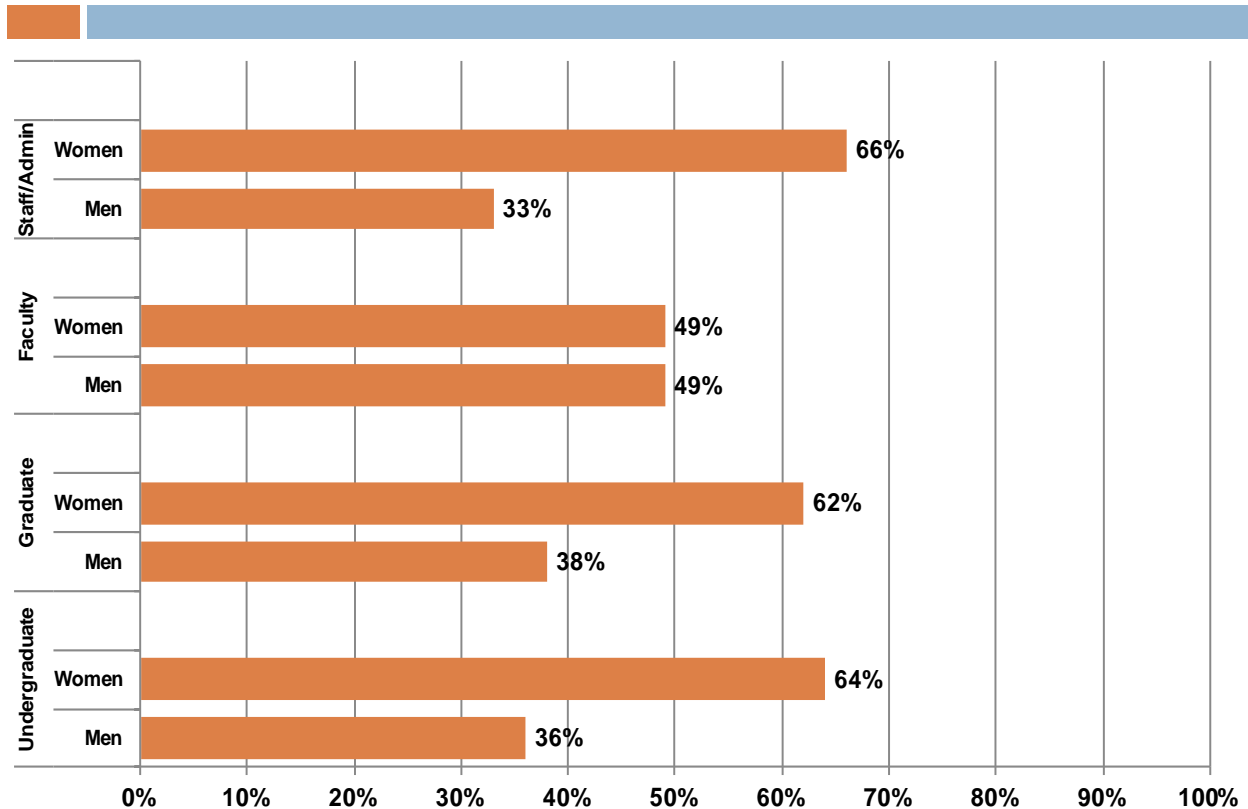


*Figure 3*. Respondents by Gender Identity & Position Status (%)

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[37]Additionally, the sex of the majority of respondents was female (63%, $n = 2,697$), while 37% ($n = 1,580$) of
respondents were male, and < 5 were intersex.
[38]Self-identification as Genderqueer or Transgender does not preclude identification as Man or Woman, nor do all
those who might fit the definition self-identify as Genderqueer or Transgender. Here, those who chose to self-
identify as Genderqueer or Transgender have been reported separately in order to reveal the presence of a relatively
new campus identity that might otherwise have been overlooked. Because Genderqueer or Transgender respondents
numbered only 20, no analyses were conducted and no specifics are included in this report in order to maintain the
respondents' confidentiality.

The majority of respondents were Heterosexual[39] (88%, $n$ = 3,790). Three percent ($n$ = 118) identified as Asexual, 3% ($n$ = 111) as Bisexual, 2% ($n$ = 88) as Gay, 1% ($n$ = 46) as Questioning, and < 1% each as Lesbian ($n$ = 28), Pansexual ($n$ = 27), and Queer ($n$ = 20). Figure 4 illustrates respondents' sexual identities by primary position status.
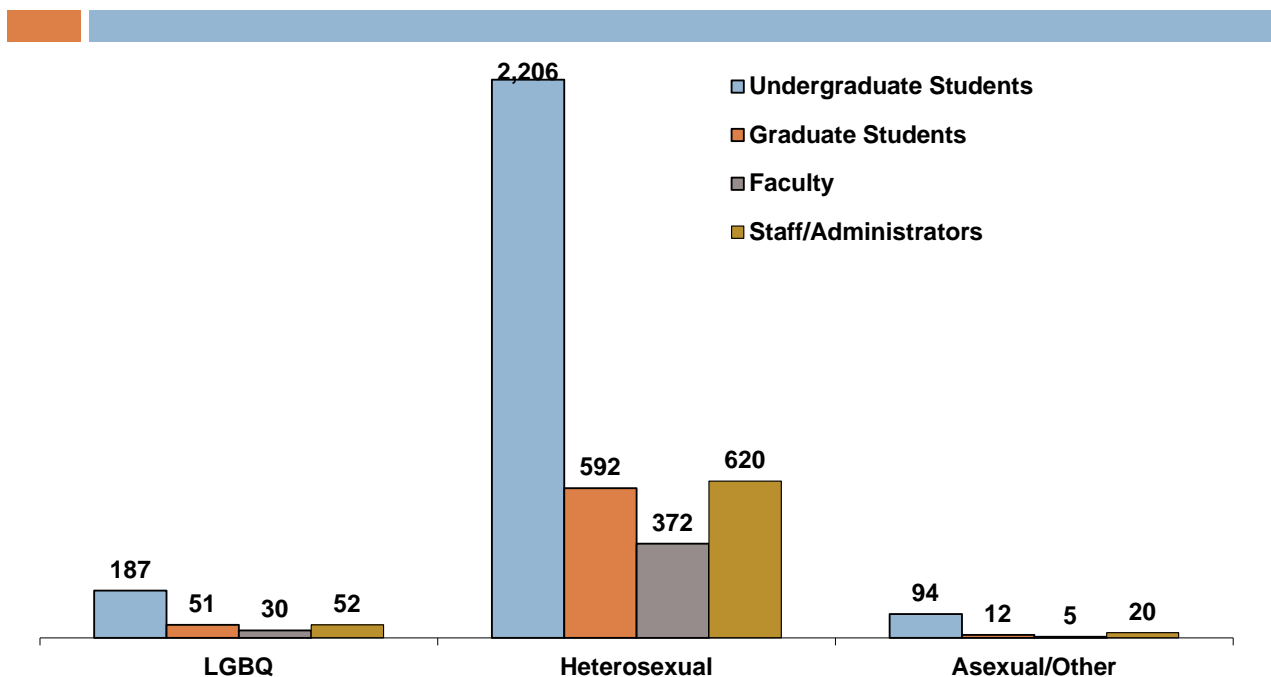


*Figure 4*. Respondents by Sexual Identity & Position Status ($n$)

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[39]Per the CSWG, sexual identity was recoded to include Heterosexual, LGBQ, and Asexual/Other for the purposes of some analyses. Respondents who answered "a sexual identity not listed above" 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, and those who wrote in "other" terms such as "homoflexible" and "fluid."

Of Faculty respondents, 29% ($n = 121$) were between 55 and 64 years old, 26% ($n = 107$) were between 35 and 44 years old, and 25% ($n = 102$) were between 45 and 54 years old (Figure 5). Of Staff/Administrator respondents, 26% ($n = 185$) were between 45 and 54 years old, 24% ($n = 167$) were between 55 and 64 years old, and 23% ($n = 164$) were between 25 and 34 years old.
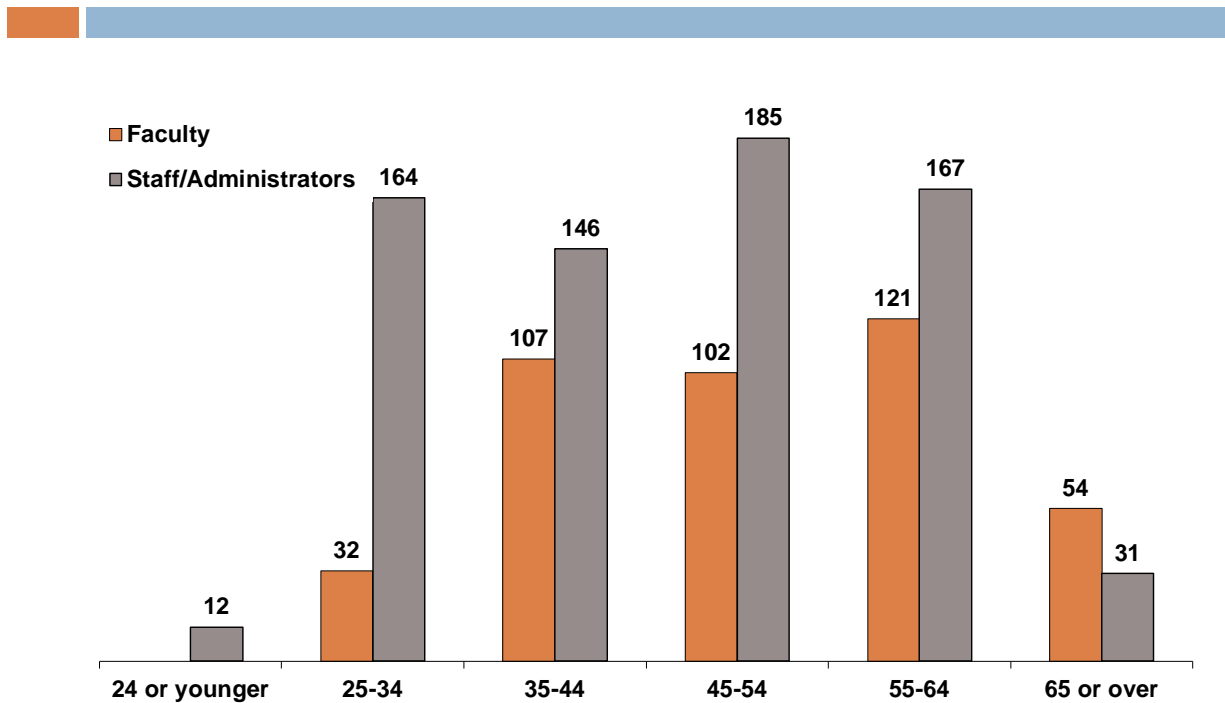


*Figure 5*. Employee Respondents by Age & Position Status ($n$)

Of responding Undergraduate Students, 99% (*n* = 2,464) were 24 years old or younger, and 1% (*n* = 19) were between 25 and 34 years old. Forty-two percent (*n* = 279) of responding Graduate Students were 24 years old or younger, and 46% (*n* = 304) were between 25 and 34 years old (Figure 6).
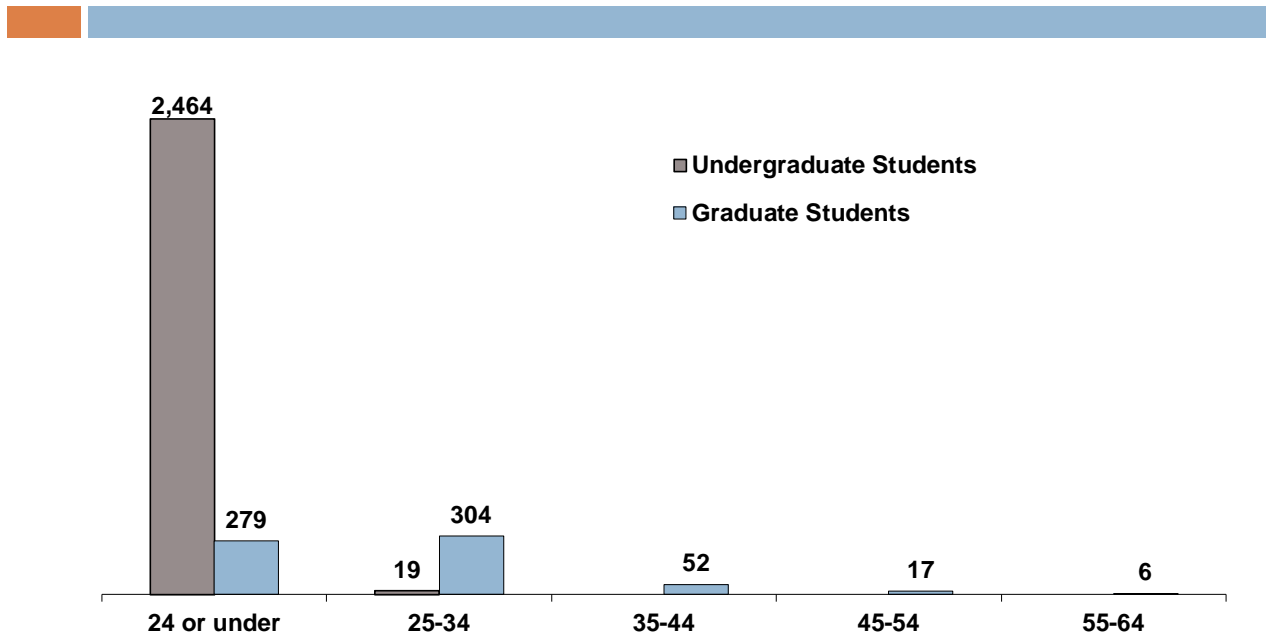


*Figure 6.* Student Respondents by Age & Position Status (*n*)

With regard to racial identity, 81% (*n* = 3,481) of the respondents identified as White (Figure 7).[40] Eight percent were Latino(a)/Chicano(a)/Hispanic (*n* = 333) and Asian/Asian American (*n* = 322), and 6% (*n* = 255) were Black/African American. One percent each were American Indian/First Nation (*n* = 61) and Middle Eastern (*n* = 57). Less than one percent each were Alaskan Native (*n* = 3) and Native Hawaiian/Pacific Islander (*n* = 15). Individuals who marked the response category "racial identity not listed above" offered identities such as "American," "Anglosaxon-American," "Caribbean," "Ethiopian," "French," "French Canadian," "French-Indian," "Human," "Indian," "Jewish," "Minority," "multiracial," "Nigerian," "Nordic," "Sicilian," "South Asian," and "Ukrainian."
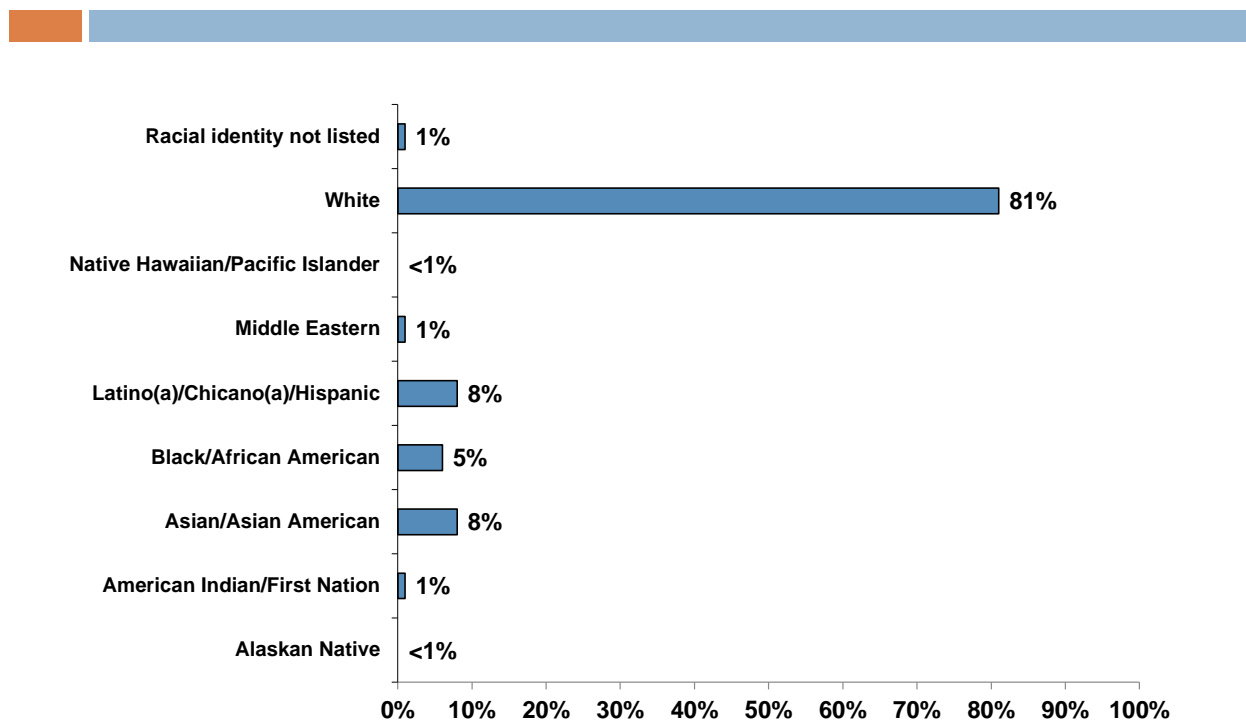


*Figure 7.* Respondents by Racial/Ethnic Identity (%), inclusive of multiracial and/or multiethnic

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[40]Figure 7 illustrates the duplicated total of responses (*n* = 2,237) for the question, "What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?"

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[41] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created five racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (76%, $n = 3,265$) as their identity (Figure 8).[42] Other respondents identified as People of Color[43] (7%, $n = 315$), Multiracial[44] (6%, $n = 252$), Black/African American (5%, $n = 197$), and Latino(a)/Chicano(a)/Hispanic (5%, $n = 210$). A considerable number of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (1%, $n = 54$).
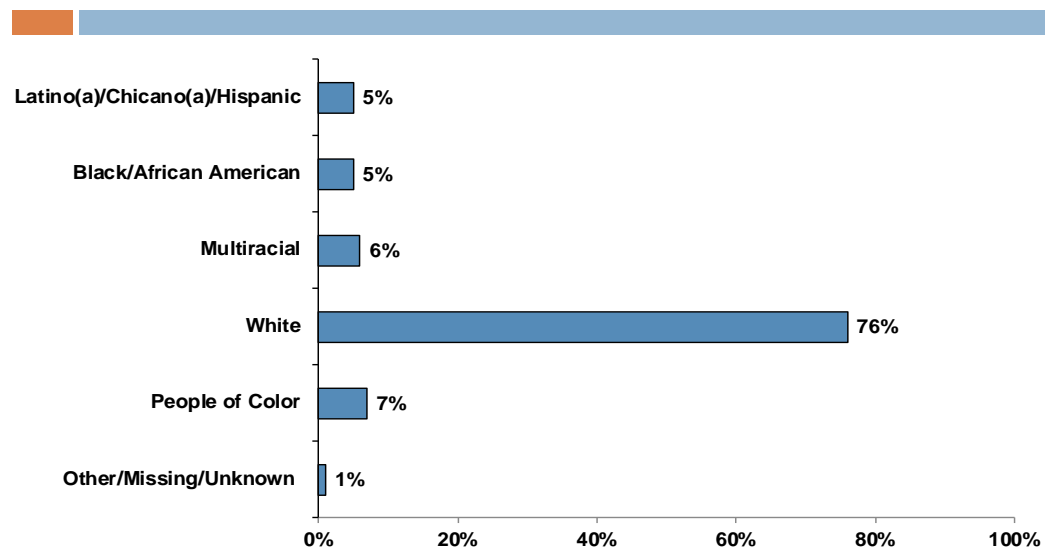


*Figure 8.* Respondents by Collapsed Categories of Racial Identity (%)

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[41]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.

[42]Figure 8 illustrates the unduplicated total of responses ($n = 4,293$) for the question, "What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?"

[43]Per the CSWG, the People of Color category included respondents who identified as Alaskan Native, American Indian/First Nation, Asian/Asian American, Middle Eastern, and/or Native Hawaiian/Pacific Islander.

[44]Per the CSWG, respondents who identified as more than one racial identity were recoded as Multiracial.

Forty-six percent (*n* = 1,966) of respondents identified with a Catholic/Roman Catholic religious/spiritual affiliation. Twenty-two percent (*n* = 951) of respondents reported a Christian Affiliation Other than Catholic/Roman Catholic, and 21% (*n* = 882) indicated No Affiliation. Six percent (*n* = 257) noted Multiple Affiliations, and 4% (*n* = 166) of respondents reported an Other Faith-Based Affiliation (Figure 9).
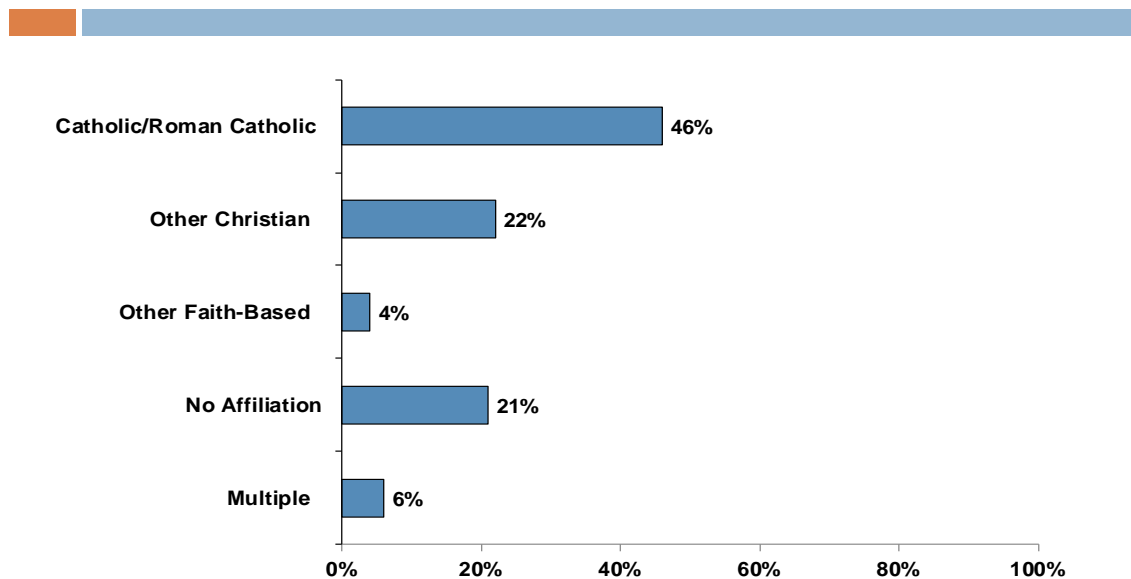


*Figure 9.* Respondents by Religious/Spiritual Affiliation (%)

Eighty-four percent (*n* = 3,587) of respondents reported having no parenting or caregiving responsibilities. Ninety-eight percent (*n* = 2,448) of Undergraduate Student respondents and 85% (*n* = 560) of Graduate Student respondents had no dependent-care responsibilities (Figure 10).
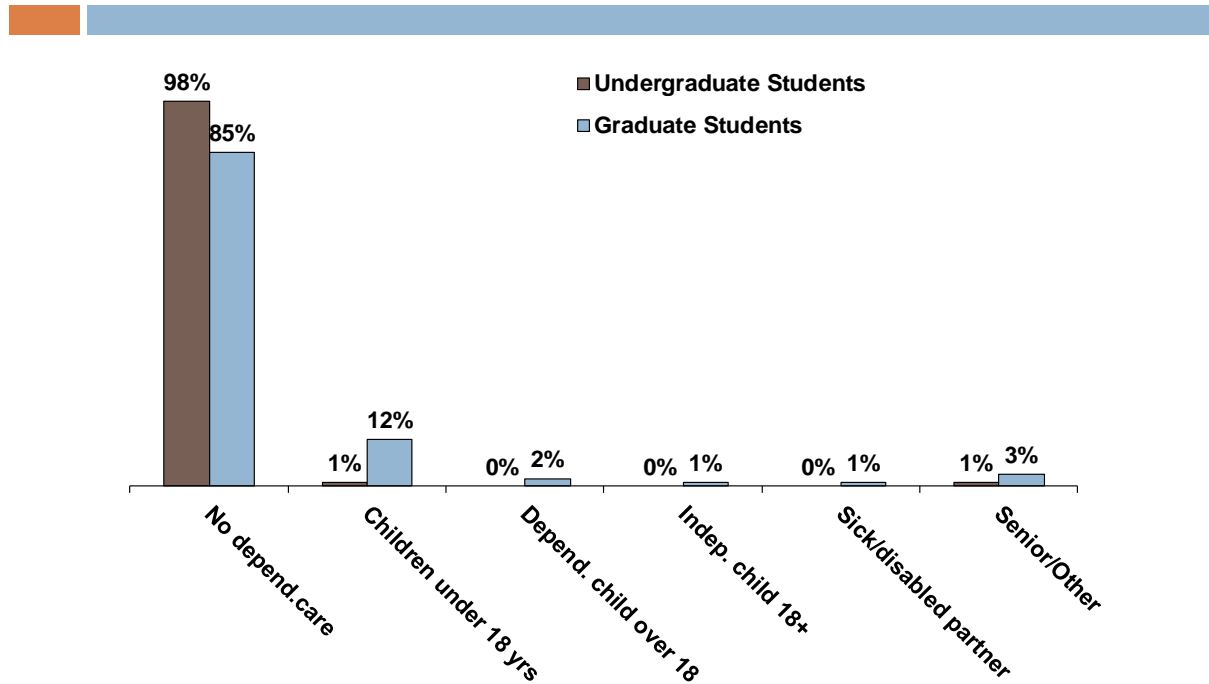


*Figure 10.* Student Respondents' Dependent Care Responsibilities by Position Status (%)

Forty-nine percent ($n = 202$) of Faculty respondents and 53% ($n = 377$) of Staff/Administrator respondents reported having no substantial parenting or caregiving responsibilities (Figure 11). Thirty-nine percent ($n = 164$) of Faculty respondents and 34% ($n = 243$) of Staff/Administrator respondents were caring for children under the age of 18 years. Nine percent ($n = 39$) of Faculty respondents and 14% ($n = 102$) of Staff/Administrator respondents were responsible for senior or other family members.
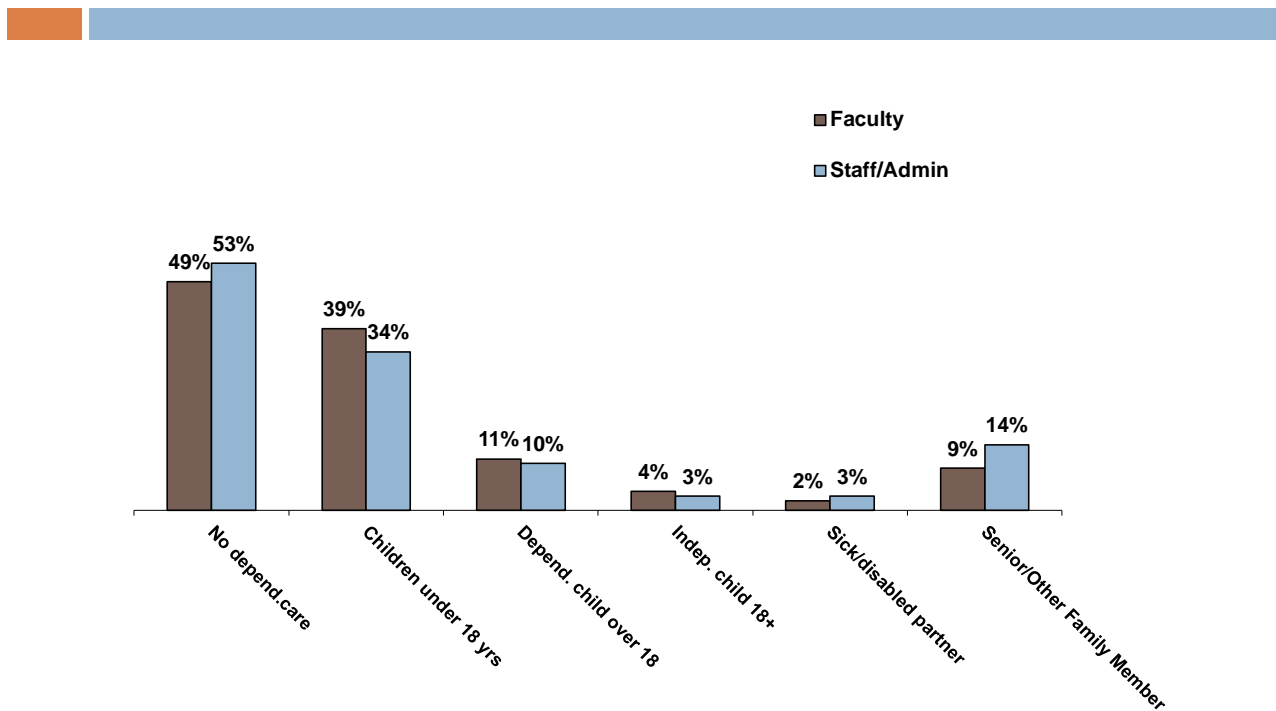


*Figure 11.* Employee Respondents' Dependent Care Responsibilities by Position Status (%)

Additional analyses revealed that 96% ($n = 4{,}120$) of respondents had never served in the military. One percent each were veterans ($n = 52$) or ROTC ($n = 52$). Less than one percent each were Reservists/National Guard ($n = 17$) or Active Military ($n = 8$).

Nine percent ($n = 385$) of respondents[45] indicated that they had a condition that substantially affected learning, working, or living activities, and 4% ($n = 48$) indicated that they had multiple disabilities. Four percent ($n = 160$) of respondents had psychological conditions, 3% ($n = 115$) attention disorders, 2% ($n = 103$) physical/medical conditions, and 2% ($n = 66$) cognitive conditions (Table 6).

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

| Condition | *n* | % |
|---|---|---|
| I have none of the listed conditions | 3,895 | 90.7 |
| Physical/Medical *(Crohn's disease, Muscular Dystrophy, arthritis, etc.)* | 103 | 2.4 |
| Psychological *(depression, anxiety, Obsessive Compulsive Disorder, etc.)* | 160 | 3.7 |
| Attention disorders *(Attention Deficit Hyperactivity Disorder)* | 115 | 2.7 |
| Cognitive *(learning disabilities, Traumatic Brain Injuries, etc.)* | 66 | 1.5 |
| Visual *(low vision, blind, cataracts, etc.)* | 19 | 0.4 |
| Hearing *(hearing impaired, deaf, etc.)* | 14 | 0.3 |
| A disability/condition not listed here | 6 | 0.1 |

Note: Percentages may not sum to 100% as a result of multiple responses.

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[45]Some respondents indicated that they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with disabilities is 385 (9%). The duplicated total ($n = 483$; 11%) is reflected in Table 6 in this report and in Appendix B, Table B21.

Table 7 depicts how respondents answered the survey item, "What is your citizenship status?
Mark all that apply." For the purposes of analyses, the CSWG created three citizenship
categories:[46] 88% (*n* = 3,778) of respondents were U.S. Citizens, 9% (*n* = 369) were Non-U.S.
Citizens, and 3% (*n* = 122) claimed Multiple Citizenships. Subsequent analyses revealed that 9%
(*n* = 212) of Undergraduate Student respondents, 13% (*n* = 87) of Graduate Student respondents,
6% (*n* = 27) of Faculty respondents, and 6% (*n* = 43) of Staff/Administrator respondents were
Non-U.S. Citizens.

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

| Citizenship | *n* | % |
|---|---|---|
| U.S. citizen | 3,900 | 90.8 |
| Permanent resident | 332 | 7.7 |
| A visa holder (F-1, J-1, H1-B, A, L, G, E, or TN) | 150 | 3.5 |
| Undocumented resident | 11 | 0.3 |
| Other legally documented status | 9 | 0.2 |

The majority of respondents (82%, *n* = 3,536) indicated that they spoke English only at home,
while 14% (*n* = 616) spoke English and other languages at home. Other languages that
respondents noted speaking in their homes included American Sign Language, Amharic, Arabic,
Armenian, Ashanti, Bangali, Cantonese, Chinese, Dutch, Ebonics, Fante, Farsi, Filipino, French,
German, Gujarti, Haitian, Hindi, Hmong, Hungarian, Italian, Japanese, Kannada, Korean, Krio,
Lao, Latvian, Lithuanian, Malay, Mandarin, Persian, Polish, Portuguese, Punjabi, Romanian,
Russian, Serbian, Sicilian, Slovak, Somali, Spanish, Swahili, Swedish, Tagalog, Telugu, Turkish,
Ukrainian, Urdu, Vietnamese, and Yoruba.

Thirty-two percent (*n* = 228) of Staff/Administrator respondents indicated that the highest level
of education they had completed was a master's degree. Twenty-four percent (*n* = 172) had

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[46]For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen, Non-U.S. Citizen (includes
Permanent Residents, Non-U.S. Citizens [F-1, J-1, H1-B, A, L, G, E, or TN visa holders], other legally documented
status, and undocumented residents), and Multiple Citizenships (includes any respondent who marked more than one
response).

finished a bachelor's degree, and 10% each had finished some graduate work ($n = 74$) and some college ($n = 74$).

Table 8 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 9% ($n = 220$) of Undergraduate Student respondents and 10% ($n = 67$) of Graduate Student respondents were First-Generation Students.[47]

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

| Level of education | Parent/legal guardian 1 | | Parent/legal guardian 2 | |
|---|---|---|---|---|
| | *n* | *%* | *n* | *%* |
| No high school | 66 | 2.1 | 65 | 2.1 |
| Some high school | 62 | 2.0 | 49 | 1.6 |
| Completed high school/GED | 378 | 12.0 | 358 | 11.4 |
| Some college | 304 | 9.6 | 342 | 10.9 |
| Business/technical certificate/degree | 124 | 3.9 | 134 | 4.3 |
| Associate's degree | 163 | 5.2 | 180 | 5.7 |
| Bachelor's degree | 1,007 | 31.9 | 1,058 | 33.6 |
| Some graduate work | 82 | 2.6 | 104 | 3.3 |
| Master's degree | 638 | 20.2 | 584 | 18.5 |
| Specialist degree | 11 | 0.3 | 16 | 0.5 |
| Doctoral degree | 107 | 3.4 | 67 | 2.1 |
| Professional degree (MD, MFA, JD) | 197 | 6.3 | 129 | 4.1 |
| Unknown | < 5 | --- | 19 | 0.6 |
| Not applicable | < 5 | --- | 19 | 0.6 |

Note: Table includes Student respondents ($n = 3,152$) only.

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[47]With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Additional analyses indicated that of the 2,491 responding Undergraduate Students, 25% ($n$ = 626) were first-year students, 25% ($n$ = 628) were second-year students, 23% ($n$ = 583) were third-year students, and 23% ($n$ = 568) were fourth-year students. Three percent ($n$ = 79) were in their fifth year or later of their undergraduate career.

Undergraduate Student respondents reported the colleges of their academic majors[48] (Table 9). Thirty percent ($n$ = 748) of Undergraduate Student respondents indicated Klingler College of Arts and Sciences, 15% ($n$ = 378) indicated College of Business Administration, 15% ($n$ = 366) indicated Opus College of Engineering, 14% ($n$ = 357) indicated College of Health Sciences, and 13% ($n$ = 335) indicated Diederich College of Communication.

*Table 9.* **Colleges of Undergraduate Student Respondents' Academic Majors**

| College | $n$ | % |
|---|---|---|
| Klingler College of Arts and Sciences | 748 | 30.0 |
| College of Business Administration | 378 | 15.2 |
| Diederich College of Communication | 335 | 13.4 |
| College of Education | 107 | 4.3 |
| Opus College of Engineering | 366 | 14.7 |
| College of Health Sciences | 357 | 14.3 |
| College of Nursing | 178 | 7.1 |
| College of Professional Studies | 7 | 0.3 |

Note: Table includes Undergraduate Student respondents ($n$ = 2,491) only.
Sum does not total 100% owing to multiple response choices.

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[48]Appendix B, Table B18 contains a comprehensive listing of Undergraduate Student respondents' academic majors.

Ninety-nine percent ($n = 655$) of Graduate Student respondents were in degree programs, while 1% ($n = 5$) were in non-degree/certificate programs. Forty-four percent ($n = 292$) of Graduate Student respondents were pursuing master's degrees, 22% ($n = 142$) were pursuing doctoral degrees, and 34% ($n = 221$) were professional students.

Table 10 reveals that among the colleges with the most respondents, 22% ($n = 143$) of Graduate Student respondents indicated that their academic degree programs[49] were housed in the Arts and Sciences programs, 21% ($n = 137$) in the Law School, 15% ($n = 98$) in the Health Sciences programs, and 11% ($n = 71$) in the Education programs.

*Table 10.* **Graduate Student Respondents' Academic Degree Programs**

| Academic degree program | n | % |
|---|---|---|
| Arts and Sciences programs | 143 | 21.6 |
| Communication programs | 10 | 1.5 |
| Education programs | 71 | 10.7 |
| Engineering programs | 49 | 7.4 |
| Health Sciences programs | 98 | 14.8 |
| Nursing programs | 41 | 6.2 |
| Professional Studies programs | < 5 | --- |
| Graduate School programs | 55 | 8.3 |
| Graduate School of Management | 55 | 8.3 |
| Law School | 137 | 20.7 |
| School of Dentistry | 41 | 6.2 |

Note: Table includes Graduate Student respondents ($n = 661$) only.
Sum does not total 100% owing to multiple response choices.

Additional analyses revealed that 52% ($n = 1,306$) of Undergraduate Student respondents and 37% ($n = 241$) of Graduate Student respondents were employed on campus, and that 22% ($n =$

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[49]Appendix B, Table B19 contains a comprehensive listing of Graduate Student respondents' academic degree programs.

555) of Undergraduate Student respondents and 32% ($n = 214$) of Graduate Student respondents were employed off campus. Of those individuals who worked on campus, 69% ($n = 830$) of Undergraduate Student respondents and 70% ($n = 161$) of Graduate Student respondents worked an average of one to 20 hours per week. Of those who worked off campus, 72% ($n = 348$) of Undergraduate Student respondents and 66% ($n = 129$) of Graduate Student respondents worked an average of one to 20 hours per week.

Thirty-four percent ($n = 1,072$) of Student respondents reported that they had not experienced financial hardship while attending Marquette University. Of those who reported that they did experience financial hardship, 41% ($n = 1,280$) had difficulty affording tuition, 32% ($n = 1,020$) had difficulty purchasing books, and 23% ($n = 716$) had difficulty affording housing (Table 11).

*Table 11.* **Students' Experiences of Financial Hardship**

| Financial hardship | *n* | % |
|---|---|---|
| Difficulty affording tuition | 1,280 | 40.6 |
| Difficulty purchasing my books | 1,020 | 32.4 |
| Difficulty in affording housing | 716 | 22.7 |
| Difficulty participating in social events | 610 | 19.4 |
| Difficulty participating in co-curricular events or activities | 583 | 18.5 |
| Difficulty in participating in study abroad programs | 581 | 18.4 |
| Difficulty affording food | 484 | 15.4 |
| Difficulty in affording other campus fees | 398 | 12.6 |
| Difficulty traveling home during Marquette University breaks | 395 | 12.5 |
| Difficulty in affording health care | 268 | 8.5 |
| Difficulty commuting to campus | 205 | 6.5 |
| Difficulty in affording child care | 29 | 0.9 |
| A financial hardship not listed here | 65 | 2.1 |

Note: Table includes Student respondents (*n* = 3,152) only.
Sum does not total 100% owing to multiple response choices.

Sixty-eight percent (*n* = 2,153) of Student respondents used Marquette scholarships to pay for their education at Marquette University (Table 12). Subsequent analyses indicated that 81% (*n* = 2,021) of Undergraduate Student respondents and 20% (*n* = 132) of Graduate Student respondents used Marquette scholarships to pay for college. Sixty-two percent (*n* = 1,937) of Student respondents depended on family contributions and 54% (*n* = 1,699) of Student respondents depended on loans to finance their college educations.

Analyses also revealed that 50% ($n = 254$) of Low-Income Student[50] respondents and 72% ($n = 1,831$) of Not Low-Income Student respondents used Marquette scholarships to pay for college, while 61% ($n = 308$) of Low-Income Student respondents and 53% ($n = 1,349$) of Not Low-Income Student respondents used loans. Twenty-one percent ($n = 106$) of Low-Income Student respondents and 69% ($n = 1,759$) of Not Low-Income Student respondents used family contributions.

*Table 12.* **How Student Respondents Were Paying for College**

| Source of funding | *n* | % |
|---|---|---|
| Marquette scholarship | 2,153 | 68.3 |
| Family contribution | 1,937 | 61.5 |
| Loans | 1,699 | 53.9 |
| Personal contribution/job | 1,040 | 33.0 |
| State and/or federal grant | 784 | 24.9 |
| Marquette grant | 587 | 18.6 |
| Work study | 547 | 17.4 |
| Non-Marquette scholarship | 530 | 16.8 |
| Credit card | 254 | 8.1 |
| Graduate assistantship | 203 | 6.4 |
| Employee/Spousal or dependent tuition remission | 85 | 2.7 |
| Resident assistantship | 78 | 2.5 |
| Graduate fellowship | 29 | 0.9 |
| A method of payment not listed here | 85 | 2.7 |

Note: Table includes Student respondents ($n = 3,152$) only.

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[50]For several analyses in this report, the variables of "Low-Income Student" and "Not Low-Income Student" are used. With the CSWG's approval, Low-Income Student respondents are students with family or individual incomes below $30,000.00. Not Low-Income Student respondents are students with family or individual incomes of $30,000.00 or greater.

Eighteen percent ($n = 559$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 7% ($n = 170$) of Undergraduate Student respondents and 61% ($n = 389$) of Graduate Student respondents were the sole providers of their living/educational expenses. Ninety-three percent ($n = 2,259$) of Undergraduate Student respondents and 39% ($n = 251$) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., they were financially dependent).

Seventeen percent ($n = 507$) of Student respondents reported that they or their families had annual incomes of less than $30,000. Thirty-seven percent ($n = 1,113$) reported annual incomes between $30,000 and $99,999, 22% ($n = 674$) between $100,000 and $149,999, and 13% ($n = 403$) between $150,000 and $249,999 annually. Seven percent ($n = 203$) of Student respondents indicated that they or their families had annual incomes between $250,000 and $399,999, and 5% ($n = 140$) had annual incomes of greater than $400,000.[51] These figures are displayed by student position in Figure 12. Information is provided for those Student respondents who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

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[51]Refer to Table B26 in Appendix B for the combined Student data.

■ Below $30K  □ $30K - $99,999  ■ $100K-$149,999  ■ $150K-$249,999  ■ $250K-399,999  ■ $400K or more

**Undergrad Dependent**
- 7%
- 38%
- 26%
- 16%
- 8%
- 6%

**Grad Dependent**
- 10%
- 34%
- 28%
- 15%
- 8%
- 6%

**Undergrad Independent**
- 58%
- 32%
- 5%
- 2%
- 1%

**Grad Independent**
- 58%
- 32%
- 6%
- 3%
- 1%
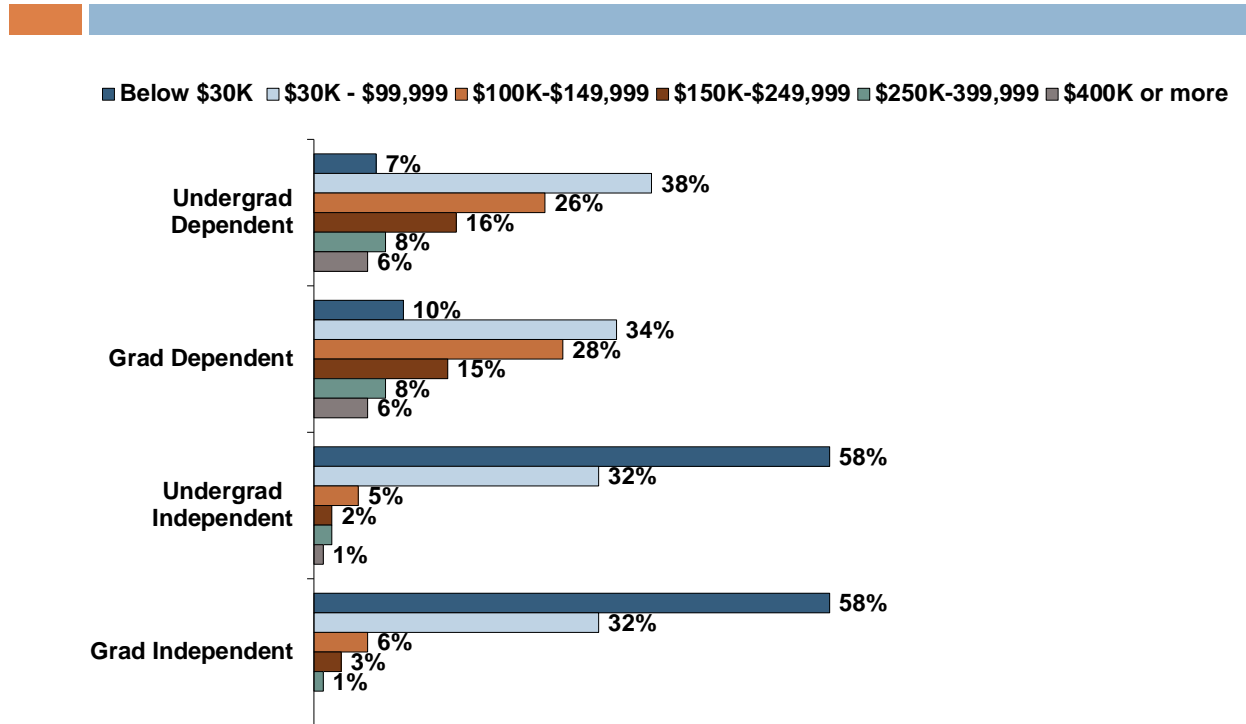
*Figure 12*. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Position (%)

Of the Students completing the survey, 51% ($n$ = 1,619) indicated that they lived in non-campus housing, 38% ($n$ = 1,204) in the residence halls, and 10% ($n$ = 322) in university-owned apartments (Table 13). Subsequent analyses indicated that 96% ($n$ = 634) of Graduate Student respondents and 40% ($n$ = 985) of Undergraduate Student respondents lived in non-campus housing. Fewer than five Student respondents indicated that they were homeless (e.g., couch surfing, sleeping in car, sleeping in campus office/lab).

*Table 13*. **Student Respondents' Residence**

| Residence | *n* | % |
|---|---|---|
| **Residence hall** | **1,204** | **38.2** |
| Abbotsford Hall | 127 | 4.2 |
| Carpenter Tower | 117 | 3.8 |
| Cobeen Hall | 137 | 4.5 |
| Mashuda Hall | 112 | 3.7 |
| McCabe Hall | 117 | 3.8 |
| McCormick Hall | 111 | 3.6 |
| O'Donnell Hall | 142 | 4.7 |
| Schroeder Hall | 123 | 4.0 |
| Straz Tower | 109 | 3.6 |
| **University-owned apartment** | **322** | **10.2** |
| Campus Town East | 55 | 1.8 |
| Campus Town West | 54 | 1.7 |
| Gilman Building | 50 | 1.6 |
| Frenn Building | 57 | 1.8 |
| Humphrey Hall | 61 | 2.0 |
| **Non-campus housing** | **1,619** | **51.4** |
| Independently in an apartment/house | 586 | 20.9 |
| Living with family member/guardian | 607 | 21.7 |
| Fraternity/Sorority housing | 75 | 2.7 |
| **Homeless** (e.g., couch surfing, sleeping in car, sleeping in campus office/lab) | **< 5** | **---** |

Note: Table includes Student respondents ($n$ = 3,152) only.

Eighty-three percent (*n* = 2,617) of Student respondents indicated that they have not lived in a living/learning community while at Marquette (Table 14). By student position, Undergraduate Student respondents mostly populated the living/learning communities listed in Table 14.

*Table 14*. **Student Respondents' Residence in a Living/Learning Community**

| Residence | *n* | % |
|---|---|---|
| I did not live in a living/learning community | 2,617 | 83.0 |
| Cultural Leadership CommUNITY (McCormick Hall) | 111 | 3.5 |
| Engineering Community (Carpenter Tower) | 86 | 2.7 |
| Honors Community (Straz Tower) | 174 | 5.5 |
| Nursing Community (Cobeen Hall) | 53 | 1.7 |
| Dorothy Day Social Justice Community (Straz Tower) | 57 | 1.8 |
| Global Village (Campus Town East) | 30 | 1.0 |

Note: Table includes Student respondents (*n* = 3,152) only.

Twenty-one percent (*n* = 653) of Student respondents did not participate in any student clubs and organizations at Marquette University (Table 15). Sixty-two percent (*n* = 1,945) were involved in clubs and activities, 34% (*n* = 1,057) in sports and recreation, and 25% (*n* = 786) in leadership and mentorship. Some respondents who marked "Other" wrote in the names or acronyms of specific clubs and organizations (e.g., Abbottsford tour guide; Academic Success program; Active Minds; AEGS; AIM; Ambassadors/Shadow program; AGST; ALSF; AMSA; Arabic Club; ASCE; ASDA; ASME; band; Best Buddies; Big Brothers, Big Sisters; Black Power; Black Student Council; BMSA, Business Club; Business Law Society; Business Mentorship Program; Campus Ministry; Colleges Against Cancer; CSPA; Dance Marathon; Debate; Dental Organization; E-Lead; EOP; Habitat for Humanity; Hype Dance; InterVarsity; Jazz Ensemble; LASO; Liturgical Choir; Marquette Action Program; Marquette Tribune; Marquette Volunteer Corps; Midnight Run; MUSAAPA; MUSG; Muslim Student Association; NAACP; NROTC; ONE Campus MU; Residence Life; STAR; Student Ambassador; Student Media; Urban Scholars; Writing group; YES; and Young Republicans), as well as various sororities/fraternities.

*Table 15*. **Student Respondents' Participation in Clubs/Organizations at Marquette University**

| Club/Organization | n | % |
|---|---|---|
| **I do not participate in any clubs/organizations** | **653** | **20.7** |
| **Leadership & Mentorship** | **786** | **24.9** |
| Fraternity/Sorority | 367 | 46.7 |
| Student government | 279 | 35.5 |
| Peer mentor | 140 | 17.8 |
| Peer educator | 58 | 7.4 |
| **Clubs & Activities** | **1,945** | **61.7** |
| Academic and professional | 961 | 49.4 |
| Service | 717 | 36.9 |
| Special interest | 419 | 21.5 |
| Spiritual & religious | 384 | 19.7 |
| Cultural | 303 | 15.6 |
| Performing arts | 249 | 12.8 |
| Social awareness | 247 | 12.7 |
| Student media & publications | 160 | 8.2 |
| Political | 146 | 7.5 |
| **Sports & recreation** | **1,057** | **33.5** |
| Intramural sports | 717 | 67.8 |
| Club sports | 392 | 37.1 |
| Athletics (NCAA varsity teams) | 78 | 7.4 |
| **An organization not listed here** | **305** | **9.7** |

Note: Table includes Student respondents ($n = 3,152$) only. Percentages may not sum to 100% as a result of multiple responses.

Table 16 indicates that most Student respondents earned passing grades.

*Table 16.* **Student Respondents' Cumulative G.P.A. at the End of Last Semester**

| GPA | *n* | *%* |
|---|---|---|
| 3.5–4.0 | 1,467 | 46.5 |
| 3.0–3.49 | 1,004 | 31.9 |
| 2.5–2.99 | 492 | 15.6 |
| 2.0–2.49 | 115 | 3.6 |
| 1.5–1.99 | 23 | 0.7 |
| 1.0–1.49 | < 5 | --- |
| 0.0–0.99 | < 5 | --- |
| No GPA at Marquette (this is my first semester) | 31 | 1.0 |

Note: Table includes Student respondents (*n* = 3,152) only.

## Campus Climate Assessment Findings[52]

The following section reviews the major findings of this study.[53] The review explores the climate at Marquette University 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[54] and status of the respondents.

### Comfort with the Climate at Marquette University

The survey posed questions regarding respondents' level of comfort with Marquette University's campus. Table 17 illustrates that 74% ($n$ = 3,161) of the survey respondents were "comfortable" or "very comfortable" with the climate at Marquette University. Sixty-eight percent ($n$ = 779) of Faculty and Staff/Administrator[55] respondents were "comfortable" or "very comfortable" with the climate in their departments/work units.

*Table 17.* **Respondents' Comfort With the Climate at Marquette University**

| Level of comfort | Comfort with overall climate | | Comfort with climate in department/ work unit* | |
|---|---|---|---|---|
| | *n* | *%* | *n* | *%* |
| Very comfortable | 879 | 20.5 | 339 | 29.8 |
| Comfortable | 2,282 | 53.2 | 440 | 38.6 |
| Neither comfortable nor uncomfortable | 668 | 15.6 | 160 | 14.0 |
| Uncomfortable | 388 | 9.0 | 149 | 13.1 |
| Very uncomfortable | 73 | 1.7 | 51 | 4.5 |

*Faculty and Staff/Administrator respondents ($n$ = 1,141) only.

[52]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.
[53]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 survey item).
[54]Throughout the report, unless otherwise specified, Transgender and Genderqueer respondents were not included in the analyses because their numbers were too few to ensure confidentiality.
[55]The wording of several survey items indicated that they were for "Faculty and Staff only." These questions also were answered by Administrators, as the CSWG intended for Administrators to be directed to respond to Staff questions in the survey.

Figure 13 illustrates that Undergraduate Student respondents (76%, $n = 1,886$) and Graduate Student respondents (75%, $n = 496$) were significantly more comfortable with the overall climate at Marquette University than were Staff/Administrator respondents (70%, $n = 501$) and Faculty respondents (66%, $n = 278$).[i]

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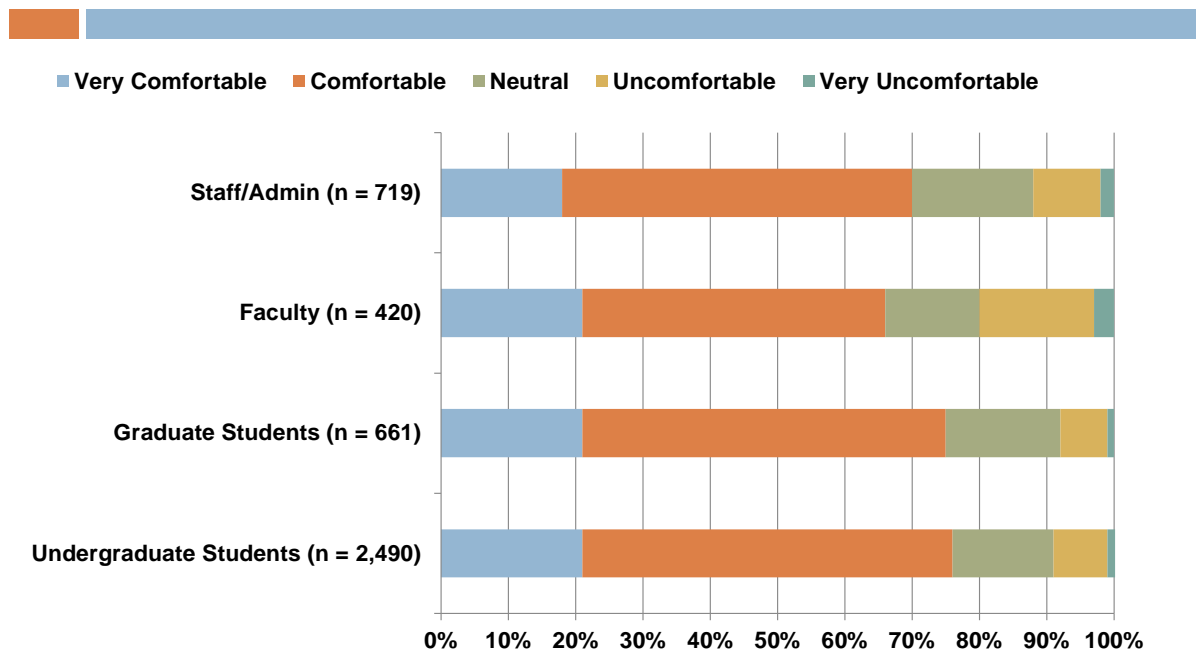


*Figure 13.* Respondents' Comfort with Overall Climate by Position Status (%)

Figure 14 illustrates that Faculty respondents (34%, $n = 142$) were more likely than Staff/Administrator respondents (27%, $n = 197$) to feel "very comfortable" with the climate in their departments/work units at Marquette University.[ii] Subsequent analyses revealed that no significant differences in comfort with the work unit/department climate existed between Exempt (salary) Staff respondents and Non-Exempt (hourly) Staff respondents. Significant differences in responses existed between Tenure-Track Faculty respondents and Participating/Non Tenure Track Faculty respondents.[iii] In particular, Participating/Non Tenure Track Faculty respondents (74%, $n = 110$) were more comfortable with the climate in their departments/work units than Tenure-Track Faculty respondents (64%, $n = 129$).
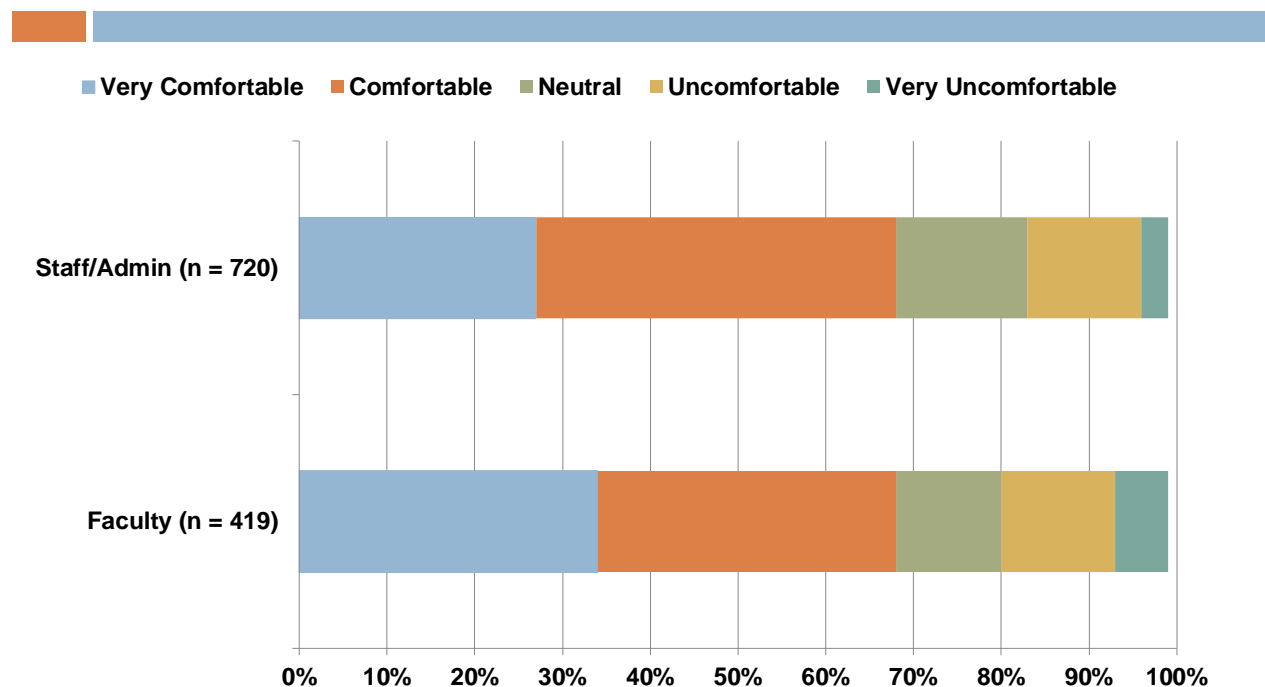


*Figure 14.* Faculty and Staff/Administrator Respondents' Comfort with Climate in their Department/Work Unit by Position Status (%)

With regard to classroom climate, significant differences in responses existed between Undergraduate Student respondents, Graduate Student respondents, and Faculty respondents.[iv] Eighty-one percent ($n = 2,011$) of Undergraduate Student respondents and 88% ($n = 579$) of Graduate Student respondents were "comfortable" or "very comfortable" with the climate in their classes (Table 18). Eighty-seven percent ($n = 352$) of Faculty respondents were "comfortable" or "very comfortable" with the climate in their classes.

*Table 18.* **Student Respondents' and Faculty Respondents' Comfort With the Climate in Their Classes**

| Level of comfort | Undergraduate Student respondents' comfort with climate in classes* | | Graduate Student respondents' comfort with climate in classes** | | Faculty respondents' comfort with climate in classes*** | |
|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % |
| Very comfortable | 589 | 23.7 | 239 | 36.2 | 185 | 45.6 |
| Comfortable | 1,422 | 57.1 | 340 | 51.5 | 167 | 41.1 |
| Neither comfortable nor uncomfortable | 317 | 12.7 | 49 | 7.4 | 41 | 10.1 |
| Uncomfortable | 146 | 5.9 | 28 | 4.2 | 10 | 2.5 |
| Very uncomfortable | 15 | 0.6 | < 5 | --- | < 5 | --- |

*Note: Undergraduate Student respondents ($n = 2,491$) only
**Note: Graduate Student respondents ($n = 661$) only
***Note: Faculty respondents ($n = 420$) only

Several analyses were conducted to determine whether respondents' level of comfort with the overall climate, with the climate in their departments/work units, or with the climate in their classes differed based on various demographic characteristics.

By gender identity,[56] 18% ($n = 492$) of Women respondents and 25% ($n = 386$) of Men respondents were "very comfortable" with the overall climate at Marquette University[v] (Figure 15).
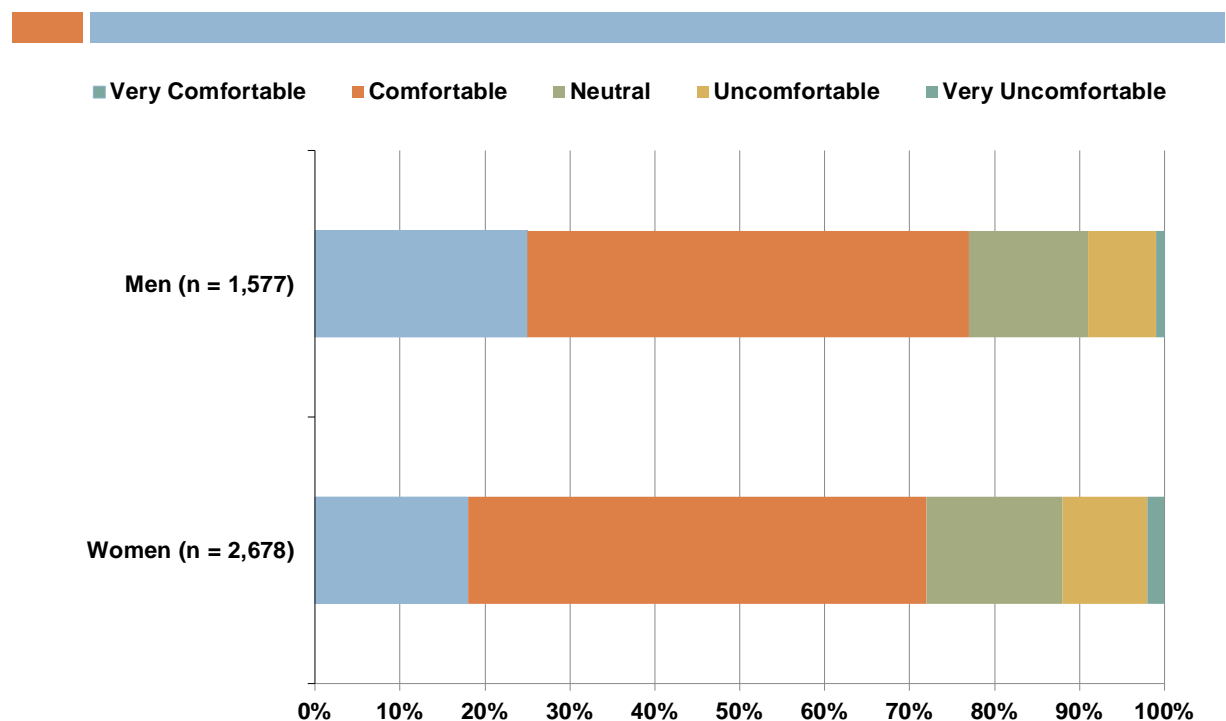


*Figure 15.* Respondents' Comfort with Overall Climate by Gender Identity (%)

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[56]Throughout this report, unless otherwise specified, Genderqueer respondents ($n = 18$), Transgender respondents ($n = 2$), and those respondents who chose "a gender identity not listed above" ($n = 4$) were not included in analyses because their numbers were too few to maintain confidentiality of their responses.

A significantly greater percentage of Men Faculty and Staff/Administrator respondents (71%, *n* = 314) than Women Faculty and Staff/Administrator respondents (67%, *n* = 461) reported feeling comfortable with the climate in their departments/work units (Figure 16).[vi]



*Figure 16.* Faculty and Staff/Administrator Respondents' Comfort with Climate in their Department/Work Unit by Gender Identity (%)

A significantly greater percentage of Men Faculty and Student respondents (34%, $n = 460$) than Women Faculty and Student respondents (25%, $n = 550$) reported feeling "very comfortable" with the climate in their classes[vii] (Figure 17).
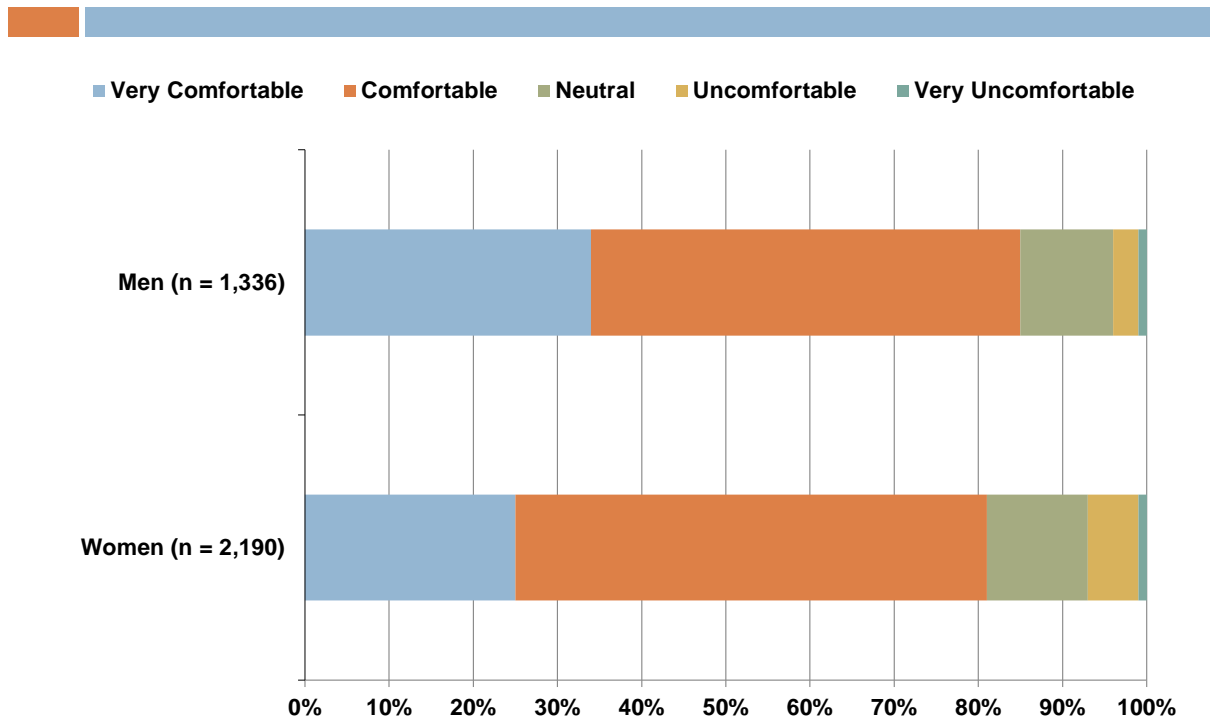


*Figure 17.* Faculty and Student Respondents' Comfort with Climate in their Classes by Gender Identity (%)

By racial identity, significantly lower percentages of Black/African American Respondents (6%, $n = 11$), Multiracial respondents (16%, $n = 39$), Latino(a)/Chicano(a)/Hispanic respondents (17%, $n = 36$), and Respondents of Color (18%, $n = 56$) than White respondents (23%, $n = 733$) were "very comfortable" with the overall climate at Marquette University[viii] (Figure 18).



■ Very Comfortable    ■ Comfortable    ■ Neutral    ■ Uncomfortable    ■ Very Uncomfortable
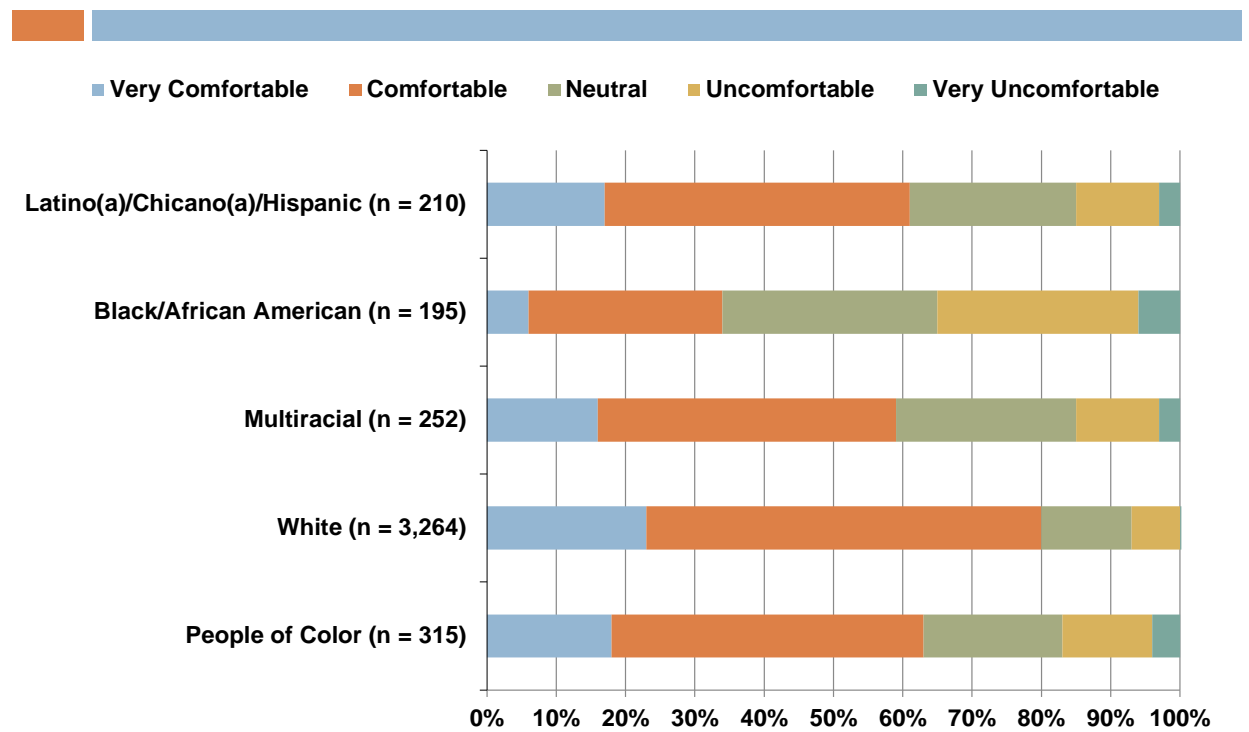
*Figure 18.* Respondents' Comfort with Overall Climate by Racial Identity (%)

Among Faculty and Staff/Administrator respondents, 74% ($n = 17$) of
Latino(a)/Chicano(a)/Hispanic respondents, 70% ($n = 685$) of White respondents, 69% ($n = 18$)
of Multiracial respondents, 67% ($n = 22$) of Respondents of Color, and 47% ($n = 23$) of
Black/African American respondents were comfortable with the climate in their
departments/work units[ix] (Figure 19).



