



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Brock
University

Assessment of Climate for
Learning, Living, and
Working
Final Report

October 2020



Rankin & Associates, Consulting

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Executive Summary

History of the Project

This report provides the findings from a survey entitled “Assessment of the Learning, Living, and Working Environment,” conducted at Brock University. In the 2019 fall semester, Brock University contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. Twenty-five Brock University faculty, staff, students, and administrators formed the Climate Study Working Group (CSWG). The CSWG worked with R&A to develop the survey instrument and promote the survey’s administration in spring 2020. During the course of survey administration, Brock University followed Canadian stay-at-home orders and transitioned to online learning and working environments. The survey administration dates were extended by six weeks while the Brock University community adjusted to the guidelines. All members of Brock University were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., Brock University position, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality. Throughout the report, for example, the Faculty category included Faculty Member or Professional Librarian (BUFA Members) respondents, English as a Second Language (ESL), Sessional & Part-time Instructors respondents, Academic Administrator (e.g. Provost, Dean, Vice-Provost respondents, University Librarian, Associate Dean) respondents, and Research Position (e.g., Post-Doctoral Fellows, Research Assistants) respondents.

In addition to multiple-choice survey items, several open-ended questions provided Respondents With the opportunity to describe their experiences at Brock University. Comments were solicited to 1) give “voice” to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Three thousand-four (3,004) surveys were returned for a 14.2% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Of the

respondents, 72% ($n = 2,165$) of the sample were Undergraduate Students, 11% ($n = 335$) were Graduate Students, 6% ($n = 188$) were Faculty members, and 11% ($n = 315$) were Staff members.

Table 1. Brock University Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	2,165	72.1
	Graduate Student	335	11.2
	Faculty	188	6.3
	Staff	315	10.5
Gender identity	Women	2,120	70.6
	Men	816	27.2
	Trans-spectrum/Multiple/Other	50	1.7
	Missing	17	0.6
Racial/ethnic identity	Indigenous	67	2.2
	Black (e.g., African, Afro-Caribbean, African-Canadian)	130	4.3
	East Asian/Southeast Asian/South Asian	466	15.5
	White (e.g., European descent)	1,865	62.1
	Additional/Multiple Racialized Identities	242	8.1
	Missing	233	7.8
Sexual identity	Queer-spectrum (Not Bisexual)	241	8.0
	Bisexual	212	7.1
	Heterosexual	2,375	79.1
	Missing	175	5.8
Citizenship status	Canadian Citizen	2,388	79.5
	Canadian Citizen, Naturalized	266	8.9
	Non-Canadian Citizen	326	10.9
	Missing	23	0.8
Disability status	Mental Health Disability	577	19.2
	Single Disability (Not Mental Health)	283	9.4
	No Disability	2,044	68.1
	Multiple Disabilities	99	3.3

Table 1. Brock University Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Religious affiliation	Christian Religious Affiliation	1,049	34.9
	Additional Religious Affiliation	382	12.7
	No Religious Affiliation	1,221	40.7
	Multiple Religious Affiliations	102	3.4
	Missing	249	8.3

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

*ND: No data available

Comfort With Campus, Workplace, and Classroom Climate at Brock University

Research on campus climate generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, racialized people, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).^{1,2} Several groups at Brock University indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

Most survey respondents were “very comfortable” or “comfortable” with the overall environment at Brock University (83%, *n* = 2,489, p. 59) with the environment in their departments/program or work units (61%, *n* = 308, p. 59), and with the environment in their classes (84%, *n* = 2,233, p. 59). Examples of statistically significant findings include: Staff and Faculty respondents were less comfortable with the overall environment than were Student respondents (p. 60). Faculty respondents were less comfortable than Staff respondents (p. 61), and Unionized Staff respondents were less comfortable than Non-Unionized Staff respondents (p. 62) with the climate in their department/program or work unit. Undergraduate Student respondents were less comfortable than Faculty respondents with the climate in their classes (p.63). By gender identity, Trans-spectrum respondents were less comfortable than Men and Women respondents with the overall climate (p. 64). By racialized identity, Black respondents were less comfortable than White respondents and Additional/Multiple Racialized Identities

¹ Garvey et al. (2015); Goldberg et al. (2019); Harper & Hurtado (2007); Jayakumar et al. (2009); Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)

² Research cited in this literature review serves as the foundation for R&A’s work and is rooted in studies conducted in the United States.

respondents with the overall climate (p. 66). All Racialized Faculty and Student respondents were less comfortable than White Faculty and Student respondents with the climate in their classes (p. 67). By sexual identity, Bisexual respondents and Queer-spectrum (Not Bisexual) respondents were less comfortable than Heterosexual respondents with the overall climate (p. 68). Queer-spectrum (Including Bisexual) Faculty and Staff respondents less comfortable than Heterosexual Faculty and Staff respondents with the climate in their department/program or work unit (p. 69). By disability status, Respondents With a Mental Health Disability and With Multiple Disabilities were less comfortable than Respondents With No Disabilities with the overall climate (p. 71). Faculty and Student Respondents With Multiple Disabilities were less comfortable than Faculty and Student Respondents With a Single Disability (Not Mental Health) and With No Disability with the climate in their classes (p. 73). By first-generation/low-income status, First-Generation/Low-Income Student respondents were less comfortable than Not First-Generation/Low-Income Student Respondents with the overall climate and climate in their classes (p. 74 - 75). By time employed at Brock, Faculty and Staff respondents employed Less Than Five Years were less comfortable than those employed 6 - 15 Years with the overall climate (p. 76).

1. Faculty Respondents – Positive Attitudes About Faculty Work

Tenured and Tenure-Track

Tenured and Tenure-Track Faculty respondents held positive attitudes about faculty work at Brock University and believed that criteria for tenure were clear (73%, $n = 95$, p. 147), and that research (81%, $n = 106$, p. 148) and teaching (73%, $n = 95$, p. 148) were valued at Brock University.

Non-Tenure-Track

No findings for Non-Tenure-Track Faculty respondents exceeded 70% when combining “strongly agree” and “agree.”

All Faculty

Approximately three-quarters of all Faculty respondents felt that they had job security at Brock (74%, $n = 128$, p.158). Similarly, they felt valued by students in the classroom (81%, $n = 149$, p. 160). A majority of all Faculty respondents (73%, $n = 135$, p. 163) felt that they had faculty who they perceived as role models. The findings suggested that

women faculty and racialized faculty had less positive perceptions than did their peers (p. 159, p. 161, p. 163).

2. Staff Respondents – Positive Attitudes About Staff Work

Staff respondents generally held positive views about working at Brock University. A majority of Staff respondents felt their coworkers/colleagues (73%, $n = 229$, p. 165) gave them job/career advice or guidance when they needed it, and that their supervisors were approachable (82%, $n = 258$, p. 167). Almost three-quarters of Staff respondents thought that their supervisors (75%, $n = 236$) and colleagues (73%, $n = 229$) were supportive of their taking leave (p. 167). Many Staff respondents felt valued by coworkers in their department (83%, $n = 262$, p. 186) and coworkers outside their department (76%, $n = 238$, p. 186). Staff respondents felt that their work was valued (70%, $n = 219$, p. 189), that they had staff whom they perceived as role models (73%, $n = 227$, p. 189), and that their supervisors provided adequate support for them to manage work-life balance (74%, $n = 231$, p. 167). The findings suggested that unionized staff, women staff, staff with disabilities, and staff employed longer at Brock had less positive perceptions than did their peers (p. 165, p. 167, p. 175).

3. Student Respondents – Positive Attitudes About Academic Experiences

Overall, Student respondents had positive perceptions of their experiences at Brock University. Most Student respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty in the classroom (75%, $n = 1,845$, p. 213), and that they felt valued by other students in the classroom (70%, $n = 1,743$, p. 214). Most Student respondents had access to student resources on a variety of issues/concerns (76%, $n = 1,893$, p. 221). The findings suggested that students with disabilities, racialized students, queer-spectrum students, trans-spectrum students, and first-generation students/low-income students had less positive perceptions than did their peers (p. 218, p. 221).

In general, Graduate Student respondents also viewed their Brock University experiences favorably. Most Graduate Student respondents were satisfied with the quality of supervision that they have received from their departments (74%, $n = 246$, p. 226), had adequate access to their supervisors (78%, $n = 259$, p. 226), that their supervisors

responded to their emails, calls, or voicemails in a prompt manner (79%, $n = 262$, p. 226), and that they felt comfortable sharing their professional goals with their supervisors (74%, $n = 245$, p. 226). The findings suggested that racialized graduate students, queer-spectrum graduate students, trans-spectrum graduate students, and graduate students with disabilities had less positive perceptions than did their peers (p. 226, p. 227,).

Experiences of 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.³ Research also underscores the relationship between hostile workplace climates and subsequent productivity.⁴ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 19% ($n = 554$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 83). Of these respondents, 24% ($n = 135$) indicated that the conduct was based on their gender/gender identity, and 18% ($n = 99$) indicated that the conduct was based on position status in Brock University (p. 84).

Differences Based on Position, Gender/Gender Identity, and Racialized Identity

- By position status, a higher percentage of Faculty respondents (37%, $n = 69$) and Staff respondents (35%, $n = 109$) than Undergraduate Student respondents (15%, $n = 325$) and Graduate Student respondents (15%, $n = 51$) indicated that they had experienced this conduct (p. 84).
 - A higher percentage of Staff respondents (52%, $n = 57$) and Faculty respondents (30%, $n = 21$) than Undergraduate Student respondents (14%, $n = 44$) who had experienced this conduct indicated that they thought that the conduct was based on their position status (p. 84).

³ Dugan et al. (2012); Eunyong & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

⁴ Bilmoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

- By gender identity, a higher percentage of Trans-spectrum respondents (38%, $n = 19$) than Women respondents (18%, $n = 383$) and Men respondents (18%, $n = 17$) indicated that they had experienced this conduct (p. 85).
 - A higher percentage of Trans-spectrum respondents (58%, $n = 11$) than Women respondents (18%, $n = 70$) and Men respondents (12%, $n = 18$) who had experienced this conduct indicated that the conduct was based on their gender identity (p. 85).
- By racialized identity, a higher percentage of Indigenous respondents (28%, $n = 19$) than Black respondents (19%, $n = 25$), Additional/Multiple Racialized Identities respondents (19%, $n = 47$), East Asian/Southeast Asian/South Asian respondents (18%, $n = 82$), and White respondents (18%, $n = 327$) indicated that they had experienced this conduct (p. 86).
 - A higher percentage of Black respondents (40%, $n = 10$), East Asian/Southeast Asian/South Asian respondents (33%, $n = 27$), Additional/Multiple Racialized Identities respondents (21%, $n = 10$), and Indigenous respondents ($n < 5$) than White respondents (3%, $n = 9$) who had experienced this conduct indicated that the conduct was based on their racialized identity (p. 86).

Respondents Who Seriously Considered Leaving Brock University

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.⁵ Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.⁶ There is no literature on the retention of staff in higher education as it relates to climate.

Faculty and Staff Respondents

Sixty-two percent ($n = 116$) of Faculty respondents and 63% ($n = 197$) of Staff respondents had seriously considered leaving Brock University in the past year (p. 191).

Thirty-eight percent ($n = 44$) of Faculty respondents who seriously considered leaving did

⁵ Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); Johnson et al. (2014); Kutscher & Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al. (2014)

⁶ Booker (2016); García & Garza (2016); Hausmann et al. (2007)

so because of tension with coworkers (p. 193). Seventy-three percent ($n = 143$) of Staff respondents who seriously considered leaving did so because of a low salary/pay rate (p. 191).

Student Respondents

Twenty-seven percent ($n = 572$) of Undergraduate Student respondents and 20% ($n = 68$) of Graduate Student respondents had seriously considered leaving Brock University in the past year (p.232). Forty-four percent ($n = 251$) of Undergraduate Student respondents who seriously considered leaving did so because of a lack of sense of belonging (p. 234). Thirty-two percent ($n = 22$) of those Graduate Student respondents who seriously considered leaving did so owing to lack of sense of belonging (p. 235).

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses indicated that they felt less positive about several aspects of their work life at Brock University. Twenty-three percent ($n = 70$) of Staff respondents felt that the performance evaluation process was productive (p. 167). Few Staff respondents felt that Brock University policies were fairly applied across Brock University (21%, $n = 67$, p. 176), staff salaries were competitive (11%, $n = 35$, p. 178), or that staff opinions were valued by Brock University faculty and administration (28%, $n = 85$, p. 180). Fifty-eight percent ($n = 180$) of Staff respondents felt that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled, p. 170). Eighty-three percent ($n = 176$) of Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 168).

Faculty Respondents

Fifty-one percent ($n = 66$) of Tenured and Tenure-Track Faculty respondents felt that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (p. 149). Less than one-third of Tenured and Tenure-Track Faculty respondents (30%, $n = 39$) felt that faculty opinions were taken seriously by

senior administrators (e.g., president, dean, vice president, provost, p. 150). Less than one-fourth of Non-Tenure-Track Faculty respondents felt that the criteria used for contract renewal were applied equally to positions (21%, $n = 11$, p. 152). Twenty-one percent ($n = 36$) of Faculty respondents felt that Brock University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation, p. 157). Few Faculty respondents felt that salaries between Faculties/Schools were equitable across Brock University (13%, $n = 23$, p. 155) or that resources between Faculties/Schools were equitable (10%, $n = 18$, p. 157).

Student Respondents

Analyses of the Students' survey responses revealed statistically significant differences based on gender identity, sexual identity, disability status, and first-generation/low-income status where students from backgrounds historically underrepresented at universities held less positive views of their experiences than did their peers from "majority" backgrounds (p. 209, p. 210., p. 214).

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 14 on the survey. Using this scale, analyses revealed significant differences existed in the overall test for means for Student respondents by gender identity, racialized identity, disability status, and income status on *Perceived Academic Success* (p. 203). For example, Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents. Black Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents. Undergraduate Student Respondents With a Mental Health Disability had less *Perceived Academic Success* than Undergraduate Student Respondents With No Disability. Low-Income Undergraduate Student respondents had less *Perceived Academic Success* than Not-Low-Income Undergraduate Student respondents.

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

In 2018, the Ontario Ministry of Colleges and Universities published findings from the “Student Voices on Sexual Violence Survey.” This report indicated that sexual violence is a substantial issue on campuses in Canada. More recently (September 14, 2020), Statistics Canada indicated that one in ten women students was sexually assaulted in a postsecondary setting. One section of the Brock University survey requested information regarding respondents’ experiences with unwanted sexual contact/conduct.

- 11% ($n = 335$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at Brock University (p. 112).
 - 2% ($n = 46$) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 113).
 - 4% ($n = 111$) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 116).
 - 7% ($n = 196$) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, p. 123).
 - 3% ($n = 95$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 130).
- Respondents identified Brock University students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (pp. 114 - 133).
- Most respondents did not report the unwanted sexual contact/conduct (pp. 115 - 136).

Survey respondents were offered the opportunity to elaborate on why they did not report the various forms of unwanted sexual contact/conduct. The primary reasons cited for not reporting these incidents was that the incidents did not feel serious enough to report, the respondents did not trust the institution, and they feared social stigma.

Conclusion

Embarking on this campus-wide assessment is further evidence of Brock’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 assessment was to investigate the climate within Brock and to shed light on respondents' personal experiences and observations of living, learning, and working at Brock. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the Brock community.

Unlike previous campus-wide surveys, the “*Brock Assessment of Climate for Learning, Living, and Working*,” was underway when the COVID-19 pandemic forced colleges and universities to shutter their campuses and follow provincial and regional stay-at-home orders. Certainly, these circumstances have influenced the experiences of Brock's community of students, faculty, and staff members and have been noted, to an extent, in this report. In addition, during the writing of the report, compounding social injustices and disparities were amplified by the pandemic with protests against racial injustice erupting around the world. It is within this context that these findings were offered.

Assessments and reports, however, are not enough to effect change. Developing strategic actions and an implementation plan are critical to improving the campus climate, even as institutions of higher education grapple with financial and other operational challenges resulting from the COVID-19 pandemic and current social and political contexts. Though the process may be more arduous owing to the current culture, the climate assessment findings provide the Brock community with an opportunity to build upon their strengths and to develop a deeper awareness of the challenges ahead. Brock, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

It is imperative that the voices of those who experience the most oppression and exclusion at Brock be placed at the center of action items and decisions in order to move the institution forward. These tenets are offered in the *Dimensions: Equity, Diversity and Inclusion Canada* (EDI) charter that Brock endorsed in May 2019. Dimensions EDI is focused on addressing barriers in post-secondary research particularly faced by members of underrepresented or disadvantaged groups such as women, Indigenous peoples, persons with disabilities, members of

racialized groups, and members of LGBTQ2+ communities. In signing onto this nationwide charter, Brock reaffirmed its commitment to foster a culture of inclusivity, accessibility, reconciliation and decolonization.

Everyone benefits from a more inclusive campus. To transform the campus environment, Brock is required to acknowledge areas of opportunity and take responsibility for restoring, rebuilding, and implementing action that prioritizes those most negatively impacted in the current structure.

Introduction

History of the Project

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

Brock University also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in one of the strategic pillars of the Institutional Strategic Plan, “Fostering a culture of accessibility, inclusion, decolonization and reconciliation.”⁷

The impetus for this current project has its roots in the 2017 Human Rights Task Force Report, “Pushing Onward.” In particular, the Recommendation 6.5.1 addresses the purpose of this assessment:

Brock University engages an external firm to conduct a comprehensive, anonymous and anonymized equity census and collects data on the diversity and inclusivity of the Brock community. The Task Force believes strongly in the importance of evidence-based strategies and noted a lack of equity data at the University. It looked to the practices of other Canadian universities and concluded that a comprehensive equity census is required for the University to better understand the make-up of its employee and student body and to identify key areas of concerns and attention. Many universities already conduct such surveys in the context of the Federal Contractors Program and the Task Force calls on the University to use these models to institute its own census. The results of the census should be published and discussed at a public debrief session within the Brock

⁷ <https://brocku.ca/strategic-plan/wp-content/uploads/sites/192/Brock-University-Strategic-Plan.pdf>

community. The equity census should be repeated on a regular basis, and no less than every five years, to ensure that equity data remains current.

Consistent with recommendation 6.5.1 and to better understand the campus environment, Brock University conducted a comprehensive survey of students, faculty, and staff during the spring 2020, to develop a better understanding of the learning, living, and working environment on campus.

In fall 2019, Brock University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled during the 2019-2020 academic year entitled “Assessment of the Learning, Living, and Working Environment.” Faculty, staff, students, and administrators of Brock University formed the Climate Study Working Group (CSWG), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey’s administration between March 30 and May 15 2020. In fall 2020, R&A will present virtual community forums the information gathered from the campus-wide survey and will encourage the Brock University community to develop top action items based on these findings.

While the survey was underway, the COVID-19 pandemic forced Brock University to close its campus and transitioned to working and teaching from home on March 13 to protect the health and safety of Brock University students, faculty, and staff. The CSWG extended the survey administration by six weeks while the Brock University community adjusted to the new guidelines and ultimately closed the survey on May 15. This study therefore represents a snapshot of the campus climate during the impact of COVID-19 on Brock University, and the pandemic’s emergence and rapid progression certainly contributed to the community and national discourse during the survey period.

Project Design and Campus Involvement

The conceptual model used as the foundation for Brock University’s assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).⁸ A power and privilege perspective informs the model, one grounded in critical theory, which establishes that

⁸ Research cited in this literature review serves as the foundation for R&A’s work and is rooted in studies conducted in the United States.

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 (A. Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. Brock University's assessment was the result of a comprehensive process to identify the strengths and challenges of the campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for Brock University that would reveal the various dimensions of power and privilege that shaped the campus experience. In the first phase, R&A conducted 20 focus groups, which were composed of 101 participants (35 students, 37 staff, and 29 faculty). In the second phase, the CSWG and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final Brock University survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, and other topics.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) established that to build a vital community of learning, an institution must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of “a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too” (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion”

(1995, p. xvi). The AAC&U proposed that colleges and universities commit to “the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard” (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Hurtado and associates (1999), extending the work of Hurtado (1992), described campus climate as the combination of an institution’s historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral dimensions. Historical legacy includes an institution’s history of resistance to desegregation, as well as its current mission and policies. Psychological climate refers to campus perceptions of racial/ethnic tensions, perceptions of discrimination, and attitudes toward and reduction of prejudice within the institution. Structural dimensions of campus climate take into account demographic and facilities/resources, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity across race/ethnicity. Building on this model, Rankin and Reason (2008) defined campus climate as “the current attitudes, behaviors, and standards, and practices of employees and students in an institution” (p. 264). Rankin and Reason (2008) specified

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

Using this definition as a foundation, Rankin & Associates Consulting develops campus-specific assessment tools and analyzes the resulting data to understand and evaluate an institution’s campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Museus et al., 2017; Rankin & Reason, 2005; Strayhorn, 2012, 2013). D. R. Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Strayhorn (2012) also characterized individuals' sense of belonging as a "basic human need [that takes on] increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, college and university campuses represent such an environment.

Researchers have conducted extensive studies regarding the ways in which campus climate contributes to a sense of belonging, or lack thereof, for various student populations. For example, recent research investigated the role of campus climate in constructing a sense of belonging for student athletes (Gayles et al., 2018); women students in science, technology, engineering, and math (STEM) fields (D. R. Johnson, 2012); first-generation students (Means & Pyne, 2017); racial and ethnic minority students (Maramba & Museus, 2011; Mwangi, 2016; Tachine et al., 2017; Wells & Horn, 2015); Black men (Wood & Harris, 2015); students with disabilities (Vaccaro et al., 2015); and first-year lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann et al., 2007; Museus et al., 2017).

Intent to persist and/or retention is a primary outcome measure of campus climate (Mayhew et al., 2016). Mayhew et al. (2016) noted that campus climate factors including "having meaningful peer interactions and relationships, and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419). Researchers identified additional social, cultural, and academic factors that influenced students' intent to

persist, including peer engagement, opportunities for engagement with others from diverse backgrounds, faculty engagement opportunities, classroom climates, student group opportunities, and institutional support programs and initiatives. Research in recent years has demonstrated how those factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Eunyoung & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; D. R. Johnson et al., 2014; Lancaster & Yonghong, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018).

Research regarding the influence of campus climate on individuals' persistence and retention also examined the experiences of underrepresented faculty populations including Black faculty (Griffin, Pifer et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2016), and women faculty in STEM fields (Pascale, 2018). Much of the research regarding minority faculty retention highlighted the critical role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015).

Presently, scant research specific to staff retention exists.

In addition to research regarding sense of belonging and retention, campus climate research also studied the effects of campus climate on faculty, staff, and students' social, emotional, academic, and work-related campus experiences including academic engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). One common finding suggested that minority faculty, staff, and students generally perceived campus climate differently than did their peers. Those unique perceptions often adversely affected a variety of outcome factors.

Some campus climate assessments also measured the intersectional experiences (i.e., how multiple aspects of one's identity combine and influence another identity) of faculty, staff, and students in relation to the current attitudes, behaviors, standards, and practices of employees and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; D.

R. Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for selected campus constituents with the awareness that intersectionality is at the core of all lived experience.

Faculty & Campus Climate. Campus climate actively shapes the experiences of faculty, particularly related to faculty members' professional success, sense of belonging, and perceptions of professional development opportunities and support. Most research regarding faculty and campus climate relates specifically to faculty members' racialized identity, sexual identity, and/or gender identity. A summary of the literature is offered below.⁹

Research that examined the campus climate experiences of racial minority faculty found that these faculty members commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015, Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). Racial minority faculty at two-year institutions reported similar climate experiences, as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015) contended that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism also presented substantial barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research regarding the experiences of racial/ethnic minority women faculty notes that racial/ethnic minority women faculty frequently failed to receive professional mentorship and leadership development opportunities in a manner consistent with the opportunities of their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Describing the outcomes of these experiences, Kelly and McCann (2014) found that pre-tenure departure commonly was attributed to “gendered and racialized tokenization and isolation, a need for more intrusive style of mentoring, and poor institutional fit” among racial/ethnic minority women faculty (p. 681).

⁹ For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that racial minority women faculty also experienced significant “identity taxation” within the academy (p. 214). Their findings suggested that racial minority women faculty faced formal and informal expectations to provide mentorship and emotional labor in support of racial and gender minority students.

Campus climate research specific to the experiences of women faculty indicated that women faculty members often experienced gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). These experiences prompted higher rates of institutional departure by women faculty compared to their men colleagues (Gardner, 2013). Maranto and Griffin (2011) also identified women faculty’s perceived lack of inclusion and support as primary contributors to their perceptions of “chilly” departmental experiences. According to Maranto and Griffin (2011), “Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth” (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform including institutional service and advising, particularly within male-dominated fields (O’Meara et al., 2017). Guarino and Borden (2017) found, when controlling for faculty rank, race/ethnicity, and field of study, women faculty performed significantly more service, particularly internal service, or service on behalf of the department or institution, than did men faculty. Hanasono et al. (2019) suggested that such internal service, or what the authors called “relational service,” not only was performed more often by women faculty, but that relational service also was less valued in evaluation processes, subsequently affecting women faculty tenure, promotion, and retention.

Campus climate researchers also have investigated the hostile and exclusionary institutional climates that queer-spectrum¹⁰ and trans-spectrum faculty and staff continued to experience

¹⁰ Rankin & Associates uses the term “queer-spectrum” in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. R&A uses the term “trans-spectrum” in materials as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

(Bilimoria & Stewart, 2009; Garvey et al., 2018; Seelman et al., 2017) within institutional environments. According to Bilimoria and Stewart (2009), failure to hide one's queer or trans identity may result in alienation from professional spaces and unwanted scrutiny from fellow faculty members. As a result, queer-spectrum faculty and staff reported feeling compelled to maintain secrecy regarding their marginalized identities. For queer-spectrum faculty, hostile campus climates also can result in poor job satisfaction. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department-level as generating a hostile climate and low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in queer-spectrum and trans-spectrum faculty members' desire to leave an institution. Identifying the influence of institutional geography, Garvey and Rankin (2016) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution if the institution was located in a town and/or rural environment.

Staff & Campus Climate. Scant research exists about how staff members experienced campus climate and how that climate influenced staff members' professional success and overall well-being. From the limited research available, findings suggested that higher education professional and classified/hourly staff members perceived a lack of professional support and advancement opportunities. Staff commonly attributed their perceived lack of support and advancement opportunities to their personal characteristics, including age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012). Garcia (2016), S. J. Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments.

For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic Serving Institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' office/departments directly affected staff members' perceptions of campus climate. Garcia's findings echoed the work of Mayhew et al. (2006), who found that how staff members experienced their immediate office/department influenced how staff members perceived the broader campus climate.

According to Mayhew et al. (2006), “Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity” at an institutional level (p. 83).

In a rare investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) explored the mentor-mentee relationships in which staff and administrators of color frequently engaged in support of first-generation Black, Latinx, and biracial students. Luedke (2017), in an application of social reproduction theory, offered an analysis of the various forms of social and emotional support staff members provided students, as well as the social capital staff and administrator mentors of color cultivated on behalf of students. Key to the relationships between staff members of color and students of color was staff members’ acknowledgement of students’ backgrounds and nourishment of the skills and experiences students possessed when they enrolled in institutions (Luedke, 2017).

Undergraduate Students & Campus Climate. Most literature about campus climate and undergraduate students examines campus climate in the context of students’ racialized identity, sexual identity, and/or gender identity. Research findings demonstrated that campus climate influenced students’ social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when racial minority students perceived their campus environment as hostile, outcomes such as persistence and academic performance were negatively affected (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Research regarding the campus climate experiences of populations such as low-income students, students with disabilities, first-generation students, students who were veterans, international students, American Indian/Indigenous people, undocumented students, and student-athletes has become increasingly available over the past decade.¹¹ A summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions in constructing hostile and exclusionary campus climates for minority undergraduate students, is offered in the following paragraphs.¹²

¹¹ For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

¹² This review is intended to map the broad scope of campus climate research; it is not intended to present comprehensive findings of all research in this area.

Hostile or exclusionary campus climates negatively affect racial minority students in a number of ways. For example, scholars have found that when racial minority students viewed their campus environment as hostile, negative outcomes in persistence and academic performance resulted (Booker, 2016; Eunyong & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for racial minority students, often resulting in reduced academic success and decreases in retention and persistence. In related work, Mills (2019) examined Black undergraduate students experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Referencing the work of Sue et al. (2007), Mills (2019) distinguished environmental microaggressions as occurring at systemic levels while having “no apparent offender” (p. 1). Mills (2019) identified six racial microaggression themes experienced by Black undergraduate student subjects. Themes included: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. In a separate investigation, Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.¹³ Scholars including Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students’ intrinsic and extrinsic academic motivations, which subsequently diminished students’ academic success.

Research regarding the experiences of racially diverse women students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students’ perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that students represent their race(s) when speaking about specific course topics. As a result of such experiences, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable.

¹³ Rankin & Associates uses the gender-inclusive term “Latinx” in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including “Latino,” “Latina,” and/or “Latino/a.”

Similarly, in a study of racially diverse women in STEM, D. R. Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

In their investigation of students with disabilities attending four-year institutions, Fleming et al. (2017) found that the way students with disabilities perceived campus climate directly affected students' sense of belonging and satisfaction at their institution. Vaccaro et al. (2015) also noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities as they adjusted to a postsecondary educational environment. Relatedly, Kutscher and Tuckwiller (2019) provided an investigation of the unique challenges students with disabilities experienced in higher education environments namely as they related to personal characteristics, academic and social engagement, and accommodations and subsequently how these factors influenced persistence among students with disabilities. In an evaluation of the barriers students with disabilities experienced, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services to be the most salient frustrations students with disabilities encountered.

Examining the role of social class in relation to students' first-year experience, Ostrove and Long (2007) found that students' individual sense of belonging actively mediated the relationship between low-income students' class background and their adjustment to postsecondary education.¹⁴ Similarly, Soria and Stebleton (2013) found that working-class students experienced feeling less welcome, or a lesser sense of belonging, compared to their middle- and upper-class peers. In an investigation specific to private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events. In addition, students frequently missed academic and community engagement opportunities owing to students' need to work.

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum faculty, staff, and students indicates that queer-spectrum and trans-spectrum individuals

¹⁴ For additional research regarding various minority populations' sense of belonging in higher education, please visit www.rankin-consulting.com.

experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined how lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed their sense of belonging during their first year at an institution. The authors found that students' sense of belonging was influenced by individuals' degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey et al. (2015) specifically identified the classroom climate as a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than did their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

Graduate Students & Campus Climate. The majority of research regarding students' campus climate experiences focuses on the experiences of undergraduate students. The available campus climate research specific to graduate students suggests that, particularly, women graduate students, graduate students of color, international graduate students, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, Yakaboski et al (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects portrayed positive interactions with faculty and staff, students described negative and discriminatory interactions with U.S. students, specifically noting a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). These findings demonstrated the varied campus climate experiences of Saudi graduate students, and perhaps more broadly, international graduate students.

Scholars have been conducting research regarding the campus climate experiences of racial minority women graduate students. For example, through a Black Feminist Thought (BFT) framework, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support

within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong et al. (2011) wrote, “The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories” (p. 192).

In their examination of trans-spectrum (including trans and gender non-conforming) graduate students, Goldberg et al. (2019) found that trans-spectrum graduate students commonly demonstrated a gender presentation inconsistent with their self-perceptions based on their concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in Goldberg et al.’s (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students’ advisor interactions, Goldberg et al. (2019) identified respondents’ interactions with their faculty advisor as a specifically “salient context for experiencing affirmations versus invalidation of one’s gender identity” (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their seminal research, Hurtado et al. (1999) stated, “Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach” (p. 69). Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community, but perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, “The role of leadership cannot be underestimated in creating change for diversity.” Additionally, “Leadership can make a dramatic difference to whether and how diversity is built

into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable campus, *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity influenced students' perceptions of diversity and willingness to engage diverse perspectives. For instance, Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to the perceptions of racial minority faculty, Squire (2017) found that how campus leadership responds to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's commitment to diversity, as well as faculty members' overall faculty experience. According to Squire (2017), "Faculty of color noted that the ways that their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured, as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" (Williams & Wade-Golden, 2013, pp. 151-152). Ultimately, how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills

included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others. Astin and Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote, “[I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution” (p. 86). Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical in today’s higher education. According to Williams and Wade-Golden (2013), “Diversity issues cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new ‘academic diversity cannon’ that has become fundamental to fulfilling the mission of academia in the new millennium” (p. 171). Fortunately, campus climate research and assessment can provide today’s senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁵ 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 Brock University to gather information from students, faculty, and staff about their perceptions of the campus climate. The focus group interview protocol included four questions addressing participants’ perceptions of the campus living, learning, and working environment; initiatives/programs implemented by Brock University that have directly influenced participants’ success; the greatest challenges for various groups at Brock University; and suggestions to improve the campus climate. The CSWG determined the groups and invited community members to participate via a letter from President Gervan Fearon. On October 28, 2019, 35 Brock University students, 37 staff, and 29 faculty participated in 20 focus groups conducted by R&A facilitators. R&A facilitators provided focus group participants with their contact information to follow-up with R&A about any additional concerns. The CSWG and R&A used the information gathered during the focus groups to inform questions for the campus-wide survey.

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the CSWG. The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the Brock University population. The final Brock University

¹⁵ Rankin & Associates Consulting (2020) adapted from AAC&U (1995).

campus-wide survey contained 119 questions,¹⁶ including 29 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Brock University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. Survey respondents received some questions based on their position status (e.g., faculty, staff, or student). The survey was available in both online and pencil-and-paper formats. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. Brock University's Research Ethics Board (REB) reviewed the project proposal, including the survey instrument. This project was determined by REB to be exempt in January 2020 and as such no further documentation was required for submission.

Prospective participants received an invitation from President Fearon which 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 explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents “self-selected” to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response

¹⁶ To ensure reliability, evaluators must properly structure instruments (questions and response choices must be worded in such a way that they elicit consistent responses) and administer them in a consistent manner. The instrument defined critical terms, was revised numerous times, underwent expert evaluation of items, and was checked for internal consistency.

rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed via SPSS (25) to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to Brock University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racialized identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.¹⁷ The data tables in Appendix B provide actual percentages¹⁸ with missing or “no response” information. The purpose for this difference in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, “strongly agree” and “agree” were combined. For example, “Sixty percent ($n = 50$) of respondents “strongly agreed” or “agreed” that...” If the responses for either “strongly agree” or “agree” resulted in $n < 5$, then the combination of “strongly disagree” and “disagree” may have been used instead.

¹⁷ Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

¹⁸ Actual percentages were derived using the total number of survey respondents.

When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, “A higher percentage of White/European American respondents (40%, $n = 10$) than Respondents of Color (20%, $n = 5$) “disagreed” that...” If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 14 of the assessment. The scale, termed “Perceived Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale (Table 2).

The questions on the 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. Two percent ($n = 54$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* 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 scale.¹⁹ The internal consistency reliability (Cronbach’s alpha) of the scale was 0.871, which is high, meaning that the scale produced consistent results.

¹⁹ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 2. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q14_A_1	I am performing up to my full academic potential.
	Q14_A_2	I am satisfied with my academic experience at Brock University.
	Q14_A_3	I am satisfied with the extent of my intellectual development since enrolling at Brock University.
	Q14_A_4	I have performed academically as well as I anticipated I would.
	Q14_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q14_A_6	My interest in ideas and intellectual matters has increased since coming to Brock University.

Factor Scores. The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor was then reverse coded so that higher scores on *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

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

- Gender identity (Women, Men, Trans-spectrum)
- Racialized identity (Indigenous, Black, East Asian/Southeast Asian/South Asian, White, Additional/Multiple Racialized Identities)
- Disability status (No Disability, Mental Health Disability, Single Disability (Not Mental Health), Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was

calculated using Cohen's *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racialized identity), 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 η^2 and any moderate-to-large effects are noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Brock University, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments 1) to give “voice” to the quantitative findings and 2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at Brock University. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed²⁰ these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²⁰ Any comments provided in languages in addition to 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. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. 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 may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at Brock University.

Description of the Sample²¹

Three thousand-three (3,003) surveys were returned for a 14.2% overall response rate. Response rates by position status were 12% for Undergraduate Students, 19% for Graduate Students, 18% for Faculty, and 29% for Staff. The sample and population figures, chi-square analyses,²² and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Brock University.

1. Undergraduate Students were underrepresented in the sample. Graduate Students, Faculty, and Staff were overrepresented in the sample.
2. Men were underrepresented in the sample. Women were overrepresented in the sample.

²¹ Frequency tables for each survey item are provided in Appendix B.

²² Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Brock.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		<i>N</i>	%	<i>n</i>	%	
Position status ^a	Undergraduate Student	17,432	81.8	2,165	72.1	12.4
	Graduate Student	1,778	8.3	335	11.2	18.8
	Faculty	1,028	4.8	188	6.3	18.3
	Staff	1,071	5.0	315	10.5	29.4
Gender identity ^b	Women	11,921	56.9	2,120	70.6	17.8
	Men	9,048	43.1	816	27.2	9.0
	Trans-spectrum	ND*	ND	50	1.7	N/A
	Missing/Not Declared	ND	ND	17	0.6	N/A

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

*ND: No Data available

^a $\chi^2(3, n = 3,003) = 258.41, p < .001$

^b $\chi^2(1, n = 2,931) = 279.89, p < .001$

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. (1999) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Brock University’s CSWG reviewed the bank of items available for the survey.

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

Reliability – Internal Consistency of Responses.²³ Correlations between the responses to questions about overall campus climate for various groups (survey Question 102) and to questions that rated overall campus climate on various scales (survey Question 103) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁴ are provided in Table 4.

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

A moderate relationship (between .57 and .66) existed for all five pairs of variables—between Positive for Racialized People and Not Racist; between Positive for People Who Identify as Lesbian, Gay, Bisexual, Queer, or Transgender and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and between Positive for Persons With Disabilities and Not Ableist.

Table 4. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist	Not Ableist
Positive for People of Color	0.612*				
Positive for Lesbian, Gay, Bisexual, or Queer-spectrum People		0.572*			
Positive for Women			0.597*		
Positive for People of Low-Income Status				0.652*	
Positive for People With Disabilities					0.649*

* $p < 0.01$

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

²³ 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).

²⁴ Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

Sample Characteristics²⁵

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories 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 category totaled less than five ($n < 5$).

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.²⁶ Of respondents, 72% ($n = 2,165$) were Undergraduate Students, 11% ($n = 335$) were Graduate Students, 6% ($n = 188$) were Faculty²⁷, and 11% ($n = 315$) were Staff (Figure 1). Ninety-four percent ($n = 2,830$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 96% ($n = 2,071$) of Undergraduate Student respondents, 92% ($n = 307$) of Graduate Student respondents, 81% ($n = 152$) of Faculty respondents, and 95% ($n = 300$) of Staff respondents were full-time in their primary positions.

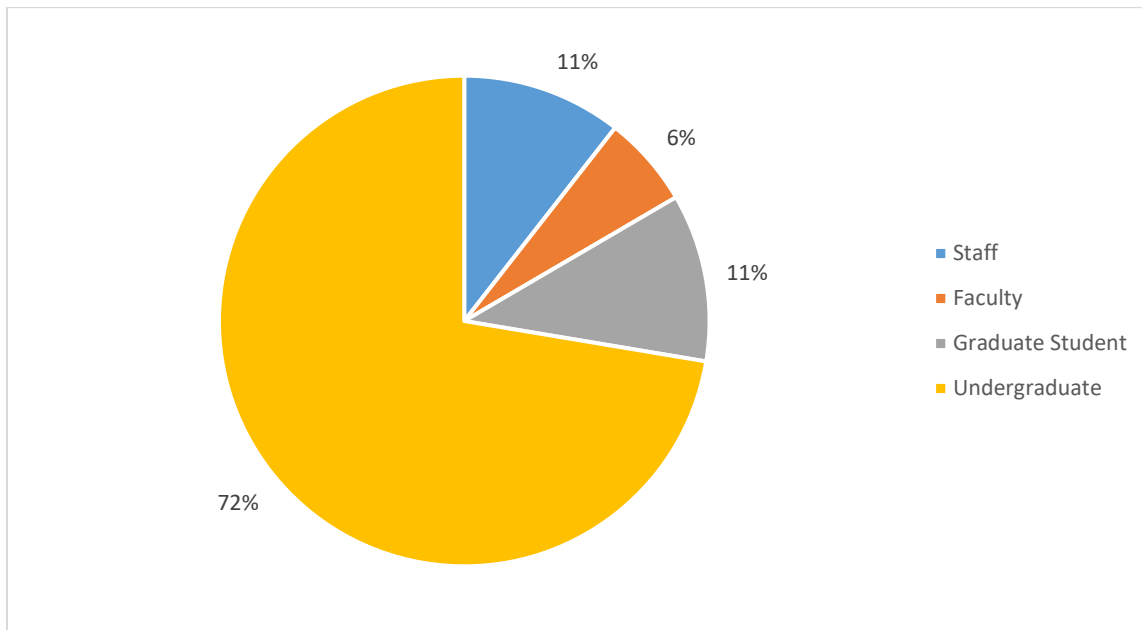


Figure 1. Respondents' Collapsed Position Status (%)

²⁵ All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

²⁶ CSWG determined the collapsed position status variables.

²⁷ Faculty respondents includes Faculty Member or Professional Librarian (BUFA Members, $n = 134$), English as a Second Language (ESL, $n = 31$), Sessional & Part-time Instructors, Academic Administrator (e.g. Provost, Dean, Vice-Provost, University Librarian, Associate Dean, $n = 14$), and Research Position (e.g., Post-Doctoral Fellows, Research Assistants, $n = 9$) respondents.

Ninety-five percent ($n = 2,844$) of respondents spent the majority of their time at St. Catharines (1812 Sir Isaac Brock Way), 3% ($n = 82$) at Hamilton, and 2% ($n = 64$) at St. Catharines (Marilyn I. Walker School of Fine and Performing Arts).

Regarding respondents' primary work unit affiliations, Table 5 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 15% ($n = 46$) were affiliated with Teaching, Learning & Student Success (e.g. Career, Co-op & Experiential Education, Student Wellness & Accessibility, Student Life), and 8% ($n = 24$) were affiliated with Faculty of Social Sciences ($n = 24$).

Table 5. Staff Respondents' Primary Academic Division/Work Unit Affiliations

Academic division/work unit	<i>n</i>	%
Goodman School of Business	18	5.7
Faculty of Applied Health Sciences	9	2.9
Faculty of Education	15	4.8
Faculty of Graduate Studies	8	2.5
Faculty of Humanities	< 5	---
Faculty of Mathematics and Science	9	2.9
Faculty of Social Sciences	24	7.6
Library	8	2.5
Office of President (e.g. University Secretariat, Office of Human Rights & Equity)	11	3.5
Office of Provost	< 5	---
Office of the Vice-President, Research (e.g. Research Ethics, Research Services)	7	2.2
Office of the Senior Associate Vice-President, Infrastructure & Operations (e.g., Campus Security, Internal Audit)	< 5	---
Teaching, Learning & Student Success (e.g. Career, Co-op & Experiential Education, Student Wellness & Accessibility, Student Life)	46	14.6
Registrar's Office	19	6.0
Strategic Partnerships & International	11	3.5
Human Resources	10	3.2

Note: Table reports responses only from Staff respondents ($n = 315$).

Of Faculty respondents, 25% ($n = 47$) were affiliated with Faculty of Social Sciences, 19% ($n = 36$) with Faculty of Humanities, and 18% ($n = 33$) with Faculty of Applied Health Sciences (Table 6).

Table 6. Faculty Respondents' Primary Academic Division

Academic division	<i>n</i>	%
Goodman School of Business	15	8.0
Faculty of Applied Health Sciences	33	17.6
Faculty of Education	23	12.2
Faculty of Humanities	36	19.1
Faculty of Mathematics and Science	14	7.4
Faculty of Social Sciences	47	25.0
Library	4	2.1
Missing	16	8.5

Note: Table reports responses only from Faculty respondents ($n = 188$).

In terms of length of employment, 35% ($n = 109$) of Staff respondents were employed at Brock University between one and five years, and 18% each between six and 10 years ($n = 57$) and 11 and 15 years ($n = 55$) (Table 7). As for Faculty respondents, 22% ($n = 41$) were employed at Brock University between 11 and 15 years, and 28% each between 16 and 20 years ($n = 51$) and more than 20 years ($n = 28$)

Table 7. Faculty and Staff Respondents' Length of Employment

Time	Faculty respondents		Staff respondents	
	<i>n</i>	%	<i>n</i>	%
Less than 1 year	12	6.6	30	9.6
1–5 years	26	14.2	109	34.8
6–10 years	25	13.7	57	18.2
11–15 years	41	22.4	55	17.6
16–20 years	51	27.9	34	10.9
More than 20 years	28	27.9	28	8.9

Note: Table reports responses only from Faculty and Staff respondents ($n = 496$).

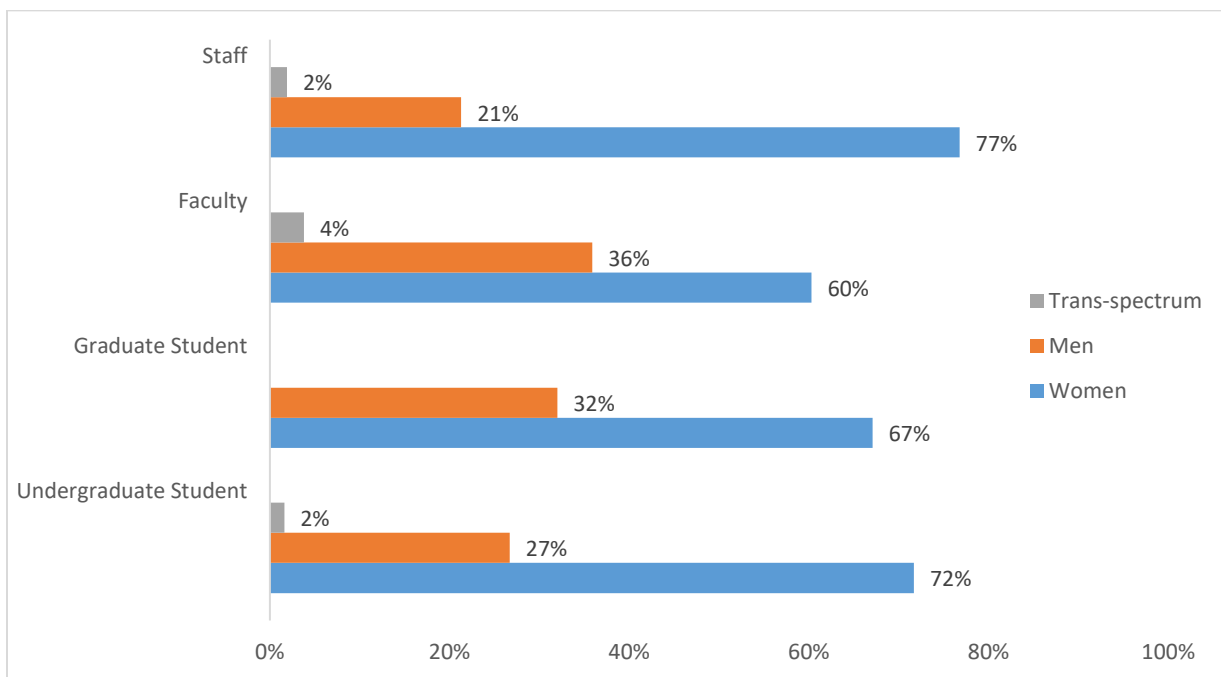
Seventy-one percent ($n = 2,120$) were Women; 27% ($n = 807$) were Men.²⁸ Less than 1% of respondents identified as Genderqueer ($n = 15$), Nonbinary ($n = 11$), Genderfluid ($n = 9$), and Transgender ($n = 7$), and less than five respondents identified as Two-Spirit.²⁹ Less than 1% of respondents marked “a gender not listed here” and offered identities such as “Apache helicopter,” “confused,” “questioning,” and “transgender nonbinary.”

For the purpose of some analyses, the CSWG elected to collapse the categories Transgender, Genderqueer, and “gender not listed here” into the “Trans-spectrum” category (2%, $n = 50$), and decided to not include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

²⁸ The majority of respondents identified their birth sex as female (72%, $n = 2,170$), while 27% ($n = 822$) of respondents identified as male and less than five identified as intersex. Additionally, 70% ($n = 2,089$) identified their gender expression as feminine, 27% ($n = 806$) as masculine, 2% ($n = 48$) as androgynous, and 1% ($n = 38$) as “a gender expression not listed here.”

²⁹ Self-identification as transgender/trans-spectrum does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender/trans-spectrum. Here, those who chose to self-identify as transgender/trans-spectrum have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. When transgender/trans-spectrum respondents numbered less than five, no analyses were conducted or included to maintain the respondents’ confidentiality.

Figure 2 illustrates that more Women Undergraduate Student respondents (72%, $n = 1,547$) than Men Undergraduate Student respondents (27%, $n = 577$) and more Women Graduate Student respondents (67%, $n = 224$) than Men Graduate Student respondents (32%, $n = 107$) completed the survey. A higher percentage of Faculty respondents identified as women (60%, $n = 111$) than identified as men (36%, $n = 66$). A higher percentage of Staff respondents were women (77%, $n = 238$) than were men (21%, $n = 66$). Two percent ($n = 34$) of Undergraduate Student respondents, 4% ($n = 7$) of Faculty respondents, and 2% ($n = 6$) of Staff respondents were Trans-spectrum.



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

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

Most respondents identified as Heterosexual³⁰ (79%, $n = 2,375$), 8% ($n = 241$) identified as Queer-spectrum (Not Bisexual) (i.e., lesbian, gay, pansexual, queer, two-spirit, or questioning) (Figure 3), and 7% ($n = 212$) identified as Bisexual. Six percent ($n = 175$) of respondents did not indicate their sexual identity and were recoded to Missing/Unknown.

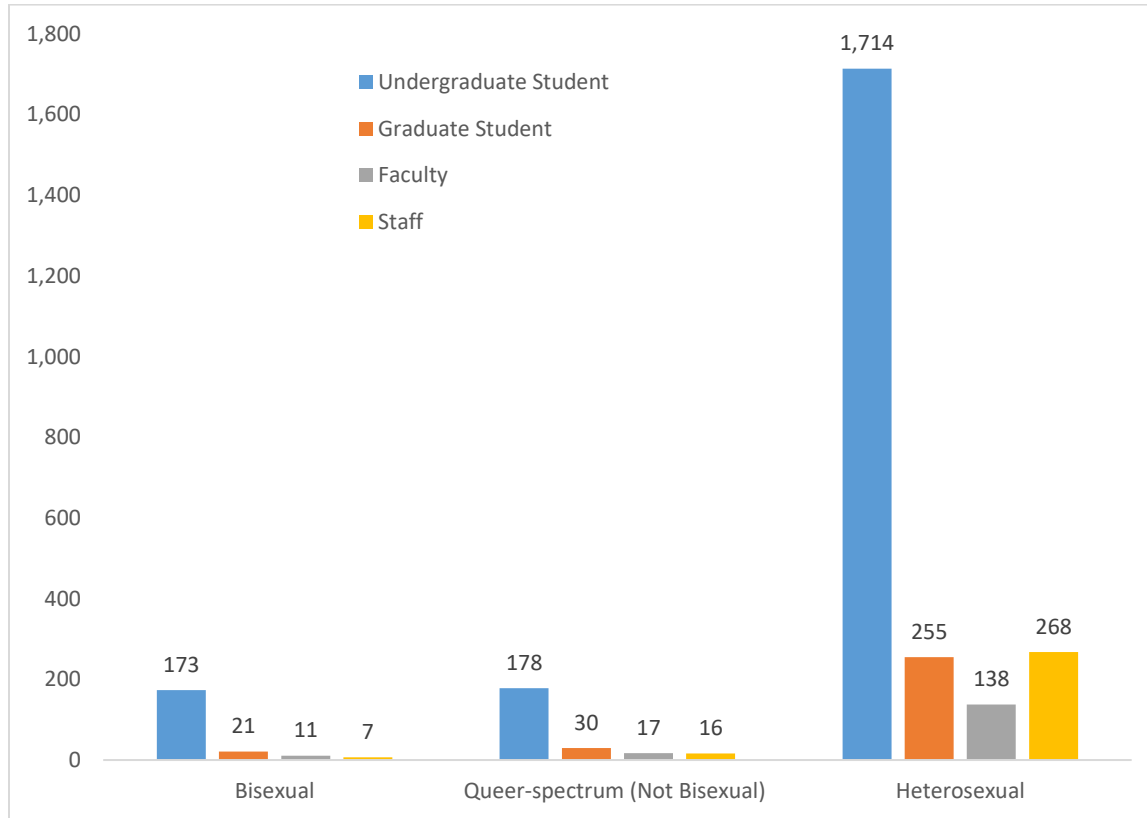
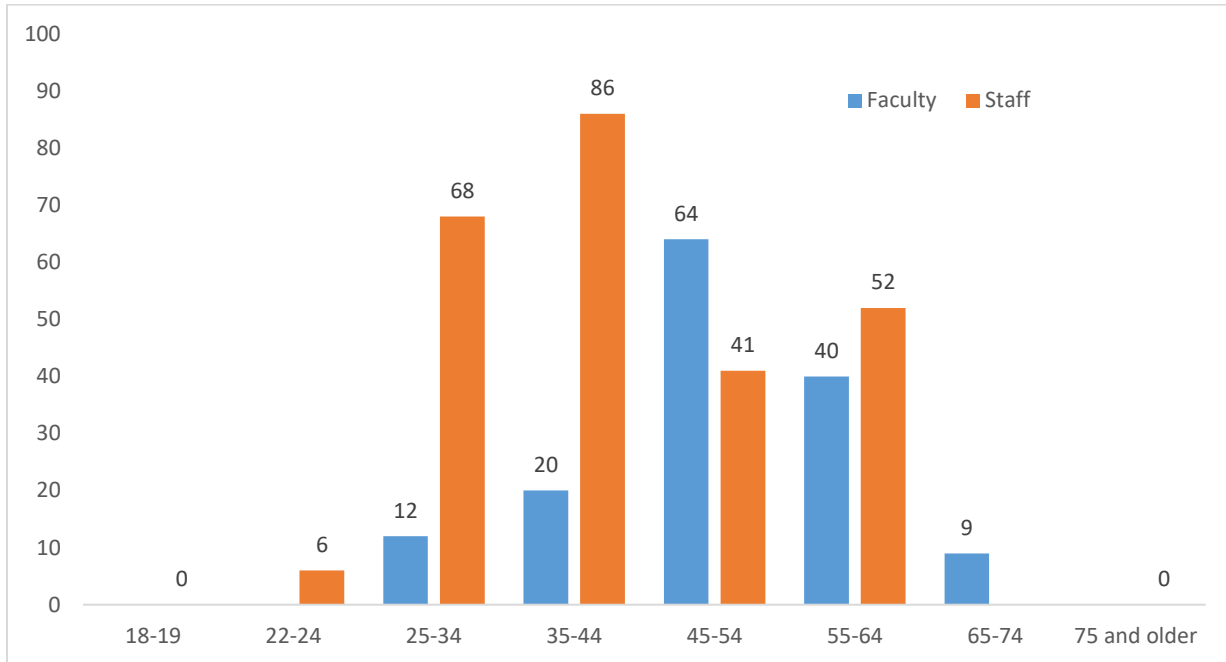


Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁰ Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “Queer-spectrum” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, two-spirit and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

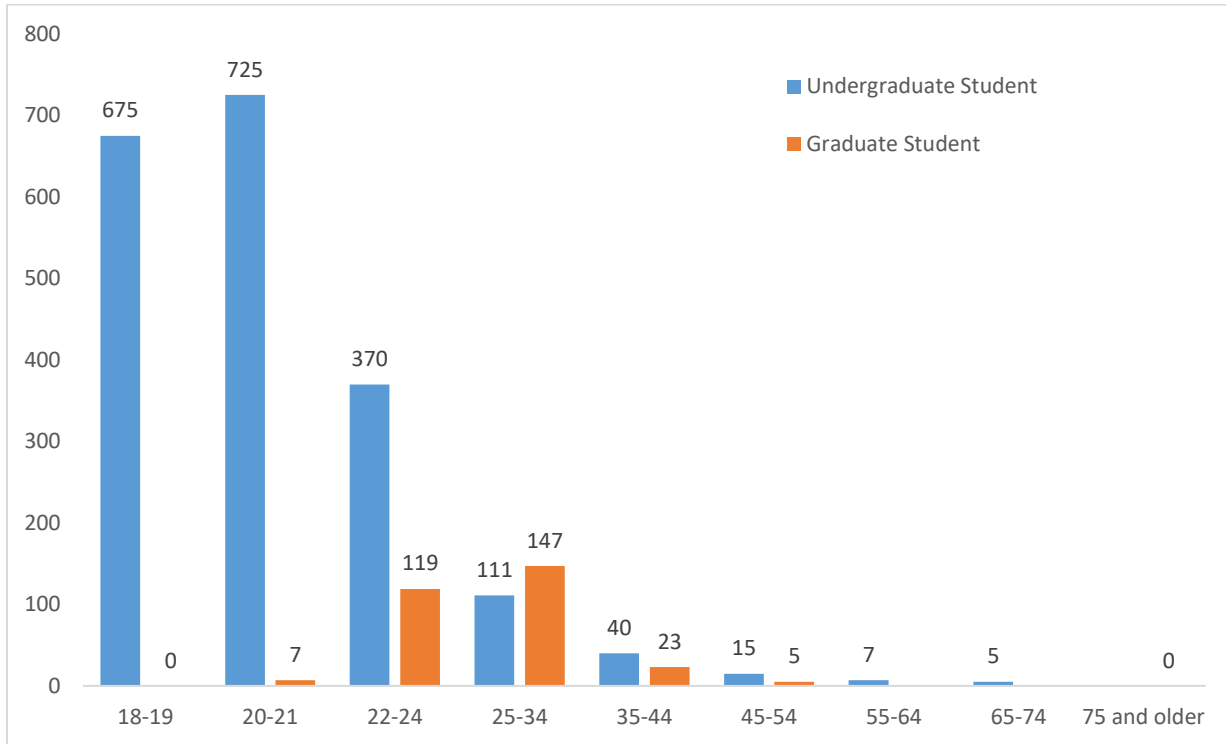
Of Staff respondents, 27% ($n = 68$) were between 25 and 34 years old, 34% ($n = 86$) were between 35 and 44 years old, and 16% ($n = 41$) were between 45 and 54 years old (Figure 4). Of Faculty respondents, 42% ($n = 64$) were between 45 and 54 years old, and 27% ($n = 40$) were between 55 and 64 years old.



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

Figure 4. Faculty and Staff Respondents by Age and Position Status (n)

Of responding Undergraduate Students, 35% ($n = 675$) were between 18 and 19 years old, 37% ($n = 725$) were between 20 and 21 years old, and 19% ($n = 370$) between 22 and 24 years old (Figure 5). Of responding Graduate Students, 39% ($n = 119$) were between 22 and 24 years old and 48% ($n = 147$) were between 25 and 34 years old.



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

Figure 5. Student Respondents by Age and Student Status (n)

Regarding racialized identity, 68% ($n = 2,031$) of the respondents identified as White (e.g., European descent) (Figure 6). Nine percent ($n = 282$) of respondents identified as South Asian (e.g., Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean), 9% ($n = 270$) were East/Southeast Asian (e.g., Chinese, Korean, Japanese, Taiwanese; Filipino, Vietnamese, Cambodian, Thai, Indonesian), 6% ($n = 174$) were Black (e.g., African, Afro-Caribbean, African-Canadian), 3% each were Middle Eastern (e.g., Arab, West Asian, Afghan, Iranian, Lebanese, Turkish, Kurdish) ($n = 79$) or Latin American (e.g., e.g., Latino/a/x) ($n = 78$), 2% ($n = 67$) were Indigenous (e.g., First Nations, Metis, Inuit), and less than one percent ($n = 13$) was Indigenous to another country. Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “Anglo-Indian,” “Australian,” “Kurdish,” “Mexican descent,” “North African,” “South African,” “South American,” and “very white but indigenous.”.

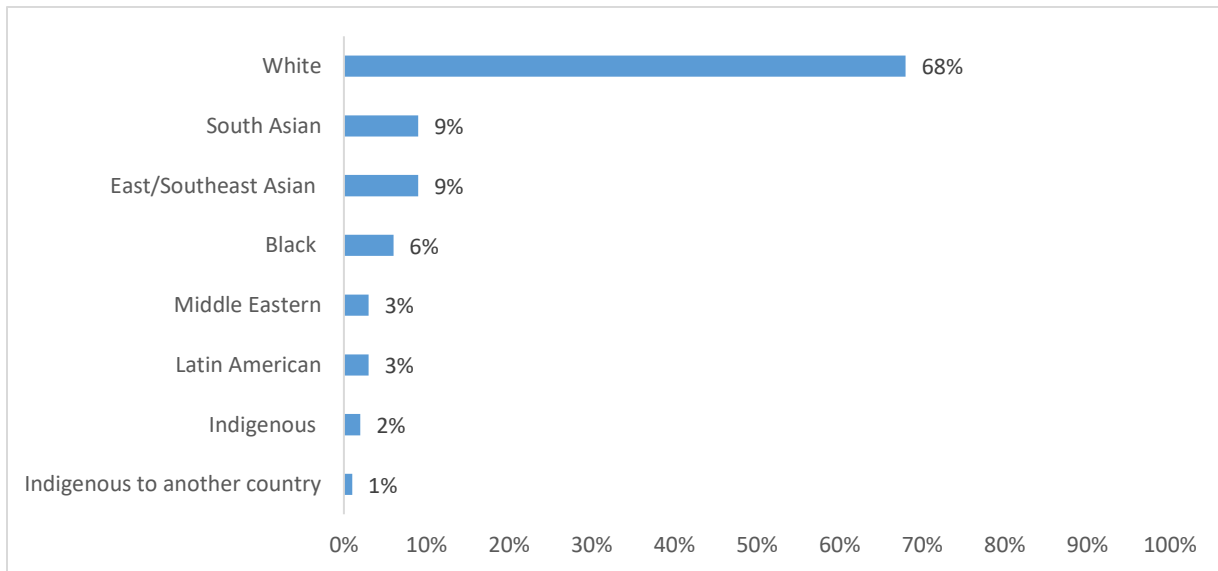


Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racialized identity,³¹ allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created five racialized identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (62%, $n = 1,865$) as their identity (Figure 7). Other respondents identified as East Asian/Southeast Asian/South Asian (16%, $n = 466$) Additional/Multiple Racialized Identities³² (8%, $n = 242$), Black (4%, $n = 130$), and Indigenous (2%, $n = 67$). A substantial percentage of respondents did not indicate their racialized identity and were recoded to Missing/Other (8%, $n = 233$).

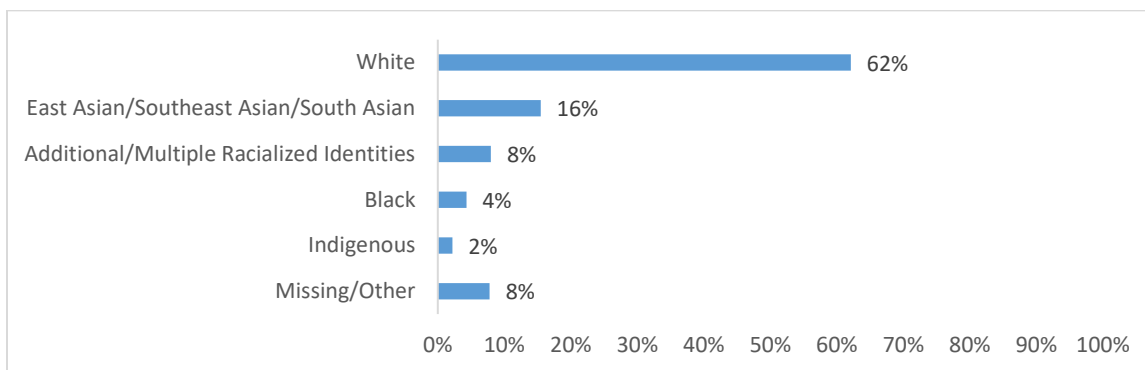


Figure 7. Respondents by Collapsed Categories of Racialized Identity (%)

³¹ While recognizing the vastly different experiences of people of various racial identities (e.g., Latin American versus Middle Eastern or East Asian versus South Asian), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin & Associates in collaboration with Brock CSWG 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.

³² Per the CSWG, respondents who identified with more than one racialized identity were recoded as Multiple Racialized Identities; however, Indigenous respondents who indicated more than one racialized identity were not included in the Multiple Racialized Identities category and maintained as its own category to allow for separate analyses. The Additional/Multiple Racialized Identities category included respondents with Multiple Racialized Identities (excluding Indigenous respondents), and those who indicated they were Latin American or Middle Eastern. Owing to low response numbers in these categories, they were grouped together thus maintaining confidentiality of respondents.

The survey question that queried respondents about their religious or spiritual affiliations provided a multitude of responses.³³ For the purposes of this report, the responses were collapsed into four categories. Forty-one percent ($n = 1,221$) of respondents indicated No Religious Affiliation (Figure 8). Thirty-five percent ($n = 1,049$) of respondents identified as having a Christian Religious Affiliation. Thirteen percent ($n = 382$) identified with Additional Affiliations, and 3% ($n = 102$) of respondents chose Multiple Affiliations. Eight percent ($n = 249$) of respondents did not indicate their religious affiliation and were recoded to Missing/Other.

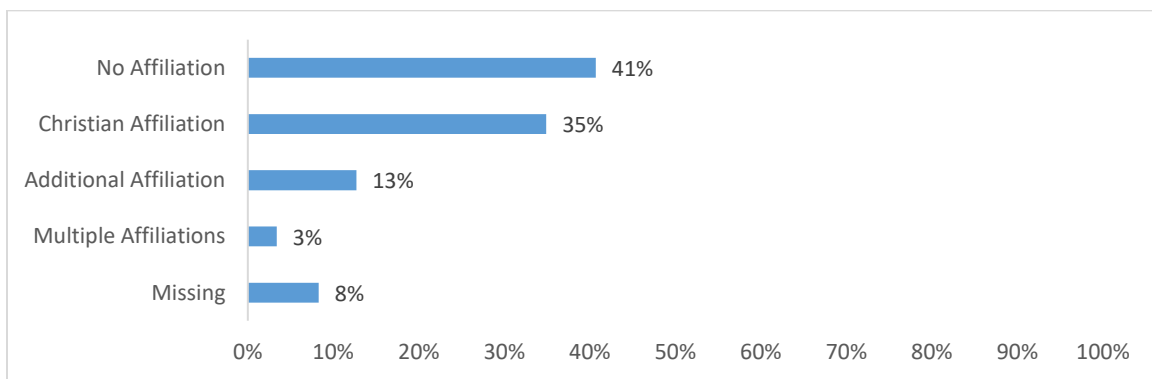
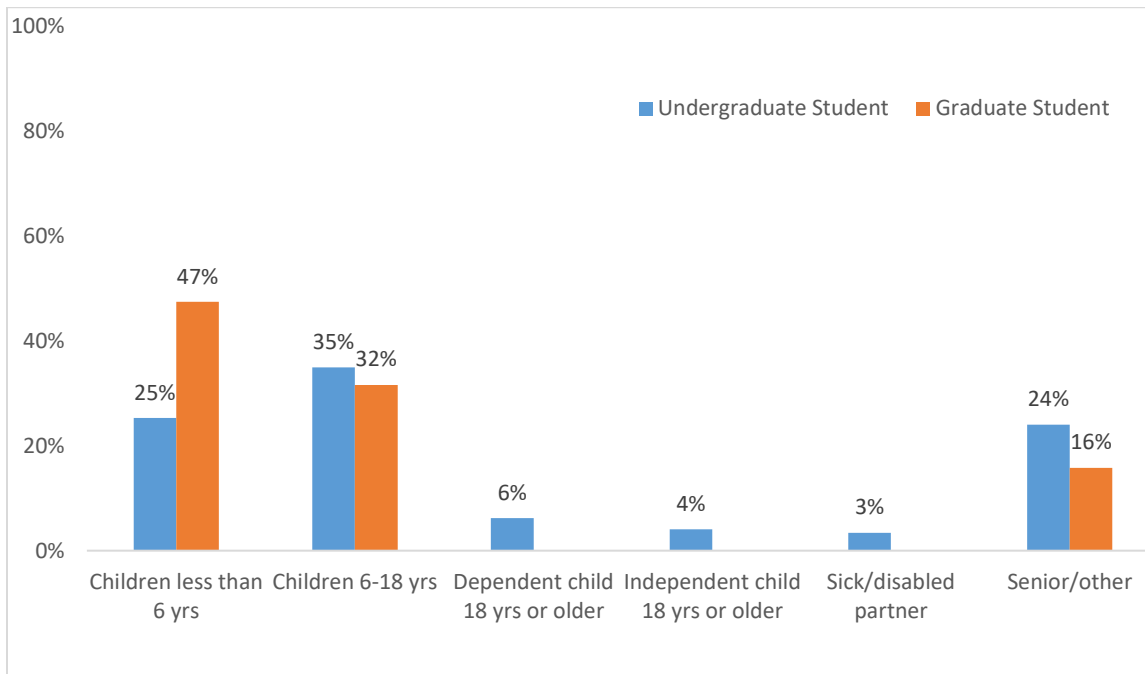


Figure 8. Respondents by Religious Affiliation (%)

³³ With the CSWG's approval, religious/spiritual affiliation was collapsed into four categories: No Religious Affiliation, Christian Religious Affiliation, Multiple Religious Affiliations, and Additional Religious Affiliations.

Ninety-three percent ($n = 2,003$) of Undergraduate Student respondents and 89% ($n = 295$) of Graduate Student respondents had no substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 146 Undergraduate Student respondents and 38 of Graduate Student respondents who indicated they had caregiving responsibilities, 25% ($n = 37$) of Undergraduate Student respondents and 47% ($n = 18$) of Graduate Student respondents were caring for children younger than six years old, 35% ($n = 51$) of Undergraduate Student respondents and 32% ($n = 12$) of Graduate Student respondents were caring for children between six and 18 years old, and 24% ($n = 35$) of Undergraduate Student respondents and 16% ($n = 6$) of Graduate Student respondents were caring for senior or other family members (Figure 9).



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

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

Fifty percent ($n = 92$) of Faculty respondents and 55% ($n = 173$) of Staff respondents had no substantial parenting or caregiving responsibilities. Of the 93 Faculty respondents and 140 of Staff respondents who had substantial parenting or caregiving responsibilities, 14% ($n = 13$) of Faculty respondents and 34% ($n = 47$) of Staff respondents were caring for children younger than six years old. Fifty-seven percent ($n = 53$) of Faculty respondents and 51% ($n = 71$) of Staff respondents were caring for children ages 6 to 18 years. Nineteen percent ($n = 18$) of Faculty respondents and 16% ($n = 22$) of Staff respondents were caring for dependent children more than 18 years old. Ten percent ($n = 9$) of Faculty respondents and 9% ($n = 12$) of Staff respondents had independent children more than 18 years old. Seven percent ($n = 6$) of Faculty respondents and 6% ($n = 9$) of Staff respondents were caring for sick or disabled partners. Thirty-eight percent ($n = 35$) of Faculty respondents and 33% ($n = 46$) of Staff respondents were caring for senior or other family members (Figure 10).

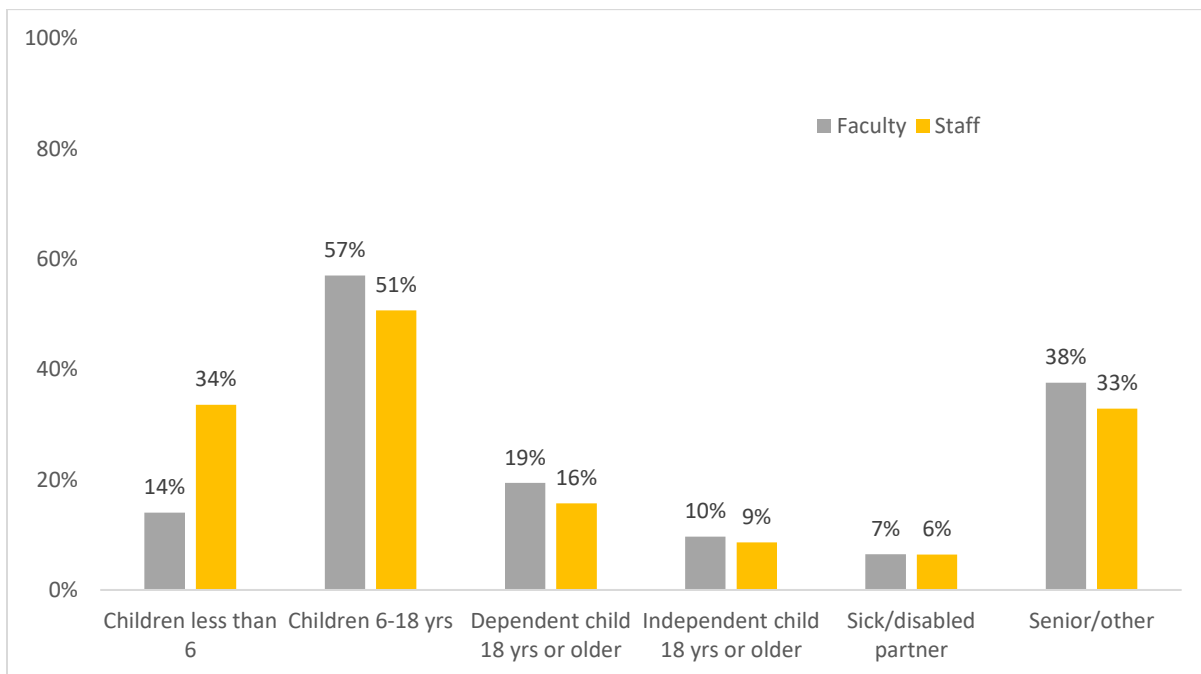


Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Thirty-two percent ($n = 959$) of respondents had conditions that substantially influenced their learning, living, or working activities. Twenty-one percent ($n = 636$) of respondents who indicated that they had such conditions had a mental health disability (e.g., anxiety, depression), and 6% each had a chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia) ($n = 183$), and or a learning disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based) ($n = 168$). For the purposes of this report, the responses were collapsed into four categories. Nineteen percent ($n = 577$) of respondents had a Mental Health Disability, 9% ($n = 283$) had a Single Disability (Not Mental Health), 68% ($n = 2,044$) had No Disability, and 3% ($n = 99$) had Multiple Disabilities that substantially influenced their learning, living, or working activities. Forty-two percent ($n = 316$) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with the Student Accessibility Services. Sixteen percent ($n = 23$) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 8. Respondents’ Conditions That Influence Learning, Living, or Working Activities

Conditions	<i>n</i>	%
None	2,044	68.1
Mental health disabilities (e.g., anxiety, depression)	636	21.2
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	183	6.1
Learning disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	168	5.6
Acquired/traumatic brain injury	42	1.4
Physical disability condition that does not affect walking	36	1.2
Hard of hearing or deaf	29	1.0
Low vision or blind	29	1.0
Physical disability that affects walking	31	1.0
Asperger’s/autism spectrum	22	0.7
Disability that affects speech/communication	18	0.6
A disability not listed here	48	1.6

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 67 ($n = 959$). Percentages may not sum to 100 as a result of multiple response choices.

Table 9 depicts how respondents answered the survey item, “What is your citizenship/immigrant status in Canada? Mark all that apply.” For the purposes of analyses, the CSWG created three citizenship categories:³⁴ 80% ($n = 2,388$) of respondents indicated that they were Canadian Citizens, 9% ($n = 266$) were Canadian Citizens, Naturalized, and 11% ($n = 327$) were Non-Canadian Citizens.