*Figure 19.* Faculty and Staff/Administrator Respondents' Comfort with Climate in their
Department/Work Unit by Racial Identity (%)

Figure 20 illustrates that Black/African American Faculty and Student Respondents (38%, $n =$ 27) were significantly less likely to feel comfortable with the climate in their classes than were other Faculty and Student respondents.[x]
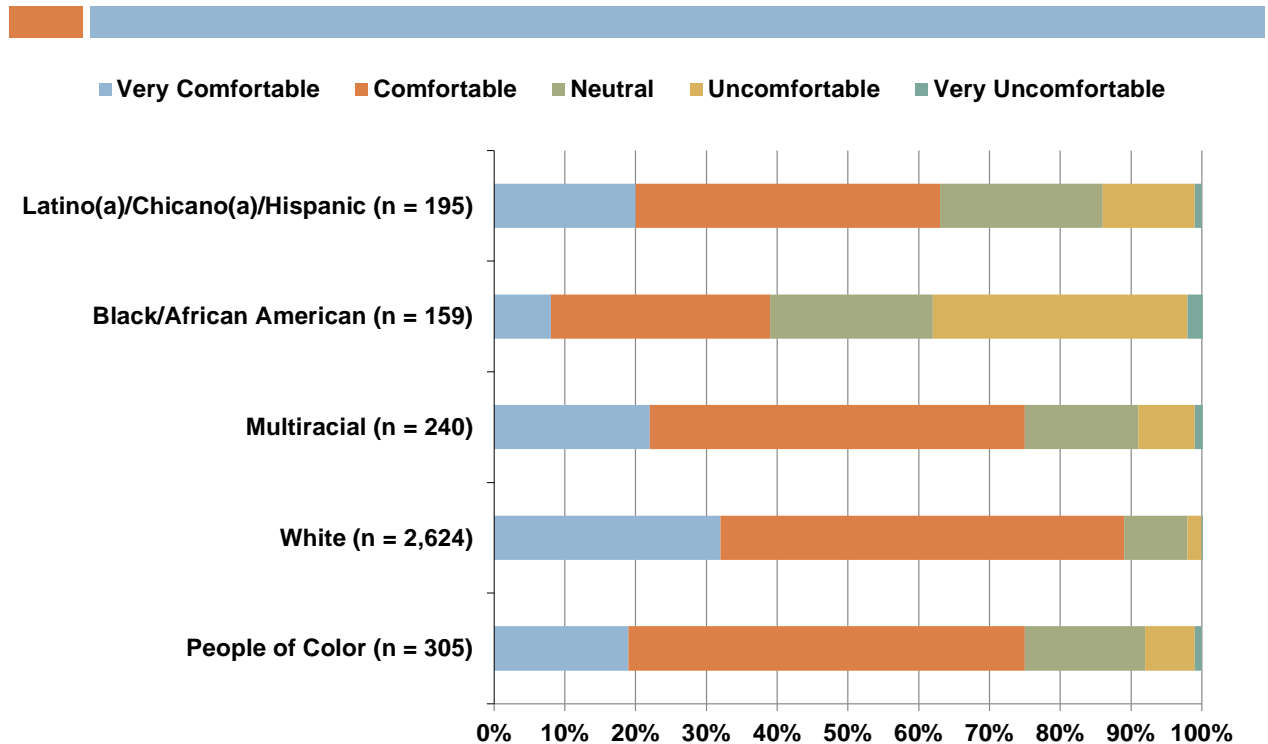


*Figure 20.* Faculty and Student Respondents' Comfort with Climate in their Classes by Racial Identity (%)

Figure 21 illustrates that Catholic/Roman Catholic respondents (82%, *n* = 1,612) were significantly more comfortable with the overall climate than were respondents with other religious/spiritual affiliations or no affiliation.[xi]
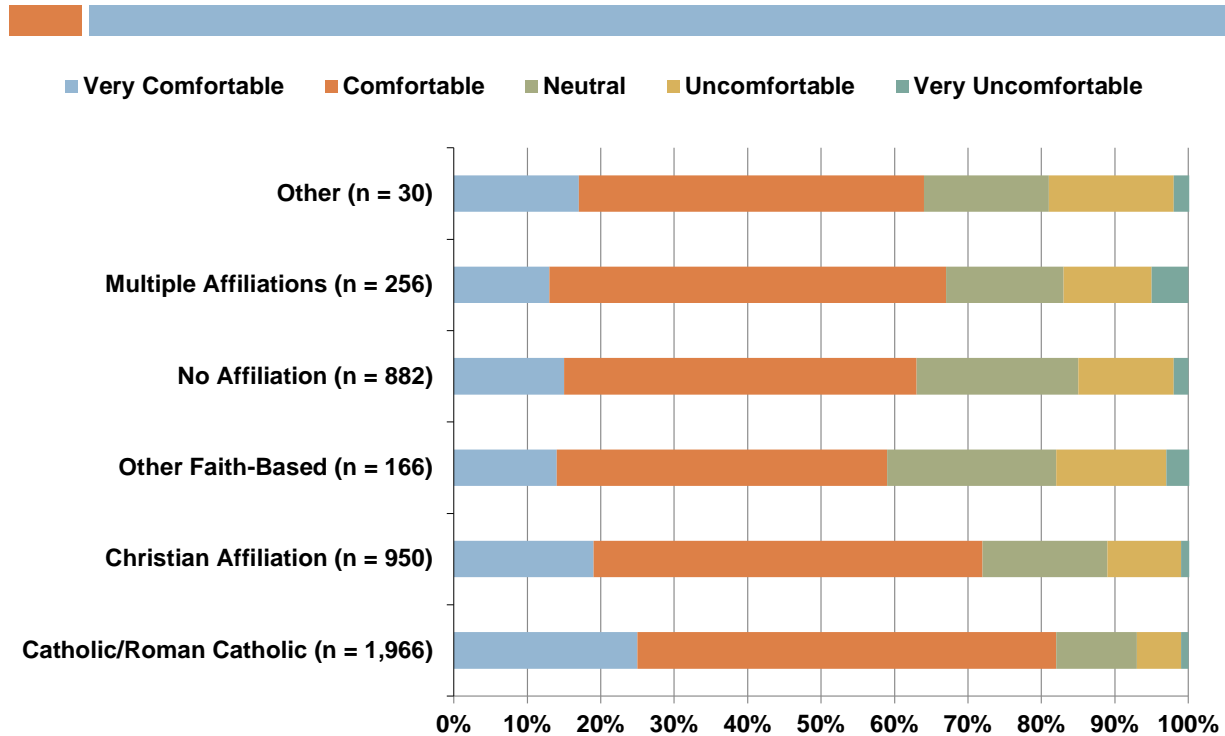


*Figure 21.* Respondents' Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

No significant differences were noted in Faculty and Staff/Administrator respondents' comfort with the climate in their departments/work units based on religious/spiritual affiliation (Figure 22).
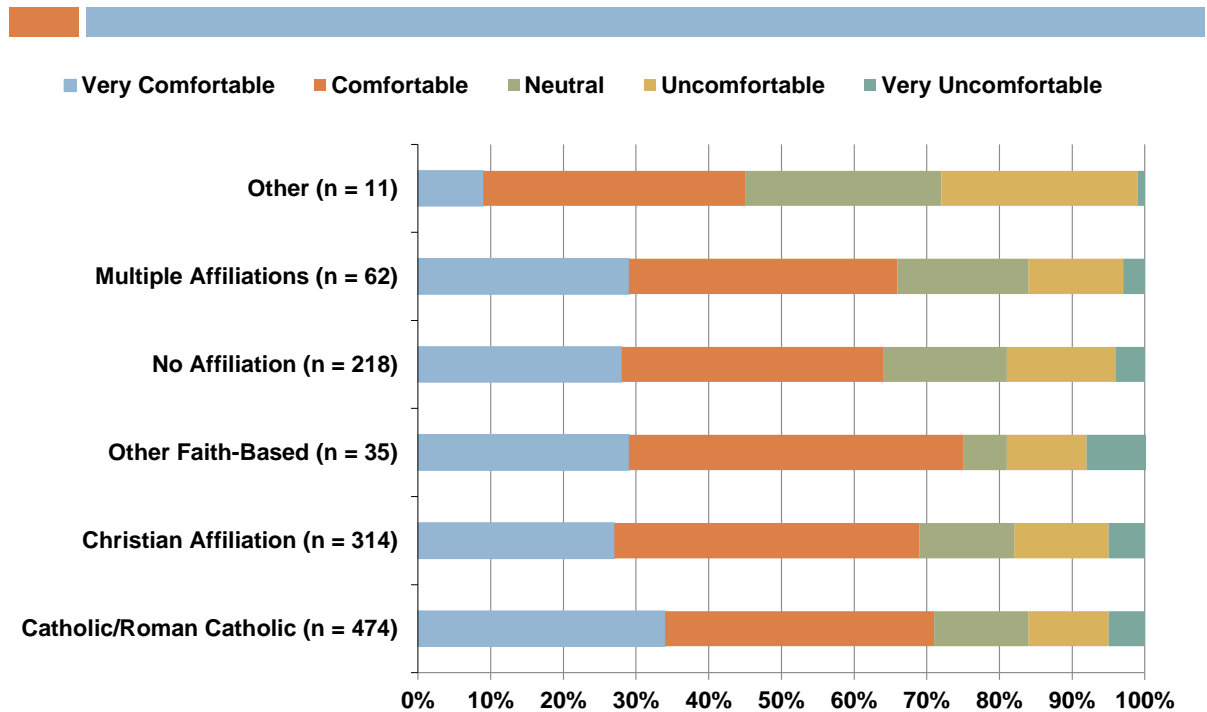


*Figure 22.*Faculty and Staff/Administrator Respondents' Comfort with Climate in their Department/Work Unit by Religious/Spiritual Affiliation (%)

Figure 23 illustrates that Catholic/Roman Catholic Faculty and Student respondents (88%, *n* = 1,429) were significantly more comfortable with the climate in their classes than were Faculty and Student respondents with other religious/spiritual affiliations or no affiliation.[xii]
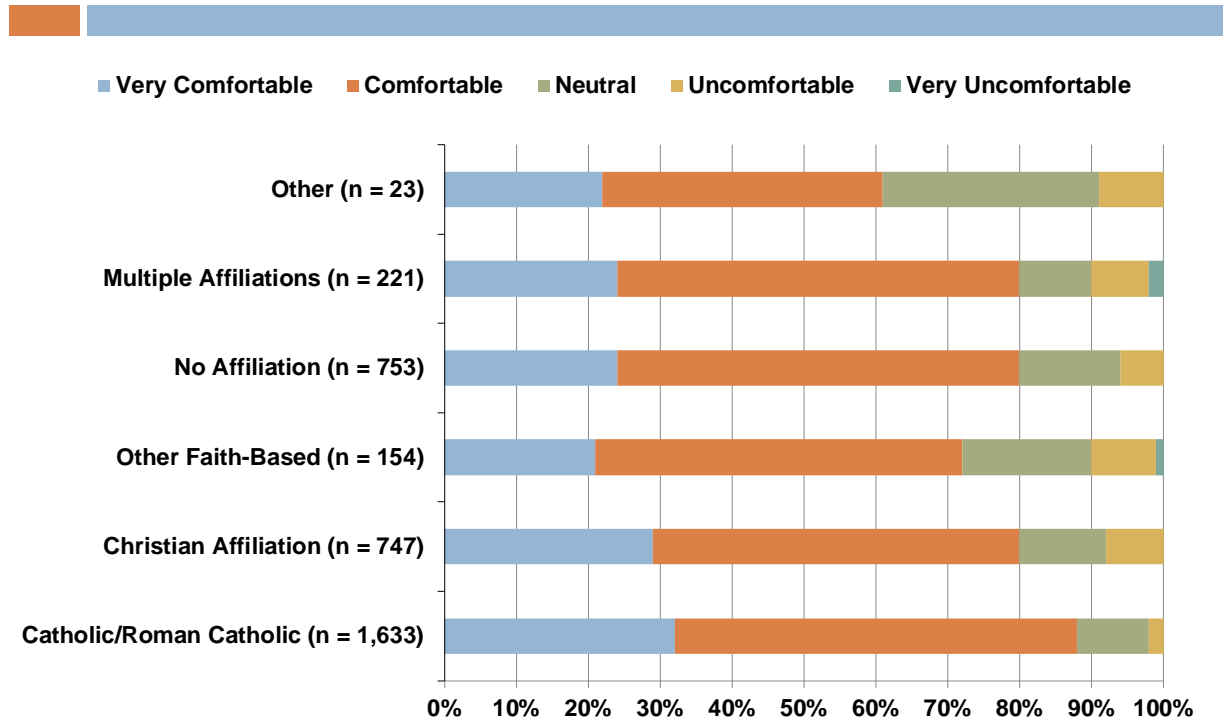


*Figure 23.* Faculty and Student Respondents' Comfort with Climate in their Classes by Religious/Spiritual Affiliation (%)

Differences in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 24). LGBQ respondents (56%, $n = 179$) were less comfortable with the overall climate than were Heterosexual respondents (76%, $n = 2,868$) and Asexual respondents (63%, $n = 78$).[xiii]
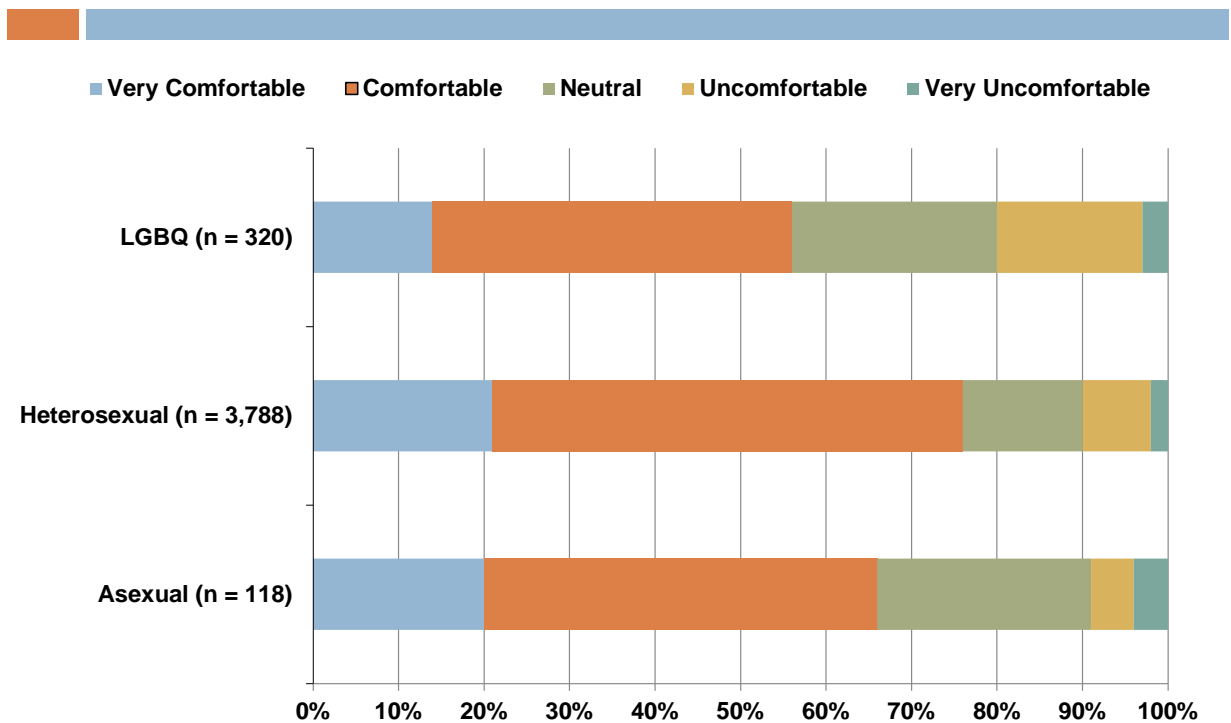


*Figure 24.* Respondents' Comfort with Overall Climate by Sexual Identity (%)

No significant differences based on sexual identity were noted regarding Faculty and Staff/Administrator respondents' degree of comfort with the climate in their departments/work units (Figure 25).
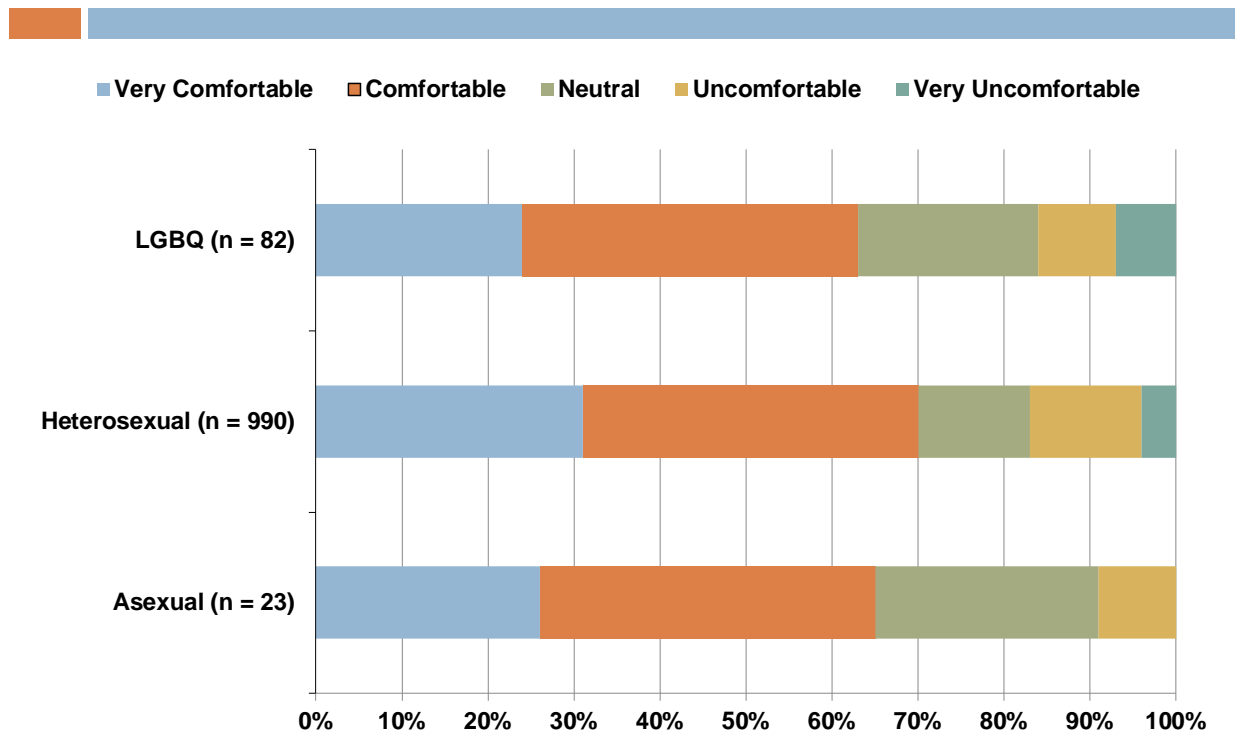


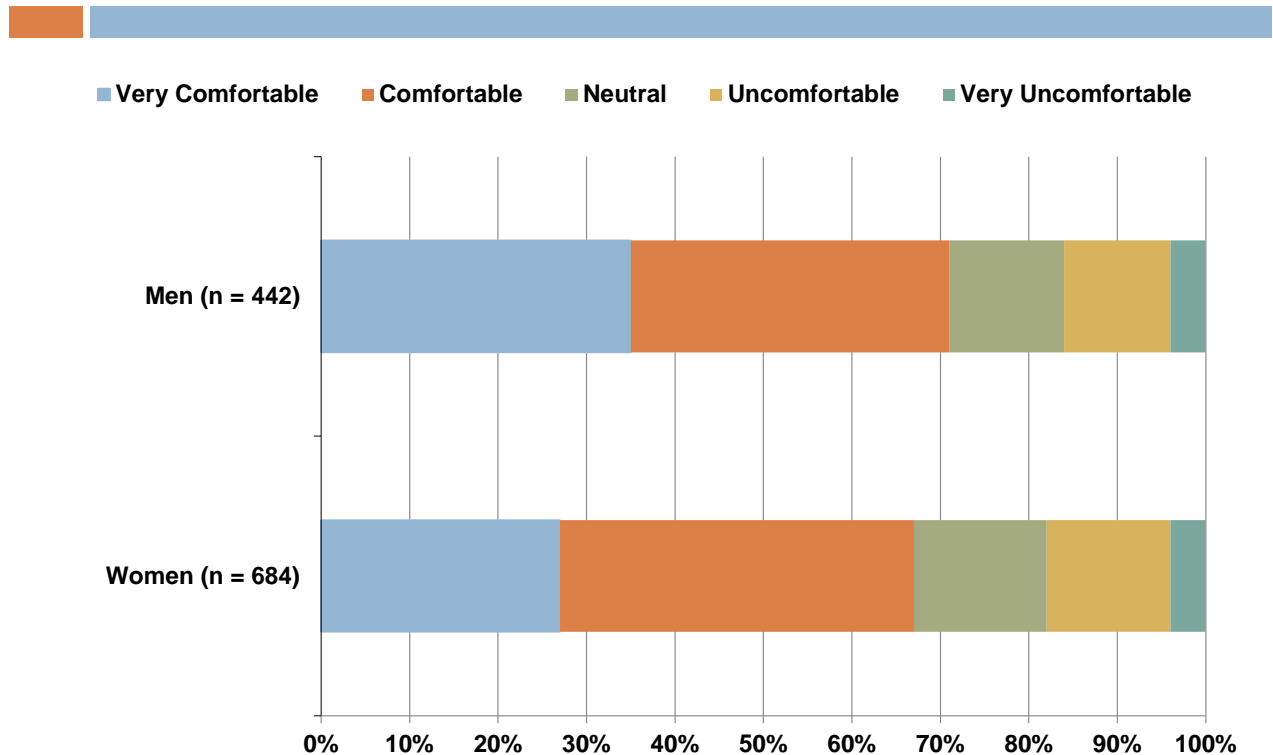*Figure 25.* Faculty and Staff/Administrator Respondents' Comfort with Climate in their Department/Work Unit by Sexual Identity (%)

Significant differences existed based on sexual identity regarding Faculty and Student respondents' degree of comfort with the climate in their classes (Figure 26). LGBQ Faculty and Student respondents (72%, $n = 194$) were less comfortable with the climate in their classes than were Heterosexual Faculty and Student respondents (84%, $n = 2,645$) and Asexual Faculty and Student respondents (78%, $n = 77$).[xiv]
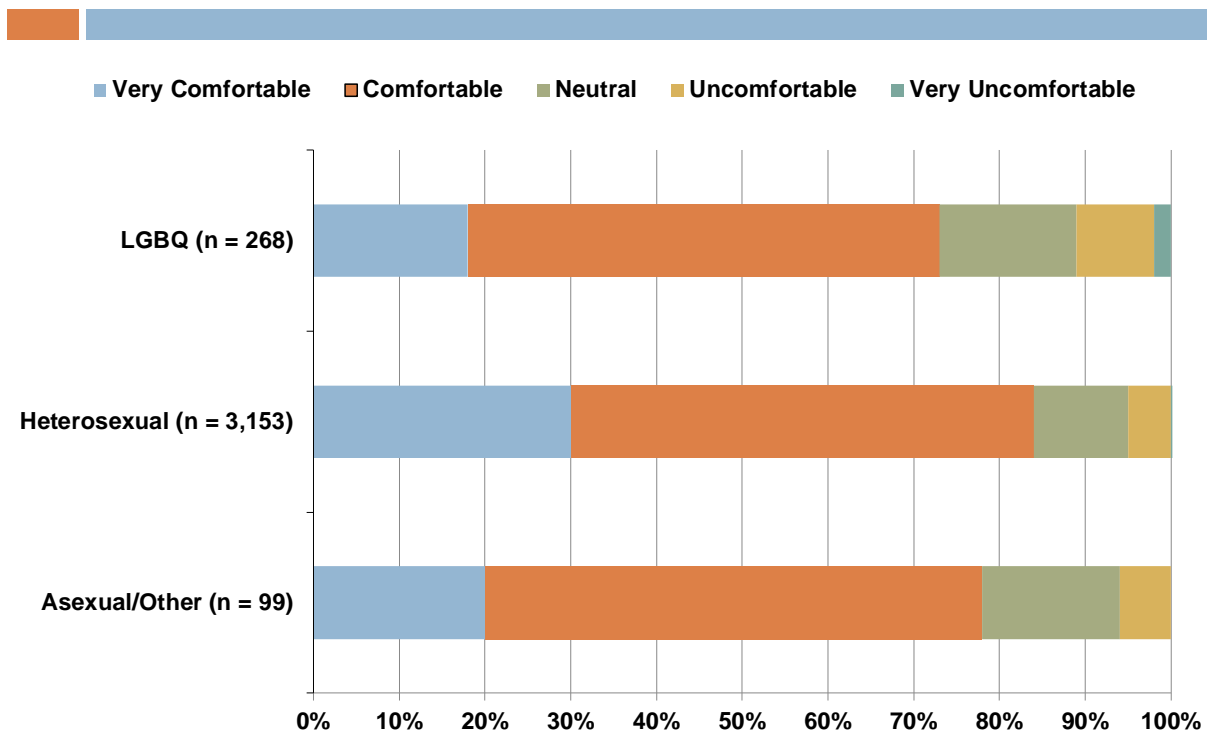


*Figure 26.* Faculty and Student Respondents' Comfort with Climate in their Classes by Sexual Identity (%)

Figure 27 shows that those respondents with Multiple Disabilities (59%, *n* = 60) and with a Single Disability (68%, *n* = 176) indicated being less comfortable with the overall climate than were respondents with No Disabilities (75%, *n* = 2,898).[xv]
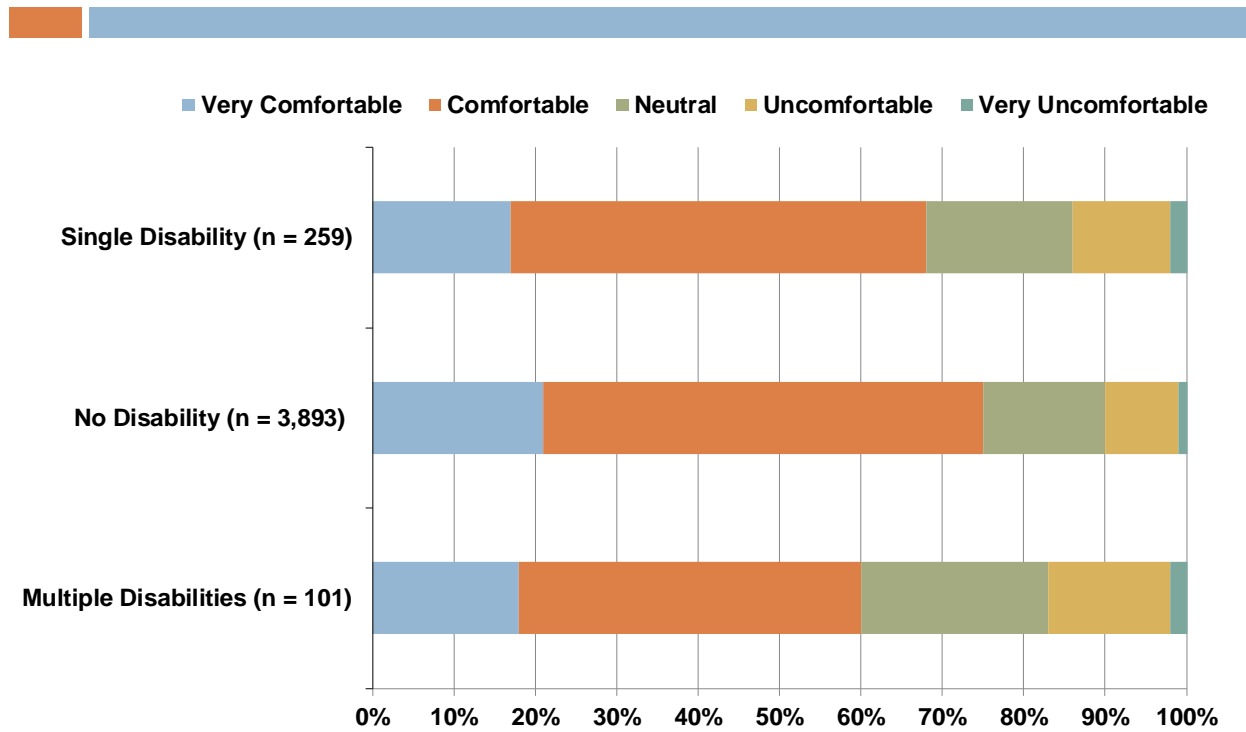


*Figure 27.* Respondents' Comfort with Overall Climate by Disability Status (%)

Figure 28 shows that those Faculty and Staff/Administrator respondents with Multiple Disabilities (33%, $n = 5$) and with a Single Disability (52%, $n = 25$) indicated being less comfortable with the climate in their departments/work units than were Faculty and Staff/Administrator respondents with No Disabilities (70%, $n = 742$).[xvi] Findings based on disability status regarding comfort with classroom climate are not presented in this report owing to low numbers in many of the response categories.
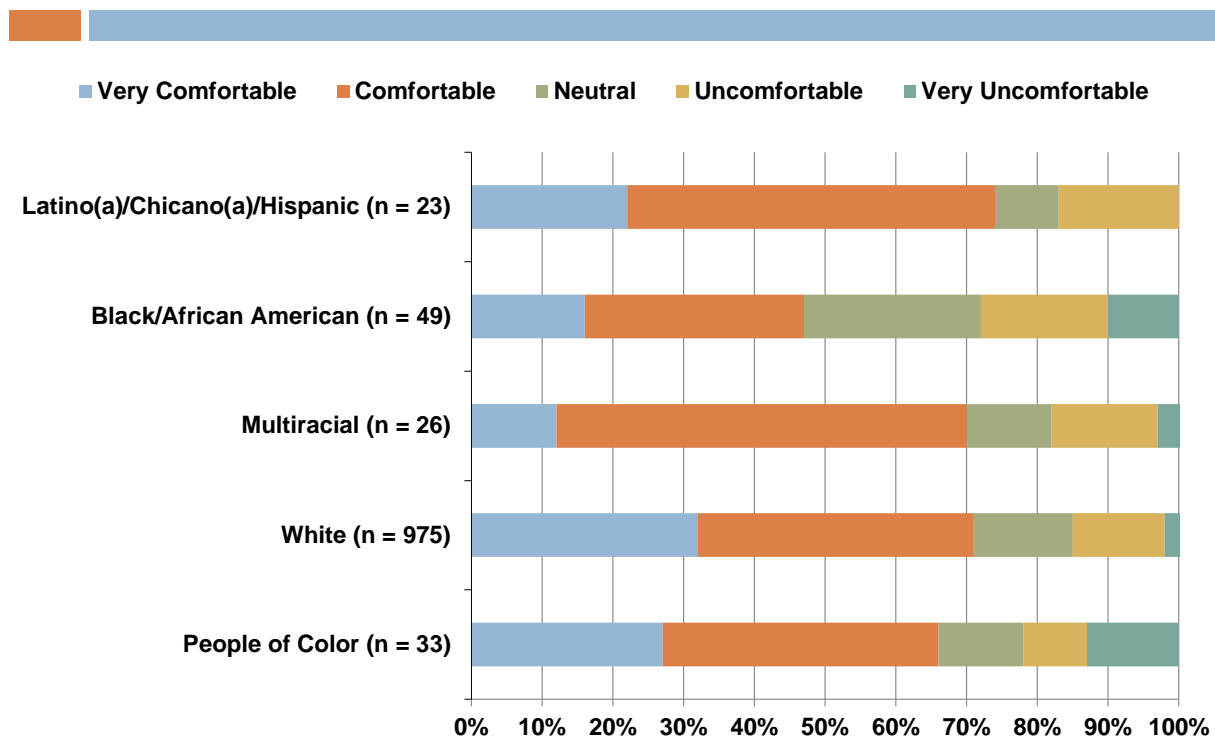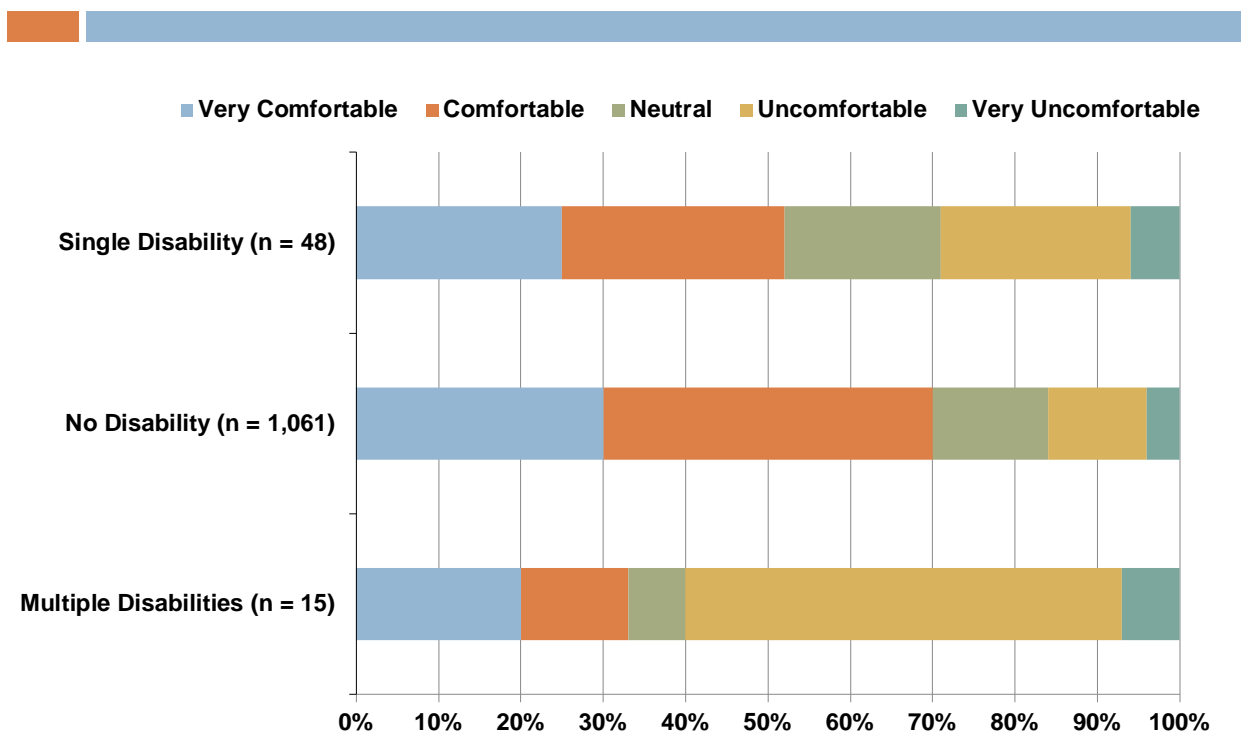


*Figure 28.* Faculty and Staff/Administrator Respondents' Comfort with Climate in their Department/Work Unit by Disability Status (%)

With regard to citizenship status, U.S. Citizen respondents (20%, $n = 757$) and respondents with Multiple Citizenships (19%, $n = 23$) were less likely to feel "very comfortable" with the overall climate than were Non-U.S. Citizen respondents (26%, $n = 95$)[xvii] (Figure 29). Findings based on citizenship status regarding employee respondents' comfort with the climate in their departments/work units are not presented in this report owing to low numbers in many of the response categories.
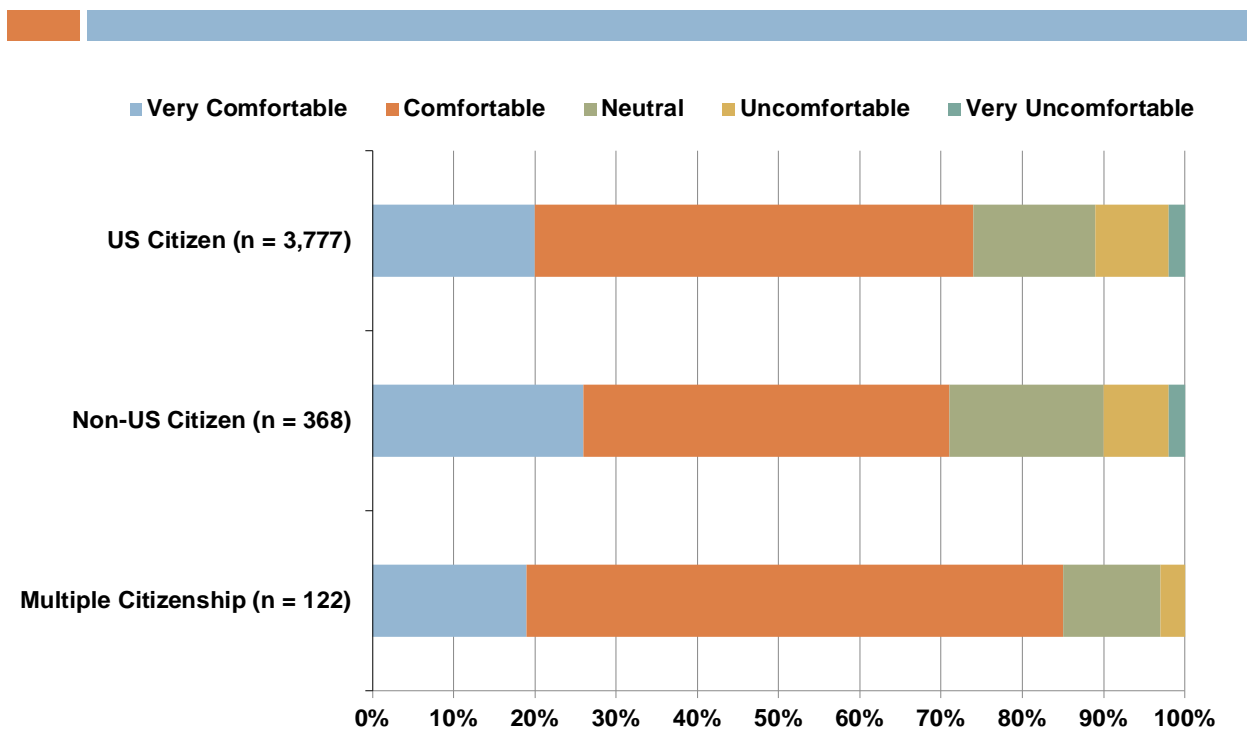


*Figure 29.* Respondents' Comfort with Overall Climate by Citizenship Status (%)

No significant differences based on citizenship status were noted regarding Faculty and Student respondents' degree of comfort with the climate in their classes (Figure 30).
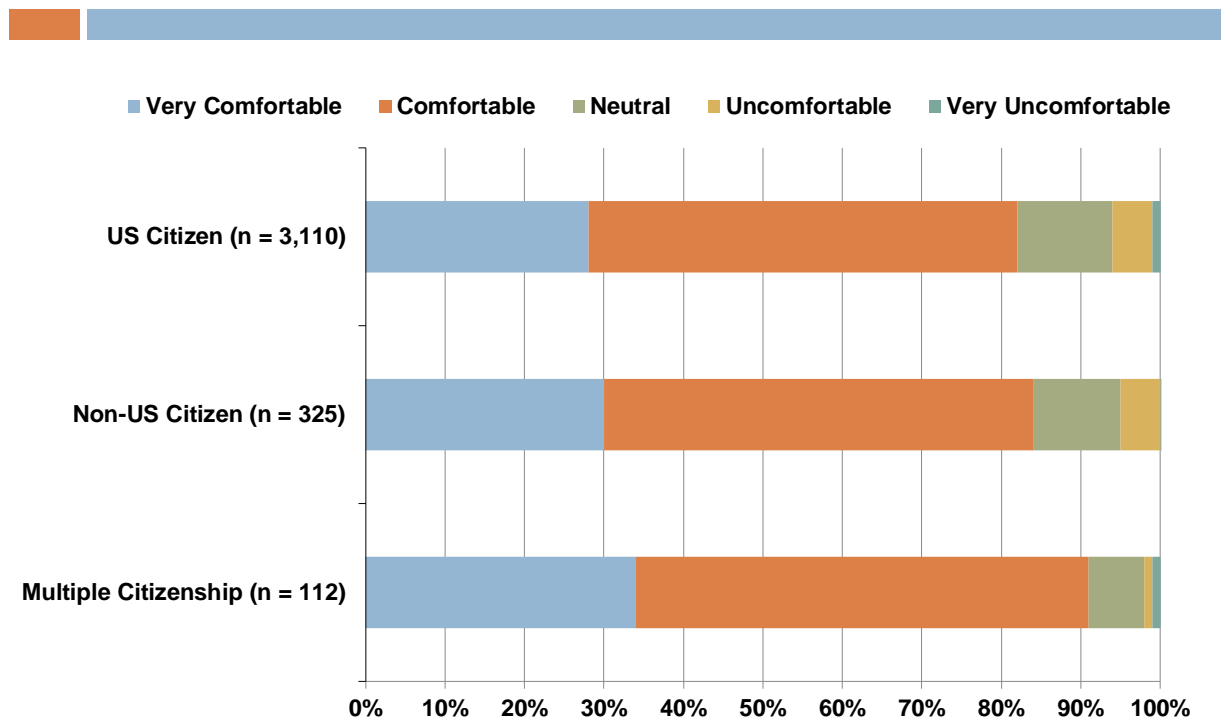


*Figure 30.* Faculty and Student Respondents' Comfort with Climate in their Classes by Citizenship Status (%)

In terms of income status, Low-Income Student respondents (63%, $n$ = 317) were less comfortable with the overall climate than were Not Low-Income Student respondents (78%, $n$ = 1,981)[xviii] (Figure 31).
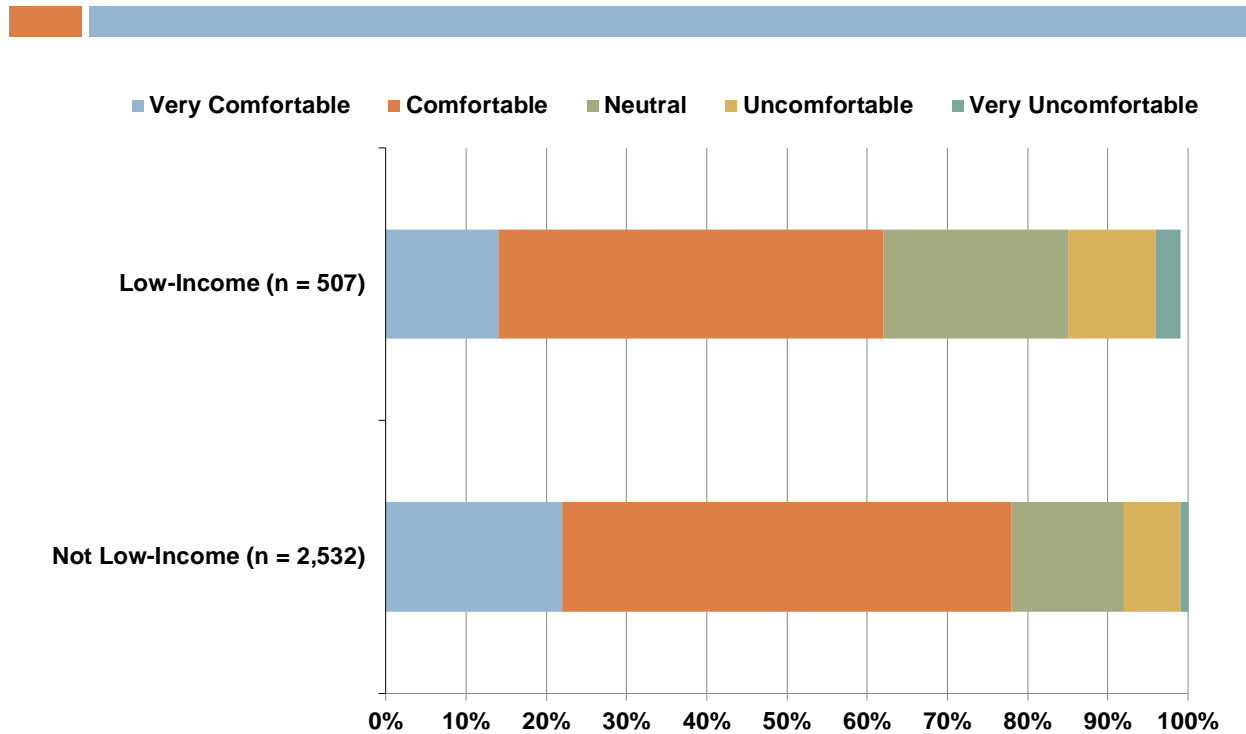


*Figure 31.* Student Respondents' Comfort with Overall Climate by Income Status (%)

Low-Income Student respondents (71%, $n = 359$) also were less comfortable with the climate in their classes than were Not Low-Income Student respondents (85%, $n = 2,140$)[xix] (Figure 32).
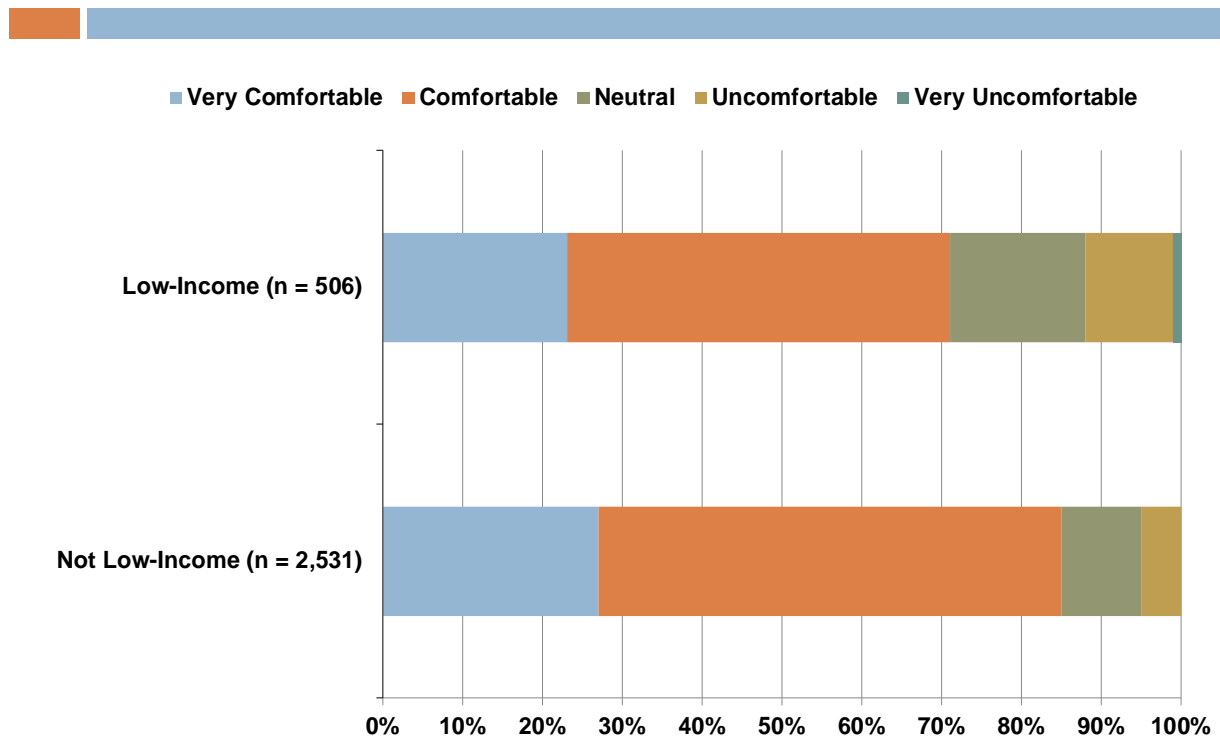


*Figure 32.* Student Respondents' Comfort with Climate in their Classes by Income Status (%)

A significant difference existed by first-generation status with regard to Student respondents' comfort with the overall climate (Figure 33). First-Generation Student respondents (60%, $n =$ 173) were less comfortable with the overall climate than were Not First-Generation Student Respondents (77%, $n = 2,207$).[xx]
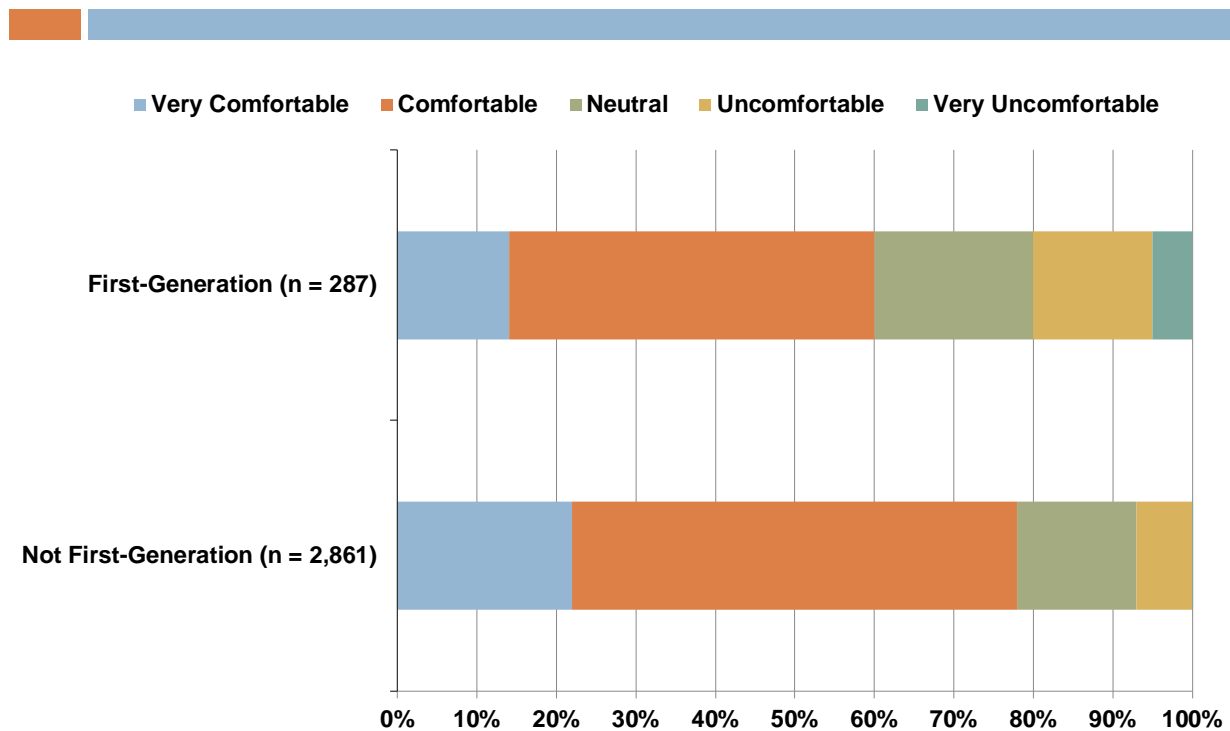


*Figure 33.* Student Respondents' Comfort with Overall Climate by First-Generation Status (%)

A significant difference also existed by first-generation status with regard to Student respondents' comfort with the climate in their classes (Figure 34). First-Generation Student respondents (63%, $n = 182$) were less comfortable with the climate in their classes than were Not First-Generation Student Respondents (84%, $n = 2,405$).[xxi]
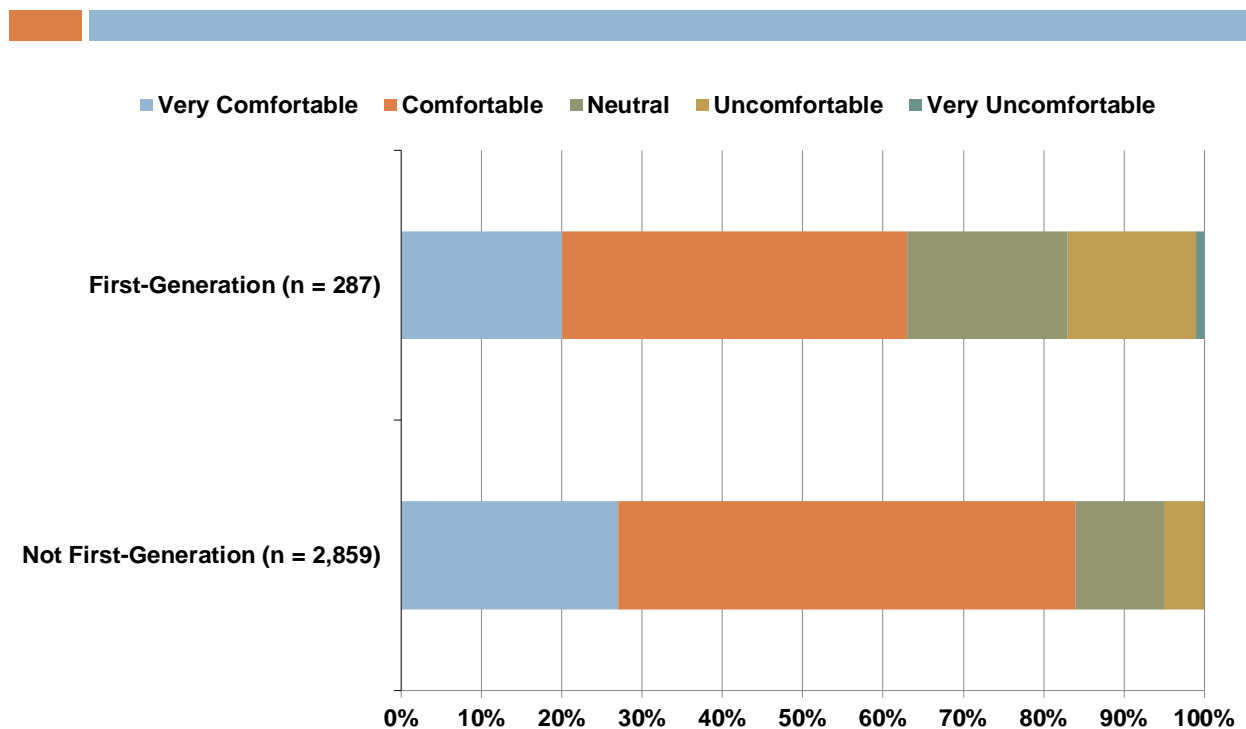


*Figure 34.* Student Respondents' Comfort with Climate in their Classes by First-Generation Status (%)

[i]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2$ (12, $N = 4,290$) = 57.2, $p < .001$.

[ii]A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by position status: $\chi^2$ (4, $N = 1,139$) = 14.3, $p < .01$.

[iii]A chi-square test was conducted to compare percentages of Faculty respondents by degree of comfort with the climate in their departments/work units by faculty position: $\chi^2$ (4, $N = 351$) = 11.4, $p < .05$.

[iv]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by position status: $\chi^2$ (8, $N = 3,555$) = 116.2, $p < .001$.

[v]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2$ (4, $N = 4,255$) = 26.3, $p < .001$.

[vi] A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by gender: $\chi^2$ (4, $N = 1,139$) = 14.3, $p < .01$.

[vii]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by gender identity: $\chi^2$ (4, $N = 3,526$) = 42.3, $p < .001$.

[viii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2$ (16, $N = 4,236$) = 314.2, $p < .001$.

[ix]A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with the climate in their departments/work units by racial identity: $\chi^2$ (16, $N = 1,106$) = 29.4, $p < .05$.

[x]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by racial identity: $\chi^2$ (16, $N = 3,523$) = 536.8, $p < .001$.

[xi]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by religious/spiritual affiliation: $\chi^2$ (20, $N = 4,250$) = 174.9, $p < .001$.

[xii]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by religious/spiritual affiliation: $\chi^2$ (20, $N = 3,531$) = 102.0, $p < .001$.

[xiii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2$ (12, $N = 4,239$) = 90.7, $p < .001$.

[xiv]A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by sexual identity: $\chi^2$ (12, $N = 3,532$) = 53.0, $p < .001$.

[xv]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, $N = 4,253$) = 18.2, $p < .05$.

[xvi]A chi-square test was conducted to compare percentages of Faculty and Staff/Administrator respondents by degree of comfort with climate in their departments/work units by disability status: $\chi^2$ (8, $N = 1,124$) = 30.9, $p < .001$.

[xvii]A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status: $\chi^2$ (8, $N = 4,267$) = 22.9, $p < .05$.

[xviii]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, $N = 3,039$) = 65.6, $p < .001$.

[xix]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with classroom climate by income status: $\chi^2$ (4, $N = 3,037$) = 57.1, $p < .001$.

[xx]A chi-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, $N = 3,148$) = 58.8, $p < .001$.

[xxi]A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with classroom climate by first-generation status: $\chi^2$ (4, $N = 3,146$) = 92.5, $p < .001$.

**Perceptions of Campus Accessibility**

In answering the question, "If you are an individual with a disability (such as physical, learning, medical, sensory, psychological, etc.), have you experienced a barrier in any of the following areas," few respondents with disabilities experienced barriers with regard to Marquette University's facilities, technology/online environment, or instructional/campus materials (Table 19). Fifteen percent ($n = 45$) experienced difficulty with classroom buildings; and 11% each with classrooms/labs ($n = 33$), elevators/lifts ($n = 32$), and walkways/pedestrian paths/crosswalks ($n = 32$).

*Table 19.* **Respondents' Experienced Barriers**

|  | Yes | | No | | Not applicable | |
|---|---|---|---|---|---|---|
|  | *n* | *%* | *n* | *%* | *n* | *%* |
| **Facilities** | | | | | | |
| Athletic Facilities | 21 | 6.7 | 137 | 43.9 | 154 | 49.4 |
| Classroom Buildings | 45 | 14.7 | 141 | 36.7 | 121 | 39.4 |
| Classrooms, labs | 33 | 10.8 | 147 | 48.0 | 126 | 41.2 |
| College housing | 28 | 9.2 | 123 | 40.6 | 152 | 50.2 |
| Computer labs | 11 | 3.6 | 148 | 48.7 | 145 | 47.7 |
| Dining facilities | 19 | 6.3 | 148 | 48.8 | 136 | 44.9 |
| Doors | 24 | 7.9 | 154 | 51.0 | 124 | 41.1 |
| Elevators/lifts | 32 | 10.6 | 148 | 49.0 | 122 | 40.4 |
| Emergency preparedness | 16 | 5.4 | 149 | 49.8 | 134 | 44.8 |
| Health & Wellness Center | 19 | 6.3 | 152 | 50.7 | 129 | 43.0 |
| Library | 17 | 5.7 | 163 | 54.3 | 120 | 40.0 |
| On campus transportation/Parking | 29 | 9.7 | 143 | 47.8 | 127 | 42.5 |
| Other campus buildings | 21 | 7.1 | 154 | 51.9 | 122 | 41.1 |
| Podium | 11 | 3.7 | 145 | 48.7 | 142 | 47.7 |
| Recreational facilities | 11 | 3.7 | 146 | 48.8 | 142 | 47.5 |
| Restrooms | 21 | 7.0 | 158 | 53.0 | 119 | 39.9 |
| Studios/Performing Arts Spaces | 7 | 2.4 | 140 | 47.3 | 149 | 50.3 |
| Walkways/pedestrian paths/crosswalks | 32 | 10.8 | 150 | 50.5 | 115 | 38.7 |

| *Table 19 (cont.)* | Yes | | No | | Not applicable | |
|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* |
| **Technology/Online Environment** | | | | | | |
| Accessible electronic format | 23 | 7.8 | 147 | 50.2 | 123 | 42.0 |
| Alcohol.edu | 9 | 3.1 | 136 | 46.6 | 147 | 50.3 |
| ATM Machines | 6 | 2.1 | 148 | 51.2 | 135 | 46.7 |
| Availability of FM listening systems | 8 | 2.7 | 129 | 44.2 | 155 | 53.1 |
| Clickers | 9 | 3.1 | 124 | 42.6 | 158 | 54.3 |
| Course Management system | 16 | 5.5 | 144 | 49.5 | 131 | 45.0 |
| Closed captioning at athletic events | 5 | 1.7 | 128 | 44.3 | 156 | 54.0 |
| E-curriculum/curriculum software | 18 | 6.2 | 128 | 44.0 | 145 | 49.8 |
| Electronic forms | 14 | 4.8 | 149 | 51.6 | 126 | 43.6 |
| Electronic signage | 13 | 4.5 | 149 | 51.2 | 129 | 44.3 |
| Electronic surveys (including this one) | 12 | 4.1 | 156 | 53.8 | 122 | 42.1 |
| Kiosks | 8 | 2.8 | 145 | 50.0 | 137 | 47.2 |
| Library database | 10 | 3.4 | 159 | 54.8 | 121 | 41.7 |
| PA system | 8 | 2.7 | 143 | 49.1 | 140 | 48.1 |
| Video | 14 | 4.9 | 149 | 51.7 | 125 | 43.4 |
| Website | 18 | 6.2 | 156 | 54.0 | 115 | 39.8 |
| **Instructional/Campus Materials** | | | | | | |
| Brochures | 8 | 2.8 | 162 | 56.6 | 116 | 40.6 |
| Food menus | 24 | 8.3 | 152 | 52.6 | 113 | 39.1 |
| Forms | 13 | 4.6 | 155 | 54.4 | 117 | 41.1 |
| Events/Exhibits/Movies | 16 | 5.6 | 152 | 53.0 | 119 | 41.5 |
| Journal articles | 11 | 3.8 | 160 | 55.7 | 116 | 40.4 |
| Library books | 11 | 3.8 | 158 | 55.1 | 118 | 41.1 |
| Other publications | 8 | 2.8 | 161 | 56.3 | 117 | 40.9 |
| Signage | 11 | 3.8 | 155 | 54.0 | 121 | 42.2 |
| Textbooks | 17 | 6.0 | 147 | 51.9 | 119 | 42.0 |
| Video-closed captioning and text description | 9 | 3.2 | 143 | 50.4 | 132 | 46.5 |

Note: Table includes answers from those respondents who indicated that they had a disability (*n* = 384).

Seventy respondents provided written responses elaborating on their observations related to the level of accessibility at Marquette University. The two items respondents drew most attention towards were the level of accessibility of entrances to buildings and the availability of accessible parking.

*Entrance to buildings*. Several respondents noted that entrances to certain buildings are not accessible. Some respondents provided general complaints that "Accessibility here is terrible" and "Physical accessibility to buildings is ridiculous and needs to be addressed." One respondent noted that "Some buildings lack easily accessible elevators (Wehr Chemistry), or too small or scarce elevators (David Straz Business Building)," and another commented that "Elevators are not always accessible in classroom buildings, which makes it difficult."

*Parking*. Several respondents also elaborated specifically on parking problems relative to accessibility. Respondents indicated that "While there are many handicapped parking places, few are located within close proximity of the buildings to be accessed" and "There is an extreme lack of handicapped parking for faculty near buildings." One respondent noted that "It would be more convenient if those with handicap parking would be allowed in all parking lots/buildings with the swipe of their card."

**Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Nineteen percent (*n* = 791) of respondents believed that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct that had interfered with their ability to work or learn at Marquette University within the past year.[57] Table 20 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who reported having experienced such conduct, 25% (*n* = 194) indicated that the conduct was based on their ethnicity at Marquette University. Twenty-two percent (*n* = 171) of these respondents noted that the conduct was based on their gender/gender identity, 19% (*n* = 146) on their racial identity, 18% (*n* = 142) on their position, 17% (*n* = 138) on their political views, and 15% felt it was based each on their age (*n* = 119) and religious/spiritual views (*n* = 116).

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[57]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 20.* **Respondents' Perceived Bases and Frequency of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Basis of conduct | *n* | *%* |
|---|---|---|
| Ethnicity | 194 | 24.5 |
| Gender/Gender identity | 171 | 21.6 |
| Racial identity | 146 | 18.5 |
| Position (staff, faculty, student) | 142 | 18.0 |
| Political views | 138 | 17.4 |
| Age | 119 | 15.0 |
| Religious/Spiritual views | 116 | 14.7 |
| Philosophical views | 113 | 14.3 |
| Major field of study | 103 | 13.0 |
| Living arrangement | 99 | 12.5 |
| Academic performance | 92 | 11.6 |
| Socioeconomic status | 83 | 10.5 |
| Physical characteristics | 80 | 10.1 |
| Educational credentials | 61 | 7.7 |
| Mental health/Psychological condition | 58 | 7.3 |
| Participation in an organization/team | 54 | 6.8 |
| Sexual identity | 50 | 6.3 |
| Gender expression | 30 | 3.8 |
| Immigrant/Citizen status | 29 | 3.7 |
| International status | 26 | 3.3 |
| English language proficiency/accent | 24 | 3.0 |
| Learning disability/condition | 23 | 2.9 |
| Medical disability/condition | 20 | 2.5 |
| Marital status | 18 | 2.3 |
| Physical disability/condition | 12 | 1.5 |
| Parental status (e.g., having children) | 9 | 1.1 |
| Pregnancy | 7 | 0.9 |
| Military/Veteran status | 6 | 0.8 |
| Don't Know | 110 | 13.9 |
| A reason not listed above | 127 | 16.1 |

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 791). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (e.g., racial identity/ethnicity, gender/gender identity, position status, age, and religious/spiritual affiliation) 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 (bullied, harassing) behavior at Marquette University?"

By racial identity, higher percentages of Black/African American respondents (44%, $n = 87$), Latino(a)/Chicano(a)/Hispanic respondents (29%, $n = 61$), Multiracial respondents (24%, $n = 61$) and Respondents of Color (23%, $n = 71$) than White respondents (15%, $n = 492$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct[xxii] (Figure 35). Sixty-eight percent ($n = 59$) of the Black/African American respondents who reported having experienced this conduct indicated that it was based on their racial identity.[xxiii]



■ Overall experienced conduct[1]

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

| | Lat/Chic/Hispanic | Black/Afr Amer | Multiracial | White | People of Color |
|---|---|---|---|---|---|
| Overall | 29 | 44 | 24 | 15 | 23 |
| Racial identity | 41 | 68 | 39 | 3 | 28 |
| ($n$)[1] | ($n = 61$)[1] | ($n = 87$)[1] | ($n = 61$)[1] | ($n = 492$)[1] | ($n = 71$)[1] |
| ($n$)[2] | ($n = 25$)[2] | ($n = 59$)[2] | ($n = 24$)[2] | ($n = 14$)[2] | ($n = 20$)[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 35*. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

By gender identity, a higher percentage of Women respondents (21%, $n = 549$) than Men respondents (15%, $n = 229$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct[xxiv] (Figure 36). Twenty-six percent ($n = 145$) of the Women respondents and 9% ($n = 20$) of the Men respondents who reported having experienced this conduct indicated that it was based on their gender identity.[xxv]



□ Overall experienced conduct[1]

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

|  | Men (n = 229)[1] (n = 20)[2] | Women (n = 549)[1] (n = 145)[2] |
|---|---|---|
| Overall experienced conduct | 15 | 21 |
| As a result of gender identity | 9 | 26 |

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

In terms of position status, a significantly lower percentage of Graduate Student respondents (12%, $n = 80$) than Undergraduate Student respondents (18%, $n = 450$), Staff/Administrator respondents (20%, $n = 146$), and Faculty respondents (27%, $n = 115$) reported having experienced this conduct[xxvi] (Figure 37). Of those respondents who reported believing that they had experienced this conduct, 46% ($n = 67$) of Staff/Administrator respondents, 21% ($n = 17$) of Graduate Student respondents, 18% ($n = 21$) of Faculty respondents, and 8% ($n = 37$) of Undergraduate Student respondents thought that the conduct was based on their position.[xxvii] Subsequent analyses by Undergraduate Student position, Graduate Student position, Faculty position, and Staff position produced significant results for Faculty position only. Thirty-three percent ($n = 67$) of Tenure-Track Faculty respondents compared with 19% ($n = 28$) of Participating/Non Tenure Track respondents indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.[xxviii] Participating/Non Tenure Track Faculty respondents (43%, $n = 12$), however, were more likely than Tenure-Track Faculty respondents (9%, $n = 6$) to indicate the conduct was based on their position.[xxix]

*Figure 37*. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position (%)

[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.

As depicted in Figure 38, differences were apparaent by various age cohorts.[xxx]  Thirty-seven percent ($n = 7$) of respondents ages 65 years or over reported feeling that the conduct was based on their age.[xxxi]



■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their age[2]

| | 24 and under | 25-34 | 35-44 | 45-54 | 55-64 | 65 or over |
|---|---|---|---|---|---|---|
| Overall experienced conduct | 17 | 14 | 26 | 25 | 23 | 22 |
| Result of their age | 12 | 26 | 14 | 11 | 25 | 37 |
| | ($n = 465$)[1] | ($n = 74$)[1] | ($n = 81$)[1] | ($n = 75$)[1] | ($n = 68$)[1] | ($n = 19$)[1] |
| | ($n = 55$)[2] | ($n = 19$)[2] | ($n = 11$)[2] | ($n = 8$)[2] | ($n = 17$)[2] | ($n = 7$)[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 38.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

A higher percentage of respondents with Other Faith-Based Affiliations (29%, $n = 48$) than all other respondents by religious/spiritual affiliation indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct[xxxii] (Figure 39). Fifty percent ($n = 24$) of respondents with Other Faith-Based Affiliations who reported having experienced this conduct indicated that it was based on their religious/spiritual affiliation.[xxxiii]



■ Overall experienced conduct[1]

■ Of those who experienced exclusionary conduct, said they experienced conduct as a result of their religious/spiritual identity[2]

| | Catholic/Roman Catholic | Christian Affiliation | Other Faith-Based | No Affiliation | Multiple Affiliations |
|---|---|---|---|---|---|
| Overall experienced conduct | 16 | 19 | 29 | 20 | 21 |
| Experienced as result of religious/spiritual identity | 11 | 10 | 50 | 16 | 19 |
| | ($n = 311$)[1] | ($n = 179$)[1] | ($n = 48$)[1] | ($n = 174$)[1] | ($n = 54$)[1] |
| | ($n = 35$)[2] | ($n = 17$)[2] | ($n = 24$)[2] | ($n = 28$)[2] | ($n = 10$)[2] |

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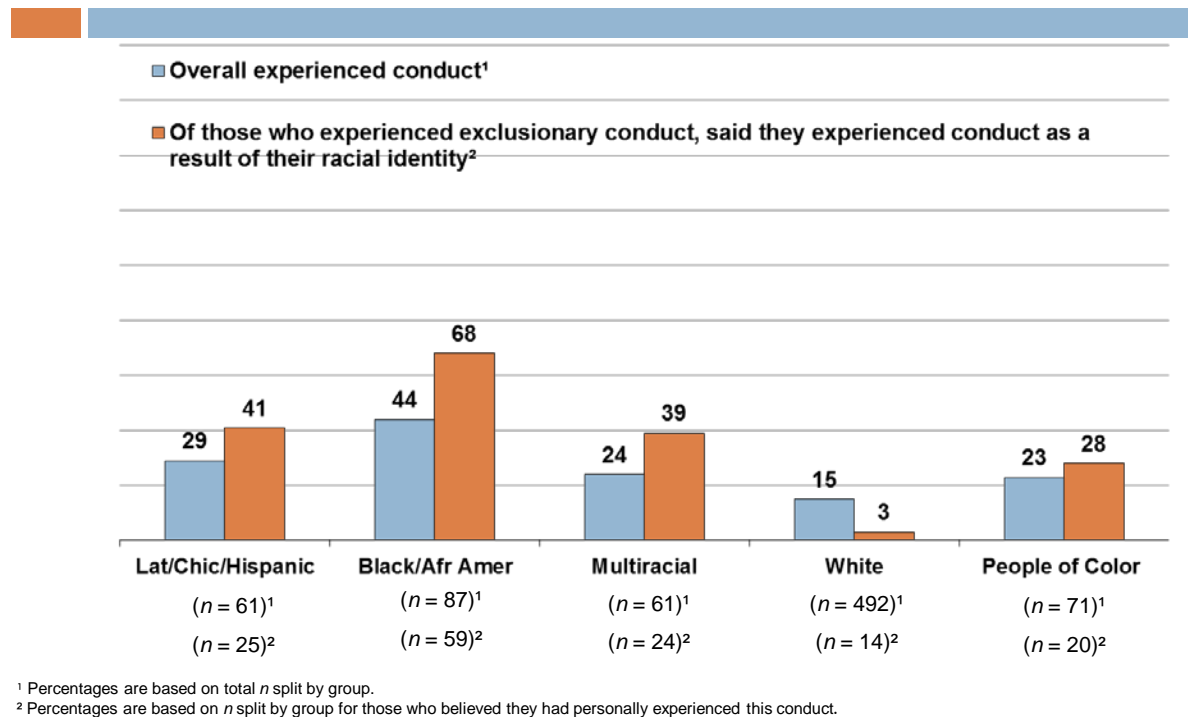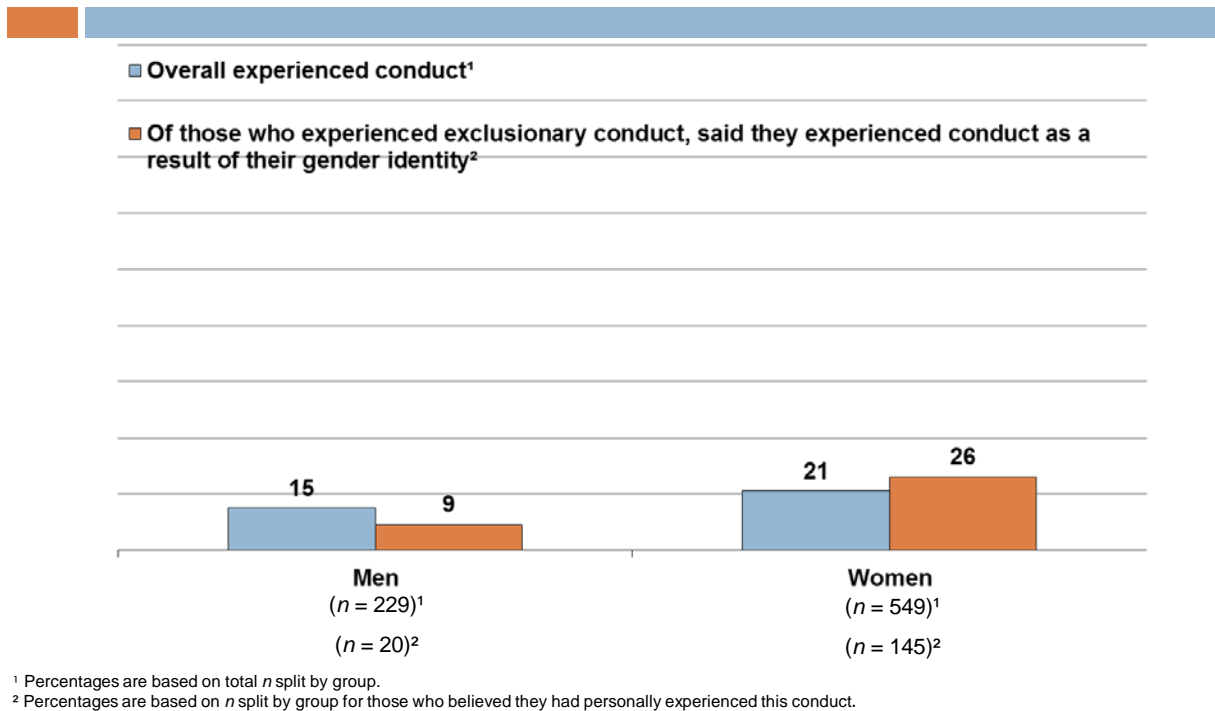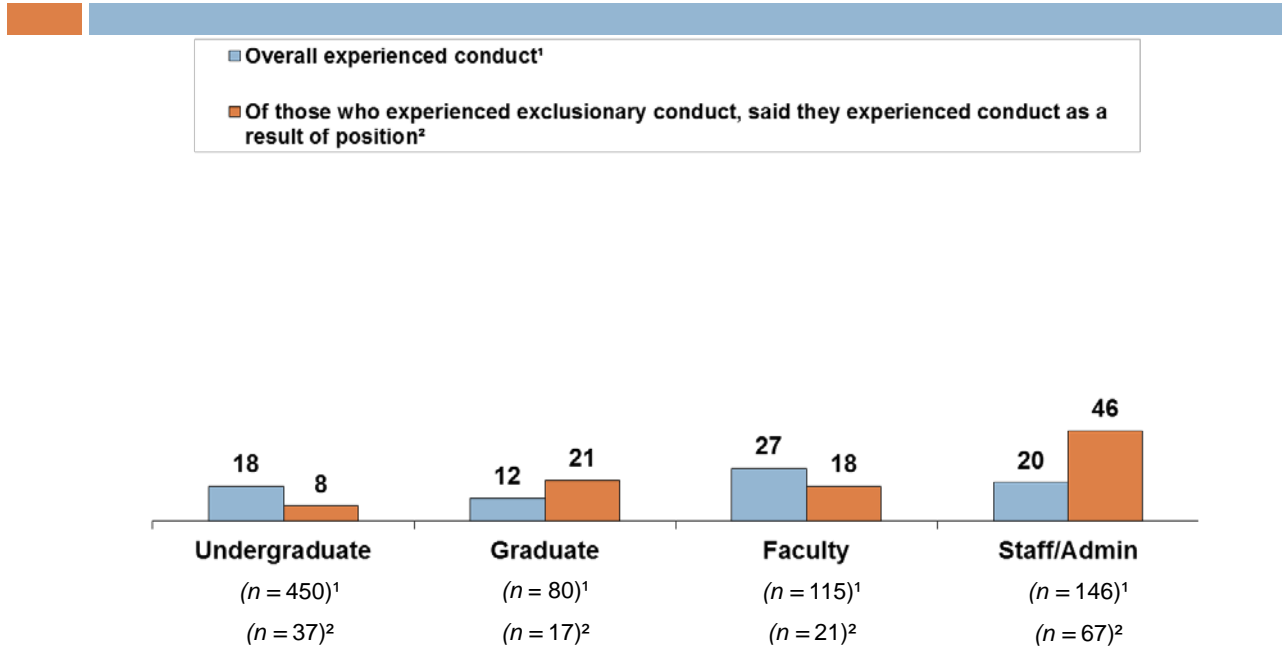[2] Percentages are based on *n* split by group for those who believed they had personally experienced this conduct.

*Figure 39.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Religious/Spiritual affiliation (%)

Table 21 illustrates the manners in which respondents' experienced exclusionary conduct. Sixty-five percent felt disrespected, 55% felt ignored or excluded, 46% felt isolated or left out, and 32% felt they were intimidated or bullied.

*Table 21.* **Form of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Form of conduct | *n* | % of those who reported having experienced the conduct |
|---|---|---|
| I was disrespected. | 517 | 65.4 |
| I was ignored or excluded. | 437 | 55.2 |
| I was isolated or left out. | 364 | 46.0 |
| I was intimidated/bullied. | 251 | 31.7 |
| I was the target of derogatory verbal remarks. | 190 | 24.0 |
| I observed others staring at me. | 178 | 22.5 |
| I was singled out as the spokesperson for my identity group. | 131 | 16.6 |
| I was the target of workplace incivility. | 93 | 11.8 |
| Someone assumed I was admitted/hired/promoted due to my identity. | 88 | 11.1 |
| I was the target of racial/ethnic profiling. | 84 | 10.6 |
| I feared getting a poor grade because of a hostile classroom environment. | 63 | 8.0 |
| I feared for my physical safety. | 55 | 7.0 |
| I received derogatory/unsolicited messages through social media. | 54 | 6.8 |
| I was the target of retaliation. | 54 | 6.8 |
| I received a low performance evaluation. | 52 | 6.6 |
| I received derogatory written comments. | 45 | 5.7 |
| I received derogatory phone calls/texts messages/e-mail. | 44 | 5.6 |
| I was the target of unwanted sexual contact. | 33 | 4.2 |
| I was the target of stalking. | 27 | 3.4 |
| I received threats of physical violence. | 17 | 2.1 |
| Someone assumed I was not admitted/ hired/promoted due to my identity. | 14 | 1.8 |
| I was the target of physical violence. | 12 | 1.5 |
| I feared for my family's safety. | 9 | 1.1 |
| I was the target of graffiti/vandalism. | 6 | 0.8 |
| An experience not listed above | 73 | 9.2 |

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 791). Percentages do not sum to 100 as a result of multiple responses.

Twenty-eight percent of respondents who reported having experienced exclusionary conduct noted that it occurred while in a class/lab/clinical setting; 25% in a public space at Marquette; 25% in a meeting with a group of people; 20% while working at a Marquette job; 20% while in campus housing; and 16% while walking on campus (Table 22). Many respondents who marked "Other" described the specific office, meeting, building, campus location, or event where the incidents occurred (e.g., "a club-sponsored event at Marquette," "blog," "Marquette Preview Day," "Marquette student organization," "the commuters lounge," "ongoing," " and "via email").

*Table 22.* **Location of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Location | *n* | % of respondents who reported having experienced conduct |
|---|---|---|
| In a class/lab/clinical setting. | 221 | 27.9 |
| In a public space at Marquette. | 197 | 24.9 |
| In a meeting with a group of people. | 195 | 24.7 |
| While working at a Marquette job. | 157 | 19.8 |
| In campus housing. | 156 | 19.7 |
| While walking on campus. | 127 | 16.1 |
| In a Marquette administrative office. | 116 | 14.7 |
| At a Marquette event. | 115 | 14.5 |
| In a meeting with one other person. | 97 | 12.3 |
| In another Marquette location. | 95 | 12.0 |
| On social networking sites/Facebook/Twitter. | 88 | 11.1 |
| In a Marquette dining facility. | 83 | 10.5 |
| Off campus. | 80 | 10.1 |
| In a faculty office. | 67 | 8.5 |
| In the Raynor and Memorial Libraries. | 62 | 7.8 |
| In off-campus housing. | 57 | 7.2 |
| On Marquette transportation. | 29 | 3.7 |
| In an experiential learning environment. | 27 | 3.4 |
| In Marquette media. | 26 | 3.3 |
| In athletic facilities. | 24 | 3.0 |
| In a Marquette system. | 21 | 2.7 |
| In a public safety alert. | 19 | 2.4 |
| At a religious event sponsored by Marquette. | 17 | 2.1 |
| In the Marquette health care setting. | 16 | 2.0 |
| A location not listed above | 64 | 8.1 |

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 791). Percentages do not sum to 100 as a result of multiple responses.

Fifty-three percent of the respondents who reported having experienced exclusionary conduct identified students, 28% identified faculty members, 20% identified friends, and 18% identified coworkers as the sources of the conduct (Table 23). "Other" sources of exclusionary conduct

included "administrator," "alumni," "an indirect supervisor," "dean," "dorm neighbors," "ex-boyfriend," "family member," "Jesuits," "roommate," and "visiting professor."

*Table 23.* **Source of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Source | *n* | % of respondents who reported having experienced conduct |
|---|---|---|
| Student | 417 | 52.7 |
| Faculty member | 222 | 28.1 |
| Friend | 156 | 19.7 |
| Coworker | 140 | 17.7 |
| Stranger | 94 | 11.9 |
| Staff member | 91 | 11.5 |
| Department chair/head/director | 86 | 10.9 |
| Supervisor | 63 | 8.0 |
| Student employee | 57 | 7.2 |
| Senior Administrator | 51 | 6.4 |
| Marquette public safety | 43 | 5.4 |
| Teaching assistant/Graduate assistant/Lab assistant/Tutor | 41 | 5.2 |
| Off-campus community member | 40 | 5.1 |
| Social Networking site | 37 | 4.7 |
| Academic advisor | 36 | 4.6 |
| Marquette media | 34 | 4.3 |
| Alumni | 24 | 3.0 |
| Person whom I supervise | 11 | 1.4 |
| Athletic coach/trainer | 7 | 0.9 |
| Health/Counseling Services | 7 | 0.9 |
| Required online training | 7 | 0.9 |
| Outside facilitator | 6 | 0.8 |
| Donor | 5 | 0.6 |
| Don't know source | 15 | 1.9 |
| A source not listed above | 57 | 7.2 |

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 791). Percentages do not sum to 100 as a result of multiple responses.

Figure 40 depicts the source of perceived experienced exclusionary conduct by position status. Students were the greatest source of exclusionary conduct for Undergraduate Student and Graduate Student respondents, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct. Staff/Administrator respondents identified supervisors, faculty and staff as their greatest sources of exclusionary conduct.
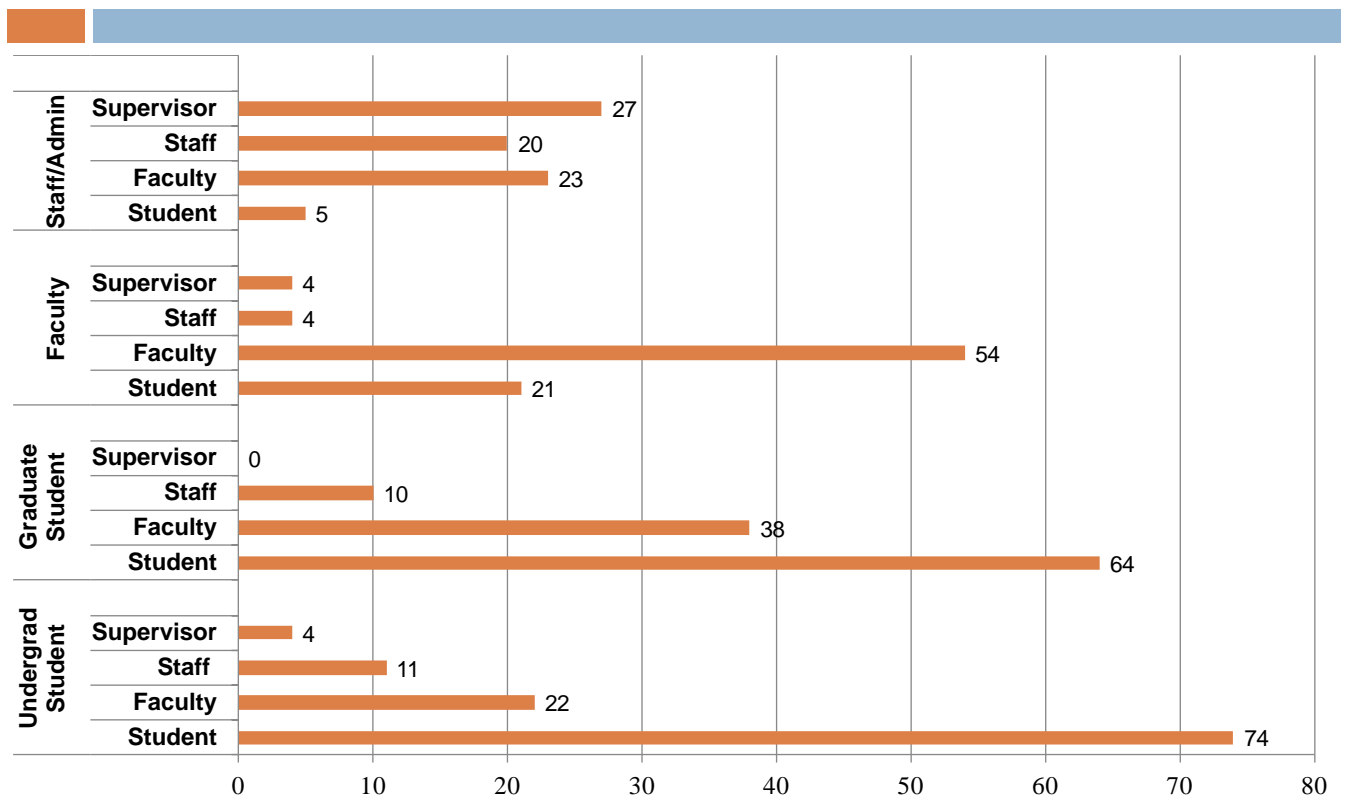


*Figure 40.* Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 79% of respondents were uncomfortable, 62% felt angry, 47% told a friend, 45% felt embarrassed, and 42% told a family member (Table 24). Sixteen percent ($n = 12$) of respondents sought support from a faculty member, 13% ($n = 100$) from a staff person, 12% ($n = 96$) from a Marquette resource, and 8% ($n = 63$) from senior administration. While 6% ($n = 44$) of respondents reported the incident to a Marquette University employee/official, 13% ($n = 100$) did not know to whom to go, and 15% ($n = 119$) did not report it for fear that their complaints would not be taken seriously. Eight percent ($n = 63$) of respondents did report the incident but felt that the situation was not taken seriously. "Other" responses included "anxiety and physical symptoms," "Counseling Center," "directed concerns towards supervisor," "fear of retribution," "felt sad, judged, and humiliated," "I didn't report it for fear of how the professor would react," "I moved out of my dorm room," "I spoke my mind in the class," "shared with ombudsperson," "sought support from my sorority sisters," and "worked through the problem."

*Table 24.* **Respondents' Reactions to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Reaction | *n* | % of respondents who reported having experienced conduct |
|---|---|---|
| I felt uncomfortable. | 624 | 78.9 |
| I was angry. | 492 | 62.2 |
| I told a friend. | 372 | 47.0 |
| I felt embarrassed. | 355 | 44.9 |
| I told a family member. | 335 | 42.4 |
| I avoided the harasser. | 249 | 31.5 |
| I ignored it. | 215 | 27.2 |
| I felt somehow responsible. | 167 | 21.1 |
| I was afraid. | 167 | 21.1 |
| I sought support from a faculty member. | 128 | 16.2 |
| I didn't report it for fear that my complaint would not be taken seriously. | 119 | 15.0 |
| I confronted the harasser at the time. | 114 | 14.4 |
| I sought support from a staff person. | 100 | 12.6 |
| I didn't know whom to go to. | 100 | 12.6 |
| I sought support from a Marquette resource. | 96 | 12.1 |
| I confronted the harasser later. | 73 | 9.2 |
| I sought support from senior administration. | 63 | 8.0 |
| I did report it but I did not feel the complaint was taken seriously. | 63 | 8.0 |
| I sought information online. | 45 | 5.7 |
| I sought support from a spiritual advisor. | 44 | 5.6 |
| I reported it to a Marquette employee/official. | 44 | 5.6 |
| I sought support from student staff. | 42 | 5.3 |
| I contacted Marquette Public Safety | 33 | 4.2 |
| I sought support from off-campus hotline/advocacy services. | 18 | 2.3 |
| I contacted Milwaukee Police Department. | 8 | 1.0 |
| I sought support from a teaching assistant/graduate assistant. | 6 | 0.8 |
| I reported it to my Union representative. | < 5 | --- |
| A response not listed above | 55 | 7.0 |

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 791). Percentages do not sum to 100 as a result of multiple responses.

Three hundred and fifty two respondents provided written responses elaborating on their experiences related to how, within the past year, they personally experienced exclusionary, intimidating, offensive, and/or hostile behavior at Marquette University. Below are several themes with supporting quotations that highlight commonly cited examples of how respondents experienced these behaviors.

*Discrimination*. One hundred and twelve respondents indicated that the exclusionary behavior they experienced was through discrimination. Many respondents discussed sexism, homophobia, racism, ableism, and other forms of oppression experienced through offensive behaviors. One respondent wrote, "As a gay student I often have to deal with micro aggressions on a regular basis," and another noted that they have had professors "outright mock my medical condition." Other Student respondents wrote, "I feel a lot of local students seem ignorant and unwelcoming of international students," and "I was called the N word, gangsta, through a bullhorn and denied entrance into a party." Several people of color and international respondents discussed that they were often "ignored by limo drivers," and "watched by DPS" and "by book store security." Numerous students discussed "experience[ing] racial profiling" because of Native American identities, and being offended by the "continual presence and use of the Warrior mascot." Respondents described "a growing (not large, but vocal) number of MU students who believe homophobia and racism are defensible political positions." Others discussed discrimination of views and beliefs resulted from hostile behaviors. Many respondents cited their Catholic or conservative values being marginalized, saying "Conservative Catholic views on the expression of human sexuality are not respected – not even room for dialogue" and that "There is an ongoing sense of disrespect, anger, and assumptions related to the Catholic identity of our university." In a number of responses, individuals cited John McAdams and a discriminatory environment on his blog, discussing that "There has been a wide-reaching network of actions and platforms where issues surrounding sexuality and gender have been deemed unsafe topics for academic as well as campus policy discussions."

*Hostility*. Fifty four respondents also indicated that the exclusionary behavior they experienced at Marquette was through some form of hostility. Faculty discussed aggressive interactions with students, with some noting that "I had a student threaten to have me fired" and others having

been "harassed…via email." Others discussed hostile interactions with academic colleagues and leadership, with one saying that "A college dean raised his voice several times when speaking to me" and another noting that "A senior male colleague yelled at me, banged on the table, and shouted questions at me in the faculty meeting." Staff spoke of similar experiences of hostility, with some mentioning that campus administrators "belittled me, frightened me and made me feel inferior," and others discussing that they are "routinely minimalized in our office setting." Other staff noted that "if I voice my opinion about anything, I will be reprimanded and I will have no recourse" and that their supervisor is known for "rude, demeaning comments and verbal attack-like behavior." Students discussed that "I was shunned and had derogatory remarks made about me" by other students, and some respondents reported being "personally bullied by my two roommates." For example, one respondent noted that a roommate would "repeatedly put me down, speak intimidatingly to me, and even threatened to report me."

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[xxii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by racial identity: $\chi^2(4, N = 4{,}233) = 138.6, p < .001$.

[xxiii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their racial identity by racial identity: $\chi^2(4, N = 772) = 263.9, p < .001$.

[xxiv]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by gender identity: $\chi^2(1, N = 4{,}252) = 23.6, p < .001$.

[xxv]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their gender identity by gender identity: $\chi^2(1, N = 778) = 30.2, p < .001$.

[xxvi]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by position status: $\chi^2(3, N = 4{,}286) = 41.8, p < .001$.

[xxvii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their position by position status: $\chi^2(3, N = 791) = 106.9, p < .001$.

[xxviii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by Faculty position: $\chi^2(1, N = 351) = 9.0, p < .05$.

[xxix]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their position by Faculty position: $\chi^2(1, N = 95) = 14.8, p < .001$.

[xxx]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by age: $\chi^2(5, N = 4{,}265) = 35.8, p < .001$.

[xxxi]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their age by age: $\chi^2(5, N = 782) = 24.0, p < .001$.

[xxxii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by religious/spiritual affiliation: $\chi^2(5, N = 4{,}245) = 25.9, p < .001$.

[xxxiii]A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their sexual identity by religious/spiritual affiliation: $\chi^2 (5, N = 775) = 54.9, p < .001$.

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

Respondents' observations of others experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Thirty-four percent ($n = 1,461$) of all survey respondents indicated that they observed conduct or communications directed toward a person or group of people at Marquette University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment[58] within the past year. Most of the observed conduct was felt to be based on ethnicity (34%, $n = 489$), racial identity (27%, $n = 396$), gender/gender identity (23%, $n = 341$), political views (20%, $n = 295$), and sexual identity (15%, $n = 218$).

Figures 41–43 separate by selected demographic categories (i.e., racial identity, gender identity, sexual identity, religious/spiritual affiliation, position status, Undergraduate Student position status, Graduate Student position status, Faculty position, and Staff position) the significant responses of those individuals who indicated having observed exclusionary conduct within the past year.

Higher percentages of Black/African American respondents (55%, $n = 109$) and Latino(a)/Chicano(a)/Hispanic respondents (50%, $n = 104$) than Multiracial respondents (43%, $n = 107$), Respondents of Color (36%, $n = 112$), and White respondents (31%, $n = 1,003$) noted that they had observed exclusionary conduct.[xxxiv] Although not statistically significant, Women respondents (35%, $n = 927$) and Men respondents (33%, $n = 512$) noted they had observed such conduct at similar rates. A significantly higher percentage of LGBQ respondents (49%, $n = 158$) than Heterosexual respondents (33%, $n = 1,242$) and Asexual respondents (28%, $n = 33$) indicated that they had observed such conduct.[xxxv]

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[58]This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Marquette University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."
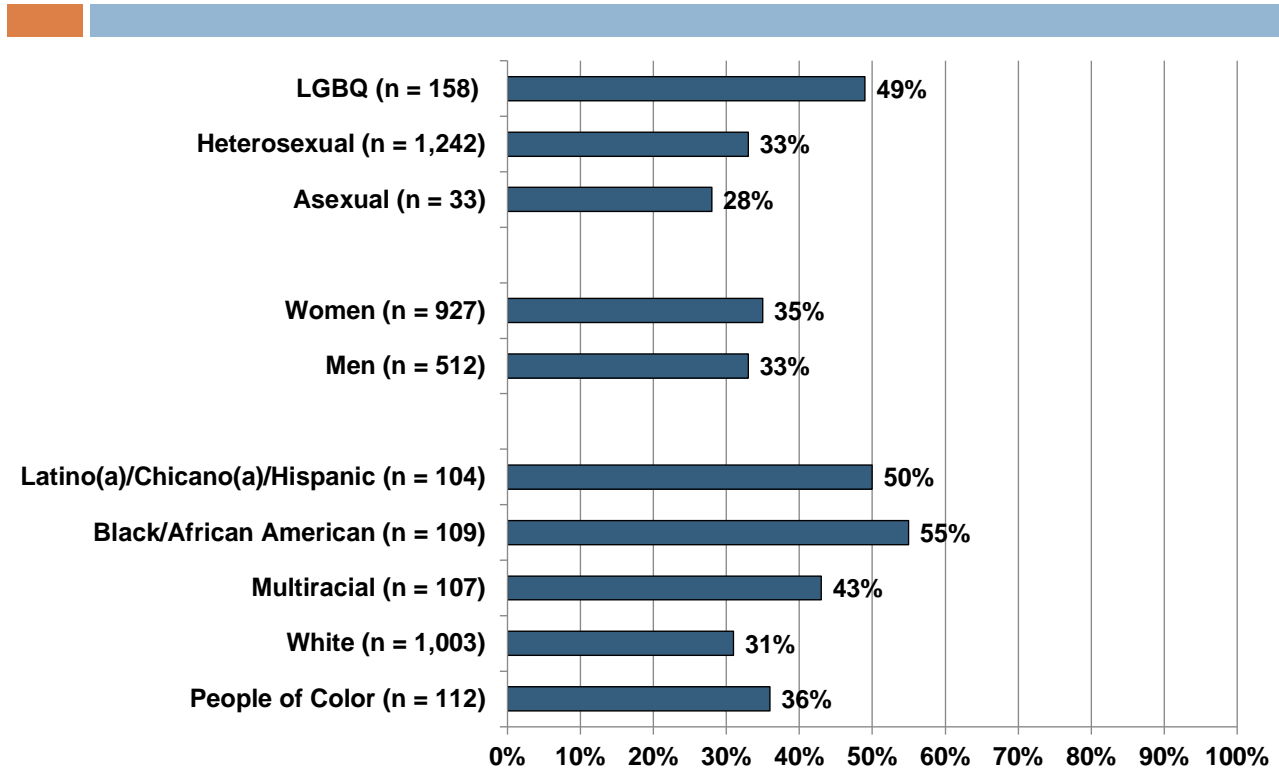
*Figure 41.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Gender Identity, and Sexual Identity (%)

Analyzed in terms of religious/spiritual affiliation, respondents with Multiple Affiliations (46%, $n = 118$), No Affiliations (42%, $n = 367$), and Other Faith-Based Affiliations (37%, $n = 61$) were more likely to report having observed exclusionary conduct than were respondents with Christian Affiliations (32%, $n = 298$) or Catholic/Roman Catholic Affiliations (30%, $n = 587$) (Figure 42).[xxxvi] Likewise, higher percentages of Undergraduate Student respondents (36%, $n = 903$) and Faculty respondents (37%, $n = 153$) than Staff/Administrator respondents (31%, $n = 221$) and Graduate Student respondents (28%, $n = 184$) indicated on the survey that they observed such conduct.[xxxvii]
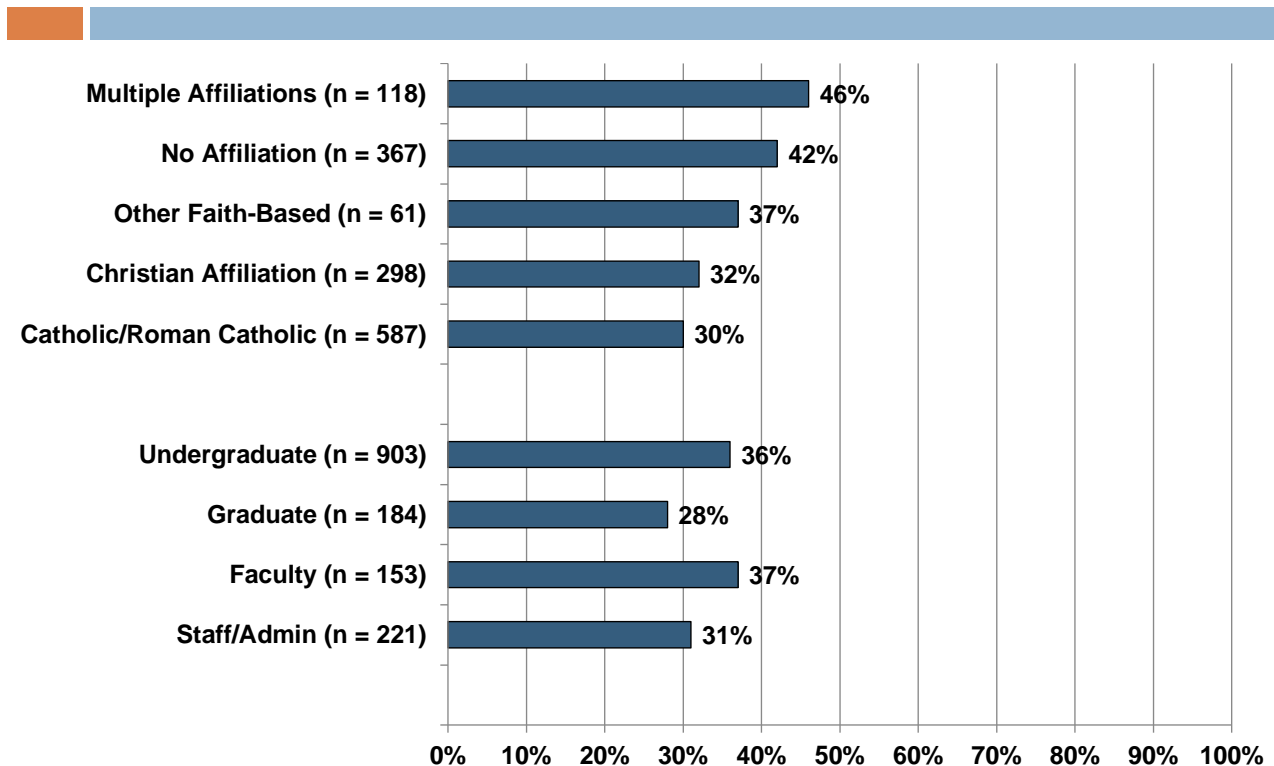


*Figure 42.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Religious/Spiritual Affiliation and Position Status (%)

Significant differences existed by Undergraduate Student position status and Faculty position but not for Graduate Student position status and Staff position (Figure 43). Undergraduate Student respondents who Started as First-Year Students (38%, $n = 572$) reported having observed exclusionary conduct at higher rates than Undergraduate Student respondents who indicated they were Transfer Students (33%, $n = 276$).[xxxviii] Tenure-Track Faculty respondents (47%, $n = 94$) also reported observing this conduct more often than Participating/Non Tenure Track respondents (24%, $n = 36$).[xxxix]
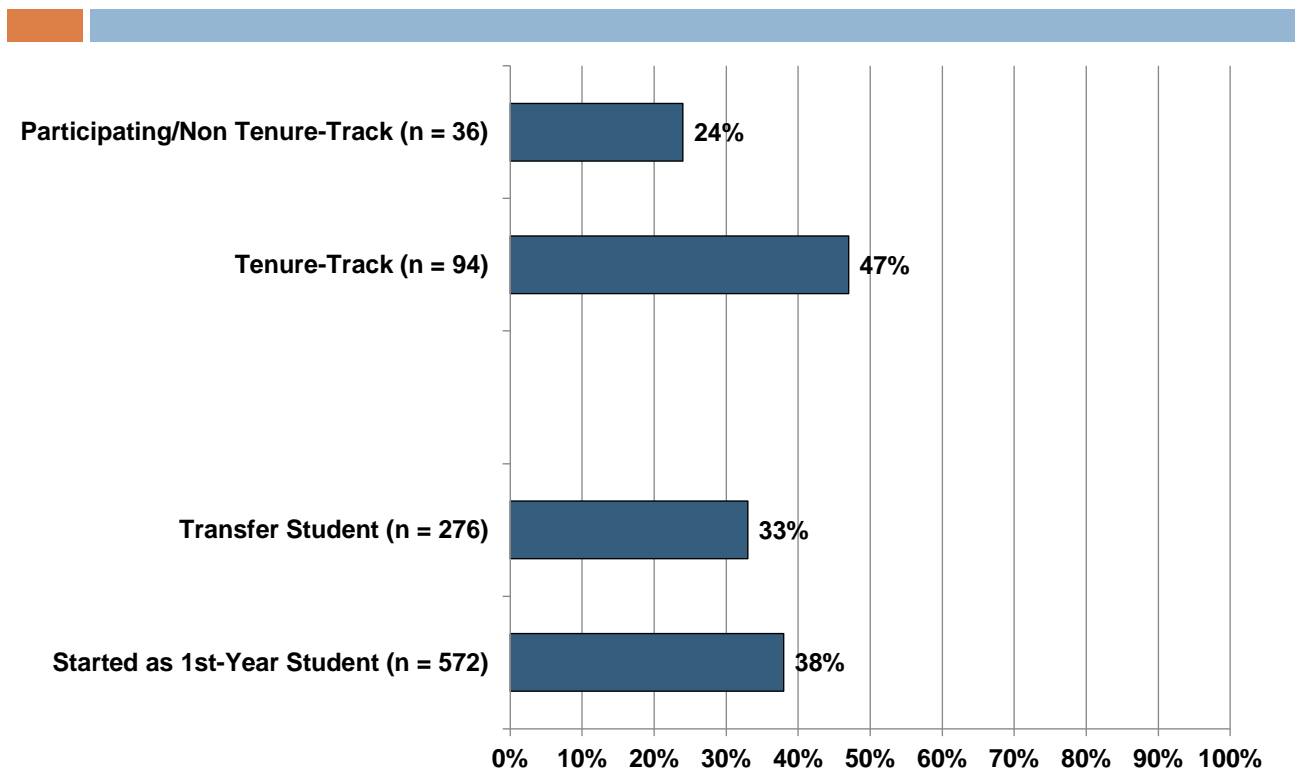


*Figure 43.* Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Undergraduate Student Position Status and Faculty Position Status (%)

Table 25 illustrates that respondents most often believed that they had observed this conduct in the form of someone being deliberately ignored or excluded (42%, $n = 609$), intimidated/bullied (39%, $n = 572$), isolated or left out (36%, $n = 525$), subjected to derogatory remarks (28%, $n = 405$), and being the target of racial/ethnic profiling (23%, $n = 339$). Respondents who chose the "Something not listed above" response wrote in various forms of such conduct, including "classroom climate that made female students feel uncomfortable," "African American students must wear MU apparel in order to use the LIMO," "an elitist 'we are better than you' attitude," "crosses in the grass representing children who died from abortion," "microaggressions," "news media including Marquette Tribune," "party with the theme 'Pilgrims vs. Native Americans'," "person was accused of cheating," "the whole McAdams issue," "Warrior blog," and "Yik Yak."

*Table 25.* **Form of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Form | *n* | % of respondents who reported having observed conduct |
|---|---|---|
| Person was ignored or excluded. | 609 | 41.7 |
| Person was intimidated/bullied. | 572 | 39.2 |
| Person was isolated or left out. | 525 | 35.9 |
| The person was the target of derogatory verbal remarks. | 405 | 27.7 |
| The person was the target of racial/ethnic profiling. | 339 | 23.2 |
| The person was singled out as the spokesperson for his/her identity group. | 299 | 20.5 |
| I observed others staring at the person. | 270 | 18.5 |
| The person received derogatory written comments. | 199 | 13.6 |
| The person received derogatory/unsolicited messages through social media. | 197 | 13.5 |
| The person was the target of workplace incivility. | 195 | 13.3 |
| The person feared for his/her physical safety. | 132 | 9.0 |
| The person received derogatory phone calls/text messages/email. | 131 | 9.0 |
| Someone assumed the person was admitted/hired/promoted due to his/her identity group. | 125 | 8.6 |
| The person received threats of physical violence. | 106 | 7.3 |
| The person was the target of retaliation. | 99 | 6.8 |
| The person was the target of unwanted sexual contact. | 82 | 5.6 |
| The person feared getting a poor grade because of a hostile classroom environment. | 78 | 5.3 |
| The person received a low performance evaluation. | 64 | 4.4 |
| Someone assumed the person was not admitted/hired/promoted due to his/her identity group. | 57 | 3.9 |
| The person was the target of stalking. | 54 | 3.7 |
| The person was the target of physical violence. | 29 | 2.0 |
| The person feared for his/her family's safety. | 17 | 1.2 |
| The person was the target of graffiti/vandalism. | 13 | 0.9 |
| An experience not listed above | 90 | 6.2 |

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 1,461).
Percentages do not sum to 100 as a result of multiple responses.

Additionally, 31% ($n$ = 445) of the respondents who indicated that they observed exclusionary conduct noted that it happened in a public space at Marquette University (Table 26). Some respondents noted that the incidents occurred in a class/lab/clinical setting (25%, $n$ = 370), on social networking sites/Facebook/Twitter (18%, $n$ = 262), in campus housing (17%, $n$ = 248), and while walking on campus (16%, $n$ = 239). "Other" responses included "Warrior blog," "McAdams blog," "party," "faculty and graduate student email," "organization meeting," "everywhere," "university correspondence and releases," "Team Project," and "Yik Yak."

*Table 26.* **Location of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Location | *n* | % of respondents who reported having observed conduct |
|---|---|---|
| In a public space at Marquette. | 445 | 30.5 |
| In a class/lab/clinical setting. | 370 | 25.3 |
| On social networking sites/Facebook/Twitter. | 262 | 17.9 |
| In campus housing. | 248 | 17.0 |
| While walking on campus. | 239 | 16.4 |
| In a meeting with a group of people. | 195 | 13.3 |
| At a Marquette event. | 192 | 13.1 |
| Off campus | 174 | 11.9 |
| While working at a Marquette job. | 134 | 9.2 |
| In a Marquette dining facility. | 127 | 8.7 |
| In another Marquette location. | 127 | 8.7 |
| In off-campus housing . | 118 | 8.1 |
| In a Marquette administrative office. | 114 | 7.8 |
| In the Raynor and Memorial libraries. | 71 | 4.9 |
| In a faculty office. | 67 | 4.6 |
| On Marquette transportation. | 60 | 4.1 |
| In a meeting with one other person. | 59 | 4.0 |
| In an experiential learning environment. | 38 | 2.6 |
| In a Marquette system. | 34 | 2.3 |
| In athletic facilities. | 32 | 2.2 |
| At a religious event sponsored by Marquette. | 21 | 1.4 |
| In a Marquette health care setting. | 13 | 0.9 |
| A location not listed above | 87 | 6.0 |

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 1,461).
Percentages do not sum to 100 as a result of multiple responses.

Sixty-seven percent (*n* = 973) of respondents who indicated that they observed exclusionary conduct noted that the targets of the conduct were strangers. Other respondents identified friends (27%, *n* = 393), students (17%, *n* = 251), and faculty members (16%, *n* = 235).

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 61% (*n* = 895) noted that students were the sources of the conduct. These respondents identified additional sources as faculty members (26%, *n* = 377) and strangers (16%, *n* = 230.

Table 27 illustrates respondents' reactions to this conduct. Respondents most often indicated feeling uncomfortable (65%, *n* = 950) or angry (50%, *n* = 733). Twenty-nine percent (*n* = 416) told a friend and 28% (*n* = 415) felt embarrassed. Three percent (*n* = 47) reported the incidents to campus employees/officials, while some did not report out of fear that the complaint would not be taken seriously (10%, *n* = 140). Some respondents sought support from a faculty member (6%, *n* = 89), a staff person (6%, *n* = 86), and senior administration (4%, *n* = 51). Three percent (*n* = 41) did report it but felt that the complaint was not taken seriously. "Other" responses included comments such as "an authoritative figure stepped in," "anti protest," "contacted the target to show support," "covered by the press," "encouraged the student to file a report," "felt sorry for the co-worker," "frustrated and a bit sad," "comforted the person," "contacted my immediate supervisor," "discussed the comments with the students," "followed protocol a[s] outlined in my job," "went to the Resident Assistant," and "reported it to a supervisor at LIMO."

*Table 27.* **Reactions to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

| Reaction | *n* | % of respondents who reported having observed conduct |
|---|---|---|
| I felt uncomfortable.. | 950 | 65.0 |
| I was angry. | 733 | 50.2 |
| I told a friend. | 416 | 28.5 |
| I felt embarrassed. | 415 | 28.4 |
| I told a family member. | 249 | 17.0 |
| I ignored it. | 201 | 13.8 |
| I avoided the harasser. | 177 | 12.1 |
| I felt somehow responsible. | 175 | 12.0 |
| I did not report it for fear that my complaint would not be taken seriously. | 140 | 9.6 |
| I confronted the harasser at the time. | 139 | 9.5 |
| I didn't know whom to go to. | 134 | 9.2 |
| I was afraid. | 118 | 8.1 |
| I confronted the harasser later. | 95 | 6.5 |
| I sought support from a faculty member. | 89 | 6.1 |
| I sought support form a staff person. | 86 | 5.9 |
| I sought information online. | 62 | 4.2 |
| I sought support from senior administration. | 51 | 3.5 |
| I reported it to a Marquette employee/official. | 47 | 3.2 |
| I did report it but I did not feel the complaint was taken seriously. | 41 | 2.8 |
| I contacted Marquette Public Safety. | 32 | 2.2 |
| I sought support from student staff. | 28 | 1.9 |
| I sought support from a Marquette resource. | 26 | 1.8 |
| I sought support from a spiritual advisor. | 22 | 1.5 |
| I sought support from a teaching assistant/graduate assistant. | 12 | 0.8 |
| I contacted Milwaukee Police Department. | < 5 | --- |
| I sought support from off-campus hotline/advocacy services. | < 5 | --- |
| I reported it to my Union representative. | < 5 | --- |
| A response not listed above. | 105 | 7.2 |

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 1,461).
Percentages do not sum to 100 as a result of multiple responses.

Five hundred and thirty respondents chose to provide a written response elaborating on whether within the past year they have observed any conduct or communications directed toward a person or group of people at Marquette University that they believe has created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. Below are two themes that emerged with supporting quotations that highlight commonly cited examples of how respondents observed these behaviors.

*Discrimination*. One of the major themes respondents drew attention towards was the level of discrimination they observed at Marquette. In the words of one respondent, "Anyone who is a minority is perceived as an outsider, a threat, or a trouble maker." Most of the discrimination respondents discussed related to race, sexuality, and religion/spirituality, among others. Regarding race, numerous respondents discussed that "A lot of students here are racially insensitive" and that "The racial climate is unfriendly towards minority faculty and students." Most racial discrimination involved "racial profiling" and "harassment" in campus stores, with DPS, with LIMO, and on social media sites like Yik Yak. Multiple comments noted discrimination toward international students, faculty, and staff, and, in particular, Chinese individuals. Regarding sexuality, respondents noted that people use "terms associated with the LGBT community in a derogatory manner" like "faggot," "new queer assed homo," or "dyke," among others. Multiple comments also related to discrimination toward people from non-Christian religious/spiritual backgrounds. One respondent wrote that "My friends were the target of a lot of hostile comments about their being Muslim" and "wears a Hijab." Another discussed that "A white student physically threatened and attempted to stab an Arab student because of his ethnicity and religion." Others discussed "disrespectful comments regarding [individuals'] Jewish faith traditions[s]."

*McAdams/Abbate incident.* Seventy eight respondents provided additional comments related to the incident involving McAdams and Abbate. Many people discussed that "Dr. John McAdams…was incredibly hostile toward [Abbate] and anyone who disagrees with his views." Others commented that "I believe that Marquette University made the correct and ethical decision" to terminate McAdams. One respondent equated the incident to a larger campus issue, discussing that McAdams' "behavior represents the tip of an iceberg of less egregious but

ongoing intimidation of those with beliefs that don't (allegedly) ascribe to 'Catholic,' politically conservative, and 'alumni' beliefs." Numerous others described support for McAdams and the unnamed undergraduate student, saying that "The university's treatment of Dr. John McAdams is disgraceful in almost every possible way." One respondent wrote that "it is despicable that a student cannot voice *rational*, constructive views against homosexual "marriage" in a classroom setting."

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[xxxiv]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by racial identity: $\chi^2$ (4, $N = 4{,}231$) $= 86.3$, $p < .001$.

[xxxv]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by sexual identity: $\chi^2$ (3, $N = 4{,}234$) $= 42.3$, $p < .001$.

[xxxvi]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by religious/spiritual affiliation: $\chi^2$ (5, $N = 4{,}244$) $= 57.7$, $p < .001$.

[xxxvii]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by position status: $\chi^2$ (3, $N = 4{,}285$) $= 21.2$, $p < .001$.

[xxxviii]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by Undergraduate Student position: $\chi^2$ (1, $N = 2{,}330$) $= 4.9$, $p < .05$.

[xxxix]A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by Faculty position: $\chi^2$ (1, $N = 350$) $= 18.1$, $p < .001$.

**Experiences of Unwanted Sexual Contact**

Four percent ($n = 186$) of respondents indicated that they had experienced unwanted sexual contact[59] while a member of the Marquette University community. Subsequent analyses of the data suggest that significant differences existed by gender identity, sexual identity, position status, and disability status. A higher percentage of Women respondents (6%, $n = 164$) than Men respondents (1%, $n = 19$) reported having experienced unwanted sexual contact.[xl] Additionally, higher percentages of Undergraduate Student respondents[xli] (7%, $n = 164$), LGBQ respondents[xlii] (9%, $n = 30$), and respondents with Multiple Disabilities[xliii] (13%, $n = 13$) than other groups reported having experienced unwanted sexual contact. Fifty-eight percent ($n = 106$) of those respondents who reported having experienced unwanted sexual contact indicated that it happened within the past year, and 36% ($n = 65$) indicated that it happened one to four years ago.

Fifty-one percent ($n = 94$) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified Marquette students as the perpetrators of the conduct. Respondents also identified the sources as acquaintances/friends (48%, $n = 89$) and strangers (16%, $n = 30$).

Asked where the incidents occurred, 49% ($n = 91$) of these respondents indicated that they occurred off-campus. Fifty-four percent ($n = 101$) noted that the incidents occurred on campus. A substantial number of respondents indicated that these instances occurred downtown (and specific locations were provided), in dorms/residence halls, Renee row, in off campus housing, at fraternity parties/parties/house parties, at work or in campus offices, in cars, and in apartments/homes (on and off campus).

Asked what they did in response to experiencing unwanted sexual contact, 72% ($n = 133$) felt uncomfortable, 51% ($n = 94$) felt somehow responsible, 48% ($n = 89$) felt embarrassed, 39% ($n = 73$) were angry, and 36% were each afraid ($n = 67$) and did nothing ($n = 66$) (Table 28). Eleven percent ($n = 20$) of respondents sought support from the MU Counseling Center.

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[59]The survey question inquired, "While a member of the Marquette University community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?"

*Table 28.* **Reactions to Unwanted Sexual Contact**

| Reaction | *n* | *%* |
|---|---|---|
| I felt uncomfortable. | 133 | 71.5 |
| I felt somehow responsible. | 94 | 50.5 |
| I felt embarrassed. | 89 | 47.8 |
| I was angry. | 73 | 39.2 |
| I was afraid. | 67 | 36.0 |
| I did nothing. | 66 | 35.5 |
| I left the situation immediately. | 51 | 27.4 |
| I ignored it. | 46 | 24.7 |
| I didn't know what to do. | 46 | 24.7 |
| I didn't know whom to go to. | 30 | 16.1 |
| It didn't affect me at the time. | 23 | 12.4 |
| I sought support from a campus resource. | 21 | 11.3 |
| *MU Counseling Center* | *20* | *10.8* |
| *Victim's advocate* | *5* | *2.7* |
| *Gender and Sexuality Resource Center* | *< 5* | *---* |
| *Employee Assistance Program* | *0* | *0.0* |
| I told a family member. | 21 | 11.3 |
| I sought information online. | 15 | 8.1 |
| I sought support from off-campus hotline/advocacy services/therapist. | 14 | 7.5 |
| I contacted local law enforcement official. | 10 | 5.4 |
| I sought support from a staff person. | 10 | 5.4 |
| I sought support from student staff. | 9 | 4.8 |
| I made an official complaint to a campus employee/official. | 8 | 4.3 |
| I sought support from a spiritual adviser. | 7 | 3.8 |
| I sought support from a faculty member. | 6 | 3.2 |
| I sought support from an administrator. | < 5 | --- |
| I sought support from my union representative. | < 5 | --- |
| I sought support from a teaching assistant/graduate assistant. | 0 | 0.0 |
| A response not listed above. | 19 | 10.2 |

Note: Only answered by respondents who indicated on the survey that they had experienced unwanted sexual contact (*n* = 186). Percentages do not sum to 100 as a result of multiple responses.

One hundred and forty seven respondents provided written responses explaining why they did not report the unwanted sexual contact they experienced to a campus official or staff member. Below are several themes with supporting quotations that highlight commonly cited examples of why respondents indicated they did not report the experience.

*Not that serious*. Fifty-nine respondents indicated that they did not report the unwanted sexual contact because for them it was not that serious. These respondents often wrote "It wasn't a big deal to me at the time" and that "I did not feel like it was bad enough to tell someone." Examples of these incidents included "just a very quick inappropriate touch," "unwanted groping," and that "just forcible fondling and nothing serious." One respondent shared that "It was a misunderstanding without clear boundaries." Generally, many of these respondents shared that "It wasn't a big deal" and "At the time I didn't feel like the situation bothered me."

*No clear support*. Forty-six respondents did not report the unwanted sexual contact because they were either anxious that somebody would not believe them or were concerned that it would have no effect. Several respondents discussed that "I believe the University would not have done anything" and "Marquette is notorious for not taking rape seriously at the hands of student athletes." Others noted that "It happens so frequently I wouldn't expect authorities to believe me" and "I didn't think anyone would believe me and that they would turn the situation around and blame me for it happening." Some respondents discussed their embarrassment and feeling ashamed. Others noted that they were "uncomfortable and did not want to think about it or discuss it with anyone."

*Alcohol*. Twenty two respondents indicated that they did not report the unwanted sexual contact because "I was intoxicated when it occurred" or "It happened while I was drinking underage and was afraid I would get in trouble." Some respondents placed blame on themselves because they were intoxicated, saying that "I was drunk – it was at least somewhat my fault" and "I was really drunk and made the choice to get that drunk so I didn't really feel like it was right for me to report it." Others "did not remember the incident due to alcohol" or "was drinking and didn't remember all the details."

*Responsible*. Thirteen respondents did not report the unwanted sexual contact because they indicated they "felt somehow responsible." Some wrote that "I felt that I had maybe given him/her the wrong signals," or "I feel like I put myself in the situation." Others wrote that "because I did not verbally tell him no or to stop, I felt somewhat responsible" or "I felt that I could have done more to stop it from happening." Some respondents assumed responsibility because "I did not want to cause any problems for the men/women because they were acquaintances" and "I also thought it would cause unnecessary issues."

Twenty-eight respondents provided written responses elaborating on whether they felt when they reported the unwanted sexual contact to a campus official or staff member it was handled appropriately. Below are the varying ways respondents indicated they felt regarding the response they received.

*Yes*. Eleven respondents shared that their experience was responded to appropriately after reporting the unwanted sexual contact. Though some respondents simply wrote "yes," others who were more verbose noted that "I felt the people I reported to helped both him/her and myself get closure on the situation and move on accordingly." Another respondent wrote "A student conduct hearing was held and the arrangements were very nice in that I did not have to be in the same room as my offender." Others responded with mixed feelings, saying "Yes and no, they were very forceful on wanting me to press charges" or "Yes and no. I was supported throughout the whole conduct process by OSD, the counseling center, and victim advocates. But I did feel that my sexual offender did not get a severe enough punishment."

*No*. Eight respondents indicated that they did not feel their concern was appropriately responded to after reporting the unwanted sexual contact. The narratives of their experiences varied quite dramatically, but shared a common theme of respondents not feeling validated when they reported the situation. One respondent wrote "When I did, I did not feel like they responded appropriately…[it] made the experience of reliving it so much worse because the police blamed me." Several respondents discussed negative interactions with reporting officials, with one saying "No, the university administration blamed me for being attacked" and another respondent writing "Basically DPS shrugged it off as they usually do in these cases. Nothing was done."

[xl]A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by gender identity: $\chi^2$ (1, $N = 4{,}255$) = 58.3, $p < .001$.

[xli]A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by position status: $\chi^2$ (3, $N = 4{,}290$) = 73.8, $p < .001$.

[xlii]A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by sexual identity: $\chi^2$ (3, $N = 4{,}240$) = 22.1, $p < .001$.

[xliii]A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by disability status: $\chi^2$ (2, $N = 4{,}254$) = 23.0, $p < .001$.

## Summary

Seventy-four percent ($n = 3,161$) of the survey respondents were "comfortable" or "very comfortable" with the climate at Marquette University. Sixty-eight percent ($n = 779$) of Faculty and Staff/Administrator respondents were "comfortable" or "very comfortable" with the climate in their departments/work units. The findings at Marquette fall within and slightly below the range of findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of all respondents found the campus climate to be "comfortable" or "very comfortable" with the overall climate at Marquette University.

Twenty percent to 25% of individuals in similar investigations believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Marquette University, 19% ($n = 791$) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Although this result falls below that found in similar surveys, it does parallel the findings of other climate studies of specific constituent groups offered in the literature, where members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Thirty-four percent ($n = 1,461$) of Marquette University survey respondents observed conduct or communications directed toward a person or group of people at Marquette University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 4% ($n = 186$) of respondents believed that they had experienced unwanted sexual contact while a member of the Marquette University community.

**Faculty and Staff/Administrator Perceptions of Climate**

This section of the report describes Faculty and Staff/Administrator responses to survey items regarding their perceptions of work-life and various climate issues, and certain employment practices at Marquette University (e.g., hiring, promotion, and disciplinary actions).

**Campus Climate and Work-Life Issues**

Several survey items addressed employees' (Faculty and Staff/Administrators')[60] experiences at Marquette University, their perceptions of specific Marquette University policies, their attitudes about the climate and work-life issues at Marquette University, and Faculty attitudes about tenure and advancement processes at Marquette University.

Tables 29 and 30 illustrate responses to some of these questions by position status, gender identity,[61] racial identity,[62] disability status,[63] sexual identity, military status, citizenship status, and religious/spiritual affiliation where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Thirty-eight percent ($n = 432$) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Forty-one percent ($n = 278$) of Women respondents and 33% ($n = 145$) of Men respondents were reluctant to bring up issues of concern. More than half (52%, $n = 12$) of the Asexual Faculty and Staff/Administrator respondents compared with 40% ($n = 33$) of Heterosexual Faculty and Staff/Administrator respondents and 37% ($n = 366$) of LGBQ Faculty and Staff/Administrator respondents were reluctant to bring up issues that concerned them. By disability status, a higher percentage of employee respondents with a Single Disability (48%, $n = 33$) than respondents with No Disabilities (37%, $n = 393$) were reluctant to bring up

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[60]Throughout this report, the term "employee" includes all Faculty and Staff/Administrator respondents.
[61]Analyses do not include Transgender employee respondents, Genderqueer employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.
[62]Multiracial employee respondents and Latino(a)/Chicano(a)/Hispanic employee respondents were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[63]Employee respondents with Multiple Disabilities were not included in these analyses in this section because their numbers were too few to ensure confidentiality.

issues of concern. Respondents with Multiple Affiliations (48%, $n = 29$) were more likely than other groups by religious/spiritual affiliation to indicate feeling reluctant.

*Table 29.* **Employee Respondents' Attitudes about Work-Related Issues by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Religious/Spiritual Affiliation, and Citizenship Status**

| Issue | Strongly agree *n* | % | Agree *n* | % | Disagree *n* | % | Strongly disagree *n* | % |
|---|---|---|---|---|---|---|---|---|
| **I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.** | **153** | **13.6** | **279** | **24.7** | **455** | **40.3** | **242** | **21.4** |
| Gender Identity[xliv] | | | | | | | | |
| Men | 53 | 12.1 | 92 | 21.0 | 163 | 37.2 | 130 | 29.7 |
| Women | 97 | 14.3 | 181 | 26.7 | 289 | 42.6 | 111 | 16.4 |
| Sexual Identity[xlv] | | | | | | | | |
| LGBQ | 14 | 17.1 | 19 | 23.2 | 34 | 41.5 | 15 | 18.3 |
| Heterosexual | 122 | 12.4 | 244 | 24.8 | 393 | 40.0 | 223 | 22.7 |
| Asexual | 6 | 26.1 | 6 | 26.1 | 10 | 43.5 | < 5 | --- |
| Disability Status[xlvi] | | | | | | | | |
| Single Disability | 17 | 24.6 | 16 | 23.2 | 24 | 34.8 | 12 | 17.4 |
| No Disability | 132 | 12.6 | 261 | 24.8 | 428 | 40.7 | 230 | 21.9 |
| Religious/Spiritual Affiliation[xlvii] | | | | | | | | |
| Catholic/Roman Catholic | 54 | 11.5 | 104 | 22.1 | 178 | 37.9 | 134 | 28.5 |
| Christian | 42 | 13.5 | 77 | 24.8 | 140 | 45.2 | 51 | 16.5 |
| Other Faith-Based | < 5 | --- | 14 | 40.0 | 12 | 34.3 | 6 | 17.1 |
| No Affiliation | 36 | 16.6 | 58 | 26.7 | 87 | 40.1 | 36 | 16.6 |
| Multiple Affiliations | 12 | 19.7 | 17 | 27.9 | 21 | 34.4 | 11 | 18.0 |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

Thirty-two percent ($n = 353$) of employee respondents indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities (Table 30). Thirty-three percent ($n = 134$) of Faculty respondents and 32% ($n = 219$) of Staff/Administrator respondents indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities. By racial identity, Black/African American employee respondents (58%, $n = 27$) were more likely than White Employee respondents (30%, $n = 281$) to report feeling this way. More Asexual employee respondents (57%, $n = 13$) and LGBQ employee respondents (49%, $n = 40$) than Heterosexual employee respondents (30%, $n = 283$) felt that their colleagues/coworkers expected them to represent "the point of view" of their identities.

Thirty-six percent ($n = 400$) of Faculty and Staff/Administrator respondents believed that the process for determining salaries was clear. Forty-two percent ($n = 181$) of Men employee respondents and 32% ($n = 214$) of Women employee respondents believed that the process for determining salaries was clear. Likewise, 33% ($n = 17$) of respondents with Military Service and 35% ($n = 367$) of respondents with No Military Service reported feeling this way.

*Table 30.* **Employee Respondents' Attitudes about Work-Related Issues by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Issue | Strongly agree n | Strongly agree % | Agree n | Agree % | Disagree n | Disagree % | Strongly disagree n | Strongly disagree % |
|---|---|---|---|---|---|---|---|---|
| **My colleagues/coworkers expect me to represent "the point of view" of my identity.** | **57** | **5.2** | **296** | **26.9** | **506** | **46.0** | **241** | **21.9** |
| Position Status[xlviii] | | | | | | | | |
| Faculty | 27 | 6.6 | 107 | 26.2 | 168 | 41.1 | 107 | 26.2 |
| Staff/Administrator | 30 | 4.3 | 189 | 27.4 | 338 | 48.9 | 134 | 19.4 |
| Gender Identity[xlix] | | | | | | | | |
| Men | 28 | 6.5 | 112 | 26.0 | 181 | 42.0 | 110 | 25.5 |
| Women | 29 | 4.4 | 178 | 27.1 | 319 | 48.6 | 130 | 19.8 |
| Racial Identity[l] | | | | | | | | |
| White | 34 | 3.6 | 247 | 26.2 | 439 | 46.7 | 221 | 23.5 |
| Black/African American | 13 | 27.7 | 14 | 29.8 | 16 | 34.0 | < 5 | --- |
| Sexual Identity[li] | | | | | | | | |
| LGBQ | 9 | 11.0 | 31 | 37.8 | 31 | 37.8 | 11 | 13.4 |
| Heterosexual | 46 | 4.8 | 237 | 24.8 | 448 | 47.0 | 223 | 23.4 |
| Asexual | < 5 | --- | 13 | 56.5 | 7 | 30.4 | < 5 | --- |
| **I believe the process for determining salaries is clear.** | **55** | **4.9** | **345** | **30.7** | **451** | **40.2** | **272** | **24.2** |
| Gender Identity[lii] | | | | | | | | |
| Men | 29 | 6.7 | 152 | 34.9 | 156 | 35.9 | 98 | 22.5 |
| Women | 25 | 3.7 | 189 | 28.0 | 291 | 43.1 | 170 | 25.2 |
| Military Status[liii] | | | | | | | | |
| Military Service | 7 | 13.5 | 10 | 19.2 | 19 | 36.5 | 16 | 30.8 |
| No Military Service | 46 | 4.4 | 321 | 30.9 | 423 | 40.7 | 249 | 24.0 |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

Tables 31 and 32 also illustrate responses to work-life questions by position status, gender identity,[64] racial identity,[65] disability status,[66] sexual identity, military status, citizenship status, and religious/spiritual affiliation where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Seventy-five percent ($n = 838$) of Faculty and Staff/Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/career. Employees with a Single Disability (72%, $n = 48$) were less likely to feel comfortable taking leave than were employees with No Disability (75%, $n = 785$). Likewise, employee respondents with Military Service (72%, $n = 39$) were less likely to feel comfortable than were employee respondents with No Military Service (75%, $n = 780$).

*Table 31*. **Employee Respondents' Attitudes about Work-Related Issues by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.** | **272** | **24.3** | **566** | **50.6** | **223** | **19.9** | **58** | **5.2** |
| Disability Status[liv] | | | | | | | | |
| Disability | 11 | 16.4 | 37 | 55.2 | 10 | 14.9 | 9 | 13.4 |
| No Disability | 261 | 25.0 | 524 | 50.2 | 210 | 20.1 | 48 | 4.6 |
| Military Status[lv] | | | | | | | | |
| Military Service | 22 | 40.7 | 17 | 31.5 | 11 | 20.4 | < 5 | --- |
| No Military Service | 247 | 23.9 | 533 | 51.5 | 204 | 19.7 | 51 | 4.9 |

Note: Table includes Faculty and Staff/Administrator respondents ($n = 1,141$) only.

Thirty-six percent ($n = 405$) of Faculty and Staff/Administrator respondents reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition

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[64]Analyses do not include Transgender employee respondents, Genderqueer employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.
[65]Multiracial employee respondents and Latino(a)/Chicano(a)/Hispanic employee respondents were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[66]Employee respondents with Multiple Disabilities were not included in these analyses in this section because their numbers were too few to ensure confidentiality.

(Table 32). A significantly higher percentage of Women employee respondents (39%, $n = 261$) than Men employee respondents (32%, $n = 138$) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. A higher percentage of Black/African American employee respondents (69%, $n = 33$) than White employee respondents (33%, $n = 318$) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Faculty and Staff/Administrator respondents with a Single Disability (53%, $n = 36$) were more likely than Faculty and Staff/Administrator respondents with No Disability (35%, $n = 366$) to indicate feeling this way.

*Table 32.* **Employee Respondents' Attitudes about Work-Related Issues by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I have to work harder than I believe my colleagues/ coworkers do to achieve the same recognition.** | 132 | 11.9 | 273 | 24.5 | 555 | 49.9 | 153 | 13.7 |
| Gender Identity[lvi] | | | | | | | | |
| Men | 44 | 10.1 | 94 | 21.5 | 224 | 51.3 | 75 | 17.2 |
| Women | 84 | 12.7 | 177 | 26.7 | 325 | 48.9 | 78 | 11.7 |
| Racial Identity[lvii] | | | | | | | | |
| White | 94 | 9.8 | 224 | 23.4 | 498 | 52.1 | 140 | 14.6 |
| Black/African American | 19 | 39.6 | 14 | 29.2 | 11 | 22.9 | < 5 | --- |
| Disability Status[lviii] | | | | | | | | |
| Single Disability | 13 | 19.1 | 23 | 33.8 | 28 | 41.2 | < 5 | --- |
| No Disability | 119 | 11.5 | 247 | 23.8 | 523 | 50.4 | 148 | 14.3 |

Note: Table includes Faculty and Staff/Administrator respondents ($n = 1,141$) only.

Three hundred thirty respondents provided written responses to elaborate on experiences of their work life relative to several statements. The statements most respondents elaborated on related to taking leave and children/work-life balance.

*Taking leave*. Eighty-eight respondents chose to elaborate specifically on the statement related to their comfort in taking leave. Some employees expressed support for taking leave, saying "I feel my department is extremely understanding and supportive when 'leave' is needed" and "The policy on family leave represents real progress." Another noted that "I had a very good

experience using parental leave. No issues at all." Some employees were disgruntled with policies for taking leave, particularly for adjunct faculty and hourly staff. These respondents noted, "Under my contract I have ZERO sick days…This is my 21st year teaching at MU and I have NEVER missed a single day because of the pressure to not miss class" and "salaried employees receive much better maternity leave than support staff." Another respondent wrote "FMLA seems the most clear example – staff and administrators clearly get less than faculty." Discrepancies between support from the university and supervisors were noted. One respondent wrote "Marquette may be supportive of taking leave but my unit director is not" and another discussed that "Employees in my particular office are given mixed messages on how to take time off." One respondent wrote "Departmental supervisors do not follow MU's policy regarding benefits like sick time or leave," and another noted that leave policies are "heavily dependent on the understanding and supportiveness of your chair and dean. So it can be wonderful or terrible."

*Children/Work-Life balance*. Thirty-six respondents chose to draw specific attention to the statement related to children and work-life balance. Regarding employees without children, respondents noted that "I don't have juvenile children and was told by my supervisor that I am treated differently because I don't have children" and "Having children provides socially acceptable reasons for reduced work responsibilities and greater job flexibility." Another respondent wrote, "As someone without children, I am often made to feel as though I am not living the university's Jesuit Catholic mission." Regarding employees with children, respondents noted that "Sometimes it causes stress worrying about what they [supervisors] may think when I miss days or need to leave early" to care for children. Regarding childcare, one respondent noted that "Marquette does provide childcare but it is so expensive that many support staff members cannot afford it." Regarding work-life balance, numerous respondents made comments about children and family responsibilities. One wrote, "I am a single, non-married person without children. I believe work-life balance is only discussed in my department regarding those with children." Another discussed that "The work-life balance creates a family friendly place to work."

[xliv]A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by gender identity: $\chi^2 (3, N = 1,116) = 28.2, p < .001$.

[xlv]A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by sexual identity: $\chi^2 (9, N = 1,089) = 21.6, p < .05$.

[xlvi]A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by disability status: $\chi^2 (3, N = 1,120) = 8.3, p < .05$.

[xlvii]A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by religious/spiritual affiliation: $\chi^2 (15, N = 1,104) = 32.0, p < .01$.

[xlviii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by position status: $\chi^2 (3, N = 1,100) = 11.5, p < .01$.

[xlix]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by gender identity: $\chi^2 (3, N = 1,087) = 8.6, p < .05$.

[l]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by racial identity: $\chi^2 (6, N = 582) = 30.7, p < .001$.

[li]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by sexual identity: $\chi^2 (6, N = 1,061) = 27.1, p < .01$.

[lii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by gender identity: $\chi^2 (3, N = 1,110) = 13.1, p < .01$.

[liii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by military status: $\chi^2 (3, N = 1,091) = 11.7, p < .01$.

[liv]A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by disability status: $\chi^2 (3, N = 1,110) = 12.6, p < .01$.

[lv]A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by military status: $\chi^2 (3, N = 1,089) = 10.6, p < .05$.

[lvi]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by gender identity: $\chi^2 (3, N = 1,101) = 10.2, p < .05$.

[lvii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by racial identity: $\chi^2 (12, N = 1,085) = 56.7, p < .001$.

[lviii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by disability status: $\chi^2 (3, N = 1,105) = 10.1, p < .05$.

Several survey items queried Faculty and Staff/Administrators about their opinions regarding work-life issues at Marquette. Tables 33 through 36 illustrate responses to work-life questions by position status, gender identity,[67] racial identity,[68] disability status,[69] sexual identity, military status, citizenship status, and religious/spiritual affiliation where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Eighty-eight percent ($n = 979$) of Faculty and Staff/Administrator respondents found Marquette supportive of taking leave. A slightly lower percentage of Faculty respondents (86%, $n = 340$) than Staff/Administrator respondents (90%, $n = 639$) found Marquette supportive of taking leave. Likewise, a significantly lower percentage of employee respondents with a Single Disability (82%, $n = 54$) than employee respondents with No Disability (89%, $n = 917$) found Marquette supportive of taking leave.

Seventy-eight percent ($n = 798$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was clear and easy to understand at Marquette. By staff position, a lower percentage of Non-Exempt Staff respondents (81%, $n = 234$) than Exempt Staff respondents (84%, $n = 250$) reported believing that the parental leave policy was clear and easy to understand. By faculty position, a lower percentage of Tenure-Track Faculty respondents (76%, $n = 133$) than Participating/Non Tenure Track Faculty respondents (83%, $n = 99$) reported believing this. Employee respondents with No Military Service (80%, $n = 730$) were less likely than respondents with Military Service (94%, $n = 47$) to report believing that the parental leave policy was clear and easy to understand. By religious/spiritual affiliation, employee respondents with Catholic/Roman Catholic affiliations (87%, $n = 364$) and employee respondents with Multiple Affiliations (85%, $n = 46$) were more likely than other religious/spiritual groups to report believing this.

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[67]Analyses do not include Transgender employee respondents, Genderqueer employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.
[68]Multiracial employee respondents and Latino(a)/Chicano(a)/Hispanic employee respondents were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[69]Employee respondents with Multiple Disabilities were not included in these analyses in this section because their numbers were too few to ensure confidentiality.

Seventy-eight percent ($n = 747$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was applied consistently across individuals. By faculty position, a lower percentage of Tenure-Track Faculty respondents (77%, $n = 131$) than Participating/Non Tenure Track Faculty respondents (89%, $n = 102$) reported believing that the parental leave policy was applied consistently across individuals. Women employee respondents (77%, $n = 429$) were less likely than Men employee respondents (81%, $n = 313$) to have felt this way. By racial identity, a lower percentage of Black/African American employee respondents (63%, $n = 26$) than White employee respondents (81%, $n = 661$) reported believing that the parental leave policy was applied consistently across individuals.

Seventy-five percent ($n = 700$) of Faculty and Staff/Administrator respondents reported believing that the parental leave policy was applied consistently across departments. By faculty position, a lower percentage of Tenure-Track Faculty respondents (72%, $n = 120$) than Participating/Non Tenure Track Faculty respondents (87%, $n = 96$) reported believing that the parental leave policy was applied consistently across departments. By racial identity, a lower percentage of Black/African American employee respondents (60%, $n = 25$) than White employee respondents (78%, $n = 622$) reported believing this.