Table 9. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
Canadian citizen, at birth	2,343	78.0
Canadian citizen, naturalized	266	8.9
Study permit (academic program)	226	7.5
Permanent resident	60	2.0
Born in Canada but self-identify as a sovereign Indigenous person	45	1.5
Co-op work permit (still considered an academic student)	21	0.7
Study permit (ESL program)	10	0.3
Visitor visa (program less than six months, exchange student)	< 5	---
Post-graduate work permit (studying part-time)	< 5	---
Out of status	< 5	---
Open work permit (studying part-time)	< 5	---
Caregiver program (studying part-time)	0	0.0

³⁴ With the CSWG’s approval, the collapsed categories for citizenship include Canadian Citizen (Born in Canada but self-identify as a sovereign Indigenous person; Canadian Citizen, at birth), Canadian Citizen, Naturalized, and Non-Canadian Citizen (Visitor Visa [program less than six months, exchange student]; Study Permit [ESL program]; Study Permit [academic program]; Co-op Work Permit [still considered an academic student]; Post-Graduate Work Permit [studying part-time]; Open Work Permit [studying part-time]; Permanent Resident; Caregiver Program [studying part-time]; and Out of status [assuming the survey is anonymous].

Eighty-five percent ($n = 2,548$) of respondents indicated that English was their primary language and 12% ($n = 346$) of respondents indicated that English was not their primary language. Some of the languages other than English that respondents identified as their primary languages were Albania, American Sign Language, Arabic, Bengali, Bosnian, Brazilian Portuguese, Bulgarian, Cantonese, Chinese, Dutch, Farsi, Filipino, Finnish, French, German, Greek, Gujarati, Hindi, Italian, Khmer, Korean, Lithuanian, Luganda, Mandarin, Nepali, Ojibway, Oriya, Papiamentu, Persian, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhalese, Spanish, Swahili, Swedish, Tagalog, Tamil, Telugu, Thai, Turkish, Ukrainian, Urdu, Vietnamese, and Yoruba.

Twenty-nine percent ($n = 145$) of Staff and Faculty respondents indicated that the highest level of education they had completed was a doctoral degree, and 25% each had a master's degree ($n = 127$) or bachelor's degree ($n = 125$).

Table 10 illustrates the level of education completed by respondents' parents or legal guardians. Subsequent analyses indicated that 46% ($n = 1,002$) of Undergraduate Student respondents, 48% ($n = 162$) of Graduate Student respondents, 40% ($n = 76$) of Faculty respondents, and 59% ($n = 187$) of Staff respondents were First-Generation Students.³⁵

Table 10. Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school (secondary school)	113	3.8	125	4.2
Some high school (secondary school)	174	5.8	176	5.9
Completed high school (secondary school)/GED	446	14.8	454	15.1
Brevet	< 5	---	< 5	---
CEGEP	16	0.5	12	0.4
Some college	347	11.6	367	12.3
Business/technical certificate/degree	340	11.3	431	14.3
Associate's degree	63	2.1	65	2.2
Some university	117	3.9	115	3.8
Baccalaureate	13	0.4	10	0.3
Bachelor's degree	744	24.8	673	22.4
Some graduate work	26	0.9	34	1.1
Master's degree (e.g., MA, MSc, MBA)	317	10.6	199	6.6
Specialist degree (e.g., EdS)	37	1.2	34	1.1
Doctoral degree (e.g., PhD, EdD)	63	2.1	32	1.1
Professional degree (e.g., Medical, Law)	94	3.1	60	2.0
Unknown	29	1.0	74	2.5
Not applicable	44	1.5	110	3.7
Missing	19	0.6	30	1.0

³⁵ With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed high school or less, some post-secondary education.

As indicated in Table 11, 33% ($n = 704$) of Undergraduate Student respondents had been enrolled at Brock University for up to one year, 22% ($n = 480$) had been at the institution for two years, 21% ($n = 444$) for three years, 17% ($n = 361$) for four years, and 6% ($n = 127$) of Undergraduate Student respondents had been at Brock University for five years. Two percent ($n = 47$) of Undergraduate Student respondents had been there six or more years.

Table 11. Undergraduate Student Respondents' Years at Brock University

Years	<i>n</i>	%
Up to one year	704	32.5
Two years	480	22.2
Three years	444	20.5
Four years	361	16.7
Five years	127	5.9
Six or more years	47	2.2
Missing	2	0.1

Note: Table reports responses only from Undergraduate Student respondents ($n = 2,165$).

Table 12 reveals that 20% ($n = 442$) of Undergraduate Student respondents were majoring in Education, 13% ($n = 290$) in Business, 7% ($n = 145$) in Psychology, and 6% ($n = 128$) in Child and Youth Studies.

Table 12. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Applied Disability Studies	< 5	---
Applied Linguistics	30	1.4
Biochemistry	11	0.5
Biological Sciences	58	2.7
Biomedical Sciences	28	1.3
Biophysics	0	0.0
Biotechnology	10	0.5
Business	290	13.4
Business Economics	25	1.2
Canadian Studies	0	0.0
Chemistry	9	0.4
Child Health	25	1.2

Table 12. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
Child and Youth Studies	128	5.9
Classics	12	0.6
Communication, Popular Culture and Film	13	0.6
Communication, Business Communication or Media and Communication Studies	58	2.7
Community Health	8	0.4
Computer Science (Computing and Business, Computing and Network Communications, Computing and Solid-State Device Technology)	60	2.8
Co-operative Programs	24	1.1
Digital Humanities	< 5	---
Dramatic Arts	26	1.2
Earth Sciences	6	0.3
Economics	18	0.8
Education (Education – Aboriginal Adult Education, Education – Adult Education, Education-Bachelor of Education-Primary/Junior (Aboriginal), Education-Continuing Teacher Education, Education – Teacher Education, Education-Concurrent BA (Honours)/BEd Intermediate/Senior, Education-Concurrent BA Child and Youth Studies (Honours)/BEd Primary/Junior, Education-Concurrent BA Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BSc Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BPhEd (Honours)/BEd Intermediate/Senior, Education-Concurrent BPhEd (Honours)/BEd Junior/Intermediate, Education-Concurrent BSc (Honours)/BEd Intermediate/Senior, Educational Studies)	442	20.4
English Language and Literature	48	2.2
Environmental Sustainability	< 5	---
Film Studies	11	0.5
French Studies	34	1.6
Game	12	0.6
General Humanities	8	0.4
Geography	22	1.0
Geography and Tourism Studies	5	0.2
Health Sciences	20	0.9
History	56	2.6
Hispanic and Latin American Studies	5	0.2
Indigenous Studies	1	0.0
Integrated Studies	< 5	---
Interactive Arts and Science	13	0.6
Intercultural Studies	0	0.0

Table 12. Undergraduate Student Respondents' Majors

Major	<i>n</i>	%
International Political Economy	< 5	---
International Study and Exchange	< 5	---
Italian Studies	< 5	---
Kinesiology	113	5.2
Labour Studies	17	0.8
Mathematics and Statistics	32	1.5
Medical Sciences	109	5.0
Medieval and Renaissance Studies	< 5	---
Modern Languages, Literatures and Cultures	< 5	---
Music	9	0.4
Neuroscience	36	1.7
Nursing	54	2.5
Oenology and Viticulture	14	0.6
Philosophy	7	0.3
Physical Education	21	1.0
Physics	7	0.3
Policing and Criminal Justice	5	0.2
Political Science	57	2.6
Popular Culture	< 5	---
Psychology	145	6.7
Public Health	56	2.6
Recreation and Leisure	36	1.7
Sciences	22	1.0
Social Sciences	31	1.4
Sociology	53	2.4
Sport Management	67	3.1
Studies in Arts and Culture	< 5	---
Tourism Studies	6	0.3
Visual Arts	28	1.3
Women's and Gender Studies	8	0.4
Undeclared Arts	8	0.4
Undeclared Sciences	10	0.5
Missing	0	0.0

Note: Table reports responses only from Undergraduate Student respondents (*n* = 2,165). Percentages may not sum to 100 as a result of multiple response choices.

Five percent ($n = 16$) of Graduate Student respondents were certificate students (Table 13). Among Master's Student respondents, 56% ($n = 149$) were in their first year of their graduate degree programs, 35% ($n = 94$) were in their second year, 7% ($n = 19$) were in their third year, and less than five were in their fourth year or more. Among Doctoral Student respondents, 30% ($n = 11$) were in their first year of their graduate degree programs, 19% ($n = 7$) were in their second year, 30% ($n = 11$) were in their third year, and 22% ($n = 8$) were in their fourth year or more.

Table 13. Graduate Student Respondents' Years at Brock University

Years	<i>n</i>	%
Certificate student	16	4.8
Master's degree student	280	83.6
First year	149	56.0
Second year	94	35.3
Third year	19	7.1
Fourth year or more	< 5	---
Doctoral degree student	39	11.6
First year	11	29.7
Second year	7	18.9
Third year	11	29.7
Fourth year or more	8	21.6
Missing	0	0.0

Note: Table reports responses only from Graduate Student respondents ($n = 335$).

Of Graduate Student respondents, 21% ($n = 70$) were in Business Administration, 13% ($n = 44$) in Education, 12% ($n = 39$) in Applied Health Sciences, and 11% ($n = 37$) in Applied Disability Studies (Table 14).

Table 14. Graduate Student Respondents' Academic Program

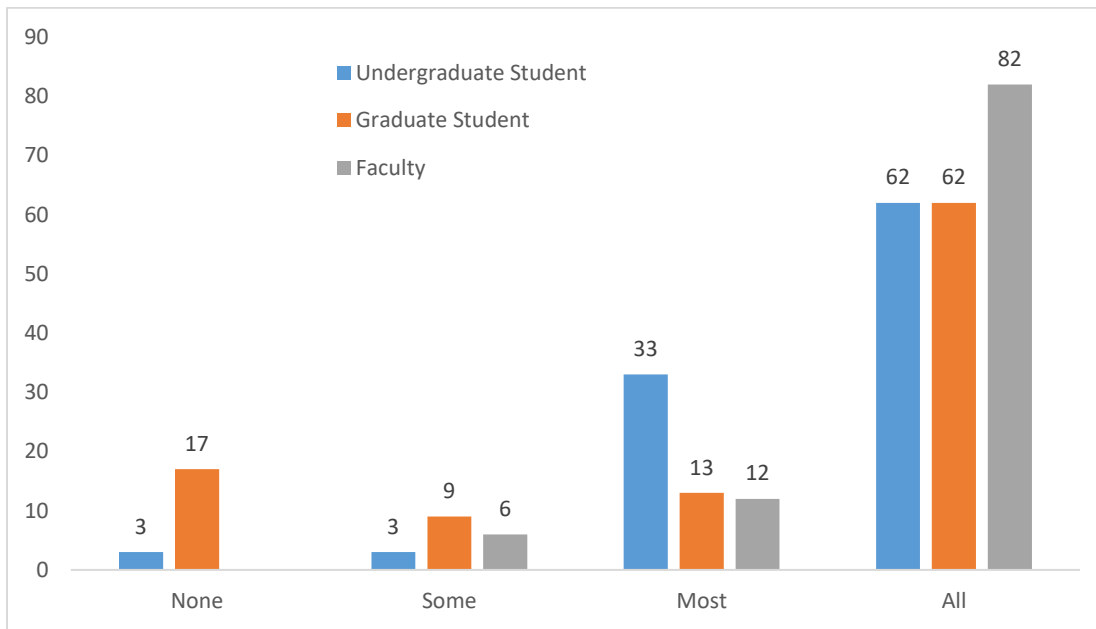
Academic programs/divisions	<i>n</i>	%
Accounting	25	7.5
Applied Disability Studies	37	11.0
Applied Gerontology	< 5	---
Applied Health Sciences	39	11.6
Applied Linguistics	< 5	---
Biological Sciences	16	4.8
Biotechnology	7	2.1
Business Administration	70	20.9
Business Economics	6	1.8
Chemistry	< 5	---
Child and Youth Studies	14	4.2
Classics	< 5	---
Computer Science	< 5	---
Critical Sociology	< 5	---
Earth Science	< 5	---
Education	44	13.1
Educational Studies	10	3.0
English	8	2.4
Geography	< 5	---
History	< 5	---
Interdisciplinary Humanities	7	2.1
Management	16	4.8
Mathematics and Statistics	< 5	---
Philosophy	0	0.0
Physics	< 5	---
Political Science	< 5	---
Popular Culture	< 5	---
Professional Accounting	0	0.0
Professional Kinesiology	< 5	---
Psychology	11	3.3

Table 14. Graduate Student Respondents' Academic Program

Academic programs/divisions	<i>n</i>	%
Public Health	8	2.4
Social Justice and Equity	6	1.8
Studies in Comparative Literature and Arts	< 5	---
Sustainability Science and Society	7	2.1
Missing	0	0.0

Note: Table reports responses only from Graduate Student respondents (*n* = 335). Percentages may not sum to 100 because of multiple response choices.

Sixty-two percent ($n = 1,334$) of Undergraduate Student respondents, 62% ($n = 206$) of Graduate Student respondents, and 82% ($n = 134$) of Faculty Student respondents indicated that all of their classes required that they come to campus (Figure 11). Three percent ($n = 53$) of Undergraduate Student respondents and 17% ($n = 55$) of Graduate Student respondents indicated that none of their classes required that they come to campus.³⁶



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

Figure 11. Classes that Required Student and Faculty Respondents to Come to Campus (%)

Twenty-six percent ($n = 784$) of Student respondents indicated that they or their families had an annual income of less than \$50,000. Twenty-five percent ($n = 759$) of Student respondents indicated an annual income between \$50,000 and \$99,999; 15% ($n = 435$) between \$100,000 and \$149,999; 12% ($n = 352$) between \$150,000 and \$249,999; and 3% ($n = 196$) had an annual income of \$250,000 or more.

Sixty-eight percent ($n = 1,440$) of Undergraduate Student respondents and 51% ($n = 165$) of Graduate Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent), and 32% ($n = 678$) of Undergraduate

³⁶ The data was collected both pre-COVID environments and post-COVID environments that may have influenced student responses to this question.

Student respondents and 50% ($n = 162$) of Graduate Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 61% ($n = 296$) of Low-Income Student respondents, 28% ($n = 525$) of Not-Low-Income Student respondents, 44% ($n = 505$) of First-Generation Student respondents, and 26% ($n = 333$) of Not-First-Generation Student respondents were financially independent.

Figure 12 illustrates Student respondents' income by dependency status. Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.

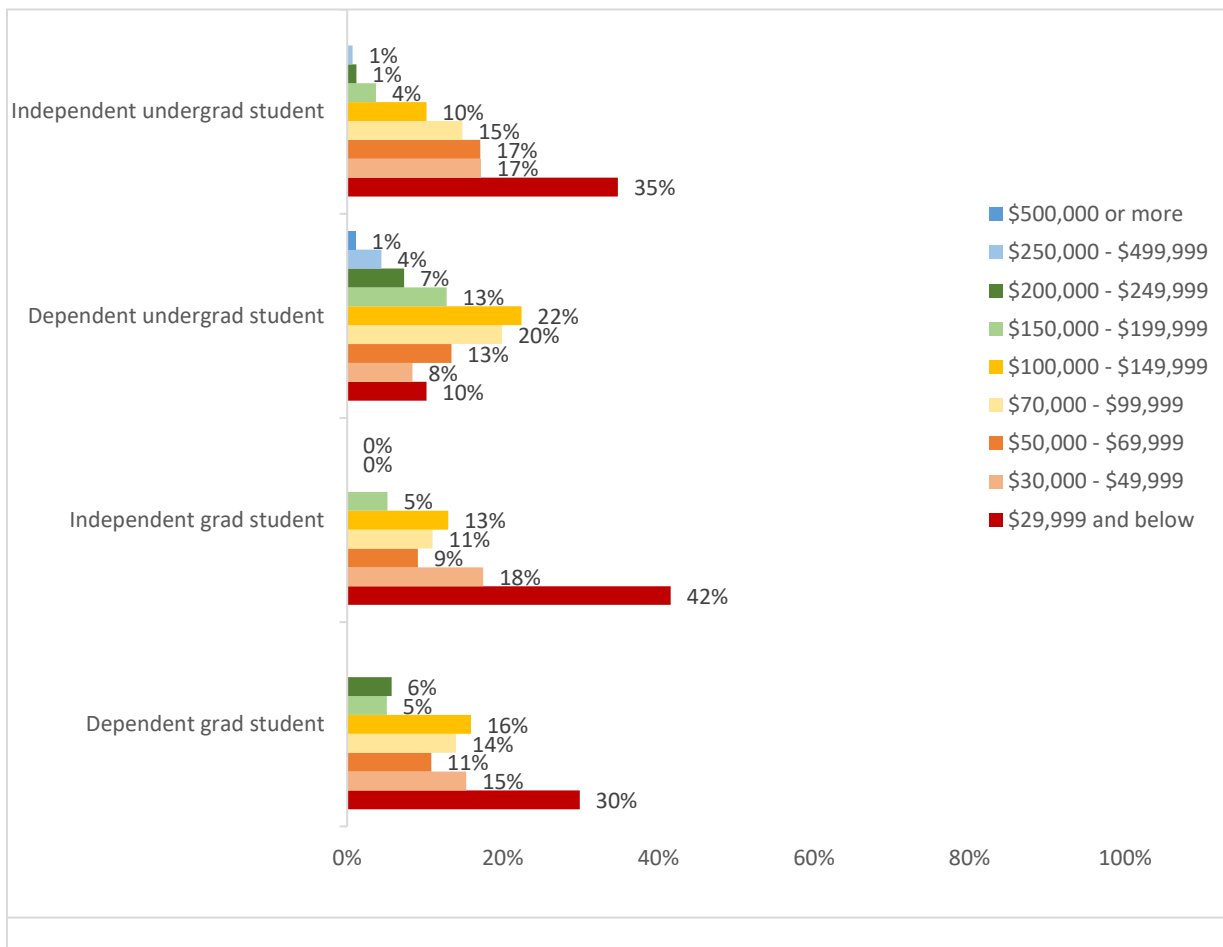


Figure 12. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Thirteen percent ($n = 287$) of Undergraduate Student respondents and 39% ($n = 130$) of Graduate Student respondents were employed on campus, while 39% ($n = 845$) of Undergraduate Student respondents and 38% ($n = 127$) of Graduate Student respondents were employed off campus (Table 15). Of Undergraduate Student respondents who were employed on campus, 62% ($n = 173$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed on campus, 28% ($n = 94$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 43% ($n = 349$) worked between 11 and 20 hours per week. Of Graduate Student respondents who were employed off campus, 14% ($n = 48$) worked between 11 and 20 hours per week.

Table 15. Student Employment

Employed	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
No	1,085	50.1	107	31.9
Yes, I work on campus	287	13.3	130	38.8
1-10 hours/week	173	61.8	94	28.1
11-20 hours/week	83	29.6	30	9.0
21-30 hours/week	17	6.1	< 5	---
31-40 hours/week	< 5	---	< 5	---
More than 40 hours/week	5	1.8	< 5	---
Yes, I work off campus	845	39.0	127	37.9
1-10 hours/week	294	35.8	38	11.3
11-20 hours/week	349	42.5	48	14.3
21-30 hours/week	102	12.4	15	4.5
31-40 hours/week	45	5.5	19	5.7
More than 40 hours/week	31	3.8	5	1.5

Note: Table reports responses only from Student respondents ($n = 2,165$).

Forty-eight percent ($n = 1,207$) of Student respondents experienced financial hardship while attending Brock University, including 48% ($n = 1,031$) of Undergraduate Student respondents and 53% ($n = 176$) of Graduate Student respondents. Of these Student respondents, 69% ($n = 838$) had difficulty books/course materials, 63% ($n = 763$) had difficulty affording tuition, 49% ($n = 594$) had difficulty affording housing, and 47% ($n = 569$) had difficulty affording food (Table 16). Four percent ($n = 48$) of Student respondents indicated other financial hardships not listed in the survey and provided such responses as “bills,” “car/vehicle fees,” “clinical/practical placement requirements,” “clothing,” “club sports team at Brock,” “conferences,” “court lawyer,” “interest payments on undergraduate student loans,” “parking,” “pet food,” and “varsity team feeds.”

Table 16. Student Respondents Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Books/course materials	838	69.4
Tuition	763	63.2
Housing	594	49.2
Food	569	47.1
Participation in social events	313	25.9
Other campus fees	284	23.5
Travel to and from Brock University (e.g., returning home for break)	257	21.3
Academic events (e.g., conferences, symposia)	249	20.6
Cocurricular events or activities (e.g., alternative reading week)	202	16.7
Commuting to campus	195	16.1
Health care	154	12.7
Studying abroad	151	12.5
Unpaid internships/research opportunities	115	9.5
Personal hygiene (e.g., toiletries)	114	9.4
Child care	23	1.9
A financial hardship not listed here	48	4.0

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship ($n = 1,207$).

Table 17 depicts how students were paying for university. Fifty-five percent ($n = 1,374$) of Student respondents depended on OSAP or other provincial/territorial program funding to pay for their education at Brock University. Forty-six percent ($n = 1,153$) of Student respondents relied on family contributions to pay for their education, and 39% ($n = 983$) of Student respondents used Brock scholarships/awards to pay for college.

Table 17. How Student Respondents Were Paying for University

Source of funding	<i>n</i>	%
OSAP or other provincial/territorial program	1,374	54.9
Family contribution	1,153	46.1
Brock scholarships/awards	983	39.3
Personal contribution/job	882	35.3
Loans	348	13.9
Credit card	321	12.8
Brock Bursary Program	191	7.6
External scholarships/awards	173	6.9
Campus employment	157	6.3
Teaching assistantship/research assistantship	101	4.0
Residence Don	25	1.0
Emergency Student Loan Program	19	0.8
Tri-Council funding	19	0.8
Emergency Student Bursary Program	18	0.7
Home country contribution	17	0.7
Canadian Armed Forces	< 5	---
A method of payment not listed here	122	4.9

Note: Table reports responses only from Student respondents ($n = 2,500$).

Table 18 illustrates some differences in the ways that student respondents were paying for university based on their income status³⁷ or first-generation status.

Table 18. How Students Were Paying for University by Income and First-Generation Status

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
OSAP or other provincial/territorial program	294	59.8	1,057	54.9	760	65.3	612	46.2
Family contribution	11	22.4	1,004	52.1	415	35.7	736	55.5
Brock scholarships/awards	152	30.9	802	41.6	410	35.2	571	43.1

Note: Table reports responses only from Student respondents (*n* = 2,500).

³⁷ With the CSWG's approval, Low-Income Student respondents were identified as those students whose families earn less than \$30,000 annually.

Of the Students completing the survey, 13% ($n = 321$) lived in on-campus/university-run residence, 79% ($n = 1,970$) lived in off-campus housing, and less than 1% ($n = 7$) identified as housing insecure (e.g. couch surfing, sleeping in car, sleeping in campus office/laboratory) (Table 19).

Table 19. Student Respondents' Residence

Residence	<i>n</i>	%
On-campus/university-run residences	321	12.8
DeCew Residence	31	10.4
Earp Residence	39	13.0
Foundry Lofts (Block #9 only)	23	7.7
Gateway Suites	10	3.3
Lowenberger Residence	53	17.7
Quarry View Residence	29	9.7
Vallee Residence	44	14.7
Village Residence	70	23.4
Off-campus housing	1,970	78.8
Purpose-built student residence (e.g. Foundry Lofts, Regent)	142	12.8
Independently in an apartment/house	612	55.3
Living with family member/guardian	352	31.8
Housing insecure (e.g. couch surfing, sleeping in car, sleeping in campus office/laboratory)	7	0.3
A housing arrangement not listed above	190	7.6
Missing	12	0.5

Note: Table reports responses only from Student respondents ($n = 2,500$).

Forty-five percent ($n = 1,112$) of Student respondents indicated that they did not participate in any club or organizations at Brock. Seventeen percent ($n = 416$) participated in recreational organizations, and 16% ($n = 416$) participated in academic and academic honorary organizations (Table 20).

Table 20. Student Respondents' Participation in Clubs/Organizations at Brock University

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at Brock.	1,112	44.5
Recreational organization (e.g. Intramurals)	416	16.6
Academic and academic honorary organizations (e.g. Golden Key Honour Society, Business Student Association, Concurrent Education Student Association, Sport Management Council, Communication Pop Culture and Film Student Society)	400	16.0
A student organization not listed above	187	7.5
Athletic team – Club (e.g. Dance Pak, Dragon Boat, Cheerleading, Ringette, Equestrian)	149	6.0
Athletic team – Varsity (e.g. Basketball, Hockey, Soccer, Volleyball, Wrestling)	144	5.8
Student government (e.g. BUSU, GSA, Residence Action Council)	145	5.8
Religious or spirituality-based organization (e.g. Catholic Students Association, Power to Change, Muslim Students' Association, Aftershock Ministries, LIFTChurch)	135	5.4
Cultural organization (e.g. ROOTS African-Caribbean Society, Filipino Students Association, International Student Association)	113	4.5
Arts/performance organization (e.g. Brock Art Collective, Brock Musical Theatre, Brock Improv)	107	4.3
Health and wellbeing organization (e.g. Best Buddies, Institute for Healthcare Improvement)	106	4.2
Professional or pre-professional organization (e.g. Med Plus, Law Plus, Brock Canadian Nursing Students Association, Pre-Dental Club, Pre-Law Society, Pre-Med Society)	105	4.2
Activism club (e.g. Brock PRIDE, Vegan Society, Brock Eco Club)	91	3.6
Political or issue-oriented organization (e.g. Campus Conservatives, Liberals, NDP, National Model United Nations)	59	2.4
Service or philanthropic organization (e.g. Rotaract, Relay for Life Club)	59	2.4
Fraternity/sorority	50	2.0
Publication/media organization (e.g. Brock Press, BrockTV, Brock Health Magazine)	47	1.9

Note: Table reports responses only from Student respondents ($n = 2,500$). Survey respondents could offer more than one response.

Table 21 shows that most Student respondents indicated that they earned passing averages. Among all Student respondents, 39% ($n = 972$) indicated that they earned an overall academic average between 80 and 89, and 36% ($n = 893$) between 70 and 79.

Table 21. Student Respondents' Reported Overall Academic Average at the End of Last Semester

Overall Academic Average	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
No academic average at this time – first semester at Brock University	85	3.9	14	4.2
90 – 100	145	6.7	88	26.3
80 – 89	781	36.1	191	57.0
70 – 79	855	39.5	38	11.3
60 – 69	238	11.0	< 5	---
50 – 59	41	1.9	0	0
49 and under	11	0.5	0	0
Missing	9	0.4	0	0

Note: Table reports responses only from Student respondents ($n = 2,500$).

The survey queried respondents about their commute to campus. Table 22 indicates that most respondents commute between 10 or fewer minutes to campus (33%, $n = 981$) and between 11 and 20 minutes to campus (34%, $n = 1,024$).

Table 22. Respondents' One-Way Commute Time to Campus

Minutes	Student respondents		Faculty/Staff respondents	
	<i>n</i>	%	<i>n</i>	%
10 or fewer	890	35.6	91	18.1
11 – 20	813	32.5	211	41.9
21 – 30	353	14.1	113	22.5
31 - 40	155	6.2	38	7.6
41 - 50	115	4.6	24	4.8
51 - 60	49	2.0	9	1.8
60 - 75	47	1.9	6	1.2
75 - 90	20	0.8	< 5	---
90 or more	44	1.8	< 5	---
Missing	14	0.6	7	1.4

Figure 13 illustrates that 49% ($n = 1,060$) of Undergraduate Student respondents and 48% ($n = 159$) of Graduate Student respondents indicated that public transportation, including specialized transit (e.g., NST), was their primary method of transportation to campus. Eighty-two percent ($n = 151$) of Faculty respondents, and 89% ($n = 276$) of Staff respondents indicated that their personal vehicles were their primary method of transportation to campus. Fifteen percent ($n = 313$) of Undergraduate Student respondents walked to Brock University.

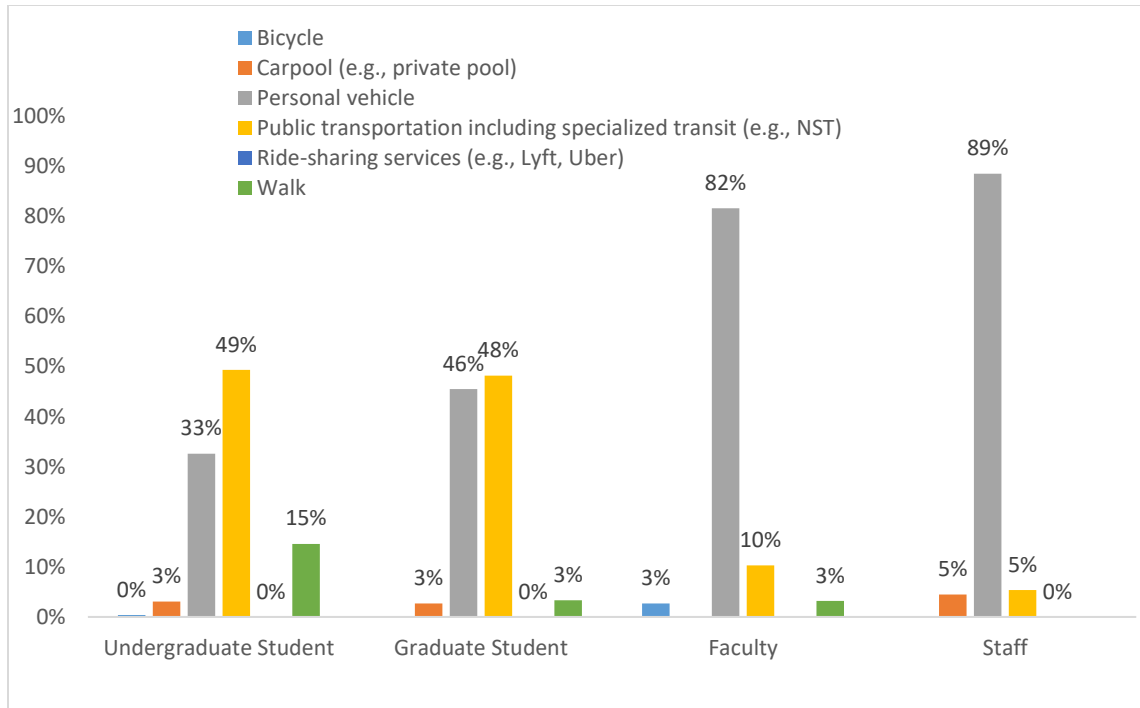


Figure 13. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings³⁸

The following section reviews the major findings of this study.³⁹ The review explores the climate at Brock 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 certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents’ confidentiality.

Comfort With the Climate at Brock University

The survey posed questions regarding respondents’ levels of comfort with Brock University's campus climate. Table 23 illustrates that 83% ($n = 2,489$) of the survey respondents were “very comfortable” or “comfortable” with the overall climate at Brock University. Sixty-one percent ($n = 308$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/program or work units. Eighty-four percent ($n = 2,233$) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

Table 23. Respondents’ Comfort With the Climate at Brock University

Level of Comfort	Comfort with overall climate		Comfort with climate in department/program or work units*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	929	30.9	144	28.7	762	28.5
Comfortable	1,560	51.9	164	32.7	1,471	55.0
Neither comfortable nor uncomfortable	322	10.7	64	12.7	328	12.3
Uncomfortable	136	4.5	80	15.9	93	3.5
Very uncomfortable	56	1.9	50	10.0	21	0.8

*Responses only from Faculty and Staff respondents ($n = 503$).

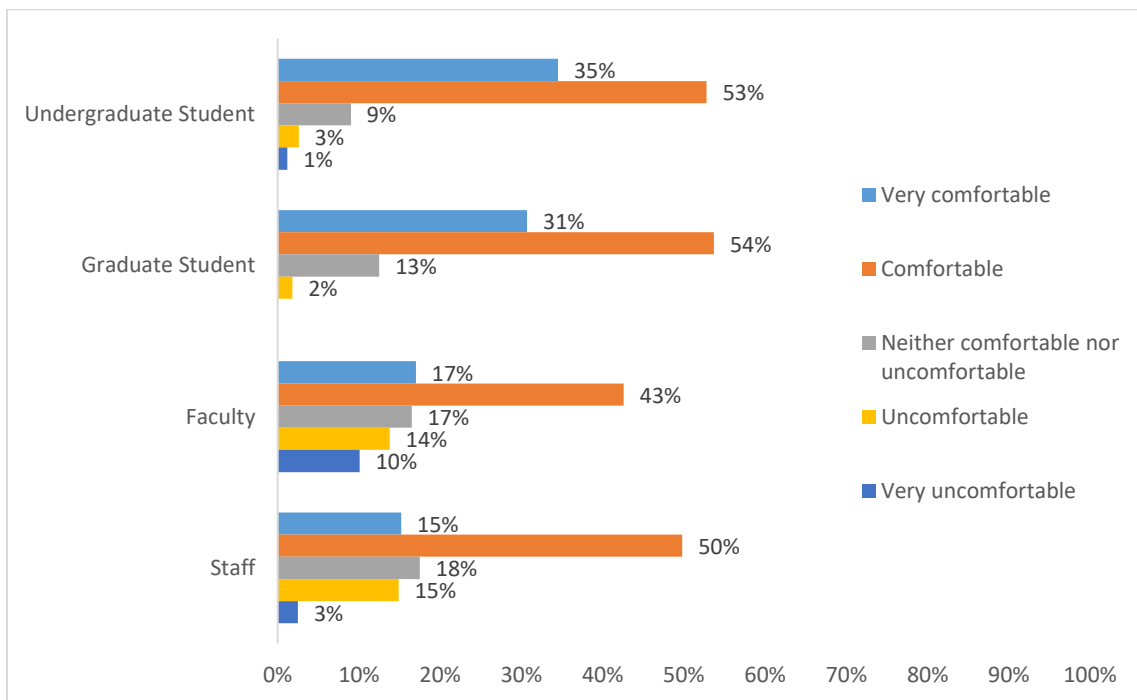
**Responses only from Faculty and Student respondents ($n = 2,688$).

³⁸ 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.

³⁹ The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the number of respondents who answered an individual item).

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.⁴⁰

Figure 14 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, lower percentages of Staff respondents (15%, $n = 48$) and Faculty respondents (17%, $n = 32$) than Graduate Student respondents (31%, $n = 103$) and Undergraduate Student respondents (35%, $n = 746$) felt “very comfortable” with the overall climate at Brock University.ⁱ

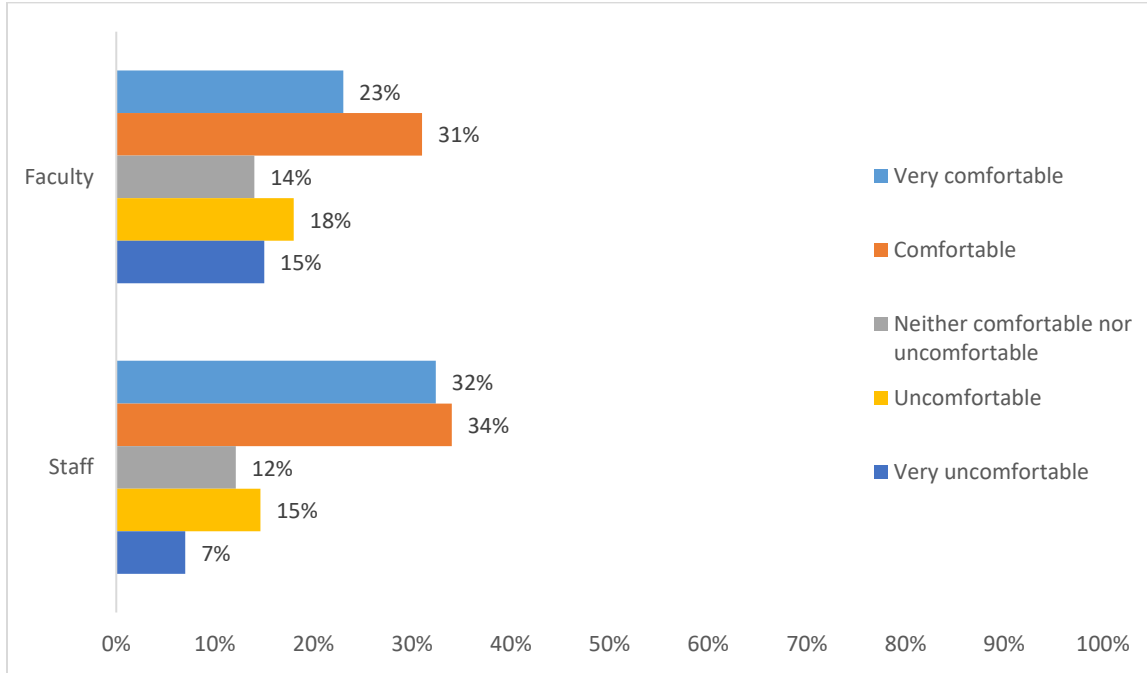


Note: Responses with $n < 5$ are not presented in the figure.

Figure 14. Respondents’ Comfort With Overall Climate by Position Status (%)

⁴⁰ Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

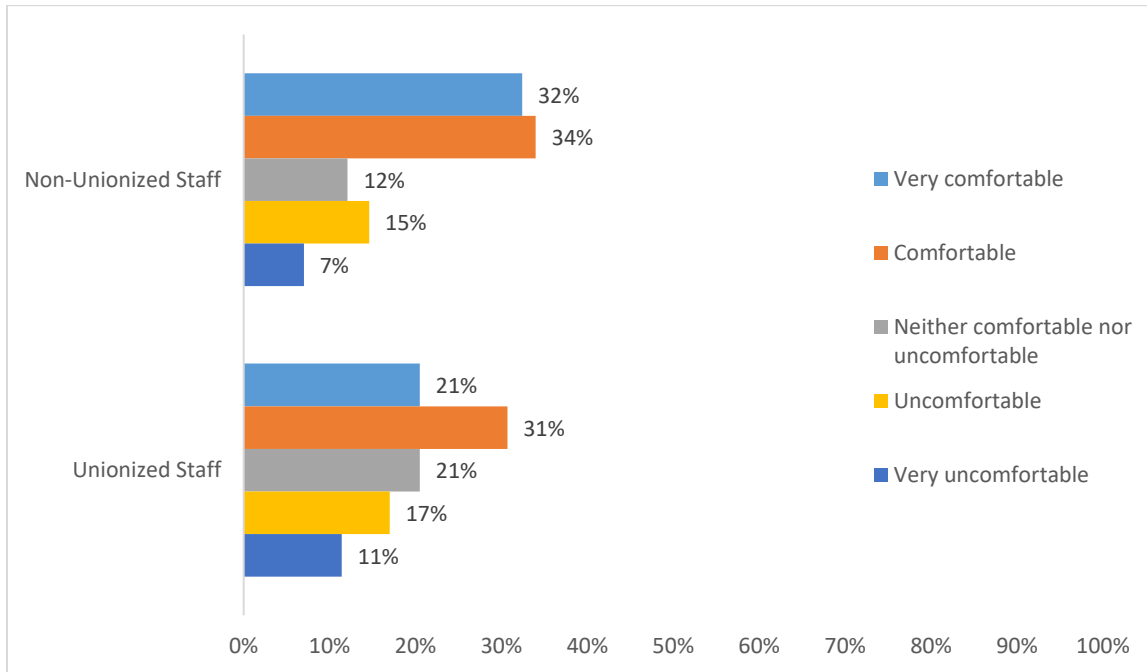
Figure 15 illustrates the difference in percentages of Faculty respondents (15%, $n = 28$) and Staff respondents (7%, $n = 22$) who were “very uncomfortable” with the climate in their department/program or work unit at Brock University.ⁱⁱ



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

Figure 15. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Position Status (%)

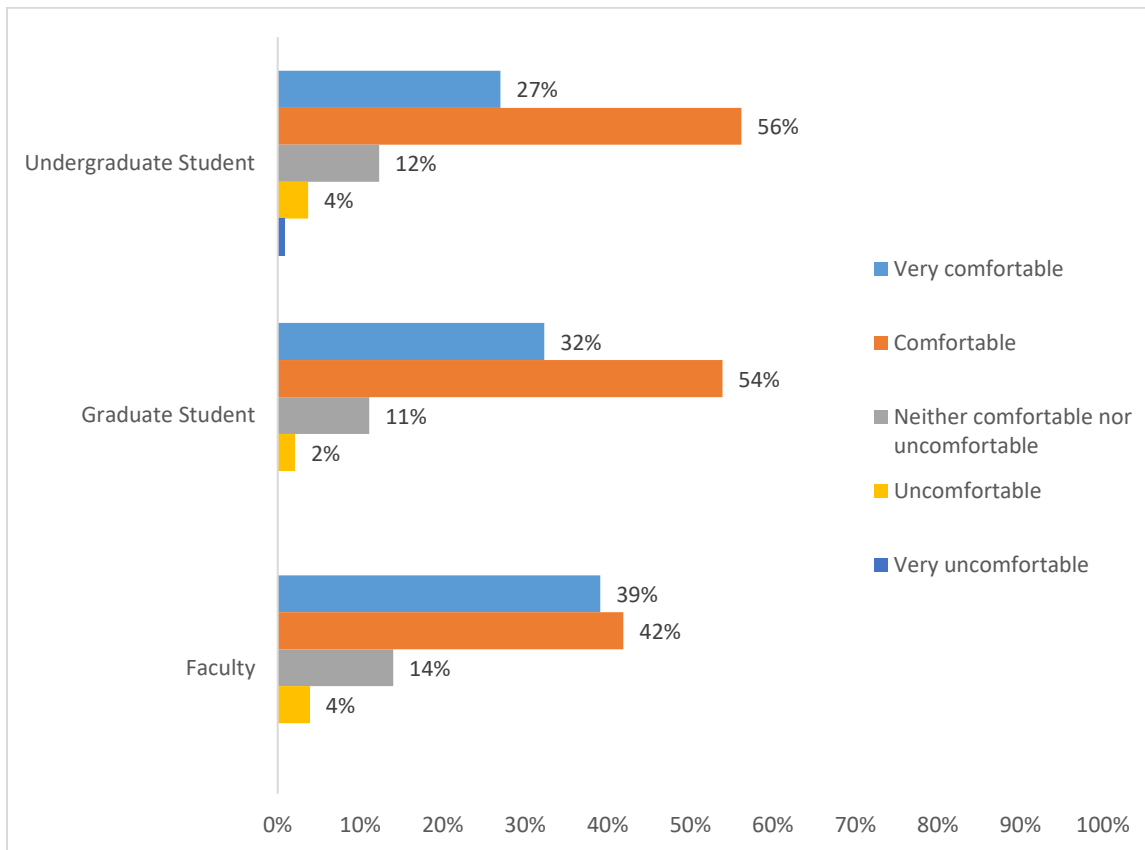
A lower percentage of Unionized Staff respondents (21%, $n = 18$) than Non-Unionized Staff respondents (37%, $n = 84$) felt “very comfortable” with the climate in their department/program or work unit (Figure 16).ⁱⁱⁱ



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

Figure 16. Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Union Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in their classes (Figure 17). A lower percentage of Undergraduate Student respondents (27%, $n = 584$) compared Faculty respondents (39%, $n = 70$) were “very comfortable” with the climate in their classes (Graduate Student respondents did not differ statistically from other groups).^{iv}



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

Figure 17. Faculty Student Respondents’ Comfort With Climate in Classes by Position Status (%)

By gender identity,⁴¹ a lower percentage of Trans-spectrum respondents (12%, $n = 6$) than Men respondents (33%, $n = 269$) and Women respondents (31%, $n = 651$) felt “very comfortable” with the overall climate at Brock University (Figure 18).^v

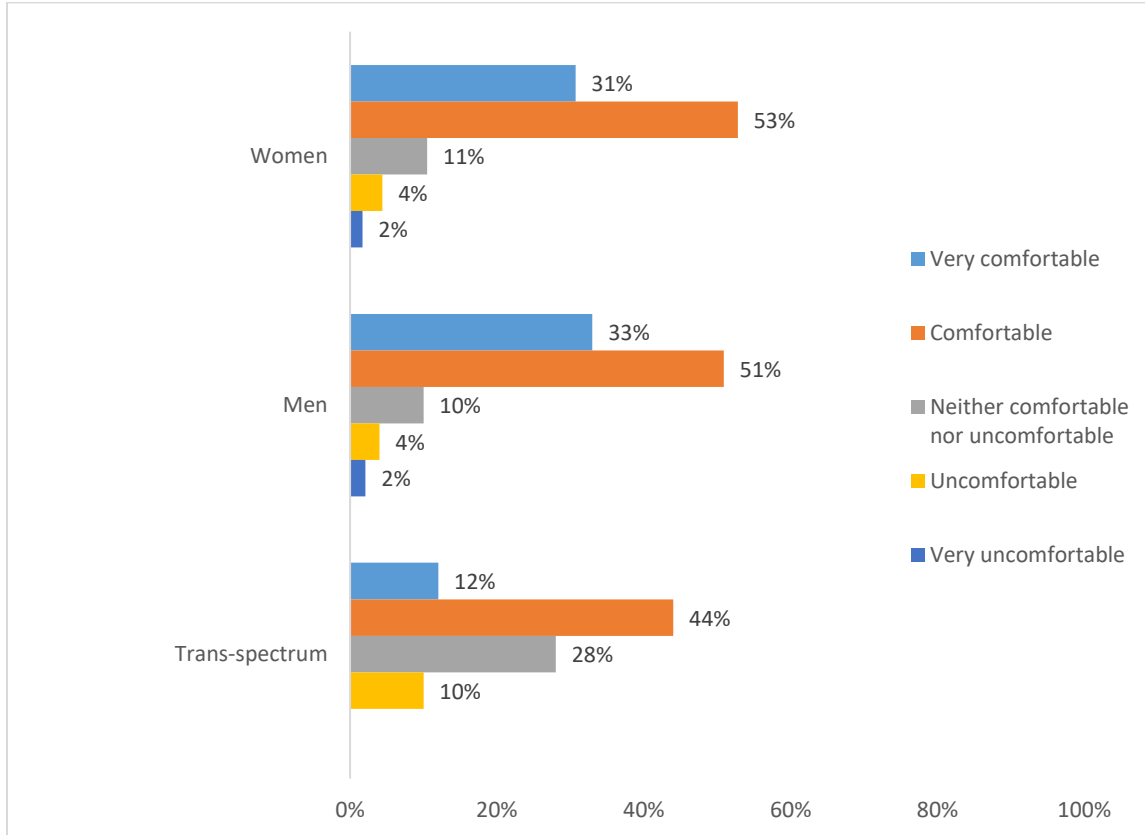
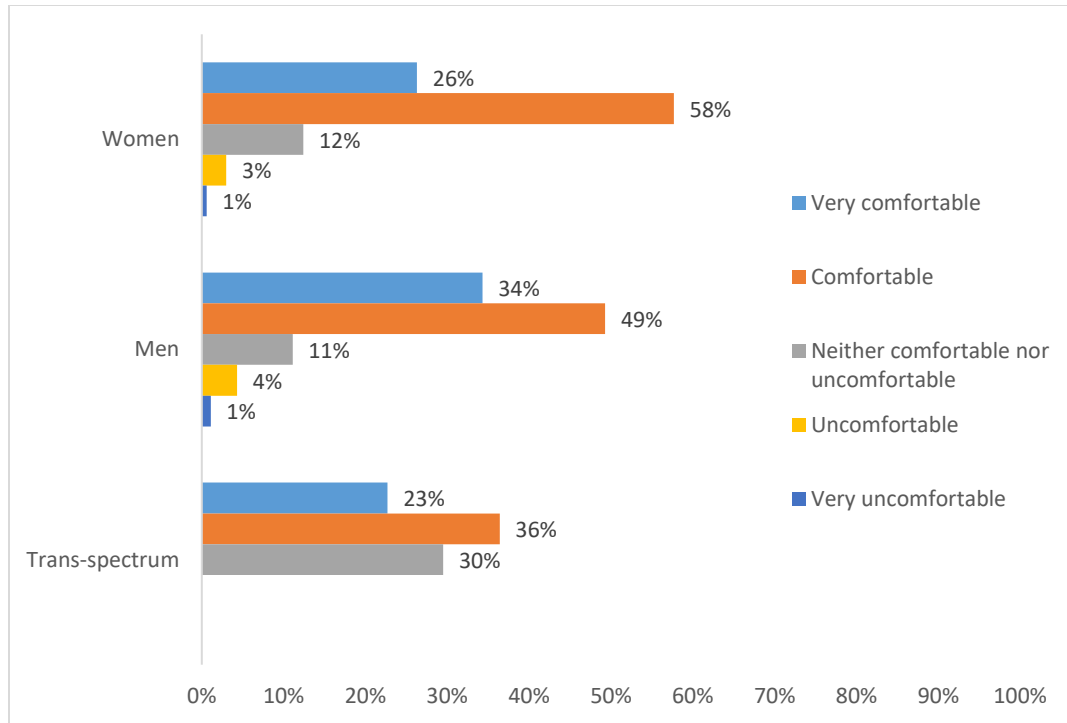


Figure 18. Respondents’ Comfort With Overall Climate by Gender Identity (%)

No statistically significant differences existed for Faculty and Staff respondents by gender identity with regard to the climate in their department/program or work unit.

⁴¹ With the CSWG’s approval,, gender identity was recoded into the categories Men ($n = 816$), Women ($n = 2,121$), and Transspectrum/Multiple/Other ($n = 50$), where Trans-spectrum respondents included those individuals who marked “transgender,” “trans,” “two-spirit,” or “genderqueer” only for the question, “What is your gender/gender identity (mark all that apply)?” Trans-spectrum/Multiple/Other respondents were not included where numbers were too low to maintain the confidentiality of their responses.

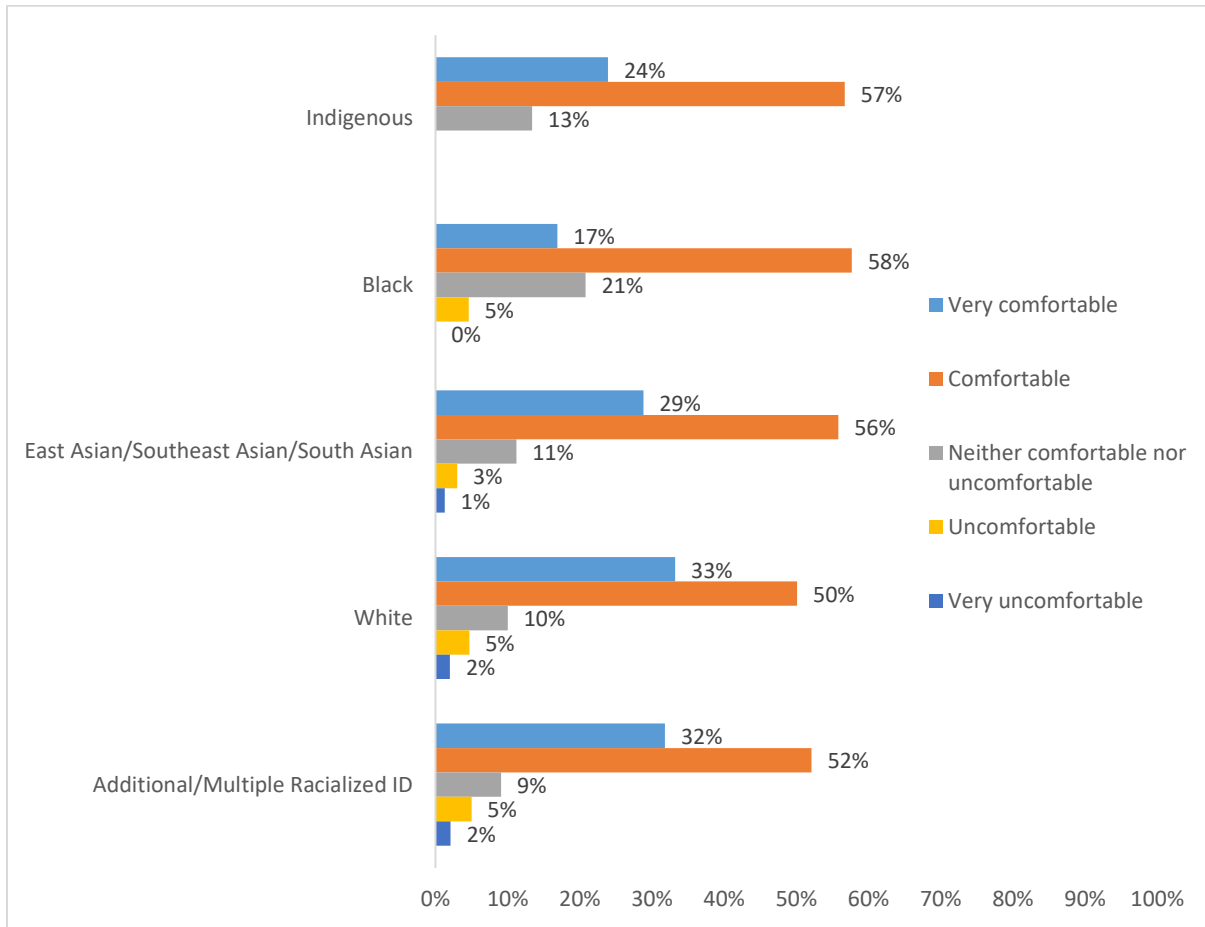
A lower percentage of Women Faculty and Student respondents (26%, $n = 492$) than Men Faculty and Student respondents (34%, $n = 256$) felt “very comfortable” with the climate in their classes (Figure 19) (Trans-spectrum Faculty and Student respondents did not differ statistically from other groups). Also, lower percentages of Men Faculty and Student respondents (49%, $n = 368$) and Trans-spectrum Faculty and Student respondents (36%, $n = 16$) than Women Faculty and Student respondents (58%, $n = 1,081$) felt “comfortable” with the climate in their classes.^{vi}



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

Figure 19. Faculty and Student Respondents’ Comfort With Climate in Classes by Gender Identity (%)

By racialized identity,⁴² a lower percentage of Black respondents (17%, $n = 22$) than White respondents (33%, $n = 620$) and Additional/Multiple Racialized Identities (32%, $n = 77$) were “very comfortable” with the overall climate at Brock University (Indigenous and East Asian/Southeast Asian/South Asian respondents did not differ statistically from other groups) (Figure 20).^{vii}



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

Figure 20. Respondents’ Comfort With Overall Climate by Racialized Identity (%)

No statistically significant differences existed for Faculty and Staff respondents by racialized identity regarding their comfort in their department/program or work unit.

⁴² With the CSWG’s approval, racialized identity was collapsed into five categories (Indigenous, Black, East Asian/Southeast Asian/South Asian, White, and Additional/Multiple Racialized Identities). For the purposes of some analyses and to maintain confidentiality of respondents, this report further collapses racialized identity into two categories (All Racialized Identities and White) where the Indigenous, Black, East Asian/Southeast Asian/South Asian, and Additional/Multiple Racialized Identities were collapsed into one All Racialized Identities category.

Figure 21 illustrates that a lower percentage of All Racialized Faculty and Student respondents (25%, $n = 215$) compared with White Faculty and Student respondents (31%, $n = 502$) was “very comfortable” with the climate in their classes.^{viii}

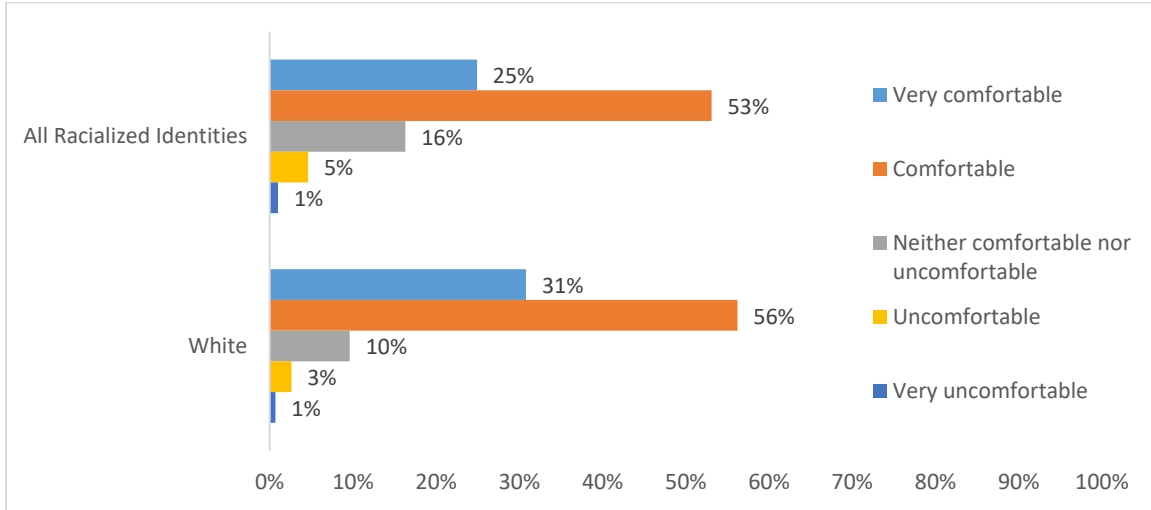
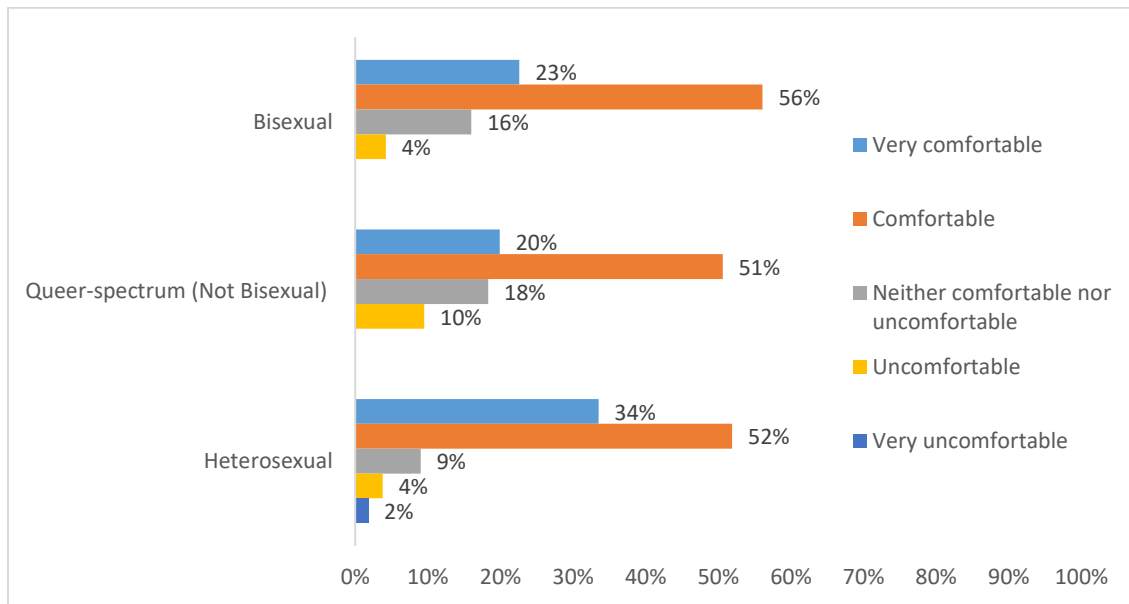


Figure 21. Faculty and Student Respondents’ Comfort With Climate in Classes by Racialized Identity (%)

The survey revealed a significant difference in respondents’ level of comfort with the overall climate based on sexual identity⁴³ (Figure 22). Lower percentages of Bisexual respondents (23%, $n = 48$) and Queer-spectrum (Not Bisexual) respondents (20%, $n = 48$) than Heterosexual respondents (34%, $n = 796$) felt “very comfortable” with the overall climate at Brock University.^{ix}

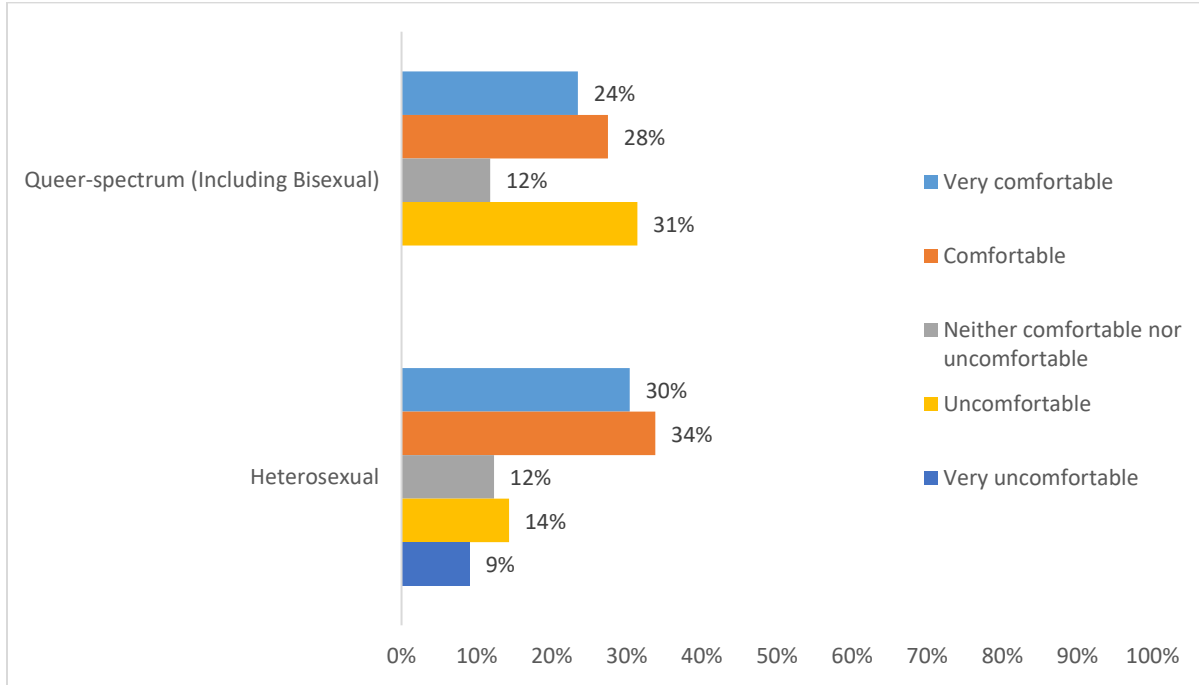


Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Respondents’ Comfort With Overall Climate by Sexual Identity (%)

⁴³ With the CSWG’s approval, sexual identity was collapsed into three categories (Bisexual, Queer-spectrum (Not Bisexual) and Heterosexual). For the purposes of some analyses and to maintain confidentiality of respondents, this report further collapses sexual identity into two categories (Queer-spectrum [Including Bisexual] and Heterosexual) where the Queer-spectrum and Bisexual categories were collapsed into one Queer-spectrum (Including Bisexual) category.

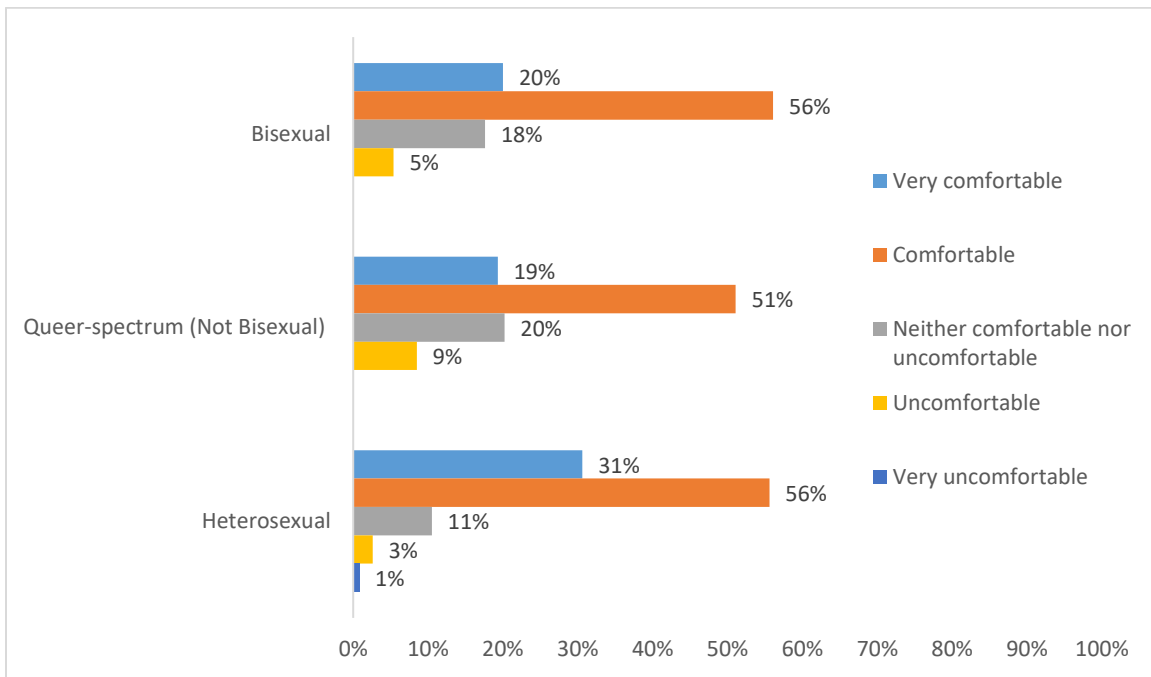
A higher percentage of Queer-spectrum (Including Bisexual) Faculty and Staff respondents (31%, $n = 16$) than Heterosexual Faculty and Staff respondents (14%, $n = 58$) felt “uncomfortable” with the climate in their department/program or work unit (Figure 23).^x



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

Figure 23. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Sexual Identity (%)

The survey revealed a significant difference in respondents’ level of comfort with the climate in their classes based on sexual identity (Figure 24). Lower percentages of Queer-spectrum (Not Bisexual) Faculty and Student respondents (19%, $n = 43$) and Bisexual Faculty and Student respondents (20%, $n = 41$) than Heterosexual Faculty and Student respondents (31%, $n = 642$) felt “very comfortable” with the climate in their classes.^{xi}



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

Figure 24. Faculty and Student Respondents’ Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.⁴⁴ Figure 25 illustrates that lower percentages of Respondents With a Mental Health Disability (23%, $n = 132$) and Respondents With Multiple Disabilities (21%, $n = 21$) than Respondents With No Disability (34%, $n = 699$) were “very comfortable” with the overall climate at Brock University (Respondents With a Single Disability [Not Mental Health] did not differ statistically from other groups). Also, Respondents With Multiple Disabilities (13%, $n = 13$) and With a Mental Health Disability (7%, $n = 40$) felt “uncomfortable” with the overall climate (Respondents With a Single Disability [Not Mental Health] did not differ statistically from other groups).^{xii}

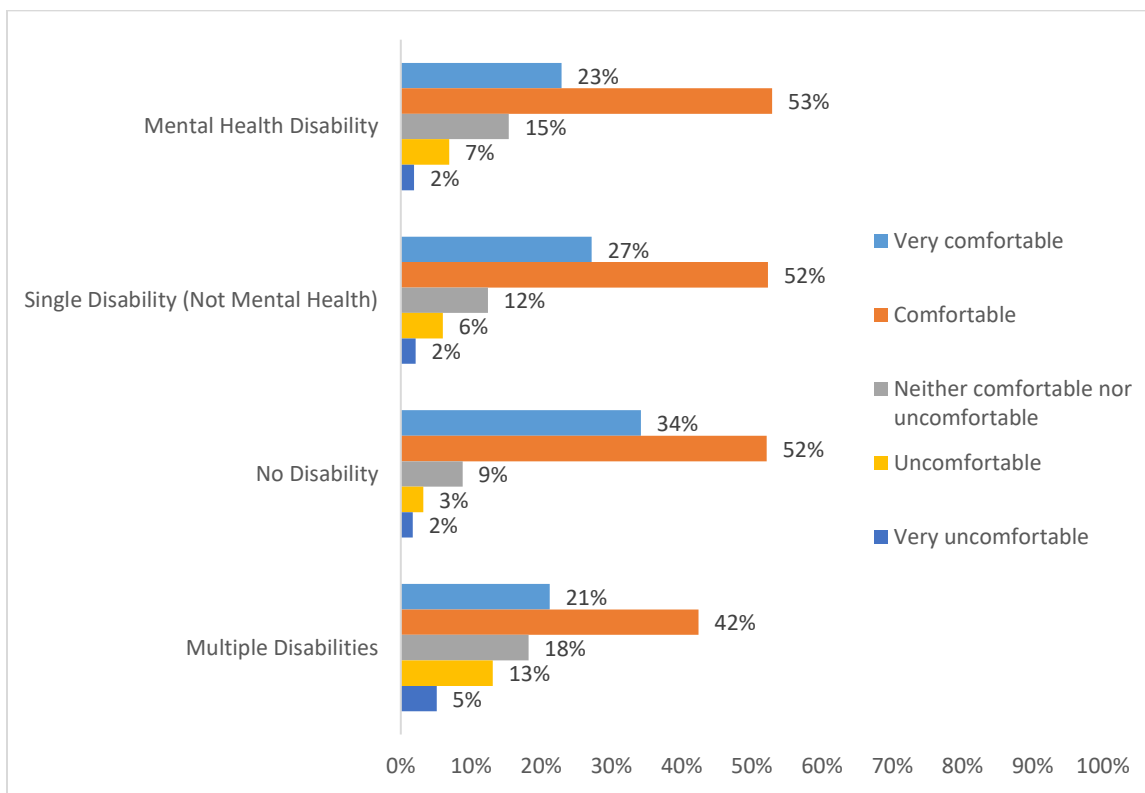
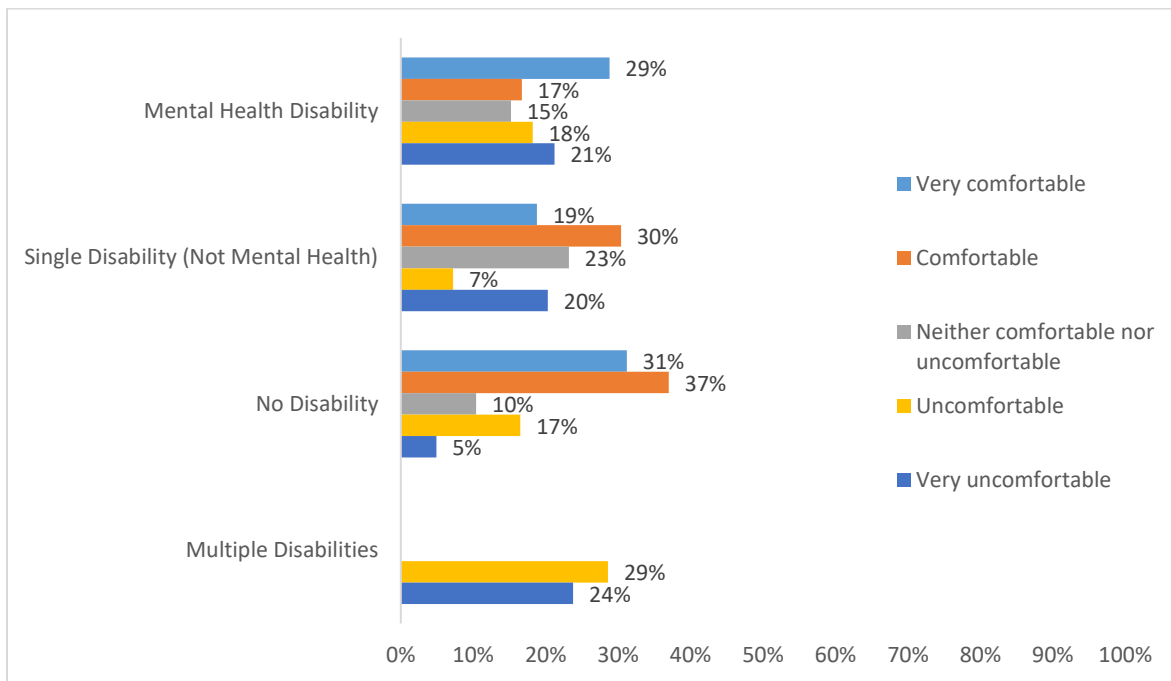


Figure 25. Respondents’ Comfort With Overall Climate by Disability Status (%)

⁴⁴ With the CSWG’s approval, disability status was collapsed into four categories (No Disability, Mental Health Disability, Single Disability [Not Mental Health], and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and Disability), where Mental Health Disability, Single Disability [Not Mental Health], and Multiple Disabilities were collapsed into one Disability category.