The majority of Faculty and Staff/Administrator respondents (94%, $n = 826$) have not used Marquette policies for active military service duties.

*Table 33.* **Employee Respondents' Attitudes about Work-Life Issues by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I find that Marquette is supportive of taking leave.** | **326** | **29.4** | **653** | **58.9** | **96** | **8.7** | **33** | **3.0** |
| Position[lix] | | | | | | | | |
| Faculty | 95 | 23.9 | 245 | 61.7 | 40 | 10.1 | 17 | 4.3 |
| Staff/Administrator | 231 | 32.5 | 408 | 57.4 | 56 | 7.9 | 16 | 2.3 |
| Disability Status[lx] | | | | | | | | |
| Single Disability | 15 | 22.7 | 39 | 59.1 | 6 | 9.1 | 6 | 9.1 |
| No Disability | 310 | 30.0 | 607 | 58.8 | 90 | 8.7 | 26 | 2.5 |
| | | | | | | | | |
| **I believe the parental leave policy is clear and easy to understand.** | **138** | **14.0** | **660** | **66.8** | **161** | **16.3** | **29** | **2.9** |
| Staff Position Status[lxi] | | | | | | | | |
| Exempt | 34 | 11.4 | 216 | 72.2 | 39 | 13.0 | 10 | 3.3 |
| Non-Exempt | 48 | 16.6 | 186 | 64.1 | 52 | 17.9 | < 5 | --- |
| Faculty Position Status[lxii] | | | | | | | | |
| Tenure-Track | 30 | 17.1 | 103 | 58.9 | 36 | 20.6 | 6 | 3.4 |
| Participating/Non Tenure Track | 8 | 6.7 | 91 | 76.5 | 15 | 12.6 | 5 | 4.2 |
| Military Status[lxiii] | | | | | | | | |
| Military Service | 9 | 18.0 | 38 | 76.0 | < 5 | --- | < 5 | --- |
| No Military Service | 127 | 13.9 | 603 | 66.1 | 156 | 17.1 | 26 | 2.9 |
| Religious/Spiritual Affiliation[lxiv] | | | | | | | | |
| Catholic/Roman Catholic | 64 | 15.3 | 300 | 71.6 | 46 | 11.0 | 9 | 2.1 |
| Christian | 34 | 12.5 | 182 | 66.7 | 47 | 17.2 | 10 | 3.7 |
| Other Faith-Based | < 5 | --- | 19 | 67.9 | 7 | 25.0 | 0 | 0 |
| No Affiliation | 24 | 13.4 | 103 | 57.5 | 45 | 25.1 | 7 | 3.9 |
| Multiple Affiliations | 10 | 18.5 | 36 | 66.7 | 7 | 13.0 | < 5 | --- |
| | | | | | | | | |
| **I believe the parental leave policy is applied consistently across individuals.** | **126** | **13.2** | **621** | **64.8** | **167** | **17.4** | **44** | **4.6** |
| Faculty Position Status[lxv] | | | | | | | | |
| Tenure-Track | 27 | 15.8 | 104 | 60.8 | 31 | 18.1 | 9 | 5.3 |
| Participating/Non Tenure Track | 8 | 7.0 | 94 | 81.7 | 10 | 8.7 | < 5 | --- |
| Gender Identity[lxvi] | | | | | | | | |
| Men | 67 | 17.3 | 246 | 63.4 | 62 | 16.0 | 13 | 3.4 |
| Women | 59 | 10.6 | 370 | 66.2 | 100 | 17.9 | 30 | 5.4 |
| Racial Identity[lxvii] | | | | | | | | |
| White | 107 | 13.1 | 554 | 67.6 | 125 | 15.3 | 33 | 4.0 |
| Black/African American | 5 | 12.2 | 21 | 51.2 | 11 | 26.8 | < 5 | --- |

*Table 33(cont.)*

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I believe the parental leave policy is applied consistently across departments.** | **101** | **10.8** | **599** | **64.1** | **185** | **19.8** | **49** | **5.2** |
| Faculty Position[lxviii] | | | | | | | | |
| Tenure-Track | 19 | 11.4 | 101 | 60.5 | 36 | 21.6 | 11 | 6.6 |
| Participating/Non Tenure Track | 7 | 6.4 | 89 | 80.9 | 11 | 10.0 | < 5 | --- |
| Racial Identity[lxix] | | | | | | | | |
| White | 84 | 10.5 | 538 | 67.4 | 137 | 17.2 | 39 | 4.9 |
| Black/African American | 5 | 11.9 | 20 | 47.6 | 15 | 35.7 | < 5 | --- |
| | | | | | | | | |
| **I have used Marquette policies for active military service duties.** | **8** | **0.9** | **41** | **4.7** | **397** | **45.4** | **429** | **49.0** |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

Twenty-one percent (*n* = 231) of Faculty and Staff/Administrator respondents agreed that people who do not have children were burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children (Table 34). In terms of position status, 15% (*n* = 62) of Faculty respondents and 24% (*n* = 169) of Staff/Administrator respondents agreed. A lower percentage of Men employee respondents (18%, *n* = 77) than Women employee respondents (22%, *n* = 149) reported that they believed that people who do not have children were burdened with work responsibilities beyond those who do have children. Likewise, Heterosexual employee respondents (19%, *n* = 188) were less likely than LGBQ employee respondents (35%, *n* = 29) to indicate feeling this way. Employee respondents with No Disability (20%, *n* = 205) were also less likely than employee respondents with a Single Disability 28% (*n* < 25) to agree that people who do not have children were burdened with work responsibilities. Employee respondents with Multiple Affiliations (31%, *n* = 18) were more likely than other religious/spiritual groups to have indicated that people who do not have children were burdened with work responsibilities beyond those who do have children.

Eighty-one percent (*n* = 898) of Faculty and Staff/Administrator respondents suggested that Marquette provided resources to help employees balance work-life needs, such as childcare and elder care. Faculty respondents (77%, *n* = 309) were less likely than Staff/Administrator respondents (83%, *n* = 589) to agree. By faculty position, a lower percentage of Tenure-Track

Faculty respondents (69%, $n$ = 134) than Participating/Non Tenure Track Faculty respondents (89%, $n$ = 125) agreed that Marquette provided resources to help employees balance work-life needs. Likewise, Women employee respondents (80%, $n$ = 529) were significantly less likely than Men employee respondents (84%, $n$ = 363) to believe that Marquette provided resources to help employees balance work-life needs.

*Table 34.* **Employee Respondents' Attitudes about Work-Life Issues and Caregiving by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Issue | Strongly agree *n* | Strongly agree *%* | Agree *n* | Agree *%* | Disagree *n* | Disagree *%* | Strongly disagree *n* | Strongly disagree *%* |
|---|---|---|---|---|---|---|---|---|
| **I feel that 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.** | **67** | **6.0** | **164** | **14.7** | **608** | **54.4** | **278** | **24.9** |
| Position Status[lxx] | | | | | | | | |
| Faculty | 15 | 3.7 | 47 | 11.6 | 215 | 53.0 | 129 | 31.8 |
| Staff/Administrator | 52 | 7.3 | 117 | 16.5 | 393 | 55.3 | 149 | 21.0 |
| Faculty Position[lxxi] | | | | | | | | |
| Tenure-Track | 10 | 5.0 | 26 | 13.1 | 100 | 50.3 | 63 | 31.7 |
| Participating/Non Tenure Track | < 5 | --- | 10 | 7.0 | 90 | 63.4 | 41 | 28.9 |
| Gender Identity[lxxii] | | | | | | | | |
| Men | 19 | 4.3 | 58 | 13.3 | 229 | 52.4 | 131 | 30.0 |
| Women | 47 | 7.0 | 102 | 15.3 | 371 | 55.6 | 147 | 22.0 |
| Sexual Identity[lxxiii] | | | | | | | | |
| LGBQ | 11 | 13.4 | 18 | 22.0 | 39 | 47.6 | 14 | 17.1 |
| Heterosexual | 51 | 5.3 | 137 | 14.1 | 531 | 54.8 | 250 | 25.8 |
| Disability Status[lxxiv] | | | | | | | | |
| Single Disability | < 5 | --- | 19 | 27.9 | 28 | 41.2 | 17 | 25.0 |
| No Disability | 63 | 6.1 | 142 | 13.7 | 574 | 55.2 | 261 | 25.1 |
| Religious/Spiritual Affiliation[lxxv] | | | | | | | | |
| Catholic/Roman Catholic | 20 | 4.3 | 61 | 13.0 | 248 | 53.0 | 139 | 29.7 |
| Christian | 14 | 4.5 | 49 | 15.9 | 184 | 59.5 | 62 | 20.1 |
| Other Faith-Based | < 5 | --- | 5 | 15.6 | 16 | 50.0 | 8 | 25.0 |
| No Affiliation | 20 | 9.3 | 31 | 14.5 | 114 | 53.3 | 49 | 22.9 |
| Multiple Affiliations | 7 | 11.9 | 11 | 18.6 | 30 | 50.8 | 11 | 18.6 |
| **I feel that Marquette supports employees to balance work-life needs, such as childcare and elder care.** | **171** | **15.4** | **727** | **65.6** | **171** | **15.4** | **39** | **3.5** |
| Position Status[lxxvi] | | | | | | | | |
| Faculty | 39 | 9.8 | 270 | 67.5 | 71 | 17.8 | 20 | 5.0 |
| Staff/Administrator | 132 | 18.6 | 457 | 64.5 | 100 | 14.1 | 19 | 2.7 |
| Faculty Position[lxxvii] | | | | | | | | |
| Tenure-Track | 14 | 7.2 | 120 | 61.5 | 51 | 26.2 | 10 | 5.1 |
| Participating/Non Tenure Track | 14 | 10.0 | 111 | 79.3 | 10 | 7.1 | 5 | 3.6 |
| Gender Identity[lxxviii] | | | | | | | | |
| Men | 73 | 17.0 | 290 | 67.4 | 60 | 14.0 | 7 | 1.6 |
| Women | 98 | 14.7 | 431 | 64.8 | 105 | 15.8 | 31 | 4.7 |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

The majority (68%, $n = 761$) of Faculty and Staff/Administrator respondents indicated that they had supervisors who gave them job/career advice or guidance when they needed it (Table 35). Substantial differences emerged when analyzed by racial identity. Forty-two percent ($n = 20$) of Black/African American employee respondents and 70% ($n = 670$) of White employee respondents reported feeling that they had supervisors who gave them job/career advice or guidance when they needed it. Similarly, 74% ($n = 61$) of LGBQ employee respondents, in comparison with 68% ($n = 662$) of Heterosexual employee respondents, reported feeling that they had supervisors who gave them job/career advice or guidance when they needed it.

Most Faculty and Staff/Administrator respondents (81%, $n = 892$) also indicated that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. In terms of position status, Staff/Administrator respondents (79%, $n = 556$) were significantly less likely than Faculty respondents (83%, $n = 336$) to feel they had colleagues/coworkers who gave them job/career advice or guidance. By staff position, 78% ($n = 246$) of Non-Exempt Staff respondents and 80% ($n = 259$) of Exempt Staff respondents reported that they felt that they had colleagues/coworkers who gave them job/career advice or guidance. Sixty-two percent ($n = 24$) of Black/African American employee respondents and 82% ($n = 782$) of White employee respondents reported feeling this way.

*Table 35.* **Employee Respondents' Perceptions of Support Available at Marquette by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Resource | Strongly agree n | Strongly agree % | Agree n | Agree % | Disagree n | Disagree % | Strongly disagree n | Strongly disagree % |
|---|---|---|---|---|---|---|---|---|
| **I have supervisors who give me job/career advice or guidance when I need it.** | **217** | **19.5** | **544** | **48.9** | **241** | **21.7** | **111** | **10.0** |
| Racial Identity[lxxix] | | | | | | | | |
| White | 191 | 20.0 | 479 | 50.2 | 201 | 21.0 | 84 | 8.8 |
| Black/African American | 7 | 14.6 | 13 | 27.1 | 17 | 35.4 | 11 | 22.9 |
| Sexual Identity[lxxx] | | | | | | | | |
| LGBQ | 13 | 15.9 | 48 | 58.5 | 16 | 19.5 | 5 | 6.1 |
| Heterosexual | 199 | 20.5 | 463 | 47.8 | 208 | 21.5 | 99 | 10.2 |
| **I have colleagues/coworkers who give me job/career advice or guidance when I need it.** | **238** | **21.5** | **654** | **59.0** | **166** | **15.0** | **50** | **4.5** |
| Position Status[lxxxi] | | | | | | | | |
| Faculty | 108 | 26.7 | 228 | 56.4 | 50 | 12.4 | 18 | 4.5 |
| Staff/Administrator | 130 | 18.5 | 426 | 60.5 | 116 | 16.5 | 32 | 4.5 |
| Staff Position[lxxxii] | | | | | | | | |
| Exempt | 55 | 16.9 | 204 | 62.8 | 43 | 13.2 | 23 | 7.1 |
| Non-Exempt | 64 | 20.4 | 182 | 58.0 | 61 | 19.4 | 7 | 2.2 |
| Racial Identity[lxxxiii] | | | | | | | | |
| White | 209 | 22.0 | 573 | 60.3 | 135 | 14.2 | 34 | 3.6 |
| Black/African American | 6 | 24.0 | 18 | 38.3 | 15 | 31.9 | 8 | 17.0 |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

Sixty-five percent (*n* = 735) of Faculty and Staff/Administrator respondents agreed that they had adequate support (administrative staff, resources, etc.) to complete their assigned duties (Table 36). By faculty position, Tenure-Track Faculty respondents (48%, *n* = 96) were less likely than Participating/Non Tenure Track Faculty respondents (76%, *n* = 110) to feel this way.

Eighty-seven percent (*n* = 964) of Faculty and Staff/Administrator respondents agreed that their work unit/department was supportive of participation in service/spiritual opportunities that Marquette supports (e.g., community service, Faber Center activities). By position status, 90% (*n* = 359) of Faculty respondents and 86% (*n* = 605) of Staff/Administrator respondents indicated feeling this way. The majority (> 85%) of employee respondents by religious/spiritual affiliation agreed that their work unit/department was supportive of participation in service/spiritual opportunities that Marquette supports.

*Table 36.* **Employee Respondents' Perceptions of Resources Available at Marquette by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Resource | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I feel that I have adequate support (administrative staff, resources, etc.) to complete my assigned duties.** | **155** | **13.8** | **580** | **51.6** | **275** | **24.4** | **115** | **10.2** |
| Faculty Position[lxxxiv] | | | | | | | | |
| Tenure-Track | 16 | 8.0 | 80 | 40.2 | 67 | 33.7 | 36 | 18.1 |
| Participating/Non Tenure Track | 23 | 16.0 | 87 | 60.4 | 29 | 20.1 | 5 | 3.5 |
| **I find that my work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports (e.g., community service, Faber Center activities).** | **295** | **26.7** | **669** | **60.5** | **102** | **9.2** | **40** | **3.6** |
| Position Status[lxxxv] | | | | | | | | |
| Faculty | 90 | 22.4 | 269 | 67.1 | 30 | 7.5 | 12 | 3.0 |
| Staff/Administrator | 205 | 29.1 | 400 | 56.7 | 72 | 10.2 | 28 | 4.0 |
| Religious/Spiritual Affiliation[lxxxvi] | | | | | | | | |
| Catholic/Roman Catholic | 144 | 30.7 | 272 | 58.0 | 34 | 7.2 | 19 | 4.1 |
| Christian | 79 | 25.9 | 181 | 59.3 | 33 | 10.8 | 12 | 3.9 |
| Other Faith-Based | 9 | 29.0 | 20 | 64.5 | < 5 | --- | < 5 | --- |
| No Affiliation | 38 | 18.4 | 140 | 67.6 | 24 | 11.6 | 5 | 2.4 |
| Multiple Affiliations | 19 | 32.2 | 34 | 57.6 | < 5 | --- | < 5 | --- |

Note: Table includes Faculty and Staff/Administrator respondents (*n* = 1,141) only.

Another item queried only Staff/Administrators regarding their experiences at Marquette University, their perceptions of specific Marquette University policies, and their attitudes about the climate and work-life issues at Marquette University. Tables 37 through 39 illustrate responses to work-life questions by position status, gender identity,[70] racial identity,[71] disability status,[72] sexual identity, military status, citizenship status, and religious/spiritual affiliation[73] where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Eighty-seven percent ($n = 617$) of Staff/Administrator respondents agreed that their supervisors were supportive of flexible work schedules (Table 37). Seventy-seven percent ($n = 539$) of Staff/Administrator respondents agreed that their supervisors provided them with resources to pursue professional development opportunities. Eighty-two percent ($n = 569$) of Staff/Administrator respondents agreed that Marquette provided them with resources to pursue professional development opportunities. Sixty-nine percent ($n = 490$) of Staff/Administrator respondents agreed that their supervisors provided ongoing feedback to help them improve their performance. By racial identity, Black/African American Staff/Administrator respondents (43%, $n = 15$) were less likely than White Staff/Administrator respondents (71%, $n = 436$) to feel this way.

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[70]Analyses do not include Transgender employee respondents, Genderqueer employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.
[71]Multiracial employee respondents and Latino(a)/Chicano(a)/Hispanic employee respondents were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[72]Employee respondents with Multiple Disabilities were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[73]When many response categories had fewer than five responses, this variable was not included in the table.

*Table 37.* **Staff/Administrator Respondents' Perceptions of Resources Available at Marquette by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Resource | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I find that my supervisor is supportive of flexible work schedules.** | **261** | **36.9** | **356** | **50.4** | **63** | **8.9** | **27** | **3.8** |
| **My supervisor provides me with resources to pursue professional development opportunities.** | **184** | **26.1** | **355** | **50.4** | **128** | **18.2** | **37** | **5.3** |
| **Marquette provides me with resources to pursue professional development opportunities.** | **176** | **25.2** | **393** | **56.3** | **106** | **15.2** | **23** | **3.3** |
| **My supervisor provides ongoing feedback to help me improve my performance.** | **141** | **20.0** | **349** | **49.4** | **152** | **21.5** | **64** | **9.1** |
| Racial Identity[lxxxvii] | | | | | | | | |
| White | 121 | 19.6 | 315 | 51.0 | 124 | 20.1 | 58 | 9.4 |
| Black/African American | 5 | 14.3 | 10 | 28.6 | 17 | 48.6 | < 5 | 9 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only.

Sixty-three percent (*n* = 445) of Staff/Administrator respondents agreed that they were able to complete their assigned duties during regular scheduled hours; however, 37% (*n* = 263) disagreed (Table 38). Seventy-four percent (*n* = 513) of Staff/Administrator respondents indicated that they believe that the person to whom they report was appropriately trained as a supervisor; however, 27% (*n* = 185) disagreed with this statement. Forty-six percent (*n* = 286) of Staff/Administrator respondents indicated believing that the University Staff Assembly had an authentic impact on university governance; however, more Staff/Administrator respondents (54%, *n* = 339) disagreed. By racial identity, Black/African American Staff/Administrator respondents (33%, *n* < 15) were less likely than White Staff/Administrator respondents (45%, *n* = 247) to believe that the University Staff Assembly had an authentic impact on university governance.

*Table 38.* **Staff/Administrator Respondents' Perceptions of Resources Available at Marquette by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Resource | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| I am able to complete my assigned duties during regular scheduled hours. | 95 | 13.4 | 350 | 49.4 | 179 | 25.3 | 84 | 11.9 |
| I believe that the person to whom I report is appropriately trained as a supervisor. | 211 | 30.2 | 302 | 43.3 | 119 | 17.0 | 66 | 9.5 |
| I believe that the University Staff Assembly has an authentic impact on university governance. | 22 | 3.5 | 264 | 42.2 | 255 | 40.8 | 84 | 13.4 |
| Racial Identity[lxxxviii] | | | | | | | | |
| White | 19 | 3.5 | 228 | 41.9 | 226 | 41.5 | 71 | 13.1 |
| Black/African American | < 5 | --- | 11 | 33.3 | 12 | 36.4 | 9 | 27.3 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only.

One hundred and seventy-three respondents provided written responses elaborating on their experience of work life related to select statements. The statements most respondents chose to elaborate on were related to the University Staff Assembly and professional development.

*University Staff Assembly*. Thirty-six respondents chose to specifically comment on whether the University Staff Assembly has an authentic impact on university governance. Most respondents indicated that they were "unaware of the University Staff Assembly regarding governance" and "I really don't know that much about the University Staff Assembly." Others had strong opinions regarding the ineffectiveness of the University Staff Assembly. One respondent wrote, "Univ Staff Assembly is simply a mouthpiece/puppet of the President's Office" and another discussed that "Staff Assembly has NO IMPACT on university governance. WE ARE NOT HEARD." One respondent offered hope, mentioning that "At this moment in time, the Staff Assembly does not have an authentic university governance, but I am hopeful for the future. Their voice should be equal to the Academic Senate."

*Professional development.*Twenty-seven respondents discussed professional development opportunities provided by Marquette and their individual supervisors. Some discussed scheduling conflicts with professional development, noting that "Opportunities that are set

during the work day are not often available to me" and "It is very difficult to peruse any professional development opportunities because of my heavy work load." Another commented that "I don't feel comfortable going to Professional development opportunities or to the Faber Center events as I am hourly and lose too much time." Others mentioned funding as a concern, saying that supervisors "can't support me with professional development because of lack of funds in our area" and "My supervisor supports my professional development, but recently those opportunities have been limited by budget cuts at the university." Many respondents felt that "When budget is tight, professional development is the first thing eliminated." Some also discussed their supervisors in relation to their professional development, noting that "I have been very fortunate to have a supervisor who seems invested in my professional development" and, in contrast, "My department supervisor does not allow us to attend MU functions, wellness classes or GROW classes…as an employee I feel diminished and powerless."

Another question in the survey queried Staff/Administrators about their opinions on several topics related to their work unit, including how they thought others at Marquette reviewed them. Tables 39 through 41 illustrate responses to work-life questions by position status, gender identity,[74] racial identity,[75] disability status,[76] sexual identity, military status, citizenship status, and religious/spiritual affiliation[77] where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

The majority of Staff/Administrator respondents felt valued by coworkers (80%, $n = 571$) and by their supervisors/managers (75%, $n = 529$) in their work units (Table 39). Exempt Staff respondents (73%, $n = 238$) were less likely than Non-Exempt Staff/Administrator respondents (77%, $n = 246$) to feel valued by their supervisors/managers. Likewise, a lower percentage of Black/African American Staff/Administrator respondents (57%, $n = 21$) than White

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[74]Analyses do not include Transgender employee respondents, Genderqueer employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.
[75]Multiracial employee respondents and Latino(a)/Chicano(a)/Hispanic employee respondents were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[76]Employee respondents with Multiple Disabilities were not included in these analyses in this section because their numbers were too few to ensure confidentiality.
[77]When many response categories had fewer than five responses, this variable was not included in the table.

Supervisor/Administrator respondents (76%, $n = 468$) felt this way. Forty-four percent ($n = 314$) of Staff/Administrator respondents felt that Marquette senior administrators were genuinely concerned with their welfare. By gender identity, Women Staff/Administrator respondents (43%, $n = 200$) were less likely than Men Staff/Administrator respondents (49%, $n = 113$) to indicate that they felt that Marquette senior administrators were genuinely concerned with their welfare.

*Table 39.* **Staff/Administrator Respondents Perceptions of their Work Unit by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Perception | 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 % |
|---|---|---|---|---|---|---|---|---|---|---|
| **I feel valued by coworkers in my work unit.** | **247** | **34.6** | **324** | **45.4** | **89** | **12.5** | **45** | **6.3** | **6** | **1.6** |
| **I feel valued by faculty in my work unit.** | **125** | **19.2** | **217** | **33.3** | **243** | **37.3** | **58** | **8.9** | **15** | **4.0** |
| **I feel valued by my supervisor/manager.** | **250** | **35.3** | **279** | **39.4** | **89** | **12.6** | **59** | **8.3** | **25** | **6.8** |
| Staff Position[lxxxix] | | | | | | | | | | |
| Exempt | 124 | 37.9 | 114 | 34.9 | 46 | 14.1 | 21 | 6.4 | 22 | 6.7 |
| Non-Exempt | 106 | 33.2 | 140 | 43.9 | 30 | 9.4 | 35 | 11.0 | 8 | 2.5 |
| Racial Identity[xc] | | | | | | | | | | |
| White | 224 | 36.4 | 244 | 39.6 | 73 | 11.9 | 50 | 8.1 | 25 | 4.1 |
| Black/African American | 7 | 18.9 | 14 | 37.8 | 11 | 29.7 | < 5 | 5.4 | < 5 | 8.1 |
| **I think Marquette senior administrators are genuinely concerned with my welfare.** | **76** | **10.7** | **238** | **33.7** | **204** | **28.9** | **132** | **18.7** | **30** | **8.1** |
| Gender Identity[xci] | | | | | | | | | | |
| Men | 37 | 16.1 | 76 | 33.0 | 64 | 27.8 | 38 | 16.5 | 15 | 6.5 |
| Women | 39 | 8.3 | 161 | 34.2 | 138 | 29.3 | 93 | 19.7 | 40 | 8.5 |

Note: Table includes Staff/Administrator respondents ($n = 721$) only.

Twenty-two percent of Staff/Administrator respondents (*n* = 157) believed that coworkers in their departments pre-judged their abilities based on their perceptions of their backgrounds/identities.  Nineteen percent indicated that they felt their supervisors/managers (*n* = 131) pre-judged their abilities based on their perceptions of their backgrounds/identities (Table 40).

*Table 40.* **Staff/Administrator Respondents' Perceptions of their Work Unit by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| I think coworkers in my work unit pre-judge my abilities based on their perception of my identity/background. | 36 | 5.1 | 121 | 17.1 | 201 | 28.4 | 248 | 35.0 | 102 | 14.4 |
| I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background. | 37 | 5.3 | 94 | 13.4 | 182 | 25.9 | 257 | 36.5 | 134 | 19.0 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only.

Half of the Staff/Administrator respondents (47%, *n* = 334) reported feeling that their work units encouraged free and open discussions of difficult topics (Table 41). Sixty-seven percent (*n* = 477) of Staff/Administrator respondents reported feeling that their skills were valued.

*Table 41.* **Staff/Administrator Respondents' Perceptions of their Work Unit by Position Status, Gender Identity, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| I believe that my work unit encourages free and open discussion of difficult topics. | 91 | 12.8 | 243 | 34.2 | 168 | 23.7 | 136 | 19.2 | 72 | 10.1 |
| I feel that my skills are valued. | 138 | 19.5 | 339 | 47.8 | 96 | 13.5 | 97 | 13.7 | 39 | 5.5 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only.

[lix]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that Marquette was supportive of taking leave by position status: $\chi^2(3, N = 1,108) = 12.1$, $p < .01$.

[lx]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that Marquette was supportive of taking leave by disability status: $\chi^2(3, N = 1,099) = 10.3$, $p < .05$.

[lxi]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is clear and easy to understand by staff position: $\chi^2(3, N = 589) = 8.9$, $p < .05$.

[lxii]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is clear and easy to understand by faculty position: $\chi^2(3, N = 294) = 12.0$, $p < .01$.

[lxiii]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is clear and easy to understand by military status: $\chi^2(3, N = 962) = 8.1$, $p < .05$.

[lxiv]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is clear and easy to understand by religious/spiritual affiliation: $\chi^2(15, N = 964) = 29.1$, $p < .05$.

[lxv]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is applied consistently across individuals by faculty position: $\chi^2(3, N = 286) = 14.2$, $p < .01$.

[lxvi]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is applied consistently across individuals by gender identity: $\chi^2(3, N = 947) = 10.6$, $p < .05$.

[lxvii]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is applied consistently across individuals by racial identity: $\chi^2(12, N = 931) = 22.0$, $p < .05$.

[lxviii]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is applied consistently across departments by faculty position: $\chi^2(3, N = 277) = 13.0$, $p < .01$.

[lxix]A chi-square test was conducted to compare percentages of employee respondents who reported believing that the parental leave policy is applied consistently across departments by racial identity: $\chi^2(12, N = 910) = 30.7$, $p < .01$.

[lxx]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by position status: $\chi^2(3, N = 1,117) = 22.2$, $p < .001$.

[lxxi]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by faculty position: $\chi^2(3, N = 341) = 10.4$, $p < .05$.

[lxxii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by gender identity: $\chi^2(3, N = 1,104) = 11.1$, $p < .05$.

[lxxiii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity: $\chi^2(9, N = 1,075) = 18.1$, $p < .05$.

[lxxiv]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by disability status: $\chi^2(3, N = 1,108) = 11.3$, $p < .05$.

[lxxv]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by religious/spiritual affiliation: $\chi^2(15, N = 1,092) = 27.1$, $p < .05$.

[lxxvi]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that Marquette provides available resources to help employees balance work-life needs by position status: $\chi^2(3, N = 1,108) = 19.5$, $p < .001$.

[lxxvii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that Marquette provides available resources to help employees balance work-life needs by faculty position: $\chi^2(3, N = 335) = 21.1$, $p < .001$.

[lxxviii]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that Marquette provides available resources to help employees balance work-life needs by position status: $\chi^2(3, N = 1,095) = 8.6$, $p < .05$.

[lxxix]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by racial identity: $\chi^2(12, N = 1,084) = 26.6$, $p < .01$.

[lxxx]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by sexual identity: $\chi^2$ (9, $N = 1,076$) = 17.3, $p < .05$.

[lxxxi]A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by position status: $\chi^2$ (3, $N = 1,108$) = 11.8, $p < .01$.

[lxxxii]A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by staff position: $\chi^2$ (3, $N = 639$) = 13.4, $p < .01$.

[lxxxiii]A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by racial identity: $\chi^2$ (12, $N = 1,077$) = 39.2, $p < .001$.

[lxxxiv]A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have adequate support (administrative staff, resources, etc.) to complete their assigned duties by faculty position: $\chi^2$ (3, $N = 343$) = 32.0, $p < .001$.

[lxxxv]A chi-square test was conducted to compare percentages of employee respondents who found that their work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports by position status: $\chi^2$ (3, $N = 1,106$) = 11.5, $p < .01$.

[lxxxvi]A chi-square test was conducted to compare percentages of employee respondents who found that their work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports by religious/spiritual affiliation: $\chi^2$ (15, $N = 1,082$) = 26.4, $p < .05$.

[lxxxvii]A chi-square test was conducted to compare percentages of Staff/Administrator respondents who reported having supervisors that provide ongoing feedback to help them improve their performance by racial identity: $\chi^2$ (12, $N = 688$) = 25.4, $p < .05$.

[lxxxviii]A chi-square test was conducted to compare percentages of Staff/Administrator respondents who reported believing that the University Staff Assembly has an authentic impact on university governance by racial identity: $\chi^2$ (12, $N = 610$) = 23.4, $p < .05$.

[lxxxix]A chi-square test was conducted to compare percentages of Staff/Administrator respondents who reported feeling valued by their supervisor/manager by staff position: $\chi^2$ (4, $N = 646$) = 17.4, $p < .01$.

[xc]A chi-square test was conducted to compare percentages of Staff/Administrator respondents who reported feeling valued by their supervisor/manager by racial identity: $\chi^2$ (16, $N = 689$) = 27.1, $p < .05$.

[xci]A chi-square test was conducted to compare percentages of Staff/Administrator respondents who reported feeling that Marquette senior administrators are genuinely concerned with their welfare v by gender identity: $\chi^2$ (4, $N = 701$) = 10.5, $p < .05$.

**Perceptions of Employment Practices**

Regarding respondents' observations of discriminatory employment practices, 15% ($n = 170$) of Staff/Administrator respondents and 21% ($n = 87$) of Faculty respondents reported having observed hiring practices at Marquette University (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 42).

*Table 42.* **Employee Respondents Who Reported Believing that They Had Observed Employment Practices that were Unfair or Unjust, or that Would Inhibit Diversifying the Community**

| | Hiring practices | | Employment-related disciplinary actions | | Procedures or practices related to promotion/tenure/ reclassification | |
|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % |
| **No** | 891 | 79.1 | 960 | 85.0 | 886 | 78.9 |
| Faculty | 326 | 78.9 | 356 | 85.4 | 322 | 77.6 |
| Staff/Administrator | 565 | 79.1 | 604 | 84.7 | 564 | 79.7 |
| | | | | | | |
| **Yes** | 236 | 20.9 | 170 | 15.0 | 237 | 21.1 |
| Faculty | 87 | 21.1 | 356 | 85.4 | 93 | 22.4 |
| Staff/Administrator | 149 | 20.9 | 604 | 84.7 | 144 | 20.3 |

Note: Answered by Faculty and Staff/Administrator respondents ($n = 1,141$) only.

Of those Faculty and Staff/Administrator respondents who reported believing that they had observed discriminatory hiring, 31% noted it was based each on nepotism/cronyism ($n = 73$), 25% on gender/gender identity ($n = 58$), and 20% each on ethnicity ($n = 47$) and racial identity ($n = 47$).

Subsequent analyses[78] indicated the following:

- By Faculty Position: 30% ($n = 59$) of Tenure-Track Faculty respondents and 8% ($n = 11$) of Participating/Non Tenure Track Faculty respondents reported believing that they had observed discriminatory hiring practices.[xcii]

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

- By gender identity: 23% ($n = 154$) of Women employee respondents and 17% ($n = 76$) of Men employee respondents reported believing that they had observed discriminatory hiring practices.[xciii]

- By racial identity: 55% ($n = 26$) of Black/African American employee respondents, 35% ($n = 8$) of Latino(a)/Chicano(a)/Hispanic employee respondents, 31% ($n = 8$) of Multiracial employee respondents, 21% ($n = 7$) of Employee Respondents of Color, and 18% ($n = 176$) of White employee respondents reported having observed unfair or unjust hiring at Marquette University.[xciv]

- By sexual identity: 36% ($n = 29$) of LGBQ employee respondents and 19% ($n = 190$) of Heterosexual employee respondents reported believing that they had observed discriminatory hiring practices.[xcv]

- By disability status: 30% ($n = 21$) of employee respondents with a Single Disability and 20% ($n = 212$) of employee respondents with No Disability reported believing that they had observed discriminatory hiring practices.[xcvi]

- By military status: 22% ($n = 224$) of employee respondents with No Military Service and 9% ($n = 5$) of employee respondents with Military Service reported believing that they had observed discriminatory hiring practices.[xcvii]

- By religious/spiritual affiliation: 32% ($n = 11$) of employee respondents with Other Faith-Based Affiliations, 26% ($n = 16$) of employee respondents with Multiple Affiliations, 23% ($n = 50$) of employee respondents with No Affiliation, 20% ($n = 60$) of Christian employee respondents, and 17% ($n = 82$) of Catholic/Roman Catholic employee respondents reported believing that they had observed discriminatory hiring practices.[xcviii]

Ninety-seven Faculty and Staff/Administrator respondents chose to provide a written response elaborating on their observation of unfair or unjust hiring practices. Below is the one broad theme that emerged among these respondents with supporting quotations that highlight the commonly cited examples of how respondents observed this behavior.

*Diversity*. Fourty-five respondents offered that the unfair or unjust hiring practices they observed were related to candidates' social identities or broad understandings of diversity. Many people mentioned the lack of diversity in their department (specifically for African American

employees), commenting that "In some fields it is very, very difficult to find diverse candidates" and "More attempts must be made to diversity the hiring pool and seek out candidates who bring a diverse perspective." Several respondents had the sentiment that "We need to quit talking about diversifying our faculty and intentionally commit significant resources to that goal." Some had feelings that "They only hire people of color when they need someone to do diversity recruitment and outreach." Numerous others discussed the incident with Jodi O'Brien, noting that "The university made an unjust decision to withdraw its offer to hire Jodi O'Brien because she was a lesbian" and that "A cabal of right wing Catholic nuts who want to run the University agitated and whined enough to get milquetoast University officials to rescind her contract offer." Others had differing views of diversity and hiring practices, commenting that "There has been an unjust push to choose minority applicants over non-minority applicants" and "I like diversity but I think MU has gone overboard to hire and keep black employees."

Fifteen percent ($n = 170$) of Faculty and Staff/Administrator respondents reported having observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. By position status, 15% of each Staff/Administrator respondents ($n = 109$) and Faculty respondents ($n = 61$) reported having observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicated that of those individuals, 27% ($n = 45$) indicated that they believed that the discrimination was based on political views, 24% ($n = 41$) on philosophical views, 24% ($n = 40$) on position, and 16% ($n = 27$) on age.

Subsequent analyses[79] also indicated the following:
- By racial identity: 31% ($n = 15$) of Black/African American employee respondents, 22% ($n = 5$) of Latino(a)/Chicano(a)/Hispanic employee respondents, 19% ($n = 5$) of Multiracial employee respondents, and 13% ($n = 130$) of White employee respondents reported having observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle.[xcix]

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

- By sexual identity: 17% ($n = 14$) of LGBQ employee respondents and 14% ($n = 141$) of Heterosexual employee respondents reported having observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle.[c]

- By military status: 26% ($n = 14$) of employee respondents With Military Service and 14% ($n = 151$) of employee respondents with No Military Service reported observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle.[ci]

Sixty-eight respondents chose to provide a written response elaborating on their observation of unfair or unjust employment-related discipline or action. Below is one theme that emerged among these responses with supporting quotations that highlight the ways respondents observed this behavior.

*Catholic/Conservative views*. Fifty-four respondents discussed Catholic and conservative views when discussing unfair or unjust employment-related discipline or action. Several discussed John McAdams' suspension and dismissal, noting that "His only crime, sin, whatever you want to call it, was telling the truth" and that "A professor was fired for being critical of the University." People believed that "It seems MU protects liberal views (they can say and do anything) more than conservative ones (they will get fired if they speak out)" and "If you are a conservative, you are not welcome at MU." Several respondents did not have an opinion on specific employment decisions but noted that "The suspension that has been in the news lately of a tenured professor being disciplined does not go over well whether or not it was justified." Some respondents discussed the "Jodi O'Brien travesty," discussing that "Jodi O'Brien is just the most prominent example of this discrimination over the years, but there have been many."

Twenty-one percent ($n = 237$) of Faculty and Staff/Administrator respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Marquette University. By position status, 22% ($n = 93$) of Faculty respondents and 20% ($n = 144$) of Staff/Administrator respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Marquette University. Subsequent

analyses indicated that respondents believed that much of this conduct was based on nepotism/cronyism (27%, $n = 64$), position (18%, $n = 43$), gender/gender identity (17%, $n = 40$), racial identity (14%, $n = 34$), and ethnicity (14%, $n = 33$).

Subsequent analyses[80] also indicated the following:

- By racial identity: 48% ($n = 23$) of Black/African American employee respondents, 30% ($n = 8$) of Multiracial employee respondents, 24% ($n = 8$) of Employee Respondents of Color, 22% ($n = 5$) of Latino(a)/Chicano(a)/Hispanic employee respondents, and 19% ($n = 183$) of White employee respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Marquette University.[cii]

- By sexual identity: 33% ($n = 27$) of LGBQ employee respondents, 26% ($n = 6$) of Asexual employee respondents, and 19% ($n = 190$) of Heterosexual employee respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Marquette University.[ciii]

- By religious/spiritual affiliation: 30% ($n = 10$) of employee respondents with Other Faith-Based Affiliations, 25% ($n = 54$) of employee respondents with No Affiliation, 23% ($n = 14$) of employee respondents with Multiple Affiliations, 23% ($n = 70$) of Christian employee respondents, and 17% ($n = 78$) of Catholic/Roman Catholic employee respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Marquette University.[civ]

Ninety-six respondents provided a written response elaborating on their observations of unfair or unjust promotion, tenure, reappointment, or reclassification at Marquette. Two themes emerged and are presented below with supporting quotations that highlight the most commonly cited examples of how these practices were observed.

*Discrimination.* Fourteen respondents shared that the unfair practices they observed at Marquette regarding promotion, tenure, reappointment, or reclassification were related to discrimination.

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

Common sentiments included comments that "Tenure practices are very different between women and men" and "We are holding the [racial/ethnic] minority faculty member to a higher standard than the white counter part." Others noted that "Persons of color, women, and persons that have sexual orientations other than 'straight' are denied tenure in my department at a disproportionate rate." One respondent mentioned that teaching evaluations "can be problematic for queer faculty and faculty of color" because evaluations "are just thinly veiled racism and homophobia" and another noted that teaching evaluations "did not recognize or attempt to recognize the burdens faced by faculty of color and women [who] may have confronted bias in the class room." Regarding scholarship, one respondent discussed that "Many faculty of color express concern that their scholarship makes them vulnerable during the promotion/tenure process."

*Favoritism.* Twelve respondents shared that the unfair practices they observed at Marquette regarding promotion, tenure, reappointment, or reclassification were related to favoritism. Similar to the Faculty and Staff/Administrator respondents who noted described nepotism, these respondents wrote that "Jobs within the department are not often posted and people get moved into these positions because of relationships." One employee discussed a specific incident in which "A staff member was promoted but application for job was not available to the rest of the office." The overall sentiment was that "Politics seem to drive some decisions, and the process is not clear." One respondent noted that "Previous comments made regarding nepotism/cronyism apply here as well. Perhaps a 'blind review' of applicants is necessary, bc it might assure folks that there is some fairness to a system that appears to happen behind closed doors."

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[xcii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by faculty position: $\chi^2(1, N = 345) = 25.0, p < .001$.

[xciii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by gender identity: $\chi^2(1, N = 1,114) = 5.3, p < .05$.

[xciv]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by racial identity: $\chi^2(4, N = 1,094) = 42.5, p < .001$.

[xcv]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by sexual identity: $\chi^2(3, N = 1,085) = 13.7, p < .05$.

[xcvi]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by disability status: $\chi^2$ (1, $N$ = 1,118) = 4.1, $p < .05$.

[xcvii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by military status: $\chi^2$ (1, $N$ = 1,097) = 4.6, $p < .05$.

[xcviii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at Marquette University by religious/spiritual affiliation: $\chi^2$ (5, $N$ = 1,102) = 26.1, $p < .001$.

[xcix]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at Marquette University by racial identity: $\chi^2$ (4, $N$ = 1,100) = 12.7, $p < .05$.

[c]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at Marquette University by sexual identity: $\chi^2$ (3, $N$ = 1,089) = 12.8, $p < .01$.

[ci]A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at Marquette University by military status: $\chi^2$ (1, $N$ = 1,100) = 5.0, $p < .05$.

[cii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by racial identity: $\chi^2$ (4, $N$ = 1,093) = 24.8, $p < .001$.

[ciii]A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by sexual identity: $\chi^2$ (3, $N$ = 1,083) = 10.3, $p < .05$.

[civ]A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by religious/spiritual affiliation: $\chi^2$ (5, $N$ = 1,098) = 11.5, $p < .05$.

**Faculty Respondents' Views on Work-Life Issues and University Policies**

One survey item queried Faculty about their opinions regarding statements specific to faculty work. Tables 43 through 49 illustrate Faculty responses to work-life issues by faculty position and gender identity[81] where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant. Although analyses were conducted by racial identity, disability status, sexual identity, military status, citizenship status, and religious/spiritual affiliation, results are not included in these tables owing to low response numbers in many of the categories.

The majority of Faculty respondents "agreed" or "strongly agreed" that the tenure/promotion process was clear (71%, $n = 278$). Analyzed by faculty position, 57% ($n = 74$) of Participating/Non Tenure Track Faculty respondents and 75% ($n = 151$) of Tenure-Track Faculty respondents believed that the tenure/promotion process was clear. Similarly, 64% ($n = 122$) of Women Faculty respondents compared with 77% ($n = 151$) of Men Faculty respondents felt this way.

Additionally, the majority of Faculty respondents "agreed" or "strongly agreed" that the tenure/promotion process was reasonable (78%, $n = 303$). Seventy-one percent ($n = 89$) of Participating/Non Tenure Track Faculty respondents and 81% ($n = 163$) of Tenure-Track Faculty respondents believed that the tenure/promotion process was reasonable. By gender identity, 74% ($n = 140$) of Women Faculty respondents compared with 82% ($n = 159$) of Men Faculty respondents felt this way.

Less than one-quarter of Faculty respondents felt pressured to change their research agendas (21%, $n = 77$) or their teaching pedagogy (23%, $n = 85$) to achieve tenure/promotion/renewal.

Fifty-four percent ($n = 202$) of Faculty respondents felt that their service contributions were important to tenure/promotion/renewal. Less than half (47%, $n = 91$) of Tenure-Track Faculty

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[81]Analyses do not include Transgender Employee respondents, Genderqueer Employee respondents, and employee respondents with Genders Not Listed on the survey because their numbers were too few to ensure confidentiality.

respondents compared with 67% (*n* = 82) of Participating/Non Tenure Track Faculty respondents felt this way.

Fifty-two percent (*n* = 197) of Faculty respondents reported feeling that tenure standards/promotion standards were applied equally to all Marquette faculty.

*Table 43.* **Faculty Respondents' Attitudes about Tenure and Advancement Processes by Faculty Position and Gender Identity**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I believe that the tenure/promotion/renewal process is clear.** | **55** | **14.0** | **223** | **56.6** | **91** | **23.1** | **25** | **6.3** |
| Faculty Position[cv] | | | | | | | | |
| Tenure-Track | 31 | 15.3 | 120 | 59.4 | 42 | 20.8 | 9 | 4.5 |
| Participating/Non Tenure Track | 9 | 6.9 | 65 | 50.0 | 44 | 33.8 | 12 | 9.2 |
| Gender Identity[cvi] | | | | | | | | |
| Men | 37 | 18.9 | 114 | 58.2 | 35 | 17.9 | 10 | 5.1 |
| Women | 17 | 8.9 | 105 | 55.0 | 55 | 28.8 | 14 | 7.3 |
| **I believe that the tenure/promotion/renewal standards are reasonable.** | **53** | **13.6** | **250** | **64.1** | **69** | **17.7** | **18** | **4.6** |
| Faculty Position[cvii] | | | | | | | | |
| Tenure-Track | 33 | 16.3 | 130 | 64.4 | 33 | 16.3 | 6 | 3.0 |
| Participating/Non Tenure Track | 7 | 5.6 | 82 | 65.1 | 28 | 22.2 | 9 | 7.1 |
| Gender Identity[cviii] | | | | | | | | |
| Men | 38 | 19.6 | 121 | 62.4 | 25 | 12.9 | 10 | 5.2 |
| Women | 14 | 7.4 | 126 | 66.7 | 41 | 21.7 | 8 | 4.2 |
| **I feel pressured to change my research agenda to achieve tenure/promotion.** | **18** | **4.9** | **59** | **16.0** | **202** | **54.9** | **89** | **24.2** |
| **I feel pressured to change my teaching pedagogy to achieve tenure/promotion/renewal.** | **18** | **4.8** | **67** | **17.7** | **208** | **55.0** | **85** | **22.5** |
| **I feel that my service contributions are important to tenure/promotion/renewal.** | **40** | **10.6** | **162** | **43.1** | **109** | **29.0** | **65** | **17.3** |
| Faculty Position[cix] | | | | | | | | |
| Tenure-Track | 14 | 7.2 | 77 | 39.5 | 62 | 31.8 | 42 | 21.5 |
| Participating/Non Tenure Track | 21 | 17.1 | 61 | 49.6 | 30 | 24.4 | 11 | 8.9 |
| **I believe the tenure standards/promotion standards are applied equally to all faculty.** | **31** | **8.2** | **166** | **44.1** | **136** | **36.2** | **43** | **11.4** |

Note: Table includes Faculty respondents (*n* = 420) only.

Table 44 reports on statements about Faculty respondents' attitudes about faculty work and illustrates that 74% ($n = 291$) believed their colleagues included them in opportunities that will help their careers as much as they do others in their position.

Fifty-two percent ($n = 201$) of Faculty respondents felt they performed more work to help students than did their colleagues. Significant differences emerged by faculty position: 44% ($n = 57$) of Participating/Non Tenure Track Faculty respondents compared with 61% ($n = 121$) of Tenure-Track Faculty respondents felt this way.

Thirty-five percent ($n = 139$) of Faculty respondents felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues with similar performance expectations. Participating/Non Tenure Track Faculty respondents (19%, $n = 26$) were less likely than Tenure-Track Faculty respondents (45%, $n = 91$) to report feeling burdened by service responsibilities beyond those of their colleagues with similar performance expectations. Likewise, 29% ($n = 57$) of Men respondents and 41% ($n = 78$) of Women Faculty respondents felt this way.

Forty-six percent ($n = 166$) of Faculty respondents reported believing that the Academic Senate had an authentic impact on university governance. Tenure-Track Faculty respondents (34%, $n = 63$) were less likely than Participating/Non Tenure Track Faculty respondents (63%, $n < 80$) to report believing this.

*Table 44.* **Faculty Respondents' Attitudes about Faculty Work by Faculty Position and Gender Identity**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.** | **52** | **13.3** | **239** | **61.1** | **72** | **18.4** | **28** | **7.2** |
| **I perform more work to help students than my colleagues.** | **78** | **20.2** | **123** | **31.8** | **166** | **42.9** | **20** | **5.2** |
| Faculty Position[cx] | | | | | | | | |
| Tenure-Track | 48 | 24.2 | 73 | 36.9 | 71 | 35.9 | 6 | 3.0 |
| Participating/Non Tenure Track | 23 | 17.8 | 34 | 26.4 | 64 | 49.6 | 8 | 6.2 |
| **I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations.** | **51** | **12.8** | **88** | **22.2** | **206** | **51.9** | **52** | **13.1** |
| Faculty Position[cxi] | | | | | | | | |
| Tenure-Track | 42 | 20.9 | 49 | 24.4 | 96 | 47.8 | 14 | 7.0 |
| Participating/Non Tenure Track | 5 | 3.7 | 21 | 15.6 | 85 | 63.0 | 24 | 17.8 |
| Gender Identity[cxii] | | | | | | | | |
| Men | 14 | 7.1 | 43 | 21.7 | 106 | 53.5 | 35 | 17.7 |
| Women | 35 | 18.2 | 43 | 22.4 | 97 | 50.5 | 17 | 8.9 |
| **I believe that the Academic Senate has an authentic impact on university governance.** | **13** | **3.6** | **153** | **41.9** | **138** | **37.8** | **61** | **16.7** |
| Faculty Position[cxiii] | | | | | | | | |
| Tenure-Track | 5 | 2.7 | 58 | 31.0 | 79 | 42.2 | 45 | 24.1 |
| Participating/Non Tenure Track | < 5 | --- | 75 | 62.5 | 34 | 28.3 | 7 | 5.8 |

Note: Table includes Faculty respondents (*n* = 420) only.

Sixty-six percent ($n = 261$) of Faculty respondents reported that Marquette provided them with resources to pursue professional development opportunities (Table 45). Sixty-three percent ($n = 249$) of Faculty respondents reported that their dean/department head provided ongoing feedback to help them improve their performance.

Sixty-eight percent ($n = 268$) of Faculty respondents reported believing that the person to whom they report was appropriately trained as a supervisor. Tenure-Track Faculty respondents (60%, $n = 116$) were less likely than Participating/Non Tenure Track Faculty respondents (78%, $n = 107$) to report believing this.

*Table 45.* **Faculty Respondents' Attitudes about Faculty Work by Faculty Position and Gender Identity**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **Marquette provides me with resources to pursue professional development opportunities.** | 49 | 12.5 | 212 | 53.9 | 97 | 24.7 | 35 | 8.9 |
| **My dean/department head provides ongoing feedback to help me improve my performance.** | 56 | 14.1 | 193 | 48.7 | 96 | 24.2 | 51 | 12.9 |
| **I believe that the person to whom I report is appropriately trained as a supervisor.** | 94 | 23.8 | 174 | 44.1 | 80 | 20.3 | 47 | 11.9 |
| Faculty Position[cxiv] | | | | | | | | |
| Tenure-Track | 39 | 20.1 | 77 | 39.7 | 48 | 24.7 | 30 | 15.5 |
| Participating/Non Tenure Track | 38 | 27.5 | 69 | 50.0 | 22 | 15.9 | 9 | 6.5 |

Note: Table includes Faculty respondents ($n = 420$) only.

Table 46 reports on statements about Faculty respondents' attitudes about Marquette policies and illustrates that 81% (*n* = 293) found that Marquette was supportive of faculty taking sabbatical/faculty enhancement leave. By faculty position, 77% (*n* = 148) of Tenure-Track Faculty respondents compared with 85% (*n* = 94) of Participating/Non Tenure Track Faculty respondents found this to be true to them.

Seventeen percent (*n* = 56) of Faculty respondents have used Marquette policies for modified instructional duties. Thirteen percent (*n* = 45) of Faculty respondents have used Marquette policies for delay of the tenure clock. Only 8% (*n* = 27) of Faculty respondents reported feeling that, in their departments, faculty members who use family accommodation (FMLA) policies were disadvantaged in promotion and tenure.

*Table 46.* **Faculty Respondents' Attitudes about Marquette Policies by Faculty Position and Gender Identity**

| Issue | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I find that Marquette is supportive of faculty taking sabbatical/faculty enhancement leave.** | 68 | 18.8 | 225 | 62.2 | 56 | 15.5 | 13 | 3.6 |
| Faculty Position[cxv] | | | | | | | | |
| Tenure-Track | 42 | 21.8 | 106 | 54.9 | 39 | 20.2 | 6 | 3.1 |
| Participating/Non Tenure Track | 13 | 11.8 | 81 | 73.6 | 11 | 10.0 | 5 | 4.5 |
| **I have used Marquette policies for modified instructional duties.** | 7 | 2.1 | 49 | 14.6 | 167 | 49.9 | 112 | 33.4 |
| **I have used Marquette policies for delay of the tenure clock.** | 13 | 3.7 | 32 | 9.2 | 158 | 45.4 | 145 | 41.7 |
| Faculty Position[cxvi] | | | | | | | | |
| Tenure-Track | 11 | 6.0 | 24 | 13.1 | 72 | 39.3 | 76 | 41.5 |
| Participating/Non Tenure Track | 0 | 0.0 | < 5 | --- | 67 | 58.8 | 44 | 38.6 |
| **In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.** | 8 | 2.3 | 19 | 5.4 | 236 | 67.2 | 88 | 25.1 |
| Faculty Position[cxvii] | | | | | | | | |
| Tenure-Track | 6 | 3.3 | 13 | 7.2 | 113 | 62.8 | 48 | 26.7 |
| Participating/Non Tenure Track | < 5 | --- | < 5 | --- | 92 | 78.6 | 19 | 16.2 |

Note: Table includes Faculty respondents (*n* = 420) only.

One hundred and two faculty respondents provided written responses elaborating on their experience of work life related to select statements. The statements respondents most elaborated on were related to standards being applied equally to all faculty and resources/support.

*Applied equally*. Eighteen respondents drew particular attention to the statement related to tenure and promotion standards being applied equally to all faculty. Many of these respondents wrote that "Promotion and tenure process is biased and unclear" and that "Promotion process changes as the administration changes." One respondent noted that "Although the supervisor intends to keep a public persona of fairness, I do not believe this occurs in actuality," and another commented that "Tenure and promotion standards differ so much from department to department it is difficult to judge." Others discussed specific communities in regards to tenure and promotion fairness, with one respondent noting that "In my department, male colleagues are unfairly *advantaged* by family leave" and another faculty noting that "The University bias is evident in favor of females regarding hiring and promotion and tenure."

*Resources/Support*. Regarding resources and feedback, 14 faculty members provided detailed comments related to their experiences. Most discussed specific resource needs like "professional/leadership development opportunities," "full-year sabbatical awards," an updated "department handbook and promotion/tenure guidelines," "workshops, professional society meetings," and "creative work off campus." Others discussed support and feedback related to supervisors. Many felt "personally supported in my department" and have been "very impressed with my department chair and satisfied with mentorship." Some had different views, with one respondent noting "I do not feel that my Chair…provides adequate support."

One question in the survey queried Faculty about their opinions on a variety of topics, including how they thought others at Marquette University viewed them. Tables 47 through 49 illustrate Faculty responses to these items; only responses where significant differences existed by faculty position and gender identity[82] are presented in the table. Other analyses were conducted based on racial identity, disability status, sexual identity, military status, citizenship status, and religious/spiritual affiliation, yet numbers were too low in many of the response categories and, are therefore, not presented in the tables.

The majority of Faculty respondents reported feeling valued by other faculty in their departments (73%, $n = 303$), by their department heads (75%, $n = 313$), and by students in the classroom (82%, $n = 338$) (Table 47). Women Faculty respondents (77%, $n = 155$) were significantly less likely than Men Faculty respondents (87%, $n = 176$) to report feeling valued by students in the classroom.

Thirty-seven percent ($n = 156$) of Faculty respondents indicated feeling that Marquette administrators were genuinely concerned with their welfare.

*Table 47.* **Faculty Respondents' Perceptions of their Work Unit by Position Status and Gender Identity**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| I feel valued by faculty in my department.[cxviii] | 117 | 28.1 | 186 | 44.7 | 46 | 11.1 | 47 | 11.3 | 20 | 4.8 |
| I feel valued by my department head. | 171 | 41.0 | 142 | 34.1 | 47 | 11.3 | 32 | 7.7 | 25 | 6.0 |
| I feel valued by students in the classroom. | 153 | 37.1 | 185 | 44.9 | 49 | 11.9 | 22 | 5.3 | 3 | 0.7 |
| Gender Identity[cxix] | | | | | | | | | | |
| Men | 89 | 43.8 | 87 | 42.9 | 21 | 10.3 | < 5 | --- | < 5 | --- |
| Women | 60 | 29.7 | 95 | 47.0 | 28 | 13.9 | 18 | 8.9 | < 5 | --- |
| I think Marquette senior administrators are genuinely concerned with my welfare. | 40 | 9.6 | 116 | 27.8 | 140 | 33.6 | 81 | 19.4 | 40 | 9.6 |

Note: Table includes Faculty respondents ($n = 420$) only.

[82]Transgender, Genderqueer, and Gender Not Listed Faculty respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

Twenty percent ($n = 84$) of Faculty respondents reported believing faculty in their department pre-judged their abilities based on their perceptions of respondents' backgrounds/identities (Table 48). Fifteen percent ($n = 62$) of Faculty respondents reported believing their department chairs pre-judged their abilities based on their perceptions of respondents' backgrounds/identities. Thirty-two percent ($n = 133$) of Faculty respondents indicated feeling that the campus climate encouraged free and open discussion of difficult topics. By faculty position, Participating/Non Tenure Track Faculty respondents (40%, $n = 59$) were less likely than Tenure-Track Faculty respondents (24%, $n = 47$) to report feeling this way.

*Table 48.* **Faculty Respondents' Perceptions of their Work Unit by Position Status and Gender Identity**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I think faculty in my department pre-judge my abilities based on their perception of my identity/background.** | 23 | 5.5 | 61 | 14.7 | 112 | 26.9 | 139 | 33.4 | 81 | 19.5 |
| **I think that my department chair pre-judges my abilities based on their perception of my identity/background.** | 15 | 3.6 | 47 | 11.4 | 102 | 24.8 | 141 | 34.3 | 106 | 25.8 |
| **I believe that the campus climate encourages free and open discussion of difficult topics.** | 26 | 6.2 | 107 | 25.6 | 96 | 23.0 | 113 | 27.0 | 76 | 18.2 |
| Faculty Position[cxx] | | | | | | | | | | |
| Tenure-Track | 9 | 4.5 | 38 | 19.0 | 48 | 24.0 | 66 | 33.0 | 39 | 19.5 |
| Participating/Non Tenure Track | 10 | 6.7 | 49 | 32.9 | 40 | 26.8 | 29 | 19.5 | 21 | 14.1 |

Note: Table includes Faculty respondents ($n = 420$) only.

Forty-nine percent ($n = 192$) of Faculty respondents reported feeling that their research was valued (Table 49). Participating/Non Tenure Track Faculty respondents (32%, $n = 41$) were less likely than Tenure-Track Faculty respondents (57%, $n = 115$) to report feeling this way. Similarly, Women Faculty respondents (43%, $n = 80$) were less likely than Men Faculty respondents (54%, $n = 108$) to report feeling that their research was valued.

Seventy-one percent ($n = 292$) of Faculty respondents reported feeling that their teaching was valued. Fifty-nine percent ($n = 244$) of Faculty respondents indicated feeling that their service contributions were valued. Tenure Track Faculty respondents (51%, $n = 102$) were less likely than Participating/Non Tenure Track Faculty respondents (67%, $n = 97$) to indicate feeling this way.

Forty-six percent ($n = 180$) of Faculty respondents reported feeling that including diversity-related information in their teaching/pedagogy/research was valued. Men Faculty respondents (43%, $n = 85$) were less likely than Women Faculty respondents (48%, $n = 92$) to report feeling this way.

*Table 49.* **Faculty Respondents' Perceptions of their Work Unit by Position Status and Gender Identity**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I feel that my research is valued.** | **51** | **13.0** | **141** | **35.9** | **121** | **30.8** | **55** | **14.0** | **25** | **6.4** |
| Faculty Position[cxxi] | | | | | | | | | | |
| Tenure Track | 31 | 15.4 | 84 | 41.8 | 39 | 19.4 | 37 | 18.4 | 10 | 5.0 |
| Participating/Non Tenure Track | 8 | 6.2 | 33 | 25.6 | 69 | 53.5 | 11 | 8.5 | 8 | 6.2 |
| Gender Identity[cxxii] | | | | | | | | | | |
| Men | 33 | 16.6 | 75 | 37.7 | 53 | 26.6 | 23 | 11.6 | 15 | 7.5 |
| Women | 17 | 9.1 | 63 | 33.7 | 67 | 35.8 | 31 | 16.6 | 9 | 4.8 |
| **I feel that my teaching is valued.** | **99** | **24.1** | **193** | **47.0** | **61** | **14.8** | **42** | **10.2** | **16** | **3.9** |
| **I feel that my service contributions are valued.** | **70** | **17.0** | **174** | **42.2** | **81** | **13.6** | **56** | **13.6** | **31** | **7.5** |
| Faculty Position[cxxiii] | | | | | | | | | | |
| Tenure Track | 27 | 13.5 | 75 | 37.5 | 41 | 20.5 | 39 | 19.5 | 18 | 9.0 |
| Participating/Non Tenure Track | 28 | 19.3 | 69 | 47.6 | 28 | 19.3 | 13 | 9.0 | 7 | 4.8 |
| **I feel that including diversity-related information in my teaching/pedagogy/ research is valued.** | **50** | **12.7** | **130** | **32.9** | **164** | **41.5** | **35** | **8.9** | **16** | **4.1** |
| Gender Identity[cxxiv] | | | | | | | | | | |
| Men | 28 | 14.2 | 57 | 28.9 | 95 | 48.2 | 11 | 5.6 | 6 | 3.0 |
| Women | 21 | 11.0 | 71 | 37.2 | 66 | 34.6 | 23 | 12.0 | 10 | 5.2 |

Note: Table includes Faculty respondents (*n* = 420) only.

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[cv]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that the tenure/promotion/renewal process is clear by faculty position: $\chi^2(3, N = 332) = 14.0$, $p < .01$.

[cvi]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that the tenure/promotion/renewal process is clear by gender identity: $\chi^2(3, N = 387) = 12.8$, $p < .01$.

[cvii]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that the tenure/promotion/renewal standards are reasonable by faculty position: $\chi^2(3, N = 328) = 11.8$, $p < .01$.

[cviii]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that the tenure/promotion/renewal standards are reasonable by gender identity: $\chi^2(3, N = 383) = 15.2$, $p < .01$.

[cix]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their service contributions are important to tenure/promotion/renewal by faculty position: $\chi^2(3, N = 318) = 17.1$, $p < .01$.

[cx]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that they perform more work to help students than their colleagues by faculty position: $\chi^2(3, N = 327) = 9.5$, $p < .05$.

[cxi]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that they are burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty position: $\chi^2(3, N = 336) = 31.2$, $p < .001$.

[cxii]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that they are burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(3, N = 390) = 15.5$, $p < .01$.

[cxiii]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that the Academic Senate has an authentic impact on university governance by faculty position: $\chi^2 (3, N = 307) = 35.0, p < .001$.

[cxiv]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that the person to whom they report is appropriately trained as a supervisor by faculty position: $\chi^2 (3, N = 332) = 12.3, p < .01$.

[cxv]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that Marquette is supportive of faculty taking sabbatical/faculty enhancement leave by faculty position: $\chi^2 (3, N = 303) = 12.6, p < .01$.

[cxvi]A chi-square test was conducted to compare percentages of Faculty respondents who reported having used Marquette policies for delay of the tenure clock by faculty position: $\chi^2 (3, N = 297) = 21.2, p < .001$.

[cxvii]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that faculty in their department who use FMLA policies are disadvantaged in promotion by faculty position: $\chi^2 (3, N = 297) = 8.5, p < .05$.

[cxviii]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling valued by faculty in their departments by faculty position: $\chi^2 (8, N = 779) = 21.6, p < .01$

[cxix]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling valued by students in the classroom by gender identity: $\chi^2 (4, N = 405) = 16.2, p < .01$.

[cxx]A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that the campus climate encourages free and open discussion of difficult topics by faculty position: $\chi^2 (4, N = 349) = 14.9, p < .01$.

[cxxi]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their research is valued by faculty position: $\chi^2 (4, N = 330) = 44.9, p < .001$.

[cxxii]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their research is valued by gender identity: $\chi^2 (4, N = 386) = 10.1, p < .05$.

[cxxiii]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their service contributions are valued by faculty position: $\chi^2 (4, N = 345) = 12.1, p < .05$.

[cxxiv]A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that including diversity-related information in their teaching/pedagogy/research is valued by gender identity: $\chi^2 (4, N = 388) = 12.9, p < .05$.

**Faculty and Staff/Administrator Respondents Who Have Seriously Considered Leaving Marquette University**

Forty percent (*n* = 1,706) of all respondents reported that they had seriously considered leaving Marquette University. With regard to position status, 54% (*n* = 228) of Faculty respondents and 57% (*n* = 408) of Staff/Administrator respondents had seriously considered leaving Marquette University. Subsequent analyses found significant differences by faculty position, sexual identity, and religious/spiritual affiliation only; differences by other demographics, although not significant, are also listed where they were deemed meaningful:

- By staff position: 60% (*n* = 193) of Non-Exempt Staff respondents and 54% (*n* = 179) of Exempt Staff respondents considered leaving Marquette University.

- By faculty position: 67% (*n* = 136) of Tenure Track Faculty respondents and 39% (*n* = 58) of Participating/Non Tenure Track Faculty respondents considered leaving Marquette University.[cxxv]

- By gender identity:[83] 56% (*n* = 381) of Women employee respondents and 55% (*n* = 242) of Men employee respondents considered leaving Marquette University.

- By racial identity: 70% (*n* = 19) of Multiracial employee respondents, 63% (*n* = 31) of Black/African American employee respondents, 57% (*n* = 13) of Latino(a)/Chicano(a)/Hispanic employee respondents, 55% (*n* = 18) of Employee Respondents of Color, and 54% (*n* = 529) of White employee respondents considered leaving Marquette University.

- By sexual identity: 73% (*n* = 60) of LGBQ employee respondents, 55% (*n* = 541) of Heterosexual employee respondents, and 35% (*n* = 8) of Asexual employee respondents considered leaving Marquette University.[cxxvi]

- By disability status: 65% (*n* = 45) of employee respondents with a Single Disability and 55% (*n* = 586) of employee respondents with No Disability considered leaving Marquette University

- By military status: 56% (*n* = 588) of employee respondents with No Military Service and 54% (*n* = 30) of employee respondents with Military Service considered leaving Marquette University.

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[83]Genderqueer employee respondents, Transgender employee respondents, and employee respondents with A Gender Not Listed Here were not included because their numbers were too few to ensure confidentiality.

- By religious/spiritual affiliation: 76% ($n = 47$) of employee respondents with Multiple Affiliations, 63% ($n = 22$) of employee respondents with Other Faith-Based Affiliations, 62% ($n = 134$) of employee respondents with No Affiliations, 52% ($n = 165$) of employee respondents with Christian Affiliations, and 51% ($n = 239$) of employee respondents with Catholic/Roman Catholic Affiliations considered leaving Marquette University.[cxxvii]
- By citizenship status: 57% ($n = 590$) of U.S. Citizen employee respondents and 49% ($n = 34$) of Non-U.S. Citizen employee respondents considered leaving Marquette University.

Fifty-two percent ($n = 328$) of those Faculty and Staff/Administrator respondents who seriously considered leaving did so for financial reasons (Table 50). Forty-six percent ($n = 291$) of those Faculty and Staff/Administrator respondents who seriously considered leaving indicated that they saw limited opportunities for advancement at Marquette University, and 33% ($n = 212$) had tension with supervisor/manager. Thirty-three percent ($n = 207$) had interest in a position at another institution, and 32% ($n = 203$) experienced an increase in their workload. "Other" responses included "a lack of progressive policies and too much of a focus on athletics instead of research and innovation," "a lack of respect for the significance of my work contributions," "aggressive manager," "aging," "being treated unequal to peers," "campus safety," "changes in my department that I had no control over," "commute," "death of partner," "department climate," "failure of MU to live up to its missions," "felt bullied," "felt unsafe to come out," "high student privilege," "incompetent administrators," "internal politics," "lack of attention to white privilege on campus and experience of harassment of students of color on campus," "lack of support for faculty of color," "lack of diversity," "poor procedures in my departments," "sexist climate," and "union coercion."

*Table 50.* **Reasons Why Faculty and Staff/Administrator Respondents Considered Leaving Marquette University**

| Reason | *n* | % |
|---|---|---|
| Financial reasons | 328 | 51.6 |
| Limited opportunities for advancement | 291 | 45.8 |
| Tension with supervisor/manager | 212 | 33.3 |
| Interested in a position at another institution | 207 | 32.5 |
| Increased workload | 203 | 31.9 |
| Campus climate was unwelcoming | 148 | 23.3 |
| Recruited or offered a position at another institution | 136 | 21.4 |
| Tension with coworkers | 128 | 20.1 |
| Family responsibilities | 54 | 8.5 |
| Lack of benefits | 34 | 5.3 |
| Personal reasons | 32 | 5.0 |
| Relocation | 30 | 4.7 |
| Spouse or partner unable to find suitable employment | 22 | 3.5 |
| Local community did not meet my (my family) needs | 18 | 2.8 |
| Offered position in government or industry | 8 | 1.3 |
| Spouse/partner relocated | 5 | 0.8 |
| A reason not listed above | 152 | 23.9 |

Note: Table includes responses only from those Faculty and Staff/Administrator respondents who indicated that they had seriously considered leaving Marquette University in the past year (*n* = 636).

One thousand, one hundred respondents (both students and employees) provided written responses elaborating on why they seriously considered leaving Marquette University. Below are several themes, with supporting quotations that highlight commonly cited examples of why employee respondents considered leaving.

*Campus climate.* One hundred-sixty respondents indicated that they considered leaving the institution because of the hostile and unwelcoming campus climate. Respondents noted that "There is clearly a hostile climate for LGBTQ people, women, and racial/ethnic minorities on

this campus." Other respondents mentioned the unwelcoming climate for people from low socio-economic backgrounds, people with disabilities, non-Catholics, and international students. When describing the chilly climate, many respondents narrated specific experiences of discrimination and/or exclusion based on their social identities. In particular, many respondents noted incidents related to Jodi O'Brien and John McAdams, saying that "Did anyone NOT consider leaving after the Jodi O'Brien incident?" The general sense from respondents was of "a climate for bigotry and a feeling that one needs to hide who they are to be accepted and fit in." Others discussed feelings of being an outsider by saying that "There are many of us who don't fit in whether because of personality, social identity, or some other reason; we find one another and commiserate, but somehow are not able to burst the larger bubble." Several respondents discussed the closed-mindedness of Marquette University, writing about "a hostile environment where those who advocate for change are marginalized." Numerous respondents noted that they considered leaving to find a "more open and equality based community."