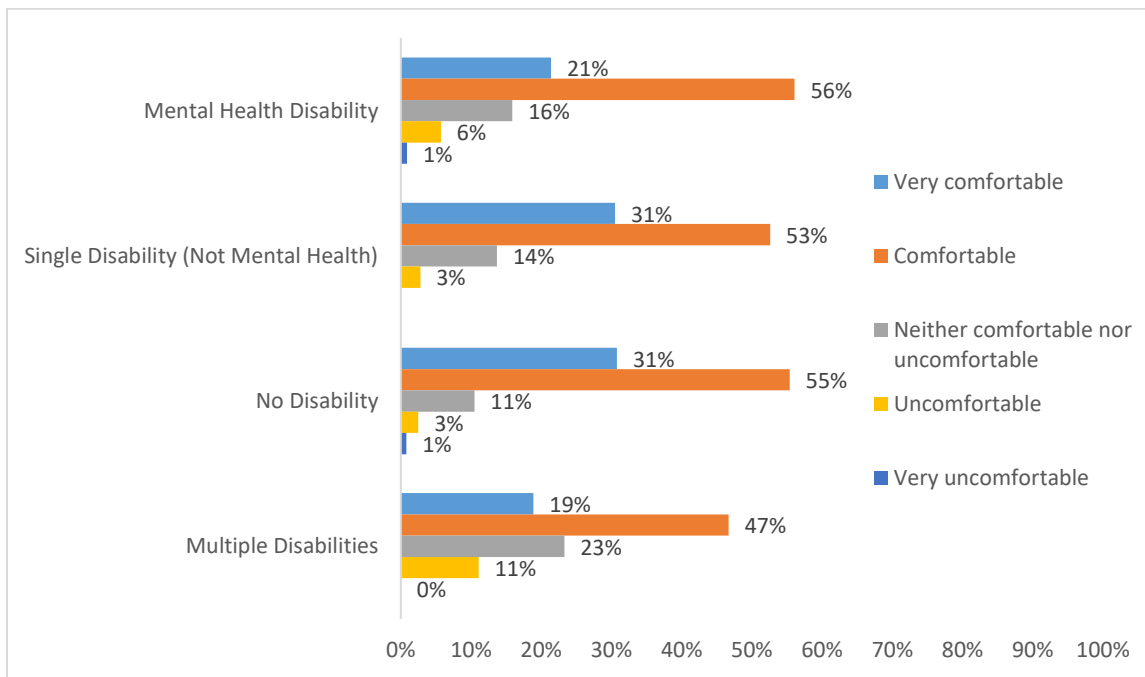
A lower percentage of Faculty and Staff Respondents With a Mental Health Disability (17%, $n = 11$) than Faculty and Staff Respondents With No Disability (37%, $n = 128$) felt “comfortable” with the climate in their department/program or work unit (Faculty and Staff Respondents With a Single Disability [Not Mental Health] and With Multiple Disabilities did not differ statistically from other groups). Also, higher percentages of Faculty and Staff Respondents With Multiple Disabilities (24%, $n = 5$), Faculty and Staff Respondents With a Mental Health Disability (21%, $n = 14$), and Faculty and Staff Respondents With a Single Disability (Not Mental Health) (20%, $n = 14$) than Faculty and Staff respondents With No Disability (5%, $n = 17$) felt “very uncomfortable” with the climate in their department/program or work unit.^{xiii}



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

Figure 26. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Disability Status (%)

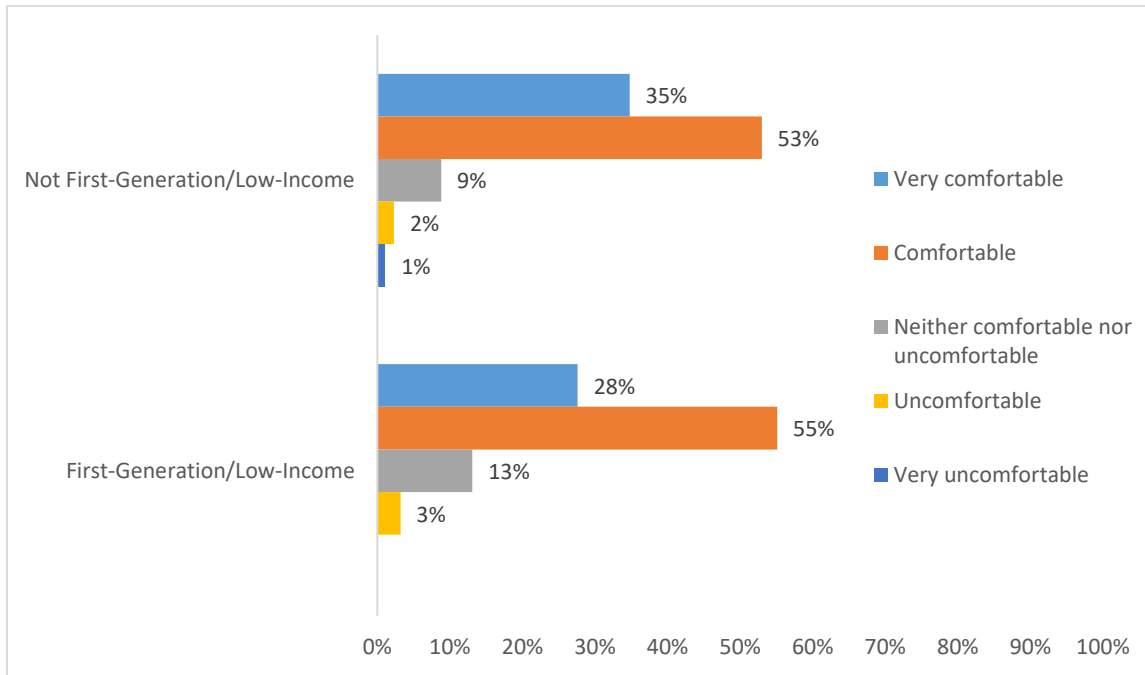
Figure 27 illustrates that a lower percentage of Faculty and Student Respondents With a Mental Health Disability (21%, $n = 113$) than Faculty and Student Respondents With No Disability (31%, $n = 556$) and Faculty and Student With a Single Disability (Not Mental Health) (31%, $n = 76$) were “very comfortable” with the climate in their classes (Faculty and Student respondents With Multiple Disabilities did not differ statistically from other groups). Also, a higher percentage of Faculty and Student Respondents With Multiple Disabilities (11%, $n = 10$) than Faculty and Student Respondents With a Single Disability (Not Mental Health) (3%, $n = 7$) and With No Disability (3%, $n = 46$) felt “uncomfortable” with the climate in their classes (Faculty and Student Respondents With a Mental Health Disability did not differ statistically from other groups).^{xiv}



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

Figure 27. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

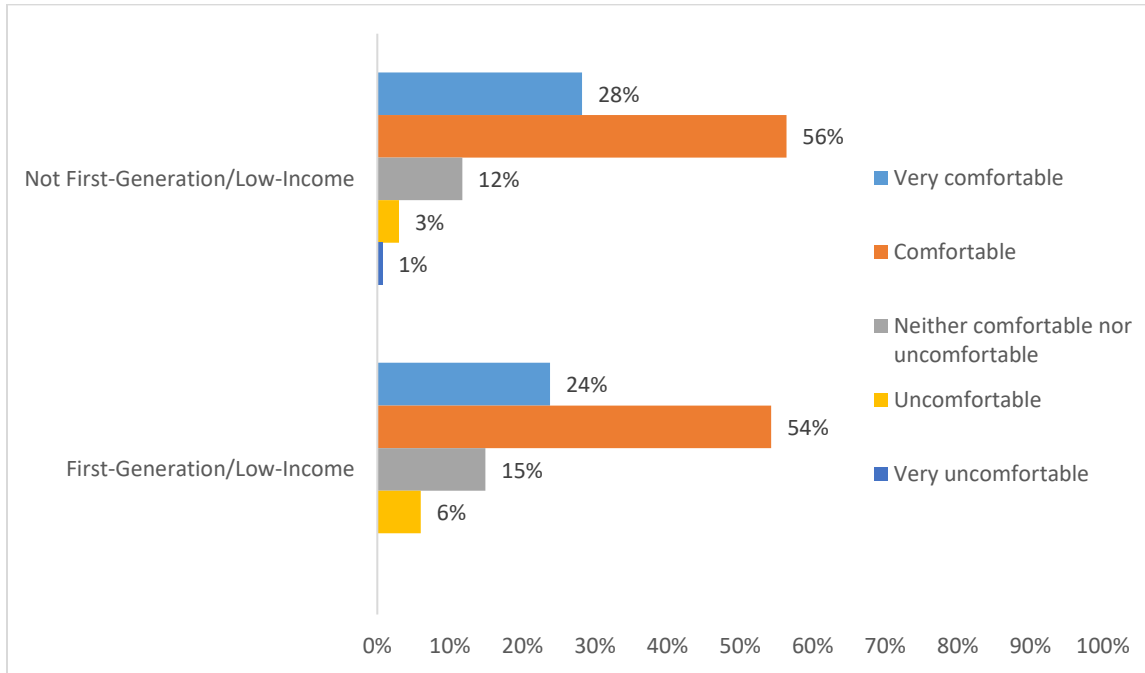
In terms of Student respondents’ first-generation status/income status and comfort with the overall climate on campus, significant differences emerged (Figure 28). A lower percentage of First-Generation/Low-Income Student respondents (28%, $n = 78$) than Not First-Generation/Low-Income Student respondents (35%, $n = 757$) were “very comfortable” with the overall climate.^{xv}



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

Figure 28. Student Respondents’ Comfort With Overall Climate by First-Generation Status/Income Status (%)

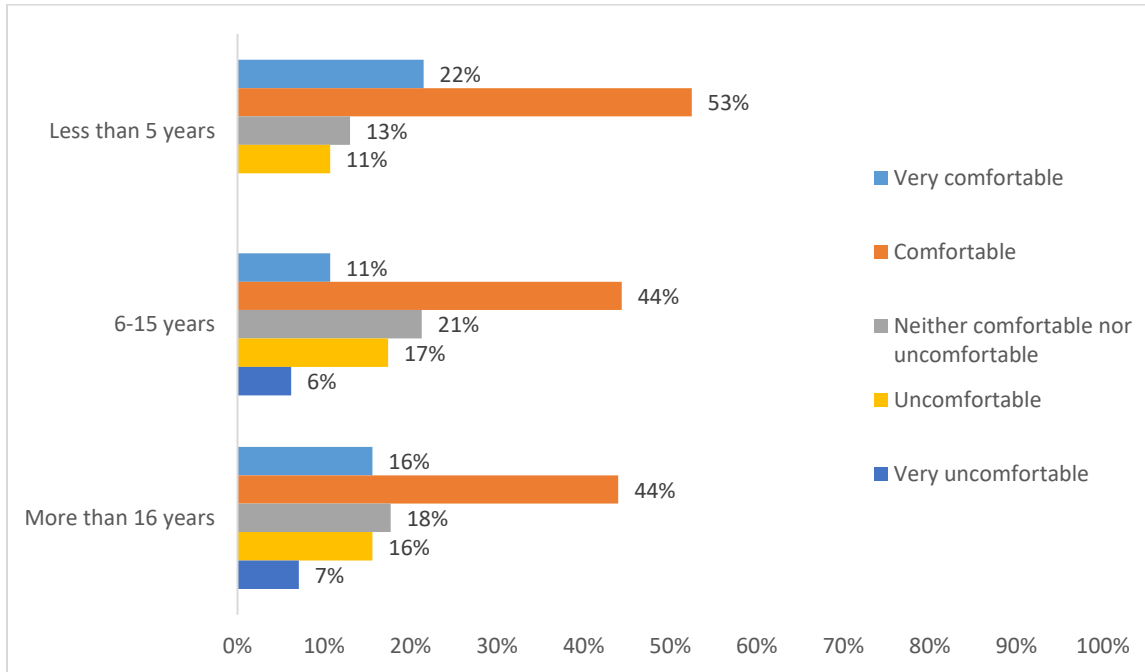
A higher percentage of First-Generation/Low-Income Student respondents (6%, $n = 17$) than Not First-Generation/Low-Income Student respondents (3%, $n = 66$) felt “uncomfortable” with the climate in their classes (Figure 29).^{xvi}



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

Figure 29. Student Respondents’ Comfort With Climate in Their Classes by First-Generation Status/Income Status (%)

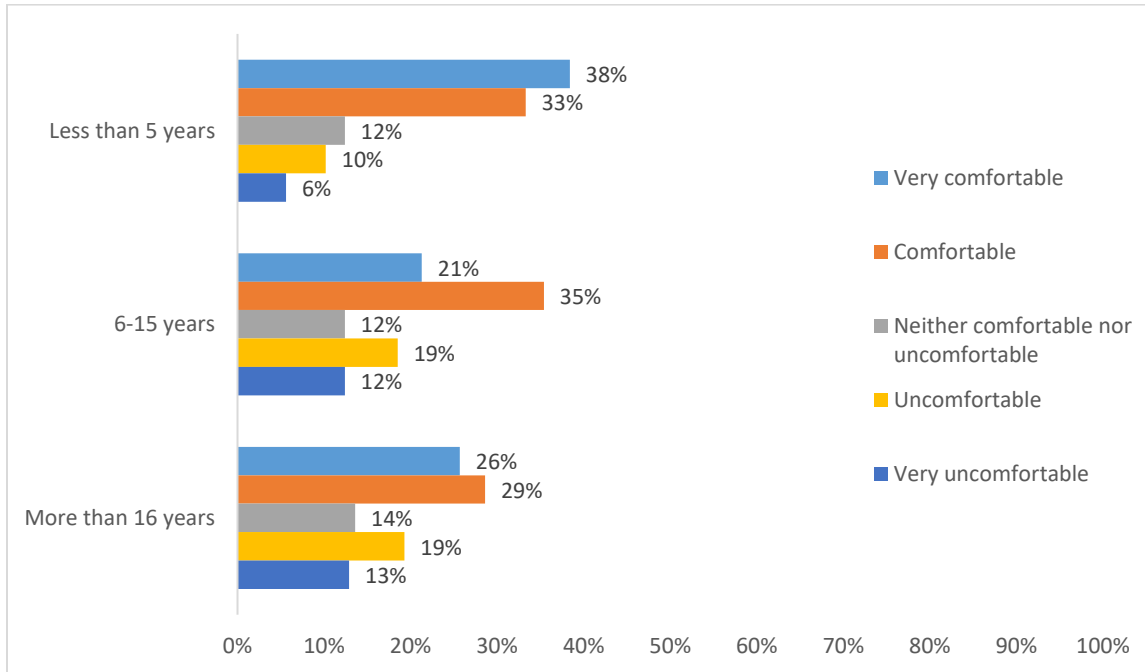
By years employed at Brock, a higher percentage of Faculty and Staff respondents employed Less Than Five Years (22%, $n = 38$) than those employed 6-15 Years (11%, $n = 19$) felt “very comfortable” with the overall campus climate (Faculty and Staff respondents employed More than 16 Years did not differ statistically from other groups) (Figure 30).^{xvii}



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

Figure 30. Faculty and Staff Respondents’ Comfort With Overall Climate by Years Employed at Brock (%)

A higher percentage of Faculty and Staff respondents employed Less Than 5 Years (38%, $n = 68$) than those employed 6-15 Years (21%, $n = 38$) felt “very comfortable” with the climate in their classes (Figure 31) (Faculty and Staff respondents employed More Than 16 Years did not differ statistically from other groups).^{xviii}



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

Figure 31. Faculty and Staff Respondents’ Comfort With Climate in Department/Program or Work Unit by Years Employed at Brock (%)

Barriers at Brock University for Respondents With Disabilities

One survey item asked Respondents With Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at Brock University within the past year. The following tables highlight where Respondents With Disabilities most often experienced barriers at Brock University.^{45,46} With regard to campus facilities, 14% ($n = 121$) of Respondents With Disabilities noted experienced temporary barriers because of construction or maintenance, 13% ($n = 110$) experienced barriers in college buildings, and 12% ($n = 105$) experienced barriers in classrooms and laboratories within the past year (Table 24).

Table 24. Top Five Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Temporary barriers because of construction or maintenance	121	14.0	449	52.1	292	33.9
Classroom buildings	110	12.7	487	56.0	272	31.3
Classrooms, laboratories (including computer labs)	105	12.1	474	54.5	290	33.4
Campus transportation/parking	95	10.9	476	54.8	297	34.2
Brock food locations (e.g., Guernsey Market, Hungry Badger)	78	9.0	496	57.1	294	33.9

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 898$).

⁴⁵ See Appendix B, Table B116 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Brock?”

⁴⁶ One survey item asked Trans-spectrum respondents if they had experienced barriers in facilities and identity accuracy at Brock within the past year. Owing to low response numbers, these findings are not published in this report.

Table 25 illustrates that, in terms of the technological or online environment, 10% ($n = 86$) of Respondents With Disabilities experienced barriers related to accessible electronic formats.

Table 25. Top Five Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	86	10.0	505	58.7	269	31.3
Website	57	6.7	528	62.0	267	31.3
Electronic forms	52	6.1	524	61.2	280	32.7
Video/video audio description	52	6.1	506	59.0	299	34.9
Computer equipment (e.g., screens, mouse, keyboard)	49	5.7	524	61.2	283	33.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 898$).

In terms of accuracy identity, 6% of Respondents With Disabilities experienced barriers each with learning technology ($n = 52$) and intake forms (e.g., Health Center) ($n = 50$) (Table 26).

Table 26. Top Five Barriers in Identity Accuracy Experienced by Respondents With Disabilities

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Learning technology	52	6.1	521	60.7	286	33.3
Intake forms (e.g., Health Center)	50	5.8	495	57.9	310	36.3
Email account	41	4.8	558	64.7	263	30.5
Electronic databases (e.g., Banner)	40	4.6	521	60.5	300	34.8
Surveys	32	3.8	552	65.4	260	30.8

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 898$).

In terms of instructional and campus materials, 8% ($n = 72$) of Respondents With Disabilities experienced barriers with textbooks and 7% ($n = 57$) each with journal articles and syllabi (Table 27).

Table 27. Top Five Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Textbooks	72	8.4	514	59.7	275	31.9
Journal articles	57	6.6	533	62.0	269	31.3
Syllabi	57	6.6	523	60.8	280	32.6
Food menus	49	5.7	512	59.8	295	34.5
Video-closed captioning and text description	46	5.4	506	59.5	299	35.1

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 898$).

Qualitative comment analyses

One hundred ninety-eight Faculty, Staff, and Student respondents elaborated on accessibility at Brock University. One theme emerged from all responses: mental health.

Mental Health. One theme emerged from responses related to accessibility on campus: mental health. One respondent shared, “The materials/events related to mental health are very stigmatizing. This University does not value mental illness or appropriately accommodate for staff. It requires levels of disclosure that are not acceptable.” Another respondent added, “Having bad anxiety and depression it makes it hard in and out being in tight spaces near other students, which in turn makes it very hard to focus when it is hard enough to pay attention.” Other respondents added, “My disability is mental health. So it affects me in everyday life and is not something that has barriers with physical things,” “I think the health centre could be more empathetic for people with mental illness,” and “My issue was that when I tried to get in touch with mental health services because I was having an anxiety attack, I barely received any help nor do I believe anyone called me back.”

Barriers for Two-Spirit, Transgender, Genderqueer, Nonbinary Respondents

One survey item asked Two-Spirit, Transgender, Genderqueer, Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at Brock University within the past year. Table 28 and Table 29 depict where Two-Spirit, Transgender, Genderqueer, Nonbinary respondents most often experienced barriers at Brock University.⁴⁷ With regard to campus facilities, 43% ($n = 15$) of Two-Spirit, Transgender, Genderqueer, Nonbinary respondents experienced barriers in restrooms, and 34% ($n = 12$) experienced barriers in changing rooms/locker rooms within the past year.

Table 28. Top Three Facilities Barriers Experienced by Two-Spirit, Transgender, Genderqueer, Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Restrooms	15	42.9	11	31.4	9	25.7
Changing rooms/locker rooms	12	34.3	7	20.0	16	45.7
Signage	9	25.7	15	42.9	11	31.4

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Two-Spirit, Transgender, Genderqueer, or Nonbinary ($n = 36$).

Table 29 illustrates that of Two-Spirit, Transgender, Genderqueer, Nonbinary respondents, 26% each had difficulty with the Brock Card ($n = 9$) and electronic databases ($n = 9$). Twenty-three percent ($n = 8$) of Two-Spirit, Transgender, Genderqueer, Nonbinary respondents had difficulty with intake forms.

Table 29. Top Three Identity Accuracy Barriers Experienced by Two-Spirit, Transgender, Genderqueer, Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brock Card	9	25.7	18	51.4	8	22.9
Electronic databases (e.g., Sakai)	9	25.7	17	48.6	9	25.7
Intake forms (e.g., Student Health Services, Registrar)	8	22.9	15	42.9	12	34.3

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Two-Spirit, Transgender, Genderqueer, or Nonbinary ($n = 36$).

⁴⁷ See Appendix B, Table B117 for all responses to the question, “Within the past year, have you experienced a barrier in any of the following areas at Brock?”

Qualitative comment analyses

Owing to a low number of responses, no themes were present.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁴⁸

Nineteen percent ($n = 554$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at Brock University within the past year.⁴⁹

Figure 32 depicts the percentage of respondents by position status who answered “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Brock University?”

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 21% ($n = 113$) indicated that they experienced the conduct only once during the past year. Thirty percent ($n = 165$) revealed that they experienced five or more instances of the conduct within the past year.

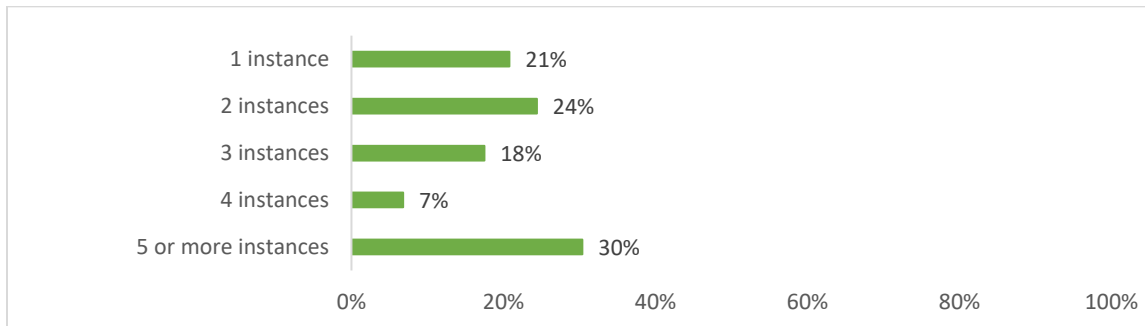


Figure 32. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

⁴⁸ This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁴⁹ The literature on microaggressions reports 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).

Of the respondents who experienced such conduct, 24% ($n = 135$) indicated that the conduct was based on their position status at Brock University. Eighteen percent ($n = 99$) noted that the conduct was based on their gender/gender identity, 16% ($n = 89$) felt that it was based on their age, 14% ($n = 78$) on academic performance, and 13% ($n = 71$) on ethnicity.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 33). A higher percentage of Faculty respondents (37%, $n = 69$) and Staff respondents (35%, $n = 109$) than Undergraduate Student respondents (15%, $n = 325$) and Graduate Student respondents (15%, $n = 51$) indicated that they had experienced this conduct.^{xix} Of those respondents who had experienced this conduct, 52% ($n = 57$) of Staff respondents, 30% ($n = 21$) of Faculty respondents, and 14% ($n = 44$) of Undergraduate Student respondents suggested that the conduct was based on their position status (Graduate Student respondents did not differ statistically from other groups).^{xx}

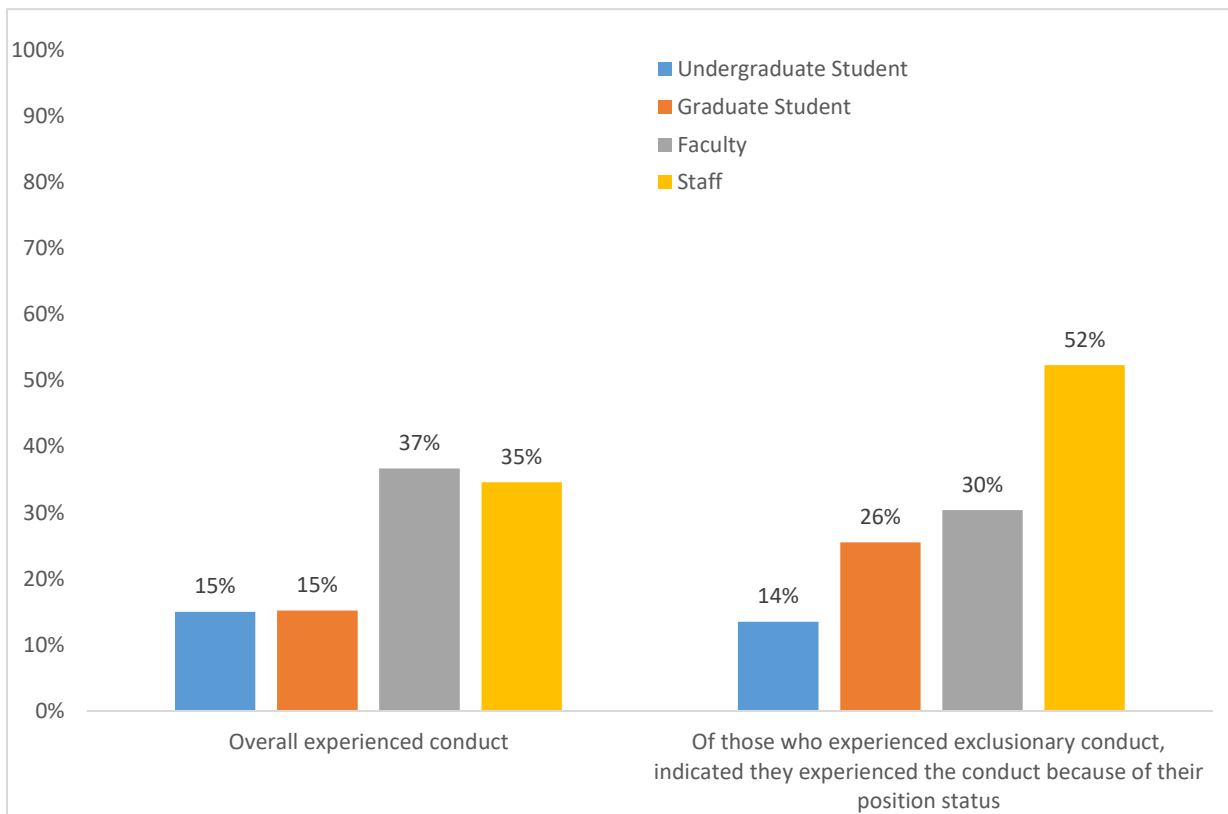


Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, a higher percentage of Trans-spectrum respondents (38%, $n = 19$) than Women respondents (18%, $n = 383$) and Men respondents (18%, $n = 147$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 34).^{xxi} A higher percentage of Trans-spectrum respondents (58%, $n = 11$) than Women respondents (18%, $n = 70$) and Men respondents (12%, $n = 18$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.^{xxii}

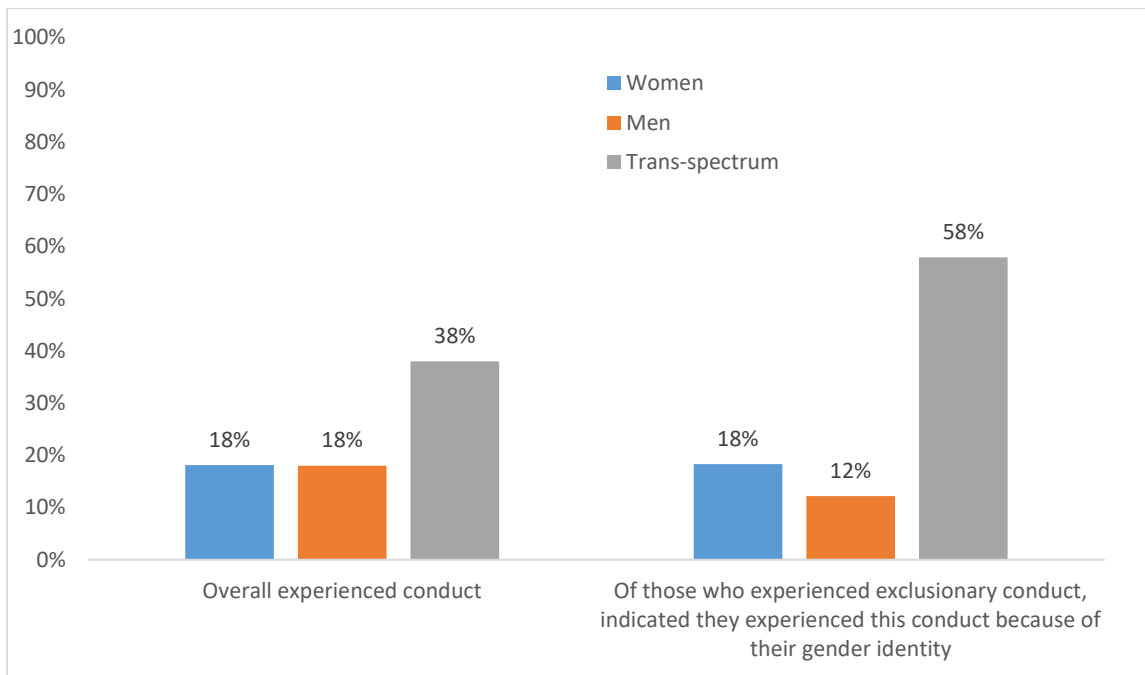


Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By racialized identity, although not statistically significant, a higher percentage of Indigenous respondents (28%, $n = 19$) than Black respondents (19%, $n = 25$), Additional/Multiple Racialized Identities respondents (19%, $n = 47$), East Asian/Southeast Asian/South Asian respondents (18%, $n = 82$), and White respondents (18%, $n = 327$) indicated that they had exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 35). Higher percentages of Black respondents (40%, $n = 10$), East Asian/Southeast Asian/South Asian respondents (33%, $n = 27$), Additional/Multiple Racialized Identities respondents (21%, $n = 10$), and Indigenous respondents ($n < 5$) than White respondents (3%, $n = 9$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racialized identity.^{xxiii}

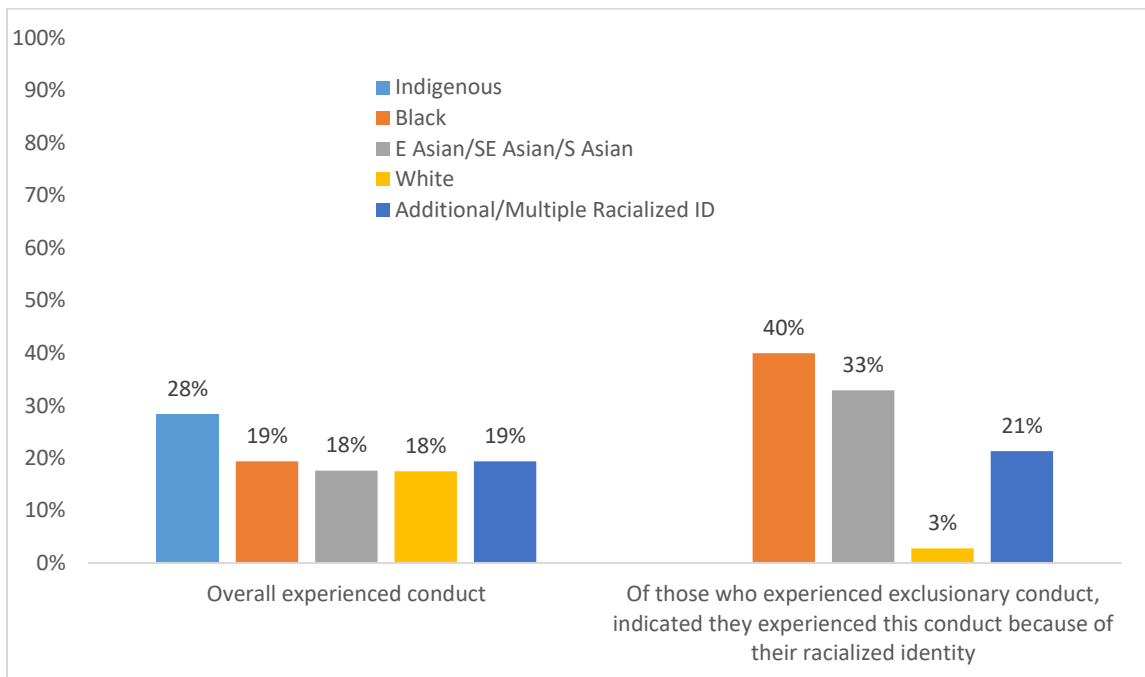


Figure 35. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racialized Identity (%)

Table 30 and Table 31 depict the top five or six perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 52% ($n = 57$) indicated that the conduct was based on position. Twenty-three percent ($n = 25$) noted that they did not know the basis of conduct, and 22% ($n = 24$) felt that it was based on their age. “Reasons not listed above” included responses such as “bullying,” “cronyism,” “culture of the department,” “disagree with boss’s perspective,” “expressing opposing opinions,” “lack of ethics of supervisor,” “lack of support from certain teams for training,” “lowest paid in department,” “miserable co-workers,” “narcissism,” “not in the ‘in crowd’ in my department,” “remarks by intoxicated students on campus,” “union insanity,” and “unprofessional conduct by co-workers”

Table 30. Staff Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position	57	52.3
Do not know	25	22.9
Age	24	22.0
Length of service at Brock	21	19.3
Educational credentials	20	18.3
Gender/gender identity	15	13.8

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Of the Faculty respondents who experienced such conduct, 33% ($n = 23$) indicated that the conduct was based on gender/gender identity (Table 31). Thirty percent ($n = 21$) noted that the conduct was based on their position at Brock University. “Reasons not listed above” included responses such as “attitude that a tenured member is unaccountable to anyone,” “colonialism,” “competition,” “controlling behaviors to hold me back,” “gender based dress code discrimination,” “jealousy,” “research choice and activity,” and “unsubstantiated feedback from a student.”

Table 31. Faculty Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Gender/gender identity	23	33.3
Position	21	30.4
Philosophical views	13	18.8
Age	12	17.4
Racialized identity	10	14.5

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Of the Student respondents who experienced such conduct, 20% ($n = 76$) indicated that they did not know the basis for the conduct or the conduct was based on their academic performance (Table 32). Seventeen percent ($n = 63$) noted ethnicity as the basis of the conduct, and 16% ($n = 61$) felt that it was based on gender/gender identity. “Reasons not listed above” included responses such as “as a veteran I felt as though I was dismissed,” “because my values aren’t identical to theirs,” “being in upper years vs lower years of undergraduate in the same class,” “belligerent advisor,” “bullying within my resident,” “dismissal of mental health,” “financial status,” “gossip and drama,” “group members not contributing,” “mental health,” “political ideology,” “roommate conflict,” and “sexual harassment.”

Table 32. Student Respondents’ Top Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Do not know	76	20.2
Academic performance	76	20.2
Ethnicity	63	16.8
Gender/gender identity	61	16.2
Position	57	15.2
Age	53	14.1

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 376$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B47 in Appendix B.

Table 33 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-two percent ($n = 234$) felt ignored or excluded, 37% ($n = 205$) felt isolated or left out, 32% ($n = 178$) felt intimidated and bullied, and 27% ($n = 147$) experienced a hostile work environment. Other forms of such conduct included “accused of not doing enough in a club,” “being pushed aside due to very competitive peers,” “being the scapegoat for another’s issues,” “cronyism,” “dangerous rumors spread about me,” “ignored my medical condition,” “decisions made by supervisor which were incorrect,” “discrimination due to my academic accommodations,” “getting others to report false information,” “gossip,” “unfair treatment during a unionized interview,” “rude students under the influence of alcohol,” “students making fun of professor because of accent,” “lack of trust,” “manipulation,” “missed out on assignments due to lack of experience with HR Workday,” “my job duties/role were changed (duties taken away) without my permission/collaboration,” “people avoid sitting next to you,” and “singled out by professor in front of class.”

Table 33. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded.	234	42.2
I was isolated or left out.	205	37.0
I was intimidated/bullied.	178	32.1
I experienced a hostile work environment.	147	26.5
I felt others staring at me.	124	22.4
I was the target of derogatory verbal remarks	114	20.6
I experienced a hostile classroom environment.	103	18.6
The conduct made me fear that I would get a poor grade.	95	17.1
I was the target of workplace incivility.	95	17.1
I received a low or unfair performance evaluation.	73	13.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 554$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B49 in Appendix B.

Figure 36 and Figure 37 depict the manners in which Employee and Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-eight percent ($n = 52$) of Staff respondents experienced a hostile work environment, 45% ($n = 49$) felt ignored or excluded, 33% ($n = 36$) felt intimidated and bullied, 28% ($n = 31$) felt isolated or left out, and 21% ($n = 23$) were the target of derogatory verbal comments (Figure 36). Fifty-seven percent ($n = 39$) of Faculty respondents experienced a hostile work environment, 46% ($n = 32$) felt intimidated and bullied, 39% ($n = 27$) felt ignored or excluded, 38% ($n = 26$) were the target of derogatory verbal comments, and 36% ($n = 25$) felt isolated or left out.

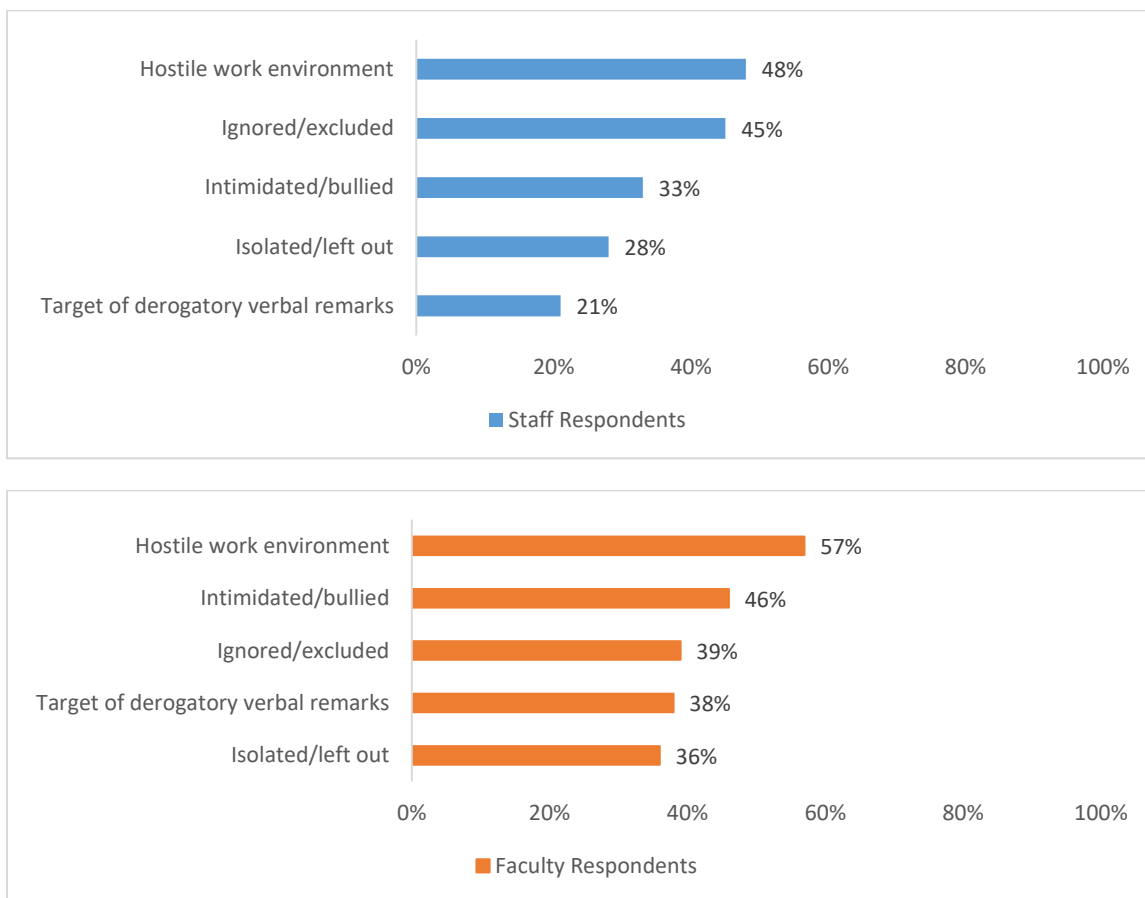


Figure 36. Employee Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Forty-two percent ($n = 137$) of Undergraduate Student respondents felt ignored or excluded, 41% ($n = 134$) felt isolated or left out, 32% ($n = 105$) felt others staring at them, 30% ($n = 96$) felt intimidated and bullied, and 26% ($n = 83$) each experienced a hostile classroom environment and feared getting a poor grade (Figure 37). Forty-one percent ($n = 21$) of Graduate Student respondents felt ignored or excluded, 31% ($n = 16$) experienced a hostile work environment, 29% ($n = 15$) felt isolated or left out, 28% ($n = 14$) felt intimidated and bullied, and 24% ($n = 12$) experienced a hostile classroom environment.

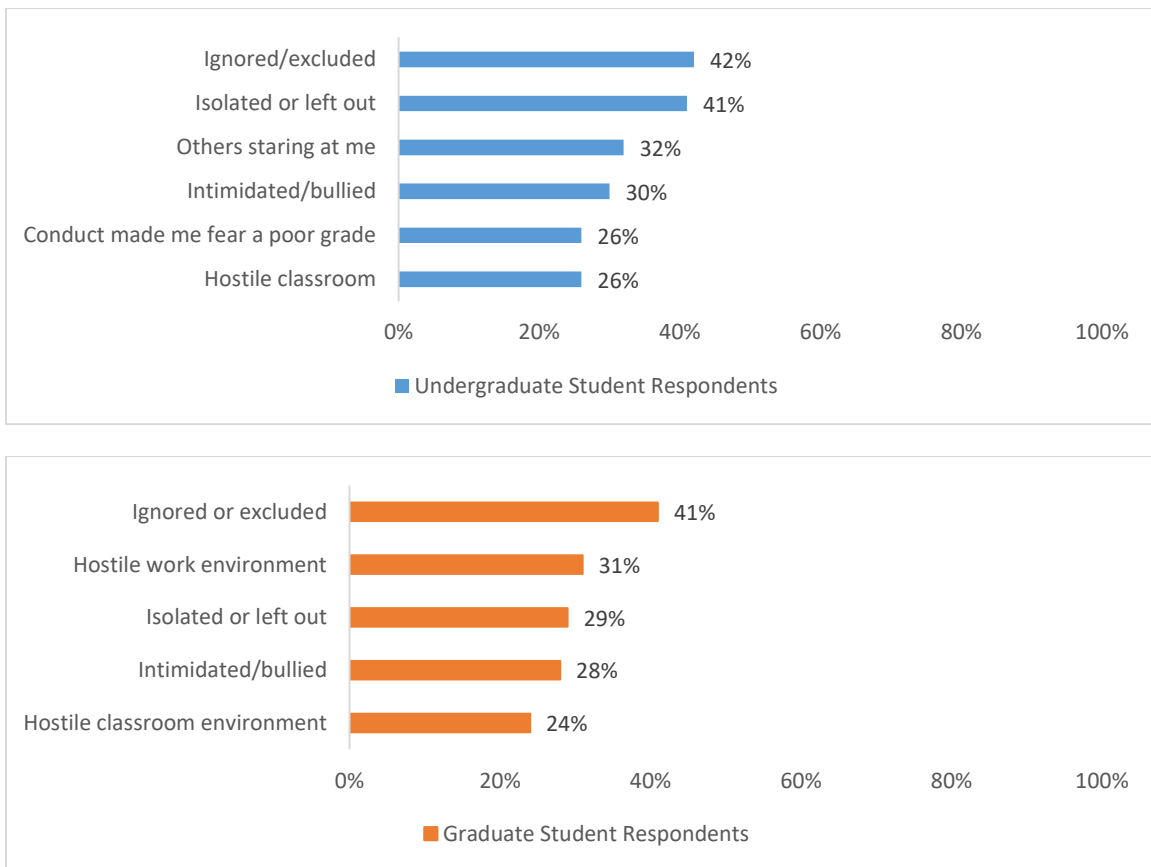


Figure 37. Student Respondents' Manners of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class (30%, $n = 165$), in a meeting with a group of people (21%, $n = 114$), while working at a Brock University job (20%, $n = 112$), and while on phone calls/text messages/email (19%, $n = 105$). Some respondents who marked “a location not listed above” identified, “a conference,” “at Brock central,” “Brock human rights and equality,” “Brock University Club,” “in professors office,” “lofts buildings,” “MacDonald’s across the street,” “parking lot,” “SAS,” “seminar,” “survivors group,” “The Brock Press,” and “through online class” as the location where the conduct occurred.

Table 34 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a Brock University job (62%, $n = 67$), in a Brock University administrative office (44%, $n = 48$), on phone calls/text message/email (28%, $n = 30$), in a meeting with a group of people (24%, $n = 26$), and in a meeting with one other person (23%, $n = 25$).

Table 34. Staff Respondents’ Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Staff respondents who experienced the conduct
While working at a Brock University job	67	61.5
In a Brock University administrative office	48	44.0
On phone calls/text message/email	30	27.5
In a meeting with a group of people	26	23.9
In a meeting with one other person	25	22.9

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 109$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B50 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often while working at a Brock University job (39%, $n = 27$), in a meeting with one other person (33%, $n = 23$), on phone calls/text messages/email (32%, $n = 22$), in a faculty office (30%, $n = 21$), and in other public spaces (22%, $n = 15$) (Table 35).

Table 35. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Faculty respondents who experienced the conduct
While working at a Brock University job	27	39.1
In a meeting with one other person	23	33.3
On phone calls/text messages/email	22	31.9
In a faculty office	21	30.4
In other public spaces	15	21.7

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 69$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B50 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class (42%, $n = 156$), in on-campus residences (18%, $n = 69$), in other public spaces at Brock University (15%, $n = 56$), off campus (14%, $n = 53$), and in a meeting with a group of people (14%, $n = 51$) (Table 36).

Table 36. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of Student respondents who experienced the conduct
In a class	156	41.5
In on-campus residences	69	18.4
In other public spaces at Brock University	56	14.9
Off campus	53	14.1
In a meeting with a group of people	51	13.6
While walking on campus	42	11.2
In a meeting with one other person	40	10.6

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 376$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B50 in Appendix B.

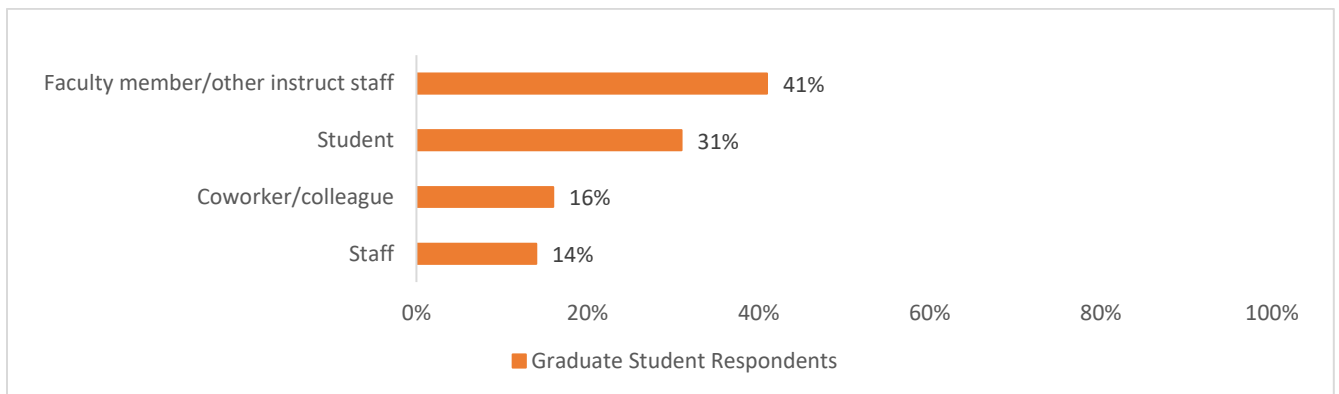
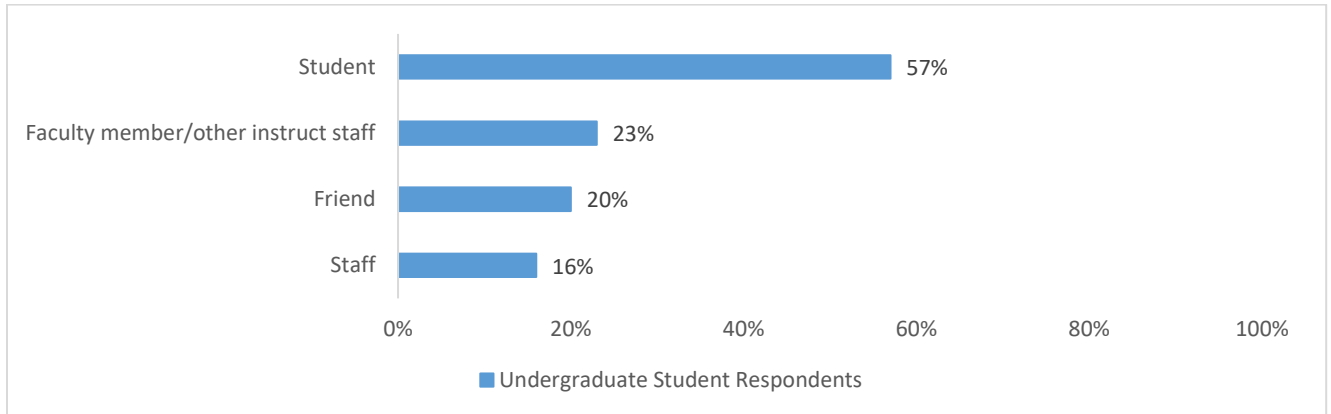
Forty percent ($n = 220$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 31% ($n = 173$) identified faculty members/other instructional staff, and 19% ($n = 105$) identified staff members as the source of the conduct (Table 37). Respondents who marked a “source not listed above” wrote examples such as “Brock human rights and equality,” “bus driver,” “campus security,” “class instructor,” “coop worker,” “counselor,” “doctor,” “job candidate,” “my roommates,” “stranger,” “The Brock Press,” “Union Executive member,” and “Zone employees.”

Table 37. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	<i>n</i>	% of respondents who experienced the conduct
Student	220	39.7
Faculty member/other instructional staff	173	31.2
Staff member	105	19.0
Coworker/colleague	91	16.4
Supervisor or manager	75	13.5
Friend	67	12.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 554$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B51 in Appendix B.

Figure 38 and Figure 39 display the perceived sources of experienced exclusionary conduct by position status. Undergraduate Student respondents indicated that other students were their greatest source of exclusionary conduct, and Graduate Student respondents indicated that faculty members/other instructional staff were their greatest source of exclusionary conduct.



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

Figure 38. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited faculty members/other instructional staff members and coworkers/colleagues as the source of the exclusionary conduct. Staff respondents most often identified supervisors/managers, coworkers/colleagues, faculty members/other instructional staff, and staff as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 39).

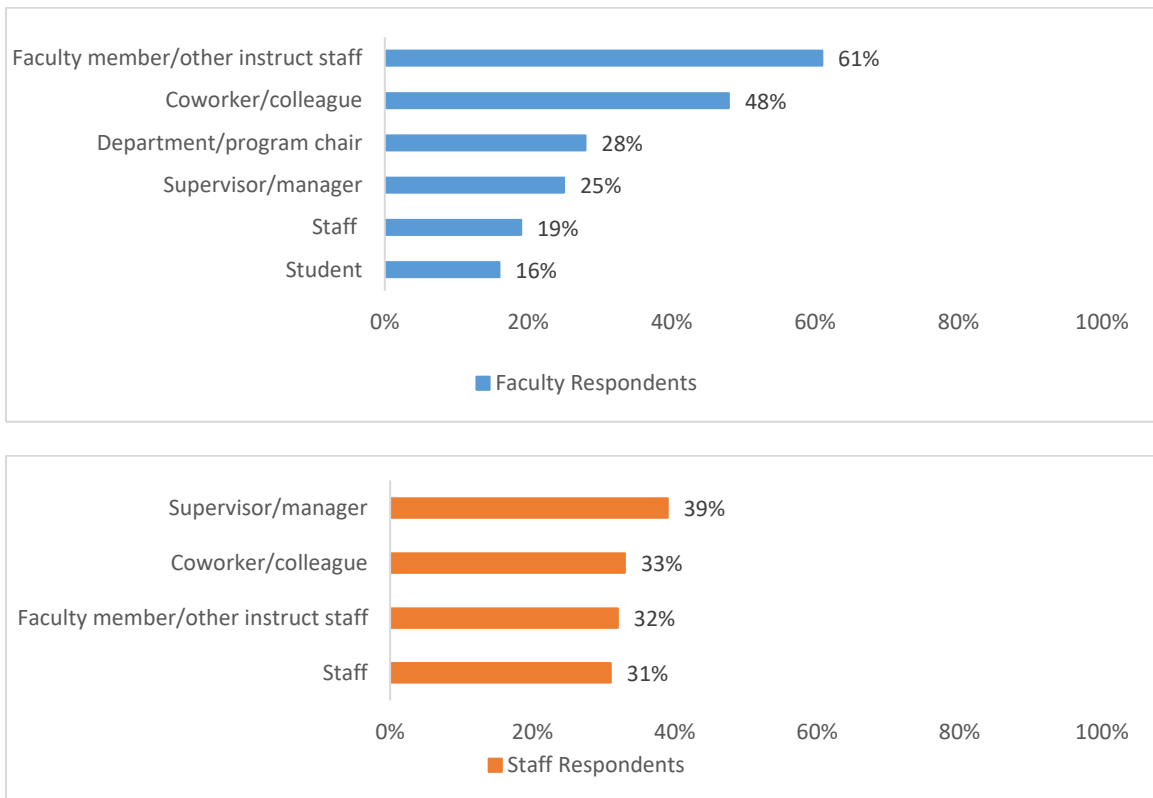


Figure 39. Employee Respondents’ Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 62% ($n = 345$) of respondents felt angry, 56% ($n = 312$) felt distressed, 49% ($n = 273$) felt sad, and 46% ($n = 255$) felt overwhelmed (Table 38). Of respondents who indicated that their emotional response was not listed, several added comments that they felt “abandoned,” “alienated,” “alone,” “annoyed,” “anxious,” “belittled,” “concerned,” “demeaned,” “disappointed,” “discouraged,” “dismissed,” “disrespected,” “frustrated,” “harassed,” “helpless,” “highly stressed,” “hopeless,” “hurt,” “indifferent,” “insecure,” “intimidated,” “isolated,” “lonely,” “morally drained,” “ready to quit,” “self-hating,” “shocked,” “shunned as irrelevant,” “suicidal,” “uncomfortable,” “unimpressed,” “unwanted,” “upset,” “vulnerable,” “withdrawn,” “worried,” and “worthless.”

Table 38. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
Angry	345	62.3
Distressed	312	56.3
Sad	273	49.3
Overwhelmed	255	46.0
Embarrassed	221	39.9
Afraid	138	24.9
Somehow responsible	101	18.2
A feeling not listed above	124	22.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 554$). Percentages may not sum to 100 as a result of multiple response choices.

Additionally, in response to experiencing the conduct, 49% ($n = 269$) of respondents told a friend, 38% ($n = 210$) told a family member, 37% ($n = 205$) avoided the person/venue, and 26% ($n = 144$) did not do anything (Table 39). Of the 18% ($n = 101$) of respondents who sought support from a Brock University resource, 32% ($n = 32$) sought support from a faculty member, 26% ($n = 26$) sought help from Human Rights and Equity (HRE), 21% ($n = 21$) sought help from the Office of Human Resources. Some “response not listed above” comments were “Aboriginal Student Society,” “SAS,” “Brock security,” “commented in course evaluation,” “BUFA grievance officer,” “Dean,” “Director,” “President’s Office,” “discussed with colleagues,” “manager,” “dropped the course,” “Union rep,” “contacted the chair,” “couldn’t open up to anyone,” “had to move,” “had to seek medical attention,” “reported to resident Don,” “ignored and continued with my day,” “therapy,” “who do you tell without getting reprisals,” and “withdrew application for graduate studies at Brock.”

Table 39. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend.	269	48.6
I told a family member.	210	37.9
I avoided the person/venue.	205	37.0
I did not do anything.	144	26.0
I did not know to whom to go.	101	18.2
I contacted a Brock University resource	101	18.2
<i>Faculty member</i>	32	31.7
<i>Human Rights and Equity (HRE)</i>	26	25.7
<i>Office of Human Resources</i>	21	20.8
I confronted the person(s) at the time.	83	15.0
I confronted the person(s) later.	79	14.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 554$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of response, please see Table B53 in Appendix B.

Table 40 illustrates that 82% ($n = 445$) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 18% ($n = 97$) of respondents did report the incident. Of the respondents who reported the incident, 41% ($n = 38$) felt the incident was not appropriately addressed, 22% ($n = 20$) reported the conduct and the outcome is still pending, 16% ($n = 15$) felt that their complaint was addressed appropriately, 11% ($n = 10$) were satisfied with the outcome, and 10% ($n = 9$) indicated that the outcome of their complaint was not shared with them.

Table 40. Respondents’ Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	<i>n</i>	% of respondents who experienced conduct
No, I did not report it.	445	82.1
Yes, I reported it.	97	17.9
<i>Yes, I reported the conduct but felt that it was not addressed appropriately.</i>	38	41.3
<i>Yes, I reported the conduct and the outcome is still pending.</i>	20	21.7
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	15	16.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	10	10.9
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	9	9.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 554$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Two hundred thirty-four Faculty, Staff and Student respondents elaborated on their experience of exclusionary conduct at Brock University. One theme emerged from all responses: micro-aggressive behavior. Undergraduate Student responses elicited one theme: insensitive conduct. One theme was generated from Administrative Staff responses: disrespect.

Micro-Aggressive Behavior. Respondents elaborated on their experiences of micro-aggressive behavior at Brock University. One respondent shared, “I have been in large group meetings where a Senior Administrator has made numerous comments to me, because I’m a strong woman and he felt I could ‘take it’...comments that demean women, that address certain staff groups as

being here for a ‘fun time not a long time’, etc.” Another respondent added, “I had a professor who was extremely unprofessional and made many comments regarding race, ethnicity, and religion that would make students feel uncomfortable and unwelcome. They were wildly ignorant and unwilling to listen to differing opinions, making it difficult for students (especially minority students) to feel comfortable voicing their experiences.” Other respondents added, “I have had people go out of their way to make comments about my sexuality as well as tell me I am unattractive and less likely to succeed because I am black,” “My partner and I experienced homophobia and discrimination on the basis of our queer relationship from the Department of Residences,” and “White Supremacy is thriving at Brock and it shows every day. Disgusting.”

Undergraduate Students

Insensitive Conduct. Undergraduate Student respondents described experiencing insensitive classroom conduct. One respondent shared, “I was singled out in class for being plus size when discussing a 5km run that would occur at the end of our term...I have been majorly humiliated when I went to the gym at Brock, as people judged me until I could no longer go to the gym without having a mental breakdown before.” Another respondent added, “One of my professors was extremely hostile and looked at me as though I am stupid. Once he left out information for a question in a 20-minute quiz, so I raised my hand and he looked at me laughingly as if to imply that I know you’re stupid.” Other respondents stated, “One instance was in the middle of class. My professor singled me out BY NAME and by program expecting that I should have an answer. After I didn’t know he rolled his eyes in front of the entire class and make me feel embarrassed and dumb,” “My prof calls me out and demeans me every time I go to class... basically embarrassing me in front of the whole lecture for no apparent reason,” and “There were times where I would say things in class about my mental health, or ask questions for clarification, and there seemed to be a lot of eye-rolling and judgement, exclusion.” Some respondent suggested experiencing this insensitive behavior as it related to their disability. Respondents shared, “A professor questioned my disability status and accommodations so he could determine if I were receiving too many accommodations. He wanted to make sure I ‘deserved the advantages I was receiving,’” “I had a professor reduce my time for an online midterm exam intentionally even though I am a student with a disability. I felt rushed and anxious through the exam and did not finish. When I emailed in regard to this I was made to feel as though my experience was unimportant as ‘everyone is anxious’. The emails belittled my mental health and experience,”

and “It was a professor, I have never felt more embarrassed in my life. A test was designed and makes in a way which made it impossible for me due to my disability. I attempted to talk to the professor about it, they made me feel like an idiot.”

Administrative Staff

Disrespect. Administrative Staff respondents elaborated on experiencing disrespect in their roles at Brock University. One respondent shared, “I’ve worked at Brock for quite a while and I don’t understand why people in positions of power feel the need to disrespect those people, particularly staff who work at the university.” Another respondent included, “I receive many emails and phone calls from faculty, students, and others on campus indicating they are unhappy with requests or scenarios. Their unhappiness is indicated through demands, disrespect of my position, insinuations that my request to them is above their pay grade, and that they know more about the situation than I might even though our jobs and fields of work are very unrelated.” Other respondents added, “Sometimes the disrespect against me as a person and employee is so bad I have in the past started a formal enquiry against faculty, but because the individuals were so toxic, yet so powerful, the process really went nowhere,” “Being singled out in the office on numerous occasions (including any time the staff were called together for a gathering) by a supervisor. Feeling extremely embarrassed. Internalizing feelings to the point where mental health greatly suffered,” and “Dismissive and/or rude emails from faculty members.”

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

Respondents' observations of others' experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Eighteen percent ($n = 535$) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and hostile (bullying, harassing) learning or working environment at Brock University⁵⁰ within the past year. Twenty-three percent ($n = 119$) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 22% ($n = 113$) observed two instances, 18% ($n = 90$) observed three instances, 5% ($n = 26$) observed four instances, and 32% ($n = 166$) witnessed five or more instances of exclusionary conduct in the past year.

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was believed to be based on ethnicity (24%, $n = 128$), racialized identity (22%, $n = 119$), gender/gender identity (21%, $n = 111$), and position status (21%, $n = 110$) (Table 41).

Table 41. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Ethnicity	128	23.9
Racialized identity	119	22.2
Gender/gender identity	111	20.7
Position status (e.g., staff, faculty, student)	110	20.6
Academic performance	65	12.1
Sexual identity	64	12.0
English language proficiency/accent	63	11.8
Political views	61	11.4
Physical characteristics	56	10.5
International status/national origin	54	10.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B99 in Appendix B.

⁵⁰ This report uses “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of “conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at Brock?”

Figure 40 separate by demographic categories (i.e., position status, gender identity, racialized identity) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year. No statistically significant differences existed by staff status or undergraduate student status.

Significantly higher percentages of Faculty respondents (46%, $n = 86$) and Staff respondents (34%, $n = 106$) than Graduate Student respondents (17%, $n = 56$) and Undergraduate Student respondents (13%, $n = 287$) observed exclusionary, intimidating, offensive, and/or hostile conduct^{xxiv} (Figure 40). A higher percentage of Trans-spectrum respondents (44%, $n = 22$) than Men respondents (19%, $n = 153$) and Women respondents (17%, $n = 355$) observed such conduct.^{xxv} A higher percentage of Indigenous respondents (25%, $n = 17$) than other racialized identities observed such conduct.^{xxvi}

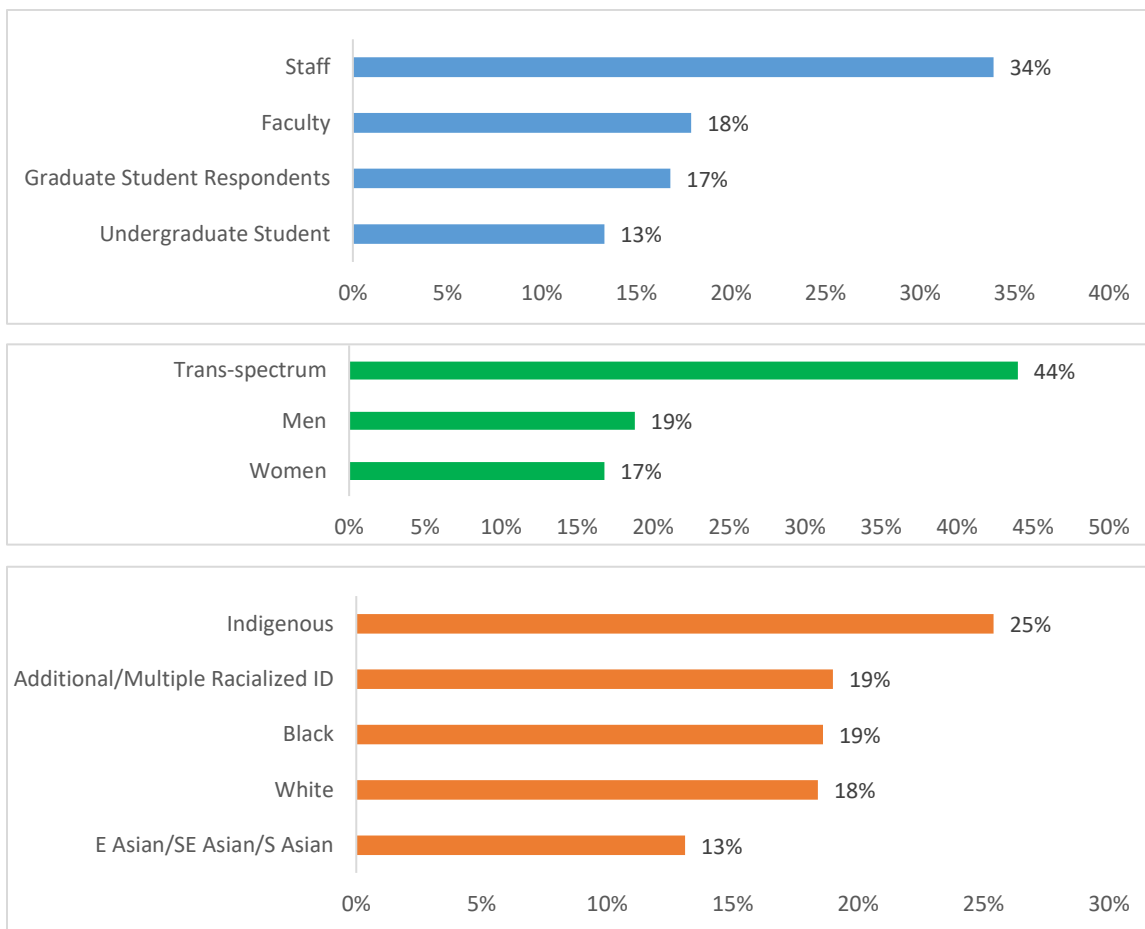


Figure 40. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status, Gender Identity, and Racialized Identity (%)

Table 42 illustrates that respondents most often observed this conduct in the form of someone being intimidated/bullied (35%, $n = 186$), the target of derogatory verbal remarks (33%, $n = 177$), ignored or excluded (32%, $n = 173$), and isolated or left out (32%, $n = 170$).

Table 42. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Person intimidated or bullied	186	34.8
Derogatory verbal remarks	177	33.1
Person ignored or excluded	173	32.3
Person isolated or left out	170	31.8
Person experienced a hostile work environment	131	24.5
Person was the target of workplace incivility	98	18.3
Person was stared at	90	16.8
Racial/ethnic profiling	88	16.4
Person experienced a hostile classroom environment	82	15.3

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B100 in Appendix B.

Additionally, 28% ($n = 147$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class (Table 43). Some respondents noted that the incidents occurred in a meeting with a group of people (20%, $n = 109$), in other public spaces at Brock University (17%, $n = 91$), or while working at a Brock University job (17%, $n = 89$).

Table 43. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class	147	27.5
In a meeting with a group of people	109	20.4
In other public spaces at Brock University	91	17.0
While working at a Brock University job	89	16.6
While walking on campus	72	13.5
On phone calls/text messages/email	58	10.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B101 in Appendix B.

Fifty-one percent ($n = 275$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 44). Other respondents identified friends (18%, $n = 96$) and faculty member/other instructional staff (15%, $n = 80$) as targets.

Table 44. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	275	51.4
Friend	96	17.9
Faculty member/other instructional staff	80	15.0
Staff member	77	14.4
Coworker/colleague	73	13.6
Stranger	58	10.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B96 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 38% ($n = 204$) noted that students were the sources of the conduct (Table 45). Respondents identified additional sources as faculty members/other instructional staff members (26%, $n = 140$) and staff members (15%, $n = 81$).

Table 45. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	<i>n</i>	% of respondents who observed conduct
Student	204	38.1
Faculty member/other instructional staff	140	26.2
Staff member	81	15.1
Stranger	65	12.1
Coworker/colleague	54	10.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of source, please see Table B97 in Appendix B.

In response to this conduct, 57% ($n = 303$) of respondents felt angry, 40% ($n = 212$) felt sad, 38% ($n = 202$) felt distressed, and 24% ($n = 127$) felt embarrassed.

Table 46. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
Angry	303	56.6
Sad	212	39.6
Distressed	202	37.8
Embarrassed	127	23.7
Overwhelmed	106	19.8
Afraid	64	12.0
Somehow responsible	54	10.1
A feeling not listed above	60	11.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 32% ($n = 170$) told a friend, 22% ($n = 117$) did not do anything, 21% ($n = 112$) did not know to whom to go, and 17% ($n = 92$) told a family member (Table 47).

Table 47. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I told a friend.	170	31.8
I did not do anything.	117	21.9
I did not know to whom to go.	112	20.9
I told a family member.	92	17.2
I avoided the person/venue.	85	15.9
I confronted the person(s) at the time.	81	15.1
I confronted the person(s) later.	79	14.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of response, please see Table B103 in Appendix B.

Table 48 illustrates that 92% ($n = 475$) of respondents did not report the incident and that 8% ($n = 43$) of respondents did report the incident. Of the respondents who reported the incident, 26% ($n = 7$) indicated that the outcome was still pending, 22% ($n = 6$) each were satisfied with the outcome or felt that it was not addressed appropriately, and 19% ($n = 5$) felt that the incident did receive an appropriate response.

Table 48. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	475	91.7
Yes, I reported it.	43	8.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	6	22.2
<i>Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	5	18.5
<i>Yes, I reported the conduct but felt that it was not addressed appropriately.</i>	6	22.2
<i>Yes, I reported the conduct and the outcome is still pending.</i>	7	25.9
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

One hundred thirty-three Faculty, Staff, and Student respondents elaborated on their observations of exclusionary behavior toward a person or group of people on campus. One theme emerged from all responses: micro-aggressive behavior.

Micro-Aggressive Behavior. Respondents shared their observations of micro-aggressive behavior targeting individuals and group on the Brock University campus. One respondent shared, “In one instance, two white students were using the N-word which made me visibly uncomfortable as I was the only person of color near them. Another instance included students using the F-word (homophobic slur) as a joke and as I was alone.” Another respondent added, “I have witnessed multiple incidents, but feel particularly challenged by dealing with problematic TAs who say racist, transphobic, sexist, colonial things.” Other respondents noted, “I just overheard students talking about another student calling them an f**ing immigrant,” “I have observed a few

instances of intimidating behavior based on political views (especially China/Taiwan), gender identity and hygiene,” and “A lot of people avoiding international centre due to corona virus and a lot of poor comments made in class when discussing the virus.”

Summary

Eighty-three percent ($n = 2,489$) of respondents were “very comfortable” or “comfortable” with the climate at Brock University, 61% ($n = 308$) of Faculty and Staff respondents were “very comfortable” or “comfortable” with the climate in their departments/program or work units, and 84% ($n = 2,233$) of Student and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes. The findings from investigations at higher education institutions across the United States (Rankin & Associates Consulting, 2016) suggest that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at Brock University rated their department/program or work unit climates less positively than comparative data, Brock University respondents held more positive views about the overall climate at Brock University and the climate in their classes.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Brock University, 19% ($n = 554$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on position status, gender/gender identity, age, academic performance, and ethnicity. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; Harper, 2015; Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Eighteen percent ($n = 535$) of Brock University survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Brock University that they noted that they believed created an exclusionary, intimidating, offensive,

and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity, racialized identity, gender/gender identity, and position status. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

ⁱ A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 3,003) = 285.6, p < .001$.

ⁱⁱ A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by position status: $\chi^2(4, N = 502) = 13.2, p < .05$.

ⁱⁱⁱ A chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with their department/program or work unit climate by position status: $\chi^2(4, N = 315) = 16.7, p < .01$.

^{iv} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by position status: $\chi^2(8, N = 2,675) = 20.1, p < .05$.

^v A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 2,986) = 31.6, p < .001$.

^{vi} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by gender identity: $\chi^2(8, N = 2,663) = 43.0, p < .001$.

^{vii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racialized identity: $\chi^2(16, N = 2,770) = 37.7, p < .01$.

^{viii} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by racialized identity: $\chi^2(4, N = 2,492) = 37.0, p < .001$.

^{ix} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: $\chi^2(8, N = 2,828) = 62.4, p < .001$.

^x A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by sexual identity: $\chi^2(4, N = 456) = 10.0, p < .05$.

^{xi} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by sexual identity: $\chi^2(8, N = 2,525) = 62.2, p < .001$.

^{xii} A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(12, N = 3,003) = 88.5, p < .001$.

^{xiii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by disability status: $\chi^2(12, N = 502) = 54.4, p < .001$.

^{xiv} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by disability status: $\chi^2(12, N = 2,675) = 66.0, p < .001$.

^{xv} A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation status/low-income status: $\chi^2(4, N = 2,459) = 9.7, p < .05$.

^{xvi} A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by first-generation status/low-income status: $\chi^2(4, N = 2,455) = 10.8, p < .05$.

^{xvii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the overall climate by years employed at Brock: $\chi^2(8, N = 496) = 19.0, p < .05$.

^{xviii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by years employed at Brock: $\chi^2(8, N = 495) = 21.8, p < .01$.

^{xix} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 3,002) = 115.5, p < .001$.

^{xx} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on position by position status: $\chi^2(3, N = 554) = 68.2, p < .001$.

^{xxi} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 2,985) = 13.0, p < .01$.

^{xxii} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on gender identity by gender/gender identity: $\chi^2(2, N = 549) = 23.8, p < .001$.

^{xxiii} A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on racialized identity by racialized identity: $\chi^2(4, N = 500) = 84.3, p < .001$.

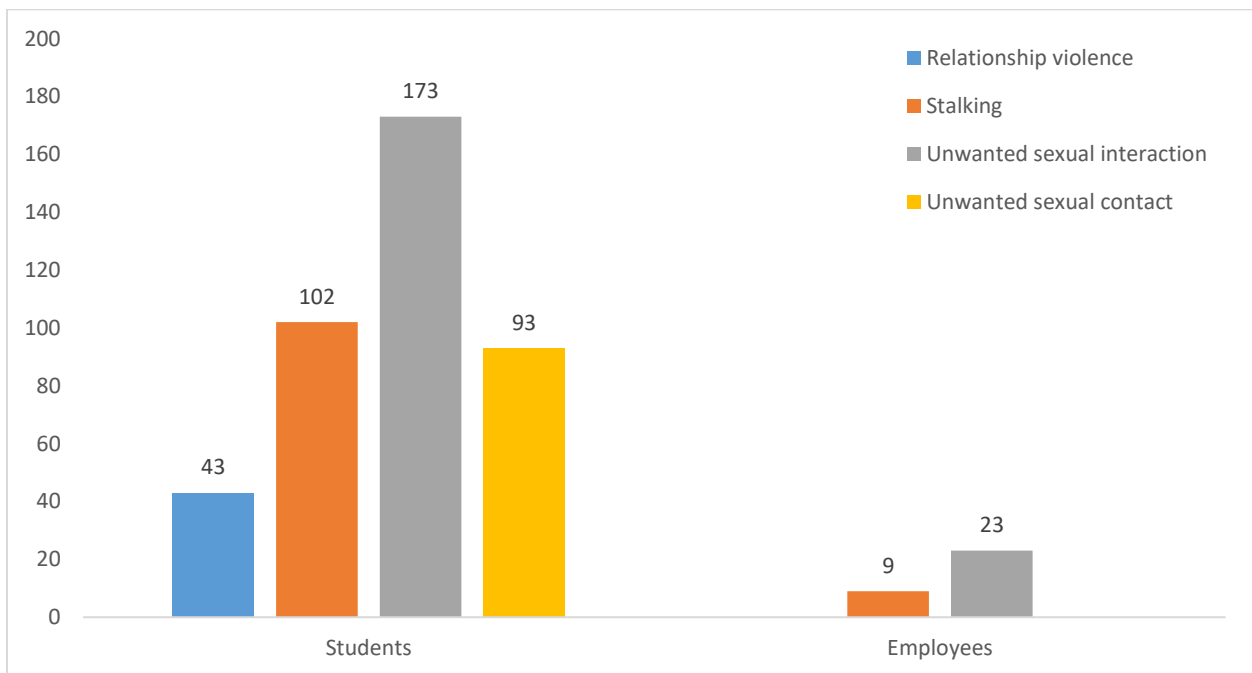
^{xxiv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2(3, N = 2,996) = 185.5, p < .001$.

^{xxv} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 2,980) = 25.4, p < .001$.

^{xxvi} A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racialized identity: $\chi^2(4, N = 2,765) = 10.5, p < .05$.

Unwanted Sexual Experiences

Eleven percent ($n = 335$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,⁵¹ with 2% ($n = 46$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 4% ($n = 111$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 7% ($n = 196$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ($n = 95$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (Figure 41).



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

Figure 41. Respondents' Experiences of Unwanted Sexual Contact/Conduct by Position Status (n)

⁵¹ The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "non-consensual sexual contact and behavior which includes sexual assault, sexual harassment, stalking, sexual exploitation, indecent exposure, and voyeurism."

Relationship Violence

Analyses of significant differences between demographic groups are not published here owing to no statistically significant differences or variables with low response numbers.

More than half of respondents (59%, $n = 27$) who indicated that they experienced relationship violence indicated it happened within the past year, 37% ($n = 17$) noted it happened 13 to 23 months ago, and 35% ($n = 16$) noted it happened two to four years ago.

Respondents were asked if alcohol and drugs were involved in the relationship violence and 35% ($n = 16$) indicated “yes.” Student respondents were asked to share what semester in their University career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 58% ($n = 25$) noted that it occurred in their first year as an undergraduate student, and 40% ($n = 17$) noted that it occurred in their second year as an undergraduate student (Table 49).

Table 49. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a graduate student at Brock University	< 5	---
Undergraduate first year	25	58.1
<i>Fall semester</i>	21	84.0
<i>Spring semester</i>	13	52.0
<i>Summer semester</i>	10	40.0
Undergraduate second year	17	39.5
<i>Fall semester</i>	15	88.2
<i>Spring semester</i>	10	58.8
<i>Summer semester</i>	6	35.3
Undergraduate third year	13	30.2
<i>Fall semester</i>	12	92.3
<i>Spring semester</i>	7	53.8
<i>Summer semester</i>	< 5	---

Table 49. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 43$). Percentages may not sum to 100 as a result of multiple response choices.

Eighty percent ($n = 37$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified Brock University students (28%, $n = 13$) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 78% ($n = 36$) of respondents indicated that they occurred off campus and 41% ($n = 19$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as “bar,” “his place,” “in his car,” “multiple places,” “campus house,” “rental apartment,” and “when I went back home for visits.” Respondents who experienced relationship violence on campus stated that the instances happened in “parking lots,” “elevator,” “residence,” “hallways,” “market,” “and “social media/texting.”

Asked how they felt in response to experiencing relationship violence, 76% ($n = 35$) felt anxious, 72% ($n = 33$) each felt distressed and overwhelmed, 67% ($n = 31$) each felt afraid and somehow responsible, 63% ($n = 29$) each felt angry and embarrassed, and 61% ($n = 28$) felt sad (Table 50).

Table 50. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
Anxious	35	76.1
Distressed	33	71.7
Overwhelmed	33	71.7
Afraid	31	67.4
Somehow responsible	31	67.4
Angry	29	63.0
Embarrassed	29	63.0
Sad	28	60.9
A feeling not listed above	8	17.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 46$). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to experiencing relationship violence, 57% ($n = 26$) of respondents told a friend, 37% ($n = 17$) avoided the person/venue, and 33% ($n = 15$) told a family member. Twenty-two percent ($n = 10$) contacted a Brock University resource; of those respondents who contacted a Brock University resource, 60% ($n = 6$) sought personal counseling (SWAC) (Table 51).

Table 51. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend.	26	56.5
I avoided the person(s)/venue.	17	37.0
I told a family member.	15	32.6
I confronted the person(s) later.	14	30.4
I confronted the person(s) at the time.	11	23.9
I did not do anything.	10	21.7
I contacted a Brock University resource.	10	21.7
<i>Personal counseling (SWAC)</i>	<i>6</i>	<i>60.0</i>

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 46$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B62 in Appendix B.

Findings related to officially reporting the relationship violence are not published owing to low response numbers.

Qualitative comment analyses

Qualitative data related to why respondents reported relationship violence to a campus official or staff member is not published here owing to low response numbers.

Thirty Faculty, Staff, and Student respondents elaborated on why they did not report relationship violence to a campus official or staff member. One theme emerged from all responses: not serious enough.

Not Serious Enough. Respondents shared that they deemed their experiences of relationship violence as not serious enough to report. Respondent stated, “Did not feel like it was a big enough issue to report,” “Did not think it was a big deal at the time,” and “I believed I could manage things on my own which I was able to do eventually. Also, I did not think it was a bad situation at the time. I only realized after leaving the relationship.” Other respondents included, “I did not find it necessary at the time,” “Decided that it was not worth the time and left the relationship,” and “I didn’t really think about it as abuse until I filled out this survey.”

Stalking

Analyses of the data suggested that a higher percentage of Women respondents (5%, $n = 98$) than Men respondents (1%, $n = 9$) experienced stalking (Figure 42).^{xxvii} A higher percentage of Indigenous respondents (12%, $n = 8$) than East Asian/South East Asian/South Asian respondents (3%, $n = 16$) and White respondents (3%, $n = 60$) experienced stalking (Black respondents and Additional/Multiple Racialized Identities did not differ statistically from other groups).^{xxviii} Higher percentages of Bisexual respondents (9%, $n = 20$) and Queer-spectrum respondents (Not Bisexual) (7%, $n = 17$) than Heterosexual respondents (3%, $n = 72$) experienced stalking.^{xxix} A higher percentage of Respondents With a Mental Health Disability (8%, $n = 45$) than Respondents With No Disability (3%, $n = 54$) (Respondents With a Single Disability [Not Mental Health] and With No Disability did not differ statistically from other groups).^{xxx}

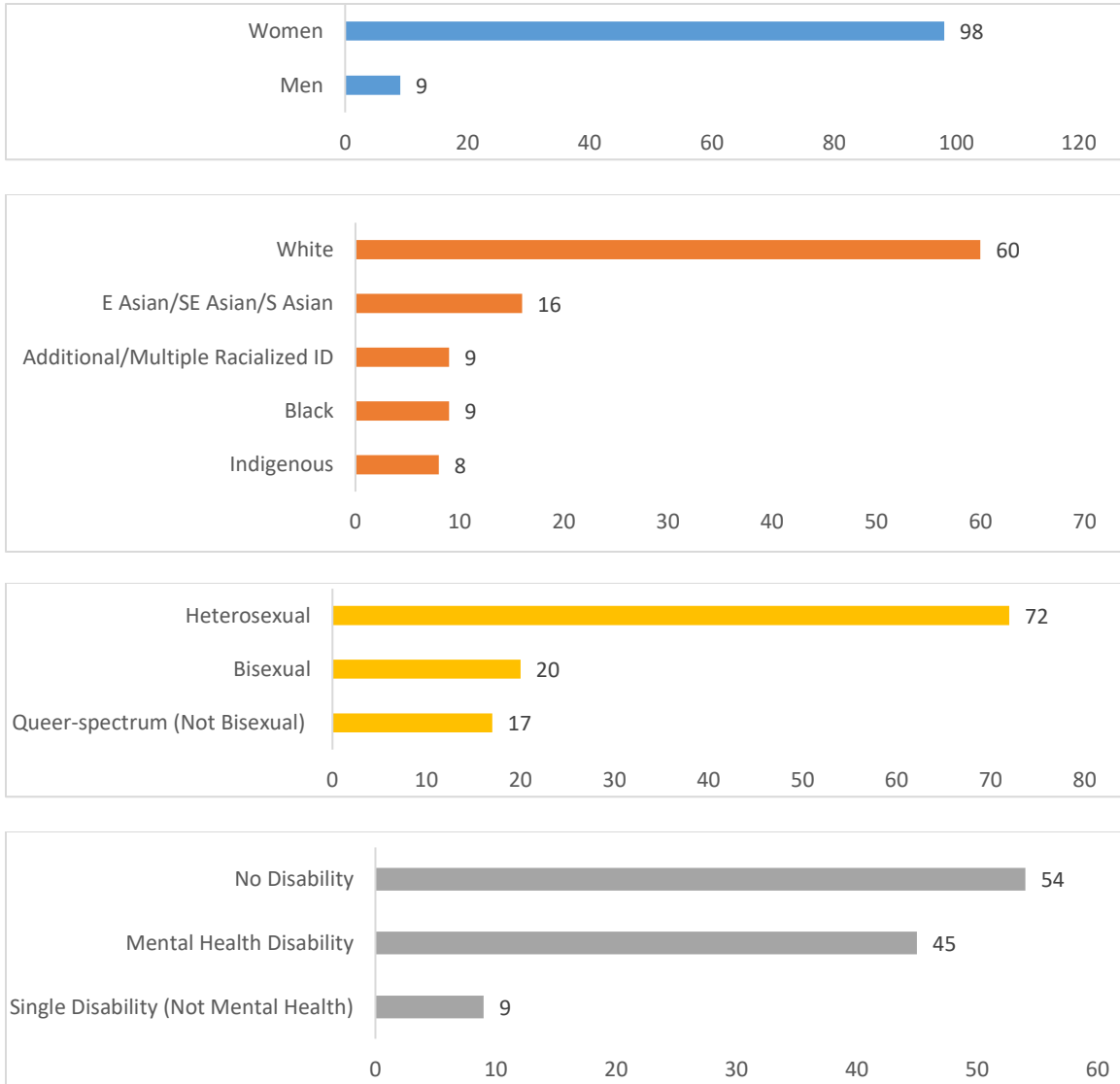


Figure 42. Respondents’ Experiences of Stalking While at Brock University by Position Status, Racialized Identity, Sexual Identity, and Disability Status (*n*)

More than half of respondents (64%, $n = 71$) who indicated they experienced stalking noted that it happened within the past year, 25% ($n = 28$) noted it happened 13 to 23 months ago, and 22% ($n = 24$) noted it happened two to four years ago.

Respondents were asked if alcohol and drugs were involved in the stalking; 89% ($n = 99$) answered “no” and 11% ($n = 12$) answered “yes.” The survey asked Student respondents to share what semester in their University career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 56% ($n = 57$) noted that it occurred in their first year as an undergraduate student, 28% ($n = 28$) noted that it occurred in their second year as an undergraduate student, and 24% ($n = 24$) noted that it occurred in their third year as an undergraduate student (Table 52).

Table 52. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	<i>n</i>	%
During my time as a graduate student at Brock University	8	7.8
Undergraduate first year	57	55.9
<i>Fall semester</i>	49	86.0
<i>Spring semester</i>	12	21.1
<i>Summer semester</i>	< 5	---
Undergraduate second year	28	27.5
<i>Fall semester</i>	22	78.6
<i>Spring semester</i>	14	50.0
<i>Summer semester</i>	5	17.9
Undergraduate third year	24	23.5
<i>Fall semester</i>	22	91.7
<i>Spring semester</i>	8	33.3
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	8	7.8
<i>Fall semester</i>	7	87.5
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 102$). Percentages may not sum to 100 as a result of multiple response choices.

Sixty percent ($n = 66$) of the respondents who indicated on the survey that they experienced stalking identified a Brock University student as the perpetrator of the conduct. Respondents also identified other sources as acquaintances/friends (23%, $n = 26$), stranger (22%, $n = 24$), and current or former dating/intimate partners (17%, $n = 19$).

Asked where the stalking incidents occurred, 61% ($n = 68$) of respondents indicated that they occurred off campus and 57% ($n = 63$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as “back home,” “bars,” “bus/pen centre,” “work,” “social media,” “phone calls/texts,” and “while walking back to lofts.” Respondents who experienced stalking on campus commented that the incidents occurred in “another department,” “between classes,” “hallways,” “class,” “my office,” “in residence,” “library and study areas,” “main campus,” “market place,” “recreational areas,” “snap chat,” “village residence,” “walking to car,” “would follow me through halls.”

Asked how they felt in response to experiencing stalking, 67% ($n = 74$) of respondents felt anxious, 49% ($n = 54$) felt distressed, 46% ($n = 51$) felt overwhelmed, 45% ($n = 50$) felt afraid, 34% ($n = 38$) felt angry, 32% ($n = 36$) felt embarrassed, 26% ($n = 29$) let somehow responsible, and 14% ($n = 16$) felt sad (Table 53).

Table 53. Emotional Reaction to Experienced Stalking

Emotional reaction	<i>n</i>	%
Anxious	74	66.7
Distressed	54	48.6
Overwhelmed	51	45.9
Afraid	50	45.0
Angry	38	34.2
Embarrassed	36	32.4
Somehow responsible	29	26.1
Sad	16	14.4
A feeling not listed above	16	14.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 111$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 66% ($n = 73$) of respondents told a friend, 51% ($n = 57$) avoided the person/venue, 27% ($n = 30$) told family member, 21% ($n = 23$) confronted the person(s) at the time, and 17% ($n = 19$) contacted a Brock University resource (Table 54). For those respondents who contacted a Brock University resource, 26% ($n = 5$) each contacted Brock University Campus Security, a faculty member, Human Rights and Equity (HRE), and a Staff person.

Table 54. Actions in Response to Experienced Stalking

Action	<i>n</i>	%
I told a friend.	73	65.8
I avoided the person(s)/venue.	57	51.4
I told a family member.	30	27.0
I confronted the person(s) at the time.	23	20.7
I contacted a Brock University resource.	19	17.1
<i>Brock University Campus Security</i>	5	26.3
<i>Faculty member</i>	5	26.3
<i>Human Rights and Equity (HRE)</i>	5	26.3
<i>Staff person</i>	5	26.3
I did not do anything.	17	15.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 111$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B70 in Appendix B.

Seven percent ($n = 8$) of respondents disclosed the conduct and received support services from a Brock University official, and 5% ($n = 5$) formally reported the conduct to police services (Table 55).

Table 55. Respondents’ Reporting of Stalking

Reporting the stalking	<i>n</i>	%
No, I did not report it.	90	81.1
Yes, I disclosed the conduct and received support services from a Brock University official.	8	7.2
Yes, I formally reported the conduct to a Brock University official.	8	7.2
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	5	4.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 111$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Qualitative data related to why respondents reported stalking to a campus official or staff member is not published here owing to low response numbers.

Seventy-six Faculty, Staff, and Student respondents elaborated on their experiences of not reporting stalking to a campus official or staff member. One theme emerged from all responses: not serious enough.

Not Serious Enough. Respondents shared that they deemed their experiences of stalking as not serious enough to report. Respondents shared, “I did not think it was serious enough to report to officials as I was never physically or sexually assaulted,” “I did not think that it was serious, it happens all the time and I felt like it was my fault for not wanting the so called ‘attention’ so I did not even think about reporting it,” and “I didn’t feel that it was that serious. Three times this year, a masters student came up to me and would sit down and start talking to me. I didn’t know who he was, and he would ask personal questions.” Other respondents added, “I didn’t think it

was serious enough to report,” “It was not serious enough that I felt in danger,” and “It was not serious or big enough to be reported.”

Unwanted Sexual Interaction

Analyses of the data suggested that higher percentage of Trans-spectrum respondents ($n < 5$) and Women respondents (5%, $n = 98$) than Men respondents (1%, $n = 9$) experienced unwanted sexual interaction (Figure 43).^{xxxii} Twelve percent ($n = 8$) of Indigenous respondents compared with 3% of East Asian/Southeast Asian/South Asian respondents ($n = 16$) and White respondents ($n = 60$) experienced unwanted sexual interaction (Black respondents and Additional/Multiple Racialized Identities did not differ statistically from other groups).^{xxxiii} Higher percentages of Bisexual respondents (9%, $n = 20$) and Queer-spectrum (Not Bisexual) respondents (7%, $n = 17$) than Heterosexual respondents (3%, $n = 72$) experienced unwanted sexual interaction.^{xxxiii} A higher percentage of Respondents With a Mental Health Disability (8%, $n = 45$) than Respondents With No Disability (3%, $n = 54$) experienced unwanted sexual interaction (Respondents With a Single Disability [Not Mental Health] and those With Multiple Disabilities did not differ statistically from other groups).^{xxxiv}

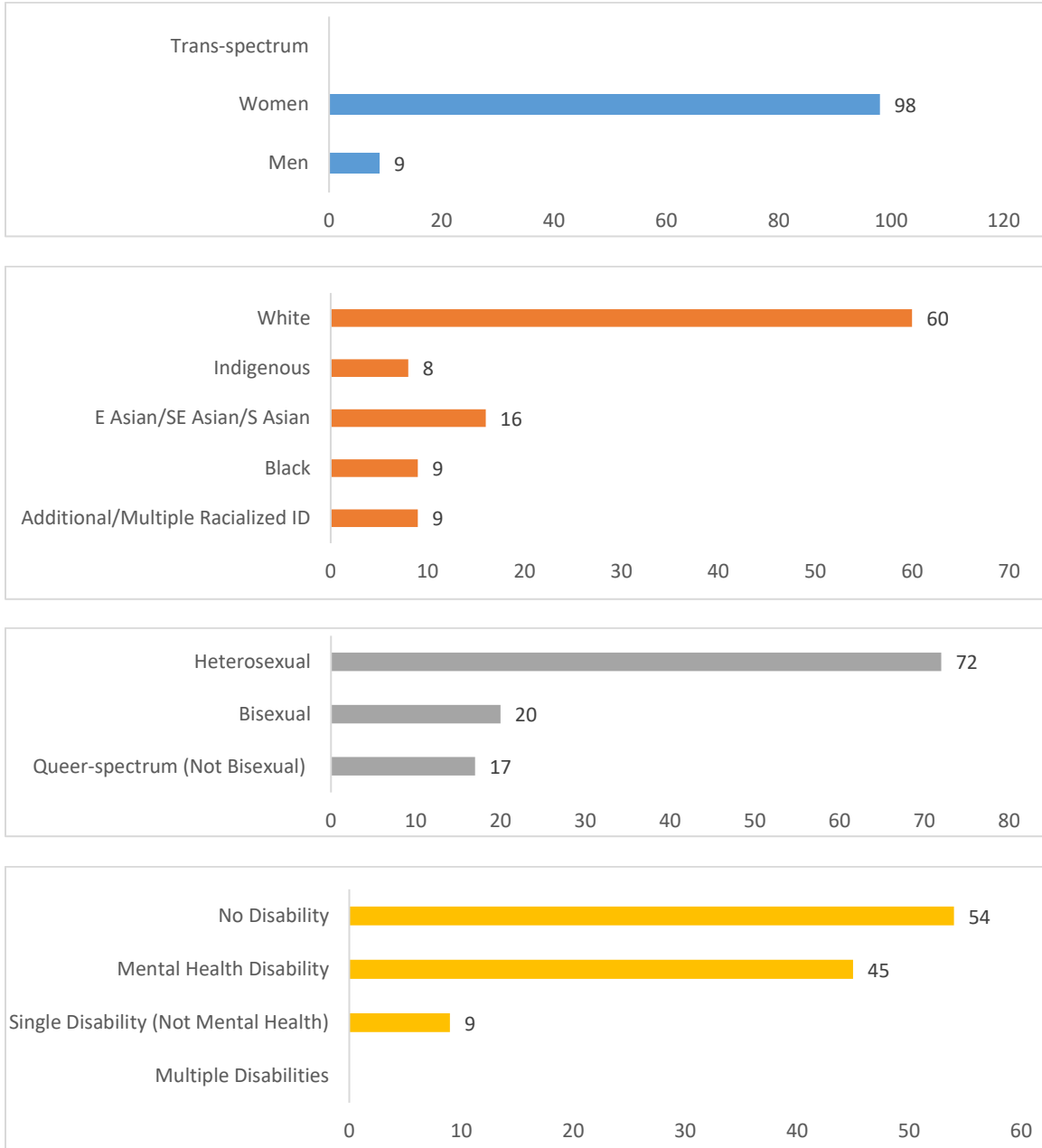


Figure 43. Respondents' Experiences of Unwanted Sexual Interaction While at Brock University by Gender Identity, Racialized Identity, Sexual Identity, and Disability Status (n)

Seventy-five percent of respondents ($n = 146$) who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, 27% ($n = 53$) noted it happened 13 to 23 months ago, and 25% ($n = 48$) noted it happened two to four years ago.

Respondents were asked if alcohol and drugs were involved in the sexual interaction and 45% ($n = 87$) indicated “yes.” Of those who indicated alcohol and or drugs were involved, 86% ($n = 66$)

noted alcohol only was involved and 14% ($n = 11$) suggested both alcohol and drugs were involved.

The survey asked Student respondents to share what semester in their University-career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 65% ($n = 112$) noted that it occurred in their first year, 38% ($n = 66$) noted that it occurred in their second year, 25% ($n = 43$) noted that it occurred in their third year, and 13% ($n = 23$) noted that it occurred during their fourth year (Table 56).

Table 56. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a graduate student at Brock University	15	8.7
Undergraduate first year	112	64.7
<i>Fall semester</i>	93	83.0
<i>Spring semester</i>	33	29.5
<i>Summer semester</i>	< 5	---
Undergraduate second year	66	38.2
<i>Fall semester</i>	49	74.2
<i>Spring semester</i>	14	21.2
<i>Summer semester</i>	< 5	---
Undergraduate third year	43	24.9
<i>Fall semester</i>	35	81.4
<i>Spring semester</i>	7	16.3
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	23	13.3
<i>Fall semester</i>	18	78.3
<i>Spring semester</i>	5	21.7
<i>Summer semester</i>	< 5	---
After my fourth year as an undergraduate	6	3.5

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 173$). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-five percent ($n = 107$) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a Brock University student as the perpetrator of the conduct. Respondents also identified other sources as strangers (43%, $n = 84$) and acquaintances/friends (22%, $n = 44$).

Asked where the unwanted sexual interaction incidents(s) occurred, 46% ($n = 90$) of respondents indicated that they occurred off campus and 72% ($n = 142$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as “club downtown,” “bar,” “the street,” “bus,” “messaging,” “downtown Niagara,” “hotel,” “Lofts,” “mall,” “MacDonald’s parking lot,” “online,” “over the phone,” “Pen Centre,” “work,” and “XII Mile.” Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as “campus party,” “class,” “walking to bus or car,” “Decew residence,” “downtown,” “field during O-week,” “graduate student workspace,” “gym,” “hallways,” “Hungry Badger,” “in research lab,” “residence,” “Isaacs,” “lofts,” “parking lot,” “pool,” “Quarry view,” “village party,” and “walking though Jubilee Court.”

Asked how they felt in response to experiencing unwanted sexual interaction, 58% ($n = 113$) felt anxious, 52% ($n = 102$) felt embarrassed, 46% ($n = 90$) felt angry, 45% ($n = 89$) felt distressed, 41% ($n = 80$) felt afraid, 37% ($n = 73$) felt overwhelmed, 31% ($n = 60$) felt somehow responsible, and 24% ($n = 46$) felt sad (Table 57).

Table 57. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
Anxious	113	57.7
Embarrassed	102	52.0
Angry	90	45.9
Distressed	89	45.4
Afraid	80	40.8
Overwhelmed	73	37.2
Somehow responsible	60	30.6
Sad	46	23.5
A feeling not listed above	32	16.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 196$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 59% ($n = 116$) of respondents told a friend (Table 58). Other respondents avoided the person/venue (43%, $n = 84$) and did not do anything (35%, $n = 68$). Ten percent ($n = 20$) contacted a Brock University resource; of those respondents who contacted a Brock University resource, 25% ($n = 5$) contacted Brock University Campus Security.

Table 58. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I told a friend.	116	59.2
I avoided the person(s)/venue.	84	42.9
I did not do anything.	68	34.7
I confronted the person(s) at the time.	35	17.9
I told a family member.	25	12.8
I confronted the person(s) later.	20	10.2
I did not know to whom to go.	20	10.2
I contacted a Brock University resource.	20	10.2
<i>Brock University Campus Security</i>	<i>5</i>	<i>25.0</i>

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 196$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B78 in Appendix B.

Four percent ($n = 8$) of respondents officially reported the incident(s), and 5% ($n = 10$) formally reported the conduct to a Brock University official (Table 59).

Table 59. Respondents’ Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	<i>n</i>	%
No, I did not report it.	178	90.8
Yes, I disclosed the conduct and received support services from a Brock University official.	8	4.1
Yes, I formally reported the conduct to a Brock University official.	10	5.1
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 196$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Qualitative data related to why respondents reported unwanted sexual interaction to a campus official or staff member is not published here owing to low response numbers.

One hundred forty-seven Faculty, Staff, and Student respondents elaborated on their experiences of unwanted sexual interaction that was not reported to a campus official or staff member. Three themes emerged from all responses: catcalling, lack of institutional trust, and social stigma.

Catcalling. Respondents shared their experiences of being catcalled and electing not to report this conduct due to the codified nature of the behavior. One respondent shared, “It’s unfortunately not uncommon to be sexually assaulted on campus. Walking through hallways to get to and from class alone has repeatedly resulted in unwanted cat-calling and butt slapping from randoms.” Another respondent added, “It happens so often at parties and I have experienced it so many times that it becomes somewhat expected.” Other respondents included, “I did not because cat calling is something that occurs so often most people consider it normal,” “The campus is downtown and it unfortunately happens all the time so there isn’t much to do

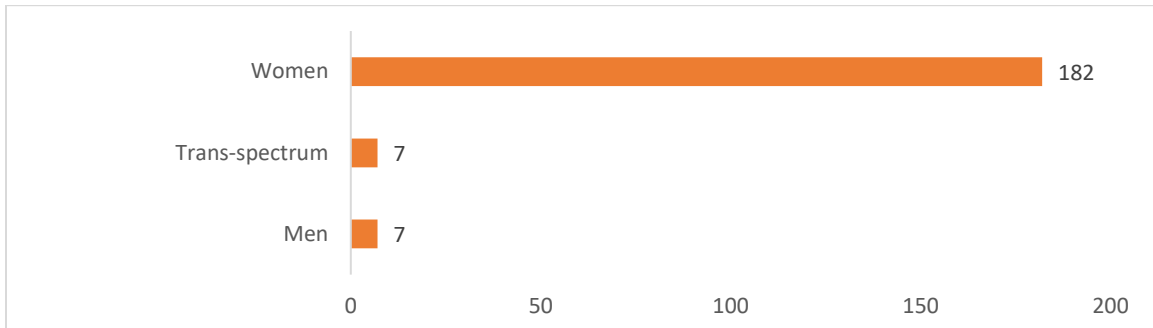
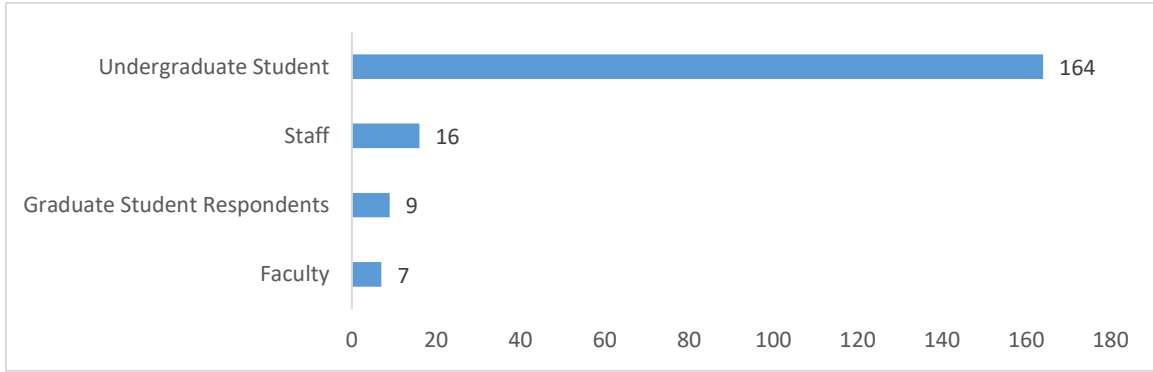
expect not walking alone at night,” and “Cat-calling happens all the time, and I didn't know the person that did it. I didn't see much point in reporting.”

Lack of Institutional Trust. Respondents also suggested that there was a lack of trust in Brock University leadership to take their claims of unwanted sexual interaction seriously. One respondent shared, “Because Brock University won't even oust a pervert professor, why would they track down a student I don't know their name of to punish them? Y'all don't actually give a fuck.” Another respondent added, “I did not know that I could report unwanted sexual interaction and did not feel safe reporting it after seeing Brock's response to the student who was harassed by a professor. There is not much Brock would have done in response for my situation.” Other respondents included, “I did report it to my Residence Don who did not do anything to support me. Because of this I did not report to other Brock staff in fear they wouldn't support me,” “I have heard how long and terrible the process of reporting is, to the police and also to Brock. I did not think anything would come of most of these events since they were not that serious compared to other cases,” and “I know a friend who was raped on campus and all Brock did was ban the guy from being on campus during the weekend....no investigation or anything, so I did not feel Brock would have had my back.”

Social Stigma. Respondents shared that they feared facing the social stigma associated with reporting unwanted sexual interaction conduct to a campus official. Respondents stated, “I didn't tell anybody because I was embarrassed that it even happened. Women are taught to not talk about their sexual experiences growing up, so when it comes to being sexually harassed, this forces us to want to keep quiet because of feelings of shame and embarrassment,” “I did not want anything big to happen once reporting. I did not want people to know, nor did I even want to talk about it again,” and “I was embarrassed and assumed no one would believe it.” Other respondents included, “I was too embarrassed and did not think it was that big of a deal compared to other situations,” “It seems like more of a hassle to go through the system and would probably not even result in charges. I was also too embarrassed that other people would think I was promiscuous and label me, and embarrassed that my family would find out,” and “I was afraid of being judged.”

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Undergraduate Student respondents (8%, $n = 164$) than Graduate Student respondents (3%, $n = 9$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Faculty and Staff respondents did not differ statistically from other groups) (Figure 44).^{xxxv} Higher percentages of Trans-spectrum respondents (14%, $n = 7$) and Women respondents (9%, $n = 182$) experienced unwanted sexual contact (Men respondents did not differ statistically from other groups).^{xxxvi} Higher percentages of Bisexual respondents (14%, $n = 30$) and Queer-spectrum respondents (Not Bisexual) (10%, $n = 25$) than Heterosexual respondents (5%, $n = 129$) experienced unwanted sexual contact.^{xxxvii} Higher percentages of Respondents With a Mental Health Disability (13%, $n = 77$) and Respondents With a Single Disability (Not Mental Health) (8%, $n = 23$) than Respondents With No Disability (4%, $n = 88$) experienced unwanted sexual contact (Respondents With Multiple Disabilities did not differ statistically from other groups).^{xxxviii}



Note: The numbers reported in the Figures are n's not percentages

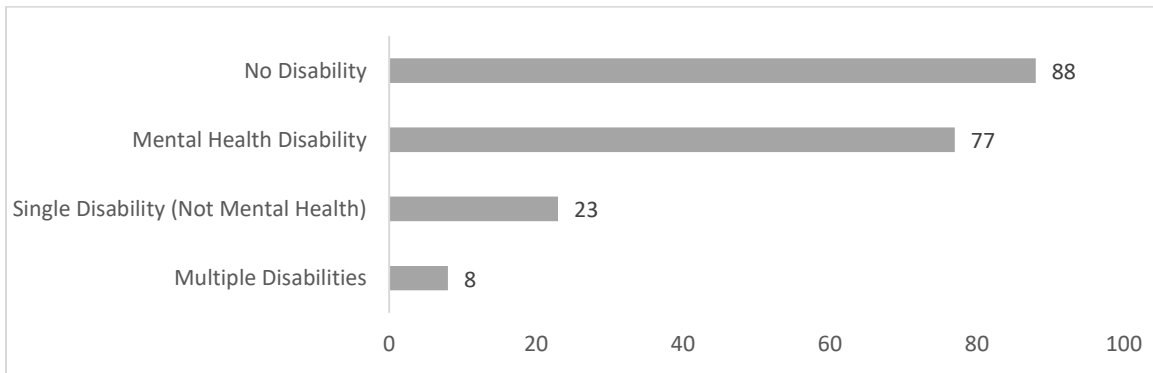
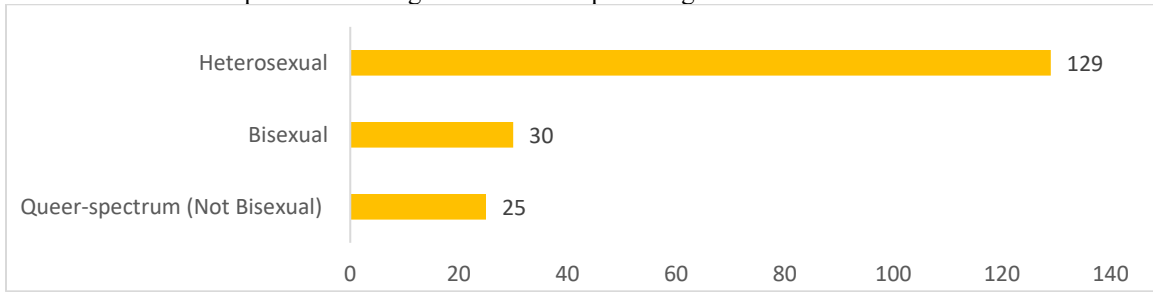


Figure 44. Respondents' Experiences of Unwanted Sexual Contact While at Brock University by Position Status, Gender Identity, Sexual Identity, and Disability Status (n)

Of respondents who indicated they had experienced unwanted sexual contact, 47% ($n = 45$) indicated it happened within the last year, 36% ($n = 34$) noted it happened 13 to 23 months ago, and 33% ($n = 31$) noted it happened two to four years ago.

Respondents were asked if alcohol and drugs were involved in the unwanted sexual contact and 68% ($n = 64$) indicated “yes.” Of those who indicated alcohol and drugs were involved, 81% ($n = 46$) indicated it was alcohol only and 19% ($n = 11$) indicated both alcohol and drugs were involved.

Student respondents were also asked to share what semester in their University career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 60% ($n = 56$) noted that it occurred in their first year, 28% ($n = 26$) noted that it occurred in their second year, 18% ($n = 17$) noted that it occurred in their third year, and 9% ($n = 8$) noted that it occurred in their fourth year (Table 60).

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
During my time as a graduate student at Brock University	< 5	---
Undergraduate first year	56	60.2
<i>Fall semester</i>	47	83.9
<i>Spring semester</i>	10	17.9
<i>Summer semester</i>	< 5	---
Undergraduate second year	26	28.0
<i>Fall semester</i>	23	88.5
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate third year	17	18.3
<i>Fall semester</i>	14	82.4
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
Undergraduate fourth year	8	8.6
<i>Fall semester</i>	7	87.5
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>< 5</u>	<u>---</u>

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 93). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-two percent (*n* = 59) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified Brock University students as the perpetrators of the conduct. Respondents also identified acquaintances/friends (37%, *n* = 35) and strangers (32%, *n* = 30).

Asked where the unwanted sexual contact incidents occurred, 50% (*n* = 47) of respondents indicated that they occurred off campus and 56% (*n* = 53) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as “a friend’s car,” “apartment,” “bar,” “downtown,” “Lofts,” “nightclub,” “off campus housing,” “Regent apartments,” “vacation,” and “XII Mike Lounge.” Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as “at the cage,” “campus accommodation,” “Decew residence,” “ERP,” “Isaac’s bar,” “Lowenberg,” “Quarry view residence,” “Village residence,” and “parking lot.”

Asked how they felt in response to experiencing unwanted sexual contact, 73% ($n = 69$) felt embarrassed, 71% ($n = 67$) felt anxious, 70% ($n = 66$) felt distressed, 68% ($n = 65$) felt overwhelmed, 66% ($n = 63$) felt somehow responsible, 61% ($n = 58$) felt sad, 56% ($n = 53$) felt afraid, and 54% ($n = 51$) felt angry (Table 61).

Table 61. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
Embarrassed	69	72.6
Anxious	67	70.5
Distressed	66	69.5
Overwhelmed	65	68.4
Somehow responsible	63	66.3
Sad	58	61.1
Afraid	53	55.8
Angry	51	53.7
A feeling not listed above	13	13.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 95$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 60% ($n = 57$) told a friend, 45% ($n = 43$) avoided the person/venue, 33% ($n = 31$) did not do anything, and 23% ($n = 22$) contacted a Brock University resource (Table 62). Of those respondents who contacted a Brock University resource, 36% each contacted the Human Rights and Equity (HRE) ($n = 8$) or Sexual Violence Support and Education Coordinator ($n = 8$). Twenty-one percent ($n = 20$) of respondents who experienced unwanted sexual contact indicated that they did not know to whom to contact.

Table 62. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend.	57	60.0
I avoided the person(s)/venue.	43	45.3
I did not do anything.	31	32.6
I contacted a Brock University resource.	22	23.2
<i>Human Rights and Equity (HRE)</i>	8	36.4
<i>Sexual Violence Support and Education Coordinator</i>	8	36.4
<i>Student Health Services</i>	6	27.3
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	6	27.3
I did not know to whom to go.	20	21.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 95$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B86 in Appendix B.

Seventy-nine percent ($n = 73$) of respondents did not report the unwanted sexual contact, 8% ($n = 7$) reported the incident(s), and 5% ($n = 5$) formally reported the conduct to police services (Table 63).

Table 63. Respondents' Reporting of Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>N</i>	%
No, I did not report it.	73	78.5
Yes, I disclosed the conduct and received support services from a Brock University official.	7	7.5
Yes, I formally reported the conduct to a Brock University official.	8	8.6
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	5	5.4

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 95$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Qualitative data related to why respondents reported unwanted sexual contact to a campus official or staff member is not published owing to low response numbers.

Sixty-seven Faculty, Staff, and Student respondents elaborated on their experiences of unwanted sexual contact and why they did not report it to a campus official or staff member. Two themes emerged from all responses: fear and self-blame.

Fear. Respondents shared they did not report experiences of unwanted sexual conduct because of fear. Respondents shared, “Because this man worked in law enforcement and told me he would make the accusation disappear,” “I was afraid he would hurt me because we were dating at the time and he had physical hurt me before,” and “I was not raped. He was fondling me, and I did not feel comfortable about it. I did not want to start any fights. Plus, one of the guys is a member of [redacted student organization] and is well known.” Other respondents added, “I was worried

about the position it would put me in as a student; did not have the time or legal resources to formally make the case,” “Wasn’t sure what to do, too scared to admit it,” and “Afraid.”

Self-Blame. Respondents also experienced a feeling of self-blame for the unwanted sexual conduct, leading them to not report the behavior to a campus official. Respondents shared, “At the time I tried to pretend it didn’t happen and convinced myself it was my fault,” “I didn’t want to make it a big deal or have anyone get upset with me. I also blamed myself a bit and didn’t want people to think I was just being dramatic,” and “I felt embarrassed and that it should not have happened to me. It felt like my fault at the time, I felt I put myself in that situation.” Other respondents added, “I was drunk and thought for a long time it was my fault for being drunk,” “It was not a repeated offense and I felt somewhat responsible,” and “Thought it was my fault.”

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Brock University (Table 64). Eighty-seven percent ($n = 2,605$) of respondents “strongly agreed” or “agreed” that they were aware of the definition of Affirmative Consent, and 65% ($n = 1,927$) of respondents “strongly agreed” or “agreed” that they generally were aware of the role of Brock University Sexual Assault Support and Education Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Forty-five percent ($n = 1,340$) of respondents “strongly agreed” or “agreed” that they knew how and where to report such incidents.

Fifty-six percent ($n = 1,657$) of respondents “strongly agreed” or “agreed” that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking, and 59% ($n = 1,758$) of respondents “strongly agreed” or “agreed” that they generally were aware of the campus resources listed here: <https://brocku.ca/human-rights/sexual-violence/support-resources>.

Eighty-nine percent ($n = 2,659$) of respondents “strongly agreed” or “agreed” that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Sixty-eight percent ($n = 2,006$) of respondents “strongly agreed” or “agreed” that they understood that Brock University standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Fifty-one percent ($n = 1,510$) of respondents “strongly agreed” or “agreed” that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the Human Rights and Equity Annual Report.

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	1,524	51.0	1,081	36.2	196	6.6	138	4.6	46	1.5
I am generally aware of the role of Brock University Sexual Assault Support and Education Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	686	23.0	1,241	41.6	526	17.6	441	14.8	91	3.0
I know how and where to report such incidents.	485	16.2	855	28.6	543	18.2	917	30.7	185	6.2
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	606	20.5	1,051	35.5	532	18.0	642	21.7	129	4.4
I am generally aware of the campus resources listed here: https://brocku.ca/human-rights/sexual-violence/support-resources	556	18.7	1,202	40.3	536	18.0	568	19.1	118	4.0
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	1,448	48.5	1,211	40.6	265	8.9	43	1.4	17	0.6
I understand that Brock University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	773	26.0	1,233	41.5	564	19.0	319	10.7	80	2.7
I know that information about the prevalence of sex offenses (including domestic and dating violence) at Brock University are available in the Human Rights and Equity Annual Report.	555	18.8	955	32.4	606	20.5	655	22.2	179	6.1

Qualitative Comment Analyses

Three hundred forty-eight Faculty, Staff and Student respondents elaborated on their awareness of unwanted sexual conduct resources at Brock University. Two themes emerged from all responses: lack of experience and resource awareness and lack of institutional trust.

Lack of Experience and Resource Awareness. Respondents shared that as a result of their lack of experiencing unwanted sexual conduct they were unaware of the resources available to them at Brock University. Respondents shared, “I am less aware of the resources because I have not had reason to access them,” “I’m not very familiar with this topic. I’ve never had any bad experiences here in this area,” and “I have never looked into what services are offered for sexual harassment/assault and therefore, I can only state that services are available.” Other respondents added, “I haven’t looked through the resources on the site listed, and have not been made aware of the policies and how to report incidents during my time as a student,” “I have had next to no experience in this category. With any luck we can create a community that never has to have this as a concern,” and “I have never looked into what services are offered for sexual harassment/assault and therefore, I can only state that services are available.”

Lack of Institutional Trust. Respondents also expressed a lack of trust in the institution to implement supportive action related to campus resources. One respondent shared, “I believe the handling of previous sexual assaults done by staff was not handled correctly. If a Professor is accused, they should not be allowed to teach classes, especially with first year students.” Another respondent added, “I didn’t report all the incidents. I did speak with the sexual violence support coordinator about them and did access the Brock counsellor of choice program to be able to access trauma counselling. However, I have had poor responses from other staff about my assaults. I have had counsellors not believe me or try to minimize it.” Other respondents included, “Don did not help me at all! That made the experience even worse and made me feel more angry,” “So long as people don’t generate negative press for the school you all don’t give a damn,” and “When I reported it to my don, they didn’t support me or help in the situation at all.”

Summary

Fifteen percent ($n = 448$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 2% ($n = 46$) experiencing relationship violence (e.g.,

ridiculed, controlling, hitting), 4% ($n = 111$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 7% ($n = 196$) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% ($n = 95$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Brock University community.

^{xxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 2,986) = 23.0, p < .001$.

^{xxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racialized identity: $\chi^2(4, N = 2,770) = 18.0, p < .01$.

^{xxix} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(2, N = 2,828) = 28.8, p < .001$.

^{xxx} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(3, N = 3,003) = 34.0, p < .001$.

^{xxxi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 2,986) = 23.0, p < .001$.

^{xxxii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by racialized identity: $\chi^2(4, N = 2,770) = 18.0, p < .01$.

^{xxxiii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(2, N = 2,828) = 28.8, p < .001$.

^{xxxiv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(3, N = 3,003) = 34.0, p < .001$.

^{xxxv} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 3,003) = 15.5, p < .01$.

^{xxxvi} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 2,986) = 61.9, p < .001$.

^{xxxvii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(2, N = 2,828) = 30.8, p < .001$.

^{xxxviii} A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(3, N = 3,003) = 62.1, p < .001$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at Brock University (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at Brock University (Table 65).⁵²

Table 65. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response	Hiring practices		Procedures or practices related to promotion, tenure, reappointment, or reclassification		Employment-related discipline or action	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	324	64.8	338	68.1	355	71.9
Faculty	104	55.6	117	62.9	135	73.8
Staff	220	70.3	221	71.3	220	70.7
Yes	176	35.2	158	31.9	139	28.1
Faculty	83	44.4	69	37.1	48	26.2
Staff	93	29.7	89	28.7	91	29.3

Note: Table reports Responses only from Faculty and Staff respondents (*n* = 503).

Thirty-five percent (*n* = 176) of Faculty and Staff respondents indicated that they had observed hiring practices at Brock University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Brock University, 36% (*n* = 64) noted it was based on nepotism/cronyism, 21% (*n* = 36) on position status, and 17% (*n* = 30) on age.

⁵² With the CSWG's approval, sexual identity was recoded into the categories Queer-spectrum (Including Bisexual) and Heterosexual to maintain response confidentiality. Gender identity was recoded as Men and Women.

Subsequent analyses⁵³ revealed the following statistically significant differences:

- By sexual identity, a higher percentage of Queer-spectrum (Including Bisexual) Employee respondents (58%, $n = 19$) than Heterosexual Employee respondents (34%, $n = 137$) indicated that they had observed discriminatory hiring practices (Bisexual Employee respondents did not differ statistically from other groups).^{xxxix}
- By length of service at Brock, higher percentages of Employee Respondents With 6-15 Years of Employment (44%, $n = 78$) and More than 16 Years of Employment (42%, $n = 59$) than Employee Respondents With Less than Five Years of Employment (20%, $n = 35$) indicated that they had observed discriminatory hiring practices.^{xi}

Qualitative comment analyses

Sixty-seven Faculty and Staff respondents elaborated on their observations of unjust hiring practices at Brock University. One theme emerged from responses: cronyism.

Cronyism. Respondents suggested cronyism played a role in unjust hiring practices at Brock University. One respondent shared, “I feel I have observed people being placed into management roles who do not have appropriate management/leadership experience or skills due to cronyism.” Another respondent added, “People were hired into roles as friends, not qualified individuals or people were hired to replace others and they were far less qualified to fulfill the role.” Other respondents added, “Position were given to people who were friends with the Dean and the Head of the Department rather than the knowledge of Brock University or experience,” “Some people are hired/promoted without a formal process. Some are hired/promoted because of personal relationships on the side,” and “Undeclared personal relationship and misrepresenting of rival’s credentials to colleagues on the search committee, only discovered years hence.”

Thirty-two percent ($n = 158$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and reclassification practices at Brock University that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 29% ($n = 45$)

⁵³ Chi-square analyses were conducted by staff status, gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status; only significant differences are reported

noted that they believed the unjust practices were based on nepotism/cronyism, 16% ($n = 25$) on position status, and 15% ($n = 23$) each on gender/gender identity and university restructuring.

Subsequent analyses⁵⁴ revealed the following statistically significant differences:

- By staff status, a higher percentage of Non-Unionized Staff respondents (33%, $n = 74$) than Unionized Staff respondents (17%, $n = 15$) indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.^{xli}
- By years of employment at Brock, higher percentages of Employee Respondents With 6-15 Years of Employment (41%, $n = 72$) and More than 16 Years of Employment (38%, $n = 54$) than Employee Respondents With Less than Five Years of Employment (17%, $n = 29$) indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices.^{xlii}

Qualitative comment analyses

Fifty-five Faculty and Staff respondents elaborated on their observations of unjust practices related to promotion, tenure, reappointment, and/or reclassification at Brock University. One theme emerged from all responses: cronyism.

Cronyism. Respondents suggested cronyism played a role in unjust promotion practices at Brock University. One respondent shared, “Management positions and titles created for friends and then hired to these roles.” Another respondent added, “People are given created position when they have no experience or knowledge in that field. Position also based on relationship with particular departments.” Other respondents stated, “People given a position because they knew the dean/chair of the department,” “Two people I know who would have been outstanding directors were not considered because of cronyism. Plain and simple,” and “Cronyism and Nepotism are integral to Brock hiring practices in the Human Resources Department.”

Twenty-eight percent ($n = 139$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal at Brock University that they perceived to be unjust or that would inhibit diversifying the community. Subsequent

⁵⁴ Chi-square analyses were conducted by staff status, gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status; only significant differences are reported

analyses indicated that of those individuals, 28% ($n = 39$) noted it was based on University restructuring, 19% ($n = 27$) on length of service at Brock University, and 15% ($n = 21$) on position status.

Subsequent analyses⁵⁵ revealed the following statistically significant difference:

- By gender identity, a higher percentage of Trans-spectrum Employee respondents (62%, $n = 8$) than Women Employee respondents (24%, $n = 83$) indicated that they had observed unjust employment-related discipline or action (Men Employee respondents did not differ statistically from other groups).^{xliii}
- By disability status, higher percentages of Employee Respondents With a Single Disability (Not Mental Health) (42%, $n = 28$) and Employee Respondents With a Mental Health Disability (41%, $n = 27$) than Employee Respondents With No Disability (22%, $n = 76$) indicated that they had observed unjust employment-related discipline or action (Employee Respondents With Multiple Disabilities did not differ statistically from other groups).^{xliv}
- By length of service at Brock, higher percentages of Employee Respondents With More than 16 Years of Employment (38%, $n = 53$) and 6-15 Years of Employment (30%, $n = 52$) than Employee Respondents With Less than Five Years of Employment (18%, $n = 31$) indicated that they had observed unjust employment-related discipline or action.^{xlv}

Qualitative comment analyses

Forty-one Faculty and Staff respondents elaborated on their observations of employment related discipline or action at Brock University. One theme emerged from all responses: employee walk-off.

Employee Walk-Off. Respondents shared observing employees being literally walked off campus after they were terminated by campus officials. Respondents stated, “The walk-offs were handled in an awful way. Some of those walked off were stellar employees with years of exemplary service. The humiliation they suffered was terrible and the uncertainty that spread was palpable.

⁵⁵ Chi-square analyses were conducted by staff status, gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status; only significant differences are reported

Ten or 20 years of service culminating in a wall-off from ‘one of the Niagara Region’s exemplary employers.’ That should simply not have happened,” “Staff members have been laid-off in a harsh way, without proper notice, some of them being escorted out,” and “The ‘purge’ a few years back where employees were being dismissed and walked off campus was the most blatant form of injustice I’ve witnessed at Brock. It was cruel and inhumane.” Other respondents added, “With budget constraints some years ago the university fired several staff members, as is well known.

Faculty Respondents’ Views on Workplace Climate and Work-Life Balance

Three survey items queried Faculty respondents ($n = 188$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 38 queried Tenured and Tenure-Track Faculty respondents ($n = 132$), Question 40 addressed Non-Tenure-Track Faculty respondents ($n = 56$), and Question 42 addressed all Faculty respondents ($n = 188$). Chi-square analyses were conducted by gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁵⁶ Only significant findings for gender identity were published in this section owing to low numbers in many of the response categories for the other variables.

⁵⁶ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Table 66 illustrates that 73% ($n = 95$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear. Forty-five percent ($n = 59$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their School/Faculty. Forty-eight percent ($n = 61$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during the tenure-track years. Forty-three percent ($n = 53$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were supported and mentored during their on-boarding. Twenty-five percent ($n = 32$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that Brock University faculty who qualify for delaying their tenure-clock felt empowered to do so. No statistically significant differences by gender identity were found between groups.

Table 66. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	40	30.5	55	42.0	18	13.7	15	11.5	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my School/Faculty.	20	15.4	39	30.0	29	22.3	28	21.5	14	10.8
Supported and mentored during the tenure-track years.	18	14.3	43	34.1	20	15.9	34	27.0	11	8.7
Supported and mentored during my on-boarding.	13	10.5	40	32.3	29	23.4	29	23.4	13	10.5
Brock University faculty who qualify for delaying their tenure-clock feel empowered to do so.	7	5.4	25	19.4	73	56.6	17	13.2	7	5.4

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 119$).

Table 67 illustrates that 81% ($n = 106$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by their School/Faculty. Seventy-three percent ($n = 95$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by their School/Faculty. Fifty-six percent ($n = 71$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by their School/Faculty. Fifteen percent ($n = 20$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences by gender identity were found between groups.

Table 67. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Brock University’s Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by my School/Faculty.	58	44.3	48	36.6	11	8.4	8	6.1	6	4.6
Teaching is valued by my School/Faculty.	34	26.0	61	46.6	17	13.0	13	9.9	6	4.6
Service contributions are valued by School/Faculty.	19	15.0	52	40.9	19	15.0	19	15.0	18	14.2
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	10	7.7	10	7.7	29	22.3	44	33.8	37	28.5

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 119$).

Fifty-one percent ($n = 66$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 68). Fifty-four percent ($n = 69$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Seven percent ($n = 9$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments who used family accommodation policies were disadvantaged in promotion and tenure. No statistically significant differences by gender identity were found between groups.

Table 68. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	28	21.7	38	29.5	27	20.9	22	17.1	14	10.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	28	22.0	41	32.3	46	36.2	7	5.5	5	3.9
Faculty members in my department/program who use family accommodation policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	< 5	---	6	4.6	52	40.0	36	27.7	33	25.4

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 119$).

Thirty percent ($n = 39$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (e.g., president, dean, vice president, provost) (Table 69). Forty-one percent ($n = 53$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty member opinions were valued within Brock University committees. Twelve percent ($n = 15$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they would like more opportunities to participate in substantive committee assignments, while 74% ($n = 95$) “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences by gender identity were found between groups.

Table 69. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Faculty Opinions’ Weight and Committee Assignments

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	6	4.6	33	25.4	29	22.3	34	26.2	28	21.5
Faculty member opinions are valued within Brock University committees.	8	6.1	45	34.4	41	31.3	18	13.7	19	14.5
I would like more opportunities to participate in substantive committee assignments.	5	3.8	10	7.7	74	56.9	31	23.8	10	7.7
I have opportunities to participate in substantive committee assignments.	28	21.9	67	52.3	25	19.5	5	3.9	< 5	---

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents ($n = 119$).

Qualitative comment analyses

Forty-eight Faculty respondents elaborated on their workplace climate. One theme emerged from all responses: service inequity.

Service Inequity. Faculty respondents shared that the role of service is unequally distributed amongst faculty members. One respondent shared, “Service: some faculty members are much more active (contribute) than others. This is often a function of the fact that they are actually on campus. Faculty members who are not physically on campus, do not (cannot?) contribute

equitably, certainly not to informal service.” Another respondent included, “Service and student advising/supervision workload is not distributed equally in my department. Individuals who do not perform any departmental or university service are not held accountable for the 20 percent of their workload allocated to service. In particular service work is disproportionately carried out by women while at least two of my male colleagues have little or no service responsibilities.” Other respondents stated, “My commitments in my small department require extreme service work that make it extremely difficult to serve on Senate. This is the result of a reduction in faculty members,” “I have become increasingly exhausted by service and teaching demands in my department and programs I’m involved in,” and “We need faculty deans to address those faculty members not contributing to service.”

Survey Question 40 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were not able to be conducted owing to the small number of Non-Tenure-Track Faculty respondents.

Table 70 indicates that 37% ($n = 19$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Twenty-one percent ($n = 11$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were applied equally to positions. Forty-eight percent ($n = 26$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed.

Table 70. Non-Tenure-Track Faculty Respondents’ Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	< 5	---	17	32.7	16	30.8	8	15.4	9	17.3
The criteria used for contract renewal are applied equally to all positions.	< 5	---	9	17.3	19	36.5	11	21.2	11	21.2
Clear expectations of my responsibilities exist.	6	11.1	20	37.0	9	16.7	10	18.5	9	16.7

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 56$).

Table 71 illustrates that 50% ($n = 27$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by the School/Faculty, 48% ($n = 26$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by the School/Faculty, and 34% ($n = 17$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that service contributions were valued by the School/Faculty.

Table 71. Non-Tenure-Track Faculty Respondents’ Perceptions of Brock University’s Valuing of Research and Teaching

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by my School/Faculty.	11	20.4	16	29.6	11	20.4	6	11.1	10	18.5
Teaching is valued by my School/Faculty.	12	22.2	14	25.9	10	18.5	11	20.4	7	13.0
Service contributions are valued by School/Faculty.	5	10.0	12	24.0	19	38.0	7	14.0	7	14.0

Note: Table reports responses only from Non-Tenure-Track Faculty respondents ($n = 56$).

Twenty-three percent ($n = 12$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by teaching responsibilities beyond those of their colleagues with similar performance expectations, and less than five Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 72). Thirty-seven percent ($n = 19$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Forty-two percent ($n = 22$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. Eleven percent ($n = 6$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by senior administrators. Thirty-one percent ($n = 16$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their opinions were taken seriously by colleagues.

Table 72. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by teaching responsibilities beyond those of my colleagues with similar performance expectations.	8	15.4	< 5	---	21	40.4	16	30.8	< 5	---
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	< 5	---	< 5	---	23	43.4	20	37.7	6	11.3
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	10	19.2	9	17.3	21	40.4	10	19.2	< 5	---
Pressured to do extra work that is uncompensated.	7	13.2	15	28.3	16	30.2	11	20.8	< 5	---
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	< 5	---	5	9.4	19	35.8	11	20.8	17	32.1
Non-tenure-track faculty opinions are taken seriously by my colleagues.	6	11.5	10	19.2	19	36.5	8	15.4	9	17.3

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 56).

Qualitative comment analyses

Owing to low response numbers for Non-Tenure-Track Faculty respondents, qualitative comments are not published.

Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 73). Chi-square analyses were conducted by gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁵⁷ Only significant findings for gender identity and racial identity were published in this section (when numbers sufficed) owing to low numbers in many of the response categories for the other variables.

Sixty-three percent ($n = 109$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive. Twenty-two percent ($n = 38$) of Faculty respondents “strongly agreed” or “agreed” that salaries for non-tenure-track faculty were competitive. Thirteen percent ($n = 23$) of Faculty respondents “strongly agreed” or “agreed” that salaries between Faculties/Schools are equitable across Brock University. Sixty-one percent ($n = 104$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive, and 24% ($n = 41$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. Thirty-three percent ($n = 55$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. No statistically significant differences were found between groups.

⁵⁷ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	34	19.7	75	43.4	49	28.3	7	4.0	8	4.6
Salaries for non-tenure-track faculty are competitive.	< 5	---	34	19.8	78	45.3	33	19.2	23	13.4
Salaries between Faculties/Schools are equitable across Brock University.	5	2.9	18	10.4	49	28.3	57	32.9	44	25.4
Health insurance benefits are competitive.	31	18.2	73	42.9	43	25.3	13	7.6	10	5.9
Child care benefits are competitive.	11	6.4	30	17.5	107	62.6	12	7.0	11	6.4
Retirement/supplemental benefits are competitive.	12	7.2	43	25.7	82	49.1	19	11.4	11	6.6

Note: Table reports responses only from Faculty respondents (*n* = 188).

Twenty-one percent ($n = 36$) of Faculty respondents “strongly agreed” or “agreed” that Brock University provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 74). Forty-five percent ($n = 78$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that would help their career as much as they did others in their position. Thirty-nine percent ($n = 66$) of Faculty respondents “strongly agreed” or “agreed” that the annual report process was clear. Fifty-three percent ($n = 92$) of Faculty respondents “strongly agreed” or “agreed” that their Faculty/School provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling). Ten percent ($n = 18$) of Faculty respondents “strongly agreed” or “agreed” that resources between Faculties/Schools were equitable. No statistically significant differences were found between groups.

Table 74. Faculty Respondents’ Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance).	8	4.7	28	16.3	72	41.9	42	24.4	22	12.8
My colleagues include me in opportunities that will help my career as much as they do others in my position.	16	9.2	62	35.8	49	28.3	28	16.2	18	10.4
The annual report process is clear.	15	8.8	51	29.8	37	21.6	44	25.7	24	14.0
My Faculty/School provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	16	9.2	76	43.9	34	19.7	25	14.5	22	12.7
Resources between Faculties/Schools are equitable.	< 5	---	15	8.7	44	25.6	61	35.5	49	28.5

Note: Table reports responses only from Faculty respondents ($n = 188$).

As noted in Table 75, 49% ($n = 85$) of Faculty respondents “strongly agreed” or “agreed” that they would recommend Brock University as a good place to work. No statistically significant differences were found between groups.

Forty-three percent ($n = 74$) of Faculty respondents felt positive about their career opportunities at Brock University. A higher percentage of Men Faculty respondents (18%, $n = 11$) than Women Faculty respondents ($n < 5$) “disagreed” with this statement.

Seventy-four percent ($n = 128$) of Faculty respondents “strongly agreed” or “agreed” that they had job security. No statistically significant differences were found between groups.

Table 75. Faculty Respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend Brock University as a good place to work.	23	13.4	62	36.0	54	31.4	16	9.3	17	9.9
Positive about my career opportunities at Brock University.	20	11.7	54	31.6	44	25.7	23	13.5	30	17.5
Men	11	18.0	18	29.5	16	26.2	11	18.0	5	8.2
Women	12	11.9	42	41.6	35	34.7	< 5	---	8	7.9
I have job security.	70	40.5	58	33.5	12	6.9	10	5.8	23	13.3

Note: Table reports responses only from Faculty respondents ($n = 188$).

Qualitative comment analyses

Fifty-nine Faculty respondents elaborated on their workplace climate at Brock University. One theme emerged from Faculty Member or Professional Librarian (BUFA Members) respondents: unequal compensation. No themes emerged from Academic Administrators or English as a Second Language (ESL), Sessional & Part-time Instructors, and Research Positions.

Faculty Member or Professional Librarian (BUFA Members)

Unequal Compensation. Respondents shared that unequal compensation for faculty members was affecting workplace climate. One respondent shared, “In terms of equity across departments and faculties, it’s well known that people in Business are better compensated and have more advantages (including, at least at one time, being paid for publications) than those in other

faculties.” Another respondent added, “Fulfillment of 40/40/20 responsibilities appears to be quite variable between faculties and this is particularly concerning with regard to salary disparities and the heavy use of ‘extra’ paid teaching in some faculties, or for select faculty members, who then not only earn more but are enabled to use this as an excuse for lower research productivity.” Other respondents included, “It’s difficult when you start in the Humanities and make 30K less than colleagues in finance and 20K less than people with similar or less teaching or research experience than in social science,” “Within my department, female colleagues are paid less than male colleagues hired after them,” and “Why do those folks in Business get paid so much more than the rest of us? It’s not like they could be out there running successful businesses instead. There’s a reason they’re university professors. The Social Sciences faculty are carrying out the bulk of teaching of undergraduates that is the bread and butter of the university. It doesn’t always seem very fair to me.”

Faculty Respondents’ Feelings of Support and Value at Brock University

Chi-square analyses were conducted by gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁵⁸ Only significant findings for gender identity and racial identity were published in this section (when numbers sufficed) owing to low numbers in many of the response categories for the other variables.

Sixty-two percent ($n = 116$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 76). Fifty-nine percent ($n = 111$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs/directors. No statistically significant differences were found between groups.

Sixty-six percent ($n = 122$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by other faculty at Brock University. A higher percentage of All Racialized Identities Faculty respondents (17%, $n = 5$) compared with less than five White Faculty respondents “strongly disagreed” with this statement.

⁵⁸ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Eighty-one percent ($n = 149$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. Thirty-six percent ($n = 67$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by Brock University senior administrators (e.g., president, dean, vice president, provost). No statistically significant differences were found between groups.

Table 76. Faculty Respondents’ Feelings of Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	47	25.1	69	36.9	28	15.0	20	10.7	23	12.3
I feel valued by my department/program chair/director.	55	29.4	56	29.9	35	18.7	22	11.8	19	10.2
I feel valued by other faculty at Brock University.	40	21.5	82	44.1	36	19.4	19	10.2	9	4.8
I feel valued by other faculty at Brock University.										
Racialized identity ^{xlvi}										
All Racialized Identities	8	26.7	10	33.3	< 5	---	< 5	---	5	16.7
White	31	20.9	69	46.6	30	20.3	14	9.5	< 5	---
I feel valued by students in the classroom.	74	40.4	75	41.0	23	12.6	8	4.4	< 5	---
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	23	12.4	43	23.1	57	30.6	32	17.2	31	16.7

Note: Table reports responses only from Faculty respondents ($n = 188$).

Table 77 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Brock University.

Twenty-four percent ($n = 44$) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Nineteen percent ($n = 35$) of Faculty respondents "strongly agreed" or "agreed" that their departments/program chairs/directors prejudged their abilities based on their perception of their identity/background. A higher percentage of All Racialized Identities Faculty respondents (16%, $n = 5$) compared White Faculty respondents (3%, $n = 5$) "strongly agreed" with this statement.

Thirty-six percent ($n = 67$) of Faculty respondents "strongly agreed" or "agreed" that Brock University encouraged free and open discussion of difficult topics. A higher percentage of All Racialized Identities Faculty respondents (28%, $n = 9$) compared with White Faculty respondents (8%, $n = 12$) "strongly disagreed" with this statement.

Thirty-four percent ($n = 62$) of Faculty respondents "strongly agreed" or "agreed" that Brock effectively communicated information and decisions that influenced their work. Twenty-five percent ($n = 46$) of Faculty respondents "strongly agreed" or "agreed" that Brock had a transparent process for communicating institutional information. No statistically significant differences were found between groups.

Table 77. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	11	6.0	33	17.9	50	27.2	42	22.8	48	26.1
I think that my department/program chair/director prejudices my abilities based on their perception of my identity/background.	12	6.5	23	12.4	46	24.7	46	24.7	59	31.7
Racialized identity ^{xlvi}										
All Racialized Identities	5	16.1	6	19.4	11	35.5	5	16.1	< 5	---
White	5	3.4	27	18.6	35	24.1	36	24.8	42	29.0
I believe that Brock University encourages free and open discussion of difficult topics.	14	7.6	53	28.6	58	31.4	37	20.0	23	12.4
Racialized identity ^{xlvi}										
All Racialized Identities	< 5	---	9	28.1	8	25.0	< 5	---	9	28.1
White	12	8.2	43	29.5	46	31.5	33	22.6	12	8.2
Brock effectively communicates information and decisions that influence my work.	15	8.1	47	25.4	56	30.3	42	22.7	25	13.5
Brock has a transparent process for communicating institutional information.	9	4.8	37	19.9	57	30.6	54	29.0	29	15.6

Note: Table reports responses only from Faculty respondents (*n* = 188).

Forty-eight percent ($n = 87$) of Faculty respondents “strongly agreed” or “agreed” that their research/scholarship activity was valued (Table 78). No statistically significant differences were found between groups.

Fifty-nine percent ($n = 107$) of Faculty respondents “strongly agreed” or “agreed” that their teaching was valued. A higher percentage of White Faculty respondents (40%, $n = 57$) than All Racialized Identities Faculty respondents (16%, $n = 5$) “agreed” with this statement.

Fifty percent ($n = 93$) of Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued. A higher percentage of All Racialized Identities Faculty respondents (25%, $n = 8$) than White Faculty respondents (7%, $n = 10$) “strongly disagreed” that their service contributions were valued.

Seventy-three percent ($n = 135$) of Faculty respondents “strongly agreed” or “agreed” that they had faculty who they perceived as role models. A higher percentage of Women Faculty respondents (42%, $n = 46$) than Men Faculty respondents (19%, $n = 12$) “strongly agreed” that they had faculty who they perceived as role models.

Sixty-four percent ($n = 117$) had staff who they perceived as role models. No statistically significant differences were found between groups.

Table 78. Faculty Respondents' Feelings of Value and Role Models

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	20	10.9	67	36.6	46	25.1	28	15.3	22	12.0
I feel that my teaching is valued.	42	23.1	65	35.7	33	18.1	29	15.9	13	7.1
Racialized identity ^{xlix}										
All Racialized Identities	5	15.6	5	15.6	9	28.1	7	21.9	6	18.8
White	37	25.9	57	39.9	24	16.8	21	14.7	< 5	---
I feel that my service contributions are valued.	32	17.3	61	33.0	39	21.1	33	17.8	20	10.8
Racialized identity ^l										
All Racialized Identities	< 5	---	8	25.0	9	28.1	< 5	---	8	25.0
White	28	19.3	51	35.2	29	20.0	27	18.6	10	6.9
I have faculty whom I perceive as role models.	60	32.4	75	40.5	23	12.4	17	9.2	10	5.4
Gender identity ^{li}										
Men	12	18.8	29	45.3	11	17.2	7	10.9	5	7.8
Women	46	41.8	40	36.4	10	9.1	9	8.2	5	4.5
I have staff whom I perceive as role models.	46	25.3	71	39.0	41	22.5	14	7.7	10	5.5

Note: Table reports responses only from Faculty respondents (*n* = 188)

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Brock University. Chi-square analyses were conducted by staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁵⁹ Significant findings for staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, years of employment at Brock, and disability status were published in Table 79 through Table 82; sexual identity was not included owing to low numbers in the response categories.

Fifty-eight percent ($n = 184$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 79). A higher percentage of Non-Unionized Staff respondents (32%, $n = 73$) than Unionized Staff respondents (19%, $n = 17$) “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it.

Seventy-three percent ($n = 229$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. No statistically significant differences were found between groups.

Forty-nine percent ($n = 153$) of Staff respondents “strongly agreed” or “agreed” that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Non-Unionized Staff respondents (23%, $n = 51$) than Unionized Staff respondents (13%, $n = 11$) “strongly agreed” with this statement. Also, higher percentages of Staff Respondents With a Mental Health Disability (17%, $n = 8$) and At Least One Additional Disability (Not Mental Health) (15%, $n = 6$) “strongly disagreed” that they were included in opportunities that would help their careers as much as others in similar positions (Staff Respondents With No Disability did not differ statistically from other groups).

⁵⁹ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Table 79. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	94	29.8	90	28.6	60	19.0	46	14.6	25	7.9
Staff status ^{lii}										
Non-Unionized Staff	72	31.7	73	32.2	39	17.2	29	12.8	14	6.2
Unionized Staff	22	25.0	17	19.3	21	23.9	17	19.3	11	12.5
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	101	32.2	128	40.8	52	16.6	25	8.0	8	2.5
I am included in opportunities that will help my career as much as others in similar positions.	62	19.8	91	29.1	71	22.7	64	20.4	25	8.0
Staff status ^{liii}										
Non-Unionized Staff	51	22.6	70	31.0	45	19.9	46	20.4	14	6.2
Unionized Staff	11	12.6	21	24.1	26	29.9	18	20.7	11	12.6
Disability status ^{liiv}										
No Disability	46	20.4	76	33.6	48	21.2	45	19.9	11	4.9
Mental Health Disability	7	14.6	9	18.8	15	31.3	9	18.8	8	16.7
At Least One Additional Disability (Not Mental Health)	9	23.1	6	15.4	8	20.5	10	25.6	6	15.4

Note: Table reports responses only from Staff respondents (*n* = 315).

Table 80 illustrates that 38% ($n = 88$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Twenty-three percent ($n = 70$) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. A higher percentage of Staff Respondents With More Than 16 Years of Employment (26%, $n = 16$) than Staff Respondents With Less Than 5 Years of Employment (12%, $n = 17$) “strongly disagreed” that the performance evaluation was productive (Staff Respondents With 6-15 Years of Employment did not differ statistically from other groups).

Table 80. Staff Respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	27	8.7	61	29.6	78	25.1	88	28.3	57	18.3
The performance evaluation process is productive.	22	7.1	48	15.6	102	33.1	81	26.3	55	17.9
Years of employment ^{lv}										
Less than 5 years	15	10.9	31	22.5	47	34.1	28	20.3	17	12.3
6-15 years	5	4.6	14	13.0	31	28.7	36	33.3	22	20.4
More than 16 years	< 5	---	< 5	---	23	37.7	17	27.9	16	26.2

Note: Table reports responses only from Staff respondents ($n = 315$).

Seventy-four percent ($n = 231$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 81). A higher percentage of Staff Respondents With Less Than 5 Years of Employment (46%, $n = 64$) than Staff Respondents With More Than 16 Years of Employment (27%, $n = 17$) “strongly agreed” that their supervisors provided adequate support for them to manage work-life balance (Staff Respondents With 6-15 Years of Employment did not differ statistically from other groups).

Eighty-two percent ($n = 258$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were approachable. A higher percentage of Non-Unionized Staff Respondents (56%, $n = 126$) than Unionized Staff respondents (43%, $n = 37$) “strongly agreed” with this statement.

Fifty percent ($n = 156$) of Staff respondents “strongly agreed” or “agreed” that they were supported and mentored during their on-boarding. Thirty-four percent ($n = 106$) of Staff respondents “strongly agreed” or “agreed” that Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). No statistically significant differences were found between groups.

Twenty-seven percent ($n = 83$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Staff Respondents With 6-15 Years of Employment (14%, $n = 15$) than Staff Respondents With Less Than 5 Years of Employment (4%, $n = 6$) “strongly agreed” with this statement (Staff Respondents With More Than 16 Years of Employment did not differ statistically from other groups). Also statistically significant, Staff Respondents With More Than 16 Years of Employment (30%, $n = 18$) than Staff Respondents With Less Than 5 Years of Employment (12%, $n = 17$) “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments, Staff Respondents With 6-15 Years of Employment did not differ statistically from other groups).

Eighty-three percent ($n = 176$) of Staff respondents “strongly agreed” or “agreed” that a hierarchy existed within staff positions that allowed some voices to be valued more than others. No statistically significant differences were found between groups.

Table 81. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	124	39.5	107	34.1	46	14.6	16	5.1	21	6.7
Years of employment ^{lvi}										
Less than 5 years	64	46.0	50	36.0	15	10.8	8	5.8	< 5	---
6-15 years	43	38.7	31	27.9	21	18.9	5	4.5	11	9.9
More than 16 years	17	27.4	26	41.9	8	12.9	< 5	---	8	12.9
My supervisor is approachable.	163	51.9	95	30.3	31	9.9	16	5.1	9	2.9
Staff status ^{lvii}										
Non-Unionized Staff	126	55.5	64	28.2	23	10.1	11	4.8	< 5	---
Unionized Staff	37	42.5	31	35.6	8	9.2	5	5.7	6	6.9
Supported and mentored during my on-boarding.	65	20.8	91	29.2	82	26.3	47	15.1	27	8.7
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	25	8.0	81	26.0	139	44.7	49	15.8	17	5.5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	28	9.0	55	17.7	100	32.2	95	30.5	33	10.6
Years of employment ^{lviii}										
Less than 5 years	6	4.3	17	12.3	49	35.5	43	31.2	23	16.7
6-15 years	15	13.6	19	17.3	34	30.9	33	30.0	9	8.2
More than 16 years	7	11.5	18	29.5	17	27.9	18	29.5	< 5	---
A hierarchy exists within staff positions that allows some voices to be valued more than others.	63	20.1	113	63.0	70	22.3	49	15.6	19	6.1

Note: Table reports responses only from Staff respondents (*n* = 315).

Fifty-five percent ($n = 170$) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours (Table 82). Higher percentages of Staff Respondents With More Than 16 Years of Employment (19%, $n = 11$) and 6-15 Years of Employment (17%, $n = 19$) than Staff Respondents With Less Than 5 Years of Employment (6%, $n = 8$) “strongly disagreed” that they were able to complete their assigned duties during scheduled hours.

Thirty-eight percent ($n = 117$) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). No statistically significant differences were found between groups.

Fifty-eight percent ($n = 180$) of Staff respondents “strongly agreed” or “agreed” that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). Higher percentages of Staff Respondents With More Than 16 Years of Employment (41%, $n = 25$) and 6-15 Years of Employment (38%, $n = 43$) than Staff Respondents With Less Than 5 Years of Employment (24%, $n = 33$) “strongly agreed” with this statement.

Twenty-six percent ($n = 83$) of Staff respondents “strongly agreed” or “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Twenty-two percent ($n = 49$) of Non-Unionized Staff respondents and 6% ($n = 5$) of Unionized Staff respondents “agreed” that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Sixty-eight percent ($n = 213$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff Respondents With More Than 16 Years of Employment (10%, $n = 6$) than Staff Respondents With Less Than 5 Years of Employment ($n < 5$) “strongly disagreed” with this statement.

Table 82. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am able to complete my assigned duties during scheduled hours.	56	18.2	114	37.0	50	16.2	50	16.2	38	12.3
Years of employment ^{lix}										
Less than 5 years	38	27.7	54	39.4	20	14.6	17	12.4	8	5.8
6-15 years	14	12.7	37	33.6	20	18.2	20	18.2	19	17.3
More than 16 years	< 5	---	22	37.3	9	15.3	13	22.0	11	18.6
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	42	13.5	75	24.0	97	31.1	77	24.7	21	6.7
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled, reorganization).	102	32.6	78	24.9	59	18.8	61	19.5	12	4.2
Years of employment ^{lx}										
Less than 5 years	33	23.9	31	22.5	29	21.0	34	24.6	11	8.0
6-15 years	43	38.4	33	29.5	16	14.3	18	16.1	< 5	---
More than 16 years	25	41.0	14	23.0	14	23.0	8	13.1	0	0.0
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	29	9.2	54	17.1	88	27.9	112	35.6	32	10.2
Staff status ^{lxi}										
Non-Unionized Staff	25	11.0	49	21.6	62	27.3	75	33.0	16	7.0
Unionized Staff	< 5	---	5	5.7	26	29.5	37	42.0	16	18.2
I am given a reasonable time frame to complete assigned responsibilities.	45	14.4	168	53.7	63	20.1	25	8.0	12	3.8

Table 82. Staff Respondents’ Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Years of employment ^{lxiii}										
Less than 5 years	28	20.1	80	57.6	20	14.4	9	6.5	< 5	---
6-15 years	11	10.0	59	53.6	25	22.7	11	10.0	< 5	---
More than 16 years	6	9.7	28	45.2	17	27.4	5	8.1	6	9.7

Note: Table reports responses only from Staff respondents (*n* = 315).

Qualitative comment analyses

One hundred one Staff Respondents elaborated on their workplace climate. Three themes emerged from responses: performance evaluations, increased workload/no compensation, and wellness benefits.

Administrative Staff

Performance Evaluations. Staff respondents elaborated on the fact that they had not consistently received an annual performance evaluation. Respondents shared, “I have not had a performance evaluation done for more than 10 years. It is difficult working in an academic department when your supervisor changes every three years and expectations/policies/rules change dramatically,” “There is no performance evaluation process. There is no incentive for performance,” and “Overall things aren’t too bad; however I have not had a formal performance evaluation in years. I feel this is due in part to the fact that there are no formal advancement opportunities to strive for and the fact that salary growth has been capped or frozen for years.” Other respondents included, “Performance evaluations are not being done in the department,” “The performance evaluation process for professional administrative staff is nonexistent! Besides, what is the point of doing it if we will not be rewarded financially (raises above cost of living) for excelling in our work. Brock has done a terrible job with this for a very long time,” and “The performance evaluation system is self-initiated, and no formal requests have ever been made for submission, which results in no submissions from many people! The performance evaluation system is dated and needs a desperate revamp.”

Increased Workload/No Compensation. Staff respondents also suggested that while their workload has increased it has not been adequately reflected in their compensation. One

respondent shared, “Additional responsibilities were added to my portfolio and no additional time or compensation were added. Further, requests to my immediate supervisor for review of title/roles and compensation were ignored or dismissed.” Another respondent included, “I find when individuals depart Brock for other opportunities, the expectation is that the work will be redistributed to other staff within that unit, regardless if that work is an overload for staff. Hiring new folks takes a long time more often than not (even years!), and there is never an offer of increased compensation for increased workload for those who have taken on the portfolios of others.” Other respondents stated, “I have been assigned essentially an entirely new portfolio of work that my salary does not adequately compensate. I am now doing the same work of colleagues who make at least 10,000 to 15,000 dollars more than me annually. I have been denied salary reevaluation by my direct supervisor,” “I would like to state that my workload has increased without additional compensation due to staff departures,” and “As roles grow and expand, so should compensation.”