*Salary/Raises.* Seventy respondents indicated that they considered leaving Marquette University because of insufficient salaries and/or raises. Overall sentiments described "too much work for little compensation." Poor salary/raises meant feeling "undervalued by the university, and I suspect many in my department feel the same." Several respondents discussed that "Salary is low compared to other institutions." Several Staff/Administrator respondents described "significant new job responsibilities without any adjustment in pay" and "unreasonable work expectations that are not commensurate with benefits and support." Others noted that "Stress level and responsibilities have greatly increased, but pay nor title has." Some respondents discussed perceived inequitable compensation, saying that "It is clear my salary is not consistent with men in the dept despite my performance being at or above their work." Regarding raises, numerous staff discussed the longevity of their employment with Marquette, saying that "I have worked at Marquette for 7 years and have received only a 1% pay increase each year during that time, even though my employee reviews are always glowing." Most who discussed raises commented that "Resources are very tight, and raises do not even keep up with inflation, so it isn't even close to market adjustments."

*Supervisor.* Seventy respondents discussed their supervisor as a major reason that they considered leaving Marquette. Several respondents noted that "My supervisor was not supportive to me or my ability to work in my positions" and described "too much micromanaging." Others discussed that "There is little or no guidance from my direct supervisor." Some staff reported specific concerns with supervisors, including "methods for which yearly evaluations are based upon" and "issue with timekeeping/using benefits with supervisors." Others noted a "lack of respect from manager," "no recognition or appreciation conveyed to employees," and "publicly demeaning and aggressive behavior to me and other colleagues." Respondents generally noted that "I do not feel that my work is valued" and "Some employees are treated very different than others." Staff/Administrator respondents expressed that "There is not an opportunity to give feedback on my immediate supervisor's management" and that "no thought to change or adapt to the future" is demonstrated by leaders with regards to innovations and improvements. Some respondents described a "lack of mentoring to help continue to form my leadership" from supervisors.

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[cxxv]A chi-square test was conducted to compare percentages of Faculty respondents who reported having seriously considered leaving Marquette University by faculty position: $\chi^2 (1, N = 351) = 28.0, p < .001$.

[cxxvi]A chi-square test was conducted to compare percentages of Faculty respondents who reported having seriously considered leaving Marquette University by sexual identity: $\chi^2 (3, N = 1,096) = 16.2, p < .01$.

[cxxvii]A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving Marquette University by religious/spiritual affiliation: $\chi^2 (5, N = 1,113) = 26.1, p < .001$.

**Summary**

The results from this section suggest that Faculty and Staff/Administrator respondents felt positively about the workplace and a variety of policies in place at Marquette University, support they received, and resources available. The majority of Faculty and Staff/Administrator respondents indicated that they had support from their supervisors and that they felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities, and particularly with regard to position status, gender identity, and racial identity.

Marquette University employees reported observing unfair or unjust hiring (21%), unfair or unjust disciplinary actions (15%), or unfair or unjust promotion/tenure/reclassification (21%). The top perceived bases for many of the reported discriminatory employment practices were nepotism/cronyism, position, gender identity, political views, and racial identity.

The majority of Faculty and Staff/Administrator respondents reported believing that Marquette was supportive of taking leave; that Marquette provided resources to help employees balance work-life needs, such as childcare and elder care; and that they had supervisors who gave them job/career advice or guidance when they needed it. The majority also reported feeling comfortable taking leave that they were entitled to without fear that it may affect their job/career. Thirty-six percent ($n = 400$) of Faculty and Staff/Administrator respondents believed that the process for determining salaries was clear. Thirty-eight percent ($n = 432$) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Thirty-two percent ($n = 353$) of employee respondents indicated that their colleagues/coworkers expected them to represent "the point of view" of their identities. The majority of Staff/Administrator respondents felt valued by coworkers (80%, $n = 571$) and by their supervisors/managers (75%, $n = 529$) in their work units.

The majority of Faculty respondents reported believing that the tenure/promotion process was clear; that the tenure/promotion process was reasonable; that their service contributions were important to tenure/promotion/renewal; that tenure standards/promotion standards were applied

equally to all Marquette faculty; and that Marquette was supportive of faculty taking
sabbatical/faculty enhancement leave. Less than one-quarter of Faculty respondents felt
pressured to change their research agendas (21%, $n = 77$) or their teaching pedagogy (23%, $n =$
85) to achieve tenure/promotion/renewal. The majority of Faculty respondents reported feeling
valued by other faculty in their departments (73%, $n = 303$), by their department heads (75%, $n =$
313), and by students in the classroom (82%, $n = 338$).

Of the Faculty and Staff/Administrator respondents who seriously considered leaving Marquette
University, several cited the primary reasons for such consideration as financial reasons, limited
opportunities for advancement, interest in a position at another institution, increased workload,
and tension in their department/work unit with supervisor/manager.

**Student Perceptions of Campus Climate**

This section of the report is dedicated to survey items that were specific to Marquette University students and analyses of other items to highlight student experiences at Marquette University. Several survey items queried Students about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs.

**Student Experiences of Unwanted Sexual Contact**

As noted earlier in this report, 186 respondents (4%) reported having experienced unwanted sexual contact while at Marquette University.[84] Subsequent analyses indicated that of the 186 respondents who reported having experienced unwanted sexual contact, 164 were Undergraduate Students (7% of Undergraduate Student respondents) and 12 were Graduate Students (2% of Graduate Student respondents).

Subsequent analyses[85] illustrate that for Undergraduate Student respondents:

- By gender identity:[86] 9% ($n = 144$) of Women Undergraduate Student respondents and 2% ($n = 18$) of Men Undergraduate Student respondents reported having experienced unwanted sexual contact.[cxxviii]

- By sexual identity: 14% ($n = 27$) of LGBQ Undergraduate Student respondents, 8% ($n = 7$) of Asexual Undergraduate Student respondents, and 6% ($n = 130$) of Heterosexual Undergraduate Student respondents reported having experienced unwanted sexual contact.[cxxix]

- By disability status: 10% ($n = 27$) of Undergraduate Student respondents with a Single Disability and 6% ($n = 137$) of Undergraduate Student respondents with No Disability reported having experienced unwanted sexual contact.[cxxx]

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[84]The survey defined unwanted sexual conduct as including "forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling."
[85]Chi-square analyses were conducted by student position, gender identity, racial identity, sexual identity, disability status, low-income status, first-generation status, citizenship status, and religious/spiritual affiliation; only significant differences are reported.
[86]Transgender, Genderqueer, and Gender Not Listed Undergraduate Student responses were not reported because respondents' numbers were too few to ensure confidentiality.

Students were asked to share where they were in their college career when they experienced unwanted sexual contact. Of the 176 Student respondents who indicated that they had experienced such conduct, 42% ($n = 74$) noted that it occurred during their first semester at Marquette, 24% ($n = 43$) noted that it happened in their second semester, 18% ($n = 32$) indicated that it happened in their third semester, 17% ($n = 30$) indicated that it happened in their fourth semester, and 10% ($n = 18$) indicated that it happened in their fifth semester at Marquette University (Table 51).

*Table 51.* **Semester in Which Student Respondents Experienced Unwanted Sexual Contact**

| Semester | n | % |
|---|---|---|
| First | 74 | 42.0 |
| Second | 43 | 24.4 |
| Third | 32 | 18.2 |
| Fourth | 30 | 17.0 |
| Fifth | 18 | 10.2 |
| Sixth | 13 | 7.4 |
| Seventh | 11 | 6.3 |
| Eighth | < 5 | --- |
| After eighth semester | < 5 | --- |

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact ($n = 176$).

Fifty-three percent (*n* = 94) of Student respondents who reported having experienced unwanted sexual contact indicated that other Marquette students were responsible (Table 52). Student respondents also identified acquaintances/friends (51%, *n* = 89) and strangers (17%, *n* = 29) as the sources.

*Table 52.* **Perpetrator of Unwanted Sexual Contact**

| Perpetrator | *n* | *%* |
|---|---|---|
| MU Student | 94 | 53.4 |
| Acquaintance/Friend | 89 | 50.6 |
| Stranger | 29 | 16.5 |
| MU Staff | < 5 | --- |
| Family member | < 5 | --- |
| MU Faculty | 0 | 0.0 |
| A person not offered in the list above | 5 | 3.0 |

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 176).

Of the Student respondents who reported having experienced unwanted sexual contact while members of the Marquette University community, 87 indicated that the incidents occurred off campus and 95 noted that they happened on campus. A substantial number of respondents indicated that these instances occurred in dorm rooms/residence halls, at house parties/off-campus parties, friend's apartment, Humphrey Hall, and McCormick Hall. With regard to reactions, 125 Student respondents felt uncomfortable, 90 felt somehow responsible, 84 felt embarrassed, 69 were angry, 65 did nothing, 45 ignored it, 30 didn't know to whom to go, 20 sought support from a campus resource, 15 sought information online, and 9 contacted a local law enforcement official.

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[cxxviii]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by gender identity: $\chi^2$ (1, *N* = 2,472) = 46.1, *p* < .001.
[cxxix]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by sexual identity: $\chi^2$ (3, *N* = 2,487) = 21.3, *p* < .001.
[cxxx]A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by disability status: $\chi^2$ (1, *N* = 2,489) = 6.4, *p* < .05.

**Students' Academic Experiences**

The survey asked Student respondents ($n$ = 3,152) the degree to which they agreed or disagreed with statements regarding a variety of academic experiences (Table 53). Their answers mainly were positive. Analyses were conducted by student position (Graduate and Undergraduate), gender identity, racial identity, sexual identity, disability status, first-generation status, and income status; significant findings are included in the following narrative.

Thirty-seven percent ($n$ = 1,153) of Student respondents reported agreeing that few of their courses this year have been intellectually stimulating. Subsequent analyses indicated that 25% ($n$ = 163) of Graduate Student respondents and 40% ($n$ = 990) of Undergraduate Student respondents indicated that many of their courses this year have been intellectually stimulating.[cxxxi] Sixty-one percent ($n$ = 172) of Student Respondents of Color, 54% ($n$ = 78) of Black/African American Student respondents, 51% $n$ = 95) of Latino(a)/Chicano(a)/Hispanic respondents, 38% ($n$ = 86) of Multiracial Student respondents, and 31% ($n$ = 715) of White Student respondents reported that few of their courses this year have been intellectually stimulating.[cxxxii] In terms of first-generation status, 46% ($n$ = 131) of First-Generation Student respondents compared with 36% ($n$ = 1,022) of Not First-Generation Student respondents noted that few of their courses this year have been intellectually stimulating.[cxxxiii]

The majority (85%, $n$ = 2,653) of Student respondents were satisfied with the extent of their intellectual development since enrolling at Marquette University. Subsequent analyses indicated that 88% ($n$ = 579) of Graduate Student respondents and 84% ($n$ = 2,074) of Undergraduate Student respondents were satisfied with the extent of their intellectual development since enrolling at Marquette University.[cxxxiv] Eighty-five percent ($n$ = 1,695) of Women Student respondents and 83% ($n$ = 942) of Men Student respondents were satisfied with the extent of their intellectual development since enrolling at Marquette University.[cxxxv] Seventy-six percent ($n$ = 111) of Black/African American Student respondents compared with 86% ($n$ = 1,962) of White Student respondents, 84% ($n$ = 217) of Multiracial Student respondents, 81% ($n$ = 150) of Latino(a)/Chicano(a)/Hispanic respondents, and 80% ($n$ = 225) of Student Respondents of Color reported being satisfied with the extent of their intellectual development since enrolling at Marquette University.[cxxxvi] Student respondents with a Single Disability (78%, $n$ = 243) were less

likely than Student respondents with No Disability (85%, *n* = 2,406) to report being satisfied with the extent of their intellectual development since enrolling at Marquette University.[cxxxvii]

The majority (83%, *n* = 2,602) of Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to Marquette University. Subsequent analyses indicated that 81% (*n* = 530) of Graduate Student respondents and 84% (*n* = 2,072) of Undergraduate Student respondents suggested that their interest in ideas and intellectual matters has increased since coming to Marquette University.[cxxxviii] Seventy-four percent (*n* = 109) of Black/African American Student respondents compared with 86% (*n* = 160) of Latino(a)/Chicano(a)/Hispanic respondents, 84% (*n* = 1,902) of White Student respondents, 83% (*n* = 184) of Multiracial Student respondents, and 82% (*n* = 230) of Student Respondents of Color reported that their interest in ideas and intellectual matters has increased since coming to Marquette University.[cxxxix] A slightly higher percentage of Not Low-Income (84%, *n* = 2,118) than Low-Income Student respondents (79%, *n* = 398) indicated that their interest in ideas and intellectual matters has increased since coming to Marquette University.[cxl]

Additionally, the majority (84%, *n* = 2,651) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas. Subsequent analyses indicated that 88% (*n* = 575) of Graduate Student respondents and 84% (*n* = 2,076) of Undergraduate Student respondents thought that their academic experience has had a positive influence on their intellectual growth and interest in ideas.[cxli] Eighty-four percent (*n* = 1,681) of Women Student respondents and 85% (*n* = 952) of Men Student respondents thought that their academic experience has had a positive influence on their intellectual growth and interest in ideas.[cxlii]Seventy percent (*n* = 104) of Black/African American Student respondents compared with 86% (*n* = 1,962) of White Student respondents, 84% (*n* = 189) of Multiracial Student respondents, 83% (*n* = 232) of Student Respondents of Color, and 81% (*n* = 150) of Latino(a)/Chicano(a)/Hispanic respondents indicated that their academic experience has had a positive influence on their intellectual growth and interest in ideas.[cxliii] A slightly higher percentage of Not Low-Income (85%, *n* = 2,148) than Low-Income Student respondents (81%, *n* = 408) indicated that their academic experience has had a positive influence on their intellectual growth and interest in ideas.[cxliv]

*Table 53.* **Student Respondents' Academic Experiences at Marquette University**

| Academic Experience | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| Few of my courses this year have been intellectually stimulating. | 406 | 12.9 | 747 | 23.8 | 425 | 13.5 | 1,095 | 34.9 | 464 | 14.8 |
| I am satisfied with the extent of my intellectual development since enrolling at Marquette University. | 1,065 | 33.9 | 1,588 | 50.6 | 329 | 10.5 | 137 | 4.4 | 20 | 0.6 |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | 1,121 | 35.7 | 1,530 | 48.7 | 347 | 11.1 | 118 | 3.8 | 23 | 0.7 |
| My interest in ideas and intellectual matters has increased since coming to Marquette University. | 1,198 | 38.2 | 1,404 | 44.8 | 369 | 11.8 | 142 | 4.5 | 24 | 0.8 |

Note: Table includes Student respondents (*n* = 3,152) only.

The majority of Student respondents indicated that they were satisfied with their academic experience at Marquette University (81%, *n* = 2,531). Figures 44 and 45 illustrate the percentage of Student respondents who "strongly agreed"/"agreed" that they were satisfied with their academic experience at Marquette University by gender identity, racial identity sexual identity, disability status, and income status.

Men Student respondents (76%, *n* = 859) were found to be less satisfied with their academic experience at Marquette University than were Women Student respondents (83%, *n* = 1,655).[cxlv] Black/African American Student respondents (66%, *n* = 97) were less satisfied than White Student respondents (83%, *n* = 1,898), Multiracial Student respondents (78%, *n* = 175), Latino(a)/Chicano(a)/Hispanic Student respondents (75%, *n* = 140), and Student respondents of Color (73%, *n* = 205).[cxlvi] Likewise, Asexual Student respondents (69%, *n* = 65) and LGBQ Student respondents (74%, *n* = 176) were less satisfied with their academic experience at Marquette University than were Heterosexual Student Respondents (82%, *n* = 2,273).[cxlvii] Seventy percent (*n* = 229) of Student respondents with a Single Disability and 82% (*n* = 2,309)

of Student respondents with No Disability reported being satisfied with their academic experience at Marquette University.[cxlviii] A lower percentage of Low-Income Student respondents (75%, $n = 377$) than Not Low-Income Student respondents (82%, $n = 2,063$) reported being satisfied with their academic experience at Marquette University.[cxlix]

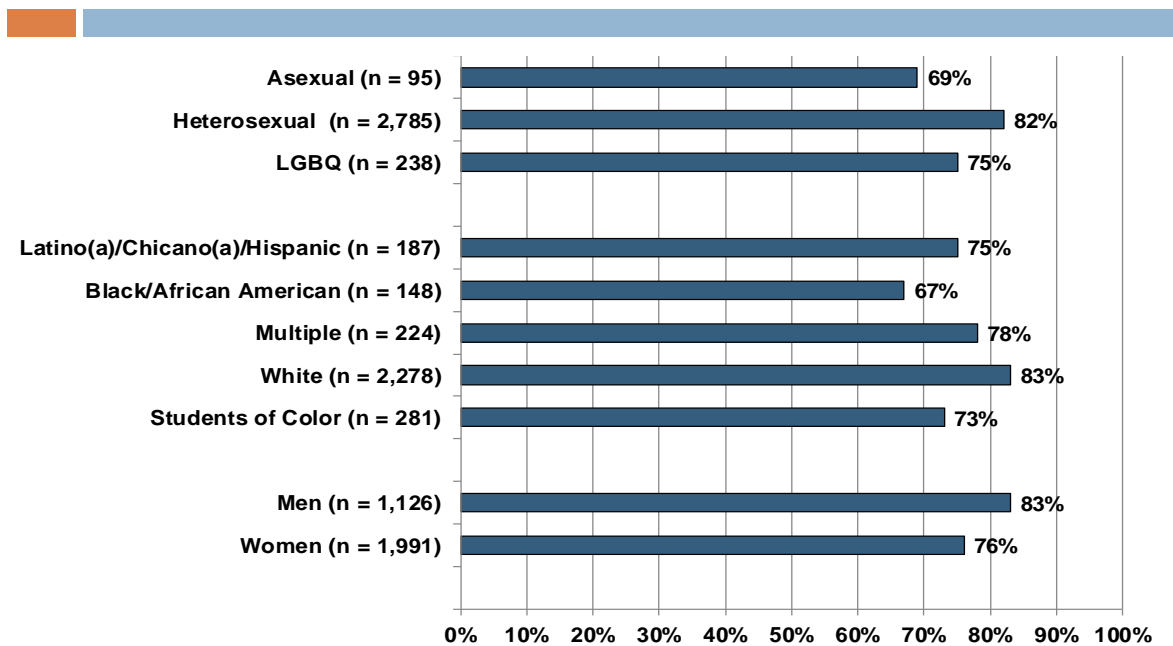| Category | Percentage |
|---|---|
| Asexual (n = 95) | 69% |
| Heterosexual (n = 2,785) | 82% |
| LGBQ (n = 238) | 75% |
| Latino(a)/Chicano(a)/Hispanic (n = 187) | 75% |
| Black/African American (n = 148) | 67% |
| Multiple (n = 224) | 78% |
| White (n = 2,278) | 83% |
| Students of Color (n = 281) | 73% |
| Men (n = 1,126) | 83% |
| Women (n = 1,991) | 76% |

*Figure 44.* Student Respondents Who Strongly Agreed/Agreed that they were Satisfied with Their Academic Experience at Marquette University by Gender Identity, Racial Identity, and Sexual Identity (%)
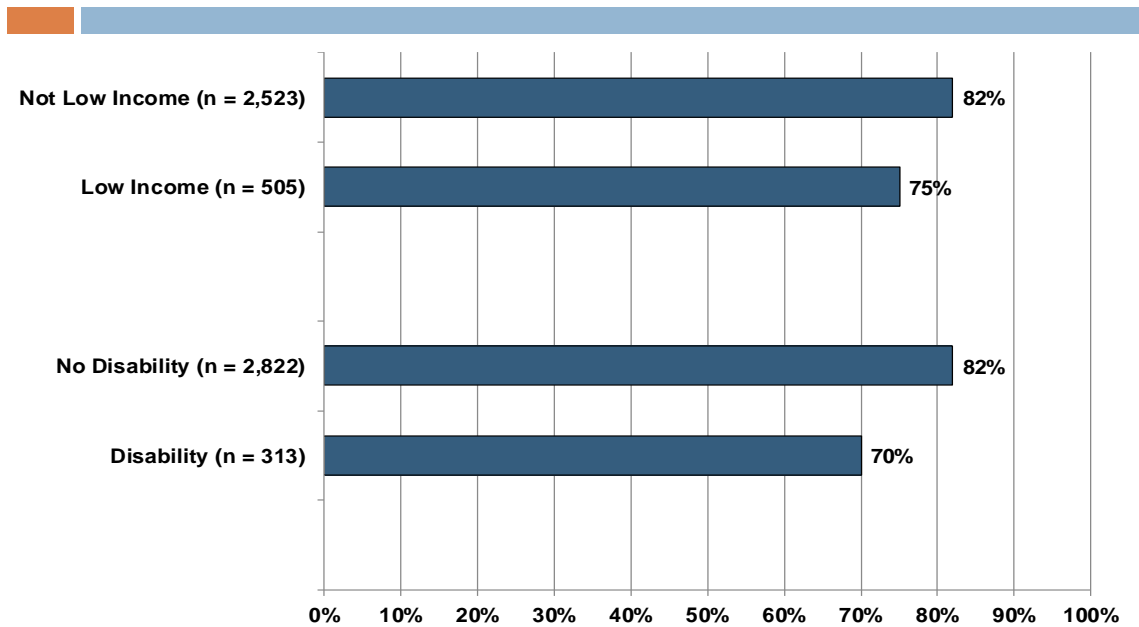
*Figure 45.* Student Respondents Who Strongly Agreed/Agreed that they were Satisfied with Their Academic Experience at Marquette University by Disability Status and Income Status (%)

Seventy-nine percent (*n* = 2,482) of Student respondents reported that they were performing up to their full academic potential. Less Student respondents reported that they performed academically as well as they had anticipated they would (64%, *n* = 2,003). Table 54 illustrates responses to these questions by student position, gender identity, racial identity, sexual identity, disability status, first-generation status, and income status where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

*Table 54.* **Student Respondents' Academic Experiences at Marquette**

| Academic Experience | Strongly agree n | % | Agree n | % | Neither agree nor disagree n | % | Disagree n | % | Strongly disagree n | % |
|---|---|---|---|---|---|---|---|---|---|---|
| **I am performing up to my full academic potential.** | **827** | **26.3** | **1,655** | **52.5** | **366** | **11.6** | **283** | **9.0** | **19** | **0.6** |
| Student Position[cl] | | | | | | | | | | |
| Undergraduate | 612 | 24.6 | 1,295 | 52.0 | 320 | 12.9 | 248 | 10.0 | 15 | 0.6 |
| Graduate | 215 | 32.6 | 360 | 54.5 | 46 | 7.0 | 35 | 5.3 | < 5 | --- |
| Gender Identity*[cli] | | | | | | | | | | |
| Men | 247 | 21.8 | 585 | 51.6 | 162 | 14.3 | 129 | 11.4 | 10 | 0.9 |
| Women | 576 | 28.9 | 1,060 | 53.1 | 200 | 10.0 | 151 | 7.6 | 8 | 0.4 |
| Racial Identity[clii] | | | | | | | | | | |
| Students of Color | 73 | 26.0 | 141 | 50.2 | 34 | 12.1 | 31 | 11.0 | < 5 | --- |
| White | 639 | 27.9 | 1,236 | 54.0 | 231 | 10.1 | 174 | 7.6 | 8 | 0.3 |
| Multiracial | 51 | 22.7 | 123 | 54.7 | 30 | 13.3 | 21 | 9.3 | 0 | 0.0 |
| Black/African American | 20 | 13.5 | 67 | 45.3 | 28 | 18.9 | 28 | 18.9 | 5 | 3.4 |
| Latino(a)/Chicano(a)/Hispanic | 38 | 20.3 | 77 | 41.2 | 39 | 20.9 | 29 | 15.5 | < 5 | --- |
| Sexual Identity[cliii] | | | | | | | | | | |
| LGBQ | 43 | 18.1 | 115 | 48.3 | 40 | 16.8 | 36 | 15.1 | < 5 | --- |
| Heterosexual | 759 | 27.1 | 1,479 | 52.9 | 309 | 11.1 | 235 | 8.4 | 14 | 0.5 |
| Asexual | 22 | 23.2 | 50 | 52.6 | 14 | 14.7 | 9 | 9.5 | 0 | 0.0 |
| Disability Status[cliv] | | | | | | | | | | |
| Disability | 61 | 19.4 | 147 | 46.7 | 61 | 19.4 | 42 | 13.3 | < 5 | --- |
| No Disability | 764 | 27.0 | 1,507 | 53.2 | 305 | 10.8 | 240 | 8.5 | 15 | 0.5 |
| Income Status[clv] | | | | | | | | | | |
| Low-Income | 134 | 26.4 | 250 | 49.3 | 74 | 14.6 | 41 | 8.1 | 8 | 1.6 |
| Not Low-Income | 657 | 26.0 | 1,346 | 53.2 | 279 | 11.0 | 238 | 9.4 | 11 | 0.4 |
| **I have performed academically as well as I anticipated I would.** | **729** | **23.2** | **1,274** | **40.5** | **530** | **16.9** | **521** | **16.6** | **90** | **2.9** |
| Student Position[clvi] | | | | | | | | | | |
| Undergraduate | 515 | 20.7 | 962 | 38.7 | 462 | 18.6 | 460 | 18.5 | 84 | 3.4 |
| Graduate | 214 | 32.4 | 312 | 47.2 | 68 | 10.3 | 61 | 9.2 | 6 | 0.9 |
| Gender Identity[clvii] | | | | | | | | | | |
| Men | 244 | 21.6 | 439 | 38.8 | 221 | 19.5 | 197 | 17.4 | 30 | 2.7 |
| Women | 480 | 24.1 | 825 | 41.4 | 306 | 15.4 | 320 | 16.1 | 60 | 3.0 |
| Racial Identity[clviii] | | | | | | | | | | |
| Students of Color | 62 | 22.1 | 97 | 34.6 | 55 | 19.6 | 54 | 19.3 | 12 | 4.3 |
| White | 591 | 25.9 | 956 | 41.8 | 367 | 16.1 | 325 | 14.2 | 46 | 2.0 |
| Multiracial | 35 | 15.7 | 96 | 43.0 | 33 | 14.8 | 55 | 24.7 | < 5 | --- |
| Black/African American | 16 | 10.8 | 49 | 33.1 | 32 | 21.6 | 32 | 21.6 | 19 | 12.8 |
| Latino(a)/Chicano(a)/Hispanic | 21 | 11.2 | 68 | 36.4 | 35 | 18.7 | 54 | 28.9 | 9 | 4.8 |
| Disability Status[clix] | | | | | | | | | | |
| Single Disability | 57 | 18.3 | 103 | 33.0 | 76 | 24.4 | 65 | 20.8 | 11 | 3.5 |
| No Disability | 671 | 23.7 | 1,168 | 41.3 | 454 | 16.1 | 456 | 16.1 | 79 | 2.8 |

Note: Table includes Student respondents (*n* = 3,152) only.

*Table does not report Transgender/Genderqueer respondents and those who chose A gender not listed above because their number was too low to ensure confidentiality.

[cxxxi] A chi-square test was conducted to compare percentages of Student respondents who reported feeling that few of their courses were intellectually stimulating by student position: $\chi^2$ (4, $N$ = 3,137) = 71.3, $p < .001$.

[cxxxii] A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by racial identity: $\chi^2$ (16, $N$ = 3,116) = 161.2, $p < .001$.

[cxxxiii] A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by first-generation status: $\chi^2$ (4, $N$ = 3,134) = 27.0, $p < .001$.

[cxxxiv] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at Marquette University by student position: $\chi^2$ (4, $N$ = 3,139) = 14.9, $p < .01$.

[cxxxv] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at Marquette University by gender identity: $\chi^2$ (4, $N$ = 3,117) = 10.8, $p < .05$.

[cxxxvi] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at Marquette University by racial identity: $\chi^2$ (16, $N$ = 3,118) = 42.3, $p < .001$.

[cxxxvii] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at Marquette University by disability status: $\chi^2$ (4, $N$ = 3,135) = 20.3, $p < .001$.

[cxxxviii] A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to Marquette University by student position: $\chi^2$ (4, $N$ = 3,137) = 20.9, $p < .001$.

[cxxxix] A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to Marquette University by racial identity: $\chi^2$ (16, $N$ = 3,116) = 34.4, $p < .01$.

[cxl] A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to Marquette University by income status: $\chi^2$ (4, $N$ = 3,027) = 12.7, $p < .05$.

[cxli] A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by student position: $\chi^2$ (4, $N$ = 3,139) = 22.7, $p < .001$.

[cxlii] A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by gender identity: $\chi^2$ (4, $N$ = 3,117) = 10.1, $p < .05$.

[cxliii] A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by racial identity: $\chi^2$ (16, $N$ = 3,118) = 77.3, $p < .001$.

[cxliv] A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by income status: $\chi^2$ (4, $N$ = 3,028) = 9.7, $p < .05$.

[cxlv] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by gender identity: $\chi^2$ (4, $N$ = 3,117) = 28.4, $p < .001$.

[cxlvi] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by racial identity: $\chi^2$ (16, $N$ = 3,118) = 64.19, $p < .001$.

[cxlvii] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by sexual identity: $\chi^2$ (12, $N$ = 3,129) = 31.8, $p < .01$.

[cxlviii] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by disability status: $\chi^2$ (4, $N$ = 3,135) = 29.0, $p < .001$.

[cxlix] A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by income status: $\chi^2$ (4, $N$ = 3,028) = 17.5, $p < .01$.

[cl] A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by student position: $\chi^2$ (4, $N$ = 3,150) = 41.5, $p < .001$.

[cli] A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by gender identity: $\chi^2$ (4, $N$ = 3,128) = 40.1, $p < .001$.

[clii]A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by racial identity: $\chi^2$ (16, $N = 3{,}129$) = 109.5, $p < .001$.

[cliii]A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by sexual identity: $\chi^2$ (12, $N = 3{,}140$) = 34.9, $p < .001$.

[cliv]A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by disability status: $\chi^2$ (4, $N = 3{,}146$) = 36.6, $p < .001$.

[clv]A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by income status: $\chi^2$ (4, $N = 3{,}038$) = 15.5, $p < .01$.

[clvi]A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by student position: $\chi^2$ (4, $N = 3{,}144$) = 99.5, $p < .001$.

[clvii]A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by gender identity: $\chi^2$ (4, $N = 3{,}122$) = 11.8, $p < .05$.

[clviii]A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by racial identity: $\chi^2$ (16, $N = 3{,}123$) = 144.4, $p < .001$.

[clix]A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by disability status: $\chi^2$ (4, $N = 3{,}140$) = 24.1, $p < .001$.

**Students'** *Academic Success* **and** *Intent to Persist*

As mentioned earlier in this report, a confirmatory factor analysis was conducted on two scales embedded in Question 11 of the survey.[87] The first scale, termed "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 undergraduate student learning. The first seven items in Question 11 of the survey reflect the questions on this scale. The second scale, termed "Intent to Persist" for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure* (*UPI*) (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. The final two items in Question 11 of the survey reflect the questions on this scale. As noted in the methods section of the report, the data for the *Intent to Persist* scale were skewed; therefore, significance testing was not conducted. The means are included in this report for each group and subgroup to allow for comparisons, but statistical significance is not reported.

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, respondents who did not answer all scale items were not included in the analysis. Fewer than 3% of all potential Student respondents were removed from the analysis because of one or more missing responses. The final item (Q11_9) was reverse-coded before it was included in the analysis.

A separate factor analysis was conducted on each 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 two respective scales: *Academic Success* or *Intent to Persist*.[88] The internal consistency reliability (Cronbach's alpha) of each scale was high, meaning that the scales produce consistent results.

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[87] The questions that are included in these scales are available in Appendix B
[88]Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combines to measure a latent construct by measuring how similarly respondents answer those questions.

A separate factor analysis was conducted on each scale using 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 two respective scales: "Academic Success" and "Intent to Persist."[89] The internal consistency reliability (Cronbach's alpha) of each scale was high, suggesting that the scales produce consistent results.

| Factor | Cronbach's alpha | *n* of items |
|---|---|---|
| *Academic Success* | 0.840 | 7 |
| *Intent to Persist* | 0.685 | 2 |

**Factor Scores**

Factor scores were created by taking the average of the scores for all items in the factor. Each respondent who answered all (i.e., did not skip any) of the questions included in the given factor was assigned a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* Factor suggest that a student or constituent group is more likely to persist.

**Means Testing Methodology**

After creating the two factor scores for respondents based on the factor analysis, means were calculated for Undergraduate Students and for Graduate Students.

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

*Academic Success*

Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas for Student respondents:

- o Gender identity (Man, Woman)
- o Racial identity (White, Black/African American, Latino(a)/Chicano(a)/Hispanic, People of Color, Multiracial)
- o Sexual identity (LGBQ, Heterosexual, Asexual)
- o Disability status (Single Disability, Multiple Disabilities, No Disability)
- o First-Generation/Low-Income status (First-Generation/Low-Income, Not First-Generation/Low-Income)
- o Citizenship status (U.S. Citizen, Non-U.S. Citizen)

When only two categories existed for the specified demographic variable (e.g., gender 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,* and any moderate-to-large effects are noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. 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 are noted.

*Intent to Persist*

The distribution of the scores (Figure 46) for the *Intent to Persist* factor clearly show that the responses are not normally distributed, and so do not satisfy the assumptions for means testing using any of the methods previously mentioned. Means are included below to allow for comparisons, but statistical significance is not reported.
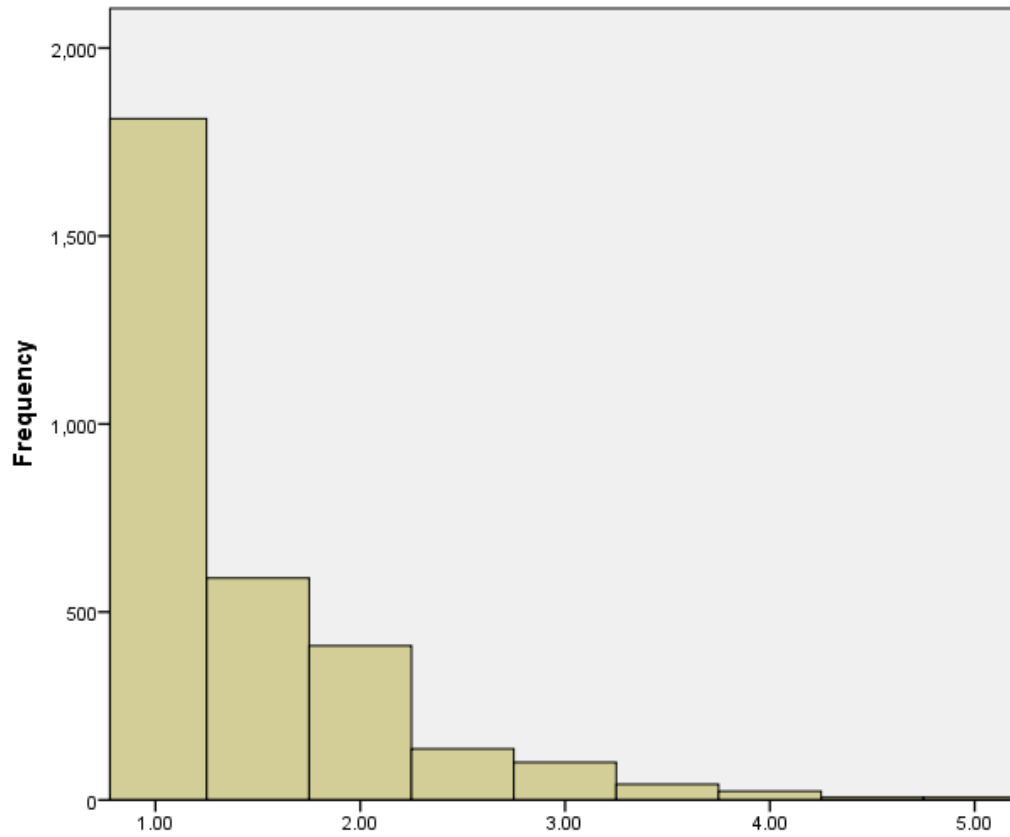
*Figure 46.* Distribution of Scores for *Intent to Persist* Factor

**Means Testing Results**

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

***Undergraduate Student Respondents***. A significant difference ($p < .001$) was noted in the means for Undergraduate Student respondents by gender identity on *Academic Success*; Women experience greater academic success than Men (Table 55). Statistical significance was not established for the *Intent to Persist* factor.

**Table 55. Undergraduate Student Respondents' *Academic Success* and *Intent to Persist* by Gender Identity**

| Gender Identity | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | **Mean** | **Std. Dev.** | *n* | **Mean** | **Std. Dev.** |
| Man | 866 | 2.110 | 0.650 | 879 | 1.498 | 0.719 |
| Woman | 1559 | 1.985 | 0.655 | 1572 | 1.407 | 0.642 |
| Mean difference | 0.125* | | | 0.091 | | |

*$p < .001$

***Graduate Student Respondents***. No significant difference was noted in the means for Graduate Student respondents by gender identity on *Academic Success* (Table 56). Statistical significance was not established for the *Intent to Persist* factor.

**Table 56. Graduate Student Respondents' *Academic Success* and *Intent to Persist* by Gender Identity**

| Gender Identity | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | **Mean** | **Std. Dev.** | *n* | **Mean** | **Std. Dev.** |
| Man | 242 | 1.897 | 0.656 | 248 | 1.409 | 0.634 |
| Woman | 404 | 1.833 | 0.667 | 406 | 1.352 | 0.582 |
| Mean difference | 0.065 | | | 0.057 | | |

<u>Racial Identity</u>

***Undergraduate Student Respondents***. A significant difference ($p < .001$) was noted in the overall test for means for Undergraduate Student respondents by racial identity on *Academic Success* (Table 57). Statistical significance was not established for the *Intent to Persist* factor (Table 58).

**Table 57. Undergraduate Student Respondents' *Academic Success* by Racial Identity**

| Racial Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| People of Color | 212 | 2.203 | 0.763 | 1.00 | 4.67 |
| White | 1738 | 1.961 | 0.622 | 1.00 | 4.33 |
| Multiracial | 186 | 2.062 | 0.622 | 1.00 | 3.83 |
| Black/African American | 128 | 2.401 | 0.740 | 1.00 | 4.50 |
| Latino(a)/Chicano(a)/Hispanic | 166 | 2.207 | 0.686 | 1.00 | 4.50 |

**Table 58. Undergraduate Student Respondents' *Intent to Persist* by Racial Identity**

| Racial Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| People of Color | 218 | 1.702 | 0.829 | 1.00 | 4.50 |
| White | 1752 | 1.388 | 0.638 | 1.00 | 5.00 |
| Multiracial | 190 | 1.537 | 0.755 | 1.00 | 5.00 |
| Black/African American | 128 | 1.641 | 0.726 | 1.00 | 5.00 |
| Latino(a)/Chicano(a)/Hispanic | 168 | 1.399 | 0.551 | 1.00 | 3.00 |

Subsequent analyses on *Academic Success* were significant for five comparisons: People of Color vs. White and Black/African American; White vs. Black/African American and Latino(a)/Chicano(a)/Hispanic; and Multiracial vs. Black/African American (Table 59). These findings suggest that White respondents have more academic success than Student Respondents of Color, Black/African American Student respondents, and Latino(a)/Chicano(a)/Hispanic Student respondents; that Black/African American Student respondents experience greater academic success than Student Respondents of Color; and that Multiracial Student respondents experience greater academic success than Black/African American Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 59. Difference Between Means for Undergraduate Student Respondents for *Academic Success* and *Intent to Persist* by Racial Identity**

| Groups Compared | *Academic Success* Mean difference | *Intent to Persist* Mean difference |
|---|---|---|
| People of Color vs. White | 0.242*** | 0.314 |
| People of Color vs. Multiracial | 0.141 | 0.165 |
| People of Color vs. Black/Afr Am | -0.198* | 0.061 |
| People of Color vs. Latino(a)/Chicano(a)/Hispanic | -0.004 | 0.303 |
| White vs. Multiracial | -0.101 | -0.149 |
| White vs. Black/African American | -0.440*** | -0.253 |
| White vs. Latino(a)/Chicano(a)/Hispanic | -0.246*** | -0.011 |
| Multiracial vs. Black/African American | -0.339*** | -0.104 |
| Multiracial vs. Latino(a)/Chicano(a)/Hispanic | -0.145 | 0.138 |
| Black/African American vs. Latino(a)/Chicano(a)/Hispanic | 0.194 | 0.242 |

*$p < .05$; ***$p < .001$

*Graduate Student Respondents*. No significant difference was noted in the overall test for means for Graduate Student respondents by racial identity on *Academic Success* (Table 60). Statistical significance was not established for the *Intent to Persist* factor (Table 61).

**Table 60. Graduate Student Respondents' *Academic Success* by Racial Identity**

| Racial Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| People of Color | 62 | 1.780 | 0.536 | 1.00 | 3.00 |
| White | 509 | 1.849 | 0.659 | 1.00 | 5.00 |
| Multiracial | 34 | 1.907 | 0.719 | 1.00 | 3.67 |
| Black/African American | 19 | 2.149 | 0.716 | 1.00 | 3.83 |
| Latino(a)/Chicano(a)/Hispanic | 18 | 1.880 | 0.925 | 1.00 | 4.17 |

**Table 61. Graduate Student Respondents' *Intent to Persist* by Racial Identity**

| Racial Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| People of Color | 64 | 1.398 | 0.550 | 1.00 | 3.00 |
| White | 514 | 1.351 | 0.573 | 1.00 | 5.00 |
| Multiracial | 34 | 1.265 | 0.394 | 1.00 | 2.50 |
| Black/African American | 20 | 1.825 | 1.067 | 1.00 | 5.00 |
| Latino(a)/Chicano(a)/Hispanic | 18 | 1.417 | 0.845 | 1.00 | 4.00 |

Subsequent analyses on *Academic Success* were not conducted for Graduate Student respondents because the overall test was not significant. Statistical significance was not established for the *Intent to Persist* factor because of the skewed nature of the data.

Sexual Identity

***Undergraduate Student Respondents***. A significant difference ($p < .01$) was noted in the means for Undergraduate Student respondents by sexual identity on *Academic Success* (Table 62). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for both factors for comparison (Table 63).

**Table 62. Undergraduate Student Respondents' *Academic Success* by Sexual Identity**

| Sexual Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| LGBQ | 183 | 2.170 | 0.659 | 1.00 | 4.17 |
| Heterosexual | 2164 | 2.015 | 0.651 | 1.00 | 4.67 |
| Asexual | 93 | 2.079 | 0.684 | 1.00 | 3.83 |

**Table 63. Undergraduate Student Respondents' *Intent to Persist* by Sexual Identity**

| Sexual Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| LGBQ | 187 | 1.519 | 0.738 | 1.00 | 5.00 |
| Heterosexual | 2186 | 1.427 | 0.658 | 1.00 | 5.00 |
| Asexual | 93 | 1.559 | 0.744 | 1.00 | 4.00 |

Subsequent analyses on *Academic Success* for Undergraduate Student respondents were significant for one comparison: Heterosexual vs. LGBQ Student respondents. This finding suggests that Heterosexual Student respondents have more academic success than LGBQ Student

respondents (Table 64). Statistical significance was not established for the *Intent to Persist* factor.

**Table 64. Difference Between Means for Undergraduate Student Respondents for *Academic Success* and *Intent to Persist* by Sexual Identity**

| Groups Compared | *Academic Success* Mean difference | *Intent to Persist* Mean difference |
|---|---|---|
| LGBQ vs. Heterosexual | 0.155* | 0.092 |
| LGBQ vs. Asexual | 0.091 | -0.040 |
| Heterosexual vs. Asexual | -0.064 | -0.132 |

*\*p < .01*

***Graduate Student Respondents***. No significant difference was noted in the means for Graduate Student respondents by sexual identity on *Academic Success* (Table 65). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for both factors for comparison (Table 66).

**Table 65. Graduate Student Respondents' *Academic Success* by Sexual Identity**

| Sexual Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| LGBQ | 50 | 1.927 | 0.674 | 1.00 | 3.83 |
| Heterosexual | 581 | 1.843 | 0.668 | 1.00 | 5.00 |
| Asexual | 12 | 2.236 | 0.321 | 2.00 | 3.00 |

**Table 66. Graduate Student Respondents' *Intent to Persist* by Sexual Identity**

| Sexual Identity | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| LGBQ | 50 | 1.480 | 0.646 | 1.00 | 3.50 |
| Heterosexual | 589 | 1.350 | 0.579 | 1.00 | 5.00 |
| Asexual | 12 | 1.958 | 1.010 | 1.00 | 4.00 |

Subsequent analyses on *Academic Success* for Graduate Student respondents were not conducted because the overall test was not significant.

Disability Status

***Undergraduate Student Respondents***. A significant difference ($p < .001$) was noted in the means for Undergraduate Student respondents by disability status on *Academic Success* (Table 67). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Table 68).

**Table 67. Undergraduate Student Respondents'** *Academic Success* **by Disability Status**

| Disability Status | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| Single Disability | 174 | 2.185 | 0.657 | 1.00 | 3.83 |
| No Disability | 2187 | 2.015 | 0.657 | 1.00 | 4.67 |
| Multiple Disabilities | 70 | 2.181 | 0.616 | 1.00 | 4.00 |

**Table 68. Undergraduate Student Respondents'** *Intent to Persist* **by Disability Status**

| Disability Status | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| Single Disability | 176 | 1.494 | 0.676 | 1.00 | 4.00 |
| No Disability | 2210 | 1.433 | 0.670 | 1.00 | 5.00 |
| Multiple Disabilities | 69 | 1.464 | 0.608 | 1.00 | 4.00 |

Subsequent analyses on *Academic Success* were significant for one comparison: Undergraduate Student respondents with No Disability had greater academic success than students with a Single Disability (Table 69). Statistical significance was not established for the *Intent to Persist* factor.

**Table 69. Difference Between Means for Undergraduate Student Respondents for** *Academic Success* **and** *Intent to Persist* **by Disability Status**

| Groups Compared | *Academic Success* Mean difference | *Intent to Persist* Mean difference |
|---|---|---|
| Single Disability vs. No Disability | 0.170** | 0.061 |
| Single Disability vs. Multiple Disabilities | 0.004 | 0.031 |
| No Disability vs. Multiple Disabilities | -0.166 | -0.030 |

**$p < .01$

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*Graduate Student Respondents*. A significant difference ($p < .001$) was noted in the means for Graduate Student respondents by disability status on *Academic Success* (Table 70). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Table 71).

**Table 70. Graduate Student Respondents' *Academic Success* by Disability Status**

| Disability Status | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| Single Disability | 30 | 2.283 | 0.961 | 1.00 | 5.00 |
| No Disability | 597 | 1.830 | 0.632 | 1.00 | 4.67 |
| Multiple Disabilities | 15 | 2.189 | 0.847 | 1.17 | 3.83 |

**Table 71. Graduate Student Respondents' *Intent to Persist* by Disability Status**

| Disability Status | *n* | Mean | Std. Dev. | Minimum | Maximum |
|---|---|---|---|---|---|
| Single Disability | 31 | 1.468 | 0.682 | 1.00 | 3.50 |
| No Disability | 604 | 1.363 | 0.583 | 1.00 | 5.00 |
| Multiple Disabilities | 15 | 1.700 | 1.146 | 1.00 | 5.00 |

Subsequent analyses on *Academic Success* were significant for one comparison: Graduate Student respondents with No Disability had greater academic success than students with a Single Disability (Table 72). Statistical significance was not established for the *Intent to Persist* factor.

**Table 72. Difference Between Means for Graduate Student Respondents for *Academic Success* and *Intent to Persist* by Disability Status**

| Groups Compared | *Academic Success* Mean difference | *Intent to Persist* Mean difference |
|---|---|---|
| Single Disability vs. No Disability | 0.453* | 0.104 |
| Single Disability vs. Multiple Disabilities | 0.094 | -0.232 |
| No Disability vs. Multiple Disabilities | -0.359 | -0.337 |

*$p < .001$

First-Generation/Low-Income Status

***Undergraduate Student Respondents***. A significant difference was noted in the means for Undergraduate Student respondents by First-Generation/Low-Income status on *Academic Success* (Table 73). Not First-Generation/Low-Income Student respondents experienced greater academic success than First-Generation/Low-Income Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 73. Undergraduate Student Respondents'** *Academic Success* **and** *Intent to Persist* **by First-Generation/Low-Income Status**

| First-Generation/Low-Income Status | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | **Mean** | **Std. Dev.** | *n* | **Mean** | **Std. Dev.** |
| Not First-Generation/Low-Income | 2353 | 2.022 | 0.655 | 2378 | 1.436 | 0.670 |
| First-Generation/Low-Income | 91 | 2.245 | 0.669 | 92 | 1.571 | 0.721 |
| Mean difference | -0.223* | | | -0.135 | | |

*\*p < .001*

***Graduate Student Respondents***. No significant difference was noted in the means for Graduate Student respondents by first-generation/low-income status on *Academic Success* (Table 74). Statistical significance was not established for the *Intent to Persist* factor.

**Table 74. Graduate Student Respondents'** *Academic Success* **and** *Intent to Persist* **by First-Generation/Low-Income Status**

| First-Generation/Low-Income Status | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | **Mean** | **Std. Dev.** | *n* | **Mean** | **Std. Dev.** |
| Not First-Generation/Low-Income | 623 | 1.861 | 0.655 | 630 | 1.377 | 0.612 |
| First-Generation/Low-Income | 26 | 1.776 | 0.841 | 27 | 1.352 | 0.477 |
| Mean difference | 0.085 | | | 0.025 | | |

Citizenship

***Undergraduate Student Respondents***. No significant difference was noted in the means for
Undergraduate Student respondents by citizenship status on *Academic Success* (Table 75).
Statistical significance was not established for the *Intent to Persist* factor.

**Table 75. Undergraduate Student Respondents'** *Academic Success* **and** *Intent to Persist* **by Citizenship Status**

| Citizenship Status | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | Mean | Std. Dev. | *n* | Mean | Std. Dev. |
| U.S. Citizen | 2131 | 2.037 | 0.653 | 2149 | 1.431 | 0.670 |
| Non U.S. Citizen | 203 | 2.044 | 0.716 | 204 | 1.605 | 0.743 |
| Mean difference | -0.007 | | | -0.174 | | |

***Graduate Student Respondents***. A significant difference was noted in the means for Graduate
Student respondents by citizenship status on *Academic Success* (Table 76). Non-U.S. Citizen
Graduate Student respondents experienced greater academic success than U.S. Citizen Graduate
Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 76. Graduate Student Respondents'** *Academic Success* **and** *Intent to Persist* **by Citizenship Status**

| Citizenship Status | *Academic Success* | | | *Intent to Persist* | | |
|---|---|---|---|---|---|---|
| | *n* | Mean | Std. Dev. | *n* | Mean | Std. Dev. |
| U.S. Citizen | 556 | 1.885 | 0.678 | 563 | 1.380 | 0.615 |
| Non-U.S. Citizen | 82 | 1.669 | 0.531 | 83 | 1.355 | 0.538 |
| Mean difference | 0.217* | | | 0.025 | | |

*$p < .01$

**Students' Perceptions of Campus Climate**

One of the survey items asked Student respondents the degree to which they agreed with several statements about their interactions with faculty, students, and staff members at Marquette University (Table 77). Eighty-one percent ($n = 2,532$) of Student respondents reported feeling valued by faculty in the classroom, and 66% ($n = 2,056$) reported feeling valued by other students in the classroom. Student respondents reported that Marquette University faculty (77%, $n = 2,408$) and staff (72%, $n = 2,240$) were genuinely concerned with their welfare. Thirty-five percent ($n = 1,085$) of Student respondents indicated believing that faculty pre-judged their abilities based on their perception of students' identities/backgrounds. Eighty percent ($n = 2,493$) of Student respondents noted that they had faculty/instructors whom they perceived as role models, and 63% ($n = 1,946$) had staff whom they perceived as role models. Fifty-two percent ($n = 1,620$) of Student respondents reported believing that the campus climate encourages free and open discussion of difficult topics. The majority of Student respondents indicated that they had advisers who provided them with career advice (69%, $n = 2,156$) and advisers who provided them with advice on core class selection (72%, $n = 2,240$). Less Student respondents reported feeling Marquette University Student Government's voice (29%, $n = 938$) and the Graduate Student Organization's voices are valued in campus dialogues (21%, $n = 660$).

*Table 77.* **Student Respondents' Perceptions of Campus Climate**

| Perception | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| **I feel valued by faculty in the classroom.** | 911 | 29.1 | 1,621 | 51.8 | 399 | 12.8 | 156 | 5.0 | 41 | 1.3 |
| **I feel valued by other students in the classroom.** | 608 | 19.5 | 1,448 | 46.4 | 719 | 23.0 | 288 | 9.2 | 57 | 1.8 |
| **I think Marquette faculty are genuinely concerned with my welfare.** | 936 | 30.0 | 1472 | 47.2 | 441 | 14.1 | 214 | 6.9 | 54 | 1.7 |
| **I think that Marquette staff are genuinely concerned with my welfare.** | 906 | 29.1 | 1334 | 42.9 | 605 | 19.5 | 212 | 6.8 | 53 | 1.7 |
| **I think that faculty pre-judge my abilities based on their perception of my identity/background.** | 326 | 10.5 | 759 | 24.4 | 834 | 26.8 | 944 | 30.3 | 249 | 8.0 |
| **I believe that the campus climate encourages free and open discussion of difficult topics.** | 468 | 15.0 | 1,152 | 36.9 | 679 | 21.8 | 575 | 18.4 | 244 | 7.8 |
| **I have faculty whom I perceive as role models.** | 1,213 | 38.9 | 1,280 | 41.1 | 409 | 13.1 | 165 | 5.3 | 49 | 1.6 |
| **I have staff whom I perceive as role models.** | 848 | 27.3 | 1,098 | 35.3 | 793 | 25.5 | 300 | 9.7 | 68 | 2.2 |
| **I have advisers who provide me with career advice.** | 972 | 31.3 | 1,184 | 38.1 | 444 | 14.3 | 340 | 10.9 | 170 | 5.5 |
| **I have advisers who provide me with advice on core class selection.** | 989 | 31.9 | 1,251 | 40.4 | 429 | 13.8 | 285 | 9.2 | 145 | 4.7 |
| **Marquette University Student Government's voice is valued in campus dialogues.** | 265 | 8.5 | 643 | 20.7 | 1339 | 43.0 | 598 | 19.2 | 267 | 8.6 |
| **The Graduate Student Organization's voice is valued in campus dialogues.** | 209 | 6.7 | 451 | 14.5 | 1723 | 55.6 | 459 | 14.8 | 259 | 8.4 |

Note: Table includes Student respondents (*n* = 3,152) only.

**Students Who Have Seriously Considered Leaving Marquette University**

Forty percent ($n = 1,706$) of all respondents indicated that they had seriously considered leaving Marquette University. With regard to student position, 37% ($n = 915$) of Undergraduate Student respondents and 24% ($n = 155$) of Graduate Student respondents reported having had seriously considered leaving Marquette University.[clx] Black/African American Student respondents (62%, $n = 91$) were much more likely than Multiracial Student respondents (43%, $n = 96$), Latino(a)/Chicano(a)/Hispanic Student respondents (37%, $n = 69$), Student Respondents of Color (34%, $n = 96$), and White Student respondents (31%, $n = 708$) indicated having had seriously considered leaving Marquette University.[clxi] Likewise, Student respondents with a Single Disability (41%, $n = 128$) were more likely than those Student respondents with No Disability (33%, $n = 941$) to report having had seriously considered leaving Marquette University.[clxii] Of the Student respondents who considered leaving, 78% ($n = 838$) considered leaving in their first year as a student, 41% ($n = 434$) in their second year, and 13% ($n = 142$) in their third year.

Sixty-four percent ($n = 683$) of Student respondents who indicated that they had considered leaving suggested that they lacked a sense of belonging (Table 78). Others considered leaving because the climate was not welcoming (42%, $n = 451$), lack of a support group (33%, $n = 348$), and/or for financial reasons (31%, $n = 332$).

*Table 78.* **Reasons Why Student Respondents Considered Leaving Marquette University**

| Reason | *n* | *%* |
|---|---|---|
| Lack of a sense of belonging | 683 | 63.8 |
| Climate was not welcoming | 451 | 42.1 |
| Lack of a support group | 348 | 32.5 |
| Financial reasons | 332 | 31.0 |
| Homesick | 214 | 20.0 |
| Personal reasons | 177 | 16.5 |
| Didn't like major | 139 | 13.0 |
| Coursework was too difficult | 123 | 11.5 |
| Didn't meet the selection criteria for a major | 44 | 4.1 |
| My marital/relationship status | 44 | 4.1 |
| A reason not listed above | 242 | 22.6 |

Note: Table includes only those Student respondents who indicated that they had considered leaving Marquette University (*n* = 1,070).

One thousand, one hundred respondents (both students and employees) provided written responses elaborating on why they seriously considered leaving Marquette University. Below are several themes, with supporting quotations that highlight commonly cited examples of why student respondents considered leaving.

*Campus climate.* One hundred-sixty respondents indicated that they considered leaving the institution because of the hostile and unwelcoming campus climate. Respondents noted that "There is clearly a hostile climate for LGBTQ people, women, and racial/ethnic minorities on this campus." Other respondents mentioned the unwelcoming climate for people from low socio-economic backgrounds, people with disabilities, non-Catholics, and international students. When describing the chilly climate, many respondents narrated specific experiences of discrimination and/or exclusion based on their social identities. In particular, many respondents noted incidents related to Jodi O'Brien and John McAdams, saying that "Did anyone NOT consider leaving after the Jodi O'Brien incident?" The general sense from respondents was of "a climate for bigotry

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and a feeling that one needs to hide who they are to be accepted and fit in." Others discussed feelings of being an outsider by saying that "There are many of us who don't fit in whether because of personality, social identity, or some other reason; we find one another and commiserate, but somehow are not able to burst the larger bubble." Several respondents discussed the closed-mindedness of Marquette University, writing about "a hostile environment where those who advocate for change are marginalized." Numerous respondents noted that they considered leaving to find a "more open and equality based community."

*Inclusion/Exclusion.* One hundred and fifty respondents noted that they considered leaving because of feelings related to inclusion and exclusion. In essence, most respondents felt that "This is a very niche driven school. The community is perfect for those who fit the criteria. For those who fit the standard the school is amazing, but for those even slightly out of it, it can be very frustrating." Most respondents were likely students, discussing that "It's been difficult to find people like me here." Particularly from students who were not local, respondents wrote that "A lot of people here right at the start acted as if they knew everyone here, and I felt kind of lonely." Others discussed that "I didn't feel like I had a place in this university," and that "I didn't feel any true ties to Marquette and didn't feel a sense of belonging." Among student respondents, numerous discussed that "My first year of school I had trouble finding individuals that I felt I really got along with" and "As a transfer student, and cross town commuter, it has been difficult to assimilate into the culture that is Marquette." Others also mentioned residence halls, noting that "Living in a dorm can create a very serious 'on the inside' vs 'on the outside' climate." Students spoke disparagingly about their exclusion from Marquette's social scene, discussing that "I feel like it's nearly impossible to make friends not living on or near campus. I literally know no one at Marquette and it's a terrible feeling." Several respondents discussed that "I don't like drinking and it seemed like that's all people wanted to do." Regarding sense of belonging, students often discussed that "I did not find a place where I felt I belonged until after I studied abroad" or participated in other activities like athletics, Greek life, or performing arts clubs, among other involvements.

*Cost.* Another major reason that Student respondents seriously considered leaving was cost. One respondent wrote that "Marquette is a good school, no doubt, but at what cost." The general

sense was that "The cost is outrageous" and "Marquette is extremely expensive." Others cited the difficulty of relying on loans to pay for an education at Marquette, discussing that "the amount in the loans I was taking out was increasing and the school just becoming more and more unaffordable" and being "concerned with how many loans I had to take out." Regarding support from Marquette, many students agreed with the assertion that Marquette "does not offer much in the ways of financial aid" and, in particular, for students from low- and middle-class backgrounds. Others related the potential financial benefit to receiving their degree in relation to the current cost, writing that "I had doubts about whether or not the major and career path I was choosing was worth the high price of tuition where as I could follow the same path for much cheaper elsewhere." Others discussed costs interfering with academic success, saying that "Financial strain was becoming a distraction from course work" and "Paying to go to class, but having to skip class to work so you can afford to go to this institution becomes very discouraging."

**Summary**

By and large, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Marquette University in a very positive light. The majority of Student respondents reported feeling valued by faculty and other students in the classroom. Student respondents indicated that Marquette University faculty and staff were genuinely concerned with their welfare. Although 37% ($n =$ 915) of Undergraduate Student respondents and 24% ($n =$ 155) of Graduate Student respondents noted that they had seriously considered leaving Marquette University, 95% ($n =$ 2,988) of all Student respondents noted that they intended to graduate from Marquette University.

Seven percent ($n =$ 164) of Undergraduate Student respondents and 2% ($n =$ 12) of Graduate Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the Marquette University community. Historically oppressed groups (e.g., women respondents, LGBQ respondents, Student respondents with Disability) were more likely to indicate having experienced this conduct than their majority counterparts. Forty-two percent ($n =$ 74) of these respondents noted that the incidents occurred during their first semester at Marquette, 24% ($n =$ 43) noted that it happened in their second semester, 18% ($n =$ 32) indicated that it happened in their third semester, 17% ($n =$ 30) indicated that it happened in their fourth semester, and 10% ($n =$ 18) indicated that it happened in their fifth semester at Marquette University. Unwanted sexual contact largely went unreported to authorities; most of these Student respondents told friends or family members about the incidents.

[clx]A chi-square test was conducted to compare percentages of Student respondents who reported that they had seriously considered leaving Marquette University by student position: $\chi^2$ (4, $N =$ 3,151) = 40.8, $p <$ .001.
[clxi]A chi-square test was conducted to compare percentages of Student respondents who reported that they had seriously considered leaving Marquette University by racial identity: $\chi^2$ (4, $N =$ 3,130) = 67.7, $p <$ .001.
[clxii]A chi-square test was conducted to compare percentages of Student respondents who reported that they had seriously considered leaving Marquette University by disability status: $\chi^2$ (1, $N =$ 3,147) = 6.9, $p <$ .01.

**Institutional Actions**

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at Marquette if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 79). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate. Table 79 illustrates that the majority of Faculty respondents believed that all but one of the listed initiatives currently were available at Marquette. Faculty respondents were divided regarding whether recognition and rewards for including diversity issues in courses across the curriculum were available at Marquette; however, if they were available at Marquette, 33% ($n = 112$) reported believing that they would positively influence the climate, 16% ($n = 54$) indicated that they would have no influence on the climate, and 5% ($n = 16$) suggested that they would negatively influence the climate.

More than half of Faculty respondents indicated that access to counseling for people who have experienced harassment (74%, $n = 266$), flexibility for computing the probationary period for tenure (e.g., family leave) (65%, $n = 221$), mentorship for new faculty (65%, $n = 235$), and a clear (53%, $n = 189$) and fair (55%, $n = 194$) process to resolve conflicts were available at Marquette and positively influenced the climate. Forty-one percent ($n = 146$) of Faculty respondents reported that diversity and equity training for faculty was available and positively influenced the climate.

*Table 79.* **Faculty Respondents' Perceptions of Campus Initiatives**

| | Initiative Available at Marquette | | | | | | Initiative NOT available at Marquette | | | | | |
| | 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 | |
| Institutional initiative | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Providing flexibility for computing the probationary period for tenure (e.g., family leave) | 221 | 65.0 | 42 | 12.4 | 6 | 1.8 | 56 | 16.5 | 11 | 3.2 | < 5 | --- |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | 88 | 26.2 | 54 | 16.1 | 12 | 3.6 | 112 | 33.3 | 54 | 16.1 | 16 | 4.8 |
| Providing diversity and equity training for faculty | 146 | 41.2 | 74 | 20.9 | 9 | 2.5 | 95 | 26.8 | 26 | 7.3 | < 5 | --- |
| Providing access to counseling for people who have experienced harassment | 266 | 74.1 | 38 | 10.6 | < 5 | --- | 48 | 13.4 | 6 | 1.7 | 0 | 0.0 |
| Providing mentorship for new faculty | 235 | 65.3 | 34 | 9.4 | < 5 | --- | 79 | 21.9 | 9 | 2.5 | < 5 | --- |
| Providing a clear process to resolve conflicts | 189 | 53.2 | 47 | 13.2 | < 5 | --- | 114 | 32.1 | < 5 | --- | 0 | 0.0 |
| Providing a fair process to resolve conflicts | 194 | 54.8 | 41 | 11.6 | < 5 | --- | 113 | 31.9 | < 5 | --- | < 5 | --- |
| Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 82 | 23.8 | 54 | 15.7 | 22 | 6.4 | 98 | 28.5 | 57 | 16.6 | 31 | 9.0 |
| Providing equity and diversity training to search, promotion & tenure committees | 114 | 32.8 | 54 | 15.5 | 16 | 4.6 | 117 | 33.6 | 32 | 9.2 | 15 | 4.3 |
| Providing career-span development opportunities for faculty | 118 | 34.8 | 38 | 11.2 | < 5 | --- | 162 | 47.8 | 19 | 5.6 | < 5 | --- |

Note: Table includes Faculty respondents (*n* = 420) only. Table reports actual percentages.

Sixty-eight Faculty respondents provided a written response elaborating on how a selection of items may influence the campus climate. Below is one theme that emerged with supporting quotations that highlight commonly cited examples of how this item may influence the campus climate.

*Diversity resources/training*. Twenty respondents chose to specifically address the influence diversity resources and training would have on the campus climate. Whereas some respondents commented that "More resources and decision making power need to be provided to support diversity related issues," others wrote that "The diversity and equity training in a vacuum does not go over well." One Faculty respondent wrote that "Providing resources to diversifying our faculty is a crucial step toward improving climate for students on campus," and another suggested starting a "diversity and social justice across the curriculum program." Several respondents mentioned diversity in promotion and tenure, with some noting that "Only when diversity and equity knowledge, training, expressions, and actions are included in P&T – then there will be movement forward," and others saying that "Providing equity and diversity training to search, promotion and tenure committees sounds too much like political correctness training." Regarding broad diversity initiatives, one respondent discussed that "All initiatives toward transparency, accountability, and diversity would be improvements, but the highest administration must actively promote respect, openness, inclusion."

The survey asked Staff/Administrators to offer their perceptions of similar initiatives, which are listed in Table 80. The majority of Staff/Administrator respondents reported believing that all initiatives were available at Marquette; however, less than half of these respondents indicated believing that providing mentorship for new staff (45%, $n = 296$) and considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty (39%, $n = 248$) positively influenced the climate.

More than half of Staff/Administrator respondents indicated that access to counseling for people who have experienced harassment (75%, $n = 487$), career development opportunities for staff (64%, $n = 422$), diversity and equity training for staff (56%, $n = 363$), and a clear (57%, $n = 366$) and fair (58%, $n = 368$) process to resolve conflicts were available at Marquette and positively influenced the climate.

Forty-three percent ($n = 282$) of Staff/Administrator respondents thought that mentorship for new staff was not available at Marquette, yet would positively influence the climate if it were available. Likewise, a little less than one-third of Staff/Administrator respondents thought that a clear (30%, $n = 195$) and fair (28%, $n = 181$) process to resolve conflicts was not available at Marquette, yet would positively influence the climate if it were available. Further, 28% ($n = 175$) believed that using diversity-related professional experiences as one of the criteria for hiring of staff/faculty was not available and 26% ($n = 170$) thought career-development opportunities for staff were not available at Marquette, yet would positively influence the climate if they were available.

*Table 80.* **Staff/Administrator Respondents' Perceptions of Campus Initiatives**

| Institutional initiative | **Initiative Available at Marquette University** | | | | | | **Initiative NOT available at Marquette University** | | | | | |
| | 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 | |
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| Providing diversity and equity training for staff | 363 | 55.9 | 129 | 19.9 | 8 | 1.2 | 126 | 19.4 | 22 | 3.4 | < 5 | --- |
| Providing access to counseling for people who have experienced harassment | 487 | 75.4 | 66 | 10.2 | 5 | 0.8 | 79 | 12.2 | 7 | 1.1 | < 5 | --- |
| Providing mentorship for new staff | 296 | 45.2 | 52 | 7.9 | < 5 | --- | 282 | 43.1 | 21 | 3.2 | < 5 | --- |
| Providing a clear process to resolve conflicts | 366 | 56.5 | 69 | 10.6 | 8 | 1.2 | 195 | 30.1 | 10 | 1.5 | 0 | 0.0 |
| Providing a fair process to resolve conflicts | 368 | 57.6 | 70 | 11.0 | 11 | 1.7 | 181 | 28.3 | 7 | 1.1 | < 5 | --- |
| Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 248 | 39.1 | 117 | 18.4 | 28 | 4.4 | 175 | 27.6 | 55 | 8.7 | 12 | 1.9 |
| Providing career development opportunities for staff | 422 | 64.4 | 53 | 8.1 | < 5 | --- | 170 | 26.0 | 7 | 1.1 | 0 | 0.0 |

Note: Table includes Staff/Administrator respondents (*n* = 721) only. Table reports actual percentages.

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One hundrd and eight Staff/Administrator respondents provided a written response elaborating on how a selection of items may influence the campus climate. Below is the central theme that emerged with supporting quotations that highlight commonly cited examples of how this item might influence the campus climate.

*Diversity training*. Similar to their Faculty counterparts, Staff/Administrator respondents commented most about how diversity training would influence the campus climate. Twenty-six Staff/Administrator respondents wrote specifically about how diversity training might influence the campus climate, with one person sharing that "Diversity training has not been required for ALL STAFF, and would be useful. Training that has been offered has not necessarily been particularly well run or effective." One person mentioned a training program already in place, commenting that "Marquette does have diversity training available: Diversity Advocates. I don't know how well known it is, and it is also an opt in program." Another person also discussed the program, commenting that "Faculty and staff need to go through some serious training on Racism and discrimination beyond the Diversity Advocate Program-especially with the Admissions department. I have yet to see lasting effects from the Diversity Advocate program." Similar to previous comments, one person wrote that "Diversity advocates, Title IX, and Safe Zone trainings are great, but they are not all mandated and not cohesive. The university needs to take a more holistic approach to diversity and consider multiple identities." Regarding diversity training programs, some respondents noted that "Often, the people who most need this training are the least likely to seek it out" and "Most of the time the people who attend diversity and equity training are those who identify with a minority. In order for it to be effective, those who identify with the majority must also be in attendance. Some respondents discussed the lasting effect of diversity training, writing that "Although I do believe that Marquette does a good job at providing various trainings, what is the point of the trainings if nothing happens next?" and "Years of training does not necessarily lead to greater sensitivity. I would like to see MU make a much bigger commitment to diversity and inclusion."

Students also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 81. The majority of Student respondents noted that they thought that half of the initiatives listed in Table 81 were available at Marquette University and positively influenced the climate.

Less than half of Student respondents reported believing that diversity and equity training for students (43%, $n = 1,239$), a person to address student complaints of classroom inequality (44%, $n = 1,252$), opportunities for cross-cultural dialogue among students (48%, $n = 1,380$) and between faculty, staff, and students (46%, $n = 1,306$), and issues of diversity and cross-cultural competence in the curriculum (46%, $n = 1,312$) were available and positively influenced the climate.

One-third of Student respondents indicated that a person to address student complaints of classroom inequality (35%, $n = 1,008$), increasing opportunities for cross-cultural dialogue among students (32%, $n = 917$) and between faculty, staff and students (36%, $n = 1,030$), and incorporating issues of diversity and cross-cultural competence more effectively into the curriculum (33%, $n = 926$) would positively influence the climate if available.