Wellness Benefits. Respondents shared that a lack of wellness benefits afforded to Administrative Staff at Brock University impacts workplace climate on campus. Some respondents suggested that mental health support for Administrative Staff is lacking. Respondents shared, “Wellness - specifically mental health support is lacking. Services are not adequate - coverage for therapy is not enough/not encouraging,” “The mental health coverage and services for employees is WOEFULLY inadequate. It is completely at odds with the university’s messaging on this. A serious re-evaluation of these policies needs to happen,” and “I don’t think Brock does enough for staff mental health and wellness. It’s a freaking cave in this university, with very limited natural life, and I’ve seen multiple staff members crying or stressed. I sort of brought it up at a meeting and was told we are currently doing enough for students and mental health.” Other respondents would like to see more flex-time work opportunities. Respondents stated, “Departments need to be more flexible with scheduling and open to the work-at-home option, or condensed schedule,” “More opportunities to work remotely,” and “Regarding resources for work-life balance, policies supporting flex time and telecommuting for staff when viable/appropriate would be beneficial.” Finally, respondents elaborated on the need for better benefits that support work-life balance. Respondents included, “If Brock provides resources to help manage work-life balance I am not aware of them,” “My supervisor will not allow me to work in another Brock capacity and make up hours during the regular business hours. Vacation is

not allowed during what is considered blackout period,” “With respect to wellness services, I have been told that staff are unable to access resources on campus such as the walk-in clinic, massage therapy, chiropractor, etc.,” “Work/life balance support, especially after returning from maternity/paternity leave was lacking from Brock University (not my department/supervisor/immediate team). Upon my return, there was no follow-up from Brock University at all,” and “When my mother died, I took one day of bereavement leave. Then, when my father needed assistance, I was denied one-day family leave to help him. I had to count it as vacation time. Disgusting!”

Staff Respondents’ Feelings of Support and Value at Brock University

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution as well as Brock University’s benefits and salary. Chi square analyses were conducted by staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁶⁰ Significant findings for staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, years of employment at Brock, and disability status are published in Table 83 to Table 87. Sexual identity was not included owing to low numbers in the response categories.

Fifty-eight percent ($n = 184$) of Staff respondents “strongly agreed” or “agreed” that their department provided them with resources to pursue training/professional development opportunities (Table 83). A higher percentage of Unionized Staff Respondents (17%, $n = 15$) than Non-Unionized Staff respondents (4%, $n = 9$) “strongly disagreed” with this statement.

Fifty-seven percent ($n = 175$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. A higher percentage of Unionized Staff Respondents (17%, $n = 15$) than Non-

⁶⁰ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Unionized Staff respondents (4%, $n = 8$) “strongly disagreed” that their supervisors provided them with resources to pursue training/professional development opportunities.

Table 83. Staff Respondents’ Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My department provides me with resources to pursue training/professional development opportunities.	58	18.4	126	40.0	55	17.5	52	16.5	24	7.6
Staff status ^{lxiii}										
Non-Unionized Staff	44	19.4	101	44.5	36	15.9	37	16.3	9	4.0
Unionized Staff	14	15.9	25	28.4	19	21.6	15	17.0	15	17.0
My supervisor provides me with resources to pursue training/professional development opportunities.	69	22.3	106	34.3	66	21.4	45	14.6	23	7.4
Staff status ^{lxiv}										
Non-Unionized Staff	52	23.3	83	37.2	50	22.4	30	13.5	8	3.6
Unionized Staff	17	19.8	23	26.7	16	18.6	15	17.4	15	17.4

Note: Table reports responses only from Staff respondents ($n = 315$).

Fifty-four percent ($n = 171$) of Staff respondents “strongly agreed” or “agreed” that Brock University was supportive of their taking extended leave (e.g., parental, personal, disability-related) (Table 84). A higher percentage of Men Staff respondents (30%, $n = 20$) than Women Staff respondents (135, $n = 30$) “strongly agreed” with this statement.

Seventy-five percent ($n = 236$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, disability-related). A higher percentage of Non-Unionized Staff respondents (37%, $n = 84$) than Unionized Staff respondents (19%, $n = 17$), and Men Staff respondents (42%, $n = 28$) than Women Staff respondents (30%, $n = 70$) “strongly agreed” that their supervisors were supportive of their taking leave.

Five percent of ($n = 14$) of Staff respondents “strongly agreed” or “agreed” that staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations. No statistically significant differences were found between groups.

Twenty-one percent ($n = 67$) of Staff respondents “strongly agreed” or “agreed” that Brock University policies were fairly applied across Brock University. A higher percentage of Men Staff respondents (11%, $n = 7$) than Women Staff respondents (4%, $n = 9$) “strongly agreed” that Brock University policies were fairly applied across Brock University. Also, higher percentages of Staff Respondents With More Than 16 Years of Employment (23%, $n = 14$) and Staff Respondents With 6-15 Years of Employment (17%, $n = 19$) than Staff Respondents With Less Than 5 Years of Employment (7%, $n = 9$) “strongly disagreed” with this statement.

Table 84. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brock University is supportive of taking extended leave (e.g., parental, personal, disability-related).	52	16.5	119	37.8	115	36.5	19	6.0	10	3.2
Gender identity ^{lxv}										
Men	20	30.3	19	28.8	21	31.8	< 5	---	< 5	---
Women	30	12.6	98	41.2	88	37.0	15	6.3	7	2.9
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, disability-related).	101	32.2	135	43.0	61	19.4	10	3.2	7	2.2
Staff status ^{lxvi}										
Non-Unionized Staff	84	37.2	90	39.8	41	18.1	7	3.1	< 5	---
Unionized Staff	17	19.3	45	51.1	20	22.7	< 5	---	< 5	---
Gender identity ^{lxvii}										
Men	28	42.4	18	27.3	15	22.7	< 5	---	< 5	---
Women	70	29.5	111	46.8	44	18.6	6	2.5	6	2.5
Staff in my department/program who use family accommodation policies are disadvantaged in promotion or evaluations.	4	1.3	10	3.2	171	55.2	84	27.1	41	13.2
Brock University policies are fairly applied across Brock University.	16	5.1	51	16.2	131	41.7	74	23.6	42	13.4
Gender identity ^{lxviii}										
Men	7	10.8	10	15.4	19	29.2	17	26.2	12	18.5
Women	9	3.8	38	16.0	110	46.2	52	21.8	29	12.2
Years of employment ^{lxix}										
Less than 5 years	11	7.9	27	19.4	66	47.5	26	18.7	9	6.5
6-15 years	< 5	---	17	15.2	48	42.9	26	23.2	19	17.0
More than 16 years	< 5	---	6	9.8	17	27.9	21	34.4	14	23.0

Note: Table reports responses only from Staff respondents (*n* = 315).

Forty-seven percent ($n = 147$) of Staff respondents “strongly agreed” or “agreed” that Brock University was supportive of flexible work schedules (Table 85). A higher percentage of Unionized Staff respondents (14%, $n = 12$) than Non-Unionized Staff respondents (7%, $n = 15$) “strongly disagreed” that their supervisors were supportive of flexible work schedules.

Sixty-six percent ($n = 206$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. No statistically significant differences were found between groups.

Table 85. Staff Respondents’ Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brock University is supportive of flexible work schedules.	41	13.1	106	33.8	82	26.1	58	18.5	27	8.6
Staff status ^{lxx}										
Non-Unionized Staff	30	13.3	80	35.4	52	23.0	49	21.7	15	6.6
Unionized Staff	11	12.5	26	29.5	30	34.1	9	10.2	12	13.6
My supervisor is supportive of flexible work schedules.	88	28.0	118	37.6	55	17.5	33	10.5	20	6.4

Note: Table reports responses only from Staff respondents ($n = 315$).

Queried about salary and benefits, 11% ($n = 35$) of Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive (Table 86). A higher percentage of Non-Unionized Staff respondents (41%, $n = 92$) than Unionized Staff respondents (26%, $n = 23$) “strongly disagreed” that staff salaries were competitive.

Fourteen percent ($n = 42$) of Staff respondents “strongly agreed” or “agreed” that salaries between departments/programs were equitable. Sixty-six percent ($n = 206$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time packages were competitive. Seventy-two percent ($n = 224$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Twenty-three percent ($n = 72$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. No statistically significant differences were found between groups.

Fifty-two percent ($n = 162$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. A higher percentage of Men Staff respondents (28%, $n = 18$) than Women Staff respondents (8%, $n = 19$) “strongly agreed” that retirement benefits were competitive.

Table 86. Staff Respondents’ Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff salaries are competitive.	< 5	---	31	9.9	64	20.4	100	31.8	115	36.6
Staff status ^{lxxi}										
Non-Unionized Staff	< 5	---	16	7.1	36	15.9	80	35.4	92	40.7
Unionized Staff	< 5	---	15	17.0	28	31.8	20	22.7	23	26.1
Salaries between departments/programs are equitable.	6	1.9	36	11.6	99	31.8	96	30.9	74	23.8
Vacation and personal time benefits are competitive.	55	17.6	151	48.4	55	17.6	30	9.6	21	6.7
Health insurance benefits are competitive.	75	24.0	149	47.6	57	18.2	22	7.0	10	3.2
Child care benefits are competitive.	14	4.5	58	18.6	211	67.8	20	6.4	8	2.6
Retirement benefits are competitive.	38	12.2	124	39.7	122	39.1	17	5.4	11	3.5
Gender identity ^{lxxii}										
Men	18	28.1	22	34.4	20	31.3	< 5	---	< 5	---
Women	19	8.0	100	42.2	96	40.5	16	6.8	6	2.5

Note: Table reports responses only from Staff respondents ($n = 315$).

Thirty-four percent ($n = 104$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on Brock University committees (Table 87). A higher percentage of Staff Respondents With More Than 16 Years of Employment (15%, $n = 9$) than Staff Respondents With 6-15 Years of Employment (13%, $n = 14$) “strongly disagreed” that staff opinions were valued on Brock University committees (Staff Respondents With Less Than 5 Years of Employment did not differ statistically from other groups).

Twenty-eight percent ($n = 85$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Brock University faculty and administration. A higher percentage of Staff Respondents With More Than 16 Years of Employment (27%, $n = 16$) than Staff Respondents With 6-15 Years of Employment (16%, $n = 18$) “strongly disagreed” that staff opinions were valued by Brock University faculty and administration (Staff Respondents With Less Than 5 Years of Employment did not differ statistically from other groups).

Thirty-three percent ($n = 105$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by Brock University senior administrators (e.g., president, dean, vice president, provost). A higher percentage of Staff Respondents With More Than 16 Years of Employment (16%, $n = 10$) than Staff Respondents With 6-15 Years of Employment (14%, $n = 16$) “strongly disagreed” with this statement (Staff Respondents With Less Than 5 Years of Employment did not differ statistically from other groups).

Table 87. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on Brock University committees.	12	3.9	92	29.7	131	42.3	48	15.5	27	8.7
Years of employment ^{lxxiii}										
Less than 5 years	8	5.8	48	34.8	64	46.4	14	10.1	< 5	---
6-15 years	< 5	---	31	28.2	41	37.3	21	19.1	14	12.7
More than 16 years	< 5	---	12	20.0	26	43.3	12	20.0	9	15.0
Staff opinions are valued by Brock University faculty and administration.	12	3.9	73	23.7	124	40.3	58	18.8	41	13.3
Years of employment ^{lxxiv}										
Less than 5 years	6	4.4	42	31.1	58	43.0	22	16.3	7	5.2
6-15 years	5	4.5	21	18.9	44	39.6	23	20.7	18	16.2
More than 16 years	< 5	---	10	16.7	21	35.0	12	20.0	16	26.7
Staff opinions are valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	18	5.7	87	27.7	122	38.9	54	17.2	33	10.5
Years of employment ^{lxxv}										
Less than 5 years	11	7.9	42	30.2	59	42.4	20	14.4	7	5.0
6-15 years	5	4.5	33	29.5	40	35.7	18	16.1	16	14.3
More than 16 years	< 5	---	12	19.7	21	34.4	16	26.2	10	16.4

Note: Table reports responses only from Staff respondents (*n* = 315).

Sixty percent ($n = 189$) of Staff respondents “strongly agreed” or “agreed” that clear expectations of their responsibilities existed (Table 88). Fourteen percent ($n = 44$) of Staff respondents “strongly agreed” or “agreed” that clear procedures existed on how they could advance at Brock University. No statistically significant differences were found between groups

Thirty-four percent ($n = 105$) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at Brock University. A higher percentage of Unionized Staff respondents (19%, $n = 17$) than Non-Unionized Staff respondents (8%, $n = 19$), and Staff Respondents With a Mental Health Disability (25%, $n = 12$) than No Disability (8%, $n = 17$) “strongly disagreed” that they felt positive about their career opportunities at Brock University (Staff Respondents With At Least One Additional Disability [Not Mental Health] did not differ statistically from other groups).

Table 88. Staff Respondents’ Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Clear expectations of my responsibilities exist.	41	13.0	148	47.0	50	15.9	59	18.7	17	5.4
Clear procedures exist on how I can advance at Brock University.	8	2.5	36	11.5	77	24.5	124	39.5	69	22.0
Positive about my career opportunities at Brock University.	25	8.0	80	25.6	99	31.6	73	23.3	36	11.5
Staff status ^{lxxvi}										
Non-Unionized Staff	15	6.7	64	28.4	66	29.3	61	27.1	19	8.4
Unionized Staff	10	11.4	16	18.2	33	37.5	12	13.6	17	19.3
Disability status ^{lxxvii}										
No Disability	18	8.0	63	27.9	75	33.2	53	23.5	17	7.5
Mental Health Disability	5	10.4	10	20.8	11	22.9	10	20.8	12	25.0
At Least One Additional Disability (Not Mental Health)	< 5	---	7	17.9	13	33.3	10	25.6	7	17.9

Note: Table reports responses only from Staff respondents ($n = 315$).

Sixty-four percent ($n = 200$) of Staff respondents “strongly agreed” or “agreed” that they would recommend Brock University as a good place to work (Table 89). No statistically significant differences were found between groups.

Fifty-three percent ($n = 166$) of Staff respondents “strongly agreed” or “agreed” that they had job security. A higher percentage of Men Staff respondents (23%, $n = 15$) than Women Staff respondents (8%, $n = 18$) “strongly agreed” that they had job security.

Table 89. Staff Respondents’ Perceptions of Brock University and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would recommend Brock University as good place to work.	59	18.7	141	44.8	71	22.5	31	9.8	13	4.1
I have job security.	34	10.8	132	42.0	85	27.1	38	12.1	25	8.0
Gender identity ^{lxxviii}										
Men	15	22.7	27	40.9	15	22.7	5	7.6	< 5	---
Women	18	7.6	105	44.1	65	27.3	31	13.0	19	8.0

Note: Table reports responses only from Staff respondents ($n = 315$).

Qualitative comment analyses

Eighty-nine Staff respondents elaborated on policies and resources available to them at Brock University. Four themes emerged from responses: benefits, compensation, job security, and career advancement.

Administrative Staff

Benefits. Respondents suggested that benefit polices, and resources did not adequately support Administrative Staff at Brock University. Some respondents noted the difficulty in trying to use vacation time benefits. Respondents shared, “I feel like everyone (not just myself) is punished for requesting/taking certain types of leave to accommodate their life outside of work. I’ve seen so many requests for vacation, summer hours and condensed scheduling be denied for no valid reason other than the standard response ‘business reasons,’” “All leaves should not be lumped together in one item. Vacation is not equivalent to personal or parental leave,” and “Support for leave-maybe on paper but I don’t think it is supported by the leadership! It can be very busy...vacation is welcome, but it is difficult to get enough work done to take vacation.” Other

respondents suggested being unaware of child care policies. Respondents noted, “What are child care benefits? Seriously - I have three kids. Am I missing something,” and “What child care benefits are available?” Finally, respondents suggested that flex-time working accommodation were discouraged by Senior Administrators. Respondents stated, “Flexible work schedules and personal leaves have been strongly discouraged within my dept. for most of the staff with the exception of those that are part of the union,” and “Direct supervisor is supportive of flex time, but department head is not.”

Compensation. Respondents shared that they are being undercompensated related to the competitive landscape of their roles at other nearby institutions. One respondent shared, “Compensation lags behind very similar jobs/positions at Niagara Region or Niagara College. This makes it very difficult to fill positions and/or keep staff.” Another respondent added, “Staff positions at Brock are not competitive with other universities in Ontario. For my position there is an approx. 10,000 per annum gap in salary.” Other respondents included, “Salaries are not competitive for professional administrative staff; many have left for more money,” “Compared to other institutions, Brock falls behind in staff satisfaction and compensation,” and “I came to Brock from another university (14 yrs. experience) and am underemployed. Compensation starts at bottom of scale and I wonder about advancement opportunities.”

Job Security. Respondents shared that they had little job security in their roles at Brock University. Respondents suggested, “Does any staff member really have job security? Dozens of people have been walked out in the time I’ve worked here,” “I have no job security. Every time I get called into a meeting with my supervisors, I worry they will tell me my employment or my contract is ending,” and “I’m not positive about my career opportunities here because everything is contract--there is no security, so no reason to stay if something better comes up elsewhere. Also, the university doesn’t recognize the service of contract employees when they recognize long-serving staff. It’s like I have put in over ten years of work here, but I effectively don’t exist.” Other respondents added, “Some job security feels lost by being non-union in a large group of unions,” “I don’t believe that job security exists,” and “Although I have many years at Brock and am a member of a union, a Director can still reorganize their department or decide that an individual is no longer required in their position...So although it seems as if we have

security, there are a myriad of ways in which changes could result in one losing one's position unexpectedly.”

Career Advancement. Respondents also shared that they have very little opportunity to advance their careers at Brock University. One respondent stated, “In some positions at Brock there is no opportunity to advance as there is no higher up positions employees would be eligible for so as long as the person stays at Brock, their position and compensations will remain relatively the same.” Another respondent added, “Brock lacks a clear direction of job advancement within departments and across the university. In a few years, when I will be looking to grow and pursue a new position, I will most likely need to leave Brock to find an adequate position, even though I would love to stay within Brock.” Other respondents suggested, “I’m generally very happy with my remuneration, my work and the environment, although I do feel trapped at times. I don’t see a lot of advancement for me here,” “Few opportunities for development for non-permanent (contract) staff. With most positions now being posted as contracts, this makes it difficult to feel as though I am able to build a career here,” and “Need more advancement opportunities.”

Question 106 on the survey queried Staff respondents about the degree to which they felt valued at Brock University. Chi square analyses were conducted by staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status.⁶¹ Significant findings for staff status (Non-Unionized Staff or Unionized Staff), gender identity, racialized identity, years of employment at Brock, and disability status are published in Table 90 through Table 92. Sexual identity was not included owing to low numbers in the response categories.

⁶¹ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, racialized identity was recoded as All Racialized Identities and White, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Eighty-three percent ($n = 262$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 90). A higher percentage of Non-Unionized Staff respondents (46%, $n = 104$) than Unionized Staff respondents (32%, $n = 28$) “agreed” that they felt valued by coworkers in their department.

Seventy-six percent ($n = 238$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside their department. Seventy-nine percent ($n = 248$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. Sixty-three percent ($n = 196$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Brock University students. No statistically significant differences were found between groups.

Forty-six percent ($n = 142$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty. A higher percentage of Staff Respondents With More Than 16 Years of Employment (17%, $n = 10$) than Staff Respondents With 6-15 Years of Employment (5%, $n = 6$) and Staff Respondents With Less Than 5 Years of Employment ($n < 5$) “strongly disagreed” that they felt valued by Brock University faculty.

Forty-three percent ($n = 134$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by Brock University senior administrators (e.g., president, dean, vice president, provost). A higher percentage of Staff Respondents With More Than 16 Years of Employment (14%, $n = 8$) than Staff Respondents With 6-15 Years of Employment (5%, $n = 6$) and Staff Respondents With Less Than 5 Years of Employment ($n < 5$) “strongly disagreed” that they felt valued by Brock University senior administrators (e.g., president, dean, vice president, provost).

Table 90. Staff Respondents' Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	130	41.3	132	41.9	31	9.8	13	4.1	9	2.9
Staff status ^{lxxix}										
Non-Unionized Staff	91	40.1	104	45.8	17	7.5	11	4.8	< 5	---
Unionized Staff	39	44.3	28	31.8	14	15.9	< 5	---	5	5.7
I feel valued by coworkers outside my department.	73	23.2	165	52.4	52	16.5	18	5.7	7	2.2
I feel valued by my supervisor/manager.	129	41.0	119	37.8	37	11.7	15	4.8	15	4.8
I feel valued by Brock University students.	73	23.3	123	39.3	101	32.3	14	4.5	< 5	---
I feel valued by Brock University faculty.	28	9.0	114	36.8	106	34.2	44	14.2	18	5.8
Years of employment ^{lxxx}										
Less than 5 years	13	9.5	50	36.5	51	37.2	21	15.3	< 5	---
6-15 years	11	9.9	43	38.7	33	29.7	18	16.2	6	5.4
More than 16 years	< 5	---	20	33.3	21	35.0	5	8.3	10	16.7
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	35	11.3	99	31.9	118	38.1	42	13.5	16	5.2
Years of employment ^{lxxxi}										
Less than 5 years	19	13.8	49	35.5	55	39.9	13	9.4	< 5	---
6-15 years	11	9.9	34	30.6	39	35.1	21	18.9	6	5.4
More than 16 years	5	8.5	16	27.1	22	37.3	8	13.6	8	13.6

Note: Table reports responses only from Staff respondents (*n* = 315).

Twelve percent ($n = 36$) of Staff respondents “strongly agreed” or “agreed” that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background. No statistically significant differences were found between groups (Table 91).

Eleven percent ($n = 35$) of Staff respondents “strongly agreed” or “agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Women Staff respondents (38%, $n = 90$) than Men Staff respondents (25%, $n = 16$) “strongly agreed” that their supervisors/managers prejudged their abilities based on their perception of their identity/background.

Sixteen percent ($n = 48$) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 91. Staff Respondents’ Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	8	2.6	28	9.0	79	25.4	118	37.9	78	25.1
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	7	2.2	28	8.9	70	22.4	111	35.5	97	31.0
Gender identity ^{lxxxii}										
Men	< 5	---	5	7.7	16	24.6	16	24.6	24	36.9
Women	< 5	---	21	8.9	52	21.9	90	38.0	72	30.4
I think that faculty prejudice my abilities based on their perception of my identity/background.	13	4.2	35	11.3	100	32.2	106	34.1	57	18.3

Note: Table reports responses only from Staff respondents ($n = 315$).

Fifty-two percent ($n = 163$) of Staff respondents “strongly agreed” or “agreed” that their department/program encouraged free and open discussion of difficult topics (Table 92). A higher percentage of Staff Respondents With No Disability (40%, $n = 90$) than Staff respondents With a Mental Health Disability (19%, $n = 9$) “agreed” with this statement (Staff Respondents With at Least One Additional Disability (Not Mental Health) did not differ statistically from other groups).

Sixty-eight percent ($n = 214$) of Staff respondents “strongly agreed” or “agreed” that their skills were valued, and 70% ($n = 219$) that their work was valued. A higher percentage of Staff Respondents With A Mental Health Disability (11%, $n = 5$) than Staff Respondents With No Disability (3%, $n = 6$) “strongly disagreed” that their skills were valued (Staff Respondents With At Least One Additional Disability (Not Mental Health) did not differ statistically from other groups). A higher percentage of Staff Respondents With No Disability (57%, $n = 129$) than Staff Respondents With a Mental Health Disability (23%, $n = 11$) “agreed” that their work was valued (Staff Respondents With At Least One Additional Disability (Not Mental Health) did not differ statistically from other groups).

Forty-six percent ($n = 143$) of Staff respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. A higher percentage of Staff Respondents With More Than 16 Years of Employment (15%, $n = 9$) than Staff Respondents With 6-15 Years of Employment ($n < 5$) and Staff Respondents With Less Than 5 Years of Employment (5%, $n = 7$) “strongly disagreed” that they had faculty whom they perceived as role models.

Seventy-three percent ($n = 227$) of Staff respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. Thirty-six percent ($n = 112$) of Staff respondents “strongly agreed” or “agreed” that Brock effectively communicated information and decisions that influenced their work. Thirty-seven percent ($n = 117$) of Staff respondents “strongly agreed” or “agreed” that Brock had a transparent process for communicating institutional information. No statistically significant differences were found between groups.

Table 92. Staff Respondents' Perceptions and Feelings of Value

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	50	16.0	113	36.2	74	23.7	55	17.6	20	6.4
Disability status ^{lxxxiii}										
No Disability	39	17.3	90	39.8	50	22.1	37	16.4	10	4.4
Mental Health Disability	7	14.6	9	18.8	13	27.1	11	22.9	8	16.7
At Least One Additional Disability (Not Mental Health)	< 5	---	14	36.8	11	28.9	7	18.4	< 5	---
I feel that my skills are valued.	62	19.8	152	48.6	38	12.1	49	15.7	12	3.8
Disability status ^{lxxxiv}										
No Disability	46	20.3	128	56.4	18	7.9	29	12.8	6	2.6
Mental Health Disability	9	19.1	7	14.9	14	29.8	12	25.5	5	10.6
At Least One Additional Disability (Not Mental Health)	7	17.9	17	43.6	6	15.4	8	20.5	< 5	---
I feel that my work is valued.	63	20.2	156	50.0	36	11.5	41	13.1	16	5.1
Disability status ^{lxxxv}										
Multiple Disabilities	45	20.0	129	57.3	18	8.0	24	10.7	9	4.0
Single Disability	9	18.8	11	22.9	13	27.1	9	18.8	6	12.5
No Disability	9	23.1	16	41.0	5	12.8	8	20.5	< 5	---
I have faculty whom I perceive as role models.	51	16.5	92	29.7	100	32.3	47	15.2	20	6.5
Years of employment ^{lxxxvi}										
Less than 5 years	25	18.1	34	24.6	49	35.5	23	16.7	7	5.1
6-15 years	21	18.9	38	34.2	30	27.0	18	16.2	< 5	---
More than 16 years	5	8.5	20	33.9	20	33.9	5	8.5	9	15.3
I have staff whom I perceive as role models.	80	25.6	147	47.0	60	19.2	23	7.3	< 5	---
Brock effectively communicates information and decisions that influence my work.	21	6.7	91	29.2	89	28.5	78	25.0	33	10.6
Brock has a transparent process for communicating institutional information.	18	5.8	99	31.6	103	32.9	67	21.4	26	8.3

Note: Table reports responses only from Staff respondents (*n* = 315).

Faculty and Staff Respondents Who Have Seriously Considered Leaving Brock University

Thirty-two percent ($n = 953$) of respondents had seriously considered leaving Brock University. With regard to employee respondents, 62% ($n = 116$) of Faculty respondents and 63% ($n = 197$) of Staff respondents had seriously considered leaving Brock University in the past year (Figure 45).^{lxxxvii}

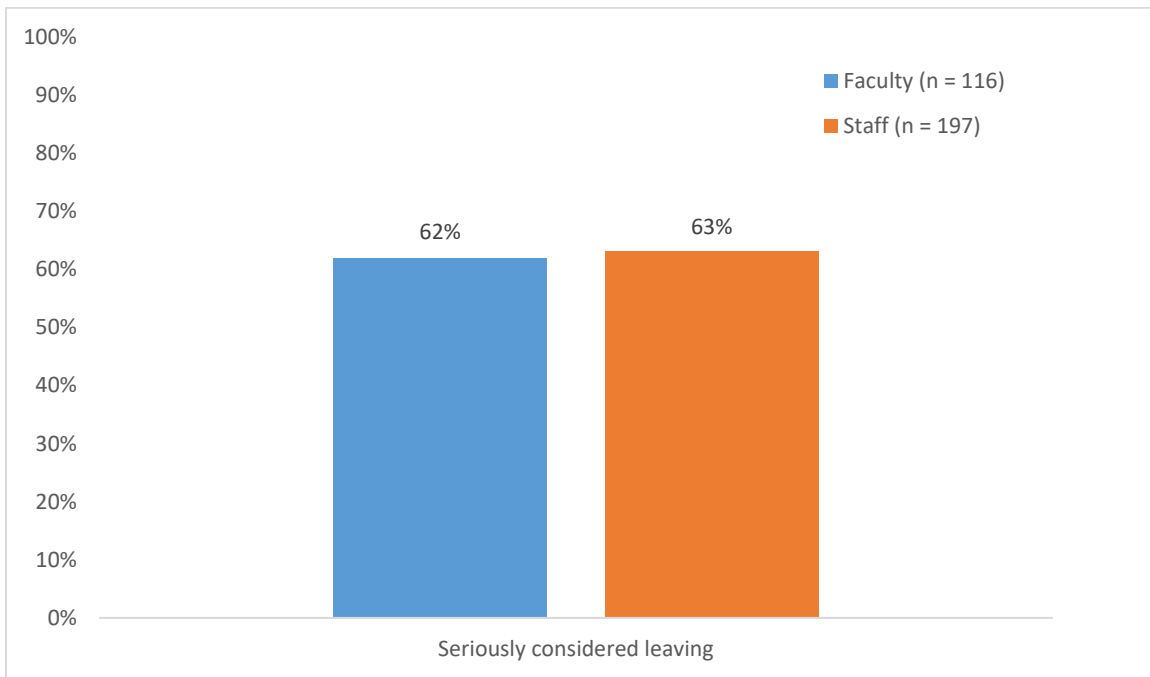


Figure 45. Employee Respondents Who Had Seriously Considered Leaving Brock University (%)

Seventy-three percent ($n = 143$) of those Staff respondents who seriously considered leaving did so for low salary/pay rate, and 55% ($n = 108$) for limited advancement opportunities (Table 93). Forty-four percent ($n = 86$) of those Staff respondents who seriously considered leaving did so based on an increased workload. Other reasons included lack of professional development opportunities (34%, $n = 66$), tension with supervisor/manager (33%, $n = 64$), and interested in position at another institution (31%, $n = 61$). “Response choices not listed” submitted by respondents included “favoritism,” “change in department and how it was organized,” “abuse and disrespect by tenured faculty,” “concerns about senior university administrators,” “Depts. keep hiring external and participate in blatant discrimination like ageism,” “disagreement with Brock decisions – inconsistent with my values,” “disillusioned with Brock bureaucracy/slowness of decision-making,” “employment discrimination,” “employment insecurity,” faculty treated

with immunity,” “feeling undervalued,” “high parking rates,” “homophobia coworkers,” “implementation of unethical, discriminatory policy in department that could possibly lead to bullying and an imbalance of power,” “integrity,” “lack of engagement,” “lack of institutional transparency about leadership directions,” “lack of job reevaluation,” “lack of respect from other departments,” “lack of transparency in hiring and promotion,” “not a trusting environment,” “not provided equal workload,” “parking,” “perceived unfair treatment of colleagues through perceived unbalanced investigations of HRE,” “poor department leadership,” “position not unionized,” “returning to studies full-time,” “schedule flexibility,” “union insanity,” and “could not land full-time position.”

Table 93. Reasons Why Staff Respondents Considered Leaving Brock University

Reason	<i>n</i>	%
Low salary/pay rate	143	72.6
Limited advancement opportunities	108	54.8
Increased workload	86	43.7
Lack of professional development opportunities	66	33.5
Tension with supervisor/manager	64	32.5
Interested in a position at another institution	61	31.0

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving Brock University (*n* = 197). Percentages may not sum to 100 as a result of multiple response choices.

Chi square analyses were conducted by staff status (Non-Unionized Staff or Unionized Staff) gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status to determine statistically significant differences about who seriously considered leaving Brock.⁶²

Significant findings for gender identity and years of employment were found. Higher percentages of Men Staff respondents (77%, *n* = 51) than Women Staff respondents (58%, *n* = 137),^{lxxxviii} and Staff Respondents With 6-15 Years of Employment (72%, *n* = 81) than Staff Respondents With Less Than 5 Years of Employment (57%, *n* = 57) had seriously considered leaving.^{lxxxix} Sexual identity was not included owing to low numbers in the response categories.

⁶² With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, racialized identity was recoded as All Racialized Identities and White, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Thirty-eight percent ($n = 44$) of those Faculty respondents who seriously considered leaving did so for tension with coworkers (Table 94). Thirty-one percent ($n = 36$) of those Faculty respondents who seriously considered leaving did so each because they were interested in a position at another institution or for limited advancement opportunities. Other reasons included that they had tension with their supervisor/manager (29%, $n = 34$), increased workload (28%, $n = 33$), and lack of institutional support (26%, $n = 30$). “Response choices not listed” submitted by respondents included “divide in the department,” “poor research culture,” “extremely poor management of Rodman Hall,” “bullied,” “cronyism,” “decrease in pay,” “departmental climate unacceptable,” “employment discrimination...unequal pay for equal work,” “harassed throughout pre-tenure years,” “harassment by a student,” “how a classroom situation was handled by admin,” “insufficient support by research-active faculty,” “it is one of the most corrupt universities in Canada,” “lack of support from the Provost or Dean for our unit,” “low tolerance for change,” “LTA/ILTA contract,” “n parking privileges for instructors,” “poor leadership,” “racism,” “refusal of childcare accommodations,” “response to harassment and bullying by HRE, BUFA, dean, and colleagues has been deeply flawed to my overall wellbeing and future success,” “retirement,” “SAS,” “stress,” “Brock climate has deteriorated over the years,” “there is a lack of respect offered to teaching supports,” “total disregard of my disability documentation,” and “xenophobia, bullying, threats.”

Table 94. Reasons Why Faculty Respondents Considered Leaving Brock University

Reason	<i>n</i>	%
Tension with coworkers	44	37.9
Interested in a position at another institution	36	31.0
Limited advancement opportunities	36	31.0
Tension with supervisor/manager	34	29.3
Increased workload	33	28.4
Institutional support	30	25.9

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving Brock University ($n = 116$). Percentages may not sum to 100 as a result of multiple response choices.

Chi square analyses were conducted by gender identity, racialized identity, sexual identity, years of employment at Brock, and disability status to determine statistically significant differences about who seriously considered leaving Brock.⁶³ Significant findings for years of employment and disability status are presented below.

A higher percentage of Faculty Respondents With 6-15 Years of Employment (74%, $n = 49$) than Faculty Respondents With Less Than 5 Years of Employment (42%, $n = 16$),^{xc} and Faculty Respondents With an Single Disability (Not Mental Health) (81%, $n = 30$) than Faculty Respondents With No Disability (56%, $n = 67$)^{ci} seriously considered leaving Brock University (Faculty Respondents With More Than 16 Years of Employment, Faculty Respondents With a Mental Health Disability, and Faculty Respondents With Multiple Disabilities did not differ statistically from other groups).

Qualitative comment analyses

Two hundred fifteen Faculty and Staff respondents elaborated on why they had seriously considered leaving Brock University. Three themes emerged from Administrative Staff responses: compensation, limited career advancement, and department leadership. One theme emerged from Faculty Member or Professional Librarian responses: institutional leadership. No themes emerged from Research Position, Academic Administrator or English as a Second Language (ESL), Sessional & Part-time Instructors respondents.

Administrative Staff

Compensation. Administrative Staff respondents shared that their compensation was a reason they seriously considered leaving Brock University. One respondent stated, “Basically the pay is terrible. I made more money in the part-time position I left to work here. I guess I grossly miscalculated. I can’t even pay my bills and my full-time and a single person. TERRIBLE, TERRIBLE pay.” Another respondent suggested, “I work in a department that is bleeding employees and it is becoming increasingly more difficult to replace them because the compensation is so atrocious here.” Other respondents added, “Many co-workers, who have

⁶³ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men and Women, racialized identity was recoded as All Racialized Identities and White, sexual identity was recoded as Bisexual, Queer-spectrum (Not Bisexual), and Heterosexual, and disability status was recoded as No Disability, Mental Health Disability, Additional Disability (Not Mental Health), and Multiple Disabilities.

valuable experience and knowledge, are leaving Brock U to earn more money elsewhere. This puts a tremendous strain on those that remain at Brock U to pick up the slack,” “My peers that perform the same job as me in other colleges/universities are making more salary than I am. Brock is not paying the same amount as others performing the same job elsewhere,” and “Salary is a large factor. Similar positions at other Universities and Colleges in Ontario are compensated with a higher salary.”

Limited Career Advancement. Respondents also suggested that limited career advancement opportunities at Brock University had them seriously considering leaving. Respondents shared, “In my particular case, the lack of advancement in the career is a big issue. In my opinion, the University has intentionally blocked admin and professional staff from advancing. For nearly 5 years I am not allowed to progress through my range, my supervisor is unable to propose changes in our area, and any tentative to do anything involving HR takes forever or amounts to nothing,” “Unfortunately, there is no room for advancement in my department,” and “Zero opportunity or clarity around how to advance career or move into higher pay range (even with increased workload and responsibilities). Even when you do have support to advance, it is a huge challenge to navigate HR practices and policies to do so.” Other respondents included, “For many salaried non-union positions there is no clear pathway to advancement,” “A feeling of being unable to see advancement opportunities and a culture that does not openly encourage/promote internal candidates to roles that are more advanced, into other units (where those opportunities may be),” and “There is no ability for advancement from a staff position to a faculty position even with a PhD as the support is not there from the faculty members for my discipline.”

Department Leadership. Respondents shared that department leadership was a reason they considered leaving Brock University. One respondent shared, “Very little support from management staff. Management are more interested in financial costs than in productivity and morale.” Another respondent added, “General lack of support from departmental directors within the scope of my current role (lack of autonomy, hierarchy of communication) yet increased pressure and demands to perform well.” Other respondents included, “The climate in my department is terrible and our Chair is one of the worst. I have received support from HR&E office and am working through the issues,” “Since [date], I have reported to 3 different

supervisors, who have been assigned to their positions. Although they have had considerable backgrounds in the field, they have appeared to have little experience in operations and leadership,” and “A poor manager who’s lack of knowledge and leadership lead to frustration.”

Faculty Member or Professional Librarian

Institutional Leadership. Respondents shared that institutional leadership was a reason they considered leaving Brock University. One respondent shared, “Brock lacks serious leadership and a true strategic plan. The current plan is just an excessive amount of words without true direction or goals. Everything the university does attempts to appease everyone, even if they have low enrolments, no research funding, and no graduate supervision.” Another respondent added, “A cadre of ‘professional’ administrators, who in many cases have limited to no strong background in the academy, has their grip on this academic institution (with the inexperienced & business-oriented support of senior members of the Board), and operate with apparent impunity and an ever-growing lack of genuine transparency that seems largely designed to promote their own careers, first and foremost. There is a lot of talk about ‘all the right things’ but then little action relative to what certain senior administrators want to personally move forward as part of their own agenda.” Other respondents included, “There is a complete lack of leadership at this university. We do not know who we are. We pretend to be a comprehensive university, yet everything done by the upper administration shows this to be a lie. They want to cram as many undergraduate students in as possible for financial reasons and care nothing of their experience, faculty and staff or their experience,” “Brock is mismanaged: no leadership from the administration, an obsolete and incompetent board of trustees, no respect for faculty’s work, extreme downloading, absurd administrative expectations, budget cuts. Always more work expected, no recognition (not to mention a thank-you),” and “Brock is a corrupt institution. It is fatally flawed as a result of the Brock Act, which constituted the Board with less than 50% faculty members. This has led to a culture of cronyism in terms of who gets appointed to senior administrative and staff positions.”

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about Brock University policies and processes. With regard to discriminatory employment practices, 35% ($n = 176$) of Faculty and Staff respondents had observed unfair or

unjust hiring, 28% ($n = 139$) had observed unfair or unjust disciplinary actions, and 32% ($n = 158$) had observed unfair or unjust promotion, tenure, and/or reclassification.

Nepotism/cronyism, position status, age, gender/gender identity, university restructuring, and length of service were the top perceived bases for many of the reported discriminatory employment practices.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents felt that the criteria for tenure were clear and that their research and teaching were valued. A notable percentage of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents felt that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations, and that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Non-Tenure-Track Faculty respondents expressed fewer positive views that the criteria for contract renewal were clear or that the criteria for contract renewal were applied equally to positions. A majority of Faculty respondents felt that they had job security, and that they were valued by students in the classroom.

Most Staff respondents agreed that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that their supervisors were approachable; that their supervisors and colleagues were supportive of their taking leave; that they felt valued by coworkers in and outside their department and by their supervisors/managers; that their work was valued; and that they had staff whom they perceived as role models. Less positive attitudes were also expressed by Staff respondents. For example, a minority of Staff respondents felt that the performance evaluation process was clear or that the performance evaluation process was productive. Further, many Staff respondents felt that a hierarchy existed within staff positions that allowed some voices to be valued more than others; and that their workload increased without additional compensation as a result of other staff departures. Differences by staff status existed insofar as Unionized Staff respondents often disclosed fewer positive perceptions of the campus climate than did their Non-Unionized Staff respondent counterparts. Further, Staff Respondents With More Than 16 Years of Employment also expressed fewer positive views of

the campus climate when compared With Staff Respondents With Five to 16 Years of Employment, and Staff Respondents With Less Than Five Years of Employment.

More than half of Faculty respondents (62%, $n = 116$) and Staff respondents (63%, $n = 197$) had seriously considered leaving Brock University in the past year. The top reasons why Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, and increased workload. The top reasons why Faculty respondents had seriously considered leaving included tension with coworkers, interested in a position at another institution, and limited advancement opportunities.

^{xxxix} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by sexual identity: $\chi^2(2, N = 456) = 7.6, p < .05$.

^{xl} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by length of service at Brock: $\chi^2(2, N = 493) = 27.3, p < .001$.

^{xli} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by staff status: $\chi^2(1, N = 310) = 7.8, p < .01$.

^{xlii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and reclassification practices by length of service at Brock: $\chi^2(2, N = 489) = 28.5, p < .001$.

^{xliii} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by gender identity: $\chi^2(2, N = 485) = 10.9, p < .01$.

^{xliiv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by disability status: $\chi^2(3, N = 494) = 18.8, p < .001$.

^{xliv} A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by length of service at Brock: $\chi^2(2, N = 487) = 16.7, p < .001$.

^{xlvi} A chi-square test was conducted to compare percentages of Faculty respondents who felt valued by other faculty at Brock by racialized identity: $\chi^2(4, N = 178) = 12.8, p < .05$.

^{xlvii} A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudice their abilities based on a perception of their identity/background by racialized identity: $\chi^2(4, N = 179) = 16.1, p < .01$.

^{xlviii} A chi-square test was conducted to compare percentages of Faculty respondents who believed that Brock encouraged free and open discussion of difficult topics by racialized identity: $\chi^2(4, N = 178) = 10.6, p < .05$.

^{xlix} A chi-square test was conducted to compare percentages of Faculty respondents who felt that their teaching was valued by racialized identity: $\chi^2(4, N = 175) = 19.8, p < .001$.

^l A chi-square test was conducted to compare percentages of Faculty respondents who felt that their service contributions were valued by racialized identity: $\chi^2(4, N = 177) = 12.1, p < .05$.

^{li} A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had faculty whom they perceived as role models by gender identity: $\chi^2(4, N = 174) = 10.6, p < .05$.

^{lii} A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by staff status: $\chi^2(4, N = 315) = 11.2, p < .05$.

^{liii} A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by staff status: $\chi^2(4, N = 313) = 10.2, p < .05$.

^{liv} A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by disability status: $\chi^2(8, N = 313) = 19.2, p < .05$.

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- ^{lv} A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by years of employment: $\chi^2(8, N = 307) = 24.2, p < .01$.
- ^{lvi} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided adequate support to manage work-life balance by years of employment: $\chi^2(8, N = 312) = 20.4, p < .01$.
- ^{lvii} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was approachable by staff status: $\chi^2(4, N = 314) = 10.2, p < .05$.
- ^{lviii} A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by years of employment: $\chi^2(8, N = 309) = 24.3, p < .01$.
- ^{lix} A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by years of employment: $\chi^2(8, N = 306) = 25.3, p < .01$.
- ^{lx} A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by years of employment: $\chi^2(8, N = 311) = 21.8, p < .01$.
- ^{lxi} A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by staff status: $\chi^2(4, N = 315) = 21.5, p < .001$.
- ^{lxii} A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by years of employment: $\chi^2(8, N = 311) = 19.7, p < .05$.
- ^{lxiii} A chi-square test was conducted to compare percentages of Staff respondents who felt Brock provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 315) = 20.0, p < .01$.
- ^{lxiv} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(4, N = 309) = 19.4, p < .01$.
- ^{lxv} A chi-square test was conducted to compare percentages of Staff respondents who felt Brock is supportive of taking extended leave by gender identity: $\chi^2(4, N = 304) = 13.0, p < .05$.
- ^{lxvi} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of their taking leaves by staff status: $\chi^2(4, N = 314) = 9.6, p < .05$.
- ^{lxvii} A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of their taking leaves by gender identity: $\chi^2(4, N = 303) = 9.9, p < .05$.
- ^{lxviii} A chi-square test was conducted to compare percentages of Staff respondents who felt Brock University policies were fairly applied across Brock University by gender identity: $\chi^2(4, N = 303) = 10.1, p < .05$.
- ^{lxix} A chi-square test was conducted to compare percentages of Staff respondents who felt Brock University policies were fairly applied across Brock University by gender identity: $\chi^2(4, N = 303) = 10.1, p < .05$.
- ^{lxx} A chi-square test was conducted to compare percentages of Staff respondents who felt Brock was supportive of flexible work schedules by staff status: $\chi^2(4, N = 314) = 11.6, p < .05$.
- ^{lxxi} A chi-square test was conducted to compare percentages of Staff respondents who indicated their supervisor was supportive of flexible work schedules by staff status: $\chi^2(4, N = 314) = 22.0, p < .001$.
- ^{lxxii} A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by gender identity: $\chi^2(4, N = 301) = 21.6, p < .001$.
- ^{lxxiii} A chi-square test was conducted to compare percentages of Staff respondents who indicated Staff opinions were valued on Brock committees by years of employment: $\chi^2(8, N = 308) = 21.2, p < .01$.
- ^{lxxiv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Staff opinions were valued by Brock faculty and administration by years of employment: $\chi^2(8, N = 306) = 23.1, p < .01$.
- ^{lxxv} A chi-square test was conducted to compare percentages of Staff respondents who indicated that Staff opinions were valued by Brock University senior administrators (e.g., president, dean, vice president, provost) by years of employment: $\chi^2(8, N = 312) = 16.0, p < .05$.
- ^{lxxvi} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Brock by staff status: $\chi^2(4, N = 313) = 17.1, p < .01$.
- ^{lxxvii} A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Brock by disability status: $\chi^2(8, N = 313) = 18.7, p < .05$.
- ^{lxxviii} A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by gender identity: $\chi^2(4, N = 304) = 13.0, p < .05$.

^{lxxxix} A chi-square test was conducted to compare percentages of Staff respondents who indicated they felt valued by coworkers in their department by staff status: $\chi^2(4, N = 315) = 12.2, p < .05$.

^{lxxx} A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Brock faculty by years of employment: $\chi^2(8, N = 308) = 20.3, p < .01$.

^{lxxxxi} A chi-square test was conducted to compare percentages of Staff respondents who felt valued by Brock senior administrators by years of employment: $\chi^2(8, N = 308) = 18.5, p < .05$.

^{lxxxii} A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by gender identity: $\chi^2(4, N = 302) = 10.8, p < .05$.

^{lxxxiii} A chi-square test was conducted to compare percentages of Staff who believed that their department/school encourages free and open discussion of difficult topics by disability status: $\chi^2(8, N = 312) = 17.1, p < .05$.

^{lxxxiv} A chi-square test was conducted to compare percentages of Staff respondents who felt that their skills were valued by disability status: $\chi^2(8, N = 313) = 41.2, p < .001$.

^{lxxxv} A chi-square test was conducted to compare percentages of Staff respondents who felt that their work was valued by disability status: $\chi^2(8, N = 312) = 32.8, p < .001$.

^{lxxxvi} A chi-square test was conducted to compare percentages of Staff respondents who felt that they had faculty whom they perceive as role models by years of employment: $\chi^2(8, N = 308) = 17.5, p < .05$.

^{lxxxvii} A chi-square test was conducted to compare percentages of Employee respondents who had seriously considered leaving Brock by position status: $\chi^2(3, N = 2,997) = 266.2, p < .001$.

^{lxxxviii} A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Brock by gender identity: $\chi^2(1, N = 303) = 8.3, p < .01$.

^{lxxxix} A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Brock by years of employment: $\chi^2(2, N = 311) = 6.6, p < .05$.

^{xc} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Brock by years of employment: $\chi^2(2, N = 183) = 10.6, p < .01$.

^{xc} A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Brock by disability status: $\chi^2(3, N = 188) = 9.0, p < .05$.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to Brock University students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 14 of the assessment. The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 86). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale.

The questions on the 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. Two percent ($n = 54$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* 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 scale.⁶⁴ The internal consistency reliability (Cronbach's alpha) of the scale was 0.871, which is high, meaning that the scale produced consistent results.

⁶⁴ Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 95. Survey Items Included in the Perceived Academic Success Factor

Scale	Survey item number	Academic experience
<i>Perceived Academic Success</i>	Q14_A_1	I am performing up to my full academic potential.
	Q14_A_2	I am satisfied with my academic experience at Brock University.
	Q14_A_3	I am satisfied with the extent of my intellectual development since enrolling at Brock University.
	Q14_A_4	I have performed academically as well as I anticipated I would.
	Q14_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q14_A_6	My interest in ideas and intellectual matters has increased since coming to Brock University.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was given a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analysis, means were calculated and the means for respondents were analyzed using a *t*-test for difference of means.

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

- Gender identity (Women, Men, Trans-spectrum)
- Racialized identity (Indigenous, Black, East Asian/Southeast Asian/South Asian, White, Additional/Multiple Racialized Identities)
- Disability status (No Disability, Mental Health Disability, Single Disability [Not Mental Health], Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)

When only two categories existed for the specified demographic variable (e.g., income status), a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen’s *d*. Any moderate-to-large effects are noted. When the specific variable of interest had more than two categories (e.g., racialized identity), 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 η^2 and any moderate-to-large effects are noted.

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

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 96).

Table 96. Undergraduate Student Respondents’ *Perceived Academic Success* by Gender Identity

Gender identity	<i>n</i>	Mean	Std. dev.
Women	1,512	3.915	0.698
Men	567	3.828	0.737
Trans-spectrum	33	3.510	0.927

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: Women vs. Trans-spectrum (Table 97). These findings suggest that Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents.

Table 97. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.087
Women vs. Trans-spectrum	0.404*
Men vs. Trans-spectrum	0.317

* $p < .01$

No significant difference existed in the overall test for means for Graduate Student respondents by gender identity (Table 98).

Table 98. Graduate Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	<i>n</i>	Mean	Std. dev.
Women	220	4.063	0.634
Men	104	4.040	0.652
Trans-spectrum	< 5	---	---

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Racialized Identity

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by racialized identity on *Perceived Academic Success* (Table 99).

Table 99. Undergraduate Student Respondents' *Perceived Academic Success* by Racialized Identity

Racialized identity	<i>n</i>	Mean	Std. dev.
Indigenous	49	4.010	0.829
Black	101	3.563	0.753
East Asian/Southeast Asian/South Asian	342	3.712	0.710
White	1,272	3.971	0.682
Additional/Multiple Racialized Identities	192	3.767	0.752

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for five comparisons: Indigenous vs. Black, Indigenous vs. East Asian/Southeast Asian/South Asian, Black vs. White, Asian vs. White, and White vs. Additional/Multiple Racialized Identities (Table 100). These findings suggest that Black Undergraduate Student respondents had less *Perceived Academic Success* than Indigenous Undergraduate Student respondents, East Asian/Southeast Asian/South Asian Undergraduate Student respondents had less *Perceived Academic Success* than Indigenous Undergraduate Student respondents, Black Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents, East Asian/Southeast Asian/South Asian Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student

respondents, and Undergraduate Student Respondents With Additional/Multiple Racialized Identities had less *Perceived Academic Success* than White Undergraduate Student respondents.

Table 100. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Racialized Identity

Groups compared	Mean difference
Indigenous vs. Black	0.448*
Indigenous vs. East Asian/Southeast Asian/South Asian	0.298*
Indigenous vs. White	0.040
Indigenous vs. Additional/Multiple Racialized Identities	0.244
Black vs. East Asian/Southeast Asian/South Asian	-0.149
Black vs. White	-0.408*
Black vs. Additional/Multiple Racialized Identities	-0.204
East Asian/Southeast Asian/South Asian vs. White	-0.259*
East Asian/Southeast Asian/South Asian vs. Additional/Multiple Racialized Identities	-0.055
White vs. Additional/Multiple Racialized Identities	0.204*

* $p < .05$

No significant difference existed in the overall test for means for Graduate Student respondents by racialized identity (Table 98).

Table 101. Graduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	<i>n</i>	Mean	Std. dev.
Indigenous	5	3.900	0.535
Black	14	4.202	0.634
East Asian/Southeast Asian/South Asian	100	3.938	0.589
White	159	4.137	0.654
Additional/Multiple Racialized Identities	24	3.938	0.689

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 102).

Table 102. Undergraduate Student Respondents' *Perceived Academic Success* by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
No Disability	1,408	3.962	0.673
Mental Health Disability	454	3.700	0.774
Single Disability (Not Mental Health)	188	3.888	0.717
Multiple Disabilities	68	3.480	0.855

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for four comparisons: No Disability vs. Mental Health Disability, No Disability vs. Multiple Disabilities, Mental Health Disability vs. Single Disability (Not Mental Health), and Single Disability (Not Mental Health) vs. Multiple Disabilities (Table 103). These findings suggest that Undergraduate Student Respondents With a Mental Health Disability had less *Perceived Academic Success* than Undergraduate Student Respondents With No Disability, Undergraduate Student Respondents With Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student Respondents With No Disability, Undergraduate Student Respondents With a Mental Health Disability had less *Perceived Academic Success* than Undergraduate Student Respondents With an Single Disability (Not Mental Health), and Undergraduate Student Respondents With Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student Respondents With an Single Disability (Not Mental Health).

Table 103. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Disability Status

Groups compared	Mean difference
No Disability vs. Mental Health Disability	0.262*
No Disability vs. Single Disability (Not Mental Health)	0.073
No Disability vs. Multiple Disabilities	0.481*
Mental Health Disability vs. Single Disability (Not Mental Health)	-0.189*
Mental Health Disability vs. Multiple Disabilities	0.219
Single Disability (Not Mental Health) vs. Multiple Disabilities	0.408*

* $p < .05$

No significant difference existed in the overall test for means for Graduate Student respondents by disability status (Table 98).

Table 104. Graduate Student Respondents' *Perceived Academic Success* by Disability Status

Disability status	<i>n</i>	Mean	Std. dev.
No Disability	250	4.108	0.615
Mental Health Disability	48	3.927	0.629
Single Disability (Not Mental Health)	21	3.873	0.797
Multiple Disabilities	9	3.741	0.662

The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*, $t(2,055) = -2.633, p < .01$. (Table 11). This finding suggests that Low-Income Undergraduate Student respondents had less *Perceived Academic Success* than Not Low-Income Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by income status on *Perceived Academic Success*.

Table 105. Student Respondents' *Perceived Academic Success* by Income Status

Income status	Undergraduate Student respondents			Graduate Student respondents		
	<i>n</i>	Mean	Std. dev.	<i>n</i>	Mean	Std. dev.
Low-Income	369	3.797	0.803	111	4.009	0.611
Not-Low-Income	1,688	3.905	0.690	199	4.082	0.654
Mean difference		-0.108*			-0.073	

* $p < .05$

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Brock University. Frequencies and significant differences based on student status (undergraduate versus graduate; transfer versus non-transfer for undergraduate student respondents), gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status are provided in Table 106 through Table 109.⁶⁵

Sixty-nine percent ($n = 1,716$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty, 68% ($n = 1,673$) “strongly agreed” or “agreed” that they felt valued by Brock University staff, and 53% ($n = 1,301$) “strongly agreed” or “agreed” that they felt valued by Brock University senior administrators (e.g., president, dean, vice president, provost) (Table 106).

A higher percentage of Graduate Student respondents (26%, $n = 86$) than Undergraduate Student respondents (20%, $n = 422$) “strongly agreed” that they felt valued by Brock University faculty. A higher percentage of Heterosexual Student respondents (22%, $n = 424$) than Queer-spectrum (Not Bisexual) Student respondents (14%, $n = 30$) “strongly agreed” that they felt valued by Brock University faculty. Also, a higher percentage of Bisexual Student respondents (15%, $n = 29$) than Heterosexual Student respondents (7%, $n = 146$) “disagreed” with this statement (Queer-spectrum Graduate Student respondents did not differ statistically from other groups). Twenty-two percent ($n = 371$) of Student Respondents With No Disability compared with 15% ($n = 78$) of Student Respondents With a Mental Health Disability “strongly agreed” that they felt valued by Brock University faculty. Also, a higher percentage of Student Respondents With Multiple Disabilities (10%, $n = 8$) than Student Respondents With No Disability (2%, $n = 27$) and a Single Disability (Not Mental Health) ($n < 5$) “strongly disagreed” with this statement. A higher percentage of First-Generation/Low-Income Student respondents (26%, $n = 72$) than Not First-Generation/Low-Income Student respondents (20%, $n = 425$) “strongly agreed” that they

⁶⁵ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men, Women, and Trans-spectrum, racialized identity was recoded as Indigenous, Black, East Asian/Southeast Asian/South Asian, White, Additional/Multiple Racialized Identities, sexual identity was recoded as Bisexual, Queer-spectrum (Not Bisexual) and Heterosexual, and disability status was recoded as Mental Health Disability, Single Disability (Not Mental Health), No Disability, and Multiple Disabilities.

felt valued by Brock University faculty. Also statistically significant, 50% ($n = 1,078$) of Not First-Generation/Low-Income Student respondents and 40% ($n = 113$) of First-Generation/low-Income Student respondents “agreed” that they felt valued by Brock University faculty.

A higher percentage of Graduate Student respondents (26%, $n = 86$) than Undergraduate Student respondents (19%, $n = 416$) “strongly agreed” that they felt valued by Brock University staff. Nineteen percent ($n = 7$) of Trans-spectrum Student respondents compared with 8% each of Women Student respondents ($n = 133$) and Men Student respondents ($n = 51$) “disagreed” with this statement. A higher percentage of Heterosexual Student respondents (21%, $n = 415$) than Bisexual Student respondents (14%, $n = 26$) “strongly agreed” with this statement (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). A higher percentage of Student Respondents With a Mental Health Disability (12%, $n = 63$) than Student Respondents With No Disability (6%, $n = 100$) “disagreed” that they felt valued by Brock University staff (Student Respondents With Multiple Disabilities and a Single Disability [Not Mental Health] did not differ statistically from other groups). Five percent ($n = 13$) of First-Generation/Low-Income Student respondents compared with 2% ($n = 40$) of Not First-Generation/Low-Income Student respondents “strongly disagreed” with this statement.

Twenty-two percent ($n = 8$) of Trans-spectrum Student respondents, 7% ($n = 45$) of Men Student respondents, and 4% ($n = 69$) of Women Student respondents “strongly disagreed” that they felt valued by Brock University senior administrators (e.g., president, dean, vice president, provost). A number of statistically significant differences existed by sexual identity: 19% ($n = 369$) of Heterosexual Student respondents compared with 9% ($n = 18$) of Queer-spectrum (Not Bisexual) Student respondents “strongly agreed,” 36% ($n = 708$) of Heterosexual Student respondents compared with 26% ($n = 51$) of Bisexual Student respondents “agreed,” and higher percentages of Queer-spectrum (Not Bisexual) Student respondents (12%, $n = 25$) and Bisexual Student respondents (9%, $n = 17$) compared with 4% ($n = 75$) of Heterosexual Student respondents “strongly disagreed” with this statement. Thirty-eight percent ($n = 637$) of Student Respondents With No Disability compared with 26% ($n = 132$) of Student Respondents With a Mental Health Disability and 23% ($n = 18$) of Student Respondents With a Mental Health Disability compared “agreed” that they felt valued by Brock University senior administrators (Student Respondents With a Single Disability [Not Mental Health] did not differ statistically from other groups).

Table 106. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Brock University faculty.	508	20.4	1,208	48.5	500	20.1	209	8.4	64	2.6
Student status ^{xcii}										
Undergraduate	422	19.6	1,039	48.2	452	21.0	188	8.7	56	2.6
Graduate/Professional	86	25.9	169	50.9	48	14.5	21	6.3	8	2.4
Sexual identity ^{xciii}										
Bisexual	28	14.4	85	43.8	47	24.2	29	14.9	5	2.6
Queer-spectrum (Not Bisexual)	30	14.4	103	49.5	40	19.2	25	12.0	10	4.8
Heterosexual	424	21.6	966	49.3	381	19.4	146	7.4	44	2.2
Other										
Disability status ^{xciv}										
Mental Health Disability	78	15.3	222	43.6	120	23.6	64	12.6	25	4.9
Single Disability (Not Mental Health)	46	21.6	104	48.8	43	20.2	16	7.5	< 5	---
No Disability	371	22.0	854	50.6	318	18.8	119	7.0	27	1.6
Multiple Disabilities	13	16.7	28	35.9	19	24.4	10	12.8	8	10.3
First-generation/low-income status ^{xcv}										
Not First-Generation/Low-Income	425	19.6	1,078	49.7	428	19.7	189	8.7	48	2.2
First-Generation/Low-Income	72	25.6	113	40.2	66	23.5	18	6.4	12	4.3
I feel valued by Brock University staff.	502	20.3	1,171	47.3	555	22.4	191	7.7	57	2.3
Student status ^{xcvi}										
Undergraduate	416	19.4	1,010	47.1	490	22.8	173	8.1	56	2.6
Graduate/Professional	86	26.0	161	48.6	65	19.6	18	5.4	< 5	---
Gender identity ^{xcvii}										
Women	340	19.4	849	48.3	401	22.8	133	7.6	33	1.9
Men	156	23.1	302	44.7	146	21.6	51	7.5	21	3.1
Trans-spectrum	< 5	---	17	47.2	7	19.4	7	19.4	< 5	---

Table 106. Student Respondents' Feelings of Value by Employees

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual identity ^{xcviii}										
Bisexual	26	13.5	88	45.8	46	24.0	27	14.1	5	2.6
Queer-spectrum (Not Bisexual)	34	16.4	87	42.0	54	26.1	23	11.1	9	4.3
Heterosexual	415	21.3	943	48.3	426	21.8	130	6.7	38	1.9
Disability status ^{xcix}										
Mental Health Disability	81	15.9	220	43.3	126	24.8	63	12.4	18	3.5
Single Disability (Not Mental Health)	47	22.3	86	40.8	52	24.6	17	8.1	9	4.3
No Disability	359	21.4	841	50.1	358	21.3	100	6.0	22	1.3
Multiple Disabilities	15	19.5	24	31.2	19	24.7	11	14.3	8	10.4
First-generation/low-income status ^c										
Not First-Generation/Low-Income	427	19.8	1,037	48.1	482	22.4	170	7.9	40	1.9
First-Generation/Low-Income	65	23.2	117	41.8	66	23.6	19	6.8	13	4.6
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).										
	439	17.7	862	34.8	798	32.2	257	10.4	124	5.0
Gender identity ^{ci}										
Women	295	16.8	621	35.3	584	33.2	189	10.8	69	3.9
Men	140	20.6	231	34.1	199	29.4	63	9.3	45	6.6
Trans-spectrum	< 5	---	8	22.2	13	36.1	5	13.9	8	22.2
Sexual identity ^{cii}										
Bisexual	24	12.4	51	26.4	69	35.8	32	16.6	17	8.8
Queer-spectrum (Not Bisexual)	18	8.7	62	30.0	77	37.2	25	12.1	25	12.1
Heterosexual	369	18.9	708	36.2	611	31.3	192	9.8	75	3.8
Disability status ^{ciii}										
Mental Health Disability	69	13.6	132	26.0	189	37.3	76	15.0	41	8.1
Single Disability (Not Mental Health)	38	17.8	75	35.2	64	30.0	22	10.3	14	6.6
No Disability	321	19.1	637	37.9	516	30.7	149	8.9	59	3.5
Multiple Disabilities	11	14.1	18	23.1	29	37.2	10	12.8	10	12.8

Note: Table reports responses only from Student respondents (*n* = 2,500).

Seventy-five percent ($n = 1,845$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty in the classroom (Table 107). A higher percentage of Undergraduate Student respondents (5%, $n = 112$) than Graduate Student respondents (2%, $n = 7$) “disagreed” that they felt valued by faculty in the classroom. Three percent ($n = 19$) of Men Student respondents and 1% ($n = 21$) of Women Student respondents “strongly disagreed” that they felt valued by faculty in the classroom (Trans-spectrum Student respondents did not differ statistically from other groups). A higher percentage of Heterosexual Student respondents (24%, $n = 465$) than Bisexual Student respondents (16%, $n = 31$) “strongly agreed” with this statement (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). Also, a higher percentage of Bisexual Student respondents (10%, $n = 20$) than Heterosexual Student respondents (4%, $n = 83$) and Queer-spectrum (Not Bisexual) Student respondents (4%, $n = 8$) “disagreed” that they felt valued by faculty in the classroom. Seven percent ($n = 37$) of Student Respondents With a Mental Health Disability compared with 4% ($n = 67$) of Student Respondents With No Disability “disagreed” with this statement (Student Respondents With a Single Disability [Not Mental Health] and Student Respondents With Multiple Disabilities did not differ statistically from other groups). Also, 8% ($n = 6$) of Student Respondents With Multiple Disabilities compared with 1% ($n = 16$) of Student Respondents With No Disability and less than five of Student Respondents With a Single Disability (Not Mental Health) (Student Respondents With a Mental Health Disability did not differ statistically from other groups), and 4% ($n = 11$) of First-Generation/Low-Income Student respondents compared with 1% ($n = 27$) of Not-First-Generation/Low-Income “strongly disagreed” that they felt valued by faculty in the classroom.

Sixty-four percent ($n = 1,580$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty outside the classroom. A higher percentage of Undergraduate Student respondents (9%, $n = 193$) than Graduate Student respondents (4%, $n = 14$) “disagreed” that they felt valued by faculty outside the classroom. A higher percentage of Bisexual Student respondents (15%, $n = 29$) than Heterosexual Student respondents (8%, $n = 147$) “disagreed” with this statement (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). Four percent ($n = 21$) of Student Respondents With a Mental Health Disability compared with 2% ($n = 27$) of Student Respondents With No Disability “strongly disagreed” that they felt valued by faculty outside the classroom (Student Respondents

With a Single Disability [Not Mental Health] and Student Respondents With Multiple Disabilities did not differ statistically from other groups).

Seventy percent ($n = 1,743$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom. A higher percentage of Undergraduate Student respondents (8%, $n = 167$) than Graduate Student respondents (2%, $n = 7$) and a higher percentage of Trans-spectrum Student respondents (16%, $n = 6$) than Women Student respondents (7%, $n = 127$) “disagreed” that they felt valued by other students in the classroom (Men Student respondents did not differ statistically from other groups). Four percent ($n = 8$) of Bisexual Student respondents compared with 1% ($n = 23$) of Heterosexual Student respondents “strongly disagreed” with this statement (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). A higher percentage of Student Respondents With No Disability (51%, $n = 862$) than Student Respondents With a Mental Health Disability (41%, $n = 209$) and Student Respondents With Multiple Disabilities (31%, $n = 24$) “agreed” that they felt valued by other students in the classroom (Student Respondents With a Single Disability [Not Mental Health] did not differ statistically from other groups). A higher percentage of Not First-Generation/Low-Income Student respondents (49%, $n = 1,061$) than First-Generation/Low-Income Student respondents (43%, $n = 120$) “agreed” that they felt valued by other students in the classroom.

Sixty-eight percent ($n = 1,672$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. A higher percentage of Undergraduate Student respondents (8%, $n = 171$) than Graduate Student respondents (3%, $n = 9$), Trans-spectrum Student respondents (27%, $n = 10$) than Women Student respondents (7%, $n = 128$) and Men Student respondents (6%, $n = 41$), and Queer-spectrum (Not Bisexual) Student respondents (17%, $n = 35$) than Heterosexual Student respondents (6%, $n = 120$) “disagreed” that they felt valued by other students outside of the classroom. Also, higher percentages of Bisexual Student respondents (5%, $n = 9$) and Queer-spectrum (Not Bisexual) Student respondents (4%, $n = 9$) than Heterosexual Student respondents (2%, $n = 32$) “strongly disagreed” that they felt valued by other students outside of the classroom. Higher percentages of Student Respondents With a Single Disability (Not Mental Health) (45%, $n = 96$), Student Respondents With a Mental Health Disability (38%, $n = 191$), and Student Respondents With Multiple Disabilities (33%, $n =$

25) than Student Respondents With No Disability (48%, $n = 812$) “agreed” that they felt valued by other students outside of the classroom. A higher percentage of First-Generation/Low-Income Student respondents (4%, $n = 11$) than Not First-Generation/Low-Income Student respondents (2%, $n = 42$) “strongly disagreed” that they felt valued by other students outside of the classroom.

Table 107. Student Respondents’ Feelings of Value in and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	569	23.0	1,276	51.5	474	19.1	119	4.8	41	1.7
Student status ^{civ}										
Undergraduate	472	22.0	1,111	51.7	416	19.3	112	5.2	39	1.8
Graduate/Professional	97	29.5	165	50.2	58	17.6	7	2.1	< 5	---
Gender identity ^{cv}										
Women	386	22.0	923	52.5	343	19.5	84	4.8	21	1.2
Men	175	25.8	331	48.9	122	18.0	30	4.4	19	2.8
Trans-spectrum	6	16.2	20	54.1	7	18.9	< 5	---	0	0.0
Sexual identity ^{cvi}										
Bisexual	31	16.0	97	50.0	43	22.2	20	10.3	< 5	---
Queer-spectrum (Not Bisexual)	42	20.3	108	52.2	43	20.8	8	3.9	6	2.9
Heterosexual	465	23.8	1,020	52.3	356	18.2	83	4.3	28	1.4
Disability status ^{cvi}										
Mental Health Disability	97	19.1	242	47.5	117	23.0	37	7.3	16	3.1
Single Disability (Not Mental Health)	52	24.8	107	51.0	38	18.1	10	4.8	< 5	---
No Disability	406	24.1	889	52.9	304	18.1	67	4.0	16	1.0
Multiple Disabilities	14	17.9	38	48.7	15	19.2	5	6.4	6	7.7
First-generation/low-income status ^{cvi}										
Not First-Generation/Low-Income	487	22.6	1,132	52.5	408	18.9	104	4.8	27	1.3
First-Generation/Low-Income	68	24.1	131	46.5	59	20.9	13	4.6	11	3.9
I feel valued by faculty outside the classroom.	508	20.5	1,072	43.2	636	25.6	207	8.3	59	2.4
Student status ^{cix}										

Table 107. Student Respondents' Feelings of Value in and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Undergraduate	417	19.4	925	43.0	563	26.2	193	9.0	52	2.4
Graduate/Professional	91	27.4	147	44.3	73	22.0	14	4.2	7	2.1
Sexual identity ^{cx}										
Bisexual	35	18.0	75	38.7	51	26.3	29	14.9	< 5	---
Queer-spectrum (Not Bisexual)	33	15.9	90	43.3	58	27.9	21	10.1	6	2.9
Heterosexual	409	20.9	866	44.3	490	25.1	147	7.5	43	2.2
Disability status ^{cx}										
Mental Health Disability	89	17.5	201	39.6	139	27.4	58	11.4	21	4.1
Single Disability (Not Mental Health)	46	21.7	84	39.6	55	25.9	20	9.4	7	3.3
No Disability	359	21.3	760	45.1	420	24.9	118	7.0	27	1.6
Multiple Disabilities	14	17.9	27	34.6	22	28.2	11	14.1	< 5	---
I feel valued by other students in the classroom.	551	22.2	1,192	48.1	524	21.1	174	7.0	39	1.6
Student status ^{cxii}										
Undergraduate	452	21.0	1,027	47.8	467	21.7	167	7.8	36	1.7
Graduate/Professional	99	29.9	165	49.8	57	17.2	7	2.1	< 5	---
Gender identity ^{cxiii}										
Women	366	20.9	864	49.2	372	21.2	127	7.2	26	1.5
Men	176	25.9	313	46.0	140	20.6	40	5.9	11	1.6
Trans-spectrum	7	18.9	11	29.7	11	29.7	6	16.2	< 5	---
Sexual identity ^{cxiv}										
Bisexual	34	17.5	76	39.2	53	27.3	23	11.9	8	4.1
Queer-spectrum (Not Bisexual)	37	17.8	99	47.6	36	17.3	32	15.4	< 5	---
Heterosexual	454	23.2	960	49.2	403	20.6	113	5.8	23	1.2
Other										
Disability status ^{cxv}										
Mental Health Disability	97	19.2	209	41.3	127	25.1	59	11.7	14	2.8
Single Disability (Not Mental Health)	52	24.5	97	45.8	43	20.3	14	6.6	6	2.8
No Disability	390	23.2	862	51.2	325	19.3	92	5.5	15	0.9
Multiple Disabilities	12	15.4	24	30.8	29	37.2	9	11.5	< 5	---

Table 107. Student Respondents' Feelings of Value in and Out of the Classroom

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
First-generation/low-income status ^{cxvi}										
Not First-Generation/Low-Income	485	22.5	1,061	49.1	437	20.2	147	6.8	29	1.3
First-Generation/Low-Income	54	19.2	120	42.7	76	27.0	23	8.2	8	2.8
I feel valued by other students outside of the classroom.	548	22.2	1,124	45.5	562	22.8	180	7.3	55	2.2
Student status ^{cxvii}										
Undergraduate	458	21.4	974	45.5	493	23.0	171	8.0	44	2.1
Graduate/Professional	90	27.4	150	45.6	69	21.0	9	2.7	11	3.3
Gender identity ^{cxviii}										
Women	367	21.0	808	46.2	409	23.4	128	7.3	36	2.1
Men	172	25.4	304	45.0	144	21.3	41	6.1	15	2.2
Trans-spectrum	6	16.2	11	29.7	7	18.9	10	27.0	< 5	---
Sexual identity ^{cxix}										
Bisexual	33	17.2	76	39.6	56	29.2	18	9.4	9	4.7
Queer-spectrum (Not Bisexual)	39	19.2	84	41.4	36	17.7	35	17.2	9	4.4
Heterosexual	451	23.2	912	46.8	433	22.2	120	6.2	32	1.6
Disability status ^{cxx}										
Mental Health Disability	97	19.2	191	37.9	139	27.6	60	11.9	17	3.4
Single Disability (Not Mental Health)	45	21.2	96	45.3	45	21.2	19	9.0	7	3.3
No Disability	392	23.4	812	48.4	357	21.3	91	5.4	25	1.5
Multiple Disabilities	14	18.4	25	32.9	21	27.6	10	13.2	6	7.9
First-generation/low-income status ^{cxxi}										
Not First-Generation/Low-Income	487	22.7	1,000	46.5	477	22.2	144	6.7	42	2.0
First-Generation/Low-Income	50	17.9	113	40.5	75	26.9	30	10.8	11	3.9

Note: Table reports responses only from Student respondents (*n* = 2,500).

Thirty-five percent ($n = 861$) of Student respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background (Table 108). A higher percentage of Graduate Student respondents (29%, $n = 96$) than Undergraduate Student respondents (24%, $n = 508$) “agreed” that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of East Asian/Southeast Asian/South Asian Student respondents (14%, $n = 61$) than White Student respondents (8%, $n = 113$) “strongly agreed” that faculty prejudged their abilities based on their perception of their identity/background (Indigenous, Black, and Additional/Multiple Racialized Identities Student respondents did not differ statistically from other groups). Higher percentages of Student Respondents With a Mental Health Disability (29%, $n = 144$), No Disability (26%, $n = 440$), and a Single Disability (Not Mental Health) (25%, $n = 53$) than Student Respondents With Multiple Disabilities (10%, $n = 8$) “disagreed” with this statement.