*Table 81*. **Student Respondents' Perceptions of Campus Initiatives**

| | Initiative Available at Marquette University | | | | | | Initiative NOT available at Marquette University | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 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 | |
| Institutional initiative | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| Providing diversity and equity training for students | 1,239 | 42.9 | 540 | 18.7 | 68 | 2.4 | 771 | 26.7 | 233 | 8.1 | 34 | 1.2 |
| Providing diversity and equity training for staff | 1,504 | 52.7 | 433 | 15.2 | 47 | 1.6 | 702 | 24.6 | 148 | 5.2 | 19 | 0.7 |
| Providing diversity and equity training for faculty | 1,489 | 52.5 | 423 | 14.9 | 51 | 1.8 | 702 | 24.8 | 150 | 5.3 | 20 | 0.7 |
| Providing a person to address student complaints of classroom inequality | 1,252 | 44.0 | 335 | 11.8 | 61 | 2.1 | 1,008 | 35.4 | 161 | 5.7 | 31 | 1.1 |
| Increasing opportunities for cross-cultural dialogue among students | 1,380 | 48.3 | 349 | 12.2 | 37 | 1.3 | 917 | 32.1 | 152 | 5.3 | 20 | 0.7 |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students | 1,306 | 45.9 | 327 | 11.5 | 30 | 1.1 | 1,030 | 36.2 | 138 | 4.8 | 15 | 0.5 |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | 1,312 | 46.2 | 366 | 12.9 | 67 | 2.4 | 926 | 32.6 | 128 | 4.5 | 42 | 1.5 |
| Providing effective faculty mentorship of students | 1,679 | 58.9 | 278 | 9.8 | 28 | 1.0 | 790 | 27.7 | 65 | 2.3 | 11 | 0.4 |
| Providing effective academic advisement | 1,919 | 67.2 | 308 | 10.8 | 35 | 1.2 | 551 | 19.3 | 37 | 1.3 | 7 | 0.2 |
| Providing diversity training for student staff | 1,488 | 52.5 | 454 | 16.0 | 50 | 1.8 | 656 | 23.1 | 174 | 6.1 | 14 | 0.5 |

Note: Table includes Student respondents (*n* = 3,152) only. Table reports actual percentages.

Five hundred and twenty-six Student respondents provided written responses elaborating on how a selection of items may influence the campus climate. The items respondents drew most direct attention towards were: diversity training and academic advising. These items are discussed below in greater detail with supporting quotations that highlight how respondents believe these items may influence the campus climate.

*Diversity training*. Sixty Student respondents chose to elaborate on the notion of diversity training as something that might influence the campus climate. Student respondents had mixed views regarding diversity training. The majority of respondents believed that "The strong emphasis on diversity training does more harm than good" and "Diversity training and cross cultural dialogues are not beneficial in any way, especially when used for staff, faculty or student staff training." Students felt that "Training will not fix the problem of the divide in our culture and our community" and that diversity "would be singling out the issue in a too straightforward manner that would cause some tension for those that are the minority." One respondent noted that "Although I think diversity training would be helpful in some circumstances, I ultimately feel as though it will just further alienate those who identify themselves as diverse." Another discussed that "Sometimes I think diversity training only really impacts the people who are really interested in becoming more educated on diversity." Others believed that "There is a need for diversity training across the board where actual initiatives are created for this purpose" and that "A training on diversity and equity similar to the sexual abuse training that Freshman receive would positively influence the campus climate." One respondent noted that "If we provided more training on diversity and more opportunities to discuss diversity I think our campus would begin to understand more about the people around us and the people we come across in Milwaukee." Another student discussed that "Having gone through both the SafeZone Program and Diversity Advocate trainings as a graduate student teaching assistant myself, I think these trainings/programs would be incredibly important and effective…I wish they were a part of all orientations—or even offered more frequently and publicized more widely for students, staff, and faculty." Many discussed that "It would definitely be beneficial for more issues of diversity to be placed in the curriculum and class discussions." One student remarked that "Marquette's core curriculum should include courses that focus on issues of diversity and inclusion" and another shared that "I think there should be a mandatory diversity class that students should have

to take in order to graduate." Students felt that "the Diverse Cultures core curriculum requirement is a good idea for the campus climate, but I think it is implemented terribly."

*Academic advising.* Thirty-nine respondents also chose to elaborate on the quality of academic advising relative to improving the campus climate. The general sense among many of these Student respondents' comments was that "Advising MUST be improved." One of these Students wrote that "academic advising is nearly nonexistent. I get to meet with my adviser once a semester and I get very little feedback and suggestions." Another Student respondent noted a "…lack of guidance from the advisors and counselors. Every time I speak to someone about a career path they don't seem to care and just want me out of their office." These Student respondents commented that "Advisors should reach out more and build relationships with students" and "Academic advising needs to be more effective." One respondent wrote, "Please make sure that advisors actually care and know how to do their jobs for the students" and another commented that "Academic advising seemed very abrupt and more of a checklist than advising." Overall, students felt that "Having advisors that genuinely care for assisting their students through their college term would be greatly appreciated."

Students also were offered the opportunity to comment on the inclusiveness of the curriculum. More than half of the Student respondents "strongly agreed"/"agreed" that the courses offered at Marquette University included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 82.

*Table 82.* **Student Respondents' Perceptions that Courses Offered at Marquette University Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics**

| Characteristic | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| Disability | 508 | 17.0 | 1,541 | 51.5 | 782 | 26.1 | 162 | 5.4 |
| Ethnicity | 550 | 18.4 | 1,677 | 56.0 | 590 | 19.7 | 179 | 6.0 |
| Gender/Gender identity | 478 | 16.0 | 1,479 | 49.4 | 791 | 26.4 | 245 | 8.2 |
| Immigrant/Citizen status | 438 | 14.7 | 1,548 | 51.8 | 808 | 27.0 | 195 | 6.5 |
| International status | 461 | 15.5 | 1,631 | 54.7 | 731 | 24.5 | 158 | 5.3 |
| Military/Veteran status | 565 | 19.0 | 1,642 | 55.1 | 659 | 22.1 | 114 | 3.8 |
| Philosophical views | 610 | 20.4 | 1,773 | 59.3 | 495 | 16.6 | 111 | 3.7 |
| Political views | 497 | 16.6 | 1,683 | 56.3 | 657 | 22.0 | 155 | 5.2 |
| Racial identity | 509 | 17.0 | 1,583 | 53.0 | 680 | 22.8 | 216 | 7.2 |
| Religious/Spiritual views | 600 | 20.1 | 1,585 | 53.0 | 619 | 20.7 | 186 | 6.2 |
| Sexual identity | 420 | 14.1 | 1,398 | 47.0 | 895 | 30.1 | 260 | 8.7 |
| Socioeconomic status | 454 | 15.2 | 1,479 | 49.6 | 791 | 26.5 | 256 | 8.6 |

Note: Table includes Student respondents (*n* = 3,152) only. Table reports actual percentages.

**Summary**

In addition to campus constituents' personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which Marquette University does, and should, promote diversity to shape campus climate.

## Next Steps

Embarking on this campus-wide assessment is further evidence of Marquette University'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 Marquette University, including how members of the community feel 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 Marquette University community.

However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Marquette University community members when the project was initiated. Also, as recommended by Marquette University'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 of Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analysis (Questions #97, #98, and #99)

Appendix D – Survey: *Marquette University Assessment of Climate for Learning, Living, and Working*

**Appendix A**

**Cross Tabulations by Selected Demographics**

| | | Undergraduate Student | | Graduate Student | | Faculty | | Staff/Administrator | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| | | | | | | | | | | | |
| Gender Identity | Unknown/Missing | 5 | 0.20% | < 5 | --- | < 5 | --- | 6 | 0.83% | 15 | 0.35% |
| | Man | 886 | 35.57% | 249 | 37.67% | 207 | 49.29% | 236 | 32.73% | 1,578 | 36.76% |
| | Woman | 1,586 | 63.67% | 409 | 61.88% | 206 | 49.05% | 479 | 66.44% | 2,680 | 62.43% |
| | Transgender/ Genderqueer/Other | 14 | 0.56% | < 5 | --- | < 5 | --- | 0 | 0.00% | 20 | 0.47% |
| | | | | | | | | | | | |
| Racial Identity | Unknown/ Missing/Other | 14 | 0.56% | 7 | 1.06% | 12 | 2.86% | 21 | 2.91% | 54 | 1.26% |
| | Person of Color other than Black/African American or Hispanic/Latino | 218 | 8.75% | 64 | 9.68% | 24 | 5.71% | 9 | 1.25% | 315 | 7.34% |
| | White Only | 1,771 | 71.10% | 518 | 78.37% | 350 | 83.33% | 626 | 86.82% | 3,265 | 76.05% |
| | Multiple Races | 191 | 7.67% | 34 | 5.14% | 15 | 3.57% | 12 | 1.66% | 252 | 5.87% |
| | Black/African American | 128 | 5.14% | 20 | 3.03% | 11 | 2.62% | 38 | 5.27% | 197 | 4.59% |
| | Latino(a)/Chicano(a)/Latino | 169 | 6.78% | 18 | 2.72% | 8 | 1.90% | 15 | 2.08% | 210 | 4.89% |
| | | | | | | | | | | | |
| Sexual Identity | Unknown/Missing | < 5 | --- | 6 | 0.91% | 13 | 3.10% | 29 | 4.02% | 52 | 1.21% |
| | LGBQ | 187 | 7.51% | 51 | 7.72% | 30 | 7.14% | 52 | 7.21% | 320 | 7.45% |
| | Heterosexual | 2,206 | 88.56% | 592 | 89.56% | 372 | 88.57% | 620 | 85.99% | 3,790 | 88.28% |
| | Asexual/Other | 94 | 3.77% | 12 | 1.82% | 5 | 1.19% | 20 | 2.77% | 131 | 3.05% |

| | | Undergraduate Student | | Graduate Student | | Faculty | | Staff/Administrator | | Total | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| Citizenship Status | Unknown/Missing | < 5 | --- | 0 | 0.00% | < 5 | --- | < 5 | --- | 10 | 0.46% |
| | U.S. Citizen | 1,036 | 91.76% | 380 | 95.96% | 246 | 95.35% | 364 | 96.81% | 2,026 | 93.84% |
| | Non-U.S. Citizen | 65 | 5.76% | 12 | 3.03% | 8 | 3.10% | < 5 | --- | 89 | 4.12% |
| | Undocumented | 24 | 2.13% | < 5 | --- | < 5 | --- | 5 | 1.33% | 34 | 1.57% |
| | Multiple Citizenships | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |
| Disability Status | Unknown/Missing | 65 | 5.76% | 19 | 4.80% | 17 | 6.59% | 20 | 5.32% | 121 | 5.60% |
| | Single Disability | 173 | 15.32% | 46 | 11.62% | 28 | 10.85% | 48 | 12.77% | 295 | 13.66% |
| | No Disability | 842 | 74.58% | 320 | 80.81% | 202 | 78.29% | 301 | 80.05% | 1,665 | 77.12% |
| | Multiple Disabilities | 49 | 4.34% | 11 | 2.78% | 11 | 4.26% | 7 | 1.86% | 78 | 3.61% |
| Religious/ Spiritual Affiliation | Unknown/Missing | 11 | 0.97% | < 5 | --- | 10 | 3.88% | 8 | 2.13% | 30 | 1.39% |
| | Catholic/Roman Catholic | 667 | 59.08% | 269 | 67.93% | 138 | 53.49% | 267 | 71.01% | 1,341 | 62.11% |
| | Christian Affiliation - Other than Catholic | 78 | 6.91% | 10 | 2.53% | 10 | 3.88% | 9 | 2.39% | 107 | 4.96% |
| | Other Faith-Based | 307 | 27.19% | 91 | 22.98% | 85 | 32.95% | 80 | 21.28% | 563 | 26.08% |
| | No Affiliation | 59 | 5.23% | 22 | 5.56% | 13 | 5.04% | 9 | 2.39% | 103 | 4.77% |
| | Multiple Affiliations | 7 | 0.62% | < 5 | --- | < 5 | --- | < 5 | --- | 15 | 0.69% |
| | Other | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% |

Note: % is the percent of each column for that demographic category (e.g., percent of Undergraduate Student respondents who are Men).

# 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 Marquette University? (Question 1)**

| Position | *n* | % |
|---|---|---|
| **Undergraduate Student** | **2,491** | **58.0** |
| Started at Marquette University as a first year student | 1,506 | 60.5 |
| Transferred from another institution | 826 | 33.2 |
| Non-degree seeking | 76 | 3.1 |
| Missing | 83 | 3.3 |
| **Graduate Student** | **661** | **15.4** |
| Certificate-seeking | 2 | 0.3 |
| Non-Degree /non-certificate seeking | 4 | 0.6 |
| Master's degree student | 283 | 42.8 |
| Doctoral degree student | 135 | 20.4 |
| Professional degree student | 211 | 31.9 |
| Missing | 26 | 3.9 |
| **Faculty** | **420** | **9.8** |
| Tenure Track | 202 | 48.1 |
| *Assistant Professor* | *53* | |
| *Associate Professor* | *76* | |
| *Professor* | *70* | |
| Participating/Non-Tenure Track | 149 | 35.5 |
| *Adjunct/clinical/artistic assistant professor* | *31* | |
| *Adjunct/clinical/artistic associate professor* | *19* | |
| *Adjunct/clinical/artistic professor* | *13* | |
| *Clinical/lap supervisor* | *8* | |
| *Instructor/lecturer* | *47* | |
| *Librarian* | *20* | |
| *Post-doctoral fellow* | *2* | |
| *Research faculty/research associate* | *1* | |
| *Visiting faculty/resident scholar* | *5* | |
| Missing | 69 | 16.4 |
| **Staff/Administrator** | **721** | **16.8** |
| Non-Exempt | 333 | 46.2 |
| Exempt | 323 | 44.8 |
| Senior administration | 10 | 1.4 |
| Missing | 55 | 7.6 |

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.
There are missing data for the sub-categories as indicated.

*Table B2.* **Are you full time or part-time in that primary status? (Question 2)**

| Status | n | % |
|---|---|---|
| Full-time | 4,087 | 95.2 |
| Part time | 205 | 4.8 |
| Missing | 1 | 0.0 |

*Table B3.* **What is your birth sex (assigned)? (Question 33)**

| Gender | n | % |
|---|---|---|
| Female | 2,697 | 62.8 |
| Intersex | 2 | 0.0 |
| Male | 1,580 | 36.8 |
| Missing | 14 | 0.3 |

*Table B4.* **What is your gender/gender identity? (Question 34)**

| Gender | n | % |
|---|---|---|
| Genderqueer | 18 | 0.4 |
| Man | 1,578 | 36.8 |
| Transgender | 2 | 0.0 |
| Woman | 2,680 | 62.4 |
| A gender not listed here | 4 | 0.1 |
| Missing | 11 | 0.3 |

*Table B5.* **What is your current gender expression? (Question 35)**

| Gender | *n* | % |
|---|---|---|
| Androgynous | 40 | 0.9 |
| Feminine | 2,651 | 61.8 |
| Masculine | 1,547 | 36.0 |
| A gender expression not listed here | 16 | 0.4 |
| Missing | 39 | 0.9 |

*Table B6.* **What is your racial/ethnic identity? Mark all that apply. (Question 36)**

| Racial/ethnic identity | *n* | % |
|---|---|---|
| Alaskan Native | 3 | 0.1 |
| American Indian/First Nation | 61 | 1.4 |
| Asian/Asian American | 322 | 7.5 |
| Black/African American | 255 | 5.9 |
| Latino(a)/Chicano(a)/Hispanic | 333 | 7.8 |
| Middle Eastern | 57 | 1.3 |
| Native Hawaiian /Pacific Islander | 15 | 0.3 |
| White | 3,481 | 81.1 |
| A racial/ethnic identity not listed here | 38 | 0.9 |

*Table B7.* **Which term best describes your sexual identity(s)?  (Question 37)**

| Sexual identity | *n* | % |
|---|---|---|
| Asexual | 118 | 2.7 |
| Bisexual | 111 | 2.6 |
| Gay | 88 | 2.0 |
| Heterosexual | 3,790 | 88.3 |
| Lesbian | 28 | 0.7 |
| Pansexual | 27 | 0.6 |
| Queer | 20 | 0.5 |
| Questioning | 46 | 1.1 |
| A sexual identity not listed above | 13 | 0.3 |
| Missing | 52 | 1.2 |

*Table B8.* **What is your age? (Question 38)**

| Age | *n* | % |
|---|---|---|
| 24 and under | 2,755 | 64.2 |
| 25-34 | 519 | 12.1 |
| 35-44 | 308 | 7.2 |
| 45-54 | 306 | 7.1 |
| 55-64 | 294 | 6.8 |
| 65 and over | 89 | 2.1 |
| Missing | 22 | 0.5 |

*Table B9.* **Do you have substantial parenting or caregiving responsibility?  (mark all that apply) (Question 39)**

| Group | n | % |
|---|---|---|
| **No** | **3,587** | **83.8** |
| **Yes** | **691** | **16.2** |
|     Children 18 years of age or under | 512 | 74.1 |
|     Children over 18 years of age, but still legally dependent (in college, disabled, etc.) | 134 | 19.4 |
|     Independent adult children over 18 years of age | 46 | 6.7 |
|     Sick or disabled family member | 31 | 4.5 |
|     Senior or other family member | 176 | 25.5 |
|     A parenting or caregiving responsibility not listed here | 12 | 1.7 |

Note: Percentages may not sum to 100% due to multiple responses.

*Table B10.* **Are/were you a member of the U.S. Armed Forces?  (mark all that apply) (Question 40)**

| Military status | n | % |
|---|---|---|
| I have not been in the military | 4,120 | 96.0 |
| Active military | 8 | 0.2 |
| Reservist/National Guard | 17 | 0.4 |
| ROTC | 52 | 1.2 |
| Veteran | 52 | 1.2 |
| Missing | 44 | 1.0 |

*Table B11. Students Only*: **What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 41)**

| Level of education | Parent /Legal Guardian 1 | | Parent/Legal Guardian 2 | |
|---|---|---|---|---|
| | *n* | % | *n* | % |
| No high school | 66 | 2.1 | 65 | 2.1 |
| Some high school | 62 | 2.0 | 49 | 1.6 |
| Completed high school/GED | 378 | 12.0 | 358 | 11.4 |
| Some college | 304 | 9.6 | 342 | 10.9 |
| Business/Technical certificate/degree | 124 | 3.9 | 134 | 4.3 |
| Associate's degree | 163 | 5.2 | 180 | 5.7 |
| Bachelor's degree | 1,007 | 31.9 | 1,058 | 33.6 |
| Some graduate work | 82 | 2.6 | 104 | 3.3 |
| Master's degree | 638 | 20.2 | 584 | 18.5 |
| Specialist degree | 11 | 0.3 | 16 | 0.5 |
| Doctoral degree | 107 | 3.4 | 67 | 2.1 |
| Professional degree (MD, MFA, JD) | 197 | 6.3 | 129 | 4.1 |
| Unknown | 4 | 0.1 | 19 | 0.6 |
| Not applicable | 3 | 0.1 | 19 | 0.6 |
| Missing | 6 | 0.2 | 28 | 0.9 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B12. Staff Only:* **What is your highest level of education? (Question 42)**

| Level of education | *n* | % |
|---|---|---|
| No high school | 0 | 0.0 |
| Some high school | 2 | 0.3 |
| Completed high school/GED | 29 | 4.0 |
| Some college | 74 | 10.3 |
| Business/Technical certificate/degree | 17 | 2.4 |
| Associate's degree | 40 | 5.5 |
| Bachelor's degree | 172 | 23.9 |
| Some graduate work | 74 | 10.3 |
| Master's degree | 228 | 31.6 |
| Specialist degree | 1 | 0.1 |
| Doctoral degree | 50 | 6.9 |
| Professional degree (e.g. MD, JD, DVM) | 26 | 3.6 |
| Missing | 8 | 1.1 |

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 721) only.

*Table B13. Undergraduate Students Only:* **Where are you in your college career? (Question 43)**

| College status | *n* | % |
|---|---|---|
| Non-degree student | 7 | 0.3 |
| First year | 626 | 25.1 |
| Second year | 628 | 25.2 |
| Third year | 583 | 23.4 |
| Fourth year | 568 | 22.8 |
| Fifth year | 70 | 2.8 |
| Sixth year | 7 | 0.3 |
| Seventh (or more) year | 2 | 0.1 |
| Missing | 0 | 0.0 |

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,491) only.

*Table B14. Graduate Students Only:* **Where are you in your graduate career? (Question 44)**

| College status | *n* | % |
|---|---|---|
| **Non-degree** | **5** | **0.8** |
| **Master's student** | **292** | **44.2** |
| First year | 70 | 32.4 |
| Second year | 66 | 30.6 |
| Third year (or more) year | 80 | 37.0 |
| **Doctoral student** | **142** | **21.5** |
| First year | 22 | 19.1 |
| Second year | 18 | 15.7 |
| Third (or more) year | 25 | 21.7 |
| Advanced to Candidacy | 27 | 23.5 |
| ABD | 23 | 20.0 |
| **Professional Student** | **221** | **33.4** |
| First year | 67 | 36.4 |
| Second year | 65 | 35.3 |
| Third (or more) year | 52 | 28.3 |
| **Missing** | **1** | **0.2** |

Note: Table includes answers from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 661) only.

*Table B15. Faculty Only:* **With which academic division/department are you primarily affiliated with at this time?**
**(Question 45)**

| Academic unit | *n* | % |
|---|---|---|
| **Klingler College of Arts and Sciences** | **151** | **36.0** |
| Department of Biology | 14 | 9.7 |
| Department of Chemistry | 10 | 6.9 |
| Department of English | 12 | 8.3 |
| Department of Foreign Languages and Literatures | 16 | 11.1 |
| Department of History | 9 | 6.3 |
| Department of Mathematics, Statistics and Computer Science | 12 | 8.3 |
| Department of Philosophy | 8 | 5.6 |
| Department of Physics | 13 | 9.0 |
| Department of Political Science | 13 | 9.0 |
| Department of Psychology | 14 | 9.7 |
| Department of Social and Cultural Sciences | 11 | 7.6 |
| Department of Theology | 12 | 8.3 |
| **College of Business Administration** | **41** | **9.8** |
| Department of Accounting | 6 | 15.8 |
| Department of Economics | 9 | 23.7 |
| Department of Finance | 9 | 23.7 |
| Department of Management | 6 | 15.8 |
| Department of Marketing | 8 | 21.1 |
| **Diederich College of Communication** | **28** | **6.7** |
| Department of Communication Studies | 4 | 15.4 |
| Department of Digital Media and Performing Arts | 5 | 19.2 |
| Department of Journalism and Media Studies | 6 | 23.1 |
| Department of Strategic Communication | 11 | 42.3 |
| **College of Education** | **16** | **3.8** |
| Educational Policy and Leadership | 4 | 26.7 |
| Counselor Education and Counseling Psychology | 4 | 26.7 |
| Institute for Transformational Learning | 7 | 46.7 |

| Table B15 cont. | *n* | % |
|---|---|---|
| **Opus College of Engineering** | **21** | **5.0** |
| Department of Biomedical Engineering | 5 | 23.8 |
| Department of Civil, Construction and Environmental Engineering | 5 | 23.8 |
| Department of Electrical and Computer Engineering | 5 | 23.8 |
| Department of Mechanical Engineering | 6 | 28.6 |
| **College of Health Sciences** | **32** | **7.6** |
| Department of Biomedical Sciences | 3 | 10.0 |
| Department of Clinical Laboratory Sciences | 8 | 26.7 |
| Department of Physical Therapy (including Exercise Science and Athletic Training programs) | 4 | 13.3 |
| Department of Physician Assistant Studies | 4 | 13.3 |
| Department of Speech Pathology and Audiology | 11 | 36.7 |
| **College of Nursing** | **30** | **7.1** |
| **College of Professional Studies** | **4** | **1.0** |
| **Law School, Law Library** | **27** | **6.4** |
| **Office of the Provost; Office of International Education** | **2** | **0.5** |
| **Raynor and Memorial Libraries** | **19** | **4.5** |
| **School of Dentistry** | **33** | **7.9** |
| Department of Clinical Services | 5 | 17.2 |
| Department of Developmental Sciences | 9 | 31.0 |
| Department of General Dental Sciences | 6 | 20.7 |
| Department of Surgical Sciences | 9 | 31.0 |
| **Missing** | **16** | **3.8** |

Note: Table includes answers from those respondents who indicated that they were Faculty (*n* = 420) in Question 1 only.

*Table B16. Staff Only:* **With which work unit are you primarily affiliated with at this time?  (Question 46)**

| Work unit | *n* | % |
|---|---|---|
| **Custodians represented by the union** | **31** | **4.3** |
| **Division of Student Affairs units/departments** | **105** | **14.6** |
|     Alumni Memorial Union | 6 | 6.6 |
|     Counseling Center | 10 | 11.0 |
|     Medical Clinic | 16 | 17.6 |
|     Office of Student Affairs staff; Intercultural Engagement | 12 | 13.2 |
|     Public Safety | 9 | 9.9 |
|     Recreational Sports | 10 | 11.0 |
|     Residence Life (non-custodial) | 14 | 15.4 |
|     Student Development | 14 | 15.4 |
| **Intercollegiate Athletics; Spirit Shop** | **35** | **4.9** |
| **Office of Finance units/departments** | **48** | **6.7** |
|     Bursar's Office | 8 | 18.6 |
|     Comptroller's Office; Payroll; Grant Accounting | 3 | 7.0 |
|     Facilities Services (non-custodial); Office of the University Architect; Parking Services | 1 | 2.3 |
|     Finance Office; Budget; Endowment; Financial Research; Treasury | 9 | 20.9 |
|     Marquette Central | 3 | 7.0 |
|     Purchasing | 9 | 20.9 |
|     Student Financial Aid | 10 | 23.3 |
| **Office of the General Counsel; Human Resources** | **11** | **1.5** |
|     Child Care Center | 3 | 100.0 |
| **Office of Marketing and Communication** | **19** | **2.6** |
| **Office of Mission and Ministry; Campus Ministry** | **17** | **2.4** |
| **Office of the President staff** | **2** | **0.3** |

| Table B16 cont. | *n* | % |
|---|---|---|
| **Office of the Provost area: Colleges, Schools and Academic Support units** | **291** | **40.4** |
| Career Services Center | 14 | 5.0 |
| Center for Teaching and Learning; Institutional Research and Analysis; Les Aspin Center | 8 | 2.9 |
| College of Business Administration | 16 | 5.7 |
| College of Education; Institute for Transformational Learning | 10 | 3.6 |
| Information Technology Services | 16 | 5.7 |
| Opus College of Engineering | 18 | 6.5 |
| College of Health Sciences | 15 | 5.4 |
| College of Nursing | 10 | 3.6 |
| College of Professional Studies | 11 | 3.9 |
| Diederich College of Communication | 17 | 6.1 |
| Disability Services; Student Educational Services | 11 | 3.9 |
| Graduate School; Research Compliance; Research and Sponsored Programs; Trinity Fellows | 10 | 3.6 |
| Haggerty Museum of Art | 13 | 4.7 |
| Instructional Media Center | 15 | 5.4 |
| Klingler College of Arts and Sciences | 12 | 4.3 |
| Law School, Law Library | 10 | 3.6 |
| Office of International Education | 13 | 4.7 |
| Office of the Provost staff | 11 | 3.9 |
| Office of the Registrar | 8 | 2.9 |
| Raynor and Memorial Libraries; Marquette University Press | 10 | 3.6 |
| School of Dentistry | 15 | 5.4 |
| Undergraduate Admissions | 16 | 5.7 |
| **Public Affairs; Special Events** | **11** | **1.5** |
| **University Advancement** | **65** | **9.0** |
| **Missing** | **86** | **11.9** |

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 721) only.

*Table B17. Undergraduate students only:* **In what college are you currently enrolled? (Question 47)**

| Academic unit | *n* | % |
|---|---|---|
| Klingler College of Arts and Sciences | 748 | 30.0 |
| College of Business Administration | 378 | 15.2 |
| Diederich College of Communication | 335 | 13.4 |
| College of Education | 107 | 4.3 |
| Opus College of Engineering | 366 | 14.7 |
| College of Health Sciences | 357 | 14.3 |
| College of Nursing | 178 | 7.1 |
| College of Professional Studies | 7 | 0.3 |
| Missing | 15 | 0.6 |

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students (*n* = 2,491) in Question 1 only.

*Table B18.Undergraduate Students Only:* **What is your academic major? (Select up to 3 choices) (Question 48)**

| Academic major | *n* | % |
|---|---|---|
| **Non-degree seeking** | **9** | **0.4** |
| **Klingler College of Arts and Sciences** | **908** | **36.5** |
| Africana Studies | 2 | 0.2 |
| American Military History | 1 | 0.1 |
| Anthropology | 18 | 2.0 |
| Applied Mathematical Economics | 5 | 0.6 |
| Biochemistry and Molecular Biology | 29 | 3.2 |
| Biological Sciences | 76 | 8.4 |
| Biology for the Professions | 3 | 0.3 |
| Broad Field Science | 3 | 0.3 |
| Chemistry | 14 | 1.5 |
| Chemistry for the Professions | 0 | 0.0 |
| Classical Languages | 1 | 0.1 |
| Classical Studies | 4 | 0.4 |
| Computational Mathematics | 3 | 0.3 |
| Computer Science | 21 | 2.3 |
| Criminology and Law Studies | 81 | 8.9 |
| Economics | 35 | 3.9 |
| English | 56 | 6.2 |
| English Language Arts | 6 | 0.7 |
| French | 13 | 1.4 |
| German | 8 | 0.9 |
| History | 54 | 5.9 |
| Interdisciplinary Major | 7 | 0.8 |
| International Affairs | 62 | 6.8 |
| Mathematics | 40 | 4.4 |
| Mathematics for Elementary School Teachers | 5 | 0.6 |
| Peace Studies | 6 | 0.7 |
| Philosophy | 22 | 2.4 |
| Physics | 11 | 1.2 |
| Physiological Sciences | 31 | 3.4 |
| Political Science | 94 | 10.4 |

| Table B18 cont. | *n* | % |
|---|---|---|
| Psychology | 199 | 21.9 |
| Social Welfare and Justice | 57 | 6.3 |
| Sociology | 42 | 4.6 |
| Spanish for the Professions | 59 | 6.5 |
| Spanish Language, Literature and Culture | 36 | 4.0 |
| Theology | 7 | 0.8 |
| Theology for Catholic School Ministry | 1 | 0.1 |
| Women's and Gender Studies | 11 | 1.2 |
| Writing Intensive English | 24 | 2.6 |
| Undeclared Major | 30 | 3.3 |
| **College of Business Administration** | **401** | **16.1** |
| Accounting | 100 | 24.9 |
| Business Administration | 11 | 2.7 |
| Business Economics | 41 | 10.2 |
| Entrepreneurship | 22 | 5.5 |
| Finance | 109 | 27.2 |
| Human Resources | 30 | 7.5 |
| Information Technology | 63 | 15.7 |
| International Business | 46 | 11.5 |
| Marketing | 118 | 29.4 |
| Operations and Supply Chain Management | 54 | 13.5 |
| Real Estate | 11 | 2.7 |
| Undeclared Major | 30 | 7.5 |
| **Diederich College of Communication** | **353** | **14.2** |
| Advertising | 68 | 19.3 |
| Broadcast and Electronic Communications | 16 | 4.5 |
| Communication Studies | 33 | 9.3 |
| Corporate Communication | 64 | 18.1 |
| Digital Media | 35 | 9.9 |
| Electronic Communication Studies | 0 | 0.0 |
| Journalism | 51 | 14.4 |
| Media Studies | 2 | 0.6 |
| Public Relations | 89 | 25.2 |
| Theatre Arts | 22 | 6.2 |
| Undeclared Major | 9 | 2.5 |

| Table B18 cont. | *n* | % |
|---|---|---|
| **College of Education** | **111** | **4.5** |
| Elementary/Middle Education | 55 | 49.5 |
| Middle/Secondary Education | 52 | 46.8 |
| Undeclared Major | 3 | 2.7 |
| **Opus College of Engineering** | **371** | **14.9** |
| Biocomputer Engineering | 18 | 4.9 |
| Bioelectronics | 31 | 8.4 |
| Biomechanics | 81 | 21.8 |
| Civil Engineering | 47 | 12.7 |
| Computer Engineering | 28 | 7.5 |
| Construction Engineering and Management | 14 | 3.8 |
| Electrical and Computer Engineering | 9 | 2.4 |
| Electrical and Electronic Engineering | 21 | 5.7 |
| Environmental Engineering | 15 | 4.0 |
| Mechanical Engineering | 112 | 30.2 |
| Undeclared Major | 6 | 1.6 |
| **College of Health Sciences** | **362** | **14.5** |
| Athletic Training | 15 | 4.1 |
| Biomedical Sciences | 203 | 56.1 |
| Clinical Laboratory Science | 23 | 6.4 |
| Exercise Physiology | 70 | 19.3 |
| Prerequisite for Health/Medical Professions | 18 | 5.0 |
| Speech Pathology and Audiology | 45 | 12.4 |
| Undeclared Major | 1 | 0.3 |
| **College of Nursing** | **179** | **7.2** |
| Nursing | 177 | 98.9 |
| Undeclared Major | 0 | 0.0 |
| **College of Professional Studies** | **6** | **0.2** |
| Criminology and Law Studies | 0 | 0.0 |
| Leadership and Organization | 6 | 100.0 |
| Professional Communication | 0 | 0.0 |
| Psychology | 0 | 0.0 |
| Undeclared Major | 0 | 0.0 |

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,491) only.

*Table B19. Graduate Students Only:* **What is your academic degree program? (Question 49)**

| Academic program | *n* | % |
|---|---|---|
| **Arts and Sciences programs** | **143** | **21.6** |
| Bioinformatics | 2 | 1.4 |
| Biological Sciences | 12 | 8.7 |
| Chemistry | 5 | 3.6 |
| Christian Doctrine | 0 | 0.0 |
| Clinical Psychology | 10 | 7.2 |
| Computational Sciences | 4 | 2.9 |
| Computing | 6 | 4.3 |
| English | 20 | 14.5 |
| Foreign Languages and Literature | 5 | 3.6 |
| History | 15 | 10.9 |
| International Affairs | 5 | 3.6 |
| Mathematics, Statistics and Computer Science | 7 | 5.1 |
| Philosophy | 18 | 13.0 |
| Political Science | 0 | 0.0 |
| Religious Studies | 9 | 6.5 |
| Theology | 20 | 14.5 |
| **Communication programs** | **10** | **1.5** |
| Certificate in Digital Storytelling | 0 | 0.0 |
| Communication | 0 | 0.0 |
| **Education programs** | **71** | **10.7** |
| Certificate in Director of Instruction | 1 | 1.4 |
| Certificate in Elementary Education | 1 | 1.4 |
| Certificate in Principal | 2 | 2.9 |
| Certificate in Reading Specialist | 0 | 0.0 |
| Certificate in Reading Teacher | 0 | 0.0 |
| Certificate in Secondary Education | 0 | 0.0 |
| Certificate in Superintendent | 0 | 0.0 |
| Clinical Mental Health Counseling | 17 | 24.3 |
| Counseling | 6 | 8.6 |
| Counseling Psychology | 5 | 7.1 |
| Educational Policy and Leadership | 38 | 54.3 |
| Educational Psychology | 0 | 0.0 |

| Table B19 cont. | *n* | % |
|---|---|---|
| **Engineering programs** | **49** | **7.4** |
| Biomedical Engineering | 15 | 31.9 |
| Certificate in Construction Engineering and Management | 0 | 0.0 |
| Certificate in Digital Signal Processing | 0 | 0.0 |
| Certificate in Electric Machines, Drives and Controls | 1 | 2.1 |
| Certificate in Microwaves and Antennas | 0 | 0.0 |
| Certificate in Sensors and Smart Sensors Systems | 0 | 0.0 |
| Certificate in Structural Design | 1 | 2.1 |
| Certificate in Transportation | 0 | 0.0 |
| Certificate in Water and Wastewater Treatment Processes | 0 | 0.0 |
| Certificate in Water Resources Engineering | 0 | 0.0 |
| Civil Engineering | 6 | 12.8 |
| Electrical and Computer Engineering | 13 | 27.7 |
| Engineering Management | 0 | 0.0 |
| Healthcare Technologies Management | 3 | 6.4 |
| Mechanical Engineering | 8 | 17.0 |
| **Health Sciences programs** | **98** | **14.8** |
| Clinical and Translational Rehabilitation Health Science | 12 | 12.6 |
| Physical Therapy | 32 | 33.7 |
| Physician Assistant Studies | 33 | 34.7 |
| Speech Language Pathology | 18 | 18.9 |
| **Nursing programs** | **41** | **6.2** |
| Certificate in Adult-Older Adult Acute Care Nurse Practitioner | 6 | 14.6 |
| Certificate in Adult-Older Adult Clinical Nurse Specialist | 0 | 0.0 |
| Certificate in Adult-Older Adult Primary Care Nurse Practitioner | 2 | 4.9 |
| Certificate in Family Nurse Practitioner | 0 | 0.0 |
| Certificate in Nurse Midwifery | 0 | 0.0 |
| Certificate in Pediatric Acute Care Nurse Practitioner | 2 | 4.9 |
| Certificate in Pediatric Primary Care Nurse Practitioner | 1 | 2.4 |
| Certificate in Systems Leadership and Healthcare Quality | 0 | 0.0 |
| Nursing (M.S.N. or Ph.D.) | 32 | 78.0 |
| Nursing Practice (D.N.P.) | 3 | 7.3 |
| **Professional Studies programs** | **3** | **0.5** |
| Certificate in Dispute Resolution | 0 | 0.0 |
| Dispute Resolution | 2 | 66.7 |

| Table B19 cont. | *n* | % |
|---|---|---|
| Law Enforcement Leadership and Management | 0 | 0.0 |
| **Graduate School programs** | **55** | **8.3** |
| Interdisciplinary Program | 6 | 54.5 |
| Public Service | 4 | 36.4 |
| Transfusion Medicine | 1 | 9.1 |
| **Graduate School of Management** | **55** | **8.3** |
| Accounting | 8 | 14.8 |
| Business Administration | 32 | 59.3 |
| Certificate in Entrepreneurship | 0 | 0.0 |
| Certificate in Leadership Studies | 1 | 1.9 |
| Certificate in Sports Leadership | 0 | 0.0 |
| Economics | 4 | 7.4 |
| Executive Master's Business Administration | 0 | 0.0 |
| Human Resources | 8 | 14.8 |
| Leadership Studies | 1 | 1.9 |
| **Law School** | **137** | **20.7** |
| Law (J.D.) | 135 | 98.5 |
| Sports Law | 22 | 16.1 |
| **School of Dentistry** | **41** | **6.2** |
| Advanced Education in General Dentistry (Certificate program) | 0 | 0.0 |
| Advanced Education in General Dentistry (Master's program) | 1 | 2.4 |
| Dentistry (D.D.S.) | 39 | 95.1 |

Note: Table includes answers from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 661) only.

*Table B20.* **Do you have a disability/condition that impacts your learning, working or living activities?**
**(Question 50)**

| Disability/condition | *n* | % |
|---|---|---|
| No | 3,895 | 90.7 |
| Yes | 385 | 9.0 |
| Missing | 13 | 0.3 |

*Table B21.* **Please identify the disability/condition(s) that impact your learning, working or living activities?**
**(mark all that apply)    (Question 51)**

| Disability/condition | *n* | % |
|---|---|---|
| Physical/Medical *(Crohn's disease, Muscular Dystrophy, arthritis, etc.)* | 103 | 2.4 |
| Psychological *(depression, anxiety, Obsessive Compulsive Disorder, etc.)* | 160 | 3.7 |
| Attention disorders *(Attention Deficit Hyperactivity Disorder)* | 115 | 2.7 |
| Cognitive *(learning disabilities, Traumatic Brain Injuries, etc.)* | 66 | 1.5 |
| Visual *(low vision, blind, cataracts, etc.)* | 19 | 0.4 |
| Hearing *(hearing impaired, deaf, etc.)* | 14 | 0.3 |
| A disability/condition not listed here | 6 | 0.1 |

Note: Percentages may not sum to 100% due to multiple responses.

*Table B22.* **What is your citizenship status in the US? (mark all that apply)   (Question 52)**

| Citizenship status | *n* | % |
|---|---|---|
| A visa holder (F-1, J-1, H1-B, A, L, G, E and TN visa holder) | 150 | 3.5 |
| Other legally documented status | 9 | 0.2 |
| Permanent resident | 332 | 7.7 |
| Undocumented resident | 11 | 0.3 |
| U.S. citizen | 3,900 | 90.8 |

***Table B23.*** **What is/are the language(s) spoken in your home? (mark all that apply) (Question 53)**

| Citizenship status | *n* | % |
|---|---|---|
| English and other languages | 616 | 14.3 |
| English only | 3,536 | 82.4 |
| Other than English | 128 | 3.0 |
| Missing | 13 | 0.3 |

*Table B24.* **What is your religious or spiritual identity? (Question 54)**

| Spiritual identity | *n* | % | | *n* | % |
|---|---|---|---|---|---|
| **Agnostic** | **353** | **8.2** | The Church of Jesus Christ of Latter-day Saints | 6 | 0.5 |
| **Atheist** | **229** | **5.3** | United Methodist | 58 | 4.9 |
| **Baha'i** | **3** | **0.1** | United Church of Christ | 31 | 2.6 |
| **Buddhist** | **57** | **1.3** | A Christian affiliation not listed above | 39 | 3.3 |
| **Catholic/Roman Catholic** | **2,039** | **47.5** | **Confucianist** | **4** | **0.1** |
| **Christian affiliation other than Catholic/Roman Catholic** | **1,177** | **27.4** | **Druid** | **5** | **0.1** |
| AME | 1 | 0.1 | **Hindu** | **32** | **0.7** |
| AME Zion | 74 | 6.3 | **Jain** | **2** | **0.0** |
| Assembly of God | 17 | 1.4 | **Jehovah's Witness** | **1** | **0.0** |
| Baptist | 74 | 6.3 | **Jewish (Conservative, Orthodox, Reformed)** | **61** | **1.4** |
| Catholic/Roman Catholic | 144 | 12.2 | **Muslim** | **45** | **1.0** |
| Church of Christ | 6 | 0.5 | **Native American Traditional Practitioner or Ceremonial** | **8** | **0.2** |
| Church of God in Christ | 6 | 0.5 | **Pagan** | **7** | **0.2** |
| Christian Orthodox | 9 | 0.8 | **Rastafarian** | **0** | **0.0** |
| Christian Methodist Episcopal | 5 | 0.4 | **Scientologist** | **2** | **0.0** |
| Christian Reformed Church | 4 | 0.3 | **Secular Humanist** | **39** | **0.9** |
| Episcopalian | 52 | 4.4 | **Shi'ite** | **0** | **0.0** |
| Evangelical | 43 | 3.7 | **Sufi** | **1** | **0.0** |
| Greek Orthodox | 10 | 0.8 | **Sunni** | **24** | **0.6** |
| Lutheran | 309 | 26.3 | **Shinto** | **2** | **0.0** |
| Mennonite | 3 | 0.3 | **Sikh** | **5** | **0.1** |
| Moravian | 1 | 0.1 | **Taoist** | **11** | **0.3** |
| Nondenominational Christian | 179 | 15.2 | **Unitarian Universalist** | **29** | **0.7** |
| Pentecostal | 20 | 1.7 | **Wiccan** | **4** | **0.1** |
| Presbyterian | 45 | 3.8 | **Spiritual, but no religious affiliation** | **281** | **6.5** |
| Protestant | 46 | 3.9 | **No affiliation** | **287** | **6.7** |
| Protestant Reformed Church | 0 | 0.0 | **A religious affiliation or spiritual identity not listed above** | **121** | **2.8** |
| Quaker | 3 | 0.3 | | | |
| Reformed Church of America | 2 | 0.2 | | | |
| Russian Orthodox | 4 | 0.3 | | | |
| Seventh Day Adventist | 0 | 0.0 | | | |

Note: Percentages may not sum to 100% due to multiple responses.

*Table B25. Students Only:* **Are you currently financially dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 55)**

| Dependency status | *n* | % |
|---|---|---|
| Dependent | 2,510 | 79.6 |
| Independent | 559 | 17.7 |
| Missing | 83 | 2.6 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B26. 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 56)**

| Income | *n* | % |
|---|---|---|
| Below $10,000 | 164 | 5.2 |
| $10,000-$19,999 | 193 | 6.1 |
| $20,000-$29,999 | 150 | 4.8 |
| $30,000-$39,999 | 121 | 3.8 |
| $40,000-$49,999 | 143 | 4.5 |
| $50,000-$59,999 | 145 | 4.6 |
| $60,000-$69,999 | 164 | 5.2 |
| $70,000-$79,999 | 181 | 5.7 |
| $80,000-$89,999 | 185 | 5.9 |
| $90,000-$99,999 | 174 | 5.5 |
| $100,000-$124,999 | 453 | 14.4 |
| $125,000 - $149,999 | 221 | 7.0 |
| $150,000-$199,999 | 244 | 7.7 |
| $200,000 - $249,000 | 159 | 5.0 |
| $250,000 - $299,999 | 110 | 3.5 |
| $300,000 - $399,999 | 93 | 3.0 |
| $400,000 - $499,999 | 35 | 1.1 |
| $500,000 or more | 105 | 3.3 |
| Missing | 112 | 3.6 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B27. Students Only:* **Where do you live? (Question 57)**

| Residence | *n* | % |
|---|---|---|
| **Residence hall** | **1,204** | **38.2** |
| Abbotsford Hall | 127 | 4.2 |
| Carpenter Tower | 117 | 3.8 |
| Cobeen Hall | 137 | 4.5 |
| Mashuda Hall | 112 | 3.7 |
| McCabe Hall | 117 | 3.8 |
| McCormick Hall | 111 | 3.6 |
| O'Donnel Hall | 142 | 4.7 |
| Schroeder Hall | 123 | 4.0 |
| Straz Tower | 109 | 3.6 |
| **University-owned apartment** | **322** | **10.2** |
| Campus Town East | 55 | 1.8 |
| Campus Town West | 54 | 1.7 |
| Gilman Building | 50 | 1.6 |
| Frenn Building | 57 | 1.8 |
| Humphrey Hall | 61 | 2.0 |
| **Non-Campus housing** | **1,619** | **51.4** |
| Independently in an apartment/house | 586 | 20.9 |
| Living with family member/guardian | 607 | 21.7 |
| Fraternity/Sorority housing | 75 | 2.7 |
| **Homeless** (e.g. couch surfing, sleeping in car, sleeping in campus office/lab) | **4** | **0.1** |
| **Missing** | **3** | **0.1** |

Note Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.
Note: Percentages for sub-categories are valid percentages and do not include missing responses.

*Table B28. Students Only:* **Have you lived in a living/learning community while at Marquette. If so, where? (Question 58)**

| Living/learning community | *n* | % |
|---|---|---|
| I did not live in a living/learning community | 2,617 | 83.0 |
| Cultural Leadership CommUNITY (McCormick Hall) | 111 | 3.5 |
| Engineering Community (Carpenter Tower) | 86 | 2.7 |
| Honors Community (Straz Tower) | 174 | 5.5 |
| Nursing Community (Cobeen Hall) | 53 | 1.7 |
| Dorothy Day Social Justice Community (Straz Tower) | 57 | 1.8 |
| Global Village (Campus Town East) | 30 | 1.0 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B29 Students Only:* **Do you participate in any of the following at Marquette University?  (mark all that apply)   (Question 59)**

| Clubs/Organizations | *n* | % |
|---|---|---|
| **I do not participate in any clubs/organizations** | **653** | **20.7** |
| **Leadership & Mentorship** | **786** | **24.9** |
|   Fraternity/Sorority | 367 | 46.7 |
|   Student government | 279 | 35.5 |
|   Peer mentor | 140 | 17.8 |
|   Peer educator | 58 | 7.4 |
| **Clubs & Activities** | **1,945** | **61.7** |
|   Academic and professional | 961 | 49.4 |
|   Service | 717 | 36.9 |
|   Special interest | 419 | 21.5 |
|   Spiritual & religious | 384 | 19.7 |
|   Cultural | 303 | 15.6 |
|   Performing arts | 249 | 12.8 |
|   Social awareness | 247 | 12.7 |
|   Student media & publications | 160 | 8.2 |
|   Political | 146 | 7.5 |
| **Sports & recreation** | **1,057** | **33.5** |
|   Intramural sports | 717 | 67.8 |
|   Club sports | 392 | 37.1 |
|   Athletics (NCAA varsity teams) | 78 | 7.4 |
| **An organization not listed here** | **305** | **9.7** |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.
Percentages may not sum to 100% due to multiple responses.

*Table B30. Students Only:* **At the end of your last semester at Marquette, what was your cumulative grade point average?   (Question 60)**

| GPA | *n* | % |
|---|---|---|
| 3.5 – 4.0 | 1,467 | 46.5 |
| 3.0 – 3.49 | 1,004 | 31.9 |
| 2.5 – 2.99 | 492 | 15.6 |
| 2.0 – 2.49 | 115 | 3.6 |
| 1.5 – 1.99 | 23 | 0.7 |
| 1.0 – 1.49 | 4 | 0.1 |
| 0.0 – .99 | 1 | 0.0 |
| No GPA at Marquette (this is my first semester) | 31 | 1.0 |
| Missing | 15 | 0.5 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B31. Students only:* **How have you experienced any of the following financial hardships while attending Marquette University?  (Question 61)**

| Financial hardship experience | *n* | % |
|---|---|---|
| I have experienced no financial hardships while attending Marquette | 1,072 | 34.0 |
| Difficulty affording tuition | 1,280 | 40.6 |
| Difficulty purchasing my books | 1,020 | 32.4 |
| Difficulty in affording housing | 716 | 22.7 |
| Difficulty participating in social events | 610 | 19.4 |
| Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.) | 583 | 18.5 |
| Difficulty in participating in study abroad programs | 581 | 18.4 |
| Difficulty affording food | 484 | 15.4 |
| Difficulty in affording other campus fees | 398 | 12.6 |
| Difficulty traveling home during Marquette University breaks | 395 | 12.5 |
| Difficulty in affording health care | 268 | 8.5 |
| Difficulty commuting to campus | 205 | 6.5 |
| Difficulty in affording child care | 29 | 0.9 |
| A financial hardship not listed here | 65 | 2.1 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B32. Students Only:* **How are you currently paying for your education at Marquette?**
**(Question 62)**

| Source of funding | *n* | % |
|---|---|---|
| Marquette scholarship | 2,153 | 68.3 |
| Family contribution | 1,937 | 61.5 |
| Loans | 1,699 | 53.9 |
| Personal contribution/job | 1,040 | 33.0 |
| State and/or federal grant | 784 | 24.9 |
| Marquette grant | 587 | 18.6 |
| Work study | 547 | 17.4 |
| Non-Marquette scholarship | 530 | 16.8 |
| Credit card | 254 | 8.1 |
| Graduate assistantship | 203 | 6.4 |
| Employee/Spousal or dependent tuition remission | 85 | 2.7 |
| Resident assistantship | 78 | 2.5 |
| Graduate fellowship | 29 | 0.9 |
| A method of payment not listed here | 85 | 2.7 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

*Table B33. Students Only:* **Are you employed either on campus or off-campus during the academic year? (Question 63)**

| Employed | *n* | % |
|---|---|---|
| **No** | **1,050** | **33.3** |
| **Yes, I work on campus** | **1,547** | **49.1** |
|     1-10 hours/week | 502 | 16.5 |
|     11-20 hours/week | 489 | 16.1 |
|     More than 20 hours/week | 448 | 14.7 |
| **Yes, I work off campus** | **769** | **24.4** |
|     1-10 hours/week | 261 | 8.5 |
|     11-20 hours/week | 216 | 7.1 |
|     21-30 hours/week | 195 | 6.4 |
|     31-40 hours/week | 4 | 0.1 |
|     More than 40 hours/week | 0 | 0.0 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

## PART II: Findings
*The tables in this section contain valid percentages except where noted.*

*Table B34.* **Overall, how comfortable are you with the campus climate at Marquette?**
**(Question 3)**

| Comfort | *n* | % |
|---|---|---|
| Very comfortable | 879 | 20.5 |
| Comfortable | 2,282 | 53.2 |
| Neither comfortable nor uncomfortable | 668 | 15.6 |
| Uncomfortable | 388 | 9.0 |
| Very uncomfortable | 73 | 1.7 |

*Table B35. Faculty/Staff Only:* **Over all, how comfortable are you with the climate in your department/work unit?**
**(Question 4)**

| Comfort | *n* | % |
|---|---|---|
| Very comfortable | 339 | 29.8 |
| Comfortable | 440 | 38.6 |
| Neither comfortable nor uncomfortable | 160 | 14.0 |
| Uncomfortable | 149 | 13.1 |
| Very uncomfortable | 51 | 4.5 |

Note: Table includes answers from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,141) only.

*Table B36. Students/Faculty Only:* **Over all, how comfortable are you with the climate in your classes? (Question 5)**

| Comfort | *n* | % |
|---|---|---|
| Very comfortable | 1,013 | 28.5 |
| Comfortable | 1,929 | 54.3 |
| Neither comfortable nor uncomfortable | 407 | 11.4 |
| Uncomfortable | 184 | 5.2 |
| Very uncomfortable | 22 | 0.6 |

Note Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,572) only.

*Table B37.* **Have you ever seriously considered leaving Marquette? (Question 6)**

| Considered leaving | *n* | % |
|---|---|---|
| No | 2,583 | 60.2 |
| Yes | 1,706 | 39.8 |

*Table B38. Students only:* **When did you seriously consider leaving Marquette? (Question 7)**

| Year in school | *n* | % |
|---|---|---|
| During my first year as a student | 838 | 78.3 |
| During my second year as a student | 434 | 40.6 |
| During my third year as a student | 142 | 13.3 |
| During my fourth year as a student | 40 | 3.7 |
| After my fifth year as a student | 9 | 0.8 |

Note: Table includes answers from those Students who indicated that they considered leaving in Question 6 (*n* = 1,070) only.

*Table B39. Students only*: **Why did you seriously consider leaving Marquette?**
**(Question 8)**

| Reasons considered leaving | *n* | % |
|---|---|---|
| Lack of a sense of belonging | 683 | 63.8 |
| Climate was not welcoming | 451 | 42.1 |
| Lack of a support group | 348 | 32.5 |
| Financial reasons | 332 | 31.0 |
| Homesick | 214 | 20.0 |
| Personal reasons | 177 | 16.5 |
| Didn't like major | 139 | 13.0 |
| Coursework was too difficult | 123 | 11.5 |
| Didn't meet the selection criteria for a major | 44 | 4.1 |
| My marital/relationship status | 44 | 4.1 |
| A reason not listed above | 242 | 22.6 |

Note: Table includes answers from those Students who indicated that they considered leaving in Question 6 (*n* = 1,070) only.

*Table B40 Faculty/Staff only*: **Why did you seriously consider leaving Marquette? (Question 9)**

| Reasons considered leaving | *n* | % |
|---|---|---|
| Financial reasons | 328 | 51.6 |
| Limited opportunities for advancement | 291 | 45.8 |
| Tension with supervisor/manager | 212 | 33.3 |
| Interested in a position at another institution | 207 | 32.5 |
| Increased workload | 203 | 31.9 |
| Campus climate was unwelcoming | 148 | 23.3 |
| Recruited or offered a position at another institution | 136 | 21.4 |
| Tension with co-workers | 128 | 20.1 |
| Family responsibilities | 54 | 8.5 |
| Lack of benefits | 34 | 5.3 |
| Personal reasons | 32 | 5.0 |
| Relocation | 30 | 4.7 |
| Spouse or partner unable to find suitable employment | 22 | 3.5 |
| Local community did not meet my (my family) needs | 18 | 2.8 |
| Offered position in government or industry | 8 | 1.3 |
| Spouse/partner relocated | 5 | 0.8 |
| A reason not listed above | 152 | 23.9 |

Note: Table includes answers from those Faculty/Staff who indicated that they considered leaving in Question 6 (*n* = 636) only.

*Table B41. Students Only*: **Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Marquette. (Question 11)**

| Academic experience | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* | *n* | *%* |
| I am performing up to my full academic potential. | 827 | 26.3 | 1,655 | 52.5 | 366 | 11.6 | 283 | 9.0 | 19 | 0.6 |
| Few of my courses this year have been intellectually stimulating. | 406 | 12.9 | 747 | 23.8 | 425 | 13.5 | 1,095 | 34.9 | 464 | 14.8 |
| I am satisfied with my academic experience at Marquette | 852 | 27.1 | 1,679 | 53.5 | 387 | 12.3 | 193 | 6.1 | 28 | 0.9 |
| I am satisfied with the extent of my intellectual development since enrolling at Marquette | 1,065 | 33.9 | 1,588 | 50.6 | 329 | 10.5 | 137 | 4.4 | 20 | 0.6 |
| I have performed academically as well as I anticipated I would. | 729 | 23.2 | 1,274 | 40.5 | 530 | 16.9 | 521 | 16.6 | 90 | 2.9 |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | 1,121 | 35.7 | 1,530 | 48.7 | 347 | 11.1 | 118 | 3.8 | 23 | 0.7 |
| My interest in ideas and intellectual matters has increased since coming to Marquette | 1,198 | 38.2 | 1,404 | 44.8 | 369 | 11.8 | 142 | 4.5 | 24 | 0.8 |
| I intend to graduate from Marquette | 2,345 | 74.8 | 643 | 20.5 | 112 | 3.6 | 17 | 0.5 | 17 | 0.5 |
| I am considering transferring to another institution for academic reasons | 47 | 1.5 | 95 | 3.0 | 232 | 7.4 | 753 | 24.0 | 2,017 | 64.2 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152) only.

***Table B42.*** **Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile (bullying, harassing) conduct that has interfered with your ability to work or learn at Marquette?**
**(Question 12)**

| Experienced conduct | *n* | % |
|---|---|---|
| No | 3,495 | 81.5 |
| Yes | 791 | 18.5 |

***B43.*** **What do you believe was the basis of the conduct? (Question 13)**

| Conduct based upon | *n* | % |
|---|---|---|
| Ethnicity | 194 | 24.5 |
| Gender/Gender identity | 171 | 21.6 |
| Racial Identity | 146 | 18.5 |
| Position (staff, faculty, student) | 142 | 18.0 |
| Political views | 138 | 17.4 |
| Age | 119 | 15.0 |
| Religious/spiritual views | 116 | 14.7 |
| Philosophical views | 113 | 14.3 |
| Major field of study | 103 | 13.0 |
| Living arrangement | 99 | 12.5 |
| Academic Performance | 92 | 11.6 |
| Socioeconomic status | 83 | 10.5 |
| Physical characteristics | 80 | 10.1 |
| Educational credentials | 61 | 7.7 |
| Mental Health/ Psychological condition | 58 | 7.3 |
| Participation in an organization/team | 54 | 6.8 |
| Sexual identity | 50 | 6.3 |
| Gender expression | 30 | 3.8 |
| Immigrant/citizen status | 29 | 3.7 |
| International Status | 26 | 3.3 |
| English language proficiency/accent | 24 | 3.0 |
| Learning disability/condition | 23 | 2.9 |
| Medical disability/condition | 20 | 2.5 |
| Marital Status | 18 | 2.3 |
| Physical disability/condition | 12 | 1.5 |
| Parental status (e.g., having children) | 9 | 1.1 |
| Pregnancy | 7 | 0.9 |
| Military/veteran status | 6 | 0.8 |
| Don't Know | 110 | 13.9 |
| A reason not listed above | 127 | 16.1 |

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 791) only.
Percentages do not sum to 100 due to multiple responses.

*Table B44.* **How did you experience the conduct? (Question 14)**

| Form of conduct | *n* | % |
|---|---|---|
| I was disrespected | 517 | 65.4 |
| I was ignored or excluded | 437 | 55.2 |
| I was isolated or left out | 364 | 46.0 |
| I was intimidated/bullied | 251 | 31.7 |
| I was the target of derogatory verbal remarks | 190 | 24.0 |
| I observed others staring at me | 178 | 22.5 |
| I was singled out as the spokesperson for my identity group | 131 | 16.6 |
| I was the target of workplace incivility | 93 | 11.8 |
| Someone assumed I was admitted/hired/ promoted due to my identity | 88 | 11.1 |
| I was the target of racial/ethnic profiling | 84 | 10.6 |
| I feared getting a poor grade because of a hostile classroom environment | 63 | 8.0 |
| I feared for my physical safety | 55 | 7.0 |
| I received derogatory/unsolicited messages through social media | 54 | 6.8 |
| I was the target of retaliation | 54 | 6.8 |
| I received a low performance evaluation | 52 | 6.6 |
| I received derogatory written comments | 45 | 5.7 |
| I received derogatory phone calls/texts messages/e-mail | 44 | 5.6 |
| I was the target of unwanted sexual contact | 33 | 4.2 |
| I was the target of stalking | 27 | 3.4 |
| I received threats of physical violence | 17 | 2.1 |
| Someone assumed I was not admitted/ hired/promoted due to my identity | 14 | 1.8 |
| I was the target of physical violence | 12 | 1.5 |
| I feared for my family's safety | 9 | 1.1 |
| I was the target of graffiti/vandalism | 6 | 0.8 |
| An experience not listed above | 73 | 9.2 |

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 791) only.
Percentages do not sum to 100 due to multiple responses.

*Table B45.* **Where did this conduct occur?  (Question 15)**

| Location of conduct | *n* | % |
|---|---|---|
| In a class/lab/clinical setting | 221 | 27.9 |
| In a public space at Marquette | 197 | 24.9 |
| In a meeting with a group of people | 195 | 24.7 |
| While working at a Marquette job | 157 | 19.8 |
| In campus housing | 156 | 19.7 |
| While walking on campus | 127 | 16.1 |
| In a Marquette administrative office | 116 | 14.7 |
| At a Marquette event | 115 | 14.5 |
| In a meeting with one other person | 97 | 12.3 |
| In another Marquette location | 95 | 12.0 |
| On social networking sites/Facebook/Twitter | 88 | 11.1 |
| In a Marquette dining facility | 83 | 10.5 |
| Off campus | 80 | 10.1 |
| In a faculty office | 67 | 8.5 |
| In the Raynor and Memorial Libraries | 62 | 7.8 |
| In off-campus housing | 57 | 7.2 |
| On Marquette transportation | 29 | 3.7 |
| In an experiential learning environment | 27 | 3.4 |
| In Marquette media | 26 | 3.3 |
| In athletic facilities | 24 | 3.0 |
| In a Marquette system | 21 | 2.7 |
| In a public safety alert | 19 | 2.4 |
| At a religious event sponsored by Marquette | 17 | 2.1 |
| In the Marquette health care setting | 16 | 2.0 |
| A location not listed above | 64 | 8.1 |

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 791) only.
Percentages do not sum to 100 due to multiple responses.

*Table B46.* **Who/what was the source of this conduct? (Question 16)**

| Source of conduct | *n* | % |
|---|---|---|
| Student | 417 | 52.7 |
| Faculty member | 222 | 28.1 |
| Friend | 156 | 19.7 |
| Co-worker | 140 | 17.7 |
| Stranger | 94 | 11.9 |
| Staff member | 91 | 11.5 |
| Department chair/head/director | 86 | 10.9 |
| Supervisor | 63 | 8.0 |
| Student employee | 57 | 7.2 |
| Senior Administrator | 51 | 6.4 |
| Marquette public safety | 43 | 5.4 |
| Teaching assistant/Graduate assistant/Lab assistant/Tutor | 41 | 5.2 |
| Off campus community member | 40 | 5.1 |
| Social Networking site | 37 | 4.7 |
| Academic advisor | 36 | 4.6 |
| Marquette media | 34 | 4.3 |
| Alumni | 24 | 3.0 |
| Person whom I supervise | 11 | 1.4 |
| Athletic coach/trainer | 7 | 0.9 |
| Health/Counseling Services | 7 | 0.9 |
| Required online training | 7 | 0.9 |
| Outside facilitator | 6 | 0.8 |
| Donor | 5 | 0.6 |
| Don't know source | 15 | 1.9 |
| A source not listed above | 57 | 7.2 |

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 791) only.
Percentages do not sum to 100 due to multiple responses.

*Table B47*. **Please describe your reactions to experiencing this conduct? (Question 17)**

| Reactions to conduct | *n* | % |
|---|---|---|
| I felt uncomfortable | 624 | 78.9 |
| I was angry | 492 | 62.2 |
| I told a friend | 372 | 47.0 |
| I felt embarrassed | 355 | 44.9 |
| I told a family member | 335 | 42.4 |
| I avoided the harasser | 249 | 31.5 |
| I ignored it | 215 | 27.2 |
| I felt somehow responsible | 167 | 21.1 |
| I was afraid | 167 | 21.1 |
| I sought support from a faculty member | 128 | 16.2 |
| I didn't report it for fear that my complaint would not be taken seriously | 119 | 15.0 |
| I confronted the harasser at the time | 114 | 14.4 |
| I sought support from a staff person | 100 | 12.6 |
| I didn't know who to go to | 100 | 12.6 |
| I sought support from a Marquette resource | 96 | 12.1 |
| I confronted the harasser  later | 73 | 9.2 |
| I sought support from senior administration | 63 | 8.0 |
| I did report it but I did not feel the complaint was taken seriously | 63 | 8.0 |
| I sought information on-line | 45 | 5.7 |
| I sought support from a spiritual advisor | 44 | 5.6 |
| I reported it to a Marquette employee/official | 44 | 5.6 |
| I sought support from student staff | 42 | 5.3 |
| I contacted Marquette Public Safety | 33 | 4.2 |
| I sought support from off-campus hot-line/advocacy services | 18 | 2.3 |
| I contacted Milwaukee Police Department | 8 | 1.0 |
| I sought support from a teaching assistant/graduate assistant | 6 | 0.8 |
| I reported it to my Union representative | 3 | 0.4 |
| A response not listed above | 55 | 7.0 |

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 791) only.
Percentages do not sum to 100 due to multiple responses.

*Table B48.* **While a member of the Marquette community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?   (Question 19)**

| Experienced unwanted sexual contact | *n* | % |
|---|---|---|
| No | 4,104 | 95.6 |
| Yes | 186 | 4.3 |
| Missing | 3 | 0.1 |

*Table B49.* **When did the unwanted sexual contact occur?  (Question 20)**

| When experienced unwanted sexual contact | *n* | % |
|---|---|---|
| Within the last  year | 106 | 58.2 |
| 2-4 years ago | 65 | 35.7 |
| 5-10 years ago | 4 | 2.2 |
| 11-20 years | 5 | 2.7 |
| More than 20 years ago | 2 | 1.1 |

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 186) only.

*Table B50. Students only:* **What semester were you in when you experienced the unwanted sexual contact? (Question 21)**

| Semester | *n* | % |
|---|---|---|
| First | 74 | 42.0 |
| Second | 43 | 24.4 |
| Third | 32 | 18.2 |
| Fourth | 30 | 17.0 |
| Fifth | 18 | 10.2 |
| Sixth | 13 | 7.4 |
| Seventh | 11 | 6.3 |
| Eighth | 4 | 2.3 |
| After eighth semester | 2 | 1.1 |

Note: Table includes answers from Student respondents who indicated that they experienced unwanted sexual contact (*n* = 176).

*Table B51.* **Who did this to you? (Question 22)**

| Source | *n* | % |
|---|---|---|
| MU Student | 94 | 50.5 |
| Acquaintance/friend | 89 | 47.8 |
| Stranger | 30 | 16.1 |
| MU Faculty | 5 | 2.7 |
| MU Staff | 4 | 2.2 |
| Family member | 1 | 0.5 |
| A person not listed above | 6 | 3.2 |

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 186).

*Table B52.* **Where did the incident(s) occur?  (Question 23)**

| Location | *n* | % |
|---|---|---|
| Off-campus | 91 | 48.9 |
| On-campus | 101 | 54.3 |

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 186).

*Table B53.* **Please describe your response to experiencing the incident(s). (Question 24)**

| Reactions to unwanted sexual contact | *n* | % |
|---|---|---|
| I felt uncomfortable | 133 | 71.5 |
| I felt somehow responsible | 94 | 50.5 |
| I felt embarrassed | 89 | 47.8 |
| I was angry | 73 | 39.2 |
| I was afraid | 67 | 36.0 |
| I did nothing | 66 | 35.5 |
| I left the situation immediately | 51 | 27.4 |
| I ignored it | 46 | 24.7 |
| I didn't know what to do | 46 | 24.7 |
| I didn't know whom to go to | 30 | 16.1 |
| It didn't affect me at the time | 23 | 12.4 |
| I sought support from a campus resource | 21 | 11.3 |
| *MU Counseling Center* | *20* | *10.8* |
| *Victim's advocate* | *5* | *2.7* |
| *Gender and Sexuality Resource Center* | *2* | *1.1* |
| *Employee Assistance Program* | *0* | *0.0* |
| I told a family member | 21 | 11.3 |
| I sought information online | 15 | 8.1 |
| I sought support from off-campus hot-line/advocacy services/therapist | 14 | 7.5 |
| I contacted local law enforcement official | 10 | 5.4 |
| I sought support from a staff person | 10 | 5.4 |
| I sought support from student staff | 9 | 4.8 |
| I made an official complaint to a campus employee/official | 8 | 4.3 |
| I sought support from a spiritual adviser | 7 | 3.8 |
| I sought support from a faculty member | 6 | 3.2 |
| I sought support from an administrator | 4 | 2.2 |
| I sought support from my union representative | 1 | 0.5 |
| I sought support from a teaching assistant/graduate assistant | 0 | 0.0 |
| A response not listed above | 19 | 10.2 |

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 186). Percentages do not sum to 100 due to multiple responses.

*Table B54. Staff /Faculty Only:* **Please indicate the extent to which you agree with each of the following statements as a faculty/staff member. (Question 27)**

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % |
| I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision | 153 | 13.6 | 279 | 24.7 | 455 | 40.3 | 242 | 21.4 |
| My colleagues/co-workers expect me to represent "the point of view" of my identity | 57 | 5.2 | 296 | 26.9 | 506 | 46.0 | 241 | 21.9 |
| I believe the process for determining salaries is clear | 55 | 4.9 | 345 | 30.7 | 451 | 40.2 | 272 | 24.2 |
| I am comfortable taking leave that I am entitled to without fear that it may affect my job/career. | 272 | 24.3 | 566 | 50.6 | 223 | 19.9 | 58 | 5.2 |
| I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition. | 132 | 11.9 | 273 | 24.5 | 555 | 49.9 | 153 | 13.7 |
| I feel that 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 | 67 | 6.0 | 164 | 14.7 | 608 | 54.4 | 278 | 24.9 |
| I feel that Marquette supports employees to balance work-life needs, such as childcare and eldercare | 171 | 15.4 | 727 | 65.6 | 171 | 15.4 | 39 | 3.5 |
| I have supervisors who give me job/career advice or guidance when I need it. | 217 | 19.5 | 544 | 48.9 | 241 | 21.7 | 111 | 10.0 |
| I have colleagues/co-workers who give me job/career advice or guidance when I need it. | 238 | 21.5 | 654 | 59.0 | 166 | 15.0 | 50 | 4.5 |
| I have adequate support to complete my assigned duties | 155 | 13.8 | 580 | 51.6 | 275 | 24.4 | 115 | 10.2 |
| I find that my work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports | 295 | 26.7 | 669 | 60.5 | 102 | 9.2 | 40 | 3.6 |

| Table B54 cont. | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % |
| I find that Marquette is supportive of taking leave (e.g., FMLA, vacation, sick days). | 326 | 29.4 | 653 | 58.9 | 96 | 8.7 | 33 | 3.0 |
| I believe the parental leave policy is clear and easy to understand. | 138 | 14.0 | 660 | 66.8 | 161 | 16.3 | 29 | 2.9 |
| I believe the parental leave policy is applied consistently across individuals | 126 | 13.2 | 621 | 64.8 | 167 | 17.4 | 44 | 4.6 |
| I believe the parental leave policy is applied consistently across departments | 101 | 10.8 | 599 | 64.1 | 185 | 19.8 | 49 | 5.2 |
| I have used Marquette policies for active military service duties. | 8 | 0.9 | 41 | 4.7 | 397 | 45.4 | 429 | 49.0 |

Note: Table includes answers from those respondents who indicated that they were Faculty, or Staff in Question 1 (*n* = 1,141).