Sixty-seven percent ($n = 1,667$) of Student respondents “strongly agreed” or “agreed” that the campus climate at Brock University encouraged free and open discussion of difficult topics. A larger percentage of Trans-spectrum Student respondents (22%, $n = 8$) than Women Student respondents (8%, $n = 134$) and Men Student respondents (7%, $n = 49$) “disagreed” that the campus climate at Brock University encouraged free and open discussion of difficult topics. Also, a higher percentage of Men Student respondents (6%, $n = 39$) than Women Student respondents (2%, $n = 31$) “strongly disagreed” with this statement (Trans-spectrum Student respondents did not differ statistically from other groups). Twenty-one percent ($n = 413$) of Heterosexual Student respondents compared with 12% ($n = 24$) of Queer-spectrum (Not Bisexual) Student respondents “strongly agreed” that the campus climate at Brock University encouraged free and open discussion of difficult topics. Higher percentages of Student Respondents With Multiple Disabilities (8%, $n = 6$), With a Single Disability (Not Mental Health) (7%, $n = 15$), and With a Mental Health Disability (5%, $n = 23$) than Student Respondents With No Disability (2%, $n = 31$) “strongly disagreed” that the campus climate at Brock University encouraged free and open discussion of difficult topics. Twelve percent ($n = 32$) of First-Generation Low-Income Student respondents compared with 7% ($n = 155$) of Not First-Generation/Low-Income Student respondents “disagreed” with this statement.

Table 108. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	257	10.4	604	24.4	661	26.7	645	26.0	310	12.5
Student status ^{cxix}										
Undergraduate	215	10.0	508	23.7	572	26.6	573	26.7	279	13.0
Graduate/Professional	42	12.7	96	29.1	89	27.0	72	21.8	31	9.4
Racial identity ^{cxix}										
Indigenous	6	11.1	11	20.4	14	25.9	12	22.2	11	20.4
Black	16	13.7	32	27.4	41	35.0	24	20.5	< 5	---
E Asian/SE Asian/S Asian	61	13.6	144	32.0	123	27.3	92	20.4	30	6.7
White	113	7.8	318	22.0	363	25.1	430	29.8	221	15.3
Additional/Multiple Racialized ID	28	12.9	50	23.0	61	28.1	50	23.0	28	12.9
Disability status ^{cxix}										
Mental Health Disability	38	7.5	108	21.3	149	29.4	144	28.5	67	13.2
Single Disability (Not Mental Health)	25	11.8	44	20.9	61	28.9	53	25.1	28	13.3
No Disability	182	10.8	437	26.0	420	25.0	440	26.2	203	12.1
Multiple Disabilities	12	15.4	15	19.2	31	39.7	8	10.3	12	15.4
I believe that the campus climate encourages free and open discussion of difficult topics.	495	20.0	1,172	47.3	545	22.0	191	7.7	75	3.0
Gender identity ^{cxix}										
Women	342	19.5	852	48.5	396	22.6	134	7.6	31	1.8
Men	148	21.8	304	44.8	138	20.4	49	7.2	39	5.8
Trans-spectrum	< 5	---	14	37.8	10	27.0	8	21.6	< 5	---

Table 108. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Sexual identity ^{cxvii}										
Bisexual	32	16.6	83	43.0	49	25.4	21	10.9	8	4.1
Queer-spectrum (Not Bisexual)	24	11.6	88	42.5	55	26.6	28	13.5	12	5.8
Heterosexual	413	21.1	951	48.7	408	20.9	132	6.8	49	2.5
Disability status ^{cxviii}										
Mental Health Disability	85	16.8	211	41.7	131	25.9	56	11.1	23	4.5
Single Disability (Not Mental Health)	46	21.8	83	39.3	50	23.7	17	8.1	15	7.1
No Disability	351	20.8	849	50.4	343	20.4	110	6.5	31	1.8
Multiple Disabilities	13	16.9	29	37.7	21	27.3	8	10.4	6	7.8
First-generation status ^{cxviii}										
Not First-Generation/Low-Income	421	19.5	1,044	48.3	484	22.4	155	7.2	56	2.6
First-Generation/Low-Income	63	22.6	117	41.9	54	19.4	32	11.5	13	4.7

Note: Table reports responses only from Student respondents (*n* = 2,500).

Sixty-six percent ($n = 1,633$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models (Table 109). A larger percentage of Graduate Student respondents (34%, $n = 113$) than Undergraduate Student respondents (27%, $n = 570$), and White Student respondents (29%, $n = 416$) than Black Student respondents (16%, $n = 19$) “strongly agreed” that they had faculty whom they perceived as role models (Indigenous, East Asian/Southeast Asian/South Asian/Asian, and Additional/Multiple Identities Student respondents did not differ statistically from other groups). A higher percentage of Student Respondents With a Mental Health Disability (5%, $n = 25$) than those With No Disability (3%, $n = 42$) “strongly disagreed” that they had faculty whom they perceived as role models (Student Respondents With a Single Disability and Student Respondents With Multiple Disabilities did not differ statistically from other groups).

Fifty-seven percent ($n = 1,404$) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. Thirty-six percent ($n = 626$) of Women Student respondents and 31% ($n = 207$) of Men Student respondents “agreed” that they had staff whom they perceived as role models.

Seventy-six percent ($n = 1,893$) of Student respondents “strongly agreed” or “agreed” that they had access to student resources on a variety of issues/concerns. A larger percentage of Heterosexual Student respondents (26%, $n = 510$) than Bisexual Student respondents (17%, $n = 33$) “strongly agreed” that they had access to student resources on a variety of issues/concerns (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). Also, higher percentages of Queer-spectrum (Not Bisexual) Student respondents (10%, $n = 20$) and Bisexual Student respondents (8%, $n = 16$) than Heterosexual Student respondents (4%, $n = 69$) “disagreed” with this statement. A higher percentage of Student Respondents With a Mental Health Disability (8%, $n = 41$) than those With No Disability (3%, $n = 51$) “disagreed” that they had access to student resources on a variety of issues/concerns (Student Respondents With Multiple Disabilities and Student Respondents With a Single Disability [Not Mental Health] did not differ statistically from other groups). Two percent ($n = 5$) of First-Generation/Low-Income Student respondents compared with 1% ($n = 11$) of Not First-Generation/Low-Income Student respondents “strongly disagreed” with this statement.

Sixty-five percent ($n = 1,599$) of Student respondents “strongly agreed” or “agreed” that Brock effectively communicated information and decisions that influenced their work. A higher percentage of Bisexual Student respondents (15%, $n = 29$) than Heterosexual Student respondents (8%, $n = 146$) “disagreed” with this statement (Queer-spectrum [Not Bisexual] Student respondents did not differ statistically from other groups). Also, 6% ($n = 13$) of Queer-spectrum (Not Bisexual) Student respondents compared with 2% ($n = 45$) of Heterosexual Student respondents “strongly disagreed” that Brock effectively communicated information and decisions that influenced their work (Bisexual Student respondents did not differ statistically from other groups). Higher percentages of Student Respondents With Multiple Disabilities (9%, $n = 7$) and Student Respondents With a Mental Health Disability (6%, $n = 28$) than those With No Disability (2%, $n = 29$) “strongly disagreed” with this statement (Student Respondents With a Single Disability did not differ statistically from other groups).

Sixty-one percent ($n = 1,516$) of Student respondents “strongly agreed” or “agreed” that Brock had a transparent process for communicating institutional information. Five percent ($n = 67$) of White Student respondents compared with 2% ($n = 7$) of East Asian/Southeast Asian/South Asian Student respondents, and 8% ($n = 16$) of Queer-spectrum (Not Bisexual) Student respondents and 7% ($n = 13$) of Bisexual Student respondents compared with 3% ($n = 56$) of Heterosexual Student respondents “strongly disagreed” that Brock had a transparent process for communicating institutional information (Indigenous, Black, and Additional/Multiple Racialized Identities Student respondents did not differ statistically from other groups). Also, higher percentages of Student Respondents With Multiple Disabilities (10%, $n = 8$), Student Respondents With a Single Disability (Not Mental Health) (7%, $n = 14$), and Student Respondents With a Mental Health Disability (7%, $n = 33$) than Student Respondents With No Disability (2%, $n = 38$) “strongly disagreed with this statement.

Table 109. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	683	27.6	950	38.4	526	21.2	241	9.7	77	3.1
Student status ^{cxix}										
Undergraduate	570	26.5	804	37.4	484	22.5	217	10.1	72	3.4
Graduate/Professional	113	34.2	146	44.2	42	12.7	24	7.3	5	1.5
Racial identity ^{cxix}										
Indigenous	19	35.2	15	27.8	13	24.1	6	11.1	< 5	---
Black	19	16.2	43	36.8	32	27.4	16	13.7	7	6.0
E Asian/SE Asian/S Asian	113	25.1	170	37.8	109	24.2	47	10.4	11	2.4
White	416	28.7	570	39.4	286	19.8	139	9.6	36	2.5
Additional/Multiple Racialized ID	64	29.6	83	38.4	40	18.5	18	8.3	11	5.1
Disability status ^{cxix}										
Mental Health Disability	152	29.9	176	34.6	107	21.0	49	9.6	25	4.9
Single Disability (Not Mental Health)	65	31.0	81	38.6	48	22.9	10	4.8	6	2.9
No Disability	443	26.4	666	39.6	352	20.9	178	10.6	42	2.5
Multiple Disabilities	23	29.9	27	35.1	19	24.7	< 5	---	< 5	---
I have staff whom I perceive as role models.	559	22.7	845	34.3	667	27.1	291	11.8	100	4.1
Gender identity ^{cxix}										
Women	406	23.3	626	35.9	446	25.6	200	11.5	64	3.7
Men	148	21.9	207	30.7	204	30.2	85	12.6	31	4.6
I have access to student resources on a variety of issues/concerns.	620	25.0	1,273	51.4	458	18.5	109	4.4	19	0.8
Sexual identity ^{cxix}										
Bisexual	33	17.0	106	54.6	38	19.6	16	8.2	< 5	---
Queer-spectrum (Not Bisexual)	51	24.6	94	45.4	41	19.8	20	9.7	< 5	---
Heterosexual	510	26.1	1,011	51.8	348	17.8	69	3.5	14	0.7

Table 109. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{xxxxiv}										
Mental Health Disability	120	23.7	241	47.5	99	19.5	41	8.1	6	1.2
Single Disability (Not Mental Health)	51	24.1	98	46.2	48	22.6	11	5.2	< 5	---
No Disability	429	25.5	903	53.6	294	17.5	51	3.0	7	0.4
Multiple Disabilities	20	26.3	31	40.8	17	22.4	6	7.9	< 5	---
First-generation/Low-income status ^{xxxxv}										
Not First-Generation/Low-Income	538	24.9	1,133	52.5	391	18.1	87	4.0	11	0.5
First-Generation/Low-Income	71	25.4	126	45.0	59	21.1	19	6.8	5	1.8
Brock effectively communicates information and decisions that influence my work.	495	20.0	1,104	44.6	595	24.0	211	8.5	72	2.9
Sexual identity ^{xxxxvi}										
Bisexual	29	14.9	74	38.1	53	27.3	29	14.9	9	4.6
Queer-spectrum (Not Bisexual)	27	13.0	83	40.1	61	29.5	23	11.1	13	6.3
Heterosexual	409	21.0	901	46.2	450	23.1	146	7.5	45	2.3

Table 109. Student Respondents' Perceptions of Faculty and Staff Role Models

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{cxxxvii}										
Mental Health Disability	82	16.2	201	39.6	136	26.8	60	11.8	28	5.5
Single Disability (Not Mental Health)	41	19.4	91	43.1	44	20.9	27	12.8	8	3.8
No Disability	359	21.3	789	46.9	389	23.1	116	6.9	29	1.7
Multiple Disabilities	13	16.9	23	29.9	26	33.8	8	10.4	7	9.1
Brock has a transparent process for communicating institutional information.	476	19.2	1,040	42.0	643	26.0	222	9.0	93	3.8
Racialized identity ^{cxxxviii}										
Indigenous	10	18.9	19	35.8	16	30.2	6	11.3	< 5	---
Black	23	19.7	47	40.2	35	29.9	10	8.5	< 5	---
E Asian/SE Asian/S Asian	101	22.3	185	40.8	125	27.6	35	7.7	7	1.5
White	253	17.5	634	43.9	351	24.3	139	9.6	67	4.6
Additional/Multiple Racialized ID	43	20.1	83	38.8	66	30.8	19	8.9	< 5	---
Sexual identity ^{cxxxix}										
Bisexual	29	14.9	65	33.5	65	33.5	22	11.3	13	6.7
Queer-spectrum (Not Bisexual)	22	10.6	74	35.7	64	30.9	31	15.0	16	7.7
Heterosexual	396	20.3	858	44.1	478	24.6	159	8.2	56	2.9
Disability status ^{cxl}										
Mental Health Disability	79	15.6	185	36.4	148	29.1	63	12.4	33	6.5
Single Disability (Not Mental Health)	42	20.0	82	39.0	52	24.8	20	9.5	14	6.7
No Disability	346	20.6	751	44.7	416	24.8	128	7.6	38	2.3
Multiple Disabilities	9	11.7	22	28.6	27	35.1	11	14.3	8	10.4

Note: Table reports responses only from Student respondents (*n* = 2,500).

Graduate Student Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Chi square analyses were conducted by graduate status (Graduate Diploma, Master's, Doctoral PhD), gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status to determine statistically significant differences⁶⁶ Graduate status, sexual identity, and disability status were not included owing to low numbers in the response categories. Significant findings are presented in Table 110 and Table 111.

Seventy-four percent ($n = 246$) of Graduate Student respondents “strongly agreed” or “agreed” that they were satisfied with the quality of supervision they have received from their departments (Table 110). Seventy-eight percent ($n = 259$) of Graduate Student respondents “strongly agreed” or “agreed” that they had adequate access to their supervisors. Seventy-one percent ($n = 231$) of Graduate Student respondents “strongly agreed” or “agreed” that their supervisors provided clear expectations. Seventy-nine percent ($n = 262$) of Graduate Student respondents “strongly agreed” or “agreed” that their supervisors responded to their emails, calls, or voicemails in a prompt manner. No statistically significant differences were found between groups.

Sixty-six percent ($n = 219$) of Graduate Student respondents “strongly agreed” or “agreed” that they received support from their advisors to pursue personal research interests. A higher percentage of White Graduate Student respondents (39%, $n = 65$) than All Racialized Identities Graduate Student respondents (22%, $n = 31$) “strongly agreed” that they received support from their supervisors to pursue personal research interests.

Seventy-four percent ($n = 245$) of Graduate Student respondents “strongly agreed” or “agreed” that felt comfortable sharing their professional goals with their advisors. No statistically significant differences were found between groups.

⁶⁶ With the CSWG's approval, to maintain response confidentiality gender identity was recoded as Men and Women, racialized identity was recoded as All Racialized Identities and White, sexual identity was recoded Queer-spectrum (Including Bisexual) and Heterosexual, and disability status was recoded as No Disability, Mental Health Disability, and At Least One Additional Disability (Not Mental Health).

Table 110. Graduate Student Respondents’ Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of supervision I have received from my department.	110	33.0	136	40.8	55	16.5	22	6.6	10	3.0
I have adequate access to my supervisor.	128	38.7	131	39.6	56	16.9	12	3.6	< 5	---
My supervisor provides clear expectations.	103	31.5	128	39.1	72	22.0	17	5.2	7	2.1
My supervisor responds to my emails, calls, or voicemails in a prompt manner.	143	43.2	119	36.0	57	17.2	6	1.8	6	1.8
I receive support from my supervisor to pursue personal research interests.	102	30.9	117	35.5	86	26.1	20	6.1	5	1.5
Racial identity ^{exli}										
All Racialized Identities	31	22.3	52	37.4	44	31.7	9	6.5	< 5	---
White	65	38.7	54	32.1	39	23.2	9	5.4	< 5	---
I feel comfortable sharing my professional goals with my supervisor.	115	34.5	130	39.0	68	20.4	13	3.9	7	2.1

Note: Table reports responses only from Graduate Student respondents (*n* = 335).

Most Graduate Student respondents “strongly agreed” or “agreed” that their department faculty members (other than their supervisors) (81%, *n* = 269) and department staff members (84%, *n* = 281) responded to their emails, calls, or voicemails in a prompt manner (Table 111). No statistically significant differences were found between groups.

Fifty-two percent (*n* = 173) of Graduate Student respondents “strongly agreed” or “agreed” that adequate opportunities existed for them to interact with other university faculty outside of their departments. A higher percentage of Queer-spectrum (Including Bisexual) Graduate Student respondents (12%, *n* = 6) than Heterosexual Graduate Student respondents (3%, *n* = 8) “strongly disagreed” with this statement.

Fifty-eight percent ($n = 192$) of Graduate Student respondents “strongly agreed” or “agreed” that their department faculty members encouraged them to produce publications and present research. No statistically significant differences were found between groups.

Fifty-three percent ($n = 178$) of Graduate Student respondents “strongly agreed” or “agreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Queer-spectrum (Including Bisexual) Graduate Student respondents (26%, $n = 13$) than Heterosexual Graduate Student respondents (11%, $n = 28$), and a higher percentage of Graduate Student Respondents With a Mental Health Disability (29%, $n = 14$) than Graduate Student Respondents With No Disability (9%, $n = 24$) “disagreed” that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research (Graduate Student Respondents With At Least One Additional Disability (Not Mental Health) did not differ statistically from other groups).

Sixty percent ($n = 199$) of Graduate Student respondents “strongly agreed” or “agreed” that their supervisor provided guidance regarding post-graduation professional opportunities. No statistically significant differences were found between groups.

Fifty-two ($n = 175$) of Graduate Student respondents “strongly agreed” or “agreed” that they received adequate information about funding opportunities. A higher percentage of Men Graduate Student respondents (23% $n = 25$) than Women Graduate Student respondents (12%, $n = 26$), and All Racialized Identities Graduate Student respondents (21%, $n = 29$) than White Graduate Student respondents (11%, $n = 19$) “disagreed” that they received adequate information about funding opportunities. Also, a higher percentage of Queer-spectrum (Including Bisexual) Graduate Student respondents (22%, $n = 11$) than Heterosexual Graduate Student respondents (4%, $n = 9$) “strongly disagreed” with this statement.

A majority of Graduate Student respondents “strongly agreed” or “agreed” that their skills (69%, $n = 231$) and work/research (68%, $n = 226$) were valued. A higher percentage of White Graduate Student respondents (4%, $n = 6$) than All Racialized Identities Graduate Student respondents (0%, $n = 0$) “strongly disagreed” that their skills were valued.

Table 111. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Department faculty members (other than my supervisor) respond to my emails, calls, or voicemails in a prompt manner.	116	35.0	153	46.2	50	15.1	8	2.4	4	1.2
Department staff members respond to my emails, calls, or voicemails in a prompt manner.	125	37.4	156	46.7	38	11.4	13	3.9	2	0.6
Adequate opportunities exist for me to interact with other university faculty outside of my department.	64	19.3	109	32.8	96	28.9	49	14.8	14	4.2
Sexual identity ^{cxlii}										
Queer-spectrum (Including Bisexual)	8	15.7	10	19.6	14	27.5	13	25.5	6	11.8
Heterosexual	52	20.6	86	34.0	74	29.2	33	13.0	8	3.2
My department faculty members encourage me to produce publications and present research.	79	23.8	113	34.0	101	30.4	27	8.1	12	3.6
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	62	18.6	116	34.8	99	29.7	42	12.6	14	4.2
Sexual identity ^{cxliii}										
Queer-spectrum (Including Bisexual)	9	17.6	11	21.6	14	27.5	13	25.5	< 5	---
Heterosexual	48	18.9	90	35.4	80	31.5	28	11.0	8	3.1
Disability status ^{cxliv}										
No Disability	47	18.4	94	36.7	83	32.4	24	9.4	8	3.1
Mental Health Disability	11	22.9	13	27.1	6	12.5	14	29.2	< 5	---
At Least One Additional Disability (Not Mental Health)	< 5	---	9	31.0	10	34.5	< 5	---	< 5	---
I feel that my supervisor provides guidance regarding post-graduation professional opportunities.	84	25.3	115	34.6	92	27.7	27	8.1	14	4.2

Table 111. Graduate Student Respondents’ Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I receive adequate information about funding opportunities.	73	21.9	102	30.5	88	26.3	51	15.3	20	6.0
Gender identity ^{cxlv}										
Men	18	16.8	27	25.2	32	29.9	25	23.4	5	4.7
Women	53	23.8	73	32.7	56	25.1	26	11.7	15	6.7
Racialized identity ^{cxlvi}										
All Racialized Identities	23	16.3	39	27.7	44	31.2	29	20.6	6	4.3
White	46	27.2	55	32.5	36	21.3	19	11.2	13	7.7
Sexual identity ^{cxlvii}										
Queer-spectrum (Including Bisexual)	11	21.6	9	17.6	14	27.5	6	11.8	11	21.6
Heterosexual	57	22.4	82	32.2	66	25.9	41	16.1	9	3.5
I feel that my skills are valued.	83	24.9	148	44.3	75	22.5	20	6.0	8	2.4
Racialized identity ^{cxlviii}										
All Racialized Identities	29	20.6	67	47.5	39	27.7	6	4.3	0	0.0
White	51	30.2	72	42.6	28	16.6	12	7.1	6	3.6
I feel that my work/research is valued.	85	25.7	141	42.6	81	24.5	16	4.8	8	2.4

Note: Table reports responses only from Graduate Student respondents (*n* = 335).

Qualitative comment analyses

Fifty-seven Graduate Student respondents elaborated on policies and resources available to them at Brock University. One theme emerged from responses: supportive environment.

Graduate Students

Supportive Environment. Graduate Student respondents suggested that Brock University has offered them a supportive environment in pursuit of their academic goals. One respondent shared, “My supervisor and department are great. It is a relatively small department which has allowed us to develop relationships with each member of the department and has allowed us to create a strong and safe community. My department provides many opportunities for presentations, guest speakers, and gatherings that allows us to build more relationships.” Another respondent added, “My advisor is amazing! I feel incredibly supported by them. The department

is also supportive and encouraging.” Other respondents added, “My department and my supervisor have been extremely supportive throughout my graduate studies at Brock,” “Supervisor is awesome, most staff in my department is welcoming and nice,” and “My department and my supervisor have been extremely supportive throughout my graduate studies at Brock.”

Students Who Have Seriously Considered Leaving Brock University

Thirty-two percent ($n = 953$) of all respondents had seriously considered leaving Brock University. In regard to student respondents, 27% ($n = 572$) of Undergraduate Student respondents and 20% ($n = 68$) of Graduate Student respondents had seriously considered leaving Brock University (Figure 46).

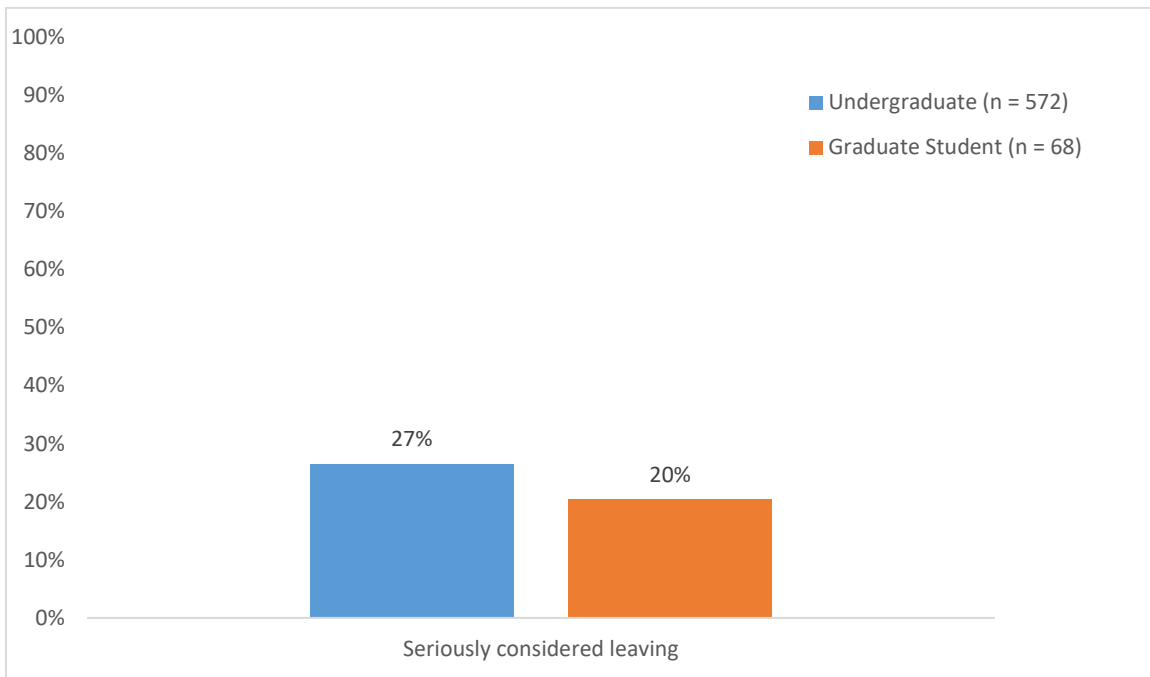


Figure 46. Student Respondents Who Had Seriously Considered Leaving Brock University (%)

Of the Undergraduate Student respondents who considered leaving, 58% ($n = 374$) considered leaving in their first year as a student, 41% ($n = 262$) in their second year, 19% ($n = 119$) in their third year, 8% ($n = 51$) in their fourth year, and 4% ($n = 22$) in their fifth or more year.

Of the Graduate Student respondents who considered leading during their graduate studies at Brock, 74% ($n = 43$) did so during their first year, 29% ($n = 17$) during their second year, and 9% ($n = 5$) during their third year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate Student respondents who had considered leaving the University by student status, gender identity,

racialized identity, sexual identity, disability status, disability status, and first-generation/low-income status.⁶⁷

Significant results for Undergraduate Student respondents indicated that:

- By racialized identity, 37% ($n = 18$) of Indigenous Undergraduate Student respondents, 34% ($n = 35$) of Black Undergraduate Student Respondents, 30% ($n = 105$) of East Asian/Southeast Asian/South Asian Undergraduate Student respondents, 27% ($n = 52$) of Additional/Multiple Racialized Identities Undergraduate Student respondents, and 24% ($n = 303$) of White Undergraduate Student respondents seriously considered leaving the institution.^{cxlix}
- By sexual identity, 36% ($n = 63$) of Bisexual Undergraduate Student respondents, 35% ($n = 62$) of Queer-spectrum (Not Bisexual) Undergraduate Student respondents, and 24% ($n = 407$) of Heterosexual Undergraduate Student respondents seriously considered leaving the institution.^{cl}
- By disability status, 41% ($n = 28$) of Undergraduate Student Respondents With Multiple Disabilities, 37% ($n = 172$) of Undergraduate Student Respondents With a Mental Health Disability, 31% ($n = 59$) of Undergraduate Student Respondents With A Single Disability (Not Mental Health), and 22% ($n = 313$) of Undergraduate Student Respondents With No Disability seriously considered leaving the institution.^{cli}
- By first-generation/low-income status, 32% ($n = 73$) of First-Generation/Low-Income Undergraduate Student respondents and 25% ($n = 484$) of Not First-Generation/Low-Income Undergraduate Student respondents seriously considered leaving the institution.^{clii}

Significant results for Graduate Student respondents indicated that 33% each of Bisexual Graduate Student respondents ($n = 7$) and Queer-spectrum (Not Bisexual) Graduate Student

⁶⁷ With the CSWG's approval, to maintain response confidentiality gender identity was recoded as Men, Women and Trans-spectrum, racialized identity was recoded as All Racialized Identities and White, sexual identity was recoded Bisexual, Queer-spectrum (Not Bisexual) and Heterosexual, and disability status was recoded as Mental Health Disability, Single Disability (Not Mental Health), No Disability, and Multiple Disabilities.

respondents ($n = 10$) compared with 17% ($n = 44$) of Heterosexual Graduate Student respondents seriously considered leaving the institution.^{ciii}

Forty-four percent ($n = 251$) of Undergraduate Student respondents who considered leaving suggested that they lacked a sense of belonging (Table 112). Others considered leaving because of personal reasons (40%, $n = 228$), they lacked a social life (34%, $n = 194$), financial reasons (23%, $n = 132$), and/or did not like major (22%, $n = 124$).

Table 112. Top Reasons Why Undergraduate Student Respondents Considered Leaving Brock University

Reason	<i>n</i>	%
Lack of sense of belonging	251	43.9
Personal reasons	228	39.9
Lack of social life	194	33.9
Financial reasons	132	23.1
Did not like major	124	21.7
Homesick	107	18.7
Lack of support services	107	18.7
Reputation of Brock	103	18.0
Lack of support group	95	16.6
Climate not welcoming	92	16.1
Coursework too difficult	92	16.1

Note: Table reports only Undergraduate Student respondents who indicated that they considered leaving Brock University ($n = 572$). Percentages may not sum to 100 as a result of multiple response choices.

Thirty-two percent ($n = 22$) of Graduate Student respondents who considered leaving suggested that they lacked a sense of belonging (Table 113). Others considered leaving owing to personal reasons (25%, $n = 17$), financial reasons (24%, $n = 16$), lack of social life (22%, $n = 15$), and for the reputation of Brock and a lack of support group (21%, $n = 14$).

Table 113. Reasons Why Graduate Student Respondents Considered Leaving Brock University

Reason	<i>n</i>	%
Lack of a sense of belonging	22	32.4
Personal reasons	17	25.0
Financial reasons	16	23.5
Lack of social life	15	22.1
Reputation of Brock	14	20.6
Lack of support group	14	20.6

Note: Table reports only Graduate Student respondents who indicated that they considered leaving Brock University ($n = 68$). Percentages may not sum to 100 as a result of multiple response choices.

Student respondents were asked two additional questions about their intent to persist at Brock University. Frequencies and significant differences based on student status (undergraduate versus graduate/professional; transfer versus non-transfer for undergraduate student respondents), gender identity, racialized identity, sexual identity, disability status, and first-generation/low-income status are presented below.⁶⁸

Table 114 illustrates that 94% ($n = 2,338$) of Student respondents “strongly agreed” or “agreed” that they intended to graduate from Brock University. A higher percentage of Graduate Student respondents (30%, $n = 98$) than Undergraduate Student respondents (24%, $n = 511$) “agreed” that they intended to graduate from Brock University. Seventy-five percent ($n = 1,111$) of White Student respondents compared with 62% ($n = 510$) of All Racialized Identities Student respondents “strongly agreed” with this statement; also statistically significant, 29% ($n = 241$) of Racialized Identities Student respondent compared with 21% ($n = 314$) of White Student respondents “agreed” that they intended to graduate from Brock University. A higher percentage of Heterosexual Student respondents (72%, $n = 1,398$) than Queer-spectrum (Including Bisexual)

⁶⁸ With the CSWG’s approval, to maintain response confidentiality gender identity was recoded as Men, Women, and Trans-spectrum, racialized identity was recoded as White and All Racialized Identities, sexual identity was recoded as Queer-spectrum (Including Bisexual) and Heterosexual, and disability status was recoded as Mental Health Disability, Single Disability (Not Mental Health), No Disability, and Multiple Disabilities.

Student respondents (66%, $n = 263$) “strongly agreed” that they intended to graduate from Brock University.

Nine percent ($n = 220$) of Student respondents “strongly agreed” or “agreed” that, thinking ahead, it was likely that they would leave Brock University before they graduate. A higher percentage of Women Student respondents (63%, $n = 1,117$) than Men Student respondents (56%, $n = 379$) and Trans-spectrum Student respondents (41%, $n = 15$) “strongly disagreed” that, thinking ahead, it was likely that they would leave Brock University before they graduate. A higher percentage of All Racialized Identities Student respondents (24%, $n = 203$) than White Student respondents (20%, $n = 303$) “disagreed” with this statement. Also statistically significant, a higher percentage of White Student respondents (67%, $n = 996$) than All Racialized Identities Student respondents (53%, $n = 441$) “strongly disagreed” that, thinking ahead, it was likely that they would leave Brock University without meeting their academic goal. A higher percentage of Queer-spectrum (Including Bisexual) Student respondents (26%, $n = 103$) than Heterosexual Student respondents (21%, $n = 413$) “disagreed” with this statement. Also statistically significant, a higher percentage of Heterosexual Student respondents (63%, $n = 1,243$) than Queer-spectrum (Including Bisexual) Student respondents (56%, $n = 223$), and First-Generation/Low-Income Student respondents (62%, $n = 1,348$) than Not First-Generation/Low-Income Student respondents (53%, $n = 148$) “strongly disagreed” that, thinking ahead, it was likely that they would leave Brock University without meeting their academic goal.

Table 114. Student Respondents' Intent to Graduate From Brock University

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I intend to graduate from Brock University.	1,729	69.8	609	24.6	105	4.2	12	0.5	22	0.9
Student status ^{cliv}										
Undergraduate	1,502	70.0	511	23.8	99	4.6	11	0.5	22	1.0
Graduate/Professional	227	68.4	98	29.5	6	1.8	< 5	---	0	0.0
Racialized identity ^{clv}										
All Racialized Identities	510	61.8	241	29.2	60	7.3	6	0.7	8	1.0
White	1,111	75.1	314	21.2	36	2.4	6	0.4	12	0.8
Sexual identity ^{clvi}										
Queer-spectrum (Including Bisexual)	263	65.8	105	26.3	25	6.3	< 5	---	< 5	---
Heterosexual	1,398	71.7	461	23.6	67	3.4	7	0.4	18	0.9
Thinking ahead, it is likely that I will leave Brock University without meeting my academic goal.	96	3.9	124	5.0	208	8.4	548	22.0	1,515	60.8
Gender identity ^{clvii}										
Women	62	3.5	73	4.1	131	7.4	382	21.6	1,117	63.3
Men	33	4.8	48	7.0	69	10.1	152	22.3	379	55.7
Trans-spectrum	< 5	---	< 5	---	6	16.2	13	35.1	15	40.5
Racialized identity ^{clviii}										
All Racialized Identities	37	4.4	50	6.0	101	12.1	203	24.4	441	53.0
White	41	2.8	53	3.6	92	6.2	303	20.4	996	67.1
Sexual identity ^{clix}										
Queer-spectrum (Including Bisexual)	13	3.3	19	4.8	42	10.5	103	25.8	223	55.8
Heterosexual	74	3.8	90	4.6	144	7.3	413	21.0	1,243	63.3
First-generation status ^{clx}										
Not First-Generation/Low-Income	78	3.6	101	4.7	168	7.7	474	21.9	1,348	62.1
First-Generation/Low-Income	14	5.0	20	7.1	32	11.4	67	23.8	148	52.7

Note: Table reports responses only from Student respondents (*n* = 2,165).

Qualitative comment analyses

Three hundred fifty-three Student respondents elaborated on why they had seriously considered leaving Brock University. Three themes emerged from Undergraduate Student responses: academic program design, mental health, and closer to family. No themes emerged from Graduate Student responses.

Undergraduate Students

Academic Program Design. Undergraduate Student respondents shared that their academic program design was a reason they seriously considered Brock University. Specifically, some respondents expressed concern that their academic program was not providing the practical knowledge they will need in their future field of employment. A respondent shared, “I felt like for my program it is very theoretical in terms of the content, which isn’t a bad thing. However, it would be very beneficial to have some practical experience, especially since it is a business communication program. It is very difficult to retain four years’ worth of theories without any hands-on learning.” Another respondent added, “I felt that what I was learning was a complete waste of my time regardless of what course I was taking because most of it would not be applicable in a working environment.” Other respondents suggested, “I questioned my choice of major due to its lack of practical applications in the workforce,” “Most classes were years behind the skills actually being used in the real world,” and “The program at times is repetitive and lacks enough courses that feel applicable to real world industry in their learning methods.”

Mental Health. Respondents also suggested their own mental health factored in their decision to seriously consider leaving Brock University. Respondents shared, “At the time I considered leaving, I was in a very bad mental health period. I was very suicidal and depressed but could not afford typical mental health support,” “I considered leaving Brock due to my own mental health issues and felt unsupported and overwhelmed,” and “Mental health support services at Brock are atrocious. The claim is to want to help students, but I can say from first-hand experience that it’s a very rushed process. One-on-one meetings are rushed, where they then send you to the clinic after not even one complete session to prescribe medications for you, leaving you feeling even more depressed and unheard/unimportant.” Other respondents included, “My mental health got to a place that I’ve never seen it get to and I was worried that it was because of my new environment,” “There came a time where my depression suddenly sky-rocketed. I was crying for

multiple days in a row and had many other times where I was literally staring at my computer to try writing an essay for over 40 hours and ended up with a page and a half written,” and “Mainly mental health issues derived from stress between course load, social relationships and maintaining employment.”

Closer to Family. Respondents shared that wanting to be closer to family was a reason they considered leaving Brock University. One respondent shared, “I considered leaving Brock because it is very far from my family. However, continuing my studies at Brock allowed me to gain new friendships which helped strengthen my support group far from home.” Another respondent added, “I am very close with my younger sister who is 8 years younger than me. I felt like I was missing her growing up and I wasn’t there enough when she needed me even though I was not that far away.” Other respondents added, “I came to Brock first year, then my family wanted me close to home and made me transfer to [institution]. I did not like [institution] and dropped out then decided to continue my studies and transferred back to Brock,” “I felt separated from my family,” and “I was very homesick during my first year away from home. I’m from Ottawa so I don’t have the opportunity to go home every other weekend.”

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by racialized identity, disability status, and income status. Trans-spectrum Undergraduate Student respondents had less *Perceived Academic Success* than Women Undergraduate Student respondents. By racial identity, Black Undergraduate Student respondents had less *Perceived Academic Success* than Indigenous Undergraduate Student respondents; East Asian/Southeast Asian/South Asian Undergraduate Student respondents had less *Perceived Academic Success* than Indigenous Undergraduate Student respondents; Black Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents; East Asian/Southeast Asian/South Asian Undergraduate Student respondents had less *Perceived Academic Success* than White Undergraduate Student respondents; and Undergraduate Student Respondents With Additional/Multiple Racialized Identities had less *Perceived Academic Success* than White Undergraduate Student respondents.

By disability status, statistically significant differences existed. Undergraduate Student Respondents With a Mental Health Disability had less *Perceived Academic Success* than Undergraduate Student Respondents With No Disability; Undergraduate Student Respondents With Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student Respondents With No Disability; Undergraduate Student Respondents With a Mental Health Disability had less *Perceived Academic Success* than Undergraduate Student Respondents With a Single Disability (Not Mental Health); and Undergraduate Student Respondents With Multiple Disabilities had less *Perceived Academic Success* than Undergraduate Student Respondents With a Single Disability (Not Mental Health).

By income status, Not-Low-Income Undergraduate Student respondents had greater *Perceived Academic Success* than Low-Income Undergraduate Student respondents

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 69% ($n = 1,716$) of Student respondents “strongly agreed” or “agreed” that they felt valued by Brock University faculty, 68% ($n = 1,673$) “strongly agreed” or “agreed” that they felt valued by Brock University staff, and 70% ($n = 1,743$) “strongly agreed” or “agreed” that they felt valued by other students in the classroom, and 68% ($n = 1,672$) “strongly agreed” or “agreed” that they felt valued by students outside the classroom. Sixty-six percent ($n = 1,633$) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models, and 76% ($n = 1,893$) of Student respondents “strongly agreed” or “agreed” that they had access to student resources on a variety of issues/concerns. Sixty-seven percent ($n = 1,667$) of Student respondents “strongly agreed” or “agreed” that the campus climate at Brock University encouraged free and open discussion of difficult topics. Significant differences existed by student status (undergraduate versus graduate), gender identity, racialized identity, sexual identity, disability status, and first-generation status/low-income status, with minority identities often reporting fewer positive perceptions.

Twenty-seven percent ($n = 572$) of Undergraduate Student respondents and 20% ($n = 68$) of Graduate Student respondents had seriously considered leaving Brock University. A majority of those Undergraduate Student respondents (58%, $n = 374$) and Graduate Student respondents

(74%, $n = 43$) seriously considered leaving during their first year as a student at Brock University. Significant differences existed for Undergraduate Student respondents by racialized identity, sexual identity, disability status, and first-generation status/low-income status, with minority identities often reporting that they seriously considered leaving Brock University at higher rates than their majority counterparts.

Also, a lack of sense of belonging was indicated as the top reason why Undergraduate Student respondents (44%, $n = 251$) and Graduate Student respondents (32%, $n = 22$) seriously considered leaving Brock University.

^{xcii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock faculty by student status: $\chi^2(4, N = 2,489) = 14.2, p < .01$.

^{xciii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock faculty by sexual identity: $\chi^2(8, N = 2,363) = 31.8, p < .001$.

^{xciv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock faculty by disability status: $\chi^2(12, N = 2,489) = 72.4, p < .001$.

^{xcv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock faculty by first-generation/low-income status: $\chi^2(4, N = 2,449) = 16.7, p < .01$.

^{xcvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock staff by student status: $\chi^2(4, N = 2,476) = 16.8, p < .01$.

^{xcvii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock staff by gender identity: $\chi^2(8, N = 2,468) = 16.5, p < .05$.

^{xcviii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock staff by sexual identity: $\chi^2(8, N = 2,351) = 31.3, p < .001$.

^{xcix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock staff by disability status: $\chi^2(12, N = 2,476) = 81.1, p < .001$.

^c A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock staff by first-generation/low-income status: $\chi^2(4, N = 2,436) = 12.9, p < .05$.

^{ci} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock senior administrators by gender identity: $\chi^2(8, N = 2,472) = 42.4, p < .001$.

^{cii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock senior administrators by sexual identity: $\chi^2(8, N = 2,355) = 63.4, p < .001$.

^{ciii} A chi-square test was conducted to compare percentages of Student respondents who felt valued by Brock senior administrators by disability status: $\chi^2(12, N = 2,480) = 74.6, p < .001$.

^{civ} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 2,479) = 15.8, p < .01$.

^{cv} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 2,471) = 17.3, p < .05$.

^{cvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by sexual identity: $\chi^2(8, N = 2,353) = 24.1, p < .01$.

^{cvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(12, N = 2,479) = 51.2, p < .001$.

^{cvi} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation/low-income status: $\chi^2(4, N = 2,440) = 13.8, p < .01$.

^{cix} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty outside the classroom by student status: $\chi^2(4, N = 2,482) = 19.0, p < .01$.

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- ^{cx} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty outside the classroom by sexual identity: $\chi^2(8, N = 2,357) = 17.7, p < .05$.
- ^{cxⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty outside the classroom by disability status: $\chi^2(12, N = 2,482) = 36.1, p < .001$.
- ^{cxⁱⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 2,472) = 20.2, p < .05$.
- ^{cxⁱⁱⁱ} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 2,472) = 20.2, p < .05$.
- ^{cx^{iv}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(8, N = 2,355) = 55.0, p < .001$.
- ^{cx^v} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(12, N = 2,480) = 75.9, p < .001$.
- ^{cx^{vi}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation/low-income status: $\chi^2(4, N = 2,440) = 13.2, p < .05$.
- ^{cx^{vii}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by student status: $\chi^2(4, N = 2,469) = 18.0, p < .01$.
- ^{cx^{viii}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by gender identity: $\chi^2(8, N = 2,461) = 35.6, p < .001$.
- ^{cx^{ix}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by sexual identity: $\chi^2(8, N = 2,343) = 57.4, p < .001$.
- ^{cx^x} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by disability status: $\chi^2(12, N = 2,469) = 69.8, p < .001$.
- ^{cx^{xi}} A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside of the classroom by first-generation/low-income status: $\chi^2(4, N = 2,429) = 17.0, p < .01$.
- ^{cx^{xii}} A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by student status: $\chi^2(4, N = 2,477) = 11.1, p < .05$.
- ^{cx^{xiii}} A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racialized identity: $\chi^2(16, N = 2,283) = 81.3, p < .001$.
- ^{cx^{xiv}} A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by disability status: $\chi^2(12, N = 2,477) = 30.7, p < .01$.
- ^{cx^{xv}} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by gender identity: $\chi^2(8, N = 2,470) = 44.6, p < .001$.
- ^{cx^{xvi}} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by sexual identity: $\chi^2(8, N = 2,353) = 38.1, p < .001$.
- ^{cx^{xvii}} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by disability status: $\chi^2(12, N = 2,478) = 62.1, p < .001$.
- ^{cx^{xviii}} A chi-square test was conducted to compare percentages of Student respondents who believed that the campus climate encouraged free and open discussion of difficult topics by first-generation status: $\chi^2(4, N = 2,439) = 14.0, p < .01$.
- ^{cx^{xix}} A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by student status: $\chi^2(4, N = 2,477) = 28.0, p < .001$.
- ^{cx^{xx}} A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by racialized identity: $\chi^2(16, N = 2,284) = 28.5, p < .05$.
- ^{cx^{xxi}} A chi-square test was conducted to compare percentages of Student respondents who had faculty whom they perceived as role models by disability status: $\chi^2(12, N = 2,477) = 23.2, p < .05$.
- ^{cx^{xxii}} A chi-square test was conducted to compare percentages of Student respondents who had staff whom they perceived as role models by gender identity: $\chi^2(8, N = 2,454) = 19.1, p < .05$.
- ^{cx^{xxiii}} A chi-square test was conducted to compare percentages of Student respondents who had access to student resources on a variety of issues/concerns by sexual identity: $\chi^2(8, N = 2,353) = 31.1, p < .001$.
- ^{cx^{xxiv}} A chi-square test was conducted to compare percentages of Student respondents who had access to student resources on a variety of issues/concerns by disability status: $\chi^2(12, N = 2,479) = 46.4, p < .001$.

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- ^{cxxxv} A chi-square test was conducted to compare percentages of Student respondents who had access to student resources on a variety of issues/concerns by first-generation/low-income status: $\chi^2(4, N = 2,440) = 14.4, p < .01$.
- ^{cxxxvi} A chi-square test was conducted to compare percentages of Student respondents who felt that Brock effectively communicated information and decisions that influenced their work by sexual identity: $\chi^2(8, N = 2,352) = 42.7, p < .001$.
- ^{cxxxvii} A chi-square test was conducted to compare percentages of Student respondents who felt that Brock effectively communicated information and decisions that influenced their work by disability status: $\chi^2(12, N = 2,477) = 67.8, p < .001$.
- ^{cxxxviii} A chi-square test was conducted to compare percentages of Student respondents who felt that Brock had a transparent process for communicating institutional information by racialized identity: $\chi^2(16, N = 2,281) = 27.4, p < .05$.
- ^{cxxxix} A chi-square test was conducted to compare percentages of Student respondents who felt that Brock had a transparent process for communicating institutional information by sexual identity: $\chi^2(8, N = 2,348) = 54.5, p < .001$.
- ^{cxl} A chi-square test was conducted to compare percentages of Student respondents who felt that Brock had a transparent process for communicating institutional information by disability status: $\chi^2(12, N = 2,474) = 69.9, p < .001$.
- ^{cxli} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received support from their advisor to pursue personal research interests by racialized identity: $\chi^2(4, N = 307) = 10.7, p < .05$.
- ^{cxlii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that adequate opportunities existed for them to interact with other university faculty outside of their department by sexual identity: $\chi^2(4, N = 304) = 14.5, p < .01$.
- ^{cxliii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by sexual identity: $\chi^2(4, N = 305) = 11.7, p < .05$.
- ^{cxliv} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by disability status: $\chi^2(8, N = 333) = 23.5, p < .01$.
- ^{cxlv} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received adequate information about funding opportunities by gender identity: $\chi^2(4, N = 330) = 10.5, p < .05$.
- ^{cxlvi} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received adequate information about funding opportunities by racialized identity: $\chi^2(4, N = 310) = 13.4, p < .01$.
- ^{cxlvii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that they received adequate information about funding opportunities by sexual identity: $\chi^2(4, N = 306) = 24.7, p < .001$.
- ^{cxlviii} A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated that their skills were valued by racialized identity: $\chi^2(4, N = 310) = 13.6, p < .01$.
- ^{cxlix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Brock by racialized identity: $\chi^2(4, N = 1,990) = 13.6, p < .01$.
- ^{cl} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Brock by sexual identity: $\chi^2(2, N = 2,062) = 21.4, p < .001$.
- ^{cli} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Brock by disability status: $\chi^2(3, N = 2,161) = 52.2, p < .001$.
- ^{clii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Brock by disability status: $\chi^2(1, N = 2,133) = 4.6, p < .05$.
- ^{cliii} A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving Brock by sexual identity: $\chi^2(2, N = 306) = 6.9, p < .05$.
- ^{cliv} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they intend to graduate from Brock by student status: $\chi^2(4, N = 2,477) = 12.9, p < .05$.
- ^{clv} A chi-square test was conducted to compare percentages of Student respondents who indicated that they intend to graduate from Brock by racialized identity: $\chi^2(4, N = 2,304) = 58.3, p < .001$.
- ^{clvi} A chi-square test was conducted to compare percentages of Student respondents who indicated that they intend to graduate from Brock by sexual identity: $\chi^2(4, N = 2,351) = 12.3, p < .05$.

^{clvii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Brock without meeting their academic goal by gender identity: $\chi^2(8, N = 2,483) = 28.3, p < .001$.

^{clviii} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Brock without meeting their academic goal by racialized identity: $\chi^2(4, N = 2,317) = 55.2, p < .001$.

^{clix} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Brock without meeting their academic goal by sexual identity: $\chi^2(4, N = 2,364) = 10.9, p < .05$.

^{clx} A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave Brock without meeting their academic goal by first-generation/low-income status: $\chi^2(4, N = 2,450) = 12.5, p < .05$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Brock University does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at Brock University and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at Brock University, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 115).

Sixty-two percent ($n = 88$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 38% ($n = 53$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-eight percent ($n = 60$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 66% ($n = 35$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Thirty-six percent ($n = 50$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 64% ($n = 89$) of Faculty respondents thought that they were not available. Sixty percent ($n = 30$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 70% ($n = 62$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Sixty-four percent ($n = 87$) of Faculty respondents thought that effective limits on the percentage of non-tenure-track faculty teaching in their Faculty were available and 36% ($n = 49$) of Faculty

respondents thought that such limits were not available. Fifty-three percent ($n = 46$) of Faculty respondents who thought that effective limits on the percentage of non-tenure-track faculty teaching in their Faculty were available believed that they positively influenced the climate and 63% ($n = 31$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Sixty-four percent ($n = 87$) of Faculty respondents thought that effective limits on the percentage of sessional faculty/part-time teaching in their Faculty were available and 36% ($n = 49$) of Faculty respondents thought that such limits were not available. Fifty-eight percent ($n = 50$) of Faculty respondents who thought that effective limits on the percentage of sessional faculty/part-time teaching in their Faculty were available believed that they positively influenced the climate and 69% ($n = 34$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-seven percent ($n = 79$) of Faculty respondents thought that educational opportunities regarding indigenization efforts were available and 43% ($n = 59$) of Faculty respondents thought that such opportunities were not available. Sixty-eight percent ($n = 54$) of the Faculty respondents who thought that educational opportunities regarding indigenization efforts were available believed that they positively influenced the climate and 90% ($n = 53$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-seven percent ($n = 87$) of Faculty respondents thought that educational opportunities on bias in CRC/faculty searches were available and 33% ($n = 43$) of Faculty respondents thought that such opportunities were not available. Forty-nine percent ($n = 43$) of the Faculty respondents who thought that educational opportunities on bias in CRC/faculty searches were available believed that they positively influenced the climate and 70% ($n = 30$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-eight percent ($n = 107$) of Faculty respondents thought that educational opportunities on human rights and equity policies and practices were available and 23% ($n = 31$) of Faculty respondents thought that such opportunities were not available. Sixty-eight percent ($n = 73$) of

the Faculty respondents who thought that educational opportunities on human rights and equity policies and practices were available believed that they positively influenced the climate and 90% ($n = 28$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-five percent ($n = 89$) of Faculty respondents thought that educational opportunities for intercultural education were available and 36% ($n = 49$) of Faculty respondents thought that such opportunities were not available. Sixty-four percent ($n = 57$) of the Faculty respondents who thought that educational opportunities for intercultural education were available believed that they positively influenced the climate and 76% ($n = 37$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-four percent ($n = 91$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 36% ($n = 51$) of Faculty respondents thought that such toolkits were not available. Sixty-six percent ($n = 60$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 86% ($n = 44$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-seven percent ($n = 66$) of Faculty respondents thought that supervisory training for faculty was available and 53% ($n = 75$) of Faculty respondents thought that it was not available. Seventy-three percent ($n = 48$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 87% ($n = 65$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Seventy-seven percent ($n = 109$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 23% ($n = 32$) of Faculty respondents thought that such counseling was not available. Eighty-two percent ($n = 89$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 94% ($n = 30$) of Faculty

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 74$) of Faculty respondents thought that mentorship for new faculty was available and 49% ($n = 70$) of Faculty respondents thought that faculty mentorship was not available. Eighty-two percent ($n = 61$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 94% ($n = 66$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 74$) of Faculty respondents thought that a clear process to resolve conflicts was available and 47% ($n = 66$) of Faculty respondents thought that such a process was not available. Seventy-four percent ($n = 55$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 99% ($n = 65$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-five percent ($n = 77$) of Faculty respondents thought that a fair process to resolve conflicts was available and 45% ($n = 62$) of Faculty respondents thought that such a process was not available. Eighty-three percent ($n = 64$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 98% ($n = 61$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 64$) of Faculty respondents thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 52% ($n = 68$) of Faculty respondents thought that it was not available at Brock University. Sixty-three percent ($n = 40$) of Faculty respondents who thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 69% ($n = 47$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty-seven percent ($n = 50$) of Faculty respondents thought that affordable child care was available and 64% ($n = 87$) of Faculty respondents thought that it was not available at Brock University. Eighty-four percent ($n = 42$) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 85% ($n = 74$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 89$) of Faculty respondents thought that recognizing child care responsibilities as one of the criteria for setting class times was available and 37% ($n = 52$) of Faculty respondents thought that it was not available at Brock University. Eighty percent ($n = 71$) of Faculty respondents who thought that Recognizing child care responsibilities as one of the criteria for setting class times was available believed that it positively influenced the climate and 83% ($n = 43$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 69$) of Faculty respondents thought that support/resources for spouse/partner employment were available and 49% ($n = 66$) of Faculty respondents thought that they were not available at Brock University. Fifty-eight percent ($n = 40$) of Faculty respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 79% ($n = 52$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Table 115. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University							Initiative NOT available at Brock University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing flexibility for calculating the tenure clock	60	68.2	27	30.7	< 5	---	88	62.4	35	66.0	17	32.1	< 5	---	53	37.6
Providing recognition and rewards for including diversity issues in courses across the curriculum	30	60.0	15	30.0	5	10.0	50	36.0	62	69.7	18	20.2	9	10.1	89	64.0
Effective limits on the percentage of non-tenure-track faculty teaching in my Faculty	46	52.9	20	23.0	21	24.1	87	64.0	31	63.3	12	24.5	6	12.2	49	36.0
Effective limits on the percentage of sessional faculty/part-time faculty teaching in my Faculty	50	57.5	14	16.1	23	26.4	87	64.0	34	69.4	8	16.3	7	14.3	49	36.0
Providing educational opportunities regarding indigenization efforts	54	68.4	21	26.6	< 5	---	79	57.2	53	89.8	< 5	---	< 5	---	59	42.8
Providing educational opportunities on bias in CRC/faculty searches	43	49.4	36	41.4	8	9.2	87	66.9	30	69.8	10	23.3	< 5	---	43	33.1
Providing educational opportunities on human rights and equity policies and practices	73	68.2	29	27.1	5	4.7	107	77.5	28	90.3	< 5	---	< 5	---	31	22.5

Table 115. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University							Initiative NOT available at Brock University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Providing opportunities for intercultural education	57	64.0	29	32.6	< 5	---	89	64.5	37	75.5	9	18.4	< 5	---	49	35.5
Providing faculty with tools to create an inclusive classroom environment	60	65.9	28	30.8	< 5	---	91	64.1	44	86.3	6	11.8	< 5	---	51	35.9
Providing faculty with supervisory training	48	72.7	17	25.8	< 5	---	66	46.8	65	86.7	6	8.0	< 5	---	75	53.2
Providing access to counseling for people who have experienced harassment	89	81.7	20	18.3	0	0.0	109	77.3	30	93.8	< 5	---	< 5	---	32	22.7
Providing mentorship for new faculty	61	82.4	13	17.6	0	0.0	74	51.4	66	94.3	< 5	---	< 5	---	70	48.6
Providing a clear process to resolve conflicts	55	74.3	16	21.6	< 5	---	74	52.9	65	98.5	0	0.0	< 5	---	66	47.1
Providing a fair process to resolve conflicts	64	83.1	11	14.3	< 5	---	77	55.4	61	98.4	0	0.0	< 5	---	62	44.6
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	40	62.5	19	29.7	5	7.8	64	48.5	47	69.1	9	13.2	12	17.6	68	51.5
Providing affordable child care	42	84.0	7	14.0	< 5	---	50	36.5	74	85.1	12	13.8	< 5	---	87	63.5

Table 115. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University							Initiative NOT available at Brock University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		<i>n</i>	%
Recognizing child care responsibilities as one of the criteria for setting class times	71	79.8	12	13.5	6	6.7	89	63.1	43	82.7	6	11.5	5	4.5	52	36.9
Providing support/resources for spouse/partner employment	40	58.0	20	29.0	9	13.0	69	51.1	52	78.8	11	16.7	3	4.5	66	48.9

Note: Table reports responses only from Faculty respondents (*n* = 188).

Qualitative comment analyses

Thirty-two Faculty respondents elaborated on the effects of institutional actions on campus climate at Brock University. One theme emerged from responses: not sure of initiatives.

Not Sure of Initiatives. Respondents shared their lack of awareness to the listed institutional actions implemented at Brock University. Respondents shared, “I am quite new, and so I am not sure which of these are or are not available,” “How do I know whether the initiative is available at Brock or not,” and “I’m not really sure what to say about this question, because for the most part, I don’t really know whether these things influence climate at the university.” Other respondents added, “Many of these questions presume that we know what is and is not available at Brock. For many of these, I do not know,” “This is very difficult to answer, not knowing the status of all these initiatives at Brock,” and “I am not qualified to answer these.”

Staff Respondents’ Awareness of Institutional Actions

The survey asked Staff respondents ($n = 315$) to respond regarding similar initiatives, which are listed in Table 116. Seventy-five percent ($n = 211$) of the Staff respondents thought that diversity and equity training for staff was available at Brock University and 25% ($n = 72$) of Staff respondents thought that it was not available. Eighty-five percent ($n = 180$) of the Staff respondents who thought that diversity and equity training for staff was available believed that it positively influenced the climate and 92% ($n = 66$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-one percent ($n = 168$) of Staff respondents thought that educational opportunities regarding indigenization efforts were available and 39% ($n = 107$) of Staff respondents thought that such opportunities were not available. Seventy-seven percent ($n = 129$) of the Staff respondents who thought that educational opportunities regarding indigenization efforts were available believed that they positively influenced the climate and 89% ($n = 95$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-six percent ($n = 139$) of Staff respondents thought that educational opportunities on bias in CRC/faculty searches were available and 44% ($n = 109$) of Staff respondents thought that such opportunities were not available. Sixty-seven percent ($n = 93$) of the Staff respondents who

thought that educational opportunities on bias in CRC/faculty searches were available believed that they positively influenced the climate and 76% ($n = 83$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-seven percent ($n = 208$) of Staff respondents thought that educational opportunities on human rights and equity policies and practices were available and 24% ($n = 64$) of Staff respondents thought that such opportunities were not available. Eighty-four percent ($n = 174$) of the Staff respondents who thought that educational opportunities on human rights and equity policies and practices were available believed that they positively influenced the climate and 92% ($n = 59$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Sixty-seven percent ($n = 179$) of Staff respondents thought that educational opportunities for intercultural education were available and 33% ($n = 87$) of Staff respondents thought that such opportunities were not available. Eighty-four percent ($n = 151$) of the Staff respondents who thought that educational opportunities for intercultural education were available believed that they positively influenced the climate and 89% ($n = 77$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Eighty percent ($n = 220$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Brock University and 20% ($n = 56$) of Staff respondents thought that such access to counseling was not available. Ninety-three percent ($n = 204$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 93% ($n = 52$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 160$) of Staff respondents thought that supervisory training for supervisors/managers was available and 42% ($n = 118$) of Staff respondents thought that such training was not available. Eighty-five percent ($n = 136$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced

the climate and 98% ($n = 115$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-one percent ($n = 139$) of Staff respondents thought that supervisory training for faculty supervisors was available and 49% ($n = 135$) of Staff respondents thought that such training was not available. Eighty-two percent ($n = 114$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 95% ($n = 128$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 155$) of Staff respondents thought that mentorship for new staff was available and 44% ($n = 124$) of Staff respondents thought that staff mentorship was not available. Eighty-four percent ($n = 130$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 98% ($n = 121$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-four percent ($n = 148$) of Staff respondents thought that a clear process to resolve conflicts was available at Brock University and 46% ($n = 128$) of Staff respondents thought that such a process was not available. Seventy-eight percent ($n = 116$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 95% ($n = 121$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 146$) of Staff respondents thought that a fair process to resolve conflicts was available at Brock University and 47% ($n = 129$) of Staff respondents thought that such a process was not available. Eighty-four percent ($n = 123$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 95% ($n = 123$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-eight percent ($n = 124$) of Staff respondents thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 52%

($n = 136$) of Staff respondents thought that it was not available. Seventy percent ($n = 87$) of Staff respondents who thought that including equity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 75% ($n = 102$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-nine percent ($n = 165$) of Staff respondents thought that career development opportunities for staff were available and 41% ($n = 116$) of Staff respondents thought that they were not available. Ninety-two percent ($n = 151$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 99% ($n = 115$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Fifty-one percent ($n = 133$) of Staff respondents thought that affordable child care was available at Brock University and 49% ($n = 128$) of Staff respondents thought that it was not available. Eighty-four percent ($n = 111$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 91% ($n = 116$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-two percent ($n = 111$) of Staff respondents thought that support/resources for spouse/partner employment were available and 58% ($n = 152$) of Staff respondents thought that they were not available. Seventy-eight percent ($n = 87$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 79% ($n = 120$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 116. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University								Initiative NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	180	85.3	30	14.2	< 5	---	211	74.6	66	91.7	6	8.3	0	0.0	72	25.4
Providing educational opportunities regarding indigenization efforts	129	76.8	39	23.2	0	0.0	168	61.1	95	88.8	11	10.3	< 5	---	107	38.9
Providing educational opportunities on bias in CRC/faculty searches	93	66.9	43	30.9	< 5	---	139	56.0	83	76.1	25	22.9	< 5	---	109	44.0
Providing educational opportunities on human rights and equity policies and practices	174	83.7	33	15.9	< 5	---	208	76.5	59	92.2	< 5	---	< 5	---	64	23.5
Providing opportunities for intercultural education	151	84.4	26	14.5	< 5	---	179	67.3	77	88.5	10	11.5	0	0.0	87	32.7
Providing access to counseling for people who have experienced harassment	204	92.7	16	7.3	0	0.0	220	79.7	52	92.9	< 5	---	< 5	---	56	20.3
Providing supervisors/managers with supervisory training	136	85.0	24	15.0	0	0.0	160	57.6	115	97.5	< 5	---	< 5	---	118	42.4
Providing faculty supervisors with supervisory training	114	82.0	25	18.0	0	0.0	139	50.7	128	94.8	6	4.4	< 5	---	135	49.3

Table 116. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University								Initiative NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believes initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing mentorship for new staff	130	83.9	23	14.8	< 5	---	155	55.6	121	97.6	< 5	---	< 5	---	124	44.4
Providing a clear process to resolve conflicts	116	78.4	31	20.9	< 5	---	148	53.6	121	94.5	6	4.7	< 5	---	128	46.4
Providing a fair process to resolve conflicts	123	84.2	22	15.1	< 5	---	146	53.1	123	95.3	5	3.9	< 5	---	129	46.9
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	87	70.2	36	29.0	< 5	---	124	47.7	102	75.0	30	22.1	< 5	---	136	52.3
Providing career development opportunities for staff	151	91.5	12	7.3	< 5	---	165	58.7	115	99.1	< 5	---	0	0.0	116	41.3
Providing affordable child care	111	83.5	21	15.8	< 5	---	133	51.0	116	90.6	10	7.8	< 5	---	128	49.0
Providing support/resources for spouse/partner employment	87	78.4	18	16.2	6	5.4	111	42.2	120	78.9	26	17.1	6	3.9	152	57.8

Note: Table reports responses only from Staff respondents (*n* = 315).

Qualitative comment analyses

Thirty-two Staff respondents elaborated on the effects of institutional actions on campus climate at Brock University. One theme emerged from responses: training.

Training. Staff respondents shared a need for mandatory supervisor and management training as an area of improving campus climate. Respondents shared, “For my experience, the most important component is supervisory training and mandatory sensitivity training for all BUFA members,” “Supervisors need training - critical and isn’t something that is reviewed,” and “Supervisory training for BOTH managers/supervisors and faculty supervisors is IMPERATIVE! However, unless you make it mandatory for all supervisors, especially faculty, and there are consequences especially for faculty for not attending it will never work.” Other respondents added, “The institutional actions/training would be more effective if it was mandatory for those in positions where they need to interact with students and staff,” “There is a significant lack of training offered by HR for supervisors and managers...training needs to be available for more senior roles, particularly on the academic side as Chairs, Department Heads, Deans and Associate Deans,” and “There is a distinct lack of professional development and training opportunities for faculty and staff offered at Brock, especially given we are an educational institution and compared to other employers in the Region and our competitors.”

Student Respondents’ Awareness of Institutional Actions

The survey also asked Student respondents ($n = 2,500$) to consider a similar list of initiatives, provided in Table 117. Eighty-two percent ($n = 1,912$) of the Student respondents thought that opportunities to understand Canada’s history in regard to indigenous peoples as well as Brock’s future initiatives were available at Brock University and 18% ($n = 414$) of Student respondents thought that they were not available. Seventy-nine percent ($n = 1,505$) of the Student respondents who thought that opportunities to understand Canada’s history in regard to indigenous peoples as well as Brock’s future initiatives were available believed that they positively influenced the climate and 80% ($n = 331$) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Eighty-one percent ($n = 1,873$) of Student respondents thought that intercultural/cross-cultural educational opportunities were available at Brock University and 19% ($n = 433$) of Student

respondents thought that they were not available. Eighty-three percent ($n = 1,552$) of Student respondents who thought that intercultural/cross-cultural educational opportunities were available believed that it positively influenced the climate and 83% ($n = 358$) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Eighty-two percent ($n = 1,896$) of Student respondents thought that workshops on human rights and equity, including gendered violence were available at Brock University and 18% ($n = 406$) of Student respondents thought that they were not available. Eighty-four percent ($n = 1,587$) of the Student respondents who thought that workshops on human rights and equity, including gendered violence were available believed that they positively influenced the climate and 86% ($n = 348$) of the Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Seventy percent ($n = 1,602$) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and 31% ($n = 703$) of Student respondents thought that such a person was not available. Eighty-one percent ($n = 1,298$) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 90% ($n = 630$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Sixty-seven percent ($n = 1,550$) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 33% ($n = 750$) of Student respondents thought that such a resource was not available. Seventy-nine percent ($n = 1,228$) of the Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 84% ($n = 631$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy percent ($n = 1,595$) of Student respondents thought that increasing opportunities for cross-cultural dialogue among students was available and 30% ($n = 697$) of Student respondents

thought that increasing opportunities for dialogue was not available. Seventy-nine percent ($n = 1,267$) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among students was available believed that it positively influenced the climate and 88% ($n = 610$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-three percent ($n = 1,671$) of Student respondents thought that opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity were available and 27% ($n = 615$) of Student respondents thought that opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity were not available. Eighty-three percent ($n = 1,379$) of Student respondents who thought that opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity were available believed that they positively influenced the climate and 83% ($n = 513$) of Student respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-nine percent ($n = 1,800$) of Student respondents thought that student resources where students may receive assistance on a variety of issues/concerns were available at Brock University and 21% ($n = 487$) of Student respondents thought that they were not available. Eighty-seven percent ($n = 1,558$) of Student respondents who thought that student resources where students may receive assistance on a variety of issues/concerns were available believed that they positively influenced the climate and 92% ($n = 446$) of Student respondents who did not think they were available thought that they would positively influence the climate if they were available.

Seventy-seven percent ($n = 1,750$) of Student respondents thought that increasing the availability of resources where students may receive assistance on a variety of issues/concerns was available at Brock University and 23% ($n = 530$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,468$) of Student respondents who thought that increasing the availability of resources where students may receive assistance on a variety of issues/concerns was available believed that it positively influenced the climate and 89% ($n = 474$) of Student

respondents who did not think it was available thought that it would positively influence the climate if it was available.

Seventy percent ($n = 1,604$) of Student respondents thought that incorporating cultural humility, reconciliation and equity issues more effectively into the curriculum was available at Brock University and 30% ($n = 681$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,272$) of Student respondents who thought that incorporating cultural humility, reconciliation and equity issues more effectively into the curriculum was available believed that it positively influenced the climate and 79% ($n = 540$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 1,638$) of Student respondents thought that effective faculty mentorship of students was available and 28% ($n = 644$) of Student respondents thought that it was not available. Eighty-five percent ($n = 1,385$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 91% ($n = 583$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-five percent ($n = 1,939$) of Student respondents thought that effective academic advising was available at Brock University and 15% ($n = 347$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 1,709$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 91% ($n = 314$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Seventy-six percent ($n = 1,735$) of Student respondents thought that diversity training for student staff (e.g., student union, resident assistants) was available and 24% ($n = 548$) of Student respondents thought that it was not available. Eighty-two percent ($n = 1,423$) of Student respondents who thought that diversity training for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate and 84% ($n = 461$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-five percent ($n = 1,701$) of Student respondents thought affordable child care was available and 25% ($n = 572$) of Student respondents thought that it was not available. Seventy-seven percent ($n = 1,316$) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 87% ($n = 500$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 117. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University								Initiative NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing opportunities to understand Canada's history in regard to indigenous peoples as well as Brock's future initiatives	1,505	78.7	383	20.0	24	1.3	1,912	82.2	331	80.0	78	18.8	5	1.2	414	17.8
Providing intercultural/cross-cultural educational opportunities	1,552	82.9	306	16.3	15	0.8	1,873	81.2	358	82.7	65	15.0	10	2.3	433	18.8
Providing workshops on human rights and equity, including gendered violence	1,587	83.7	273	14.4	36	1.9	1,896	82.4	348	85.7	52	12.8	6	1.5	406	17.6
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,298	81.0	279	17.4	25	1.6	1,602	69.5	630	89.6	59	8.4	14	2.0	703	30.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,228	79.2	291	18.8	31	2.0	1,550	67.4	631	84.1	94	12.5	25	3.3	750	32.6
Increasing opportunities for intercultural dialogue among students	1,267	79.4	302	18.9	26	1.6	1,595	69.6	610	87.5	77	11.0	10	1.4	697	30.4

Table 117. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University								Initiative NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity.	1,379	82.5	261	15.6	31	1.9	1,671	73.1	513	83.4	91	14.8	11	1.8	615	26.9
Increasing student resources where students may receive assistance on a variety of issues/concerns.	1,558	86.6	230	12.8	12	0.7	1,800	78.7	446	91.6	33	6.8	8	1.6	487	21.3
Increasing the availability of resources where students may receive assistance on a variety of issues/concerns	1,468	83.9	257	14.7	25	1.4	1,750	76.8	474	89.4	51	9.6	5	0.9	530	23.2
Incorporating cultural humility, reconciliation and equity issues more effectively into the curriculum	1,272	79.3	297	18.5	35	2.2	1,604	70.2	540	79.3	108	15.9	33	4.8	681	29.8
Providing effective faculty mentorship of students	1,385	84.6	234	14.3	19	1.2	1,638	71.8	583	90.5	55	8.5	6	0.9	644	28.2
Providing effective academic advising	1,709	88.1	206	10.6	24	1.2	1,939	84.8	314	90.5	26	7.5	7	2.0	347	15.2

Table 117. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at Brock University								Initiative NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for student staff (e.g., residence Dons)	1,423	82.0	278	16.0	34	2.0	1,735	76.0	461	84.1	71	13.0	16	2.9	548	24.0
Providing affordable child care	1,316	77.4	360	21.2	25	1.5	1,701	74.8	500	87.4	67	11.7	5	0.9	572	25.2

Note: Table reports responses only from Student respondents (*n* = 2,500).

Qualitative comment analyses

One hundred seventy-one Student respondents elaborated on the effects of institutional actions on campus climate at Brock University. One theme emerged from all Student responses: lack of knowledge. One theme emerged from Undergraduate Student responses: inadequate advising.

Lack of Knowledge. Student respondents shared a general lack of knowledge for institutional actions available at Brock University. Respondents shared, “Brock offers many of these services, but I am not aware of them. I am also not sure where to find this information,” “I can’t be certain that any of the above-mentioned initiatives exist or do not exist at Brock,” and “It’s hard to answer these questions because I’m not aware if Brock has some of these programs in place or not.” Other respondents added, “I am not entirely sure of what exists or does not at Brock university, however all of these options would positively influence the climate if they were to exist,” “Providing students with more information on how to access the resources that already exist would be the most impactful part,” and “I’m not sure if any of these things are available at Brock.”

Undergraduate Students

Inadequate Advising. Though in the quantitative data, Undergraduate Students indicated that *academic* advising was available and effective, many offered in their qualitative comments that advising services offered at Brock University could be improved. One respondent shared, “Academic advising has never helped me in the slightest, they always direct to somewhere else for a problem after I’ve already gone through the trouble of taking time and arranging a meeting with them. Seriously every time I have a question or want to change something, they tell me to meet with another department.” Another respondent added, “Academic advisors in my department are not experienced and they offer wrong, and misguided advice. They aren’t helpful in any way...” Other respondents included, “Academic counsellors are hard to get ahold of, sometimes fail to respond, and have limited/no appointment slots available via online booking. Having additional/more accessible academic advisors would be helpful,” “I would not consider my experience with academic advising to me considered ‘effective’. I have had very cold exchanges with my academic advisor and have been spoken to as if I should have known the answers to the questions I had prior to coming into the meeting,” and “My academic advisor for

my program is not very helpful in answering my questions...they refuse to set up a meetings with me, and make me feel like I am not valued.”

Summary

Perceptions of Brock University’s actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Brock University's campus. If, in fact, these initiatives are available, Brock University would benefit from better marketing and publicizing all that the institution offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of Brock'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 assessment was to investigate the climate within Brock and to shed light on respondents' personal experiences and observations of living, learning, and working at Brock. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the Brock community.

Unlike previous campus-wide surveys, the "*Brock Assessment of Climate for Learning, Living, and Working*," was underway when the COVID-19 pandemic forced colleges and universities to shutter their campuses and follow provincial and regional stay-at-home orders. Certainly, these circumstances have influenced the experiences of Brock's community of students, faculty, and staff members and have been noted, to an extent, in this report. In addition, during the writing of the report, compounding social injustices and disparities were amplified by the pandemic with protests against racial injustice erupting around the world. It is within this context that these findings were offered.

Assessments and reports, however, are not enough to effect change. Developing strategic actions and an implementation plan are critical to improving the campus climate, even as institutions of higher education grapple with financial and other operational challenges resulting from the COVID-19 pandemic and current social and political contexts. Though the process may be more arduous owing to the current culture, the climate assessment findings provide the Brock community with an opportunity to build upon their strengths and to develop a deeper awareness of the challenges ahead. Brock, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

It is imperative that the voices of those who experience the most oppression and exclusion at Brock be placed at the center of action items and decisions in order to move the institution forward. These tenets are offered in the *Dimensions: Equity, Diversity and Inclusion Canada*

(EDI) charter that Brock endorsed in May 2019. Dimensions EDI is focused on addressing barriers in post-secondary research particularly faced by members of underrepresented or disadvantaged groups such as women, Indigenous peoples, persons with disabilities, members of racialized groups and members of LGBTQ2+ communities. In signing onto this nationwide charter, Brock reaffirmed its commitment to foster a culture of inclusivity, accessibility, reconciliation and decolonization.