*Table B55. Faculty Only:* **Please indicate the extent to which you agree with each of the following statements as a faculty member**. (**Question 29**)

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % |
| I believe that the tenure/promotion/renewal process is clear. | 55 | 14.0 | 223 | 56.6 | 91 | 23.1 | 25 | 6.3 |
| I believe that the tenure/promotion/renewal standards are reasonable. | 53 | 13.6 | 250 | 64.1 | 69 | 17.7 | 18 | 4.6 |
| I believe the tenure standards/promotion standards are applied equally to all faculty | 31 | 8.2 | 166 | 44.1 | 136 | 36.2 | 43 | 11.4 |
| I feel pressured to change my research agenda to achieve tenure/promotion/renewal | 18 | 4.9 | 59 | 16.0 | 202 | 54.9 | 89 | 24.2 |
| I feel pressured to change my teaching pedagogy to achieve tenure/promotion/renewal | 18 | 4.8 | 67 | 17.7 | 208 | 55.0 | 85 | 22.5 |
| I feel that my service contributions are important to tenure/promotion/renewal. | 40 | 10.6 | 162 | 43.1 | 109 | 29.0 | 65 | 17.3 |
| I believe that my colleagues include me in opportunities that will help my career as much as they include others in my position | 52 | 13.3 | 239 | 61.1 | 72 | 18.4 | 28 | 7.2 |
| I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations | 51 | 12.8 | 88 | 22.2 | 206 | 51.9 | 52 | 13.1 |
| I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support). | 78 | 20.2 | 123 | 31.8 | 166 | 42.9 | 20 | 5.2 |
| I believe that the Academic Senate has an authentic impact on university governance | 13 | 3.6 | 153 | 41.9 | 138 | 37.8 | 61 | 16.7 |
| I have used Marquette policies for modified instructional duties | 7 | 2.1 | 49 | 14.6 | 167 | 49.9 | 112 | 33.4 |
| I have used Marquette policies for delay of the tenure-clock | 13 | 3.7 | 32 | 9.2 | 158 | 45.4 | 145 | 41.7 |

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| **Table B55 cont.** | *n* | % | *n* | % | *n* | % | *n* | % |
| In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure. | 8 | 2.3 | 19 | 5.4 | 236 | 67.2 | 88 | 25.1 |
| I find that Marquette is supportive of faculty taking sabbatical/faculty enhancement leave. | 68 | 18.8 | 225 | 62.2 | 56 | 15.5 | 13 | 3.6 |
| Marquette provides me with resources to pursue professional development opportunities | 49 | 12.5 | 212 | 53.9 | 97 | 24.7 | 35 | 8.9 |
| My dean/department head provides ongoing feedback to help me improve my performance | 56 | 14.1 | 193 | 48.7 | 96 | 24.2 | 51 | 12.9 |
| I believe that the person to whom I report is appropriately trained as a supervisor | 94 | 23.8 | 174 | 44.1 | 80 | 20.3 | 47 | 11.9 |

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 420).

*Table B56. Staff Only:* **Please indicate the extent to which you agree with each of the following statements as a faculty/staff member. (Question 31)**

|  | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
|  | *n* | % | *n* | % | *n* | % | *n* | % |
| I find that my supervisor is supportive of flexible work schedules. | 261 | 36.9 | 356 | 50.4 | 63 | 8.9 | 27 | 3.8 |
| My supervisor provides me with resources to pursue professional development opportunities. | 184 | 26.1 | 355 | 50.4 | 128 | 18.2 | 37 | 5.3 |
| Marquette provides me with resources to pursue professional development opportunities. | 176 | 25.2 | 393 | 56.3 | 106 | 15.2 | 23 | 3.3 |
| My supervisor provides ongoing feedback to help me improve my performance. | 141 | 20.0 | 349 | 49.4 | 152 | 21.5 | 64 | 9.1 |
| I am able to complete my assigned duties during regular scheduled hours. | 95 | 13.4 | 350 | 49.4 | 179 | 25.3 | 84 | 11.9 |
| I believe that the person to whom I report is appropriately trained as a supervisor | 211 | 30.2 | 302 | 43.3 | 119 | 17.0 | 66 | 9.5 |
| I believe that the University Staff Assembly has an authentic impact on university governance | 22 | 3.5 | 264 | 42.2 | 255 | 40.8 | 84 | 13.4 |

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 721).

*Table B57.* **Within the past year, have you observed any conduct directed towards a person or group of people on campus that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 64)**

| Observed conduct or communications | *n* | % |
|---|---|---|
| No | 2,824 | 65.9 |
| Yes | 1,461 | 34.1 |

*Table B58.* **Who/what were the targets of this conduct? (Question 65)**

| Target(s) of observed conduct | *n* | % |
|---|---|---|
| Stranger | 973 | 66.6 |
| Friend | 393 | 26.9 |
| Student | 251 | 17.2 |
| Faculty member | 235 | 16.1 |
| Teaching assistant/Graduate assistant/Lab Assistant/Tutor | 156 | 10.7 |
| Co-worker | 148 | 10.1 |
| Staff member | 117 | 8.0 |
| Off-campus community member | 97 | 6.6 |
| Student employee | 84 | 5.7 |
| Social Networking site (e.g., Facebook, Twitter) | 57 | 3.9 |
| Marquette public safety | 40 | 2.7 |
| Marquette media | 27 | 1.8 |
| Department Chair/head/director | 27 | 1.8 |
| Academic advisor | 20 | 1.4 |
| Senior Administration | 17 | 1.2 |
| Person whom I supervise | 15 | 1.0 |
| Supervisor | 15 | 1.0 |
| Alumni | 11 | 0.8 |
| Athletic coach/trainer | 4 | 0.3 |
| Health/Counseling services | 4 | 0.3 |
| Outside facilitator | 4 | 0.3 |
| Donor | 0 | 0.0 |
| Don't know target | 64 | 4.4 |
| A target not listed above | 58 | 4.0 |

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B59.* **Who/what was the source of this conduct? (Question 66)**

| Source(s) of observed conduct | *n* | % |
|---|---|---|
| Student | 895 | 61.3 |
| Faculty member | 377 | 25.8 |
| Stranger | 230 | 15.7 |
| Staff member | 127 | 8.7 |
| Co-worker | 117 | 8.0 |
| Friend | 107 | 7.3 |
| Social Networking site (e.g., Facebook, Twitter) | 102 | 7.0 |
| Marquette public safety | 89 | 6.1 |
| Department Chair/head/director | 70 | 4.8 |
| Senior Administration | 65 | 4.4 |
| Off-campus community member | 53 | 3.6 |
| Student employee | 53 | 3.6 |
| Supervisor | 52 | 3.6 |
| Teaching assistant/Graduate assistant/Lab Assistant/Tutor | 40 | 2.7 |
| Marquette media | 39 | 2.7 |
| Academic advisor | 31 | 2.1 |
| Alumni | 26 | 1.8 |
| Athletic coach/trainer | 7 | 0.5 |
| Outside facilitator | 7 | 0.5 |
| Required online training | 6 | 0.4 |
| Person whom I supervise | 5 | 0.3 |
| Donor | 4 | 0.3 |
| Health/Counseling Services | 2 | 0.1 |
| Don't know source | 77 | 5.3 |
| A source not listed above | 48 | 3.3 |

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B60.* **How did you observe the conduct?**
**(Question 67)**

| Form(s) of observed conduct | *n* | % |
|---|---|---|
| Person was ignored or excluded. | 609 | 41.7 |
| Person was intimidated/bullied. | 572 | 39.2 |
| Person was isolated or left out. | 525 | 35.9 |
| The person was the target of derogatory verbal remarks. | 405 | 27.7 |
| The person was the target of racial/ethnic profiling. | 339 | 23.2 |
| The person was singled out as the spokesperson for his/her identity group. | 299 | 20.5 |
| I observed others staring at the person. | 270 | 18.5 |
| The person received derogatory written comments. | 199 | 13.6 |
| The person received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.). | 197 | 13.5 |
| The person was the target of workplace incivility. | 195 | 13.3 |
| The person feared for his/her physical safety. | 132 | 9.0 |
| The person received derogatory phone calls/text messages/email. | 131 | 9.0 |
| Someone assumed the person was admitted/hired/promoted due to his/her identity group. | 125 | 8.6 |
| The person received threats of physical violence. | 106 | 7.3 |
| The person was the target of retaliation. | 99 | 6.8 |
| The person was the target of unwanted sexual contact. | 82 | 5.6 |
| The person feared getting a poor grade because of a hostile classroom environment. | 78 | 5.3 |
| The person received a low performance evaluation. | 64 | 4.4 |
| Someone assumed the person was not admitted/hired/promoted due to his/her identity group. | 57 | 3.9 |
| The person was the target of stalking. | 54 | 3.7 |
| The person was the target of physical violence. | 29 | 2.0 |
| The person feared for his/her family's safety. | 17 | 1.2 |
| The person was the target of graffiti/vandalism. | 13 | 0.9 |
| An experience not listed above | 90 | 6.2 |

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B61*. **What do you believe was the basis for the conduct?**
**(Question 68)**

| Bases of observed conduct | *n* | % |
|---|---|---|
| Ethnicity | 489 | 33.5 |
| Racial identity | 396 | 27.1 |
| Gender/Gender identity | 341 | 23.3 |
| Political views | 295 | 20.2 |
| Sexual identity | 218 | 14.9 |
| Philosophical views | 203 | 13.9 |
| Socioeconomic status | 200 | 13.7 |
| Religious/spiritual views | 199 | 13.6 |
| Physical characteristics | 177 | 12.1 |
| Position (staff, faculty, student) | 176 | 12.0 |
| Gender expression | 136 | 9.3 |
| Major field of study | 120 | 8.2 |
| Age | 114 | 7.8 |
| Academic Performance | 95 | 6.5 |
| English language proficiency/accent | 91 | 6.2 |
| Immigrant/citizen status | 89 | 6.1 |
| Mental Health/Psychological disability/condition | 77 | 5.3 |
| International status | 71 | 4.9 |
| Learning disability/condition | 62 | 4.2 |
| Living arrangement | 56 | 3.8 |
| Physical disability/condition | 49 | 3.4 |
| Participation in an organization/team | 46 | 3.1 |
| Educational credentials | 40 | 2.7 |
| Medical disability/condition | 35 | 2.4 |
| Marital status | 16 | 1.1 |
| Pregnancy | 11 | 0.8 |
| Parental status (e.g., having children) | 8 | 0.5 |
| Military/veteran status | 7 | 0.5 |
| A reason not listed above | 207 | 14.2 |

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B62.* **Where did this conduct occur?  (mark all that apply)**
**(Question 69)**

| Location of observed conduct | *n* | % |
|---|---|---|
| In a public space at Marquette | 445 | 30.5 |
| In a class/lab/clinical setting | 370 | 25.3 |
| On social networking sites/Facebook/Twitter | 262 | 17.9 |
| In campus housing | 248 | 17.0 |
| While walking on campus | 239 | 16.4 |
| In a meeting with a group of people | 195 | 13.3 |
| At a Marquette event | 192 | 13.1 |
| Off campus | 174 | 11.9 |
| While working at a Marquette job | 134 | 9.2 |
| In a Marquette dining facility | 127 | 8.7 |
| In another Marquette location | 127 | 8.7 |
| In off-campus housing | 118 | 8.1 |
| In a Marquette administrative office | 114 | 7.8 |
| In the Raynor and Memorial libraries | 71 | 4.9 |
| In a faculty office | 67 | 4.6 |
| On Marquette transportation | 60 | 4.1 |
| In a meeting with one other person | 59 | 4.0 |
| In an experiential learning environment | 38 | 2.6 |
| In a Marquette system | 34 | 2.3 |
| In athletic facilities | 32 | 2.2 |
| At a religious event sponsored by Marquette | 21 | 1.4 |
| In a Marquette health care setting | 13 | 0.9 |
| A location not listed above | 87 | 6.0 |

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B63.* **What was your response to observing this conduct? (mark all that apply)**
**(Question 70)**

| Reactions to observed conduct | *n* | % |
|---|---|---|
| I felt uncomfortable | 950 | 65.0 |
| I was angry | 733 | 50.2 |
| I told a friend | 416 | 28.5 |
| I felt embarrassed | 415 | 28.4 |
| I told a family member | 249 | 17.0 |
| I ignored it | 201 | 13.8 |
| I avoided the harasser | 177 | 12.1 |
| I felt somehow responsible | 175 | 12.0 |
| I did not report it for fear that my complaint would not be taken seriously | 140 | 9.6 |
| I confronted the harasser at the time | 139 | 9.5 |
| I didn't know whom to go to | 134 | 9.2 |
| I was afraid | 118 | 8.1 |
| I confronted the harasser  later | 95 | 6.5 |
| I sought support from a faculty member. | 89 | 6.1 |
| I sought support form a staff person | 86 | 5.9 |
| I sought information online | 62 | 4.2 |
| I sought support from senior administration (e.g., president, provost, dean, vice provost, vice president). | 51 | 3.5 |
| I reported it to a Marquette employee/official | 47 | 3.2 |
| I did report it but I did not feel the complaint was taken seriously | 41 | 2.8 |
| I contacted Marquette Public Safety | 32 | 2.2 |
| I sought support from student staff (e.g., residence hall staff, peer mentor). | 28 | 1.9 |
| I sought support from a Marquette resource | 26 | 1.8 |
| I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, layperson). | 22 | 1.5 |
| I sought support from a teaching assistant/graduate assistant. | 12 | 0.8 |
| I contacted Milwaukee Police Department | 3 | 0.2 |
| I sought support from off-campus hotline/advocacy services | 2 | 0.1 |
| I reported it to my Union representative | 2 | 0.1 |
| A response not listed above | 105 | 7.2 |

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,461).
Percentages do not sum to 100 due to multiple responses.

*Table B64. Faculty/Staff Only:* **Have you observed <u>hiring</u> practices at Marquette (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or would inhibit diversifying the community? (Question 72)**

| Perceived unfair/<br>unjust hiring | *n* | % |
|---|---|---|
| No | 891 | 79.1 |
| Yes | 236 | 20.9 |

Note: Table includes answers from those respondents who indicated that they indicated that they were Faculty or Staff in Question 1 (*n* = 1,141).

*Table B65. Faculty/Staff Only:* **I believe that the unjust hiring practices were based upon:  (Question 73)**

| Based on | *n* | % |
|---|---|---|
| Nepotism/Cronyism | 73 | 30.9 |
| Gender/Gender identity | 58 | 24.6 |
| Ethnicity | 47 | 19.9 |
| Racial identity | 47 | 19.9 |
| Sexual identity | 33 | 14.0 |
| Age | 28 | 11.9 |
| Position (staff, faculty, student) | 22 | 9.3 |
| Philosophical views | 20 | 8.5 |
| Gender expression | 17 | 7.2 |
| Political views | 14 | 5.9 |
| Educational credentials (M.S., Ph.D., etc.) | 13 | 5.5 |
| Religious/Spiritual views | 13 | 5.5 |
| Marital status (e.g., single, married, partnered) | 9 | 3.8 |
| Physical characteristics | 8 | 3.4 |
| English language proficiency/accent | 7 | 3.0 |
| Socioeconomic status | 7 | 3.0 |
| Parental status (i.e., having children) | 5 | 2.1 |
| Immigrant status/Citizenship status | 4 | 1.7 |
| International status | 1 | 0.4 |
| Medical disability/condition | 1 | 0.4 |
| Physical disability/condition | 1 | 0.4 |
| Learning disability/condition | 0 | 0.0 |
| Mental health/Psychological disability/condition | 0 | 0.0 |
| Military/Veteran status | 0 | 0.0 |
| Participation in an organization/team | 0 | 0.0 |
| Pregnancy | 0 | 0.0 |
| Something not listed above | 36 | 15.3 |

Note: Table includes answers from those respondents who indicated that they perceived discriminatory practices (*n* = 236).
Percentages do not sum to 100 due to multiple responses.

*Table B66. Faculty/Staff only:* **Have you observed at Marquette <u>employment-related discipline or action up to and including dismissal</u> that you perceive to be unfair and unjust or would inhibit diversifying the community. (Question 75)**

| Perceived unfair/unjust disciplinary actions | *n* | % |
|---|---|---|
| No | 960 | 85.0 |
| Yes | 170 | 15.0 |

Note: Table includes answers from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,141).

*Table B67. Faculty/Staff Only:* **I believe that the unfair and unjust <u>employment-related discipline or action</u> were based upon:  (Question 76)**

| Based on | *n* | % |
|---|---|---|
| Political views | 45 | 26.5 |
| Philosophical views | 41 | 24.1 |
| Position (staff, faculty, student) | 40 | 23.5 |
| Age | 27 | 15.9 |
| Ethnicity | 16 | 9.4 |
| Gender/Gender identity | 14 | 8.2 |
| Racial identity | 12 | 7.1 |
| Religious/Spiritual views | 12 | 7.1 |
| Sexual identity | 11 | 6.5 |
| Educational credentials (M.S., Ph.D., etc.) | 10 | 5.9 |
| Physical characteristics | 8 | 4.7 |
| Medical disability/condition | 7 | 4.1 |
| Gender expression | 4 | 2.4 |
| Mental health/Psychological disability/condition | 4 | 2.4 |
| Parental status (i.e., having children) | 4 | 2.4 |
| Marital status (e.g., single, married, partnered) | 3 | 1.8 |
| Physical disability/condition | 2 | 1.2 |
| Socioeconomic status | 2 | 1.2 |
| English language proficiency/accent | 1 | 0.6 |
| Learning disability/condition | 1 | 0.6 |
| Military/Veteran status | 1 | 0.6 |
| Participation in an organization/team | 1 | 0.6 |
| Immigrant status/Citizenship status | 0 | 0.0 |
| International status | 0 | 0.0 |
| Pregnancy | 0 | 0.0 |
| Something not listed above | 38 | 22.4 |

Note: Table includes answers from those respondents who indicated that they perceived unjust or unfair employment-related discipline or action (*n* = 170).
Percentages do not sum to 100 due to multiple responses.

*Table B68. Faculty/Staff only:* **Have you have observed <u>promotion/tenure/reappointment/reclassification</u> practices at Marquette that you perceive to be unfair or unjust. (Question 78)**

| Perceived unfair/<br>unjust promotion | *n* | % |
|---|---|---|
| No | 886 | 78.9 |
| Yes | 237 | 21.1 |

Note: Table includes answers from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,141).

*Table B69. Staff /Faculty only:* **I believe that the unfair and unjust behavior, procedures, or employment practices related to <u>promotion/tenure/reappointment/reclassification</u> were based upon: (Question 79)**

| Based on | *n* | % |
|---|---|---|
| Nepotism/Cronyism | 64 | 27.0 |
| Position (staff, faculty, student) | 43 | 18.1 |
| Gender/Gender identity | 40 | 16.9 |
| Racial identity | 34 | 14.3 |
| Ethnicity | 33 | 13.9 |
| Age | 27 | 11.4 |
| Philosophical views | 26 | 11.0 |
| Political views | 20 | 8.4 |
| Educational credentials (M.S., Ph.D., etc.) | 17 | 7.2 |
| Parental status (i.e., having children) | 11 | 4.6 |
| Gender expression | 9 | 3.8 |
| Religious/Spiritual views | 9 | 3.8 |
| Sexual identity | 9 | 3.8 |
| Physical characteristics | 6 | 3.5 |
| Marital status (e.g., single, married, partnered) | 5 | 2.1 |
| Socioeconomic status | 5 | 2.1 |
| English language proficiency/accent | 1 | 0.4 |
| Learning disability/condition | 1 | 0.4 |
| Mental health/Psychological disability/condition | 1 | 0.4 |
| Military/Veteran status | 1 | 0.4 |
| Physical disability/condition | 1 | 0.4 |
| Immigrant status/Citizenship status | 0 | 0.0 |
| International status | 0 | 0.0 |
| Medical disability/condition | 0 | 0.0 |
| Participation in an organization/team | 0 | 0.0 |
| Pregnancy | 0 | 0.0 |
| Something not listed above | 55 | 23.2 |

Note Table includes answers from those respondents who indicated that they perceived discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 237).
Percentages do not sum to 100 due to multiple responses.

*Table B70.* **Using a scale of 1-5, please rate the overall climate at Marquette on the following dimensions: (Question 81)**

| Dimension | 1 n | % | 2 n | % | 3 n | % | 4 n | % | 5 n | % | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Friendly/Hostile | 1,334 | 31.2 | 1,985 | 46.5 | 722 | 16.9 | 198 | 4.6 | 31 | 0.7 | 2.0 | 0.9 |
| Improving/Regressing | 829 | 19.6 | 1,840 | 43.4 | 1,223 | 28.9 | 283 | 6.7 | 64 | 1.5 | 2.3 | 0.9 |
| Positive for persons with disabilities/Negative | 919 | 21.8 | 1,623 | 38.5 | 1,260 | 29.9 | 353 | 8.4 | 64 | 1.5 | 2.3 | 0.9 |
| Positive for people who identify as lesbian, gay, bisexual/Negative | 522 | 12.4 | 1,359 | 32.2 | 1,469 | 34.8 | 685 | 16.2 | 181 | 4.3 | 2.7 | 1.0 |
| Positive for people of Catholic faith/Negative | 2,729 | 64.2 | 1,044 | 24.6 | 322 | 7.6 | 96 | 2.3 | 59 | 1.4 | 1.5 | 0.8 |
| Positive for people of Christian faith/Negative | 1424 | 33.6 | 1,774 | 41.8 | 759 | 17.9 | 220 | 5.2 | 63 | 1.5 | 2.0 | 0.9 |
| Positive for people of other faith backgrounds faith/Negative | 813 | 19.2 | 1,432 | 33.9 | 1,279 | 30.3 | 538 | 12.7 | 164 | 3.9 | 2.5 | 1.1 |
| Positive for people of Color/Negative | 699 | 16.5 | 1,276 | 30.0 | 1,153 | 27.1 | 812 | 19.1 | 309 | 7.3 | 2.7 | 1.2 |
| Positive for men/Negative | 2,094 | 49.2 | 1,498 | 35.2 | 556 | 13.1 | 81 | 1.9 | 25 | 0.6 | 1.7 | 0.8 |
| Positive for women/Negative | 1,311 | 30.8 | 1,726 | 40.6 | 842 | 19.8 | 305 | 7.2 | 66 | 1.6 | 2.1 | 1.0 |
| Positive for non-native English speakers/Negative | 551 | 13.1 | 1,195 | 28.3 | 1,530 | 36.3 | 768 | 18.2 | 173 | 4.1 | 2.7 | 1.0 |
| Positive for people who are not U.S. Citizens/Negative | 635 | 15.1 | 1,254 | 29.8 | 1,589 | 37.8 | 579 | 13.8 | 149 | 3.5 | 2.6 | 1.0 |
| Welcoming/Not welcoming | 1,440 | 33.8 | 1,836 | 43.1 | 668 | 15.7 | 243 | 5.7 | 69 | 1.6 | 2.0 | 0.9 |
| Respectful/disrespectful | 1,238 | 29.2 | 1,841 | 43.4 | 757 | 17.8 | 329 | 7.8 | 78 | 1.8 | 2.1 | 1.0 |
| Positive for people of high socioeconomic status/Negative | 2,626 | 62.0 | 1,154 | 27.2 | 386 | 9.1 | 40 | 0.9 | 31 | 0.7 | 1.5 | 0.8 |
| Positive for people of low socioeconomic status/Negative | 497 | 11.7 | 911 | 21.5 | 1,172 | 27.7 | 1,167 | 27.6 | 483 | 11.4 | 3.1 | 1.2 |

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*Table B71.* **Using a scale of 1-5, please rate the overall climate on campus on the following dimensions: (Question 82)**

| Dimension | 1 | | 2 | | 3 | | 4 | | 5 | | Mean | Standard Deviation |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | | |
| Not racist/racist | 592 | 13.9 | 1,291 | 30.3 | 1,248 | 29.3 | 865 | 20.3 | 263 | 6.2 | **2.7** | **1.1** |
| Not sexist/sexist | 704 | 16.5 | 1,477 | 34.7 | 1,241 | 29.2 | 661 | 15.5 | 172 | 4.0 | **2.6** | **1.1** |
| Not homophobic/homophobic | 575 | 13.5 | 1,310 | 30.9 | 1,364 | 32.1 | 793 | 18.7 | 202 | 4.8 | **2.7** | **1.1** |
| Not age biased/age biased | 1,094 | 25.9 | 1,539 | 36.4 | 1,136 | 26.9 | 376 | 8.9 | 82 | 1.9 | **2.2** | **1.0** |
| Not classist (socioeconomic status)/classist | 477 | 11.3 | 1,033 | 24.5 | 1,155 | 27.4 | 1,112 | 26.4 | 442 | 10.5 | **3.0** | **1.2** |
| Not classist (position: faculty, staff, student)/ classist | 747 | 17.6 | 1,213 | 28.6 | 1,317 | 31.1 | 670 | 15.8 | 289 | 6.8 | **2.7** | **1.1** |
| Not ablest/ablest | 819 | 19.6 | 1,303 | 31.1 | 1,573 | 37.6 | 386 | 9.2 | 102 | 2.4 | **2.4** | **1.0** |

*Table B72. Students/Faculty Only:* **Please indicate the extent to which you agree that the classroom climate is welcoming for students based on each of the following factors. (Question 83)**

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| Age | 1,159 | 32.9 | 1,718 | 48.8 | 489 | 13.9 | 140 | 4.0 | 14 | 0.4 |
| English language proficiency/accent | 893 | 25.5 | 1,448 | 41.4 | 666 | 19.0 | 444 | 12.7 | 48 | 1.4 |
| Ethnicity | 728 | 20.8 | 1,559 | 44.5 | 673 | 19.2 | 461 | 13.2 | 82 | 2.3 |
| Gender/Gender Identity | 739 | 21.1 | 1,453 | 41.5 | 823 | 23.5 | 410 | 11.7 | 79 | 2.3 |
| Gender expression | 614 | 17.6 | 1,253 | 35.8 | 983 | 28.1 | 522 | 14.9 | 126 | 3.6 |
| Immigrant  status/Citizenship status | 658 | 18.8 | 1,328 | 38.0 | 1,051 | 30.1 | 386 | 11.1 | 68 | 1.9 |
| International status | 730 | 20.9 | 1,453 | 41.7 | 896 | 25.7 | 350 | 10.0 | 58 | 1.7 |
| Learning disability/condition | 756 | 21.7 | 1,459 | 41.9 | 934 | 26.8 | 297 | 8.5 | 34 | 1.0 |
| Major field of study | ,1039 | 29.8 | 1,444 | 41.5 | 648 | 18.6 | 302 | 8.7 | 48 | 1.4 |
| Medical disability/condition | 778 | 22.4 | 1,449 | 41.8 | 954 | 27.5 | 257 | 7.4 | 29 | 0.8 |
| Mental health/Psychological disability/condition | 659 | 18.9 | 1,292 | 37.1 | 1,084 | 31.1 | 390 | 11.2 | 57 | 1.6 |
| Military/veteran status | 1,155 | 33.2 | 1,382 | 39.7 | 852 | 24.5 | 74 | 2.1 | 16 | 0.5 |
| Parental status (i.e., having children, not having children) | 646 | 18.6 | 1,179 | 33.9 | 1,224 | 35.2 | 373 | 10.7 | 57 | 1.6 |
| Participation in a student organization | 1,369 | 39.3 | 1,460 | 41.9 | 559 | 16.0 | 82 | 2.4 | 15 | 0.4 |

| Table B72 (cont.) | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | n | % | n | % | n | % | n | % | n | % |
| Participation in an athletic team | 1,562 | 44.8 | 1,255 | 36.0 | 523 | 15.0 | 122 | 3.5 | 21 | 0.6 |
| Physical characteristics | 884 | 25.4 | 1,438 | 41.3 | 872 | 25.1 | 238 | 6.8 | 46 | 1.3 |
| Physical disability/condition | 734 | 21.1 | 1,424 | 41.0 | 997 | 28.7 | 283 | 8.1 | 35 | 1.0 |
| Philosophical views | 655 | 18.8 | 1,321 | 38.0 | 977 | 28.1 | 419 | 12.0 | 108 | 3.1 |
| Political views | 544 | 15.6 | 1,213 | 34.8 | 948 | 27.2 | 610 | 17.5 | 169 | 4.9 |
| Race identity | 649 | 18.7 | 1,271 | 36.6 | 884 | 25.4 | 518 | 14.9 | 155 | 4.5 |
| Religious/spiritual views | 713 | 20.5 | 1,357 | 39.0 | 846 | 24.3 | 439 | 12.6 | 126 | 3.6 |
| Sexual identity | 610 | 17.5 | 1,178 | 33.9 | 1,023 | 29.4 | 535 | 15.4 | 130 | 3.7 |
| Socioeconomic status | 567 | 16.3 | 1,148 | 33.0 | 904 | 26.0 | 654 | 18.8 | 208 | 6.0 |

Note: Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 ($n = 3,572$).

*Table B73. Students Only*: **Please indicate the extent to which you agree with each of the following statements: (Question 84)**

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| I feel valued by faculty in the classroom | 911 | 29.1 | 1,621 | 51.8 | 399 | 12.8 | 156 | 5.0 | 41 | 1.3 |
| I feel valued by other students in the classroom | 608 | 19.5 | 1,448 | 46.4 | 719 | 23.0 | 288 | 9.2 | 57 | 1.8 |
| I think Marquette faculty are genuinely concerned with my welfare | 936 | 30.0 | 1472 | 47.2 | 441 | 14.1 | 214 | 6.9 | 54 | 1.7 |
| I think that Marquette staff are genuinely concerned with my welfare | 906 | 29.1 | 1334 | 42.9 | 605 | 19.5 | 212 | 6.8 | 53 | 1.7 |
| I think that faculty pre-judge my abilities based on their perception of my identity/background | 326 | 10.5 | 759 | 24.4 | 834 | 26.8 | 944 | 30.3 | 249 | 8.0 |
| I believe that the campus climate encourages free and open discussion of difficult topics. | 468 | 15.0 | 1,152 | 36.9 | 679 | 21.8 | 575 | 18.4 | 244 | 7.8 |
| I have faculty whom I perceive as role models | 1,213 | 38.9 | 1,280 | 41.1 | 409 | 13.1 | 165 | 5.3 | 49 | 1.6 |
| I have staff whom I perceive as role models | 848 | 27.3 | 1,098 | 35.3 | 793 | 25.5 | 300 | 9.7 | 68 | 2.2 |
| I have advisers who provide me with career advice | 972 | 31.3 | 1,184 | 38.1 | 444 | 14.3 | 340 | 10.9 | 170 | 5.5 |
| I have advisers who provide me with advice on core class selection | 989 | 31.9 | 1,251 | 40.4 | 429 | 13.8 | 285 | 9.2 | 145 | 4.7 |
| Marquette University Student Government's voice is valued in campus dialogues | 265 | 8.5 | 643 | 20.7 | 1339 | 43.0 | 598 | 19.2 | 267 | 8.6 |
| The Graduate Student Organization's voice is valued in campus dialogues | 209 | 6.7 | 451 | 14.5 | 1723 | 55.6 | 459 | 14.8 | 259 | 8.4 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152).

*Table B74. Faculty Only*: **Please indicate the extent to which you agree with each of the following statements: (Question 85)**

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| I feel valued by faculty in my department | 117 | 28.1 | 186 | 44.7 | 46 | 11.1 | 47 | 11.3 | 20 | 4.8 |
| I feel valued by my department head/chair | 171 | 41.0 | 142 | 34.1 | 47 | 11.3 | 32 | 7.7 | 25 | 6.0 |
| I feel valued by students in the classroom | 153 | 37.1 | 185 | 44.9 | 49 | 11.9 | 22 | 5.3 | 3 | 0.7 |
| I think that Marquette senior administration is genuinely concerned with my welfare | 40 | 9.6 | 116 | 27.8 | 140 | 33.6 | 81 | 19.4 | 40 | 9.6 |
| I think that faculty in my department pre-judge my abilities based on their perception of my identity/background | 23 | 5.5 | 61 | 14.7 | 112 | 26.9 | 139 | 33.4 | 81 | 19.5 |
| I feel that my department chair/head pre-judges my abilities based on his/her perception of my identity/background | 15 | 3.6 | 47 | 11.4 | 102 | 24.8 | 141 | 34.3 | 106 | 25.8 |
| I believe that the campus climate encourages free and open discussion of difficult topics | 26 | 6.2 | 107 | 25.6 | 96 | 23.0 | 113 | 27.0 | 76 | 18.2 |
| I feel that my research is valued | 51 | 13.0 | 141 | 35.9 | 121 | 30.8 | 55 | 14.0 | 25 | 6.4 |
| I feel that my teaching is valued | 99 | 24.1 | 193 | 47.0 | 61 | 14.8 | 42 | 10.2 | 16 | 3.9 |
| I feel that my service contributions are valued | 70 | 17.0 | 174 | 42.2 | 81 | 13.6 | 56 | 13.6 | 31 | 7.5 |
| I feel that including diversity-related information in my teaching/pedagogy/research is valued. | 50 | 12.7 | 130 | 32.9 | 164 | 41.5 | 35 | 8.9 | 16 | 4.1 |

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 420).

*Table B75. Staff Only*: **Please indicate the extent to which you agree with the following statements: (Question 86)**

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| I feel valued by co-workers in my work unit | 247 | 34.6 | 324 | 45.4 | 89 | 12.5 | 45 | 6.3 | 9 | 1.3 |
| I feel valued by faculty in my work unit | 125 | 19.2 | 217 | 33.3 | 243 | 37.3 | 58 | 8.9 | 8 | 1.2 |
| I feel valued by my supervisor/manager | 250 | 35.3 | 279 | 39.4 | 89 | 12.6 | 59 | 8.3 | 32 | 4.5 |
| I think that Marquette senior administration is genuinely concerned with my welfare | 76 | 10.7 | 238 | 33.7 | 204 | 28.9 | 132 | 18.7 | 57 | 8.1 |
| I think co-workers in my work-unit pre-judge my abilities based on their perception of my identity/background | 36 | 5.1 | 121 | 17.1 | 201 | 28.4 | 248 | 35.0 | 102 | 14.4 |
| I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background | 37 | 5.3 | 94 | 13.4 | 182 | 25.9 | 257 | 36.5 | 134 | 19.0 |
| I believe that my work unit encourages free and open discussion of difficult topics | 91 | 12.8 | 243 | 34.2 | 168 | 23.7 | 136 | 19.2 | 72 | 10.1 |
| I feel that my skills are valued | 138 | 19.5 | 339 | 47.8 | 96 | 13.5 | 97 | 13.7 | 39 | 5.5 |

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 721).

*Table B76. Students/Faculty Only:* **Please indicate the extent to which you agree that you perceive tension in classroom discussions based on the following characteristics of participants. (Question 87)**

| | Strongly agree | | Agree | | Neither agree nor disagree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
| Age | 114 | 3.4 | 395 | 11.8 | 970 | 29.0 | 1,226 | 36.7 | 636 | 19.0 |
| English language proficiency/accent | 187 | 5.6 | 841 | 25.3 | 974 | 29.3 | 944 | 28.4 | 380 | 11.4 |
| Ethnicity | 267 | 8.1 | 903 | 27.2 | 884 | 26.7 | 899 | 27.1 | 363 | 10.9 |
| Gender/Gender Identity | 264 | 8.0 | 891 | 26.8 | 948 | 28.6 | 846 | 25.5 | 370 | 11.1 |
| Gender expression | 279 | 8.4 | 894 | 27.0 | 994 | 30.0 | 802 | 24.2 | 344 | 10.4 |
| Immigrant status/Citizenship status | 210 | 6.3 | 631 | 19.0 | 1,135 | 34.2 | 951 | 28.6 | 394 | 11.9 |
| International status | 155 | 4.7 | 599 | 18.1 | 1,123 | 33.9 | 1,013 | 30.6 | 422 | 12.7 |
| Learning disability/condition | 119 | 3.6 | 530 | 16.0 | 1,166 | 35.2 | 1,053 | 31.8 | 446 | 13.5 |
| Mental health/Psychological disability/condition | 148 | 4.5 | 608 | 18.4 | 1,142 | 34.5 | 996 | 30.1 | 417 | 12.6 |
| Medical disability/condition | 115 | 3.5 | 453 | 13.7 | 1,184 | 35.8 | 1,075 | 32.5 | 476 | 14.4 |
| Military/veteran status | 106 | 3.2 | 261 | 7.9 | 1,062 | 32.1 | 1,198 | 36.2 | 680 | 20.6 |
| Parental status | 111 | 3.4 | 476 | 14.4 | 1,206 | 36.4 | 1,031 | 31.2 | 485 | 14.7 |
| Participation in a student organization | 106 | 3.2 | 306 | 9.3 | 992 | 30.0 | 1,165 | 35.2 | 738 | 2.3 |
| Participation in an athletic team | 150 | 4.5 | 421 | 12.7 | 928 | 28.1 | 1,089 | 33.0 | 715 | 21.6 |
| Physical characteristics | 160 | 4.8 | 522 | 15.8 | 1,087 | 32.9 | 1,048 | 31.7 | 487 | 14.7 |
| Philosophical views | 279 | 8.4 | 913 | 27.6 | 957 | 28.9 | 824 | 24.9 | 337 | 10.2 |
| Political views | 458 | 13.8 | 1,109 | 33.5 | 793 | 24.0 | 664 | 20.1 | 287 | 8.7 |
| Race identity | 372 | 11.2 | 874 | 26.3 | 876 | 26.4 | 833 | 25.1 | 365 | 11.0 |
| Religious/spiritual views | 340 | 10.3 | 960 | 29.0 | 877 | 26.5 | 781 | 23.6 | 351 | 10.6 |
| Sexual identity | 324 | 9.8 | 885 | 26.7 | 975 | 29.4 | 767 | 23.2 | 360 | 10.9 |
| Socioeconomic status | 357 | 10.8 | 865 | 26.1 | 952 | 28.8 | 784 | 23.7 | 353 | 10.7 |

Note: Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,572).

*Table B77. Respondents with disabilities only:* **Within the past year, have you experienced a barrier in any of the following at Marquette? (Question 88)**

| | Yes | | No | | Not applicable | |
|---|---|---|---|---|---|---|
| | *n* | *%* | *n* | *%* | *n* | *%* |
| **Facilities** | | | | | | |
| Athletic Facilities | 21 | 6.7 | 137 | 43.9 | 154 | 49.4 |
| Classroom Buildings | 45 | 14.7 | 141 | 36.7 | 121 | 39.4 |
| Classrooms, labs | 33 | 10.8 | 147 | 48.0 | 126 | 41.2 |
| College housing | 28 | 9.2 | 123 | 40.6 | 152 | 50.2 |
| Computer labs | 11 | 3.6 | 148 | 48.7 | 145 | 47.7 |
| Dining facilities | 19 | 6.3 | 148 | 48.8 | 136 | 44.9 |
| Doors | 24 | 7.9 | 154 | 51.0 | 124 | 41.1 |
| Elevators/lifts | 32 | 10.6 | 148 | 49.0 | 122 | 40.4 |
| Emergency preparedness | 16 | 5.4 | 149 | 49.8 | 134 | 44.8 |
| Health & Wellness Center | 19 | 6.3 | 152 | 50.7 | 129 | 43.0 |
| Library | 17 | 5.7 | 163 | 54.3 | 120 | 40.0 |
| On campus transportation/Parking | 29 | 9.7 | 143 | 47.8 | 127 | 42.5 |
| Other campus buildings | 21 | 7.1 | 154 | 51.9 | 122 | 41.1 |
| Podium | 11 | 3.7 | 145 | 48.7 | 142 | 47.7 |
| Recreational facilities | 11 | 3.7 | 146 | 48.8 | 142 | 47.5 |
| Restrooms | 21 | 7.0 | 158 | 53.0 | 119 | 39.9 |
| Studios/Performing Arts Spaces | 7 | 2.4 | 140 | 47.3 | 149 | 50.3 |
| Walkways/pedestrian paths/crosswalks | 32 | 10.8 | 150 | 50.5 | 115 | 38.7 |
| **Technology/Online Environment** | | | | | | |
| Accessible electronic format | 23 | 7.8 | 147 | 50.2 | 123 | 42.0 |
| Alcohol.edu | 9 | 3.1 | 136 | 46.6 | 147 | 50.3 |
| ATM Machines | 6 | 2.1 | 148 | 51.2 | 135 | 46.7 |
| Availability of FM listening systems | 8 | 2.7 | 129 | 44.2 | 155 | 53.1 |
| Clickers | 9 | 3.1 | 124 | 42.6 | 158 | 54.3 |
| Course Management system | 16 | 5.5 | 144 | 49.5 | 131 | 45.0 |
| Closed captioning at athletic events | 5 | 1.7 | 128 | 44.3 | 156 | 54.0 |
| E-curriculum/curriculum software | 18 | 6.2 | 128 | 44.0 | 145 | 49.8 |
| Electronic forms | 14 | 4.8 | 149 | 51.6 | 126 | 43.6 |
| Electronic signage | 13 | 4.5 | 149 | 51.2 | 129 | 44.3 |

| Table B77 cont. | Yes | | No | | Not applicable | |
|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % |
| Electronic surveys (including this one) | 12 | 4.1 | 156 | 53.8 | 122 | 42.1 |
| Kiosks | 8 | 2.8 | 145 | 50.0 | 137 | 47.2 |
| Library database | 10 | 3.4 | 159 | 54.8 | 121 | 41.7 |
| PA system | 8 | 2.7 | 143 | 49.1 | 140 | 48.1 |
| Video | 14 | 4.9 | 149 | 51.7 | 125 | 43.4 |
| Website | 18 | 6.2 | 156 | 54.0 | 115 | 39.8 |
| **Instructional/Campus Materials** | | | | | | |
| Brochures | 8 | 2.8 | 162 | 56.6 | 116 | 40.6 |
| Food menus | 24 | 8.3 | 152 | 52.6 | 113 | 39.1 |
| Forms | 13 | 4.6 | 155 | 54.4 | 117 | 41.1 |
| Events/Exhibits/Movies | 16 | 5.6 | 152 | 53.0 | 119 | 41.5 |
| Journal articles | 11 | 3.8 | 160 | 55.7 | 116 | 40.4 |
| Library books | 11 | 3.8 | 158 | 55.1 | 118 | 41.1 |
| Other publications | 8 | 2.8 | 161 | 56.3 | 117 | 40.9 |
| Signage | 11 | 3.8 | 155 | 54.0 | 121 | 42.2 |
| Textbooks | 17 | 6.0 | 147 | 51.9 | 119 | 42.0 |
| Video-closed captioning and text description | 9 | 3.2 | 143 | 50.4 | 132 | 46.5 |

Note: Table includes answers from those respondents who indicated that they had a disability in Question 50 (*n* = 384).

*Table B78. Students Only:* **Please indicate the extent to which you agree that your courses at Marquette include materials, perspectives, and/or experiences of people based on each of the following characteristics. (Question 90)**

| | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|---|---|---|---|---|---|---|---|
| | *n* | % | *n* | % | *n* | % | *n* | % |
| Disability | 508 | 17.0 | 1,541 | 51.5 | 782 | 26.1 | 162 | 5.4 |
| Ethnicity | 550 | 18.4 | 1,677 | 56.0 | 590 | 19.7 | 179 | 6.0 |
| Gender/Gender identity | 478 | 16.0 | 1,479 | 49.4 | 791 | 26.4 | 245 | 8.2 |
| Immigrant/Citizen status | 438 | 14.7 | 1,548 | 51.8 | 808 | 27.0 | 195 | 6.5 |
| International status | 461 | 15.5 | 1,631 | 54.7 | 731 | 24.5 | 158 | 5.3 |
| Military/Veteran status | 565 | 19.0 | 1,642 | 55.1 | 659 | 22.1 | 114 | 3.8 |
| Philosophical views | 610 | 20.4 | 1,773 | 59.3 | 495 | 16.6 | 111 | 3.7 |
| Political views | 497 | 16.6 | 1,683 | 56.3 | 657 | 22.0 | 155 | 5.2 |
| Racial identity | 509 | 17.0 | 1,583 | 53.0 | 680 | 22.8 | 216 | 7.2 |
| Religious/Spiritual views | 600 | 20.1 | 1,585 | 53.0 | 619 | 20.7 | 186 | 6.2 |
| Sexual identity | 420 | 14.1 | 1,398 | 47.0 | 895 | 30.1 | 260 | 8.7 |
| Socioeconomic status | 454 | 15.2 | 1,479 | 49.6 | 791 | 26.5 | 256 | 8.6 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152).

*Table B79. 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 Marquette: (Question 91)**

| Institutional initiatives | Initiative Available at Marquette | | | | | | Initiative NOT available at Marquette | | | | | |
| | 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 | |
| | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Providing flexibility for computing the probationary period for tenure (e.g., family leave) | 221 | 65.0 | 42 | 12.4 | 6 | 1.8 | 56 | 16.5 | 11 | 3.2 | 4 | 1.2 |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | 88 | 26.2 | 54 | 16.1 | 12 | 3.6 | 112 | 33.3 | 54 | 16.1 | 16 | 4.8 |
| Providing diversity and equity training for faculty | 146 | 41.2 | 74 | 20.9 | 9 | 2.5 | 95 | 26.8 | 26 | 7.3 | 4 | 1.1 |
| Providing access to counseling for people who have experienced harassment | 266 | 74.1 | 38 | 10.6 | 1 | 0.3 | 48 | 13.4 | 6 | 1.7 | 0 | 0.0 |
| Providing mentorship for new faculty | 235 | 65.3 | 34 | 9.4 | 1 | 0.3 | 79 | 21.9 | 9 | 2.5 | 2 | 0.6 |
| Providing a clear process to resolve conflicts | 189 | 53.2 | 47 | 13.2 | 1 | 0.3 | 114 | 32.1 | 4 | 1.1 | 0 | 0.0 |
| Providing a fair process to resolve conflicts | 194 | 54.8 | 41 | 11.6 | 2 | 0.6 | 113 | 31.9 | 3 | 0.8 | 1 | 0.3 |
| Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 82 | 23.8 | 54 | 15.7 | 22 | 6.4 | 98 | 28.5 | 57 | 16.6 | 31 | 9.0 |
| Providing equity and diversity training to search, promotion & tenure committees | 114 | 32.8 | 54 | 15.5 | 16 | 4.6 | 117 | 33.6 | 32 | 9.2 | 15 | 4.3 |
| Providing career span development opportunities for faculty | 118 | 34.8 | 38 | 11.2 | 1 | 0.3 | 162 | 47.8 | 19 | 5.6 | 1 | 0.3 |

Note: Table includes answers from those respondents who indicated that they were Faculty -Tenure/Tenure Track in Question 1 (*n* = 420).

*Table B80. Staff only*: **Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at Marquette: (Question 93)**

| | Initiative Available at Marquette | | | | | | Initiative NOT available at Marquette | | | | | |
| | 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 | |
| Institutional initiatives | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Providing diversity and equity training for staff | 363 | 55.9 | 129 | 19.9 | 8 | 1.2 | 126 | 19.4 | 22 | 3.4 | 1 | 0.2 |
| Providing access to counseling for people who have experienced harassment | 487 | 75.4 | 66 | 10.2 | 5 | 0.8 | 79 | 12.2 | 7 | 1.1 | 2 | 0.3 |
| Providing mentorship for new staff | 296 | 45.2 | 52 | 7.9 | 1 | 0.2 | 282 | 43.1 | 21 | 3.2 | 3 | 0.5 |
| Providing a clear process to resolve conflicts | 366 | 56.5 | 69 | 10.6 | 8 | 1.2 | 195 | 30.1 | 10 | 1.5 | 0 | 0.0 |
| Providing a fair process to resolve conflicts | 368 | 57.6 | 70 | 11.0 | 11 | 1.7 | 181 | 28.3 | 7 | 1.1 | 2 | 0.3 |
| Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty | 248 | 39.1 | 117 | 18.4 | 28 | 4.4 | 175 | 27.6 | 55 | 8.7 | 12 | 1.9 |
| Providing career development opportunities for staff | 422 | 64.4 | 53 | 8.1 | 3 | 0.5 | 170 | 26.0 | 7 | 1.1 | 0 | 0.0 |

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 721).

*Table B81. 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 Marquette. (Question 95)**

| | Initiative Available at Marquette | | | | | | Initiative NOT available at Marquette | | | | | |
| | 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 | |
| Institutional initiatives | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % | *n* | % |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Providing diversity and equity training for students | 1,239 | 42.9 | 540 | 18.7 | 68 | 2.4 | 771 | 26.7 | 233 | 8.1 | 34 | 1.2 |
| Providing diversity and equity training for staff | 1,504 | 52.7 | 433 | 15.2 | 47 | 1.6 | 702 | 24.6 | 148 | 5.2 | 19 | 0.7 |
| Providing diversity and equity training for faculty | 1,489 | 52.5 | 423 | 14.9 | 51 | 1.8 | 702 | 24.8 | 150 | 5.3 | 20 | 0.7 |
| Providing a person to address student complaints of classroom inequality | 1,252 | 44.0 | 335 | 11.8 | 61 | 2.1 | 1,008 | 35.4 | 161 | 5.7 | 31 | 1.1 |
| Increasing opportunities for cross-cultural dialogue among students | 1,380 | 48.3 | 349 | 12.2 | 37 | 1.3 | 917 | 32.1 | 152 | 5.3 | 20 | 0.7 |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students | 1,306 | 45.9 | 327 | 11.5 | 30 | 1.1 | 1,030 | 36.2 | 138 | 4.8 | 15 | 0.5 |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | 1,312 | 46.2 | 366 | 12.9 | 67 | 2.4 | 926 | 32.6 | 128 | 4.5 | 42 | 1.5 |
| Providing effective faculty mentorship of students | 1,679 | 58.9 | 278 | 9.8 | 28 | 1.0 | 790 | 27.7 | 65 | 2.3 | 11 | 0.4 |
| Providing effective academic advisement | 1,919 | 67.2 | 308 | 10.8 | 35 | 1.2 | 551 | 19.3 | 37 | 1.3 | 7 | 0.2 |
| Providing diversity training for student staff | 1,488 | 52.5 | 454 | 16.0 | 50 | 1.8 | 656 | 23.1 | 174 | 6.1 | 14 | 0.5 |

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 3,152).

**Appendix C**

**Comment Analysis (Questions #97, #98, and #99)**

Among the 4,293 surveys submitted for the Marquette University climate assessment, 2,949 contained respondents' remarks to the open-ended questions throughout the survey. The follow-up questions that allowed respondents to provide more detail about their answers to a previous survey question were included in the body of the report. This section of the report summarizes the comments[1] submitted for the final three survey questions and provides examples of those remarks that were echoed by multiple respondents. If comments were related to previous open-ended questions, the comments were added to the relevant section of the report narrative and, therefore, are not reflected in this appendix.

**Experiences on Campus versus Those in the Surrounding Community**

One thousand seven hundred and eighty eight respondents provided written responses describing whether their experiences on campus are different from their experiences in the community surrounding campus. Three major themes are offered below, with supporting quotations highlighting how respondents felt about the community surrounding Marquette University's campus. A majority of the respondents noted that no difference existed between Marquette's campus and the surrounding community, while others believed that a difference was obvious based on crime/safety and the "Marquette bubble."

*No difference*. Two hundred and eight four respondents noted that no difference existed between Marquette University and the community surrounding campus. Although more than half of these respondents simply wrote "no," "no difference," or "none," numerous respondents provided additional detail to support their views that their "experiences on campus are the same as the surrounding community." One respondent wrote that "Marquette is too much a part of the surrounding community to ever really feel like you are on a college campus." Some noted that "they are not different just because I feel that

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[1]This report provides respondents' verbatim comments.

both are unsafe and not really good areas to deal with criminal crimes" and "it is relatively unsafe to be both on and off campus late at night given the frequent crime." However, one respondent wrote "even when I know I am straying from campus into some rough neighborhoods, I feel safe." Still other respondents agreed with the individual who wrote that "The community surrounding campus is just as segregated as Marquette is." Additional respondents noted that "The segregated community of Milwaukee is reflected in the microcosm that is Marquette University" and "the hostility for queer, people of color and women is the same at the university as well as in the greater Milwaukee community." Generally, these respondents felt that "the negative climate surrounding diversity at Marquette is the symptom of a greater problem."

*Yes – Concerns about crime/safety off campus.* Two hundred and fifty six respondents noted that "campus is clearly much safer than the surrounding community," and "off campus, it becomes seemingly dangerous, and almost as important, the students (friends) do not feel safe at all." One respondent wrote that "I avoid the community surrounding campus unless I am familiar with the location or I'm in a group of people. I do not feel safe walking outside of campus." Most of the self-identified Student respondents who commented on this topic agreed that they "feel safe on campus and downtown. I do not feel safe north, west, or south of campus." Certain Student respondents cited specific locations in the community with regards to their perceived safety. For example, one Student respondent wrote "I generally feel very unsafe with the surrounding community – particularly to the west of campus," and another discussed that "Campus is slightly safer than it is to the west." Generally, these Student respondents felt that "just west of Marquette feels less safe." Numerous Student respondents cited Marquette's crime reports, saying that they've "gotten numerous notifications of robberies" and "The amount of robberies in the police reports can be depressing." One Student respondent discussed that "I am afraid of the surrounding area on campus. I do not leave my apartment past dark because of all the negative DPS [Department of Public Safety] reports." Others mentioned the Department of Public Safety as well, noting that they "Feel safer on campus with presence of DPS" and "I feel safer on campus with DPS than in surrounding areas because I know MPD doesn't come too fast." One respondent wrote

that "Public Safety is awesome and being an urban campus it is far safer on MU campus than elsewhere in the community." Others wrote that "DPS's attempts to qualm our fears are comical" and one respondent described an incident that "involved gross negligence on the part of a DPS officer."

*Yes – Differences in race/class between campus and community.* Two hundred and eleven respondents discussed their experiences in Marquette and the surrounding community through their views of race and class diversity. Most respondents noted that "Experiences on campus differ significantly from those off campus because of the racial and economic disparities between the university and the surrounding areas." Regarding the differences between Marquette and the surrounding community, one respondent wrote that "Many who attend Marquette, including myself, are middle-class or upper-middle class. Those who live in the immediate surrounding community are of lower income status. In addition, I am a white male. Many of the folks in the immediate community surrounding me are of minority racial or ethnic background." Generally, these respondents noted that "Campus is composed of mostly upper-class, mostly white individuals, while the community surrounding campus is composed of low-income people of color." These respondents also wrote that "Marquette's demographic is not really representative of Milwaukee as a whole. This is a very white school, even though the city of Milwaukee has a large African American population." Generally, respondents noted that "The differences in both Race and Class between the campus and off-campus contexts is STARK." Many students of color "feel more comfortable off campus where there is more diversity" because "Campus experiences are polarized by whiteness. Going out into MKE you can have a much more inclusive, nurtured environment." One self-identified Student respondent wrote that "Outside campus normal people feel that I think I'm better than them because I go to college as a minority, and people on campus think I'm not good enough because of my race." Another described that "I feel more excluded on campus than I do when I am in the community surrounding campus. When I am on campus I feel that I have to prove myself more, and prove that I am actually a student more than I should have to." White Student respondents also discussed their experiences in the community with varying views, generally noting that "My race and upbringing is

different than those who live around campus." Some self-identified White Student respondents discussed that because of their racial identities, they "enjoy a privileged position and this makes it easier to achieve my goals" and "I have societal advantages that I don't even recognize." Others noted that "Because I am a white woman, I feel uncomfortable walking by myself after sundown." Often, race and socioeconomic status were discussed in tandem. One respondent commented that "race is not a problem so much as that in Milwaukee it tends to be coupled with economic status." In general, these respondents noted that "Due to the differences in race and socio-economic backgrounds of the Marquette and the Milwaukee community, there is certain apprehension from students to embrace cultural differences."

*Yes – Differences resulting from the "bubble."* One hundred and eighty-eight respondents wrote comments similar to that of the respondent who noted that "Marquette certainly feels like a bubble." Numerous respondents described that "Living in the Marquette bubble is quite different from interacting with people from outside the MU community" and "students on campus aren't being prepared to encounter and effectively coexist with the diverse community surrounding campus." These respondents seemed to feel that "students are trapped in the Marquette bubble and are not open to the community in which we are located." Other respondents noted that Marquette "is definitely a 'bubble' of mostly white, middle-to-upper class students" and that "In our little campus bubble we are all pretty much the same race and socioeconomically status." Respondents noted that "the campus demographics are so drastically different from the surrounding community" and "The demographics of the students in my classroom differ so much from the surrounding community – in terms of gender, ethnicity and socio-economic status—that it might as well be a homogeneous bubble on another planet." Several respondents described that "On campus you can just about feel the 'privilege' oozing off the students/faculty/staff…Yet the community is struggling hard" and "Students here are classist elitist racist suburban privileged people who do not understand anything outside of their bubble." One respondent wrote that "Marquette's campus is more exclusive. Some students live in their own bubble and don't care to learn more about issues that are surrounding them." Overall, numerous respondents noted that "the Marquette bubble

breeds ignorance of privilege and is a haven for the typical spoiled Marquette student."
Some respondents also discussed "the opportunities to burst this bubble" and have
"Marquette…more incorporated into the greater community." One self-identified Student
respondent wrote that "I make a concerted effort not to fall victim to the 'Marquette
bubble' and to explore the area around campus," and another commented that "I like to
take advantage of the service opportunities that lets [sic] me go out into the Milwaukee
community and learn more about what is going on outside of the campus bubble."

**Effectiveness in Cultivating a Climate of Spiritually Driven Social Justice in the
Jesuit Tradition**

One thousand eight hundred and eighty five respondents provided written responses
assessing Marquette's effectiveness in cultivating a climate of spiritually driven social
justice in the Jesuit tradition. The most common theme that emerged from the responses
was related to a positive assessment of cultivating a climate of social justice in the Jesuit
tradition; others believed that barriers related to other faith/spiritual traditions and
Catholic ideals existed. These themes are offered below, with supporting quotations
highlighting how these respondents viewed social justice at Marquette.

*Effective*. Four hundred sixty-six respondents wrote comments expressing the sentiment
that "Marquette is fantastic with social justice work" and Marquette "does an excellent
job promoting, teaching, and offering opportunities to learn and participate in the Jesuit
tradition." For those respondents who found Marquette to be an effective environment, an
overall sentiment existed that "social justice is intertwined into all aspects of life and
work as a campus community." These respondents noted that they "feel driven to social
justice" and that Marquette has "done well at cultivating the spirit of social justice." One
respondent wrote that "Marquette is effectively creating a positive climate based on Jesuit
tradition. Marquette provides a lot of resources for students who want to expand their
involvement in the realm of social justice." These respondents also noted that "there are
many opportunities to enhance or reflect on your spiritual life" and "It's one of the things
I love most about Marquette is that it draws people with some spiritual backing for
wanting to spread compassion." Still others wrote that "Our mission-driven philosophy is

easy to see in action" and "There is a strong sense of justice prevailing in the campus." Additional respondents described "…many service opportunities through volunteering, class, and service learning" and "…plenty of involvement activities and many people use them" to promote social justice. These respondents generally believed that "Marquette is very effective at creating a climate based on Jesuit beliefs. Service is a huge part of being a member of Marquette's community." One self-identified student wrote that he/she "joined a service group…partly because Marquette's mission encouraged me to do good for others." Another noted "…many opportunities to participate in social justice projects" and cited the "Hunger Task force" as one example of such opportunities.

Some respondents wrote that "Marquette does a great job of getting involved in the community with events that show their Jesuit tradition." These respondents described "Excellent outreach in the community to serve the underserved" and noted that "it is very good at Marquette and am very proud of our students and staff with all the service learning and other community projects in which they get involved." One respondent wrote that "Marquette does a good job of cultivating spiritually driven social justice in students and staff by providing opportunities to help the surrounding community and [by] providing resources for students to be involved outside of Marquette's community." Another wrote that "Marquette does a good job of encouraging students to help the community out and to strengthen their faith." Other respondents, however, noted that "it's great within the university, but I would love to see it spread to the surrounding community" and "I think that Marquette needs to channel this more into the surrounding area; there is so much to be done on a social justice scale which would cultivate the surrounding area of campus." Some of these respondents noted that promoting social justice in the Jesuit tradition on campus is effective but "Could be better. I feel like a lot of students on this campus don't even know what Jesuit is." One respondent wrote that "I think there is always room for development, but it is in a good place," and another noted "I love it, however, I wish more students would participate in it." Overall, these respondents felt that "Marquette does very well in promoting the Jesuit traditions, they just need to put these into action through initiatives."

*Faith/Spiritual traditions.* One hundred and sixty-six respondents commented on faith/spiritual traditions and Catholic ideals when describing Marquette's effectiveness in cultivating a climate of spiritually driven social justice in the Jesuit tradition. Numerous respondents noted that Marquette needs to "Be more aware of other religions" because the institution is "not inclusive to others of different religious affiliation or lack thereof." These respondents discussed that Marquette is "hostile towards non-Christians" and they "LOVE Marquette's mission to work for social justice…[but] wish the mission was not so entrenched in Catholic doctrine." In one respondent's words, "The problem comes from the general idea that there is a 'correct' spiritual orientation." However, numerous other respondents noted that "this university has become Catholic and Jesuit in its name alone" and "I don't want to see…the Catholic, Jesuit tradition 'watered down' or discounted in an effort to make others feel welcome." One such respondent wrote "Stop having Catholic students feel condemned for their CATHOLIC BELIEFS," and another noted that "As someone strong in my Catholic faith, I have been very disappointed with how little influence the Catholic church seems to have here." The general sentiment from these respondents was that "MU has divorced the idea of social justice from Catholicism, and as a result has embraced radical ideas…The Jesuit tradition has been secularized, and that is a shame." Still other respondents framed social justice outside of the lens of religion, noting instead that "I think it is more important to have good morals and do the right thing regardless of faith" and "Regardless of whether or not students are Catholic, a commitment to social justice is something students of all faiths can unite over."

*Don't know/doesn't apply.* In response to this question, seventy four respondents noted that they either don't know or that cultivating a climate of spiritually driven social justice in the Jesuit tradition does not apply to their experiences. In a general sense, these respondents "do not have an opinion either way," "do not know enough to provide feedback regarding this topic," or simply "don't care." These respondents noted that they are "not informed enough about the Jesuit tradition" and have "never really been told what a Jesuit i[s]." Some of these respondents wrote that "I have no religious affiliation so I can't really comment effectively on this issue" and "I'm not Catholic, so this isn't something I pay attention to." Other respondents wrote that "I know 'spiritually driven

social justice' is discussed quite a bit, but I don't what that has to do with Jesuits." Still others commented that "the term 'social justice' means *very* different things to different people" and "Social justice is hit or miss depending on how you define it." Generally, these respondents noted that "I'm still learning about Jesuits and trying to understand what 'social justice in the Jesuit tradition' means."

Some of these respondents indicated that because of their role in the university, they "do not have extensive familiarity with mission-driven programming and activities at Marquette." Numerous respondents wrote that this particular question "Doesn't really impact me as a graduate student," for example, because "this is something undergraduate students are more involved in." One respondent wrote that "As a first year graduate student, I actually do not have much of a sense of the climate at Marquette," and another commented that "At the graduate level, I don't detect much of a presence of the Jesuit tradition." Yet other respondents commented on their experiences in professional schools, commenting that "I don't see it in the dental school" and social justice education through the Jesuit tradition is "Not a focus of the law school at all." A general sense from these Graduate Student respondents was that "the university does a poor job of communicating this mission to students, in particular graduate students" and that no "avenue for graduate students to explore spiritually driven social justice in the Jesuit tradition" exists. Other respondents mentioned the lack of conversation about social justice in the Jesuit tradition because of their major. One self-identified Student respondent wrote that "As an engineer who hasn't taken many GE courses yet I haven't been able to get any sense of how the Jesuit tradition would affect a class"; another wrote that "Most of my classes are science classes – it's hard for me to get that tradition in my lectures." One respondent noted that social justice in the Jesuit tradition "Doesn't really apply to the College of Business Administration [because it] Feels more like a secular/public college," and anther commented that "Since I belong to the college of Health Sciences, I don't see a lot of the Jesuit tradition being woven into class." The general sense among these respondents was consistent with the comment from one respondent that "Social science majors and education majors practice the Jesuit tradition. All science and business majors probably couldn't tell you what social justice is."

**Additional Thoughts on Campus Climate**

Nine hundred and seventy one respondents provided written responses elaborating on their survey response, further describing their experiences, or offering additional insights about issues and the ways the university might be able to improve the climate. Two themes emerged from the responses: discrimination/oppression and more action. These themes are offered below, with supporting quotations highlighting how respondents felt about the climate at Marquette.

*Discrimination/Oppression.* One hundred and fourteen  respondents wrote comments expressing the sentiment that Marquette community members "need to work on finding ways of reducing the negative effect many of the marginalized groups (ethnic, poor, LGBT, etc) feel" because Marquette "is a university that values and promotes one kind of student. Straight, rich, white, male. Usually from the suburbs of Chicago." These respondents commented that "Marquette students don't have very diverse backgrounds and they are not very accepting of others…there are definitely microaggressions that affect minority students every day." Generally, these respondents noted that "I still encounter a ridiculous about of racism, ableism, classism, transphobia, islamophobia etc." Overall, problems related to discrimination and oppression "contribute to the inability of U to keep qualified and remarkable People of Color, Women, and LGBTQ-identified faculty, staff, and students."

Some of these respondents wrote about their own social identities in describing their experiences, namely through their sexual, gender, spiritual/faith, and racial identities. One respondent wrote that "I feel very uncomfortable being a gay student at Marquette," and another noted that "I feel very isolated as a LGBT student on this campus." Overall, these respondents believed that "Campus isn't welcoming of LGBTQ+ students or gender nonconforming students." Some of these respondents discussed their gender in relation to experiences of discrimination, noting that "I have encountered strongly sexist attitudes in my department that favor men" and "my largest issue is being harassed for being a woman." One respondent wrote that "I sometimes feel judged for being a woman in engineering," and another discussed that "the university does not address issues of sex, as

well as unwanted sexual attention in a respectful or transparent way." In general, these respondents described a pervasive "sexism and patronizing attitude." Regarding spiritual/faith identities, responses were split. Some of these respondents wrote that "we are losing our Catholic identity with more focus on inclusion of other faiths which is great, but we are still a Catholic institution and should be focused on the teachings of the Church." Others, however, noted that "MU has made good faith efforts in increasing diversity among faculty (and students). This is important and welcome, and more can and should be done in this regard."

Multiple sentiments were expressed consistent with the statements of the respondents who wrote that "Overt racial discrimination happens on our campus" and "Experiences of differential treatment for students of color are commonplace at Marquette…They are marginalized and experience discrimination on a weekly or even daily basis." One self-identified student wrote that "I just do not feel welcomed at all at Marquette as a Latina," and another wrote, "A very specific, serious problem is the way in which our public safety officers interact with African Americans, males in particular." Another respondent wrote that "It just seems every DPS report sent to students involved a suspect who is black." Overall, these respondents indicated that "the messages students receive about robberies, etc. perpetuates racism" and that "People of other ethnicities often feel uncomfortable here [because] Marquette is a very white dominant school." These respondents noted that Marquette must "Actually raise awareness of issues of diversity" and "stop shunning topics that make the privileged on this campus feel uncomfortable."

*More action.* Fifty-six respondents described a desire for Marquette administrators to enact change for a better campus climate. Some commented that "A survey will only give insight to the surface of the problems. To improve the climate, there needs to be more open-ended forums where we can elaborate on our issues and these issues need to be taken seriously." One respondent suggested that Marquette "form listening groups rather than relying primarily on surveys," and another recommended that the leadership "Have honest conversations and stop trying to sweep things under the rug." These respondents noted that they would "love to see more dialogue on campus" and that Marquette should

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"initiate an open discussion where faculty, students, and staff can sit and discuss these issues." Other respondents submitted specific suggestions, including "a 3rd party OMBUDS," "A clear process to evaluate all units on campus," "Mandatory diversity and equity training across the board," and "Provide more opportunities for cultural exchange/learning." These respondents also wrote that "I hope that the responses in this survey are taken seriously because Marquette needs some crucial change" and "I hope this survey brings to light campus climate issues and does not just touch on them and get blown over." One respondent wrote, "Senior administrators/deans/provost, etc. need to take a look at how THEY are treating others within the College." Generally, these respondents requested "the concerns being addressed in this survey to be discussed among Marquette's President, VP and board" and urged Marquette administrators to "Don't say…do. Demonstrate that Marquette is an inclusive and supporting community by demonstrating that ALL people are welcome and supported." In the words of one respondent, "The climate around campus is something that cannot be changed within a day or even a year…We have to be genuine in our actions and deeds."

# *Marquette University*

## *Assessment of Climate for Learning, Living and Working*
(Administered by Rankin & Associates, Consulting)

This survey is accessible in alternative formats.

For more information, please contact:

Office of Disability Services
707 Building, Room 503
(414)288-1645
ods@marquette.edu

### Purpose

You are invited to participate in a survey of students, faculty, and staff regarding the climate at Marquette University. 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 Marquette University and provide us with specific information about how the environment for learning, living and working at Marquette University 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 15 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 contact any of the following.

**Confidential Resources On- and Off-Campus**

#### Student-only

The Counseling Center provides individual counseling on campus and can be reached at 414-288-7172. Experienced mental health professionals staff the center from 8:00 a.m. to 4:30 p.m. and are also available on-call. Therapists provide both one-on-one and group counseling. All services are confidential.

Medical professionals at Marquette University Medical Clinic can assist you with medical options, including evaluation and treatment for injuries and STIs as well as pregnancy testing. All medical services are confidential. Marquette University Medical Clinic can be reached at 414-288-7184.

#### Faculty/Staff only

• The Employee Assistance Program (EAP) is a benefit for all Marquette University employees, spouses and dependents and provides work-life services, short-term counseling, referrals and resource identification. For details, visit http://www.marquette.edu/hr/EmployeeAssistancePrograms.shtml. For online resources, you may visit the Aurora EAP website [username: Marquette]. You may call the Aurora EAP at 1-800-236-3231 from 8:00 a.m. to 5:00 p.m., Monday through Friday, to schedule an appointment or work-life services. If you need to speak with a counselor, please call the EAP directly for 24/7 assistance.

- The Sexual Assault Treatment Center (SATC) at Aurora Sinai Medical Center is open 24 hours a day. Staff can address all issues, including crisis counseling, injuries, STI testing and treatment, pregnancy and gathering physical evidence. The center also provides referrals for further care. All services at SATC are confidential. SATC can be reached at 414-219-5555.

- The Healing Center offers sexual abuse survivors and their loved ones opportunities for healing by providing support, counseling, advocacy and community education. All services are confidential. The Healing Center can be reached at 414-671-HEAL (414-671-4325).

- Sojourner Family Peace Center provides a 24-hour domestic violence hotline and legal emergency assistance. All services are confidential. The center can be reached at 414-276-1911.

- The Milwaukee LGBT Community Center is a home to the LGBT population of metro Milwaukee, providing culturally sensitive and competent educational, social, and health and wellness services that meet the needs of LGBT youth, adults and their allies. A mental health clinic offers certified outpatient mental health care in a confidential setting. The center can be reached at 414-271-2656.

- The National Suicide Prevention Lifeline is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. The hotline can be accessed at 1-800-273-TALK (8255).

**Other Campus Resources (non-confidential**)
Staff at the following offices will assist you in filing a report with the Department of Public Safety (and are required by law to do so).

**Student-only**

- Campus Ministry provides spiritual support and counseling and can be reached at 414-288-6873. Campus ministers are available to meet with students and provide support.

- A victim advocate can be reached at 414-288-5244. The advocate can provide information about campus and community resources and support you through each step of the process.