Everyone benefits from a more inclusive campus. To transform the campus environment, Brock is required to acknowledge areas of opportunity and take responsibility for restoring, rebuilding, and implementing action that prioritizes those most negatively impacted in the current structure.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #117, #118, and #119)

Appendix D – Survey: *Brock University Assessment of the Climate for Learning, Living, and Working Environment*

Appendix A – Cross Tabulations by Selected Demographics

Table 1. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity	Women	1,547	71.5	224	66.9	111	59.0	238	75.6	2,120	70.6
	Men	577	26.7	107	31.9	66	35.1	66	21.0	816	27.2
	Trans-spectrum	34	1.6	3	0.9	7	3.7	6	1.9	50	1.7
	Unknown/Missing/Other	7	0.3	1	0.3	4	2.1	5	1.6	17	0.6
Racialized identity	Indigenous	49	2.3	5	1.5	3	1.6	10	3.2	67	2.2
	Black	103	4.8	14	4.2	8	4.3	5	1.6	130	4.3
	Asian	353	16.3	102	30.4	7	3.7	4	1.3	466	15.5
	White	1,293	59.7	164	49.0	145	77.1	263	83.5	1,865	62.1
	Additional/multiple racialized identities	195	9.0	24	7.2	11	5.9	12	3.8	242	8.1
	Unknown/Missing/Other	172	7.9	26	7.8	14	7.4	21	6.7	233	7.8
Sexual identity	Bisexual	173	8.0	21	6.3	11	5.9	7	2.2	212	7.1
	Queer-spectrum (not bisexual)	178	8.2	30	9.0	17	9.0	16	5.1	241	8.0
	Heterosexual	1,714	79.2	255	76.1	138	73.4	268	85.1	2,375	79.1
	Unknown/Missing/Other	100	4.6	29	8.7	22	11.7	24	7.6	175	5.8
Disability status	No disability	1,440	66.5	257	76.7	119	63.3	228	72.4	2,044	68.1
	Mental health disability	463	21.4	48	14.3	18	9.6	48	15.2	577	19.2
	Additional disability (not mental health)	193	8.9	21	6.3	37	19.7	32	10.2	283	9.4

Table 1. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Staff		Total	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Multiple disabilities		69	3.2	9	2.7	14	7.4	7	2.2	99	3.3
First-generation/low-income status	First-generation/low-income	228	10.5	54	16.1	N/A	N/A	N/A	N/A	282	11.3
	Not first-generation/low-income	1,908	88.1	269	80.3	N/A	N/A	N/A	N/A	2,177	87.1
	Unknown/Missing/Other	29	1.3	12	3.6	N/A	N/A	N/A	N/A	41	1.6
Years of employment	Less than 5 years	N/A	N/A	N/A	N/A	38	20.2	139	44.1	177	35.2
	6 – 15 years	N/A	N/A	N/A	N/A	66	35.1	112	35.6	178	35.4
	More than 16 years	N/A	N/A	N/A	N/A	79	42.0	62	19.7	141	28.0
	Unknown/Missing/Other	N/A	N/A	N/A	N/A	5	2.7	2	0.6	7	1.4

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were 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 Brock University? (Question 1)

Position	<i>n</i>	%
Undergraduate student	2,165	72.1
Started at Brock as first-year student	1,843	85.1
Started Brock after attending or graduating from another college/university	322	14.9
Graduate student	335	11.2
Graduate diploma	16	4.8
Master's	280	83.6
Doctoral (PhD)	39	11.6
Faculty member or professional librarian (BUFA members)	134	4.5
Chair, centre director & department head	10	7.5
Tenured faculty & librarians with permanence	91	67.9
Tenure-track faculty & probationary librarians	17	12.7
Non-tenure track faculty & limited term librarians (e.g. LTA & ILTA)	16	11.9
English as a Second Language (ESL), sessional & part-time instructors	31	1.0
ESL instructors (CUPE 4207 Unit 3)	8	25.8
Union sessional/part-time instructors (CUPE 4207 Unit 1)	14	45.2
Non-union sessional/part-time instructors (e.g. educational instructor, clinical instructor)	9	29.0
Academic administrator (e.g. provost, dean, vice-provost, university librarian, associate dean)	14	0.5
Research position (e.g. post-doctoral fellows, research assistants)	9	0.3
Administrative staff	315	10.5
Unionized staff – full-time (e.g. OSSTF, CUPE 1295, CUPE 4207 Unit 2)	88	27.9
Non-unionized staff – ongoing (e.g. officer, specialist, coordinator)	159	50.5
Non-unionized staff – contract (e.g. fitness instructor, assistant coach)	12	3.8
Non-unionized leadership (e.g. associate vice-president, director, manager)	56	17.8

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that primary position? (Question 2)

Status	<i>n</i>	%
Full-time	2,830	94.2
Part-time	171	5.7
Missing	2	0.1

Table B3. At what Brock University location do you spend the majority of your time? (Question 3)

Location	<i>n</i>	%
Hamilton	82	2.7
St. Catharines (1812 Sir Isaac Brock Way)	2844	94.7
St. Catharines (Marilyn I. Walker School of Fine and Performing Arts)	64	2.1
Missing	13	0.4

Table B4. Students/Faculty only: How many of your classes require you to come to campus? (Question 4)

Number of classes	<i>n</i>	%
None	109	4.1
Some	110	4.1
Most	768	28.8
All	1,673	62.8
Missing	5	0.2

Table B5. What was your assigned birth sex? (Question 50)

Birth sex	<i>n</i>	%
Female	2,170	72.3
Intersex	3	0.1
Male	822	27.4
Missing	8	0.3

Table B6. What is your current gender/gender identity? (Question 51)

Gender identity	<i>n</i>	%
Genderqueer	15	0.5
Genderfluid	9	0.3
Man	807	26.9
Nonbinary	11	0.4
Transgender	7	0.2
Two-spirit	3	0.1
Woman	2,120	70.6
A gender not listed here	14	0.5
Missing	17	0.6

Table B7. What is your current gender expression? (Question 52)

Gender expression	<i>n</i>	%
Androgynous	48	1.6
Feminine	2,088	69.5
Masculine	806	26.8
A gender expression not listed here	38	1.3
Missing	23	0.8

Table B8. What is your citizenship/immigrant status in Canada? (Question 53)

Citizenship/immigrant status	<i>n</i>	%
Born in Canada but self-identify as a sovereign Indigenous person	45	1.5
Canadian citizen, at birth	2,343	78.0
Canadian citizen, naturalized	266	8.9
Visitor visa (program less than six months, exchange student)	3	0.1
Study permit (ESL program)	10	0.3
Study permit (academic program)	226	7.5
Co-op work permit (still considered an academic student)	21	0.7
Post-graduate work permit (studying part-time)	3	0.1
Open work permit (studying part-time)	1	0.0
Permanent resident	60	2.0
Caregiver program (studying part-time)	0	0.0
Out of status	2	0.1
Missing	23	0.8

Table B9. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 54)

Racial/ethnic identity	<i>n</i>	%
Indigenous (First Nations, Metis, Inuit)	69	2.3
Indigenous to another country	13	0.4
Black (e.g., African, Afro-Caribbean, African-Canadian)	174	5.8
East/Southeast Asian (e.g., Chinese, Korean, Japanese, Taiwanese, Filipino, Vietnamese, Cambodian, Thai, Indonesian)	270	9.0
Latin American (e.g., Latino/a/x)	78	2.6
Middle Eastern (e.g., Arab, West Asian, Afghan, Iranian, Lebanese, Turkish, Kurdish)	79	2.6
South Asian (e.g., Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean)	282	9.4
White (e.g., European descent)	2,031	67.6
Another category not listed here	30	1.0
Missing	220	7.3

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B10. What is your age? (Question 55)

Age	<i>n</i>	%
19 or younger	676	22.5
20-21	732	24.4
22-24	498	16.6
25-34	338	11.3
35-44	169	5.6
45-54	125	4.2
55-64	102	3.4
65-74	21	0.7
75 and older	3	0.1
Missing	339	11.3

Table B11. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 56)

Sexual identity	<i>n</i>	%
Bisexual	212	7.1
Gay	48	1.6
Heterosexual	2,375	79.1
Lesbian	29	1.0
Pansexual	46	1.5
Two-spirit	3	0.1
Queer	31	1.0
Questioning	71	2.4
Asexual	13	0.4
A sexual identity not listed here	50	1.7
Missing	125	4.2

Table B12. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.) (Question 57)

Parenting or caregiving responsibility	<i>n</i>	%
No	2,566	85.4
Yes	414	13.8
Children 5 years old or under	115	27.6
Children 6-18 years old	187	44.8
Children over 18 years old, but still legally dependent (e.g., in college, disabled)	52	12.5
Independent adult children over 18 years old	29	7.0
Partner(s) with a disability or illness	23	5.5
Senior or other family member(s)	122	29.3
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	21	5.0
Missing	23	0.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

**Table B13. What is the highest level of education achieved by your primary parent(s)/guardian(s)?
 (Question 58)**

Level of education	Parent/guardian		Parent/guardian	
	<i>n</i>	%	<i>n</i>	%
No high school (secondary school)	113	3.8	125	4.2
Some high school (secondary school)	174	5.8	176	5.9
Completed high school (secondary school)/GED	446	14.8	454	15.1
Brevet	1	0.0	2	0.1
CEGEP	16	0.5	12	0.4
Some college	347	11.6	367	12.2
Business/technical certificate/degree	340	11.3	431	14.4
Associate's degree	63	2.1	65	2.2
Some university	117	3.9	115	3.8
Baccalaureate	13	0.4	10	0.3
Bachelor's degree	744	24.8	673	22.4
Some graduate work	26	0.9	34	1.1
Master's degree (e.g., MA, MSc, MBA)	317	10.6	199	6.6
Specialist degree (e.g., EdS)	37	1.2	34	1.1
Doctoral degree (e.g., PhD, EdD)	63	2.1	32	1.1
Professional degree (e.g., Medical, Law)	94	3.1	60	2.0
Unknown	29	1.0	74	2.5
Not applicable	44	1.5	110	3.7
Missing	19	0.6	30	1.0

Table B14. Faculty/Staff only: What is your highest level of education? (Question 59)

Level of education	<i>n</i>	%
No high school (secondary school)	0	0.0
Some high school (secondary school)	0	0.0
Completed high school (secondary school)/GED	7	1.4
Brevet	0	0.0
CEGEP	0	0.0
Some college	12	2.4
Business/technical certificate/degree	37	7.4
Associate's degree	2	0.4
Some university	11	2.2
Baccalaureate	0	0.0
Bachelor's degree	125	24.9
Some graduate work	22	4.4
Master's degree (e.g., MA, MSc, MBA)	127	25.2
Specialist degree (e.g., EdS)	3	0.6
Doctoral degree (e.g., PhD, EdD)	145	28.8
Professional degree (e.g., Medical, Law)	5	1.0
Missing	7	1.4

Note: Table includes responses only from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B15. Faculty/Staff only: How long have you been employed at Brock University? (Question 60)

Length of employment	<i>n</i>	%
Less than 1 year	42	8.3
1-5 years	135	26.8
6-10 years	82	16.3
11-15 years	96	19.1
16-20 years	85	16.9
More than 20 years	56	11.1
Missing	7	1.4

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B16. Undergraduate Students only: How many years have you been at Brock University? (Question 61)

Years attended Brock University	<i>n</i>	%
Up to one year	704	32.5
Two years	480	22.2
Three years	444	20.5
Four years	361	16.7
Five years	127	5.9
Six or more years	47	2.2
Missing	2	0.1

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,165).

Table B17. Graduate Students only: Where are you in your graduate studies program at Brock University? (Question 62)

Years attended Brock University	<i>n</i>	%
Certificate student	16	4.8
Master's degree student	280	83.6
First year	149	56.0
Second year	94	35.3
Third year	19	7.1
Fourth year or more	4	1.5
Doctoral degree student	39	11.6
First year	11	29.7
Second year	7	18.9
Third year	11	29.7
Fourth year or more	8	21.6
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 335).

Table B18. Faculty only: With which academic division are you primarily affiliated at this time? (Question 63)

Academic division/work unit	<i>n</i>	%
Goodman School of Business	15	8.0
Faculty of Applied Health Sciences	33	17.6
Faculty of Education	23	12.2
Faculty of Humanities	36	19.1
Faculty of Mathematics and Science	14	7.4
Faculty of Social Sciences	47	25.0
Library	4	2.1
Missing	16	8.5

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 188).

Table B19. Staff only: With which academic division/work unit are you primarily affiliated at this time? (Question 64)

Academic division/work unit	<i>n</i>	%
Goodman School of Business	18	5.7
Faculty of Applied Health Sciences	9	2.9
Faculty of Education	15	4.8
Faculty of Graduate Studies	8	2.5
Faculty of Humanities	4	1.3
Faculty of Mathematics and Science	9	2.9
Faculty of Social Sciences	24	7.6
Library	8	2.5
Office of President (e.g. University Secretariat, Office of Human Rights & Equity)	11	3.5
Office of Provost	3	1.0
Office of the Vice-President, Research (e.g. Research Ethics, Research Services)	7	2.2
Office of the Senior Associate Vice-President, Infrastructure & Operations (e.g., Campus Security, Internal Audit)	2	0.6
Teaching, Learning & Student Success (e.g. Career, Co-op & Experiential Education, Student Wellness & Accessibility, Student Life)	46	14.6
Registrar's Office	19	6.0
Strategic Partnerships & International	11	3.5
Human Resources	10	3.2
Financial Services	12	3.8
Facilities Management	13	4.1
IT Services	12	3.8
Ancillary Services	26	8.3
Advancement & External Relations (e.g. Development & Alumni Relations, University Marketing & Communications)	13	4.1
Missing	35	11.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 315). Percentages may not sum to 100 as a result of multiple response choices.

Table B20. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 65)

Major	<i>n</i>	%
Applied Disability Studies	1	0.0
Applied Linguistics	30	1.4
Biochemistry	11	0.5
Biological Sciences	58	2.7
Biomedical Sciences	28	1.3
Biophysics	0	0.0
Biotechnology	10	0.5
Business	290	13.4
Business Economics	25	1.2
Canadian Studies	0	0.0
Chemistry	9	0.4
Child Health	25	1.2
Child and Youth Studies	128	5.9
Classics	12	0.6
Communication, Popular Culture and Film	13	0.6
Communication, Business Communication or Media and Communication Studies	58	2.7
Community Health	8	0.4
Computer Science (Computing and Business, Computing and Network Communications, Computing and Solid-State Device Technology)	60	2.8
Co-operative Programs	24	1.1
Digital Humanities	2	0.1
Dramatic Arts	26	1.2
Earth Sciences	6	0.3
Economics	18	0.8

Table B20. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 65)

Major	<i>n</i>	%
Education (Education – Aboriginal Adult Education, Education – Adult Education, Education-Bachelor of Education-Primary/Junior (Aboriginal), Education-Continuing Teacher Education, Education – Teacher Education, Education-Concurrent BA (Honours)/BEd Intermediate/Senior, Education-Concurrent BA Child and Youth Studies (Honours)/BEd Primary/Junior, Education-Concurrent BA Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BSc Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BPhEd (Honours)/BEd Intermediate/Senior, Education-Concurrent BPhEd (Honours)/BEd Junior/Intermediate, Education-Concurrent BSc (Honours)/BEd Intermediate/Senior, Educational Studies)	442	20.4
English Language and Literature	48	2.2
Environmental Sustainability	1	0.0
Film Studies	11	0.5
French Studies	34	1.6
Game	12	0.6
General Humanities	8	0.4
Geography	22	1.0
Geography and Tourism Studies	5	0.2
Health Sciences	20	0.9
History	56	2.6
Hispanic and Latin American Studies	5	0.2
Indigenous Studies	1	0.0
Integrated Studies	2	0.1
Interactive Arts and Science	13	0.6
Intercultural Studies	0	0.0
International Political Economy	2	0.1
International Study and Exchange	3	0.1
Italian Studies	2	0.1
Kinesiology	113	5.2
Labour Studies	17	0.8
Mathematics and Statistics	32	1.5
Medical Sciences	109	5.0
Medieval and Renaissance Studies	2	0.1
Modern Languages, Literatures and Cultures	2	0.1
Music	9	0.4

Table B20. Undergraduate Students only: What is your major? (Mark all that apply.) (Question 65)

Major	<i>n</i>	%
Neuroscience	36	1.7
Nursing	54	2.5
Oenology and Viticulture	14	0.6
Philosophy	7	0.3
Physical Education	21	1.0
Physics	7	0.3
Policing and Criminal Justice	5	0.2
Political Science	57	2.6
Popular Culture	2	0.1
Psychology	145	6.7
Public Health	56	2.6
Recreation and Leisure	36	1.7
Sciences	22	1.0
Social Sciences	31	1.4
Sociology	53	2.4
Sport Management	67	3.1
Studies in Arts and Culture	2	0.1
Tourism Studies	6	0.3
Visual Arts	28	1.3
Women's and Gender Studies	8	0.4
Undeclared Arts	8	0.4
Undeclared Sciences	10	0.5
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,165). Percentages may not sum to 100 as a result of multiple response choices.

Table B21. Graduate Students only: What is your academic program? (Mark all that apply.) (Question 66)

Academic program	<i>n</i>	%
Accounting	25	7.5
Applied Disability Studies	37	11.0
Applied Gerontology	3	0.9
Applied Health Sciences	39	11.6
Applied Linguistics	3	0.9
Biological Sciences	16	4.8
Biotechnology	7	2.1
Business Administration	70	20.9
Business Economics	6	1.8
Chemistry	3	0.9
Child and Youth Studies	14	4.2
Classics	2	0.6
Computer Science	1	0.3
Critical Sociology	2	0.6
Earth Science	1	0.3
Education	44	13.1
Educational Studies	10	3.0
English	8	2.4
Geography	3	0.9
History	2	0.6
Interdisciplinary Humanities	7	2.1
Management	16	4.8
Mathematics and Statistics	1	0.3
Philosophy	0	0.0
Physics	1	0.3
Political Science	3	0.9
Popular Culture	1	0.3
Professional Accounting	0	0.0
Professional Kinesiology	2	0.6
Psychology	11	3.3
Public Health	8	2.4
Social Justice and Equity	6	1.8
Studies in Comparative Literature and Arts	1	0.3

Table B21. Graduate Students only: What is your academic program? (Mark all that apply.) (Question 66)

Academic program	<i>n</i>	%
Sustainability Science and Society	7	2.1
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 335). Percentages may not sum to 100 as a result of multiple response choices.

Table B22. Do you have a disability that influences your learning, living, or working activities? Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey please indicate which of the disabilities listed below, if any, influence your learning, living, or working activities. (Mark all that apply.) (Question 67)

Condition	<i>n</i>	%
None	2,044	68.1
Acquired/traumatic brain injury	42	1.4
Asperger's/autism spectrum	22	0.7
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	183	6.1
Hard of hearing or deaf	29	1.0
Learning disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	168	5.6
Low vision or blind	29	1.0
Mental health disabilities (e.g., anxiety, depression)	636	21.2
Physical disability that affects walking	31	1.0
Physical disability condition that does not affect walking	36	1.2
Disability that affects speech/communication	18	0.6
A disability not listed here	48	1.6

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B23. Students only: Are you registered with Student Accessibility Services (SAS)? (Question 68)

Registered	<i>n</i>	%
No	440	58.1
Yes	316	41.7
Missing	1	0.1

Note: Table includes responses only from those Student respondents who indicated that they have a disability in Question 67 (*n* = 757).

Table B24. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 69)

Receiving accommodations	<i>n</i>	%
No	118	83.7
Yes	23	16.3
Missing	0	0.0

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a disability in Question 67 (*n* = 141).

Table B25. Is English your primary language? (Question 70)

English primary language	<i>n</i>	%
Yes	2,548	84.8
No	346	11.5
Missing	109	3.6

Table B26. What is your religious or spiritual identity? (Mark all that apply.) (Question 71)

Religious/spiritual identity	<i>n</i>	%
Agnostic	323	10.8
Atheist	321	10.7
Baha'i	3	0.1
Buddhist	46	1.5
Christian	1,273	42.4
Anglican	69	5.7
Baptist	40	3.3
Catholic	680	53.8
Eastern Orthodox (e.g. Greek, Russian, Serbian, Ukrainian)	26	2.1
Christian Reformed Church	32	2.6
Coptic	3	0.2
Evangelical	28	2.3
Hutterite	0	0.0
Lutheran	23	1.9
Mennonite	26	2.1
Methodist	4	0.3
Nondenominational Christian	73	6.0
Pentecostal	70	5.7
Presbyterian	33	2.7

**Table B26. What is your religious or spiritual identity? (Mark all that apply.)
 (Question 71)**

Religious/spiritual identity	<i>n</i>	%
Quakers	0	0.0
Rastafarian	0	0.0
Seventh Day Adventist	5	0.4
The Church of Jesus Christ of Latter-day Saints	6	0.5
United Church	70	5.7
Unitarian Universalist	0	0.0
A Christian affiliation not listed here	38	3.1
Confucianist	6	0.2
Druid	4	0.1
Hindu	112	3.7
Indigenous Traditional Practitioner or Ceremonial	11	0.4
Jain	3	0.1
Jehovah's Witness	3	0.1
Jewish	29	1.0
Conservative	5	17.2
Orthodox	0	0.0
Reform	15	51.7
A Jewish affiliation not listed here	4	12.8
Muslim	120	4.0
Ahmadi	1	0.8
Durzi	0	0.0
Shia	11	9.2
Ismaili	2	1.7
Twelver	1	0.8
Sufi	2	1.7
Sunni	85	70.8
A Muslim affiliation not listed here	1	0.8
Pagan	14	0.5
Rastafarian	3	0.1
Scientologist	0	0.0
Secular Humanist	6	0.2
Shinto	0	0.0
Sikh	57	1.9
Taoist	4	0.1

Table B26. What is your religious or spiritual identity? (Mark all that apply.) (Question 71)

Religious/spiritual identity	<i>n</i>	%
Tenrikyo	0	0.0
Unitarian Universalist	4	0.1
Wiccan	14	0.5
Spiritual but no religious affiliation	194	6.5
No affiliation	523	17.4
A religious affiliation or spiritual identity not listed above	34	1.1
Missing	249	8.3

Note: Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B27. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 72)

Receive financial support	<i>n</i>	%
Yes	1,605	64.2
No	840	33.6
Missing	55	2.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Table B28. Students only: What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 73)

Income	<i>n</i>	%
\$29,999 and below	492	19.7
\$30,000 - \$49,999	292	11.7
\$50,000 - \$69,999	338	13.5
\$70,000 - \$99,999	421	16.8
\$100,000 - \$149,999	435	17.4
\$150,000 - \$199,999	227	9.1
\$200,000 - \$249,999	125	5.0
\$250,000 - \$499,999	71	2.8
\$500,000 or more	18	0.7
Missing	81	3.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Table B29. Students only: Where do you live? (Question 74)

Residence	<i>n</i>	%
On-campus/university-run residences	321	12.8
DeCew Residence	31	10.4
Earp Residence	39	13.0
Foundry Lofts (Block #9 only)	23	7.7
Gateway Suites	10	3.3
Lowenberger Residence	53	17.7
Quarry View Residence	29	9.7
Vallee Residence	44	14.7
Village Residence	70	23.4
Off-campus housing	1,970	78.8
Purpose-built student residence (e.g. Foundry Lofts, Regent)	142	12.8
Independently in an apartment/house	612	55.3
Living with family member/guardian	352	31.8
Housing insecure (e.g. couch surfing, sleeping in car, sleeping in campus office/laboratory)	7	0.3
A housing arrangement not listed above	190	7.6
Missing	12	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B30. Students only: Since having been a student at Brock University, have you been a member or participated in any of the following? (Mark all that apply.) (Question 75)

Clubs/organizations	<i>n</i>	%
<i>I do not participate in any clubs or organizations at Brock.</i>	1,112	44.5
<i>Academic and academic honorary organizations (e.g. Golden Key Honour Society, Business Student Association, Concurrent Education Student Association, Sport Management Council, Communication Pop Culture and Film Student Society)</i>	400	16.0
<i>Athletic team – Club (e.g. Dance Pak, Dragon Boat, Cheerleading, Ringette, Equestrian)</i>	149	6.0
<i>Athletic team – Varsity (e.g. Basketball, Hockey, Soccer, Volleyball, Wrestling)</i>	144	5.8
<i>Activism club (e.g. Brock PRIDE, Vegan Society, Brock Eco Club)</i>	91	3.6
<i>Arts/performance organization (e.g. Brock Art Collective, Brock Musical Theatre, Brock Improv)</i>	107	4.3
<i>Cultural organization (e.g. ROOTS African-Caribbean Society, Filipino Students Association, International Student Association)</i>	113	4.5
<i>Fraternity/sorority</i>	50	2.0
<i>Health and wellbeing organization (e.g. Best Buddies, Institute for Healthcare Improvement)</i>	106	4.2
<i>Political or issue-oriented organization (e.g. Campus Conservatives, Liberals, NDP, National Model United Nations)</i>	59	2.4
<i>Professional or pre-professional organization (e.g. Med Plus, Law Plus, Brock Canadian Nursing Students Association, Pre-Dental Club, Pre-Law Society, Pre-Med Society)</i>	105	4.2
<i>Publication/media organization (e.g. Brock Press, BrockTV, Brock Health Magazine)</i>	47	1.9
<i>Recreational organization (e.g. Intramurals)</i>	416	16.6
<i>Religious or spirituality-based organization (e.g. Catholic Students Association, Power to Change, Muslim Students' Association, Aftershock Ministries, LIFTChurch)</i>	135	5.4
<i>Service or philanthropic organization (e.g. Rotaract, Relay for Life Club)</i>	59	2.4
<i>Student government (e.g. BUSU, GSA, Residence Action Council)</i>	145	5.8
<i>A student organization not listed above</i>	187	7.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500). Percentages may not sum to 100 as a result of multiple response choices.

Table B31. Students only: At the end of your last semester, what was your overall academic average? (Question 76)

GPA	<i>n</i>	%
No academic average at this time – first semester at Brock University	99	4.0
90 – 100	233	9.3
80 – 89	972	38.9
70 – 79	893	35.7
60 – 69	242	9.7
50 – 59	41	1.6
49 and under	11	0.4
Missing	9	0.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Table B32. Students only: Have you experienced financial hardship while attending Brock University? (Question 77)

Financial hardship	<i>n</i>	%
No	1,272	50.9
Yes	1,207	48.3
Academic events (e.g., conferences, symposia)	249	20.6
Books/course materials	838	69.4
Childcare	23	1.9
Cocurricular events or activities (e.g., alternative reading week)	202	16.7
Commuting to campus	195	16.2
Food	569	47.1
Health care	154	12.8
Housing	594	49.2
Other campus fees	284	23.5
Participation in social events	313	25.9
Personal hygiene (e.g., toiletries)	114	9.4
Studying abroad	151	12.5
Travel to and from Brock University (e.g., returning home for break)	257	21.3
Tuition	763	63.2
Unpaid internships/research opportunities	115	9.5
A financial hardship not listed here	48	4.0
Missing	21	0.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B33. Students only: How are you currently paying for your education at Brock University? (Mark all that apply.) (Question 78)

Source of funding	<i>n</i>	%
Brock scholarships/awards	983	39.3
Brock Bursary Program	191	7.6
Campus employment	157	6.3
Canadian Armed Forces	2	0.1
Credit card	321	12.8
Emergency Student Loan Program	19	0.8
Emergency Student Bursary Program	18	0.7
External scholarships/awards	173	6.9
Family contribution	1,153	46.1
Home country contribution	17	0.7
Loans	348	13.9
OSAP or other provincial/territorial program	1,374	55.0
Personal contribution/job	882	35.3
Residence Don	25	1.0
Teaching assistantship/research assistantship	101	4.0
Tri-Council funding	19	0.8
A method of payment not listed here	122	4.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500). Percentages may not sum to 100 as a result of multiple response choices.

Table B34. Students only: Are you employed on campus, off campus, or both during the academic year? (Question 79)

Employed	<i>n</i>	%
No	1,192	47.7
Yes, I work on campus	417	16.7
1-10 hours/week	267	64.0
11-20 hours/week	113	27.1
21-30 hours/week	18	4.3
31-40 hours/week	4	1.0
More than 40 hours/week	6	1.4
Missing	9	2.2
Yes, I work off campus	972	38.9
1-10 hours/week	332	34.2
11-20 hours/week	397	40.8
21-30 hours/week	117	12.0
31-40 hours/week	64	6.6
More than 40 hours/week	36	3.7
Missing	26	2.7
Missing	0	0.0

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500). Percentages may not sum to 100 as a result of multiple response choices.

Table B35. How many minutes do you commute to Brock University one-way? (Question 80)

Minutes	<i>n</i>	%
10 or fewer	981	32.7
11 - 20	1,024	34.1
21 - 30	466	15.5
31 - 40	193	6.4
41 - 50	139	4.6
51 - 60	58	1.9
60 - 75	53	1.8
75 - 90	22	0.7
90 or more	46	1.5
Missing	21	0.7

**Table B36. What is your primary method of transportation to Brock University?
 (Question 81)**

Method of transportation	<i>n</i>	%
Bicycle	16	0.5
Carpool (e.g., private pool)	93	3.1
Personal vehicle	1,278	42.6
Public transportation including specialized transit (e.g., NST)	1,255	41.8
Ride-sharing services (e.g., Lyft, Uber)	1	0.0
Walk	333	11.1
Missing	27	0.9

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B37. Overall, how comfortable are you with the climate at Brock University? (Question 5)

Comfort	<i>n</i>	%
Very comfortable	929	30.9
Comfortable	1,560	51.9
Neither comfortable nor uncomfortable	322	10.7
Uncomfortable	136	4.5
Very uncomfortable	56	1.9

Table B38. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at Brock University? (Question 6)

Comfort	<i>n</i>	%
Very comfortable	144	28.7
Comfortable	164	32.7
Neither comfortable nor uncomfortable	64	12.7
Uncomfortable	80	15.9
Very uncomfortable	50	10.0

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B39. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Brock University? (Question 7)

Comfort	<i>n</i>	%
Very comfortable	762	28.5
Comfortable	1,471	55.0
Neither comfortable nor uncomfortable	328	12.3
Uncomfortable	93	3.5
Very uncomfortable	21	0.8

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 2,688).

Table B40. Have you ever seriously considered leaving Brock University? (Question 8)

Considered leaving	<i>n</i>	%
No	2,044	68.2
Yes	953	31.8

Table B41. Undergraduate Students only: When did you seriously consider leaving Brock University? (Mark all that apply.) (Question 9)

Year	<i>n</i>	%
During my first year	374	58.4
During my second year	262	40.9
During my third year	119	18.6
During my fourth year	51	8.0
During my fifth year	14	2.2
After my fifth year	8	1.3

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 640). Percentages may not sum to 100 as a result of multiple response choices.

Table B42. Graduate Students only: When did you seriously consider leaving Brock University? (Mark all that apply.) (Question 10)

Year	<i>n</i>	%
As an undergraduate student at Brock	20	3.1
During my 1st year	7	35.0
During my 2nd year	5	25.0
During my 3rd year	7	35.0
During my 4th year	7	35.0
During my 5th year	1	5.0
After my 5th year	1	5.0
As a graduate student at Brock	58	9.1
During my 1st year	43	74.1
During my 2nd year	17	29.3
During my 3rd year	5	8.6
During my 4th year	1	1.7
During my 5th year	1	1.7
After my 5th year	3	5.2

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 640). Percentages may not sum to 100 as a result of multiple response choices.

Table B43. Students only: Why did you seriously consider leaving Brock University? (Mark all that apply). (Question 11)

Reasons	<i>n</i>	%
Lack of a sense of belonging	273	42.7
Personal reasons (e.g., medical, mental health, family emergencies)	245	38.3
Lack of social life at Brock University	209	32.7
Financial reasons	148	23.1
Did not like major	134	20.9
Lack of support services	118	18.4
Reputation of Brock	117	18.3
Homesick	110	17.2
Lack of support group	109	17.0
Climate not welcoming	104	16.3
Coursework too difficult	100	15.6
Coursework not challenging enough	45	7.0
Did not meet the selection criteria for a major	32	5.0
Did not have my major	25	3.9
My marital/relationship status	23	3.6
A reason not listed above	144	22.5

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 8 (*n* = 640). Percentages may not sum to 100 as a result of multiple response choices.

Table B44. Faculty/Staff only: Why did you seriously consider leaving Brock University? (Mark all that apply.) (Question 12)

Reasons	<i>n</i>	%
Low salary/pay rate	172	55.0
Limited advancement opportunities	144	46.0
Increased workload	119	38.0
Tension with supervisor/manager	98	31.3
Interested in a position at another institution	97	31.0
Lack of professional development opportunities	89	28.4
Tension with coworkers	85	27.2
Recruited or offered a position at another institution/organization	64	20.4
Campus climate unwelcoming	61	19.5
Institutional support (e.g., technical support, laboratory space/equipment)	47	15.0
Reputation of Brock	43	13.7
Lack of benefits	34	10.9
Personal reasons (e.g., medical, mental health, family emergencies)	26	8.3
Family responsibilities	24	7.7
Local community did not meet my (my family) needs	24	7.7
Local community climate not welcoming	18	5.8
Spouse or partner unable to find suitable employment	12	3.8
Relocation	8	2.6
Spouse or partner relocated	7	2.2
A reason not listed above	83	26.5

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 8 (*n* = 313). Percentages may not sum to 100 as a result of multiple response choices.

Table B45. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Brock University. (Question 14)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	576	23.1	1,302	52.1	296	11.9	282	11.3	41	2.6
I am satisfied with my academic experience at Brock University.	501	20.1	1,373	55.1	391	15.7	194	7.8	34	1.4
I am satisfied with the extent of my intellectual development since enrolling at Brock University.	645	25.9	1,343	54.0	334	13.4	139	5.6	26	1.0
I have performed academically as well as I anticipated I would.	515	20.7	1,100	44.1	438	17.6	376	15.1	63	2.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	772	31.0	1,244	50.0	336	13.5	106	4.3	29	1.2
My interest in ideas and intellectual matters has increased since coming to Brock University.	805	32.4	1,175	47.4	364	14.7	114	4.6	23	0.9
I intend to graduate from Brock University.	1,729	69.8	609	24.6	105	4.2	12	0.5	22	0.9
Thinking ahead, it is likely that I will leave Brock University before I graduate.	96	3.9	124	5.0	208	8.4	548	22.0	1,515	60.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Table B46. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Brock University? (Question 15)

Personally experienced conduct	<i>n</i>	%
No	2,448	81.5
Yes	554	18.5

**Table B47. What do you believe was the basis of the conduct? (Mark all that apply.)
 (Question 16)**

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	135	24.4
Gender/gender identity	99	17.9
Age	89	16.1
Academic performance	78	14.1
Ethnicity	71	12.8
Political views	63	11.4
Racialized identity	63	11.4
Philosophical views	58	10.5
Major field of study	53	9.6
Religious/spiritual views	51	9.2
Physical characteristics	50	9.0
Medical disability/condition	47	8.5
Disability status	45	8.1
Educational credentials (e.g., BSc, MSc, PhD, MD)	45	8.1
Socioeconomic status	45	8.1
Length of service at Brock University	43	7.8
Sexual identity	39	7.0
International status/national origin	33	6.0
Participation in an organization/team	25	4.5
English language proficiency/accent	24	4.3
Gender expression	21	3.8
Immigrant/citizen status	20	3.6
Parental status (e.g., having children)	17	3.1
Marital status (e.g., single, married, partnered)	14	2.5
Pregnancy	9	1.6
Military/veteran status	3	0.5
Do not know	110	19.9
A reason not listed above	117	21.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Within the past year, how many instances of exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 17)

Instances	<i>n</i>	%
1 instance	113	20.8
2 instances	132	24.4
3 instances	95	17.5
4 instances	37	6.8
5 or more instances	165	30.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554).

Table B49. How would you describe what happened? (Mark all that apply.) (Question 18)

Form	<i>n</i>	%
I was ignored or excluded.	234	42.2
I was isolated or left out.	205	37.0
I was intimidated/bullied.	178	32.1
I experienced a hostile work environment.	147	26.5
I felt others staring at me.	124	22.4
I was the target of derogatory verbal remarks	114	20.6
I experienced a hostile classroom environment.	103	18.6
The conduct made me fear that I would get a poor grade.	95	17.1
I was the target of workplace incivility.	95	17.1
I received a low or unfair performance evaluation.	73	13.2
I received derogatory phone calls/text messages/email.	51	9.2
I was the target of racial/ethnic profiling.	49	8.8
I was singled out as the spokesperson for my identity group.	48	8.7
I received derogatory written comments.	37	6.7
I received derogatory/unsolicited messages on social media (e.g., Facebook, Twitter, Instagram, Snapchat).	34	6.1
I was not fairly evaluated in the promotion and tenure process.	28	5.1
The conduct threatened my physical safety.	24	4.3
Someone assumed I was admitted/hired/promoted due to my identity group.	22	4.0
I was the target of stalking.	22	4.0
I received threats of physical violence.	17	3.1
I was the target of physical violence	12	2.2
The conduct threatened my family's safety.	10	1.8
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity group.	8	1.4
I was the target of graffiti/vandalism.	5	0.9
An experience not listed above	87	15.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

Table B50. Where did the conduct occur? (Mark all that apply.) (Question 19)

Location	<i>n</i>	%
In a class	165	29.8
In a meeting with a group of people	114	20.6
While working at a Brock University job	112	20.2
On phone calls/text messages/email	105	19.0
In a meeting with one other person	88	15.9
In other public spaces at Brock University	78	14.1
In a Brock University administrative office	77	13.9
In on-campus residences	71	12.8
In a faculty office	57	10.3
Off campus	56	10.1
While walking on campus	52	9.4
At a Brock University event/program	43	7.8
On social media sites (e.g., Facebook, Twitter, Snapchat)	40	7.2
In off-campus housing	34	6.1
In a Brock University library	33	6.0
In a Brock University dining facility	23	4.2
In a laboratory	21	3.8
On public transportation	21	3.8
In the Brock University Student Health Services	21	3.8
In athletic facilities	14	2.5
In an experiential learning environment (e.g., community-based learning, Co-op, internship)	12	2.2
In the Brock University Personal Counseling Services	12	2.2
In fitness facilities	9	1.6
In the Faith & Life Center	5	0.9
In a fraternity or sorority house	3	0.5
A venue not listed above	49	8.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

**Table B51. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 20)**

Source	<i>n</i>	%
Student	220	39.7
Faculty member/other instructional staff	173	31.2
Staff member	105	19.0
Coworker/colleague	91	16.4
Supervisor or manager	75	13.5
Friend	67	12.1
Department/program chair	43	7.8
Stranger	41	7.4
Student teaching assistant/student laboratory assistant/student tutor	34	6.1
Senior administrator (e.g., dean, vice president, provost)	33	6.0
Student staff	29	5.2
Academic advisor	18	3.2
Social networking site (e.g., Facebook, Twitter, Snapchat)	13	2.3
Off-campus community member	11	2.0
Student organization	9	1.6
Athletic coach/trainer	6	1.1
Brock University media (e.g., posters, brochures, flyers, handouts, websites)	6	1.1
Direct report (e.g., person who reports to me)	5	0.9
Alumnus/a	4	0.7
Brock University Campus Security	3	0.5
Niagara Regional Police	2	0.4
Donor	1	0.2
Don't know source	11	2.0
A source not listed above	37	6.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

**Table B52. How did you feel after experiencing the conduct? (Mark all that apply.)
 (Question 21)**

Emotional response	<i>n</i>	%
Angry	345	62.3
Distressed	312	56.3
Sad	273	49.3
Overwhelmed	255	46.0
Embarrassed	221	39.9
Afraid	138	24.9
Somehow responsible	101	18.2
A feeling not listed above	124	22.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

Table B53. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)

Response	<i>n</i>	%
I told a friend.	269	48.6
I told a family member.	210	37.9
I avoided the person/venue.	205	37.0
I did not do anything.	144	26.0
I did not know to whom to go.	101	18.2
I contacted a Brock University resource	101	18.2
<i>Faculty member</i>	32	31.7
<i>Human Rights and Equity (HRE)</i>	26	25.7
<i>Office of Human Resources</i>	21	20.8
<i>Staff person</i>	19	18.8
<i>Senior administrator (e.g., dean, vice president, provost)</i>	13	12.9
<i>Academic advisor</i>	9	8.9
<i>Brock University Campus Security</i>	9	8.9
<i>Personal Counseling (SWAC)</i>	9	8.9
<i>Union representative/executive</i>	9	8.9
<i>Ombudsperson</i>	8	7.9
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	8	7.9
<i>Student Health Services</i>	7	6.9
<i>Sexual Violence Support and Education Coordinator</i>	3	3.0
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	3	3.0
<i>Employee and Family Assistance Program (EFAP)</i>	1	1.0
<i>Faith and Life Centre</i>	1	1.0
I confronted the person(s) at the time.	83	15.0
I confronted the person(s) later.	79	14.3
I sought information online.	42	7.6
I submitted a bias incident report or a report through the Human Rights & Equity or Campus Security Services.	35	6.3
I sought support from off-campus hotline/advocacy services.	22	4.0
I sought support from a member of the clergy or spiritual advisor (e.g., Knowledge Keeper or Elder, pastor, rabbi, priest, imam).	14	2.5
I contacted a local law enforcement official.	12	2.2
A response not listed above	99	17.9

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554). Percentages may not sum to 100 as a result of multiple response choices.

Table B54. Did you formally report the conduct? (Question 23)

Reported conduct	<i>n</i>	%
No, I did not report it.	445	82.1
Yes, I reported it.	97	17.9
<i>Yes, I reported the conduct but felt that it was not addressed appropriately.</i>	38	41.3
<i>Yes, I reported the conduct and the outcome is still pending.</i>	20	21.7
<i>Yes, I reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	15	16.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	10	10.9
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	9	9.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct (*n* = 554).

Table B55. Have you experienced unwanted sexual contact/conduct/sexual violence (non-consensual sexual contact and behavior which includes sexual assault, sexual harassment, stalking, sexual exploitation, indecent exposure, and voyeurism.)? (Question 25)

Unwanted sexual contact/conduct	<i>n</i>	%
No	2,668	88.8
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	46	1.5
Yes – stalking (e.g., following me, on social media, texting, phone calls)	111	3.7
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	196	6.5
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	95	3.2

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B56. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 26rv)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	10	21.7
6 – 12 months ago	17	37.0
13 – 23 months ago	17	37.0
2 – 4 years ago	16	34.8
5 – 10 years ago	3	6.5
11 – 20 years ago	1	2.2
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46).

Table B57. Students only: When did you experience the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 27rv)

Semester	<i>n</i>	%
During my time as a graduate student at Brock University	1	2.3
Undergraduate first year	25	58.1
<i>Fall semester</i>	21	84.0
<i>Spring semester</i>	13	52.0
<i>Summer semester</i>	10	40.0
Undergraduate second year	17	39.5
<i>Fall semester</i>	15	88.2
<i>Spring semester</i>	10	58.8
<i>Summer semester</i>	6	35.3
Undergraduate third year	13	30.2
<i>Fall semester</i>	12	92.3
<i>Spring semester</i>	7	53.8
<i>Summer semester</i>	4	30.8
Undergraduate fourth year	2	4.7
<i>Fall semester</i>	1	50.0
<i>Spring semester</i>	1	50.0
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	4	9.3

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 43). Percentages may not sum to 100 as a result of multiple response choices.

Table B58. Who did this to you? (Mark all that apply.) (Question 28rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	37	80.4
Brock University student	13	28.3
Acquaintance/friend	9	19.6
Brock University faculty member	2	4.3
Family member	1	2.2
Brock University staff member	1	2.2
Stranger	1	2.2
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46). Percentages may not sum to 100 as a result of multiple response choices.

Table B59. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 29rv)

Location	<i>n</i>	%
Off campus	36	78.3
On campus	19	41.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46). Percentages may not sum to 100 as a result of multiple response choices.

Table B60. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 30rv)

Alcohol and/or drugs involved	<i>n</i>	%
No	30	65.2
Yes	16	34.8
<i>Alcohol</i>	7	46.7
<i>Drugs</i>	2	13.3
<i>Both alcohol and drugs</i>	6	40.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46).

Table B61. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)

Emotional response	<i>n</i>	%
Anxious	35	76.1
Distressed	33	71.7
Overwhelmed	33	71.7
Afraid	31	67.4
Somehow responsible	31	67.4
Angry	29	63.0
Embarrassed	29	63.0
Sad	28	60.9
A feeling not listed above	8	17.4

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 32rv)

Response	<i>n</i>	%
I told a friend.	26	56.5
I avoided the person(s)/venue.	17	37.0
I told a family member.	15	32.6
I confronted the person(s) later.	14	30.4
I confronted the person(s) at the time.	11	23.9
I did not do anything.	10	21.7
I contacted a Brock University resource.	10	21.7
<i>Personal counseling (SWAC)</i>	6	60.0
<i>Sexual Violence Support and Education Coordinator</i>	4	40.0
<i>Faculty member</i>	3	30.0
<i>Human Rights and Equity (HRE)</i>	3	30.0
<i>Brock University Campus Security</i>	2	20.0
<i>Office of Human Resources</i>	2	20.0
<i>Student Health Services</i>	2	20.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	10.0
<i>Staff person</i>	1	10.0
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	1	10.0
<i>Academic advisor</i>	0	0.0
<i>Employee and Family Assistance Program (EFAP)</i>	0	0.0
<i>Faith and Life Centre</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	0	0.0
<i>Union representative/executive</i>	0	0.0
I did not know to whom to go.	8	17.4
I sought information online.	5	10.9
I contacted a local law enforcement official.	4	8.7
I sought support from off-campus hotline/advocacy services.	4	8.7
I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).	1	2.2
A response not listed above.	5	10.9

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Did you formally report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 33rv)

Reported conduct	<i>n</i>	%
No, I did not report it.	38	82.6
Yes, I disclosed the conduct and received support services from a Brock University official.	4	8.7
Yes, I formally reported the conduct to a Brock University official.	1	2.2
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	3	6.5

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) (*n* = 46).

Table B64. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 26stlk)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	42	37.8
6 – 12 months ago	29	26.1
13 – 23 months ago	28	25.2
2 – 4 years ago	24	21.6
5 – 10 years ago	3	2.7
11 – 20 years ago	3	2.7
More than 20 years ago	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. Students only: When did you experience the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 27stlk)

Semester	<i>n</i>	%
During my time as a graduate student at Brock University	8	7.8
Undergraduate first year	57	55.9
<i>Fall semester</i>	49	86.0
<i>Spring semester</i>	12	21.1
<i>Summer semester</i>	2	3.5
Undergraduate second year	28	27.5
<i>Fall semester</i>	22	78.6
<i>Spring semester</i>	14	50.0
<i>Summer semester</i>	5	17.9
Undergraduate third year	24	23.5
<i>Fall semester</i>	22	91.7
<i>Spring semester</i>	8	33.3
<i>Summer semester</i>	4	16.7
Undergraduate fourth year	8	7.8
<i>Fall semester</i>	7	87.5
<i>Spring semester</i>	3	37.5
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	3	2.9

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (*n* = 102). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Who did this to you? (Mark all that apply.) (Question 28stlk)

Source	<i>n</i>	%
Brock University student	66	59.5
Acquaintance/friend	26	23.4
Stranger	24	21.6
Current or former dating/intimate partner	19	17.1
Brock University staff member	5	4.5
Brock University faculty member	4	3.6
Family member	0	0.0
Other role/relationship not listed above	5	4.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 29stlk)

Location	<i>n</i>	%
Off campus	68	61.3
On campus	63	56.8

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 30stlk)

Alcohol and/or drugs involved	<i>n</i>	%
No	99	89.2
Yes	12	10.8
<i>Alcohol</i>	6	75.0
<i>Drugs</i>	0	0.0
<i>Both alcohol and drugs</i>	2	25.0

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111).

Table B69. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Emotional response	<i>n</i>	%
Anxious	74	66.7
Distressed	54	48.6
Overwhelmed	51	45.9
Afraid	50	45.0
Angry	38	34.2
Embarrassed	36	32.4
Somehow responsible	29	26.1
Sad	16	14.4
A feeling not listed above	16	14.4

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 32stlk)

Response	<i>n</i>	%
I told a friend.	73	65.8
I avoided the person(s)/venue.	57	51.4
I told a family member.	30	27.0
I confronted the person(s) at the time.	23	20.7
I contacted a Brock University resource.	19	17.1
<i>Brock University Campus Security</i>	5	26.3
<i>Faculty member</i>	5	26.3
<i>Human Rights and Equity (HRE)</i>	5	26.3
<i>Staff person</i>	5	26.3
<i>Academic advisor</i>	3	15.8
<i>Personal counseling (SWAC)</i>	2	10.5
<i>Student Health Services</i>	2	10.5
<i>Office of Human Resources</i>	1	5.3
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	5.3
<i>Sexual Violence Support and Education Coordinator</i>	1	5.3
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	1	5.3
<i>Employee and Family Assistance Program (EFAP)</i>	0	0.0
<i>Faith and Life Centre</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	0	0.0
<i>Union representative/executive</i>	0	0.0
I did not do anything.	17	15.3
I confronted the person(s) later.	14	12.6
I did not know to whom to go.	13	11.7
I contacted a local law enforcement official.	10	9.0
I sought information online.	9	8.1
I sought support from off-campus hotline/advocacy services.	4	3.6
I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).	3	2.7
A response not listed above.	17	15.3

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Did you formally report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 33stlk)

Reported conduct	<i>n</i>	%
No, I did not report it.	90	81.1
Yes, I disclosed the conduct and received support services from a Brock University official.	8	7.2
Yes, I formally reported the conduct to a Brock University official.	8	7.2
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	5	4.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (*n* = 111).

Table B72. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 26si)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	76	38.8
6 – 12 months ago	70	35.7
13 – 23 months ago	53	27.0
2 – 4 years ago	48	24.5
5 – 10 years ago	17	8.7
11 – 20 years ago	6	3.1
More than 20 years ago	1	0.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 196). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. Students only: When did you experience the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 27si)

Semester	<i>n</i>	%
During my time as a graduate student at Brock University	15	8.7
Undergraduate first year	112	64.7
<i>Fall semester</i>	93	83.0
<i>Spring semester</i>	33	29.5
<i>Summer semester</i>	3	2.7
Undergraduate second year	66	38.2
<i>Fall semester</i>	49	74.2
<i>Spring semester</i>	14	21.2
<i>Summer semester</i>	2	3.0
Undergraduate third year	43	24.9
<i>Fall semester</i>	35	81.4
<i>Spring semester</i>	7	16.3
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	23	13.3
<i>Fall semester</i>	18	78.3
<i>Spring semester</i>	5	21.7
<i>Summer semester</i>	1	4.3
After my fourth year as an undergraduate	6	3.5

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 173). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Who did this to you? (Mark all that apply.) (Question 28si)

Source	<i>n</i>	%
Brock University student	107	54.6
Stranger	84	42.9
Acquaintance/friend	44	22.4
Brock University staff member	15	7.7
Brock University faculty member	14	7.1
Current or former dating/intimate partner	7	3.6
Family member	3	1.5
Other role/relationship not listed above	5	2.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 196). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 29si)

Location	<i>n</i>	%
Off campus	90	45.9
On campus	142	72.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 196). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 30si)

Alcohol and/or drugs involved	<i>n</i>	%
No	108	55.4
Yes	87	44.6
<i>Alcohol</i>	66	85.7
<i>Drugs</i>	0	0.0
<i>Both alcohol and drugs</i>	11	14.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 196).

Table B77. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)

Emotional response	<i>n</i>	%
Anxious	113	57.7
Embarrassed	102	52.0
Angry	90	45.9
Distressed	89	45.4
Afraid	80	40.8
Overwhelmed	73	37.2
Somehow responsible	60	30.6
Sad	46	23.5
A feeling not listed above	32	16.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 196). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 32si)

Response	<i>n</i>	%
I told a friend.	116	59.2
I avoided the person(s)/venue.	84	42.9
I did not do anything.	68	34.7
I confronted the person(s) at the time.	35	17.9
I told a family member.	25	12.8
I confronted the person(s) later.	20	10.2
I did not know to whom to go.	20	10.2
I contacted a Brock University resource.	20	10.2
<i>Brock University Campus Security</i>	5	25.0
<i>Human Rights and Equity (HRE)</i>	4	20.0
<i>Student Health Services</i>	4	20.0
<i>Personal counseling (SWAC)</i>	3	15.0
<i>Faculty member</i>	2	10.0
<i>Sexual Violence Support and Education Coordinator</i>	2	10.0
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	2	10.0
<i>Union representative/executive</i>	2	10.0
<i>Office of Human Resources</i>	1	5.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	1	5.0
<i>Staff person</i>	1	5.0
<i>Academic advisor</i>	0	0.0
<i>Employee and Family Assistance Program (EFAP)</i>	0	0.0
<i>Faith and Life Centre</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	0	0.0
I sought information online.	7	3.6
I contacted a local law enforcement official.	2	1.0
I sought support from off-campus hotline/advocacy services.	2	1.0
I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).	2	1.0
A response not listed above.	12	6.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) (*n* = 196). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Did you formally report the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment)? (Question 33si)

Reported conduct	<i>n</i>	%
No, I did not report it.	178	90.8
Yes, I disclosed the conduct and received support services from a Brock University official.	8	4.1
Yes, I formally reported the conduct to a Brock University official.	10	5.1
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) (*n* = 196).

Table B80. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 26sc)

When incident(s) occurred	<i>n</i>	%
Less than 6 months ago	20	21.1
6 – 12 months ago	25	26.3
13 – 23 months ago	34	35.8
2 – 4 years ago	31	32.6
5 – 10 years ago	4	4.2
11 – 20 years ago	0	0.0
More than 20 years ago	1	1.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95).

Table B81. Students only: When did you experience the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 27sc)

Semester	<i>n</i>	%
During my time as a graduate student at Brock University	3	3.2
Undergraduate first year	56	60.2
<i>Fall semester</i>	47	83.9
<i>Spring semester</i>	10	17.9
<i>Summer semester</i>	2	3.6
Undergraduate second year	26	28.0
<i>Fall semester</i>	23	88.5
<i>Spring semester</i>	3	11.5
<i>Summer semester</i>	1	3.8
Undergraduate third year	17	18.3
<i>Fall semester</i>	14	82.4
<i>Spring semester</i>	4	23.5
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	8	8.6
<i>Fall semester</i>	7	87.5
<i>Spring semester</i>	1	12.5
<i>Summer semester</i>	0	0.0
After my fourth year as an undergraduate	4	4.3

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 93). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. Who did this to you? (Mark all that apply.) (Question 28sc)

Source	<i>n</i>	%
Brock University student	59	62.1
Acquaintance/friend	35	36.8
Stranger	30	31.6
Current or former dating/intimate partner	8	8.4
Family member	1	1.1
Brock University faculty member	0	0.0
Brock University staff member	0	0.0
Other role/relationship not listed above	5	5.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 96). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Mark all that apply.) (Question 29sc)

Location	<i>n</i>	%
Off campus	47	49.5
On campus	53	55.8

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95). Percentages may not sum to 100 as a result of multiple response choices.

Table B84. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 30sc)

Alcohol and/or drugs involved	<i>n</i>	%
No	30	31.9
Yes	64	68.1
<i>Alcohol</i>	46	80.7
<i>Drugs</i>	0	0.0
<i>Both alcohol and drugs</i>	11	19.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95).

Table B85. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 31sc)

Emotional response	<i>n</i>	%
Embarrassed	69	72.6
Anxious	67	70.5
Distressed	66	69.5
Overwhelmed	65	68.4
Somehow responsible	63	66.3
Sad	58	61.1
Afraid	53	55.8
Angry	51	53.7
A feeling not listed above	13	13.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Mark all that apply.) (Question 32sc)

Response	<i>n</i>	%
I told a friend.	57	60.0
I avoided the person(s)/venue.	43	45.3
I did not do anything.	31	32.6
I contacted a Brock University resource.	22	23.2
<i>Human Rights and Equity (HRE)</i>	8	36.4
<i>Sexual Violence Support and Education Coordinator</i>	8	36.4
<i>Student Health Services</i>	6	27.3
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	6	27.3
<i>Personal counseling (SWAC)</i>	4	18.2
<i>Brock University Campus Security</i>	3	13.6
<i>Faculty member</i>	1	4.5
<i>Staff person</i>	1	4.5
<i>Academic advisor</i>	0	0.0
<i>Employee and Family Assistance Program (EFAP)</i>	0	0.0
<i>Faith and Life Centre</i>	0	0.0
<i>Office of Human Resources</i>	0	0.0
<i>Ombudsperson</i>	0	0.0
<i>Senior administrator (e.g., dean, vice president, provost)</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	0	0.0
<i>Union representative/executive</i>	0	0.0
I did not know to whom to go.	20	21.1
I told a family member.	14	14.7
I confronted the person(s) later.	13	13.7
I contacted a local law enforcement official.	8	8.4
I confronted the person(s) at the time.	7	7.4
I sought support from off-campus hotline/advocacy services.	7	7.4
I sought information online.	5	5.3
I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).	1	1.1
A response not listed above.	6	6.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Did you formally report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 33sc)

Reported conduct	<i>n</i>	%
No, I did not report it.	73	78.5
Yes, I disclosed the conduct and received support services from a Brock University official.	7	7.5
Yes, I formally reported the conduct to a Brock University official.	8	8.6
<i>Yes, I formally reported the conduct and was satisfied with the outcome.</i>	0	0.0
<i>Yes, I formally reported the conduct and, while the outcome is not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct but felt that it was not addressed appropriately.</i>	0	0.0
<i>Yes, I formally reported the conduct and the outcome is still pending.</i>	0	0.0
Yes, I formally reported the conduct to police services.	5	5.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) (*n* = 95).

Table B88. Please indicate how much you agree or disagree with the following statements: (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am aware of the definition of Affirmative Consent.	1,524	51.0	1,081	36.2	196	6.6	138	4.6	46	1.5
I am generally aware of the role of Brock University Sexual Assault Support and Education Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	686	23.0	1,241	41.6	526	17.6	441	14.8	91	3.0
I know how and where to report such incidents.	485	16.2	855	28.6	543	18.2	917	30.7	185	6.2
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	606	20.5	1,051	35.5	532	18.0	642	21.7	129	4.4
I am generally aware of the campus resources listed here: https://brocku.ca/human-rights/sexual-violence/support-resources	556	18.7	1,202	40.3	536	18.0	568	19.1	118	4.0
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	1,448	48.5	1,211	40.6	265	8.9	43	1.4	17	0.6
I understand that Brock University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	773	26.0	1,233	41.5	564	19.0	319	10.7	80	2.7
I know that information about the prevalence of sex offenses (including domestic and dating violence) at Brock University are available in the Human Rights and Equity Annual Report.	555	18.8	955	32.4	606	20.5	655	22.2	179	6.1

Table B89. Tenured and Tenure-Track Faculty only: As a faculty member at Brock University, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	40	30.5	55	42.0	18	13.7	15	11.5	3	2.3
The tenure standards/promotion standards are applied equally to faculty in my School/Faculty.	20	15.4	39	30.0	29	22.3	28	21.5	14	10.8
Supported and mentored during the tenure-track years.	18	14.3	43	34.1	20	15.9	34	27.0	11	8.7
Supported and mentored during my on-boarding.	13	10.5	40	32.3	29	23.4	29	23.4	13	10.5
Brock University faculty who qualify for delaying their tenure-clock feel empowered to do so.	7	5.4	25	19.4	73	56.6	17	13.2	7	5.4
Research is valued by my School/Faculty.	58	44.3	48	36.6	11	8.4	8	6.1	6	4.6
Teaching is valued by my School/Faculty.	34	26.0	61	46.6	17	13.0	13	9.9	6	4.6
Service contributions are valued by School/Faculty.	19	15.0	52	40.9	19	15.0	19	15.0	18	14.2
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	10	7.7	10	7.7	29	22.3	44	33.8	37	28.5
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	28	21.7	38	29.5	27	20.9	22	17.1	14	10.9
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	28	22.0	41	32.3	46	36.2	7	5.5	5	3.9
Faculty members in my department/program who use family accommodation policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	3	2.3	6	4.6	52	40.0	36	27.7	33	25.4
Faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	6	4.6	33	25.4	29	22.3	34	26.2	28	21.5
Faculty member opinions are valued within Brock University committees.	8	6.1	45	34.4	41	31.3	18	13.7	19	14.5

Table B89. Tenured and Tenure-Track Faculty only: As a faculty member at Brock University, I feel... (Question 38)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would like more opportunities to participate in substantive committee assignments.	5	3.8	10	7.7	74	56.9	31	23.8	10	7.7
I have opportunities to participate in substantive committee assignments.	28	21.9	67	52.3	25	19.5	5	3.9	3	2.3

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 132).

Table B90. Non-Tenure-Track Faculty only: As an employee with a non-tenure-track appointment at Brock University, I feel... (Question 40)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal are clear.	2	3.8	17	32.7	16	30.8	8	15.4	9	17.3
The criteria used for contract renewal are applied equally to all positions.	2	3.8	9	17.3	19	36.5	11	21.2	11	21.2
Clear expectations of my responsibilities exist.	6	11.1	20	37.0	9	16.7	10	18.5	9	16.7
Research is valued by my School/Faculty.	11	20.4	16	29.6	11	20.4	6	11.1	10	18.5
Teaching is valued by my School/Faculty.	12	22.2	14	25.9	10	18.5	11	20.4	7	13.0
Service contributions are valued by School/Faculty.	5	10.0	12	24.0	19	38.0	7	14.0	7	14.0
Burdened by teaching responsibilities beyond those of my colleagues with similar performance expectations.	8	15.4	4	7.7	21	40.4	16	30.8	3	5.8
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	1	1.9	3	5.7	23	43.4	20	37.7	6	11.3
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	10	19.2	9	17.3	21	40.4	10	19.2	2	3.8
Pressured to do extra work that is uncompensated.	7	13.2	15	28.3	16	30.2	11	20.8	4	7.5
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	1	1.9	5	9.4	19	35.8	11	20.8	17	32.1
Non-tenure-track faculty opinions are taken seriously by my colleagues.	6	11.5	10	19.2	19	36.5	8	15.4	9	17.3

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 56).

Table B91. All Faculty: As a faculty member at Brock University, I feel... (Question 42)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure-track faculty positions are competitive.	34	19.7	75	43.4	49	28.3	7	4.0	8	4.6
Salaries for non-tenure track faculty are competitive.	4	2.3	34	19.8	78	45.3	33	19.2	23	13.4
Salaries between Faculties/Schools are equitable across Brock University.	5	2.9	18	10.4	49	28.3	57	32.9	44	25.4
Health insurance benefits are competitive.	31	18.2	73	42.9	43	25.3	13	7.6	10	5.9
Child care benefits are competitive.	11	6.4	30	17.5	107	62.6	12	7.0	11	6.4
Retirement/supplemental benefits are competitive.	12	7.2	43	25.7	82	49.1	19	11.4	11	6.6
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance).	8	4.7	28	16.3	72	41.9	42	24.4	22	12.8
My colleagues include me in opportunities that will help my career as much as they do others in my position.	16	9.2	62	35.8	49	28.3	28	16.2	18	10.4
The annual report process is clear.	15	8.8	51	29.8	37	21.6	44	25.7	24	14.0
My Faculty/School provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	16	9.2	76	43.9	34	19.7	25	14.5	22	12.7
Resources between Faculties/Schools are equitable.	3	1.7	15	8.7	44	25.6	61	35.5	49	28.5
Positive about my career opportunities at Brock University.	20	11.7	54	31.6	44	25.7	23	13.5	30	17.5
I would recommend Brock University as a good place to work.	23	13.4	62	36.0	54	31.4	16	9.3	17	9.9
I have job security.	70	40.5	58	33.5	12	6.9	10	5.8	23	13.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 188).

Table B92. Staff only: As a staff member at Brock University, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	94	29.8	90	28.6	60	19.0	46	14.6	25	7.9
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	101	32.2	128	40.8	52	16.6	25	8.0	8	2.5
I am included in opportunities that will help my career as much as others in similar positions.	62	19.8	91	29.1	71	22.7	64	20.4	25	8.0
The performance evaluation process is clear.	27	8.7	61	29.6	78	25.1	88	28.3	57	18.3
The performance evaluation process is productive.	22	7.1	48	15.6	102	33.1	81	26.3	55	17.9
My supervisor provides adequate support for me to manage work-life balance.	124	39.5	107	34.1	46	14.6	16	5.1	21	6.7
My supervisor is approachable.	163	51.9	95	30.3	31	9.9	16	5.1	9	2.9
Supported and mentored during my on-boarding.	65	20.8	91	29.2	82	26.3	47	15.1	27	8.7
I am able to complete my assigned duties during scheduled hours.	56	18.2	114	37.0	50	16.2	50	16.2	38	12.3
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled, reorganization).	102	32.6	78	24.9	59	18.8	61	19.5	12	4.2
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	29	9.2	54	17.1	88	27.9	112	35.6	32	10.2
I am given a reasonable time frame to complete assigned responsibilities.	45	14.4	168	53.7	63	20.1	25	8.0	12	3.8
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	28	9.0	55	17.7	100	32.2	95	30.5	33	10.6

Table B92. Staff only: As a staff member at Brock University, I feel... (Question 44)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	42	13.5	75	24.0	97	31.1	77	24.7	21	6.7
A hierarchy exists within staff positions that allows some voices to be valued more than others.	63	20.1	113	63.0	70	22.3	49	15.6	19	6.1
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	25	8.0	81	26.0	139	44.7	49	15.8	17	5.5

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 315).

Table B93. Staff only: As an employee at Brock University, I feel... (Question 46)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My department provides me with resources to pursue training/professional development opportunities.	58	18.4	126	40.0	55	17.5	52	16.5	24	7.6
My supervisor provides me with resources to pursue training/professional development opportunities.	69	22.3	106	34.3	66	21.4	45	14.6	23	7.4
Brock University is supportive of taking extended leave (e.g., parental, personal, disability-related).	52	16.5	119	37.8	115	36.5	19	6.0	10	3.2
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, disability-related).	101	32.2	135	43.0	61	19.4	10	3.2	7	2.2
My colleagues are supportive of my taking leave (e.g., vacation, parental, personal, disability-related).	94	30.1	135	43.3	70	22.4	10	3.2	3	1.0
Staff in my department/program who use family accommodation policies are disadvantaged in promotion or evaluations.	4	1.3	10	3.2	171	55.2	84	27.1	41	13.2
Brock University policies are fairly applied across Brock University.	16	5.1	51	16.2	131	41.7	74	23.6	42	13.4
Brock University is supportive of flexible work schedules.	41	13.1	106	33.8	82	26.1	58	18.5	27	8.6
My supervisor is supportive of flexible work schedules.	88	28.0	118	37.6	55	17.5	33	10.5	20	6.4
Staff salaries are competitive.	4	1.3	31	9.9	64	20.4	100	31.8	115	36.6
Salaries between departments/programs are equitable.	6	1.9	36	11.6	99	31.8	96	30.9	74	23.8
Vacation and personal time benefits are competitive.	55	17.6	151	48.4	55	17.6	30	9.6	21	6.7
Health insurance benefits are competitive.	75	24.0	149	47.6	57	18.2	22	7.0	10	3.2
Child care benefits are competitive.	14	4.5	58	18.6	211	67.8	20	6.4	8	2.6
Retirement benefits are competitive.	38	12.2	124	39.7	122	39.1	17	5.4	11	3.5
Staff opinions are valued on Brock University committees.	12	3.9	92	29.7	131	42.3	48	15.5	27	8.7
Staff opinions are valued by Brock University faculty and administration.	12	3.9	73	23.7	124	40.3	58	18.8	41	13.3

Table B93. Staff only: As an employee at Brock University, I feel... (Question 46)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	18	5.7	87	27.7	122	38.9	54	17.2	33	10.5
Clear expectations of my responsibilities exist.	41	13.0	148	47.0	50	15.9	59	18.7	17	5.4
Clear procedures exist on how I can advance at Brock University.	8	2.5	36	11.5	77	24.5	124	39.5	69	22.0
Positive about my career opportunities at Brock University.	25	8.0	80	25.6	99	31.6	73	23.3	36	11.5
I would recommend Brock University as good place to work.	59	18.7	141	44.8	71	22.5	31	9.8	13	4.1
I have job security.	34	10.8	132	42.0	85	27.1	38	12.1	25	8.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 315).

Table B94. Graduate Students only: As a graduate student I feel... (Question 48)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of supervision I have received from my department.	110	33.0	136	40.8	55	16.5	22	6.6	10	3.0
I have adequate access to my supervisor.	128	38.7	131	39.6	56	16.9	12	3.6	4	1.2
My supervisor provides clear expectations.	103	31.5	128	39.1	72	22.0	17	5.2	7	2.1
My supervisor responds to my emails, calls, or voicemails in a prompt manner.	143	43.2	119	36.0	57	17.2	6	1.8	6	1.8
My committee members support my educational experience.	106	31.9	130	39.2	86	25.9	7	2.1	3	0.9
Department faculty members (other than my supervisor) respond to my emails, calls, or voicemails in a prompt manner.	116	35.0	153	46.2	50	15.1	8	2.4	4	1.2
Department staff members respond to my emails, calls, or voicemails in a prompt manner.	125	37.4	156	46.7	38	11.4	13	3.9	2	0.6
Adequate opportunities exist for me to interact with other university faculty outside of my department.	64	19.3	109	32.8	96	28.9	49	14.8	14	4.2
I receive support from my advisor to pursue personal research interests.	102	30.9	117	35.5	86	26.1	20	6.1	5	1.5
My department faculty members encourage me to produce publications and present research.	79	23.8	113	34.0	101	30.4	27	8.1	12	3.6
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	62	18.6	116	34.8	99	29.7	42	12.6	14	4.2
I feel comfortable sharing my professional goals with my supervisor.	115	34.5	130	39.0	68	20.4	13	3.9	7	2.1
I feel that my supervisor provides guidance regarding post-graduation professional opportunities.	84	25.3	115	34.6	92	27.7	27	8.1	14	4.2
I receive adequate information about funding opportunities.	73	21.9	102	30.5	88	26.3	51	15.3	20	6.0

I feel that my skills are valued.	83	24.9	148	44.3	75	22.5	20	6.0	8	2.4
I feel that my work/research is valued.	85	25.7	141	42.6	81	24.5	16	4.8	8	2.4

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 ($n = 335$).

Table B95. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive and/or hostile (e.g., bullying, harassing) learning or working environment at Brock University? (Question 82)

Observed conduct	<i>n</i>	%
No	2,461	82.1
Yes	535	17.9

Table B96. Who/what was the target of the conduct? (Mark all that apply.) (Question 83)

Target	<i>n</i>	%
Student	275	51.4
Friend	96	17.9
Faculty member/other instructional staff	80	15.0
Staff member	77	14.4
Coworker/colleague	73	13.6
Stranger	58	10.8
Student staff	33	6.2
Student teaching assistant/student laboratory assistant/student tutor	22	4.1
Social networking site (e.g., Facebook, Twitter, Snapchat)	21	3.9
Supervisor or manager	20	3.7
Off-campus community member	18	3.4
Department/program chair	17	3.2
Student organization	14	2.6
Brock University media (e.g., posters, brochures, flyers, handouts, websites)	12	2.2
Academic advisor	11	2.1
Senior administrator (e.g., dean, vice president, provost)	11	2.1
Direct report (e.g., person who reports to me)	6	1.1
Brock University Campus Security	5	0.9
Alumnus/a	4	0.7
Athletic coach/trainer	4	0.7
Niagara Regional Police	3	0.6
Donor	0	0.0
Do not know target	19	3.6
A target not listed above	23	4.3

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

**Table B97. Who/what was the source of the conduct? (Mark all that apply.)
 (Question 84)**

Source	<i>n</i>	%
Student	204	38.1
Faculty member/other instructional staff	140	26.2
Staff member	81	15.1
Stranger	65	12.1
Coworker/colleague	54	10.1
Supervisor or manager	53	9.9
Department/program chair	30	5.6
Social networking site (e.g., Facebook, Twitter, Snapchat)	27	5.0
Friend	24	4.5
Senior administrator (e.g., dean, vice president, provost)	23	4.3
Off-campus community member	20	3.7
Student staff	20	3.7
Student teaching assistant/student laboratory assistant/student tutor	19	3.6
Brock University Campus Security	13	2.4
Student organization	11	2.1
Academic advisor	9	1.7
Brock University media (e.g., posters, brochures, flyers, handouts, websites)	9	1.7
Niagara Regional Police	6	1.1
Athletic coach/trainer	4	0.7
Alumnus/a	3	0.6
Direct report (e.g., person who reports to me)	2	0.4
Donor	0	0.0
Do not know source	24	4.5
A source not listed above	22	4.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

Table B98. Within the past year, how many instances of exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe? (Question 85)

Instances	<i>n</i>	%
1 instance	119	23.2
2 instances	113	22.0
3 instances	90	17.5
4 instances	26	5.1
5 or more instances	166	32.3

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535).

Table B99. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 86)

Characteristic	<i>n</i>	%
Ethnicity	128	23.9
Racialized identity	119	22.2
Gender/gender identity	111	20.7
Position status (e.g., staff, faculty, student)	110	20.6
Academic performance	65	12.1
Sexual identity	64	12.0
English language proficiency/accent	63	11.8
Political views	61	11.4
Physical characteristics	56	10.5
International status/national origin	54	10.1
Immigrant/citizen status	53	9.9
Age	52	9.7
Gender expression	50	9.3
Religious/spiritual views	47	8.8
Philosophical views	46	8.6
Disability status	45	8.4
Medical disability/condition	42	7.9
Major field of study	40	7.5
Educational credentials (e.g., BSc, MSc, PhD, MD)	38	7.1
Socioeconomic status	35	6.5
Length of service at Brock University	26	4.9
Participation in an organization/team	20	3.7
Pregnancy	17	3.2
Marital status (e.g., single, married, partnered)	11	2.1
Parental status (e.g., having children)	11	2.1
Military/veteran status	1	0.2
Do not know	109	20.4
A reason not listed above	63	11.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

Table B100. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 87)

Form of observed conduct	<i>n</i>	%
Person intimidated or bullied	186	34.8
Derogatory verbal remarks	177	33.1
Person ignored or excluded	173	32.3
Person isolated or left out	170	31.8
Person experienced a hostile work environment	131	24.5
Person was the target of workplace incivility	98	18.3
Person was stared at	90	16.8
Racial/ethnic profiling	88	16.4
Person experienced a hostile classroom environment	82	15.3
Singled out as the spokesperson for their identity group	56	10.5
Person received a low or unfair performance evaluation	55	10.3
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Instagram, Snapchat)	54	10.1
Derogatory written comments	50	9.3
Derogatory phone calls/text messages/email	37	6.9
Person received a poor grade	36	6.7
Person was unfairly evaluated in the promotion and tenure process	28	5.2
Assumption that someone was admitted/hired/promoted based on his/her identity	26	4.9
Threats of physical violence	22	4.1
Assumption that someone was not admitted/hired/promoted based on his/her identity	19	3.6
Person was stalked	13	2.4
Physical violence	12	2.2
Graffiti/vandalism	8	1.5
Derogatory phone calls	7	1.3
Something not listed above	31	5.8

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Where did this conduct occur? (Mark all that apply.) (Question 88)

Location	<i>n</i>	%
In a class	147	27.5
In a meeting with a group of people	109	20.4
In other public spaces at Brock University	91	17.0
While working at a Brock University job	89	16.6
While walking on campus	72	13.5
On phone calls/text messages/email	58	10.8
In a Brock University administrative office	53	9.9
On social media sites (e.g., Facebook, Twitter, Snapchat)	52	9.7
In a meeting with one other person	51	9.5
Off campus	50	9.3
In on-campus residences	43	8.0
At a Brock University event/program	39	7.3
In a faculty office	38	7.1
On public transportation	27	5.0
In a Brock University dining facility	23	4.3
In a Brock University library	22	4.1
In a laboratory	19	3.6
In athletic facilities	14	2.6
In off-campus housing	13	2.4
In fitness facilities	11	2.1
In the Brock University Student Health Services	8	1.5
In a fraternity or sorority house	7	1.3
In the Faith & Life Center	5	0.9
In an experiential learning environment (e.g., community-based learning, Co-op, internship)	5	0.9
In the Brock University Personal Counseling Services	2	0.4
A venue not listed above	25	4.7

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

**Table B102. How did you feel after observing the conduct? (Mark all that apply.)
 (Question 89)**

Emotional response	<i>n</i>	%
Angry	303	56.6
Sad	212	39.6
Distressed	202	37.8
Embarrassed	127	23.7
Overwhelmed	106	19.8
Afraid	64	12.0
Somehow responsible	54	10.1
A feeling not listed above	60	11.2

Note: Table includes responses from only those respondents who indicated that they observed conduct ($n = 535$). Percentages may not sum to 100 as a result of multiple response choices.