- Public Safety officers are available 24/7 and can provide assistance if you are fearful for your safety. They are located in the 16th Street Parking Structure and can be reached at 414-288-6800.

- Staff at the Gender and Sexuality Resource Center can provide you with additional information regarding support. The center is located in the Alumni Memorial Union, Room 425, and can be reached at 414-288-4975.

- Marquette's Title IX Coordinator and Deputy Title IX Coordinators, as listed below, are responsible for ensuring compliance with Title IX standards. These responsibilities include preventing sexual misconduct through education and training as well as overseeing grievance protocol. For details on Title IX, visit titleix@marquette.edu

    o Title IX Coordinator: Marya Leatherwood (414) 288-4255

    o Title IX Deputy-Students: Christopher Daood, Ph.D., (414) 288-1742

    o Title IX Deputy-Faculty: William Welburn, Ph.D., (414) 288-8028

    o Title IX Deputy-Staff: Lynn Mellantine, (414) 288-3430

    o Title IX Deputy-Athletics: Sarah Bobert, (414) 288-5253

**Other Resources**

- Not Alone (An official website of the U.S. Government)

- Office for Civil Rights

<u>**Benefits**</u>

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 Marquette University 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 insured. 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:

Susan R. Rankin, Ph.D.
Principal & Senior Research Associate
Rankin & Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

William Welburn
Associate Provost for Diversity and Inclusion - Office of the Provost
william.welburn@marquette.edu

Cheryl Maranto
Chair/Associate Professor – Management
cheryl.maranto@marquette.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR IF YOU DO NOT HAVE PRINT 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.

## Survey Terms and Definitions

Following is a list of terms that will be used in the survey. The definitions will be hyperlinked to the terms where they appear throughout the survey.

***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:*** Refers to the assigning (naming) of the biological sex of a baby at birth.

***Bullied:*** Unwanted offensive and malicious behavior that undermines, patronizes, intimidates or demeans the recipient or target.

***Classist:*** A bias 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.

***Cronyism:*** The appointment of friends and associates to positions of authority, without proper regard to their qualifications.

***Disability:*** A physical or mental impairment that limits one or more major life activities.

***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 privileges 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.

***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 Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: 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).

***Gender Identity:*** A person's inner sense of being man, woman, both or neither. The internal 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:*** Harassment is unwelcomed behavior that demeans, threatens or offends another person or group of people and results in a hostile environment for the targeted person/group.

***Homophobia:*** The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment and acts of violence brought on by fear and hatred.

***Intersex:*** A general term used for 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.

***Nepotism:*** The unfair practice by a powerful person of giving jobs and other favors to relatives and/or friends.

***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:_** A person who is fluid in sexual orientation and/or gender or sex identity.

**_Position:_** The status one holds by virtue of her/his position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

**_Queer:_** An umbrella term for LGBT people that advocates breaking binary thinking and seeing both sexual orientation and gender identity as potentially fluid.

**_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:_** Term that refers to the sex of the 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.

**_Stalking:_** An unwanted pursuit that causes the victim to fear for his or her safety. It can occur during or after a relationship or in the absence of a relationship and usually involves conduct that serves to harass, intimidate and frighten.

**_Transgender:_** An umbrella term referring to those whose gender identity or gender expression (previously defined) is different from that traditionally associated with their sex assigned at birth (previously defined)].

**_Unwanted Sexual Contact:_** Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape and sexual assault with an object.

## 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.

**The survey will take between 15 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 Marquette University?
- ○ Undergraduate student
  - ○ Started at Marquette University as a first-year student
  - ○ Transferred from another institution
  - ○ Non-degree seeking
- ○ Graduate student
  - ○ Certificate-seeking
  - ○ Non-degree/non-certificate seeking
  - ○ Master's degree student (e.g., M.S., M.A., M.B.A., M.P.T.)
  - ○ Doctoral degree student (e.g., Ph.D.)
  - ○ Professional degree student (e.g., D.D.S., J.D., D.P.T, D.N.P.)
- ○ Faculty
  - ○ Tenure track [Goto question Q1ten]
    - ○ Assistant professor
    - ○ Associate professor
    - ○ Professor
  - ○ Participating/non-tenure track
    - ○ Adjunct/clinical/artistic assistant professor
    - ○ Adjunct/clinical/artistic associate professor
    - ○ Adjunct/clinical/artistic professor
    - ○ Clinical/lab supervisor
    - ○ Instructor/lecturer
    - ○ Librarian
    - ○ Post-doctoral fellow
    - ○ Research faculty/research associate
    - ○ Visiting faculty/resident scholar
- ○ Staff/Administration
  - ○ Non-Exempt (hourly)
  - ○ Exempt (salary)
  - ○ Senior administration (e.g., president, provost, dean, vice provost, vice president)

2. Are you full-time or part-time in that **primary** status?
- ○ Full-time
- ○ Part-time

# Part 1: Personal Experiences

***When responding to the following questions, think about your experiences <u>during the past year</u>.***

3. Overall, how comfortable are you with the climate at Marquette?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

4. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/work unit?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

5. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes?
   - ○ Very comfortable
   - ○ Comfortable
   - ○ Neither comfortable nor uncomfortable
   - ○ Uncomfortable
   - ○ Very uncomfortable

6. Have you ever seriously considered leaving Marquette?
   - ○ No [**Skip to Question 11]**
   - ○ Yes

7. **Students only:** When did you seriously consider leaving Marquette**? (Mark all that apply)**
   - ❑ 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

8. **Students only:** Why did you seriously consider leaving Marquette? **(Mark all that apply)**
   - ❑ Climate was not welcoming
   - ❑ Coursework was too difficult
   - ❑ Didn't like major
   - ❑ Didn't meet the selection criteria for a major
   - ❑ Financial reasons
   - ❑ Homesick
   - ❑ Lack of a sense of belonging
   - ❑ Lack of support group
   - ❑ My marital/relationship status
   - ❑ Personal reasons (medical, mental health, family emergencies, etc.)
   - ❑ A reason not listed above (please specify) _____

9. **Faculty/Staff only:** Why did you seriously consider leaving Marquette**? (Mark all that apply)**
  - ❑ Campus climate was unwelcoming
  - ❑ Family responsibilities
  - ❑ Financial reasons (salary, resources, etc.)
  - ❑ 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
  - ❑ Offered position in government or industry
  - ❑ Personal reasons (medical, mental health, family emergencies, etc.)
  - ❑ Recruited or offered a position at another institution
  - ❑ Relocation
  - ❑ 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) _____

10. We are interested in hearing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

11. **Student only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Marquette.

| | 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 Marquette. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I am satisfied with the extent of my intellectual development since enrolling at Marquette. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I have performed academically as well as I anticipated I would. | ❍ | ❍ | ❍ | ❍ | ❍ |
| My academic experience has had a positive influence on my intellectual growth and interest in ideas. | ❍ | ❍ | ❍ | ❍ | ❍ |
| My interest in ideas and intellectual matters has increased since coming to Marquette. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I intend to graduate from Marquette. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I am considering transferring to another institution for academic reasons. | ❍ | ❍ | ❍ | ❍ | ❍ |

12. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassed) that has interfered with your ability to work or learn at Marquette?

- ○ No **[Skip to Question 19]**
- ○ Yes

13. What do you believe was the basis of the conduct? (**Mark all that apply**)

- ❑ Academic performance
- ❑ Age
- ❑ Educational credentials (M.S., Ph.D., etc.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/Gender identity
- ❑ Gender expression
- ❑ Immigrant/Citizen status
- ❑ International status
- ❑ Learning disability/condition
- ❑ Living arrangement
- ❑ 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) _____

14. How did you experience the conduct? (**Mark all that apply**)
- ❑ I was ignored or excluded.
- ❑ I was intimidated/bullied.
- ❑ I was isolated or left out.
- ❑ I was disrespected.
- ❑ I observed others staring at me.
- ❑ I was singled out as the spokesperson for my identity group.
- ❑ 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 feared getting a poor grade because of a hostile classroom environment.
- ❑ I received a low performance evaluation.
- ❑ I was the target of workplace incivility.
- ❑ I was the target of racial/ethnic profiling.
- ❑ I was the target of stalking.
- ❑ I was the target of unwanted sexual contact.
- ❑ I received derogatory written comments.
- ❑ I received derogatory phone calls/text messages/email.
- ❑ I received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.).
- ❑ I was the target of derogatory verbal remarks.
- ❑ I was the target of retaliation.
- ❑ I received threats of physical violence.
- ❑ I was the target of graffiti/vandalism.
- ❑ I feared for my physical safety.
- ❑ I feared for my family's safety.
- ❑ I was the target of physical violence.
- ❑ An experience not listed above (please specify) _____

15. Where did the conduct occur? **(Mark all that apply)**
- ❑ At a Marquette event
- ❑ At a religious event sponsored by Marquette
- ❑ In a class/lab/clinical setting
- ❑ In a Marquette health care setting (e.g., MU Medical Clinic, MU Counseling Center)
- ❑ In a Marquette dining facility
- ❑ In a Marquette administrative office
- ❑ In an experiential learning environment (e.g., internship, service learning, cross-cultural experiences, RA training, study abroad)
- ❑ In a Marquette system (e.g., conduct system, grievance procedure)
- ❑ In a faculty office
- ❑ In a public space at Marquette
- ❑ In another Marquette location (e.g., Annex, Union Station, Spirit Shop)
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In the Raynor and Memorial Libraries
- ❑ In athletic facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ In a public safety alert
- ❑ Off campus
- ❑ On social networking sites/Facebook/Twitter
- ❑ In Marquette media (e.g., website, *Marquette Tribune*, marketing/promotional materials, university-wide emails)
- ❑ On Marquette transportation (e.g., LIMO)
- ❑ While working at a Marquette job
- ❑ While walking on campus
- ❑ A location not listed above (please specify) _____

16. Who/What was the source of this conduct? **(Mark all that apply)**
- ❏ Academic adviser
- ❏ Alumni
- ❏ Athletic coach/trainer
- ❏ Marquette media (posters, brochures, flyers, handouts, websites, etc.)
- ❏ Marquette Public Safety
- ❏ Co-worker
- ❏ Department chair /head/director
- ❏ Donor
- ❏ Faculty member
- ❏ Friend
- ❏ Health/Counseling services
- ❏ Off-campus community member
- ❏ Outside facilitator (e.g., career mentor, internship supervisor)
- ❏ Required online training (e.g., Title IX, Alcohol EDU)
- ❏ Person whom I supervise
- ❏ Senior administration (e.g., president, provost, dean, vice provost, vice president)
- ❏ Social networking site (e.g., Facebook, Twitter)
- ❏ Staff member
- ❏ Stranger
- ❏ Student
- ❏ Student employee (e.g., resident sssistant, peer mentor, work-study)
- ❏ Supervisor
- ❏ Teaching assistant/Graduate assistant/Lab assistant/Tutor
- ❏ Don't know source
- ❏ A source not listed above (please specify) _____

17. What was your response to experiencing the conduct? **(Mark all that apply)**
- ❏ I felt uncomfortable.
- ❏ I felt embarrassed.
- ❏ I felt somehow responsible.
- ❏ I ignored it.
- ❏ I was afraid.
- ❏ I was angry.
- ❏ I contacted Marquette Public Safety.
- ❏ I contacted Milwaukee Police Department.
- ❏ I sought support from off-campus hotline/advocacy services.
- ❏ I sought support from a Marquette resource (e.g., Ombuds Office, Counseling Center).
- ❏ I confronted the harasser at the time.
- ❏ I confronted the harasser later.
- ❏ I avoided the harasser.
- ❏ I told a friend.
- ❏ I told a family member.
- ❏ I sought support from a staff person.
- ❏ I sought support from a teaching assistant/graduate assistant.
- ❏ I sought support from senior administration (e.g., president, provost, dean, vice provost, vice president).
- ❏ I sought support from a faculty member.
- ❏ I sought support from a spiritual adviser (e.g., pastor, rabbi, priest, layperson).
- ❏ I sought support from student staff (e.g., residence hall staff, peer mentor).
- ❏ I sought information online.
- ❏ I didn't know whom to go to.
- ❏ I reported it to a Marquette employee/official (e.g., Human Resources, Title IX Coordinator).
- ❏ I reported it to my union representative.
- ❏ I didn't report it for fear that my complaint would not be taken seriously.
- ❏ I did report it, but I did not feel the complaint was taken seriously.
- ❏ A response not listed above (please specify) _____

18. We are interested in hearing more about your experience. If you would like to elaborate on your personal 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:*

**Confidential Resources On- and Off-Campus**

**Student-only**

The Counseling Center provides individual counseling on campus and can be reached at 414-288-7172. Experienced mental health professionals staff the center from 8:00 a.m. to 4:30 p.m. and are also available on-call. Therapists provide both one-on-one and group counseling. All services are confidential.

Medical professionals at Marquette University Medical Clinic can assist you with medical options, including evaluation and treatment for injuries and STIs as well as pregnancy testing. All medical services are confidential. Marquette University Medical Clinic can be reached at 414-288-7184.

**Faculty/Staff only**

• The Employee Assistance Program (EAP) is a benefit for all Marquette University employees, spouses and dependents and provides work-life services, short-term counseling, referrals and resource identification. For details, visit http://www.marquette.edu/hr/EmployeeAssistancePrograms.shtml. For online resources, you may visit the Aurora EAP website [username: Marquette]. You may call the Aurora EAP at 1-800-236-3231 from 8:00 a.m. to 5:00 p.m., Monday through Friday, to schedule an appointment or work-life services. If you need to speak with a counselor, please call the EAP directly for 24/7 assistance.

• The Sexual Assault Treatment Center (SATC) at Aurora Sinai Medical Center is open 24 hours a day. Staff can address all issues, including crisis counseling, injuries, STI testing and treatment, pregnancy and gathering physical evidence. The center also provides referrals for further care. All services at SATC are confidential. SATC can be reached at 414-219-5555.

• The Healing Center offers sexual abuse survivors and their loved ones opportunities for healing by providing support, counseling, advocacy and community education. All services are confidential. The Healing Center can be reached at 414-671-HEAL (414-671-4325).

• Sojourner Family Peace Center provides a 24-hour domestic violence hotline and legal emergency assistance. All services are confidential. The center can be reached at 414-276-1911.

• The Milwaukee LGBT Community Center is a home to the LGBT population of metro Milwaukee, providing culturally sensitive and competent educational, social, and health and wellness services that meet the needs of LGBT youth, adults and their allies. A mental health clinic offers certified outpatient mental health care in a confidential setting. The center can be reached at 414-271-2656.

• The National Suicide Prevention Lifeline is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. The hotline can be accessed at 1-800-273-TALK (8255).

**Other Campus Resources (non-confidential)**
Staff at the following offices will assist you in filing a report with the Department of Public Safety (and are required by law to do so).

**Student-only**

- Campus Ministry provides spiritual support and counseling and can be reached at 414-288-6873. Campus ministers are available to meet with students and provide support.

- A victim advocate can be reached at 414-288-5244. The advocate can provide information about campus and community resources and support you through each step of the process.

- Public Safety officers are available 24/7 and can provide assistance if you are fearful for your safety. They are located in the 16th Street Parking Structure and can be reached at 414-288-6800.

- Staff at the Gender and Sexuality Resource Center can provide you with additional information regarding support. The center is located in the Alumni Memorial Union, Room 425, and can be reached at 414-288-4975.

- Marquette's Title IX Coordinator and Deputy Title IX Coordinators, as listed below, are responsible for ensuring compliance with Title IX standards. These responsibilities include preventing sexual misconduct through education and training as well as overseeing grievance protocol. For details on Title IX, visit titleix@marquette.edu

    o Title IX Coordinator: Marya Leatherwood (414) 288-4255

    o Title IX Deputy-Students: Christopher Daood, Ph.D., (414) 288-1742

    o Title IX Deputy-Faculty: William Welburn, Ph.D., (414) 288-8028

    o Title IX Deputy-Staff: Lynn Mellantine, (414) 288-3430

    o Title IX Deputy-Athletics: Sarah Bobert, (414) 288-5253

**Other Resources**

- Not Alone (An official website of the U.S. Government)

- Office for Civil Rights

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any experiences you have had with unwanted physical sexual contact. If you have experienced this conduct, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from campus or community resources (http://www.marquette.edu/sexual-misconduct/).

19. While a member of the Marquette community, have you experienced unwanted sexual contact (including sexual assault, sexual assault with an object, forcible fondling, forcible rape, use of drugs to incapacitate, forcible sodomy or gang rape)?
- ○ No **[Skip to Question 27]**
- ○ Yes

20. When did the unwanted sexual contact occur?
- ○ Within the last year
- ○ 2-4 years ago
- ○ 5-10 years ago
- ○ 11-20 years ago
- ○ More than 20 years ago

21. **Students only:** What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**
- ❑ First
- ❑ Second
- ❑ Third
- ❑ Fourth
- ❑ Fifth
- ❑ Sixth
- ❑ Seventh
- ❑ Eighth
- ❑ After eighth semester

22. Who did this to you? **(Mark all that apply)**
- ❑ Acquaintance/Friend
- ❑ Family member
- ❑ MU faculty
- ❑ MU staff
- ❑ Stranger
- ❑ MU student
- ❑ A person not listed above (please specify) _____

23. Where did the incident(s) occur? **(Mark all that apply)**
- ❑ Off campus (please specify location) _____
- ❑ On campus (please specify location) _____

24. What was your response to experiencing the incident(s)? **(Mark all that apply)**
- ❑ I did nothing.
- ❑ I felt uncomfortable.
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I ignored it.
- ❑ I was afraid.
- ❑ I was angry.
- ❑ It didn't affect me at the time.
- ❑ I left the situation immediately.
- ❑ I sought support from off-campus hotline/advocacy services/therapist.
- ❑ I sought support from a campus resource.
  - ❑ MU Counseling Center
  - ❑ Victim's advocate
  - ❑ Gender and Sexuality Resource Center
  - ❑ Employee Assistance Program
- ❑ I told a family member.
- ❑ I contacted a local law enforcement official.
- ❑ I sought support from a staff person.
- ❑ I sought support from a teaching assistant/graduate assistant.
- ❑ I sought support from an administrator.
- ❑ I sought support from a faculty member.
- ❑ I sought support from a spiritual adviser (e.g., pastor, rabbi, priest, layperson).
- ❑ I sought support from student staff (e.g., resident assistant, peer mentor).
- ❑ I sought support from my union representative.
- ❑ I sought information online.
- ❑ I didn't know whom to go to.
- ❑ I didn't know what to do.
- ❑ I made an official complaint to a campus employee/official.
- ❑ A response not listed above (please specify) _____

25. If you did not report the unwanted sexual contact to a campus official or staff member, please explain why you did not.

26. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

***If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact:***

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    o Title IX Deputy-Staff: Lynn Mellantine, (414) 288-3430

    o Title IX Deputy-Athletics: Sarah Bobert, (414) 288-5253

**Other Resources**

- Not Alone (An official website of the U.S. Government)

- Office for Civil Rights

# Part 2: Work-Life and Wellness

27. **Faculty/Staff only:** Please indicate the extent to which you agree with each of the following statements as a faculty/staff member.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision. | ❍ | ❍ | ❍ | ❍ |
| My colleagues/co-workers expect me to represent "the point of view" of my identity (e.g., ability, ethnicity, gender identity, racial identity, religion, sexual identity). | ❍ | ❍ | ❍ | ❍ |
| I believe that the process for determining salaries is clear. | ❍ | ❍ | ❍ | ❍ |
| I am comfortable taking leave that I am entitled to without fear that it may affect my job/career. | ❍ | ❍ | ❍ | ❍ |
| I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition. | ❍ | ❍ | ❍ | ❍ |
| I feel that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, perform off-hour work, work weekends). | ❍ | ❍ | ❍ | ❍ |
| I feel that Marquette supports employees to balance work-life needs, such as childcare and elder care. | ❍ | ❍ | ❍ | ❍ |
| I have supervisors who give me job/career advice or guidance when I need it. | ❍ | ❍ | ❍ | ❍ |
| I have colleagues/co-workers who give me job/career advice or guidance when I need it. | ❍ | ❍ | ❍ | ❍ |
| I feel that I have adequate support (administrative staff, resources, etc.) to complete my assigned duties. | ❍ | ❍ | ❍ | ❍ |
| I find that my work unit/department is supportive of participation in service/spiritual opportunities that Marquette supports (e.g., community service, Faber Center activities). | ❍ | ❍ | ❍ | ❍ |
| I find that Marquette is supportive of taking leave (e.g., FMLA, vacation, sick days). | ❍ | ❍ | ❍ | ❍ |
| I believe the parental leave policy is clear and easy to understand. | ❍ | ❍ | ❍ | ❍ |
| I believe the parental leave policy is applied consistently across individuals. | ❍ | ❍ | ❍ | ❍ |
| I believe the parental leave policy is applied consistently across departments. | ❍ | ❍ | ❍ | ❍ |
| I have used Marquette policies for active military service duties. | ❍ | ❍ | ❍ | ❍ |

28. **Faculty/Staff only:** We are interested in hearing more about your experience. If you would like to elaborate on the statements in the previous question, please do so here.

29. **Faculty only:** Please indicate the extent to which you agree with each of the following statements as a faculty member.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| I believe that the tenure/promotion/renewal process is clear. | ❍ | ❍ | ❍ | ❍ |
| I believe that the tenure/promotion/renewal standards are reasonable. | ❍ | ❍ | ❍ | ❍ |
| I believe the tenure standards/promotion standards are applied equally to all faculty. | ❍ | ❍ | ❍ | ❍ |
| I feel pressured to change my research agenda to achieve tenure/promotion/renewal. | ❍ | ❍ | ❍ | ❍ |
| I feel pressured to change my teaching pedagogy to achieve tenure/promotion/renewal. | ❍ | ❍ | ❍ | ❍ |
| I feel that my service contributions are important to tenure/promotion/renewal. | ❍ | ❍ | ❍ | ❍ |
| I believe that my colleagues include me in opportunities that will help my career as much as they include others in my position. | ❍ | ❍ | ❍ | ❍ |
| I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations. | ❍ | ❍ | ❍ | ❍ |
| I perform more work to help students beyond those of my colleagues with similar performance expectations (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support). | ❍ | ❍ | ❍ | ❍ |
| I believe that the Academic Senate has an authentic impact on university governance. | ❍ | ❍ | ❍ | ❍ |
| I have used Marquette policies for modified instructional duties. | ❍ | ❍ | ❍ | ❍ |
| I have used Marquette policies for delay of the tenure-clock. | ❍ | ❍ | ❍ | ❍ |
| In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure. | ❍ | ❍ | ❍ | ❍ |
| I find that Marquette is supportive of faculty taking sabbatical/faculty enhancement leave. | ❍ | ❍ | ❍ | ❍ |
| Marquette provides me with resources to pursue professional development opportunities. | ❍ | ❍ | ❍ | ❍ |
| My dean/department head provides ongoing feedback to help me improve my performance. | ❍ | ❍ | ❍ | ❍ |
| I believe that the person to whom I report is appropriately trained as a supervisor. | ❍ | ❍ | ❍ | ❍ |

30. **Faculty only:** We are interested in hearing more about your experience. If you would like to elaborate on the statements in the previous question, please do so here.

31. **Staff only:** Please indicate the extent to which you agree with each of the following statements as a faculty/staff member.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| I find that my supervisor is supportive of flexible work schedules. | ❍ | ❍ | ❍ | ❍ |
| My supervisor provides me with resources to pursue professional development opportunities. | ❍ | ❍ | ❍ | ❍ |
| Marquette provides me with resources to pursue professional development opportunities. | ❍ | ❍ | ❍ | ❍ |
| My supervisor provides ongoing feedback to help me improve my performance. | ❍ | ❍ | ❍ | ❍ |
| I am able to complete my assigned duties during regular scheduled hours. | ❍ | ❍ | ❍ | ❍ |
| I believe that the person to whom I report is appropriately trained as a supervisor. | ❍ | ❍ | ❍ | ❍ |
| I believe that the University Staff Assembly has an authentic impact on university governance. | ❍ | ❍ | ❍ | ❍ |

32. **Staff only:** We are interested in hearing more about your experience. If you would like to elaborate on the statements in the previous question, 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.

33. What is your birth sex (assigned)?
- ○ Female
- ○ Intersex
- ○ Male

34. What is your gender/gender identity?
- ○ Genderqueer
- ○ Man
- ○ Transgender
- ○ Woman
- ○ A gender not listed here (please specify) _____

35. What is your current gender expression?
- ○ Androgynous
- ○ Feminine
- ○ Masculine
- ○ A gender expression not listed here (please specify) _____

36. What is your racial/ethnic identity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**
- ❑ Alaskan Native (if you wish, please specify) _____
- ❑ American Indian/First Nation (if you wish, please specify) _____
- ❑ Asian/Asian American (if you wish, please specify) _____
- ❑ Black/African American (if you wish, please specify) _____
- ❑ Latino(a)/Chicano(a)/Hispanic (if you wish, please specify) _____
- ❑ Middle Eastern (if you wish, please specify) _____
- ❑ Native Hawaiian/ Pacific Islander (if you wish, please specify) _____
- ❑ White (if you wish, please specify) _____
- ❑ A racial/ethnic identity not listed here (please specify) _____

37. Which term best describes your sexual identity/sexual orientation?
- ○ Asexual
- ○ Bisexual
- ○ Gay
- ○ Heterosexual
- ○ Lesbian
- ○ Pansexual
- ○ Queer
- ○ Questioning
- ○ A sexual identity/orientation not listed here (please specify) _____

38. What is your age?
- ○ 24 or under
- ○ 25 – 34
- ○ 35 – 44
- ○ 45 - 54
- ○ 55 - 64
- ○ 65 or over

39. Do you have substantial parenting or caregiving responsibility?
- ○ No
- ○ Yes (Mark all that apply)
  - ❑ Children 18 years of age or under
  - ❑ Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
  - ❑ 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) _____

40. Are/Were you a member of the U.S. Armed Forces?
- ○ I have not been in the military.
- ○ Active military
- ○ Reservist/National Guard
- ○ ROTC
- ○ Veteran

41. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

| | 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 (M.A., M.S., MBA) | Specialist degree (Ed.S.) | Doctoral degree (e.g., Ph.D., Ed.D) | Profressional degree (e.g., MD., JD.) | Unknown | Not applicable |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Parent/Guardian 1: | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| Parent/Guardian 2: | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

42. **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 (M.A, M.S., M.B.A.)
- ○ Specialist degree (Ed.S.)
- ○ Doctoral degree (e.g., Ph.D., Ed.D.)
- ○ Professional degree (e.g., M.D., J.D.)

43. **Undergraduate students only:** Where are you in your **college career**?
- ○ Non-degree student
- ○ First year
- ○ Second year
- ○ Third year
- ○ Fourth year
- ○ Fifth year
- ○ Sixth year
- ○ Seventh (or more) year

44. **Graduate students only:** Where are you in your graduate career?
   - ❍ Non-degree (e.g., certificate)
   - ❍ Master's student (e.g., M.S., M.A., M.B.A., M.P.T.)
     - ❍ First year
     - ❍ Second year
     - ❍ Third (or more) year
   - ❍ Doctoral student (e.g., Ph.D.)
     - ❍ First year
     - ❍ Second year
     - ❍ Third (or more) year
     - ❍ Advanced to Candidacy
     - ❍ ABD (all but dissertation)
   - ❍ Professional student (e.g., D.D.S., J.D., D.P.T, D.N.P.)
     - ❍ First year
     - ❍ Second year
     - ❍ Third (or more) year

45. **Faculty only:** With which academic division/department are you **primarily affiliated** at this time?
   - ❍ Klingler College of Arts and Sciences
     - ❍ Department of Biology
     - ❍ Department of Chemistry
     - ❍ Department of English
     - ❍ Department of Foreign Languages and Literatures
     - ❍ Department of History
     - ❍ Department of Mathematics, Statistics and Computer Science
     - ❍ Department of Philosophy
     - ❍ Department of Physics
     - ❍ Department of Political Science
     - ❍ Department of Psychology
     - ❍ Department of Social and Cultural Sciences
     - ❍ Department of Theology
   - ❍ College of Business Administration
     - ❍ Department of Accounting
     - ❍ Department of Economics
     - ❍ Department of Finance
     - ❍ Department of Management
     - ❍ Department of Marketing
   - ❍ Diederich College of Communication
     - ❍ Department of Communication Studies
     - ❍ Department of Digital Media and Performing Arts
     - ❍ Department of Journalism and Media Studies
     - ❍ Department of Strategic Communication
   - ❍ College of Education
     - ❍ Educational Policy and Leadership
     - ❍ Counselor Education and Counseling Psychology
     - ❍ Institute for Transformational Learning
   - ❍ Opus College of Engineering
     - ❍ Department of Biomedical Engineering
     - ❍ Department of Civil, Construction and Environmental Engineering
     - ❍ Department of Electrical and Computer Engineering
     - ❍ Department of Mechanical Engineering
   - ❍ College of Health Sciences
     - ❍ Department of Biomedical Sciences
     - ❍ Department of Clinical Laboratory Sciences
     - ❍ Department of Physical Therapy (including Exercise Science and Athletic Training programs)
     - ❍ Department of Physician Assistant Studies
     - ❍ Department of Speech Pathology and Audiology
   - ❍ College of Nursing
   - ❍ College of Professional Studies
   - ❍ Law School, Law Library
   - ❍ Office of the Provost; Office of International Education
   - ❍ Raynor and Memorial Libraries

○ School of Dentistry
  ○ Department of Clinical Services
  ○ Department of Developmental Sciences
  ○ Department of General Dental Sciences
  ○ Department of Surgical Sciences

46. **Staff only:** With which work unit are you primarily affiliated at this time?
  ○ Custodians represented by the union (academic and residence life)
  ○ Division of Student Affairs units/departments
    ○ Alumni Memorial Union
    ○ Counseling Center
    ○ Medical Clinic
    ○ Office of Student Affairs staff; Intercultural Engagement
    ○ Public Safety
    ○ Recreational Sports
    ○ Residence Life (non-custodial)
    ○ Student Development
  ○ Intercollegiate Athletics; Spirit Shop
  ○ Office of Finance units/departments
    ○ Bursar's Office
    ○ Comptroller's Office; Payroll; Grant Accounting
    ○ Facilities Services (non-custodial); Office of the University Architect; Parking Services
    ○ Finance Office; Budget; Endowment; Financial Research; Treasury
    ○ Marquette Central
    ○ Purchasing
    ○ Student Financial Aid
  ○ Office of the General Counsel; Human Resources
    ○ Child Care Center
  ○ Office of Marketing and Communication
  ○ Office of Mission and Ministry; Campus Ministry
  ○ Office of the President staff
  ○ Office of the Provost area: Colleges, Schools and Academic Support units
    ○ Career Services Center
    ○ Center for Teaching and Learning; Institutional Research and Analysis; Les Aspin Center
    ○ College of Business Administration
    ○ College of Education; Institute for Transformational Learning
    ○ Information Technology Services
    ○ Opus College of Engineering
    ○ College of Health Sciences
    ○ College of Nursing
    ○ College of Professional Studies
    ○ Diederich College of Communication
    ○ Disability Services; Student Educational Services
    ○ Graduate School; Research Compliance; Research and Sponsored Programs; Trinity Fellows
    ○ Haggerty Museum of Art
    ○ Instructional Media Center
    ○ Klingler College of Arts and Sciences
    ○ Law School, Law Library
    ○ Office of International Education
    ○ Office of the Provost staff
    ○ Office of the Registrar
    ○ Raynor and Memorial Libraries; Marquette University Press
    ○ School of Dentistry
    ○ Undergraduate Admissions
  ○ Public Affairs; Special Events
  ○ University Advancement

47. **Undergraduate students only:** In what college are you currently enrolled?
    - ○ Klingler College of Arts and Sciences
    - ○ College of Business Administration
    - ○ Diederich College of Communication
    - ○ College of Education
    - ○ Opus College of Engineering
    - ○ College of Health Sciences
    - ○ College of Nursing
    - ○ College of Professional Studies

48. **Undergraduate students only:** What is your academic major? **(Select up to 3 choices)**
    - ❑ **Non-degree seeking**
    - ❑ **Klingler College of Arts and Sciences**
        - ❑ Africana Studies
        - ❑ American Military History
        - ❑ Anthropology
        - ❑ Applied Mathematical Economics
        - ❑ Biochemistry and Molecular Biology
        - ❑ Biological Sciences
        - ❑ Biology for the Professions
        - ❑ Broad Field Science
        - ❑ Chemistry
        - ❑ Chemistry for the Professions
        - ❑ Classical Languages
        - ❑ Classical Studies
        - ❑ Computational Mathematics
        - ❑ Computer Science
        - ❑ Criminology and Law Studies
        - ❑ Economics
        - ❑ English
        - ❑ English Language Arts
        - ❑ French
        - ❑ German
        - ❑ History
        - ❑ Interdisciplinary Major
        - ❑ International Affairs
        - ❑ Mathematics
        - ❑ Mathematics for Elementary School Teachers
        - ❑ Peace Studies
        - ❑ Philosophy
        - ❑ Physics
        - ❑ Physiological Sciences
        - ❑ Political Science
        - ❑ Psychology
        - ❑ Social Welfare and Justice
        - ❑ Sociology
        - ❑ Spanish for the Professions
        - ❑ Spanish Language, Literature and Culture
        - ❑ Theology
        - ❑ Theology for Catholic School Ministry
        - ❑ Women's and Gender Studies
        - ❑ Writing Intensive English
        - ❑ Undeclared Major
    - ❑ **College of Business Administration**
        - ❑ Accounting
        - ❑ Business Administration
        - ❑ Business Economics
        - ❑ Entrepreneurship
        - ❑ Finance

- ❑ Human Resources
- ❑ Information Technology
- ❑ International Business
- ❑ Marketing
- ❑ Operations and Supply Chain Management
- ❑ Real Estate
- ❑ Undeclared Major
- ❑ **Diederich College of Communication**
  - ❑ Advertising
  - ❑ Broadcast and Electronic Communications
  - ❑ Communication Studies
  - ❑ Corporate Communication
  - ❑ Digital Media
  - ❑ Electronic Communication Studies
  - ❑ Journalism
  - ❑ Media Studies
  - ❑ Public Relations
  - ❑ Theatre Arts
  - ❑ Undeclared Major
- ❑ **College of Education**
  - ❑ Elementary/Middle Education
  - ❑ Middle/Secondary Education
  - ❑ Undeclared Major
- ❑ **Opus College of Engineering**
  - ❑ Biocomputer Engineering
  - ❑ Bioelectronics
  - ❑ Biomechanics
  - ❑ Civil Engineering
  - ❑ Computer Engineering
  - ❑ Construction Engineering and Management
  - ❑ Electrical and Computer Engineering
  - ❑ Electrical and Electronic Engineering
  - ❑ Environmental Engineering
  - ❑ Mechanical Engineering
  - ❑ Undeclared Major
- ❑ **College of Health Sciences**
  - ❑ Athletic Training
  - ❑ Biomedical Sciences
  - ❑ Clinical Laboratory Science
  - ❑ Exercise Physiology
  - ❑ Prerequisite for Health/Medical Professions
  - ❑ Speech Pathology and Audiology
  - ❑ Undeclared Major
- ❑ **College of Nursing**
  - ❑ Nursing
  - ❑ Undeclared Major
- ❑ **College of Professional Studies**
  - ❑ Criminology and Law Studies
  - ❑ Leadership and Organization
  - ❑ Professional Communication
  - ❑ Psychology
  - ❑ Undeclared Major

49. **Graduate Students only:** What is your academic degree program? (If you are pursuing both a degree and certificate, please select both. If you are in a joint degree program, please select both degree programs.)?
- ❑ **Arts and Sciences programs**
    - ❑ Bioinformatics
    - ❑ Biological Sciences
    - ❑ Chemistry
    - ❑ Christian Doctrine
    - ❑ Clinical Psychology
    - ❑ Computational Sciences
    - ❑ Computing
    - ❑ English
    - ❑ Foreign Languages and Literature
    - ❑ History
    - ❑ International Affairs
    - ❑ Mathematics, Statistics and Computer Science
    - ❑ Philosophy
    - ❑ Political Science
    - ❑ Religious Studies
    - ❑ Theology
- ❑ **Communication programs**
    - ❑ Certificate in Digital Storytelling
    - ❑ Communication
- ❑ **Education programs**
    - ❑ Certificate in Director of Instruction
    - ❑ Certificate in Elementary Education
    - ❑ Certificate in Principal
    - ❑ Certificate in Reading Specialist
    - ❑ Certificate in Reading Teacher
    - ❑ Certificate in Secondary Education
    - ❑ Certificate in Superintendent
    - ❑ Clinical Mental Health Counseling
    - ❑ Counseling
    - ❑ Counseling Psychology
    - ❑ Educational Policy and Leadership
    - ❑ Educational Psychology
- ❑ **Engineering programs**
    - ❑ Biomedical Engineering
    - ❑ Certificate in Construction Engineering and Management
    - ❑ Certificate in Digital Signal Processing
    - ❑ Certificate in Electric Machines, Drives and Controls
    - ❑ Certificate in Microwaves and Antennas
    - ❑ Certificate in Sensors and Smart Sensors Systems
    - ❑ Certificate in Structural Design
    - ❑ Certificate in Transportation
    - ❑ Certificate in Water and Wastewater Treatment Processes
    - ❑ Certificate in Water Resources Engineering
    - ❑ Civil Engineering
    - ❑ Electrical and Computer Engineering
    - ❑ Engineering Management
    - ❑ Healthcare Technologies Management
    - ❑ Mechanical Engineering
- ❑ **Health Sciences programs**
    - ❑ Clinical and Translational Rehabilitation Health Science
    - ❑ Physical Therapy
    - ❑ Physician Assistant Studies
    - ❑ Speech Language Pathology
- ❑ **Nursing programs**
    - ❑ Certificate in Adult-Older Adult Acute Care Nurse Practitioner
    - ❑ Certificate in Adult-Older Adult Clinical Nurse Specialist
    - ❑ Certificate in Adult-Older Adult Primary Care Nurse Practitioner
    - ❑ Certificate in Family Nurse Practitioner

- ❑ Certificate in Nurse Midwifery
- ❑ Certificate in Pediatric Acute Care Nurse Practitioner
- ❑ Certificate in Pediatric Primary Care Nurse Practitioner
- ❑ Certificate in Systems Leadership and Healthcare Quality
- ❑ Nursing (M.S.N. or Ph.D.)
- ❑ Nursing Practice (D.N.P.)
- ❑ **Professional Studies programs**
  - ❑ Certificate in Dispute Resolution
  - ❑ Dispute Resolution
  - ❑ Law Enforcement Leadership and Management
- ❑ **Graduate School programs**
  - ❑ Interdisciplinary Program
  - ❑ Public Service
  - ❑ Transfusion Medicine
- ❑ **Graduate School of Management**
  - ❑ Accounting
  - ❑ Business Administration
  - ❑ Certificate in Entrepreneurship
  - ❑ Certificate in Leadership Studies
  - ❑ Certificate in Sports Leadership
  - ❑ Economics
  - ❑ Executive Master's Business Administration
  - ❑ Human Resources
  - ❑ Leadership Studies
- ❑ **Law School**
  - ❑ Law (J.D.)
  - ❑ Sports Law
- ❑ **School of Dentistry**
  - ❑ Advanced Education in General Dentistry (Certificate program)
  - ❑ Advanced Education in General Dentistry (Master's program)
  - ❑ Dentistry (D.D.S.)

50. Do you have a disability/condition that impacts your learning, working or living activities?
   - ❍ No **[Skip to Question 52]**
   - ❍ Yes

51. Please identify the disability(s)/condition(s) that impact your learning, working or living activities? **(Mark all that apply)**
   - ❑ Physical/Medical *(Crohn's disease, Muscular Dystrophy, arthritis, etc.)*
   - ❑ Psychological *(depression, anxiety, Obsessive Compulsive Disorder, etc.)*
   - ❑ Attention disorders *(Attention Deficit Hyperactivity Disorder)*
   - ❑ Cognitive *(learning disabilities, Traumatic Brain Injuries, etc.)*
   - ❑ Visual *(low vision, blind, cataracts, etc.)*
   - ❑ Hearing *(hearing impaired, deaf, etc.)*
   - ❑ A disability/condition not listed here (please specify) _____

52. What is your citizenship status in the United States? **(Mark all that apply)**
   - ❑ A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
   - ❑ Other legally documented status
   - ❑ Permanent resident
   - ❑ Undocumented resident
   - ❑ U.S. citizen

53. What is/are the language(s) spoken in your home?
   - ❍ English and other language(s) (please specify) _____
   - ❍ English only
   - ❍ Other than English (please specify) _____

54. What is your religious or spiritual identity? **(Mark all that apply)**
- ❑ Agnostic
- ❑ Atheist
- ❑ Baha'i
- ❑ Buddhist
- ❑ Catholic/Roman Catholic
- ❑ Christian Affiliation other than Catholic/Roman Catholic
  - ❑ 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)
  - ❑ Episcopalian
  - ❑ Evangelical
  - ❑ Greek Orthodox
  - ❑ Lutheran
  - ❑ Mennonite
  - ❑ Moravian
  - ❑ 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, Reformed)
- ❑ Muslim (Ahmadi, etc.)
- ❑ Native American Traditional Practitioner or Ceremonial
- ❑ Pagan
- ❑ Rastafarian
- ❑ Scientologist
- ❑ Secular Humanist
- ❑ Shi'ite
- ❑ Sufi
- ❑ Sunni
- ❑ Shinto
- ❑ Sikh
- ❑ Taoist
- ❑ Unitarian Universalist
- ❑ Wiccan
- ❑ Spiritual, but no religious affiliation
- ❑ No affiliation
- ❑ A religious affiliation or spiritual identity not listed above (please specify) _____

55. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?
- ❍ Dependent
- ❍ Independent

56. **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)?
- ❍ Below $10,000
- ❍ $10,000-$19,999
- ❍ $20,000-$29,999
- ❍ $30,000 - $39,999
- ❍ $40,000 - $49,999
- ❍ $50,000 - $59,999
- ❍ $60,000- $69,999
- ❍ $70,000- $79,999
- ❍ $80,000 - $89,999
- ❍ $90,000- $99,999
- ❍ $100,000 - $124,999
- ❍ $125,000 - $149,999
- ❍ $150,000 - $199,999
- ❍ $200,000 - $249,999
- ❍ $250,000 - $299,999
- ❍ $300,000 - $399,999
- ❍ $400,000 - $499,999
- ❍ $500,000 or more

57. **Students only:** Where do you live?
- ❍ Residence hall
  - ❍ Abbottsford Hall
  - ❍ Carpenter Tower
  - ❍ Cobeen Hall
  - ❍ Mashuda Hall
  - ❍ McCabe Hall
  - ❍ McCormick Hall
  - ❍ O'Donnell Hall
  - ❍ Schroeder Hall
  - ❍ Straz Tower
- ❍ University-owned apartment
  - ❍ Campus Town East
  - ❍ Campus Town West
  - ❍ Gilman Building
  - ❍ Frenn Building
  - ❍ Humphrey Hall
- ❍ Non-campus housing
  - ❍ Independently in an apartment/house
  - ❍ Living with family member/guardian
  - ❍ Fraternity/Sorority housing
- ❍ Homeless (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

58. **Students only:** Have you lived in a living/learning community while at Marquette. If so, where did you live?
- ❑ I did not live in a living/learning community.
- ❑ Cultural Leadership CommUNITY (McCormick Hall)
- ❑ Engineering Community (Carpenter Tower)
- ❑ Honors Community (Straz Tower)
- ❑ Nursing Community (Cobeen Hall)
- ❑ Dorothy Day Social Justice Community (Straz Tower)
- ❑ Global Village (Campus Town East)

59. **Students only:** Do you participate in any of the following at Marquette University? **(Mark all that apply)**
- ❑ I do not participate in any clubs/organizations.
- ❑ Leadership & Mentorship
  - ❑ Fraternity/Sorority
  - ❑ Peer mentor (e.g., Marq Your Path)
  - ❑ Peer educator (e.g., BIT team)
  - ❑ Student government (e.g., RHA, Hall Councils, GSO, MUSG)
- ❑ Clubs & Activities
  - ❑ Academic and professional (e.g., Honor's societies, International Business Student Association, National Society of Black Engineers)
  - ❑ Spiritual & religious (e.g., Jewish Student Union, Christian Fellowship of Marquette, Campus Renew)
  - ❑ Service (e.g., Circle K International, Big Brothers Big Sisters, Engineers without Borders)
  - ❑ Cultural (e.g., Indian Student Association, Black Student Council, Polish Club)
  - ❑ Performing arts (e.g., Hype Dance Marquette, Marquette Band, Gold'n Blues)
  - ❑ Political (e.g., Les Aspin Center for Government Alumni Council, Alexander Hamilton Society)
  - ❑ Social awareness (e.g., Water Council of Marquette, Gender Sexuality Alliance, Empowerment)
  - ❑ Student media & publications (e.g., Marquette Radio, *Marquette Tribune*, Marquette Television)
  - ❑ Special interest (e.g., Yoga Club, Gamers Association at Marquette)
- ❑ Sports & recreation
  - ❑ Athletics (NCAA varsity teams)
  - ❑ Club sports
  - ❑ Intramural sports
- ❑ An organization not listed here (please specify) _____

60. **Students only:** At the end of your last semester at Marquette, what was your cumulative grade point average?
- ❍ 3.5 – 4.0
- ❍ 3.0 – 3.49
- ❍ 2.5 – 2.99
- ❍ 2.0 – 2.49
- ❍ 1.5 – 1.99
- ❍ 1.0 – 1.49
- ❍ 0.0 – .99
- ❍ No GPA at Marquette (this is my first semester)

61. **Students only**: How have you experienced any of the following financial hardships while attending Marquette University? **(Mark all that apply)**
- ❑ I have experienced no financial hardship while attending Marquette.
- ❑ Difficulty affording tuition
- ❑ Difficulty purchasing my books
- ❑ Difficulty participating in social events
- ❑ Difficulty affording food
- ❑ Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, service learning, etc.)
- ❑ Difficulty traveling home during Marquette University breaks
- ❑ Difficulty in participating in study abroad programs
- ❑ Difficulty commuting to campus
- ❑ Difficulty in affording housing
- ❑ Difficulty in affording health care
- ❑ Difficulty in affording child care
- ❑ Difficulty in affording other campus fees
- ❑ A financial hardship not listed here (please specify) _____

62. **Students only:** How are you currently paying for your education at Marquette? **(Mark all that apply)**
- ❑ Credit card
- ❑ Family contribution
- ❑ Graduate assistantship (e.g., teaching, research)
- ❑ Graduate fellowship (e.g., Schmitt, Trinity)
- ❑ Loans
- ❑ Marquette grant (e.g. EOP grant)
- ❑ Marquette scholarship (e.g. Burke, Magis, Ignatius, athletic)
- ❑ Non-Marquette scholarship (e.g., Gates, Evans)
- ❑ State and/or federal grant (e.g., Pell, SEOG, Wisconsin grant)
- ❑ Personal contribution /job
- ❑ Resident assistantship
- ❑ Employee/Spousal or dependent tuition remission
- ❑ Work study
- ❑ A method of payment not listed here (please specify) _____

63. **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
    - ❍ More than 20 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

64. **Within the past year, have you observed any** conduct directed toward a person or group of people at Marquette that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment?
   - ○ No **[Skip to Question 72]**
   - ○ Yes

65. Who/what was the <u>target</u> of the conduct? **(Mark all that apply)**
   - ❑ Academic adviser
   - ❑ Alumni
   - ❑ Athletic coach/trainer
   - ❑ Marquette media (posters, brochures, flyers, handouts, websites, etc.)
   - ❑ Marquette Public Safety
   - ❑ Co-worker
   - ❑ Department chair /head/director
   - ❑ Donor
   - ❑ Faculty member
   - ❑ Friend
   - ❑ Health/Counseling services
   - ❑ Off-campus community member
   - ❑ Outside facilitator (e.g., career mentor, internship supervisor)
   - ❑ Person whom I supervise
   - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
   - ❑ Social networking site (e.g., Facebook, Twitter)
   - ❑ Staff member
   - ❑ Stranger
   - ❑ Student
   - ❑ Student employee (e.g., resident assistant, peer mentor, work-study)
   - ❑ Supervisor
   - ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
   - ❑ Don't know target
   - ❑ A source not listed above (please specify) _____

66. Who/what was the <u>source</u> of the conduct? **(Mark all that apply)**
   - ❑ Academic adviser
   - ❑ Alumni
   - ❑ Athletic coach/trainer
   - ❑ Marquette media (posters, brochures, flyers, handouts, websites, etc.)
   - ❑ Marquette Public Safety
   - ❑ Co-worker
   - ❑ Department chair /head/director
   - ❑ Donor
   - ❑ Faculty member
   - ❑ Friend
   - ❑ Health/Counseling services
   - ❑ Off-campus community member
   - ❑ Outside facilitator (e.g., career mentor, internship supervisor)
   - ❑ Required online training (e.g., Title IX, Alcohol EDU)
   - ❑ Person whom I supervise
   - ❑ Senior administration (e.g., president, provost, dean, vice provost, vice president)
   - ❑ Social networking site (e.g., Facebook, Twitter)
   - ❑ Staff member
   - ❑ Stranger
   - ❑ Student
   - ❑ Student employee (e.g., resident assistant, peer mentor, work-study)
   - ❑ Supervisor
   - ❑ Teaching assistant/Graduate assistant/Lab assistant/Tutor
   - ❑ Don't know source
   - ❑ A source not listed above (please specify) _____

67. How did you observe the conduct? (**Mark all that apply**)
- ❑ Person was ignored or excluded.
- ❑ Person was intimidated/bullied.
- ❑ Person was isolated or left out.
- ❑ I observed others staring at the person.
- ❑ The person was singled out as the spokesperson for his/her identity group.
- ❑ Someone assumed the person was admitted/hired/promoted due to his/her identity group.
- ❑ Someone assumed the person was not admitted/hired/promoted due to his/her identity group.
- ❑ The person feared getting a poor grade because of a hostile classroom environment.
- ❑ The person received a low performance evaluation.
- ❑ The person was the target of workplace incivility.
- ❑ The person was the target of racial/ethnic profiling.
- ❑ The person was the target of stalking.
- ❑ The person was the target of unwanted sexual contact.
- ❑ The person received derogatory written comments.
- ❑ The person received derogatory phone calls/text messages/email.
- ❑ The person received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.).
- ❑ The person was the target of derogatory verbal remarks.
- ❑ The person was the target of retaliation.
- ❑ The person received threats of physical violence.
- ❑ The person was the target of graffiti/vandalism.
- ❑ The person feared for his/her physical safety.
- ❑ The person feared for his/her family's safety.
- ❑ The person was the target of physical violence.
- ❑ An experience not listed above (please specify) _____

68. What do you believe was the basis for the conduct? **(Mark all that apply)**
- ❑ Academic performance
- ❑ Age
- ❑ Educational credentials (M.S., Ph.D., etc.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/Gender identity
- ❑ Gender expression
- ❑ Immigrant status/Citizenship status
- ❑ International status
- ❑ Learning disability/condition
- ❑ Living arrangement
- ❑ Major field of study
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/Veteran status
- ❑ Parental status (i.e., 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
- ❑ A reason not listed above (please specify) _____

69. Where did this conduct occur? **(Mark all that apply)**
- ❑ At a Marquette event
- ❑ At a religious event sponsored by Marquette
- ❑ In a class/lab/clinical setting
- ❑ In a Marquette health care setting (e.g., MU Medical Clinic, MU Counseling Center)
- ❑ In a Marquette dining facility
- ❑ In a Marquette administrative office
- ❑ In an experiential learning environment (e.g., internship, service learning, cross-cultural experiences, RA training, study abroad)
- ❑ In a Marquette system (e.g., conduct system, grievance procedure)
- ❑ In a faculty office
- ❑ In a public space at Marquette
- ❑ In another Marquette location (e.g., Annex, Union Station, Spirit Shop)
- ❑ In a meeting with one other person
- ❑ In a meeting with a group of people
- ❑ In the Raynor and Memorial Libraries
- ❑ In athletic facilities
- ❑ In campus housing
- ❑ In off-campus housing
- ❑ Off campus
- ❑ On social networking sites/Facebook/Twitter
- ❑ On Marquette transportation (e.g., LIMO)
- ❑ While working at a Marquette job
- ❑ While walking on campus
- ❑ A location not listed above (please specify) _____

70. What was your response to observing this conduct? (**Mark all that apply**)
- ❑ I felt uncomfortable.
- ❑ I felt embarrassed.
- ❑ I felt somehow responsible.
- ❑ I ignored it.
- ❑ I was afraid.
- ❑ I was angry.
- ❑ I contacted Marquette Public Safety.
- ❑ I contacted Milwaukee Police Department.
- ❑ I sought support from off-campus hotline/advocacy services.
- ❑ I sought support from a Marquette resource (e.g., Ombuds Office, Counseling Center).
- ❑ I confronted the harasser at the time.
- ❑ I confronted the harasser later.
- ❑ I avoided the harasser.
- ❑ I told a friend.
- ❑ I told a family member.
- ❑ I sought support from a staff person.
- ❑ I sought support from a teaching assistant/graduate assistant.
- ❑ I sought support from senior administration (e.g., president, provost, dean, vice provost, vice president).
- ❑ I sought support from a faculty member.
- ❑ I sought support from a spiritual advisor (e.g., pastor, rabbi, priest, layperson).
- ❑ I sought support from student staff (e.g., residence hall staff, peer mentor).
- ❑ I sought information online.
- ❑ I didn't know whom to go to.
- ❑ I reported it to a Marquette employee/official (e.g., Human Resources, Title IX Coordinator).
- ❑ I reported it to my union representative.
- ❑ I didn't report it for fear that my complaint would not be taken seriously.
- ❑ I did report it, but I did not feel the complaint was taken seriously.
- ❑ A response not listed above (please specify) _____

71. We are interested in hearing more about your observations. If you would like 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.

72. **Faculty/Staff only:** Have you observed **hiring** practices at Marquette that you perceive to be unjust or that would inhibit diversifying the community (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool)?
- ○ No **[Skip top Question 75]**
- ○ Yes

73. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon…**(Mark all that apply)**
- ❑ Age
- ❑ Educational credentials (M.S., Ph.D., etc.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/Gender identity
- ❑ Gender expression
- ❑ Immigrant status/Citizenship status
- ❑ International status
- ❑ Learning disability/condition
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/Veteran status
- ❑ Nepotism/Cronyism
- ❑ Parental status (i.e., 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
- ❑ A reason not listed above (please specify) _____


74. **Faculty/Staff only:** We are interested in hearing more about your observations. If you would like to elaborate on your observations, please do so here.

75. **Faculty/ Staff only:** Have you observed at Marquette **employment-related discipline or action, up to and including dismissal,** that you perceive to be unjust or would inhibit diversifying the community?
- ○ No **[Skip to Question 78**]
- ○ Yes

76. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions** were based upon…**(Mark all that apply)**
- ❑ Age
- ❑ Educational credentials (M.S., Ph.D., etc.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/Gender identity
- ❑ Gender expression
- ❑ Immigrant status/Citizenship status
- ❑ International status
- ❑ Learning disability/condition
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/Veteran status
- ❑ Parental status (i.e., 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
- ❑ A reason not listed above (please specify) _____

77. **Faculty/Staff only:** We are interested in hearing more about your observations. If you would like to elaborate on your observations, please do so here.

78. **Faculty/Staff only:** Have you observed **promotion/tenure/reappointment/reclassification** practices at Marquette that you perceive to be unjust?
- ○ No **[Skip to Question 81]**
- ○ Yes

79. **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 (M.S., Ph.D., etc.)
- ❑ English language proficiency/accent
- ❑ Ethnicity
- ❑ Gender/Gender identity
- ❑ Gender expression
- ❑ Immigrant status/Citizenship status
- ❑ International status
- ❑ Learning disability/condition
- ❑ Marital status (e.g., single, married, partnered)
- ❑ Mental health/Psychological disability/condition
- ❑ Medical disability/condition
- ❑ Military/Veteran status
- ❑ Nepotism/Cronyism
- ❑ Parental status (i.e., 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
- ❑ A reason not listed above (please specify) _____

80. **Faculty/Staff only:** We are interested in hearing more about your observations. If you would like to elaborate on your observations, please do so here.

81. Using a scale of 1–5, please rate the overall climate on campus 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 |
| 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 transgender | ❍ | ❍ | ❍ | ❍ | ❍ | Negative for people who identify as transgender |
| Positive for people of Catholic Faith | ❍ | ❍ | ❍ | ❍ | ❍ | Negative for people of Catholic faith |
| Positive for people of other Christian faith backgrounds | ❍ | ❍ | ❍ | ❍ | ❍ | Negative for people of other Christian faith backgrounds |
| Positive for people of other faith backgrounds | ❍ | ❍ | ❍ | ❍ | ❍ | Negative for people of other faith 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 |

82. Using a scale of 1–5, please rate the overall climate on campus 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 age biased | ❍ | ❍ | ❍ | ❍ | ❍ | Age biased |
| Not classist (socioeconomic status) | ❍ | ❍ | ❍ | ❍ | ❍ | Classist (socioeconomic status) |
| Not classist (position: faculty, staff, student) | ❍ | ❍ | ❍ | ❍ | ❍ | Classist (position: faculty, staff, student) |
| Not ablest | ❍ | ❍ | ❍ | ❍ | ❍ | Ablest |

83. **Faculty/Students only:** Please indicate the extent to which you agree that the classroom climate is welcoming for students based on each of the following factors.

| | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Age | ❍ | ❍ | ❍ | ❍ | ❍ |
| English language proficiency/accent | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ethnicity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Gender/Gender identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Gender expression | ❍ | ❍ | ❍ | ❍ | ❍ |
| Immigrant status/Citizenship status | ❍ | ❍ | ❍ | ❍ | ❍ |
| International status | ❍ | ❍ | ❍ | ❍ | ❍ |
| Learning disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Major field of study | ❍ | ❍ | ❍ | ❍ | ❍ |
| Medical disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Mental health/Psychological disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Military/Veteran status | ❍ | ❍ | ❍ | ❍ | ❍ |
| Parental status (i.e., having children) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Participation in a student organization | ❍ | ❍ | ❍ | ❍ | ❍ |
| Participation on an athletic team | ❍ | ❍ | ❍ | ❍ | ❍ |
| Physical characteristics | ❍ | ❍ | ❍ | ❍ | ❍ |
| Physical disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Philosophical views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Political views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Racial identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Religious/Spiritual views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Sexual identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Socioeconomic status | ❍ | ❍ | ❍ | ❍ | ❍ |

84. **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 faculty in the classroom. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel valued by other students in the classroom. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that Marquette faculty are genuinely concerned with my welfare. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that Marquette staff are genuinely concerned with my welfare (e.g., residence hall staff). | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that faculty pre-judge my abilities based on their perception of my identity/background. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I believe that the campus climate encourages free and open discussion of difficult topics. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I have faculty whom I perceive as role models. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I have staff whom I perceive as role models. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I have advisers who provide me with career advice. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I have advisers who provide me with advice on core class selection. | ❍ | ❍ | ❍ | ❍ | ❍ |
| Marquette University Student Government's voice is valued in campus dialogues. | ❍ | ❍ | ❍ | ❍ | ❍ |
| The Graduate Student Organization's voice is valued in campus dialogues. | ❍ | ❍ | ❍ | ❍ | ❍ |

85. **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. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel valued by my department head/chair. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel valued by students in the classroom. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that Marquette senior administration is genuinely concerned with my welfare. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that faculty in my department pre-judge my abilities based on their perception of my identity/background. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that my department chair/head pre-judges my abilities based on his/her perception of my identity/background. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I believe that the campus climate encourages free and open discussion of difficult topics. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel that my research is valued. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel that my teaching is valued. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel that my service contributions are valued. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel that including diversity-related information in my teaching/pedagogy/research is valued. | ❍ | ❍ | ❍ | ❍ | ❍ |

86. **Staff 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 co-workers in my work unit. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel valued by faculty in my work unit. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel valued by my supervisor/manager. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that Marquette senior administration is genuinely concerned with my welfare. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I think that my supervisor/manager pre-judges my abilities based on his/her perception of my identity/background. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I believe that my work unit encourages free and open discussion of difficult topics. | ❍ | ❍ | ❍ | ❍ | ❍ |
| I feel that my skills are valued. | ❍ | ❍ | ❍ | ❍ | ❍ |

87. **Student/Faculty only**: Please indicate the extent to which you agree that you perceive tension in classroom discussions based on the following characteristics of participants.

|  | Strongly agree | Agree | Neither agree nor disagree | Disagree | Strongly disagree |
|---|---|---|---|---|---|
| Age | ❍ | ❍ | ❍ | ❍ | ❍ |
| English language proficiency/accent | ❍ | ❍ | ❍ | ❍ | ❍ |
| Ethnicity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Gender/Gender identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Gender expression | ❍ | ❍ | ❍ | ❍ | ❍ |
| Immigrant status/Citizenship status | ❍ | ❍ | ❍ | ❍ | ❍ |
| International status | ❍ | ❍ | ❍ | ❍ | ❍ |
| Learning disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Mental health/Psychological disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Medical disability/condition | ❍ | ❍ | ❍ | ❍ | ❍ |
| Military/Veteran status | ❍ | ❍ | ❍ | ❍ | ❍ |
| Parental status (i.e., having children) | ❍ | ❍ | ❍ | ❍ | ❍ |
| Participation in a student organization | ❍ | ❍ | ❍ | ❍ | ❍ |
| Participation on an athletic team | ❍ | ❍ | ❍ | ❍ | ❍ |
| Physical characteristics | ❍ | ❍ | ❍ | ❍ | ❍ |
| Philosophical views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Political views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Racial identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Religious/Spiritual views | ❍ | ❍ | ❍ | ❍ | ❍ |
| Sexual identity | ❍ | ❍ | ❍ | ❍ | ❍ |
| Socioeconomic status | ❍ | ❍ | ❍ | ❍ | ❍ |

88. Respondents with disabilities only: Within the past year, have you experienced a barrier regarding any of the following at Marquette?

| | Yes | No | Not applicable |
|---|---|---|---|
| **Facilities** | | | |
| Athletic facilities (stadium, recreation, etc.) | ❍ | ❍ | ❍ |
| Classroom buildings | ❍ | ❍ | ❍ |
| Classrooms, labs | ❍ | ❍ | ❍ |
| College housing | ❍ | ❍ | ❍ |
| Computer labs | ❍ | ❍ | ❍ |
| Dining facilities | ❍ | ❍ | ❍ |
| Doors | ❍ | ❍ | ❍ |
| Elevators/Lifts | ❍ | ❍ | ❍ |
| Emergency preparedness | ❍ | ❍ | ❍ |
| Health & Wellness Center | ❍ | ❍ | ❍ |
| Library | ❍ | ❍ | ❍ |
| On-campus transportation/parking | ❍ | ❍ | ❍ |
| Other campus buildings | ❍ | ❍ | ❍ |
| Podium | ❍ | ❍ | ❍ |
| Recreational facilities | ❍ | ❍ | ❍ |
| Restrooms | ❍ | ❍ | ❍ |
| Studios/Performing arts spaces | ❍ | ❍ | ❍ |
| Walkways, pedestrian paths, crosswalks | ❍ | ❍ | ❍ |
| | | | |
| **Technology/Online Environment** | | | |
| Accessible electronic format | ❍ | ❍ | ❍ |
| Alcohol.edu | ❍ | ❍ | ❍ |
| ATM machines | ❍ | ❍ | ❍ |
| Availability of FM listening systems | ❍ | ❍ | ❍ |
| Clickers | ❍ | ❍ | ❍ |
| Course management system | ❍ | ❍ | ❍ |
| Closed captioning at athletic events | ❍ | ❍ | ❍ |
| E-curriculum (curriculum software) | ❍ | ❍ | ❍ |
| Electronic forms | ❍ | ❍ | ❍ |
| Electronic signage | ❍ | ❍ | ❍ |
| Electronic surveys (including this one) | ❍ | ❍ | ❍ |
| Kiosks | ❍ | ❍ | ❍ |
| Library database | ❍ | ❍ | ❍ |
| PA system | ❍ | ❍ | ❍ |
| Video | ❍ | ❍ | ❍ |
| Website | ❍ | ❍ | ❍ |
| | | | |
| **Instructional/Campus materials** | | | |
| Brochures | ❍ | ❍ | ❍ |
| Food menus | ❍ | ❍ | ❍ |
| Forms | ❍ | ❍ | ❍ |
| Events/Exhibits/Movies | ❍ | ❍ | ❍ |
| Journal articles | ❍ | ❍ | ❍ |
| Library books | ❍ | ❍ | ❍ |
| Other publications | ❍ | ❍ | ❍ |
| Signage | ❍ | ❍ | ❍ |
| Textbooks | ❍ | ❍ | ❍ |
| Video-closed captioning and text description | ❍ | ❍ | ❍ |

89. We are interested in hearing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

# Part 5: Institutional Actions Relative to Climate Issues

90. **Students only:** Please indicate the extent to which you agree that your courses at Marquette include sufficient materials, perspectives and/or experiences of people based on each of the following characteristics.

| | Strongly agree | Agree | Disagree | Strongly disagree |
|---|---|---|---|---|
| Disability | ❍ | ❍ | ❍ | ❍ |
| Ethnicity | ❍ | ❍ | ❍ | ❍ |
| Gender/Gender identity | ❍ | ❍ | ❍ | ❍ |
| Immigrant/Citizen status | ❍ | ❍ | ❍ | ❍ |
| International status | ❍ | ❍ | ❍ | ❍ |
| Military/Veteran status | ❍ | ❍ | ❍ | ❍ |
| Philosophical views | ❍ | ❍ | ❍ | ❍ |
| Political views | ❍ | ❍ | ❍ | ❍ |
| Racial identity | ❍ | ❍ | ❍ | ❍ |
| Religious/Spiritual views | ❍ | ❍ | ❍ | ❍ |
| Sexual identity | ❍ | ❍ | ❍ | ❍ |
| Socioeconomic status | ❍ | ❍ | ❍ | ❍ |

91. **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 Marquette.

| | Initiative Available at Marquette | | | Initiative NOT Available at Marquette | | |
|---|---|---|---|---|---|---|
| | **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 flexibility for computing the probationary period for tenure (e.g., family leave) | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing recognition and rewards for including diversity issues in courses across the curriculum | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing diversity and equity training for faculty | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| 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 equity and diversity training to search, promotion and tenure committees | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing career span development opportunities for faculty at all ranks | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

92. We are interested in hearing 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.

93. **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 Marquette.

| | Initiative Available at Marquette | | | Initiative NOT Available at Marquette | | |
|---|---|---|---|---|---|---|
| | **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 equity training for staff | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing access to counseling for people who have experienced harassment | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing mentorship for new staff | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing a clear process to resolve conflicts | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing a fair process to resolve conflicts | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing career development opportunities for staff | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

94. We are interested in hearing 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.

95. **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 Marquette.

| | Initiative Available at Marquette | | | Initiative NOT Available at Marquette | | |
|---|---|---|---|---|---|---|
| | **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 equity training for students | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing diversity and equity training for staff | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing diversity and equity training for faculty | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing a person to address student complaints of classroom inequity | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Increasing opportunities for cross-cultural dialogue among students | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Increasing opportunities for cross-cultural dialogue between faculty, staff and students | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing effective faculty mentorship of students | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing effective academic advising | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |
| Providing diversity training for student staff (e.g., student union, resident assistants) | ❍ | ❍ | ❍ | ❍ | ❍ | ❍ |

96. We are interested in hearing 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

97. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

98. How would you assess Marquette' s effectiveness in cultivating a climate of spiritually driven social justice in the Jesuit tradition?

99. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that Marquette might improve the climate, 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 Marquette community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank-You" survey 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 provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses.  Providing this information is voluntary, but must be provided if you wish to be entered into the drawing.  Please submit only one entry per person; duplicate entries will be discarded.  A random drawing will be held for the following survey awards:

**Students**
5 $300 prizes

**Faculty/Staff**
5 $100 prizes

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

- ❍ 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 contact please contact one of the resources below:

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Confidential Resources On- and Off-Campus**

**Student-only**

The Counseling Center provides individual counseling on campus and can be reached at 414-288-7172. Experienced mental health professionals staff the center from 8:00 a.m. to 4:30 p.m. and are also available on-call. Therapists provide both one-on-one and group counseling. All services are confidential.

Medical professionals at Marquette University Medical Clinic can assist you with medical options, including evaluation and treatment for injuries and STIs as well as pregnancy testing. All medical services are confidential. Marquette University Medical Clinic can be reached at 414-288-7184.

**Faculty/Staff only**

- The Employee Assistance Program (EAP) is a benefit for all Marquette University employees, spouses and dependents and provides work-life services, short-term counseling, referrals and resource identification. For details, visit http://www.marquette.edu/hr/EmployeeAssistancePrograms.shtml. For online resources, you may visit the Aurora EAP website [username: Marquette]. You may call the Aurora EAP at 1-800-236-3231 from 8:00

a.m. to 5:00 p.m., Monday through Friday, to schedule an appointment or work-life services. If you need to speak with a counselor, please call the EAP directly for 24/7 assistance.

- The Sexual Assault Treatment Center (SATC) at Aurora Sinai Medical Center is open 24 hours a day. Staff can address all issues, including crisis counseling, injuries, STI testing and treatment, pregnancy and gathering physical evidence. The center also provides referrals for further care. All services at SATC are confidential. SATC can be reached at 414-219-5555.

- The Healing Center offers sexual abuse survivors and their loved ones opportunities for healing by providing support, counseling, advocacy and community education. All services are confidential. The Healing Center can be reached at 414-671-HEAL (414-671-4325).

- Sojourner Family Peace Center provides a 24-hour domestic violence hotline and legal emergency assistance. All services are confidential. The center can be reached at 414-276-1911.

- The Milwaukee LGBT Community Center is a home to the LGBT population of metro Milwaukee, providing culturally sensitive and competent educational, social, and health and wellness services that meet the needs of LGBT youth, adults and their allies. A mental health clinic offers certified outpatient mental health care in a confidential setting. The center can be reached at 414-271-2656.

- The National Suicide Prevention Lifeline is a 24-hour, toll-free, confidential suicide prevention hotline available to anyone in suicidal crisis or emotional distress. The hotline can be accessed at 1-800-273-TALK (8255).

**Other Campus Resources (non-confidential**)
Staff at the following offices will assist you in filing a report with the Department of Public Safety (and are required by law to do so).

**Student-only**

- Campus Ministry provides spiritual support and counseling and can be reached at 414-288-6873. Campus ministers are available to meet with students and provide support.

- A victim advocate can be reached at 414-288-5244. The advocate can provide information about campus and community resources and support you through each step of the process.

- Public Safety officers are available 24/7 and can provide assistance if you are fearful for your safety. They are located in the 16th Street Parking Structure and can be reached at 414-288-6800.

- Staff at the Gender and Sexuality Resource Center can provide you with additional information regarding support. The center is located in the Alumni Memorial Union, Room 425, and can be reached at 414-288-4975.

- Marquette's Title IX Coordinator and Deputy Title IX Coordinators, as listed below, are responsible for ensuring compliance with Title IX standards. These responsibilities include preventing sexual misconduct through education and training as well as overseeing grievance protocol. For details on Title IX, visit titleix@marquette.edu

    o   Title IX Coordinator: Marya Leatherwood (414) 288-4255

    o   Title IX Deputy-Students: Christopher Daood, Ph.D., (414) 288-1742

    o   Title IX Deputy-Faculty: William Welburn, Ph.D., (414) 288-8028

    o   Title IX Deputy-Staff: Lynn Mellantine, (414) 288-3430

    o   Title IX Deputy-Athletics: Sarah Bobert, (414) 288-5253

**Other Resources**

- Not Alone (An official website of the U.S. Government)

- Office for Civil Rights