Table B103. What was your response to observing this conduct? (Mark all that apply.) (Question 90)

Response	<i>n</i>	%
I told a friend.	170	31.8
I did not do anything.	117	21.9
I did not know to whom to go.	112	20.9
I told a family member.	92	17.2
I avoided the person/venue.	85	15.9
I confronted the person(s) at the time.	81	15.1
I confronted the person(s) later.	79	14.8
I contacted a Brock University resource.	70	13.1
<i>Human Rights and Equity (HRE)</i>	19	27.1
<i>Faculty member</i>	17	24.3
<i>Staff person</i>	16	22.9
<i>Office of Human Resources</i>	14	20.0
<i>Union representative/executive</i>	13	18.6
<i>Senior administrator (e.g., dean, vice president, provost)</i>	10	14.3
<i>Brock University Campus Security</i>	7	10.0
<i>Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)</i>	7	10.0
<i>Personal Counseling (SWAC)</i>	5	7.1
<i>Academic advisor</i>	4	5.7
<i>Ombudsperson</i>	3	4.3
<i>Student Health Services</i>	2	2.9
<i>Employee and Family Assistance Program (EFAP)</i>	1	1.4
<i>Faith and Life Centre</i>	1	1.4
<i>Sexual Violence Support and Education Coordinator</i>	1	1.4
<i>Student teaching assistant (e.g., tutor, teaching assistant)</i>	1	1.4
I sought information online.	33	6.2
I submitted a bias incident report or a report through Human Rights & Equity or Campus Security Services.	12	2.2
I sought support from a member of the clergy or spiritual advisor (e.g., Knowledge Keeper or Elder, pastor, rabbi, priest, imam).	11	2.1
I sought support from off-campus hotline/advocacy services.	5	0.9
I contacted a local law enforcement official.	4	0.7
A response not listed above.	92	17.2

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Did you formally report the conduct? (Question 91)

Reported conduct	<i>n</i>	%
No, I didn't report it.	475	91.7
Yes, I reported it.	43	8.3
<i>Yes, I reported the conduct and was satisfied with the outcome.</i>	6	22.2
<i>Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.</i>	5	18.5
<i>Yes, I reported the conduct but felt that it was not addressed appropriately.</i>	6	22.2
<i>Yes, I reported the conduct and the outcome is still pending.</i>	7	25.9
<i>Yes, I reported the conduct, but the outcome was not shared.</i>	3	11.1

Note: Table includes responses from only those respondents who indicated that they observed conduct (*n* = 535).

Table B105. Faculty/Staff only: Have you observed hiring practices at Brock University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 93)

Observed	<i>n</i>	%
No	324	64.8
Yes	176	35.2

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B106. Faculty/Staff only: I believe that the unjust hiring practices were based upon... (Mark all that apply.) (Question 94)

Characteristic	<i>n</i>	%
Nepotism/Cronyism	64	36.4
Position status (e.g., staff, faculty, student)	36	20.5
Age	30	17.0
Gender/gender identity	27	15.3
University restructuring	27	15.3
Educational credentials (e.g., BSc, MSc, PhD, MD)	24	13.6
Length of service at Brock University	22	12.5
Ethnicity	21	11.9
Racialized identity	21	11.9
Major field of study	17	9.7
English language proficiency/accent	11	6.3
International status/national origin	9	5.1
Philosophical views	9	5.1
Political views	9	5.1
Sexual identity	7	4.0
Disability status	6	3.4
Immigrant/citizen status	6	3.4
Marital status (e.g., single, married, partnered)	5	2.8
Socioeconomic status	5	2.8
Gender expression	4	2.3
Medical disability/condition	4	2.3
Parental status (e.g., having children)	4	2.3
Participation in an organization/team	4	2.3
Physical characteristics	4	2.3
Pregnancy	2	1.1
Religious/spiritual views	2	1.1
Military/veteran status	0	0.0
Do not know	15	8.5
A reason not listed above	39	22.2

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices (*n* = 176). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. Faculty/Staff only: Have you observed promotion, tenure, reappointment, and/or reclassification practices at Brock University that you perceive to be unjust? (Question 96)

Observed	<i>n</i>	%
No	338	68.1
Yes	158	31.9

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B108. Faculty/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon... (Mark all that apply.) (Question 97)

Characteristic	<i>n</i>	%
Nepotism/Cronyism	45	28.5
Position status (e.g., staff, faculty, student)	25	15.8
Gender/gender identity	23	14.6
University restructuring	23	14.6
Age	21	13.3
Length of service at Brock University	19	12.0
Major field of study	18	11.4
Ethnicity	13	8.2
Philosophical views	13	8.2
Racialized identity	13	8.2
Educational credentials (e.g., BSc, MSc, PhD, MD)	12	7.6
Political views	11	7.0
International status/national origin	7	4.4
Participation in an organization/team	7	4.4
Gender expression	5	3.2
Immigrant/citizen status	5	3.2
Marital status (e.g., single, married, partnered)	5	3.2
Religious/spiritual views	5	3.2
Sexual identity	5	3.2
English language proficiency/accent	4	2.5
Parental status (e.g., having children)	4	2.5
Pregnancy	4	2.5
Socioeconomic status	4	2.5
Disability status	2	1.3
Physical characteristics	2	1.3
Medical disability/condition	0	0.0
Military/veteran status	0	0.0
Do not know	20	12.7
A reason not listed above	42	26.6

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion/tenure/reappointment/reclassification practices (*n* = 158). Percentages may not sum to 100 as a result of multiple response choices.

Table B109. Faculty/Staff only: Have you observed employment-related discipline or action, up to and including dismissal, at Brock University that you perceive to be unjust? (Question 99)

Observed	<i>n</i>	%
No	355	71.9
Yes	139	28.1

Note: Table includes responses from only those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 503).

Table B110. Faculty/Staff only: I believe that the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 100)

Characteristic	<i>n</i>	%
University restructuring	39	28.1
Length of service at Brock University	27	19.4
Position status (e.g., staff, faculty, student)	21	15.1
Nepotism/cronyism	19	13.7
Age	18	12.9
Gender/gender identity	10	7.2
Educational credentials (e.g., BSc, MSc, PhD, MD)	8	5.8
Philosophical views	8	5.8
Racialized identity	7	5.0
Disability status	4	2.9
Ethnicity	4	2.9
Political views	4	2.9
English language proficiency/accent	3	2.2
Immigrant/citizen status	3	2.2
Parental status (e.g., having children)	3	2.2
International status/national origin	2	1.4
Major field of study	2	1.4
Marital status (e.g., single, married, partnered)	2	1.4
Medical disability/condition	2	1.4
Participation in an organization/team	2	1.4
Religious/spiritual views	2	1.4
Socioeconomic status	2	1.4
Physical characteristics	1	0.7
Gender expression	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Sexual identity	0	0.0
Do not know	25	18.0
A reason not listed above	36	25.9

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions (*n* = 139). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Using a scale of 1-5, please rate the overall campus climate at Brock University on the following dimensions: (Question 102)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	1,271	42.5	1,230	41.1	393	13.1	85	2.8	10	0.3	1.8	0.8
Inclusive/Exclusive	984	33.0	1,240	41.6	588	19.7	142	4.8	25	0.8	2.0	0.9
Improving/Regressing	947	31.9	1,233	41.5	617	20.8	120	4.0	51	1.7	2.0	0.9
Positive for persons with disabilities/Negative	869	29.3	1,126	37.9	727	24.5	192	6.5	56	1.9	2.1	1.0
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	961	32.3	1,188	39.9	705	23.7	95	3.2	26	0.9	2.0	0.9
Positive for people of various religious/spiritual backgrounds/Negative	924	31.0	1,195	40.1	696	23.4	130	4.4	32	1.1	2.0	0.9
Positive for racialized people/Negative	927	31.2	1,150	38.7	708	23.8	152	5.1	37	1.2	2.1	0.9
Positive for men/Negative	1,442	48.5	1,003	33.7	415	14.0	69	2.3	45	1.5	1.8	0.9
Positive for women/Negative	1,096	36.8	1,142	38.4	571	19.2	136	4.6	30	1.0	2.0	0.9
Positive for English as a second/subsequent language speakers/Negative	824	27.7	1,045	35.1	805	27.0	249	8.4	52	1.7	2.2	1.0
Positive for people who are not Canadian citizens/Negative	908	30.6	1,119	37.7	716	24.1	184	6.2	45	1.5	2.1	1.0
Welcoming/Not welcoming	1,247	41.8	1,258	42.1	371	12.4	89	3.0	21	0.7	1.8	0.8
Respectful/Not respectful	1,160	39.0	1,248	41.9	420	14.1	119	4.0	29	1.0	1.9	0.9
Positive for people of high socioeconomic status/Negative	1,446	48.5	982	32.9	493	16.5	46	1.5	17	0.6	1.7	0.8
Positive for people of low socioeconomic status/Negative	695	23.3	926	31.1	845	28.4	395	13.3	116	3.9	2.4	1.1
Positive for people of various political affiliations/Negative	773	26.0	1,023	34.4	939	31.6	166	5.6	72	2.4	2.2	1.0
Positive for people in active military/veterans status/Negative	807	27.2	832	28.1	1,246	42.0	60	2.0	19	0.6	2.2	0.9

Table B112. Using a scale of 1-5, please rate the overall campus climate on the following dimensions: (Question 103)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/Racist	990	33.3	1,180	39.6	584	19.6	185	6.2	38	1.3	2.0	0.9
Not sexist/Sexist	935	31.5	1,127	37.9	605	20.4	255	8.6	48	1.6	2.1	1.0
Not homophobic/Homophobic	1,057	35.7	1,168	39.5	599	20.2	119	4.0	17	0.6	1.9	0.9
Not biphobic/Biphobic	1,051	35.7	1,154	39.2	633	21.5	88	3.0	19	0.6	1.9	0.9
Not transphobic/Transphobic	1,017	34.6	1,099	37.4	632	21.5	156	5.3	37	1.3	2.0	0.9
Not ageist/Ageist	959	32.5	1,086	36.8	622	21.0	239	8.1	49	1.7	2.1	1.0
Not classist (socioeconomic status)/Classist	879	29.8	1,019	34.5	650	22.0	318	10.8	84	2.8	2.2	1.1
Not classist (position: faculty, staff, student)/Classist	853	28.8	963	32.5	641	21.7	352	11.9	151	5.1	2.3	1.2
Not ableist (disability-friendly)/Ableist (not disability-friendly)	991	33.5	1,081	36.6	591	20.0	231	7.8	63	2.1	2.1	1.0
Not xenophobic/Xenophobic	1,019	34.5	1,115	37.7	655	22.2	138	4.7	29	1.0	2.0	0.9
Not ethnocentric/Ethnocentric	978	33.1	1,095	37.1	670	22.7	159	5.4	52	1.8	2.1	1.0

Table B113. Students only: Please indicate the extent to which you agree with each of the following statements. (Question 104)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by Brock University faculty.	508	20.4	1,208	48.5	500	20.1	209	8.4	64	2.6
I feel valued by Brock University staff.	502	20.3	1,171	47.3	555	22.4	191	7.7	57	2.3
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	439	17.7	862	34.8	798	32.2	257	10.4	124	5.0
I feel valued by faculty in the classroom.	569	23.0	1,276	51.5	474	19.1	119	4.8	41	1.7
I feel valued by faculty outside the classroom.	508	20.5	1,072	43.2	636	25.6	207	8.3	59	2.4
I feel valued by other students in the classroom.	551	22.2	1,192	48.1	524	21.1	174	7.0	39	1.6
I feel valued by other students outside of the classroom.	548	22.2	1,124	45.5	562	22.8	180	7.3	55	2.2
I think that faculty prejudice my abilities based on their perception of my identity/background.	257	10.4	604	24.4	661	26.7	645	26.0	310	12.5
I believe that the campus climate encourages free and open discussion of difficult topics.	495	20.0	1,172	47.3	545	22.0	191	7.7	75	3.0
I have access to student resources on a variety of issues/concerns.	620	25.0	1,273	51.4	458	18.5	109	4.4	19	0.8
I have faculty whom I perceive as role models.	683	27.6	950	38.4	526	21.2	241	9.7	77	3.1
I have staff whom I perceive as role models.	559	22.7	845	34.3	667	27.1	291	11.8	100	4.1
Brock effectively communicates information and decisions that influence my work.	495	20.0	1,104	44.6	595	24.0	211	8.5	72	2.9
Brock has a transparent process for communicating institutional information.	476	19.2	1,040	42.0	643	26.0	222	9.0	93	3.8

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Table B114. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 105)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	47	25.1	69	36.9	28	15.0	20	10.7	23	12.3
I feel valued by my department/program chair/director.	55	29.4	56	29.9	35	18.7	22	11.8	19	10.2
I feel valued by other faculty at Brock University.	40	21.5	82	44.1	36	19.4	19	10.2	9	4.8
I feel valued by students in the classroom.	74	40.4	75	41.0	23	12.6	8	4.4	3	1.6
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	23	12.4	43	23.1	57	30.6	32	17.2	31	16.7
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	11	6.0	33	17.9	50	27.2	42	22.8	48	26.1
I think that my department/program chair/director pre-judges my abilities based on their perception of my identity/background.	12	6.5	23	12.4	46	24.7	46	24.7	59	31.7
I believe that Brock University encourages free and open discussion of difficult topics.	14	7.6	53	28.6	58	31.4	37	20.0	23	12.4
I feel that my research/scholarship is valued.	20	10.9	67	36.6	46	25.1	28	15.3	22	12.0
I feel that my teaching is valued.	42	23.1	65	35.7	33	18.1	29	15.9	13	7.1
I feel that my service contributions are valued.	32	17.3	61	33.0	39	21.1	33	17.8	20	10.8
I have faculty whom I perceive as role models.	60	32.4	75	40.5	23	12.4	17	9.2	10	5.4
I have staff whom I perceive as role models.	46	25.3	71	39.0	41	22.5	14	7.7	10	5.5
Brock effectively communicates information and decisions that influence my work.	15	8.1	47	25.4	56	30.3	42	22.7	25	13.5
Brock has a transparent process for communicating institutional information.	9	4.8	37	19.9	57	30.6	54	29.0	29	15.6

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 188).

Table B115. Staff only: Please indicate the extent to which you agree with each of the following statements. (Question 106)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by coworkers in my department.	130	41.3	132	41.9	31	9.8	13	4.1	9	2.9
I feel valued by coworkers outside my department.	73	23.2	165	52.4	52	16.5	18	5.7	7	2.2
I feel valued by my supervisor/manager.	129	41.0	119	37.8	37	11.7	15	4.8	15	4.8
I feel valued by Brock University students.	73	23.3	123	39.3	101	32.3	14	4.5	2	0.6
I feel valued by Brock University faculty.	28	9.0	114	36.8	106	34.2	44	14.2	18	5.8
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	35	11.3	99	31.9	118	38.1	42	13.5	16	5.2
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	8	2.6	28	9.0	79	25.4	118	37.9	78	25.1
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	7	2.2	28	8.9	70	22.4	111	35.5	97	31.0
I think that faculty prejudice my abilities based on their perception of my identity/background.	13	4.2	35	11.3	100	32.2	106	34.1	57	18.3
I believe that my department/program encourages free and open discussion of difficult topics.	50	16.0	113	36.2	74	23.7	55	17.6	20	6.4
I feel that my skills are valued.	62	19.8	152	48.6	38	12.1	49	15.7	12	3.8
I feel that my work is valued.	63	20.2	156	50.0	36	11.5	41	13.1	16	5.1
I have faculty whom I perceive as role models.	51	16.5	92	29.7	100	32.3	47	15.2	20	6.5
I have staff whom I perceive as role models.	80	25.6	147	47.0	60	19.2	23	7.3	3	1.0
Brock effectively communicates information and decisions that influence my work.	21	6.7	91	29.2	89	28.5	78	25.0	33	10.6
Brock has a transparent process for communicating institutional information.	18	5.8	99	31.6	103	32.9	67	21.4	26	8.3

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 315).

Table B116. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Brock University in the past year? (Question 107)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	74	8.4	432	49.3	370	42.2
Classroom buildings	110	12.7	487	56.0	272	31.3
Classrooms, laboratories (including computer labs)	105	12.1	474	54.5	290	33.4
Brock housing	43	5.0	393	45.3	431	49.7
Residence dining facilities	43	5.0	406	47.2	412	47.9
Brock food locations (e.g., Guernsey Market, Hungry Badger)	78	9.0	496	57.1	294	33.9
Doors	55	6.3	517	59.5	297	34.2
Elevators/lifts	42	4.9	526	60.8	297	34.3
Emergency preparedness	45	5.2	507	58.5	315	36.3
Health Center	70	8.1	482	55.6	315	36.3
Office furniture (e.g., chair, desk)	68	7.9	498	57.7	297	34.4
Campus transportation/parking	95	10.9	476	54.8	297	34.2
Other campus buildings	46	5.3	519	59.9	301	34.8
Podium	22	2.5	490	56.8	351	40.7
Restrooms	49	5.6	527	60.7	292	33.6
Signage	29	3.4	532	61.5	304	35.1
Studios/performing arts spaces	20	2.3	458	52.8	390	44.9
Temporary barriers because of construction or maintenance	121	14.0	449	52.1	292	33.9
Walkways, pedestrian paths, crosswalks	58	6.8	502	58.8	294	34.4
Technology/Online Environment						
Accessible electronic format	86	10.0	505	58.7	269	31.3
Clickers	34	4.0	445	51.9	378	44.1
Computer equipment (e.g., screens, mouse, keyboard)	49	5.7	524	61.2	283	33.1
Electronic forms	52	6.1	524	61.2	280	32.7
Electronic signage	48	5.6	521	60.9	287	33.5
Electronic surveys (including this one)	42	4.9	551	64.2	265	30.9
Kiosks	28	3.3	522	61.0	305	35.7
Library database	41	4.8	529	61.8	286	33.4
Moodle/Blackboard/Canvas	27	3.2	497	58.1	332	38.8
Phone/phone equipment	29	3.4	537	62.8	289	33.8

Table B116. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Brock University in the past year? (Question 107)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Software (e.g., voice recognition/audiobooks)	45	5.3	511	59.7	300	35.0
Video/video audio description	52	6.1	506	59.0	299	34.9
Website	57	6.7	528	62.0	267	31.3
Identity Accuracy						
Electronic databases (e.g., Banner)	40	4.6	521	60.5	300	34.8
Email account	41	4.8	558	64.7	263	30.5
Intake forms (e.g., Health Center)	50	5.8	495	57.9	310	36.3
Learning technology	52	6.1	521	60.7	286	33.3
Surveys	32	3.8	552	65.4	260	30.8
Instructional/Campus Materials						
Brochures	26	3.0	536	62.5	296	34.5
Food menus	49	5.7	512	59.8	295	34.5
Forms	40	4.7	534	62.4	282	32.9
Journal articles	57	6.6	533	62.0	269	31.3
Library books	45	5.2	537	62.6	276	32.2
Other publications	40	4.7	538	62.9	278	32.5
Syllabi	57	6.6	523	60.8	280	32.6
Textbooks	72	8.4	514	59.7	275	31.9
Video-closed captioning and text description	46	5.4	506	59.5	299	35.1

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 67 (*n* = 898).

Table B117. As a person who identifies as two spirit, transgender/genderqueer/gender nonbinary only have you experienced a barrier in any of the following areas at Brock University in the past year? (Question 109)

Barrier	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	7	20.0	12	34.3	16	45.7
Changing rooms/locker rooms	12	34.3	7	20.0	16	45.7
Restrooms	15	42.9	11	31.4	9	25.7
Signage	9	25.7	15	42.9	11	31.4
Identity accuracy						
Brock Card	9	25.7	18	51.4	8	22.9
Electronic databases (e.g., Sakai)	9	25.7	17	48.6	9	25.7
Email account	5	14.3	19	54.3	11	31.4
Intake forms (e.g., Student Health Services, Registrar)	8	22.9	15	42.9	12	34.3
Learning technology	2	5.7	16	45.7	17	48.6
Marketing & Communications (e.g., Brock News)	3	8.6	18	51.4	14	40.0
Surveys	6	17.1	22	62.9	7	20.0

Note: Table includes responses only from those respondents who self-identified as two-spirit, genderqueer, nonbinary, transgender, or a gender not listed in Question 56 (*n* = 36).

Table B118. 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 Brock University. (Question 111)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for calculating the tenure clock	60	68.2	27	30.7	1	1.1	88	62.4	35	66.0	17	32.1	1	1.9	53	37.6
Providing recognition and rewards for including diversity issues in courses across the curriculum	30	60.0	15	30.0	5	10.0	50	36.0	62	69.7	18	20.2	9	10.1	89	64.0
Effective limits on the percentage of non-tenure track faculty teaching in my Faculty	46	52.9	20	23.0	21	24.1	87	64.0	31	63.3	12	24.5	6	12.2	49	36.0
Effective limits on the percentage of sessional faculty/part-time faculty teaching in my Faculty	50	57.5	14	16.1	23	26.4	87	64.0	34	69.4	8	16.3	7	14.3	49	36.0
Providing educational opportunities regarding indigenization efforts	54	68.4	21	26.6	4	5.1	79	57.2	53	89.8	4	6.8	2	3.4	59	42.8
Providing educational opportunities on bias in CRC/faculty searches	43	49.4	36	41.4	8	9.2	87	66.9	30	69.8	10	23.3	3	7.0	43	33.1
Providing educational opportunities on human rights and equity policies and practices	73	68.2	29	27.1	5	4.7	107	77.5	28	90.3	1	3.2	2	6.5	31	22.5
Providing opportunities for intercultural education	57	64.0	29	32.6	3	3.4	89	64.5	37	75.5	9	18.4	3	6.1	49	35.5

Table B118. 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 Brock University. (Question 111)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing faculty with tools to create an inclusive classroom environment	60	65.9	28	30.8	3	3.3	91	64.1	44	86.3	6	11.8	1	2.0	51	35.9
Providing faculty with supervisory training	48	72.7	17	25.8	1	1.5	66	46.8	65	86.7	6	8.0	4	5.3	75	53.2
Providing access to counseling for people who have experienced harassment	89	81.7	20	18.3	0	0.0	109	77.3	30	93.8	1	3.1	1	3.1	32	22.7
Providing mentorship for new faculty	61	82.4	13	17.6	0	0.0	74	51.4	66	94.3	2	2.9	2	2.9	70	48.6
Providing a clear process to resolve conflicts	55	74.3	16	21.6	3	4.1	74	52.9	65	98.5	0	0.0	1	1.5	66	47.1
Providing a fair process to resolve conflicts	64	83.1	11	14.3	2	2.6	77	55.4	61	98.4	0	0.0	1	1.6	62	44.6
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	40	62.5	19	29.7	5	7.8	64	48.5	47	69.1	9	13.2	12	17.6	68	51.5
Providing affordable child care	42	84.0	7	14.0	1	2.0	50	36.5	74	85.1	12	13.8	1	1.1	87	63.5
Recognizing child care responsibilities as one of the criteria for setting class times	71	79.8	12	13.5	6	6.7	89	63.1	43	82.7	6	11.5	3	5.8	52	36.9

Table B118. 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 Brock University. (Question 111)

Institutional initiatives	This initiative IS available at Brock University							This initiative IS NOT available at Brock University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing support/resources for spouse/partner employment	40	58.0	20	29.0	9	13.0	69	51.1	52	78.8	11	16.7	3	4.5	66	48.9

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 188).

Table B119. 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 Brock University. (Question 113)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity and equity training for staff	180	85.3	30	14.2	1	0.5	211	74.6	66	91.7	6	8.3	0	0.0	72	25.4
Providing educational opportunities regarding indigenization efforts	129	76.8	39	23.2	0	0.0	168	61.1	95	88.8	11	10.3	1	0.9	107	38.9
Providing educational opportunities on bias in CRC/faculty searches	93	66.9	43	30.9	3	2.2	139	56.0	83	76.1	25	22.9	1	0.9	109	44.0
Providing educational opportunities on human rights and equity policies and practices	174	83.7	33	15.9	1	0.5	208	76.5	59	92.2	4	6.3	1	1.6	64	23.5
Providing opportunities for intercultural education	151	84.4	26	14.5	2	1.1	179	67.3	77	88.5	10	11.5	0	0.0	87	32.7
Providing access to counseling for people who have experienced harassment	204	92.7	16	7.3	0	0.0	220	79.7	52	92.9	3	5.4	1	1.8	56	20.3
Providing supervisors/managers with supervisory training	136	85.0	24	15.0	0	0.0	160	57.6	115	97.5	2	1.7	1	0.8	118	42.4
Providing faculty supervisors with supervisory training	114	82.0	25	18.0	0	0.0	139	50.7	128	94.8	6	4.4	1	0.7	135	49.3
Providing mentorship for new staff	130	83.9	23	14.8	2	1.3	155	55.6	121	97.6	2	1.6	1	0.8	124	44.4
Providing a clear process to resolve conflicts	116	78.4	31	20.9	1	0.7	148	53.6	121	94.5	6	4.7	1	0.8	128	46.4

Table B119. 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 Brock University. (Question 113)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing a fair process to resolve conflicts	123	84.2	22	15.1	1	0.7	146	53.1	123	95.3	5	3.9	1	0.8	129	46.9
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	87	70.2	36	29.0	1	0.8	124	47.7	102	75.0	30	22.1	4	2.9	136	52.3
Providing career development opportunities for staff	151	91.5	12	7.3	2	1.2	165	58.7	115	99.1	1	0.9	0	0.0	116	41.3
Providing affordable child care	111	83.5	21	15.8	1	0.8	133	51.0	116	90.6	10	7.8	2	1.6	128	49.0
Providing support/resources for spouse/partner employment	87	78.4	18	16.2	6	5.4	111	42.2	120	78.9	26	17.1	6	3.9	152	57.8

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 315).

Table B120. 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 Brock University. (Question 115)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing opportunities to understand Canada's history in regard to indigenous peoples as well as Brock's future initiatives	1,505	78.7	383	20.0	24	1.3	1,912	82.2	331	80.0	78	18.8	5	1.2	414	17.8
Providing intercultural/cross-cultural educational opportunities	1,552	82.9	306	16.3	15	0.8	1,873	81.2	358	82.7	65	15.0	10	2.3	433	18.8
Providing workshops on human rights and equity, including gendered violence	1,587	83.7	273	14.4	36	1.9	1,896	82.4	348	85.7	52	12.8	6	1.5	406	17.6
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,298	81.0	279	17.4	25	1.6	1,602	69.5	630	89.6	59	8.4	14	2.0	703	30.5
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,228	79.2	291	18.8	31	2.0	1,550	67.4	631	84.1	94	12.5	25	3.3	750	32.6
Increasing opportunities for intercultural dialogue among students	1,267	79.4	302	18.9	26	1.6	1,595	69.6	610	87.5	77	11.0	10	1.4	697	30.4

Table B120. 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 Brock University. (Question 115)

Institutional initiatives	This initiative IS available at Brock University								This initiative IS NOT available at Brock University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Increasing opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity.	1,379	82.5	261	15.6	31	1.9	1,671	73.1	513	83.4	91	14.8	11	1.8	615	26.9
Increasing student resources where students may receive assistance on a variety of issues/concerns.	1,558	86.6	230	12.8	12	0.7	1,800	78.7	446	91.6	33	6.8	8	1.6	487	21.3
Increasing the availability of resources where students may receive assistance on a variety of issues/concerns	1,468	83.9	257	14.7	25	1.4	1,750	76.8	474	89.4	51	9.6	5	0.9	530	23.2
Incorporating cultural humility, reconciliation and equity issues more effectively into the curriculum	1,272	79.3	297	18.5	35	2.2	1,604	70.2	540	79.3	108	15.9	33	4.8	681	29.8
Providing effective faculty mentorship of students	1,385	84.6	234	14.3	19	1.2	1,638	71.8	583	90.5	55	8.5	6	0.9	644	28.2
Providing effective academic advising	1,709	88.1	206	10.6	24	1.2	1,939	84.8	314	90.5	26	7.5	7	2.0	347	15.2
Providing diversity training for student staff (e.g., residence Dons)	1,423	82.0	278	16.0	34	2.0	1,735	76.0	461	84.1	71	13.0	16	2.9	548	24.0

Table B120. 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 Brock University. (Question 115)

Institutional initiatives	This initiative IS available at Brock University							This initiative IS NOT available at Brock University								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believe initiative is available	Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believe initiative is not available		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing affordable child care	1,316	77.4	360	21.2	25	1.5	1,701	74.8	500	87.4	67	11.7	5	0.9	572	25.2

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,500).

Appendix C – Comment Analyses (Questions #117, #118, and #119)

Of the 3,003 surveys submitted for the Brock University’s climate assessment, 1,704 respondents offered remarks to at least one open-ended question throughout the survey. The follow-up questions allowed respondents to provide more detail in relation to their answers to previous survey questions. The follow-up questions were included in the body of the report. This section of the report summarizes the comments submitted for the final three open-ended survey questions and provides thematic analysis of the remarks that were shared by multiple respondents.

117. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

Nine hundred-fifty respondents elaborated on the contrast between their experiences on campus and those within the surrounding community. Two themes emerged from all response: no/same and more inclusive/welcoming.

No/Same. Respondents shared that their experiences on campus were no different than their experiences in the community and/or their experiences were the same on campus and within the surrounding community.

More Inclusive/Welcoming. Respondent suggested that their experiences on campus were more inclusive and welcoming than those within the surrounding community. Respondents shared, “I think Brock is a more inclusive community than Niagara as a whole. During my time here, I have learned how to be more accepting and open to the opinions and views of others,” “The climate on campus is inclusive and accepting, and the surrounding community is still catching up. But they’re getting there,” and “Brock seems more welcoming and open to everyone no matter who the person is. Brock has a great atmosphere!” Other respondents added, “I believe that my on-campus experiences are more positive than those from the surrounding campus,” “I feel more included and supported on campus vs. being off campus,” and “I feel as though the campus experience is much more welcoming due to the students and faculty.”

118. Do you have any specific recommendations for improving the climate at Brock University?

One thousand thirty-nine respondents elaborated on specific recommendations for improving the climate at Brock University. Four themes emerged from responses: campus events, accessibility, resource communication, and mental health resources.

Campus Events. Respondents suggested having more campus events to bring the community together as way of improving the climate at Brock University. Respondents shared, “It would be nice to see more clubs, activities or events that celebrate the various cultures of Brock’s diverse student body. I enjoy experiencing other cultures but have not seen very many opportunities to do so,” “Incorporating more school spirit events into Brock student life, for example promoting more sporting events for viewing (basketball or volleyball) to spark student involvement and socialization amongst each other,” and “More social events to gather people together.” Other respondents added, “More events or activities that bring everyone together for a good cause,” “More engagement activities that are varied and open to all,” and “More community events for Brock as a whole.”

Accessibility. Respondents suggested that improved accessibility of campus and classroom barriers would improve campus climate. One respondent shared, “Brock needs a functioning and visible committee to address physical accessibility on campus. I would really like to see a coordinated effort to get the broader campus community involved in identifying barriers - they are everywhere but often simply not noticeable to people who don’t experience them directly.” Another respondent added, “More ways to make it easier to navigate around Brock for disabled or older students/staff. One of my classes required us to go around and look for ease, and many doors were hard to open.” Other respondents included, “Provide more services that are accessible for students with varying disabilities,” “Increased awareness of the need for closed captions on all video content in large lecture halls. They are not inclusive for those with hearing impairment,” and “Improve the accessibility for those with non-able bodied.”

Resource Communication. Respondents shared that they would like to have more communication related to available services and initiatives on campus. Respondents stated, “You have a great amount of resources, but most people do not know about the available resources. Increasing

awareness and advertising these programs and resources is much needed,” “Make certain resources more aware to students. Some programs I had never heard of and I’m sure a lot of other students could say the same,” and “Maybe a weekly newsletter that students can sign up for to see what is going on at Brock and if there are any activities or events they would like to attend.” Other respondents included, “More advertising for groups and clubs that people can be a part of, rather than just posters, make it available via social media or digital in some way,” “More awareness of different activities occurring,” and “More information communicated about availability of resources and where to locate them.” It’s evident that respondents want to stay informed about campus initiatives and have suggested a multitude of ways, i.e., newsletter, social media, advertising, that Brock University could facilitate this communication.

Mental Health Resources. Respondents shared that more available mental health resources would improve the campus climate. One respondent suggested, “More focus on employee mental health and training for supervisors on how to recognize, address, support and manage the mental health of their direct reports.” Another respondent added, “Mental health. Increasing quality of counseling (it is currently not great, most students I know go externally) and increased accessibility (takes weeks to get an appointment and mental health can be very time-sensitive).” Other respondents offered, “Accessibility for mental health resources needs to be looked at, especially concerning specialized help for issues such as eating disorders which had a wait-time of over a year,” “Better mental health and disability awareness training for professors,” and “Making some mental health services more available. There are times when I am experiencing a mental health problem, and when I schedule an appointment for someone who specializes in what I’m feeling, I can’t see them for a month or two.” Reducing the wait time for counseling services and providing faculty with proper training on how to recognize and address issues of mental health would improve the climate at Brock University.

119. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Three hundred fifty-six respondents elaborated on their survey responses related to the campus climate and their experiences at Brock University. Two themes emerged from responses: no/not applicable, and positive campus experience.

No/Not applicable. One theme that emerged from responses was no/not applicable. Respondents elected not to elaborate on any more experiences related to the survey.

Positive Campus Experience. Respondents elaborated on the positive experiences they had at the Brock University campus. Respondents shared, “In many ways Brock is a great place to work and many of my interactions and experiences have been positive,” “I have been very happy with the environment at Brock since coming to work in my role. It’s definitely the best I’ve had in my career so far,” and “Brock has done a wonderful job of making me feel included and safe on campus.” Other respondents added, “Brock does a great job of making all feel welcome on campus no matter their background, sexual orientation, or income. I am grateful to [be] apart of such a great community,” “I am thankful and grateful to be a Brock student and feel valued by my peers and professors,” and “I never dreamt that I could have an opportunity to get a degree twenty years ago. My experience at Brock has greatly stimulated me in many ways although there are a few generations between me and my colleagues. I have felt much respect from most other students.” Respondents are proud to be a part of Brock University!

Brock University

Assessment of the Learning, Living, and Working Environment

(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Leela MadhavaRau
lmadhavarau@brocku.ca

Michael O'Sullivan
mosullivan@brocku.ca

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Brock 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 Brock University and provide us with specific information about how the environment for learning, living, and working at Brock 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 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide 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 be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks

No risks are anticipated by 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 those 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, please copy and paste the link below into a new browser to contact a resource:

<https://brocku.ca/human-rights/resources/>

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. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Brock University Research Ethics Board.

<https://brocku.ca/campus-climate-survey/faqs/#faq12>

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:

Genevieve Weber, PhD, LMHC
Executive Associate, Senior Research Associate
Rankin & Associates Consulting
genevieve@rankin-consulting.com
814-625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Leela MadhavaRau
Director, Human Rights and Equity
Brock University
Mackenzie Chown E Block - room 206
1812 Sir Isaac Brock Way
St. Catharines, Ontario L2S 3A1
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T 905 688 5550 x 4859

Michael O’Sullivan, OCT, EdD
Associate Dean, Graduate Student Services, Research and International
Associate Professor
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T 905 688 5550 x 5345

Questions concerning the rights of participants:

Research at Brock University that involves human participants is carried out under the oversight of a Review Ethics Board. Questions or problems regarding these activities should be addressed to:

Office of Institutional Analysis and Planning
iap@brocku.ca

PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (e.g., internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as male or female.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of female and male, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

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.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexual Identity: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Two-Spirit: A person who identifies as having both a masculine and a feminine spirit, and is used by some Indigenous people to describe their sexual, gender and/or spiritual identity.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions

Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Brock University?

- Undergraduate Student
 - Started Brock as first-year student
 - Started Brock after attending or graduating from another college/university
- Graduate Student
 - Graduate Diploma
 - Master's
 - Doctoral (PhD)
- Faculty Member or Professional Librarian (BUFA Members)
 - Chair, Centre Director & Department Head
 - Tenured Faculty & Librarians with Permanence
 - Tenure-Track Faculty & probationary Librarians
 - Non-Tenure Track Faculty & Limited Term Librarians (e.g. LTA & ILTA)
- English as a Second Language (ESL), Sessional & Part-time Instructors
 - ESL Instructors (CUPE 4207 Unit 3)
 - Union Sessional/Part-time Instructors (CUPE4207 Unit 1)
 - Non-Union Sessional/Part-time Instructors (e.g. Educational Instructor, Clinical Instructor)
- Academic Administrator (e.g. Provost, Dean, Vice-Provost, University Librarian, Associate Dean)
- Research Position (e.g., Post-Doctoral Fellows, Research Assistants)
- Administrative Staff
 - Unionized Staff - Full-time (e.g. OSSTF, CUPE1295, CUPE4207 Unit 2)
 - Non-Unionized Staff - Ongoing (e.g. Officer, Specialist, Coordinator)
 - Non-Unionized Staff - Contract (e.g. Fitness Instructor, Assistant Coach)
 - Non-Unionized Leadership (e.g. Associate Vice-President, Director, Manager)

2. Are you full-time or part-time in that **primary** position?

- Full-time
- Part-time

3. At what Brock University location do you spend the majority of your time?

- Hamilton
- St. Catharines (1812 Sir Isaac Brock Way)
- St. Catharines (Marilyn I. Walker School of Fine and Performing Arts)

4. **Students/Faculty only:** How many of your classes require you to come to campus?

- None
- Some
- Most
- All

Part 1: Personal Experiences

When responding to questions 5 - 7, think about your experiences during the past year at Brock University.

5. Overall, how comfortable are you with the climate at Brock University?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
6. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department/program or work unit at Brock University?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
7. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at Brock University?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
8. Have you ever seriously considered leaving Brock University?
- No (**Faculty skip to Q#15, Students skip to Q#14**)
 - Yes (**Faculty/Staff-skip to #12, Grads skip to Q#10**)
9. **Undergraduate Students only:** When did you seriously consider leaving Brock University? (**Mark all that apply.**)
- During my first year
 - During my second year
 - During my third year
 - During my fourth year
 - During my fifth year
 - After my fifth year
10. **Graduate Students only:** When did you seriously consider leaving Brock University? (**Mark all that apply.**)
- As an undergraduate student at Brock
 - During my 1st year
 - During my 2nd year
 - During my 3rd year
 - During my 4th year
 - During my 5th year
 - After my 5th year
 - As an graduate student at Brock
 - During my 1st year
 - During my 2nd year
 - During my 3rd year
 - During my 4th year
 - During my 5th year
 - After my 5th year

11. **Students only:** Why did you seriously consider leaving Brock University? **(Mark all that apply.)**

- Climate not welcoming
- Coursework too difficult
- Coursework not challenging enough
- Did not like major
- Did not have my major
- Did not meet the selection criteria for a major
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of social life at Brock University
- Lack of support group
- Lack of support services
- My marital/relationship status
- Personal reasons (e.g., medical, mental health, family emergencies)
- Reputation of Brock
- A reason not listed above (Please specify.) _____

12. **Faculty/Staff only:** Why did you seriously consider leaving Brock University? **(Mark all that apply.)**

- Campus climate unwelcoming
- Family responsibilities
- Institutional support (e.g., technical support, laboratory space/equipment)
- Increased workload
- Interested in a position at another institution
- Lack of benefits
- Limited advancement opportunities
- Local community did not meet my (my family) needs
- Local community climate not welcoming
- Personal reasons (e.g., medical, mental health, family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Relocation
- Reputation of Brock
- Low salary/pay rate
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with coworkers
- A reason not listed above (Please specify.) _____

13. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.

14. **Students only:** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Brock University.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave Brock University before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at Brock University?

- No (**Skip to Question #25**)
- Yes

16. What do you believe was the basis of the conduct? (**Mark all that apply.**)

- Academic performance
- Age
- Disability status
- Educational credentials (e.g., BSc, MSc, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at Brock University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racialized identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.) _____

17. Within the past year, how many instances of exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances
18. How would you describe what happened? **(Mark all that apply.)**
- I was ignored or excluded.
 - I was intimidated/bullied.
 - I was isolated or left out.
 - I felt others staring at me.
 - I experienced a hostile classroom environment.
 - The conduct made me fear that I would get a poor grade.
 - I experienced a hostile work environment.
 - I was the target of workplace incivility.
 - I was the target of derogatory verbal remarks.
 - I received derogatory written comments.
 - I received derogatory phone calls/text messages/email.
 - I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Instagram, Snapchat).
 - I was singled out as the spokesperson for my identity group.
 - I received a low or unfair performance evaluation.
 - I was not fairly evaluated in the promotion and tenure process.
 - Someone assumed I was admitted/hired/promoted because of my identity group.
 - Someone assumed I was not admitted/hired/promoted because of my identity group.
 - I was the target of graffiti/vandalism.
 - I was the target of racial/ethnic profiling.
 - I was the target of stalking.
 - The conduct threatened my physical safety.
 - The conduct threatened my family's safety.
 - I received threats of physical violence.
 - I was the target of physical violence.
 - An experience not listed above (Please specify.) _____
19. Where did the conduct occur? **(Mark all that apply.)**
- At a Brock University event/program
 - In a class
 - In a laboratory
 - In a faculty office
 - In a fraternity or sorority house
 - In the Faith & Life Center
 - In a meeting with one other person
 - In a meeting with a group of people
 - In a Brock University administrative office
 - In a Brock University dining facility
 - In a Brock University library
 - In an experiential learning environment (e.g., community-based learning, Co-op, internship)
 - In athletic facilities
 - In fitness facilities
 - In other public spaces at Brock University
 - On public transportation
 - In on-campus residences
 - In the Brock University Personal Counseling Services
 - In off-campus housing
 - In the Brock University Student Health Services

- Off campus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Brock University job
- A venue not listed above (Please specify.) _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Brock University media (e.g., posters, brochures, flyers, handouts, websites)
- Brock University Campus Security
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Niagara Regional Police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

22. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., Knowledge Keeper or Elder, pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through Human Rights & Equity or Campus Security Services.
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)
 - Faculty Member
 - Faith and Life Centre
 - Human Rights and Equity (HRE)
 - Office of Human Resources
 - Ombudsperson
 - Personal Counseling (SWAC)
 - Senior administrator (e.g., dean, vice president, provost)
 - Sexual Violence Support and Education Coordinator
 - Staff person
 - Student Health Services
 - Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
 - Student teaching assistant (e.g., tutor, teaching assistant)
 - Union Representative/Executive
- A response not listed above (Please specify.) _____

23. Did you formally report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct but felt that it was not addressed appropriately
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared

24. We are interested in knowing more about your experience. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://brocku.ca/human-rights/resources/>

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct (sexual violence) that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

<https://brocku.ca/human-rights/sexual-violence/support-resources/>

25. Have you experienced unwanted sexual contact/conduct/sexual violence (non-consensual sexual contact and behavior which includes sexual assault, sexual harassment, stalking, sexual exploitation, indecent exposure, and voyeurism.)?

- No **[Skip to Q#36]**
- Yes – relationship violence (e.g., ridiculed, controlling, hitting)
[Please complete questions 26rv – 35rv]
- Yes – stalking (e.g., following me, on social media, texting, phone calls)
[Please complete questions 26stlk – 35stlk]
- Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
[Please complete questions 26si – 35si]
- Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
[Please complete questions 26sc – 35sc]

26rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27rv. **Students only:** When did you experience the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- During my time as a graduate student at Brock University
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

28rv. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Brock University faculty member
- Brock University staff member
- Stranger
- Brock University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

29rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30rv. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?

- No
- Yes
 - Alcohol
 - Drugs
 - Both alcohol and drugs

31rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- Afraid
- Angry
- Anxious
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)
 - Faculty Member
 - Faith and Life Centre
 - Human Rights and Equity (HRE)
 - Office of Human Resources
 - Ombudsperson
 - Personal Counseling (SWAC)
 - Senior administrator (e.g., dean, vice president, provost)
 - Sexual Violence Support and Education Coordinator

- Staff person
- Student Health Services
- Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
- Student teaching assistant (e.g., tutor, teaching assistant)
- Union Representative/Executive
- A response not listed above (Please specify.) _____

33rv. Did you formally report the relationship violence (e.g., ridiculed, controlling, hitting)?

- No, I did not report it. **(Skip to Q#34rv)**
- Yes, I disclosed the conduct and received support services from a Brock University official
- Yes, I formally reported the conduct to a Brock University official.
 - Yes, I formally reported the conduct and was satisfied with the outcome. **(Skip to next section)**
 - Yes, I formally reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
 - Yes, I formally reported the conduct but felt that it was not addressed appropriately. **(Skip to Q#35rv)**
 - Yes, I formally reported the conduct and the outcome is still pending.
- Yes, I formally reported the conduct to police services

34rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculed, controlling, hitting) to a campus official or staff member. Please explain why you did not.

35rv. You indicated that you **DID** report the relationship violence (e.g., ridiculed, controlling, hitting) but that it was not addressed appropriately. Please explain why you felt that it was not.

26stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27stlk. **Students only:** When did you experience the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- During my time as a graduate student at Brock University
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

28stlk. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Brock University faculty member
- Brock University staff member
- Stranger
- Brock University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

29stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?

- No
- Yes
 - Alcohol
 - Drugs
 - Both alcohol and drugs

31stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- Afraid
- Angry
- Anxious
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)
 - Faculty Member
 - Faith and Life Centre
 - Human Rights and Equity (HRE)
 - Office of Human Resources
 - Ombudsperson
 - Personal Counseling (SWAC)
 - Senior administrator (e.g., dean, vice president, provost)
 - Sexual Violence Support and Education Coordinator
 - Staff person
 - Student Health Services
 - Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
 - Student teaching assistant (e.g., tutor, teaching assistant)
 - Union Representative/Executive
- A response not listed above (Please specify.) _____

33stlk. Did you formally report the stalking (e.g., following me, on social media, texting, phone calls)?

- No, I did not report it. **(Skip to Q#34stlk)**
- Yes, I disclosed the conduct and received support services from a Brock University official
- Yes, I formally reported the conduct to a Brock University official.
 - Yes, I formally reported the conduct and was satisfied with the outcome. **(Skip to next section)**
 - Yes, I formally reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
 - Yes, I formally reported the conduct but felt that it was not addressed appropriately. **(Skip to Q#35stlk)**
 - Yes, I formally reported the conduct and the outcome is still pending.
- Yes, I formally reported the conduct to police services

34stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

35stlk. You indicated that you **DID** report the stalking (e.g., following me, on social media, texting, phone calls) but that it was not addressed appropriately. Please explain why you felt that it was not.

26si. When did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)

occur? **(Mark all that apply.)**

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27si. **Students only:** When did you experience the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate student at Brock University
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

28si. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Brock University faculty member
- Brock University staff member
- Stranger
- Brock University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

29si. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30si. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No
- Yes
 - Alcohol
 - Drugs
 - Both alcohol and drugs

31si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- Afraid
- Angry
- Anxious
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32si. What did you do in response to experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)
 - Faculty Member
 - Faith and Life Centre
 - Human Rights and Equity (HRE)
 - Office of Human Resources
 - Ombudsperson
 - Personal Counseling (SWAC)
 - Senior administrator (e.g., dean, vice president, provost)
 - Sexual Violence Support and Education Coordinator
 - Staff person
 - Student Health Services
 - Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
 - Student teaching assistant (e.g., tutor, teaching assistant)
 - Union Representative/Executive
- A response not listed above (Please specify.) _____

33si. Did you formally report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

- No, I did not report it. **(Skip to Q#34si)**
- Yes, I disclosed the conduct and received support services from a Brock University official
- Yes, I formally reported the conduct to a Brock University official.
 - Yes, I formally reported the conduct and was satisfied with the outcome. **(Skip to next section)**
 - Yes, I formally reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
 - Yes, I formally reported the conduct but felt that it was not addressed appropriately. **(Skip to Q#35si)**
 - Yes, I formally reported the conduct and the outcome is still pending.
- Yes, I formally reported the conduct to police services

34si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

35si. You indicated that you **DID** report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) but that it was not addressed appropriately. Please explain why you felt that it was not.

26sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur?

(Mark all that apply.)

- Less than 6 months ago
- 6 - 12 months ago
- 13 - 23 months ago
- 2 - 4 years ago
- 5 - 10 years ago
- 11 - 20 years ago
- More than 20 years ago

27sc. **Students only:** When did you experience the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- During my time as a graduate student at Brock University
- Undergraduate first year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate second year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate third year
 - Fall semester
 - Spring semester
 - Summer semester
- Undergraduate fourth year
 - Fall semester
 - Spring semester
 - Summer semester
- After my fourth year as an undergraduate

28sc. Who did this to you? **(Mark all that apply.)**

- Acquaintance/friend
- Family member
- Brock University faculty member
- Brock University staff member
- Stranger
- Brock University student
- Current or former dating/intimate partner
- Other role/relationship not listed above

29sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**

- Off campus (Please specify location.) _____
- On campus (Please specify location.) _____

30sc. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No
- Yes
 - Alcohol
 - Drugs
 - Both alcohol and drugs

31sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- Afraid
- Angry
- Anxious
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

32sc. What did you do in response to experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person(s)/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., knowledge keeper or Elder, pastor, rabbi, priest, imam).
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)
 - Faculty Member
 - Faith and Life Centre
 - Human Rights and Equity (HRE)
 - Office of Human Resources
 - Ombudsperson
 - Personal Counseling (SWAC)
 - Senior administrator (e.g., dean, vice president, provost)
 - Sexual Violence Support and Education Coordinator
 - Staff person
 - Student Health Services
 - Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
 - Student teaching assistant (e.g., tutor, teaching assistant)
 - Union Representative/Executive
- A response not listed above (Please specify.) _____

33sc. Did you formally report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?

- No, I did not report it. **(Skip to Q#34sc)**
- Yes, I disclosed the conduct and received support services from a Brock University official
- Yes, I formally reported the conduct to a Brock University official.
 - Yes, I formally reported the conduct and was satisfied with the outcome. **(Skip to next section)**
 - Yes, I formally reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. **(Skip to next section)**
 - Yes, I formally reported the conduct but felt that it was not addressed appropriately. **(Skip to Q#35sc)**
 - Yes, I formally reported the conduct and the outcome is still pending.
- Yes, I formally reported the conduct to police services

34sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

35sc. You indicated that you **DID** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) but that it was not addressed appropriately. Please explain why you felt that it was not.

36. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of Brock University Sexual Assault Support and Education Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: https://brocku.ca/human-rights/sexual-violence/support-resources/	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on campus or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that Brock University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know information about the prevalence of sex offenses (including domestic and dating violence) at Brock University are available in the Human Rights and Equity Annual Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

<https://brocku.ca/human-rights/sexual-violence/support-resources/>

Part 2: Workplace Climate

38. **Tenured and Tenure-Track Faculty only:** As a faculty member at Brock University, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during my on-boarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University faculty who qualify for delaying their tenure-clock feel empowered to do so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by my School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by my School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation policies are disadvantaged in promotion/tenure (e.g., child care, elder care).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty member opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty member opinions are valued within Brock University committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

40. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at Brock University I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal are applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by my School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by my School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by School/Faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by teaching responsibilities beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-tenure-track faculty opinions are taken seriously by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

41. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

42. **All Faculty:** As a faculty member at Brock University, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for non-tenure track faculty are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries between Faculties/Schools are equitable across Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The annual report process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My Faculty/School provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Resources between Faculties/Schools are equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Brock University as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

44. **Staff only:** As a staff member at Brock University, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is productive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during my on-boarding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload has increased without additional compensation due to other staff departures (e.g., retirement positions not filled, reorganization).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A hierarchy exists within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

46. **Staff only:** As a staff member at Brock University I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
My department provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University is supportive of taking extended leave (e.g., parental, personal, disability-related).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leave (e.g., vacation, parental, personal, disability-related).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues are supportive of my taking leave (e.g., vacation, parental, personal, disability-related).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department who use family accommodation policies are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University policies are fairly applied across Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock University is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries between departments/programs are equitable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child care benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on Brock University committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Brock University faculty and administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear expectations of my responsibilities exist.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear procedures exist on how I can advance at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend Brock University as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

48. **Graduate Students only:** As a graduate student I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of supervision I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor responds to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My committee members support my educational experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my supervisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate opportunities exist for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my supervisor provides guidance regarding post-graduation professional opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive adequate information about funding opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work/research is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. **Graduate Student only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which 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.

50. What was your assigned birth sex?

- Female
- Intersex
- Male

51. What is your current gender/gender identity?

- Genderqueer
- Genderfluid
- Man
- Nonbinary
- Transgender
- Two-Spirit
- Woman
- A gender not listed here (Please specify.) _____

52. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (Please specify.) _____

53. What is your citizenship/immigrant status in Canada?

- Born in Canada but self-identify as a sovereign Indigenous person
- Canadian Citizen, at birth
- Canadian Citizen, Naturalized
- Visitor Visa (program less than six months, exchange student)
- Study Permit (ESL program)
- Study Permit (academic program)
- Co-op Work Permit (still considered an academic student)
- Post-Graduate Work Permit (studying part-time)
- Open Work Permit (studying part-time)
- Permanent Resident
- Caregiver Program (studying part-time)
- Out of status (assuming the survey is anonymous)

54. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey please indicate which group below most accurately describes your racial/ethnic identification. **(If you are multiracial/multiethnic/multicultural, mark all that apply).**

- Indigenous (First Nations, Metis, Inuit) (If you wish please specify.) _____
- Indigenous to another country _____
- Black (e.g., African, Afro-Caribbean, African-Canadian) (If you wish, please specify.) _____
- East/Southeast Asian (e.g., Chinese, Korean, Japanese, Taiwanese; Filipino, Vietnamese, Cambodian, Thai, Indonesian) (If you wish, please specify.) _____
- Latin American (e.g., Latino/a/x) (If you wish, please specify.) _____
- Middle Eastern (e.g., Arab, West Asian, Afghan, Iranian, Lebanese, Turkish, Kurdish) (If you wish, please specify.) _____
- South Asian (e.g., Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean) (If you wish, please specify.) _____
- _____
- White (e.g., European descent) (If you wish, please specify.) _____
- Another category not listed here (If you wish, please specify.) _____

55. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

56. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity.

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Two-Spirit
- Queer
- Questioning
- A sexual identity not listed here (Please specify.) _____

57. Do you have substantial parenting or caregiving responsibility?

- No
- Yes **(Mark all that apply.)**
 - Children 5 years old or under
 - Children 6 - 18 years old
 - Children over 18 years old, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years old
 - Partner(s) with a disability or illness
 - Senior or other family member(s)
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)
(Please specify.) _____

58. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school (secondary school)
- Some high school (secondary school)
- Completed high school (secondary school)/GED
- Brevet
- CEGEP
- Some college
- Business/technical certificate/degree
- Associate's degree
- Some university
- Baccalaureate
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MSc, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., Medical, Law)
- Unknown
- Not applicable

Parent/Guardian 2:

- No high school (secondary school)
- Some high school (secondary school)
- Completed high school (secondary school)/GED
- Brevet
- CEGEP
- Some college
- Business/technical certificate/degree
- Associate's degree
- Some university
- Baccalaureate
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MSc, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., Medical, Law)
- Unknown
- Not applicable

59. **Faculty/Staff only:** What is **your** highest level of education?

- No high school (secondary school)
- Some high school (secondary school)
- Completed high school (secondary school)/GED
- Brevet
- CEGEP
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Some university
- Baccalaureate
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA MSc, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., Medical, Law)

60. **Faculty/Staff only:** How long have you been employed at Brock University?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

61. **Undergraduate Students only:** How many years have you been at Brock University?

- Up to one year
- Two years
- Three years
- Four years
- Five years
- Six or more years

62. **Graduate Students only:** Where are you in your graduate studies program at Brock University?

- Certificate student
- Master's degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
- Doctoral degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more

63. **Faculty only:** With which academic division are you primarily affiliated at this time?

- Goodman School of Business
- Faculty of Applied Health Sciences
- Faculty of Education
- Faculty of Humanities
- Faculty of Mathematics and Science
- Faculty of Social Sciences
- Library

64. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?

- Goodman School of Business
- Faculty of Applied Health Sciences
- Faculty of Education
- Faculty of Graduate Studies
- Faculty of Humanities
- Faculty of Mathematics and Science
- Faculty of Social Sciences
- Library
- Office of President (e.g. University Secretariat, Office of Human Rights & Equity)
- Office of Provost
- Office of the Vice-President, Research (e.g. Research Ethics, Research Services)
- Office of the Senior Associate Vice-President, Infrastructure & Operations (e.g., Campus Security, Internal Audit)
- Teaching, Learning & Student Success (e.g. Career, Co-op & Experiential Education, Student Wellness & Accessibility, Student Life)
- Registrar's Office
- Strategic Partnerships & International
- Human Resources
- Financial Services
- Facilities Management
- IT Services
- Ancillary Services
- Advancement & External Relations (e.g. Development & Alumni Relations, University Marketing & Communications)

65. **Undergraduate Students only:** What is your major? **(Mark all that apply.)**

- Applied Disability Studies
- Applied Linguistics
- Biochemistry
- Biological Sciences
- Biomedical Sciences
- Biophysics
- Biotechnology
- Business
- Business Economics
- Canadian Studies
- Chemistry
- Child Health
- Child and Youth Studies
- Classics
- Communication, Popular Culture and Film
- Communication: Business Communication or Media and Communication Studies
- Community Health
- Computer Science (Computing and Business, Computing and Network Communications, Computing and Solid-State Device Technology)
- Co-operative Programs
- Digital Humanities
- Dramatic Arts
- Earth Sciences
- Economics
- Education (Education - Aboriginal Adult Education, Education - Adult Education, Education-Bachelor of Education-Primary/Junior (Aboriginal), Education-Continuing Teacher Education, Education - Teacher Education, Education-Concurrent BA (Honours)/BEd Intermediate/Senior, Education-Concurrent BA Child and Youth Studies (Honours)/BEd Primary/Junior, Education-Concurrent BA Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BSc Integrated Studies (Honours)/BEd Junior/Intermediate, Education-Concurrent BPhEd (Honours)/BEd Intermediate/Senior, Education-Concurrent BPhEd (Honours)/Bed Junior/Intermediate, Education-Concurrent BSc (Honours)/Bed Intermediate/Senior, Educational Studies
- English Language and Literature
- Environmental Sustainability
- Film Studies
- French Studies
- Game
- General Humanities
- Geography
- Geography and Tourism Studies
- Health Sciences
- History
- Hispanic and Latin American Studies
- Indigenous Studies
- Integrated Studies
- Interactive Arts and Science
- Intercultural Studies
- International Political Economy
- International Study and Exchange
- Italian Studies
- Kinesiology
- Labour Studies
- Mathematics and Statistics
- Medical Sciences
- Medieval and Renaissance Studies
- Modern Languages, Literatures and Cultures
- Music
- Neuroscience
- Nursing
- Oenology and Viticulture
- Philosophy

- Physical Education
- Physics
- Policing and Criminal Justice
- Political Science
- Popular Culture
- Psychology
- Public Health
- Recreation and Leisure
- Sciences
- Social Sciences
- Sociology
- Sport Management
- Studies in Arts and Culture
- Tourism Studies
- Visual Arts
- Women's and Gender Studies
- Undeclared Arts
- Undeclared Sciences

66. **Graduate Students only:** What is your academic program? **(Mark all that apply.)**

- Accounting
- Applied Disability Studies
- Applied Gerontology
- Applied Health Sciences
- Applied Linguistics
- Biological Sciences
- Biotechnology
- Business Administration
- Business Economics
- Chemistry
- Child and Youth Studies
- Classics
- Computer Science
- Critical Sociology
- Earth Science
- Education
- Educational Studies
- English
- Geography
- History
- Interdisciplinary Humanities
- Management
- Mathematics and Statistics
- Philosophy
- Physics
- Political Science
- Popular Culture
- Professional Accounting
- Professional Kinesiology
- Psychology
- Public Health
- Social Justice and Equity
- Studies in Comparative Literature and Arts
- Sustainability Science and Society

67. Do you have a disability that influences your learning, living, or working activities? Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey please indicate which of the disabilities listed below, if any, influence your learning, living, or working activities. **(Mark all that apply).**

- None
- Acquired/traumatic brain injury
- Asperger's/autism spectrum
- Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
- Hard of hearing or deaf
- Learning disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
- Low vision or blind
- Mental health disabilities (e.g., anxiety, depression)
- Physical disability that affects walking
- Physical disability condition that does not affect walking
- Disability that affects speech/communication
- A disability not listed here (Please specify.) _____

68. **Students only:** Are you registered with Student Accessibility Services (SAS)?

- No
- Yes

69. **Faculty/Staff:** Are you receiving accommodations for your disability?

- No
- Yes

70. Is English your primary language?

- Yes
- No (Please specify your primary language(s).) _____

71. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - Anglican
 - Baptist
 - Catholic
 - Eastern Orthodox (e.g. Greek, Russian, Serbian, Ukrainian)
 - Christian Reformed Church
 - Coptic
 - Evangelical
 - Hutterite
 - Lutheran
 - Mennonite
 - Methodist
 - Nondenominational Christian
 - Pentecostal
 - Presbyterian
 - Quakers
 - Rastafarian
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Church
 - Unitarian Universalist
 - A Christian affiliation not listed here (Please specify.) _____
- Confucianist
- Druid
- Hindu
- Indigenous Traditional Practitioner or Ceremonial
- Jain
- Jehovah's Witness

- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (Please specify.) _____
- Muslim
 - Ahmadi
 - Durzi
 - Shia
 - Ismaili
 - Twelver
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (Please specify.) _____
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.) _____

72. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- Yes
- No

73. **Students only:** What is your best estimate of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 - \$49,999
- \$50,000 - \$69,999
- \$70,000 - \$99,999
- \$100,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$250,000 - \$499,999
- \$500,000 or more

74. **Students only:** Where do you live?

- On-campus/University-run Residences
 - DeCew Residence
 - Earp Residence
 - Foundry Lofts (Block #9 only)
 - Gateway Suites
 - Lowenberger Residence
 - Quarry View Residence
 - Vallee Residence
 - Village Residence
- Off-campus housing
 - Purpose-built student residence (e.g. Foundry Lofts, Regent)
 - Independently in an apartment/house
 - Living with family member/guardian
- Housing Insecure (e.g. couch surfing, sleeping in car, sleeping in campus office/laboratory)
- A housing arrangement not listed above (Please specify.) _____

75. **Students only:** Since having been a student at Brock University, have you been a member or participated in any of the following? **(Mark all that apply.)**
- I do not participate in any student clubs or organizations at Brock
 - Academic and academic honorary organizations (e.g. Golden Key Honour Society, Business Student Association, Concurrent Education Student Association, Sport Management Council, Communication Pop Culture and Film Student Society)
 - Athletic team - Club (e.g. Dance Pak, Dragon Boat, Cheerleading, Ringette, Equestrian)
 - Athletic team - Varsity (e.g. Basketball, Hockey, Soccer, Volleyball, Wrestling)
 - Activism club (e.g. Brock PRIDE, Vegan Society, Brock Eco Club)
 - Arts/Performance organization (e.g. Brock Art Collective, Brock Musical Theatre, Brock Improv)
 - Cultural organization (e.g. ROOTS African-Caribbean Society, Filipino Students Association, International Student Association),
 - Fraternity/Sorority
 - Health and Wellbeing organization (e.g. Best Buddies, Institute for Healthcare Improvement)
 - Political or issue-oriented organization (e.g. Campus Conservatives, Liberals, NDP, National Model United Nations)
 - Professional or pre-professional organization (e.g. Med Plus, Law Plus, Brock Canadian Nursing Students Association, Pre-Dental Club, Pre-Law Society, Pre-Med Society)
 - Publication/media organization (e.g. Brock Press, BrockTV, Brock Health Magazine)
 - Recreational organization (e.g. Intramurals)
 - Religious or spirituality-based organization (e.g. Catholic Students Association, Power to Change, Muslim Students' Association, Aftershock Ministries, LIFTChurch)
 - Service or philanthropic organization (e.g. Rotaract, Relay for Life Club)
 - Student Government (e.g. BUSU, GSA, Residence Action Council)
 - A student organization not listed above (Please specify.) _____
76. **Students only:** At the end of your last semester, what was your overall academic average?
- No academic average at this time – first semester at Brock University
 - 90 - 100
 - 80 - 89
 - 70 - 79
 - 60 - 69
 - 50 - 59
 - 49 and under
77. **Students only:** Have you experienced financial hardship while attending Brock University?
- No
 - Yes **(Mark all that apply.)**
 - Academic events (e.g., conferences, symposia)
 - Books/course materials
 - Childcare
 - Cocurricular events or activities (e.g., alternative reading week)
 - Commuting to campus
 - Food
 - Health care
 - Housing
 - Other campus fees
 - Participation in social events
 - Personal hygiene (e.g., toiletries)
 - Studying abroad
 - Travel to and from Brock University (e.g., returning home for break)
 - Tuition
 - Unpaid internships/research opportunities
 - A financial hardship not listed here (Please specify.) _____

78. **Students only:** How are you currently paying for your education at Brock University? **(Mark all that apply.)**

- Brock Scholarships/Awards
- Brock Bursary Program
- Campus employment
- Canadian Armed Forces
- Credit card
- Emergency Student Loan Program
- Emergency Student Bursary Program
- External Scholarships/Awards
- Family contribution
- Home country contribution
- Loans
- OSAP or other provincial/territorial program
- Personal contribution/job
- Residence Don
- Teaching Assistantship/Research Assistantship
- Tri-Council Funding
- A method of payment not mentioned here: (Please specify.) _____

79. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**

- No
- Yes, I work on campus – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week
- Yes, I work off campus – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week

80. How many minutes do you commute to Brock University one-way?

- 10 or fewer
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 60-75
- 75-90
- 90 or more

81. What is your primary method of transportation to Brock University?

- Bicycle
- Carpool (e.g., private pool)
- Personal vehicle
- Public transportation including specialized transit (e.g., NST)
- Ride-sharing services (e.g., Lyft, Uber)
- Walk

Part 4: Perceptions of Campus Climate

82. Within the past year, have you OBSERVED any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning or working environment at Brock University?
- No (**Faculty/Staff skip to Q#93; Students skip to Q#102**)
 - Yes

83. Who/what was the target of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Brock University media (e.g., posters, brochures, flyers, handouts, websites)
- Brock University Campus Security
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Niagara Regional Police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

84. Who/what was the source of the conduct? (**Mark all that apply.**)

- Academic advisor
- Alumnus/a
- Athletic coach/trainer
- Brock University media (e.g., posters, brochures, flyers, handouts, websites)
- Brock University Campus Security
- Coworker/colleague
- Department/program chair
- Direct report (e.g., person who reports to me)
- Donor
- Faculty member/other instructional staff
- Friend
- Off-campus community member
- Niagara Regional Police
- Senior administrator (e.g., dean, vice president, provost)
- Social networking site (e.g., Facebook, Twitter, Snapchat)
- Staff member
- Stranger
- Student
- Student staff
- Student organization (Please specify.) _____
- Supervisor or manager
- Student teaching assistant/student laboratory assistant/student tutor
- Do not know source
- A source not listed above (Please specify.) _____

85. Within the past year, how many instances of exclusionary (e.g., shunned, ignored, disrespected), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances
86. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
- Academic performance
 - Age
 - Disability status
 - Educational credentials (e.g., BSc, MSc, PhD, MD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Length of service at Brock University
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Medical disability/condition
 - Military/veteran status
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.) _____
 - Physical characteristics
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racialized identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.) _____
87. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
- Assumption that someone was admitted/hired/promoted based on his/her identity
 - Assumption that someone was not admitted/hired/promoted based on his/her identity
 - Derogatory verbal remarks
 - Derogatory phone calls/text messages/email
 - Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Instagram, Snapchat)
 - Derogatory written comments
 - Derogatory phone calls
 - Graffiti/vandalism
 - Person intimidated or bullied
 - Person ignored or excluded
 - Person isolated or left out
 - Person experienced a hostile classroom environment
 - Person experienced a hostile work environment
 - Person was the target of workplace incivility
 - Person was stared at
 - Racial/ethnic profiling
 - Person received a low or unfair performance evaluation
 - Person received a poor grade
 - Person was unfairly evaluated in the promotion and tenure process

- Person was stalked
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (Please specify.) _____

88. Where did this conduct occur? **(Mark all that apply.)**

- At a Brock University event/program
- In a class
- In a laboratory
- In a faculty office
- In a fraternity or sorority house
- In the Faith & Life Center
- In a meeting with one other person
- In a meeting with a group of people
- In a Brock University administrative office
- In a Brock University dining facility
- In a Brock University library
- In an experiential learning environment (e.g., community-based learning, Co-op, internship)
- In athletic facilities
- In fitness facilities
- In other public spaces at Brock University
- On public transportation
- In on-campus residences
- In the Brock University Personal Counseling Services
- In off-campus housing
- In the Brock University Student Health Services
- Off campus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat)
- While walking on campus
- While working at a Brock University job
- A venue not listed above (Please specify.) _____

89. How did you feel after observing the conduct? **(Mark all that apply.)**

- Afraid
- Angry
- Distressed
- Embarrassed
- Overwhelmed
- Sad
- Somehow responsible
- A feeling not listed above (Please specify.) _____

90. What was your response to observing this conduct? **(Mark all that apply.)**

- I did not do anything.
- I avoided the person/venue.
- I contacted a local law enforcement official.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hotline/advocacy services.
- I told a family member.
- I told a friend.
- I sought support from a member of the clergy or spiritual advisor (e.g., Knowledge Keeper or Elder, pastor, rabbi, priest, imam).
- I submitted a bias incident report or a report through Human Rights & Equity or Campus Security Services.
- I contacted a Brock University resource.
 - Academic Advisor
 - Brock University Campus Security
 - Employee and Family Assistance Program (EFAP)

- Faculty Member
- Faith and Life Centre
- Human Rights and Equity (HRE)
- Office of Human Resources
- Ombudsperson
- Personal Counseling (SWAC)
- Senior administrator (e.g., dean, vice president, provost)
- Sexual Violence Support and Education Coordinator
- Staff person
- Student Health Services
- Student staff (e.g., residence life staff, event staff, peer support, BUSU, GSA)
- Student teaching assistant (e.g., tutor, teaching assistant)
- Union Representative/Executive
- A response not listed above (Please specify.) _____

91. Did you formally report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

92. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

93. **Faculty/Staff only:** Have you observed hiring practices at Brock University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?

- No (**Skip to Question #96**)
- Yes

94. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon... (**Mark all that apply.**)

- Age
- Disability status
- Educational credentials (e.g., BSc, MSc, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at Brock University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Medical disability/condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racialized identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- University restructuring
- Do not know
- A reason not listed above (Please specify.) _____

95. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

96. **Faculty/Staff only:** Have you observed promotion, tenure, reappointment, and/or reclassification practices at Brock University that you perceive to be unjust?

- No (**Skip to Q#99**)
- Yes

97. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... (**Mark all that apply.**)

- Age
- Disability status
- Educational credentials (e.g., BSc, MSc, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at Brock University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Medical disability/condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racialized identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- University restructuring
- Do not know
- A reason not listed above (Please specify.) _____

98. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification, please do so here.

99. **Faculty/Staff only:** Have you observed employment-related discipline or action, up to and including dismissal, at Brock University that you perceive to be unjust?
- No (**Skip to Question #102**)
 - Yes

100. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon... (**Mark all that apply.**)

- Age
- Disability status
- Educational credentials (e.g., BSc, MSc, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at Brock University
- Major field of study
- Marital status (e.g., single, married, partnered)
- Medical disability/condition
- Military/veteran status
- Nepotism/Cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.) _____
- Physical characteristics
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racialized identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- University restructuring
- Do not know
- A reason not listed above (Please specify.) _____

101. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

102. Using a scale of 1–5, please rate the overall campus climate at Brock University 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Inclusive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exclusive
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, queer or transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, queer or transgender
Positive for people of various religious/spiritual backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various religious/spiritual backgrounds
Positive for racialize people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for racialize people
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for English as a second/subsequent language speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for English as a second/subsequent language speakers
Positive for people who are not Canadian citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not Canadian citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status
Positive for people of various political affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of various political affiliations
Positive for people in active military/veterans status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people in active military/veterans status

103. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:
(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not biphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Biphobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not ageist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ageist
Not classist (socioeconomic status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Not ableist (disability-friendly)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ableist (not disability-friendly)
Not xenophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Xenophobic
Not ethnocentric	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Ethnocentric

104. **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 Brock University faculty .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University staff .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty outside the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have access to student resources on a variety of issues/concerns.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock effectively communicates information and decisions that influence my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock has a transparent process for communicating institutional information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. **Faculty only:** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair/director.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at Brock University.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/program chair/director prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that Brock University encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock effectively communicates information and decisions that influence my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock has a transparent process for communicating institutional information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. **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 coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by Brock University senior administrators (e.g., president, dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock effectively communicates information and decisions that influence my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock has a transparent process for communicating institutional information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. As a person who identifies with a disability, have you experienced a barrier in any of the following areas at Brock University in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, laboratories (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Residence dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brock food locations (e.g., Guernsey Market, Hungry Badger)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers because of construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle/Blackboard/Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video/video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Electronic databases (e.g., Banner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Health Center)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

108. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

109. As a person who identifies as two spirit, transgender/genderqueer/gender nonbinary only have you experienced a barrier in any of the following areas at Brock University in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Brock Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., Sakai)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Student Health Services, Registrar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marketing & Communications (e.g., Brock News)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

110. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Part 5: Institutional Actions Relative to Climate Issues

111. **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 Brock University.

	This Initiative IS Available at Brock University			This Initiative IS NOT Available at Brock 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
Providing flexibility for calculating the tenure clock	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective limits on the percentage of non-tenure track faculty teaching in my Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective limits on the percentage of sessional faculty/part-time faculty teaching in my Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities regarding indigenization efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities on bias in CRC/faculty searches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities on human rights and equity policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for intercultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with tools to create an inclusive classroom environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recognizing child care responsibilities as one of the criteria for setting class times	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

112. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

113. **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 Brock University.

	This Initiative IS Available at Brock University			This Initiative IS NOT Available at Brock 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
Providing diversity and equity training for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities regarding indigenization efforts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities on bias in CRC/faculty searches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing educational opportunities on human rights and equity policies and practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing opportunities for intercultural education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including equity-related professional experiences as one of the criteria for hiring of staff/faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

114. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

115. **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 Brock University.

	This Initiative IS Available at Brock University			This Initiative IS NOT Available at Brock 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
Providing opportunities to understand Canada's history in regard to Indigenous peoples as well as Brock's future initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing intercultural/cross-cultural educational opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing workshops on human rights and equity, including gendered violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for intercultural dialogue among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for students to engage with all members of the Brock community around issues of reconciliation, human rights and equity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing student resources where students may receive assistance on a variety of issues/concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing the availability of resources where students may receive assistance on a variety of issues/concerns. Please indicate which resources below if desired	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating cultural humility, reconciliation and equity issues more effectively into the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for student staff (e.g., residence Dons)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable child care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

116. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the effect of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

117. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

118. Do you have any specific recommendations for improving the climate at Brock University?

119. Using a multiple-choice format, this survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the Brock University community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, please enter your name, and email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following:

- 2 - \$100 Campus Store gift cards
- 2 - \$100 gift cards to grocery store of your choice
- 4 - \$50 gift cards to grocery store of your choice
- 10 - \$10 Tim Horton gift cards
- 10 - \$10 General Brock gift cards

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Name: _____

E-mail address: _____

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 copy and paste the link below into a browser to contact a resource:

<https://brocku.ca/human-rights/resources/>