



Academic Support of Inclusive Excellence

Campus Climate Study

ACKNOWLEDGEMENTS

The Campus Climate Survey Subcommittee of the Inclusive Excellence Thought Partners Team would like to acknowledge the many individuals, offices, and groups who helped make this project a success. We would like to thank Dr. Sylvia Carey-Butler for her intrepid leadership and motivation. For their dedicated efforts and perseverance in building and conducting the survey, promotion, analyzing data, event arrangements, and more, we recognize several people who contributed hours of work to the Subcommittee itself including: Wayne Ablner, Chris Annis, Alia Kamal Arafah, Peggy Breister, Dr. Liz Cannon, Dr. Stephanie May de Montigny, Dr. Kerry Huberty, Suzette Hutchinson, Kate Mcquillan, Emily Rapp, Doug Sundin, Dr. Samantha Surowiec, Dr. Ashley Thompson, Julie Thyssen, Rebecca Tolfa, Thomas Wolf, as well as University Marketing and Communications. The Subcommittee thanks the Institutional Review Board and IRB director, Dr. Anca Miron, and Kelly Schill for their time and guidance in working with us. We would like to acknowledge Dr. Barry Nagle and his research firm for conducting the listening sessions. Several local businesses and University offices deserve recognition for supporting the Campus Climate Survey by donating items for the drawing including: Polito's Pizza, Reeve Memorial Union, the Student Recreation and Wellness Center, and University Books and More. The Subcommittee extends a special thanks to all the student volunteers who got up very early in the morning to distribute flyers and help publicize the Campus Climate Survey. We also thank all the student and employee volunteers who helped staff the information table in Reeve concourse and visited classes, student groups, and governance groups to promote the survey. We wish to express our appreciation to Chancellor Andrew Leavitt for his support of the Campus Climate Survey throughout the entire process, for his attention to the results and feedback, and for his commitment to action to make the University a better place for everyone. Most of all, we wish to thank all the members of the University community for participating in the survey and thus contributing towards improving campus climate.

If you have questions about this report, the 2016 Campus Climate Survey, or campus resources related to equity, inclusive excellence, discrimination, or harassment, please contact the Division of Academic Support of Inclusive Excellence at asie@uwosh.edu.

CAMPUS CLIMATE STUDY INTRODUCTION

The purpose of the University of Wisconsin Oshkosh Campus Climate Survey is to gain insight and knowledge into how campus stakeholders perceive and experience life at UW Oshkosh. The Campus Climate Survey was conducted to serve the mission of the University of Wisconsin Oshkosh to “provide a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation, and dissemination of knowledge.” The interaction of the dedicated faculty, staff, and students at UW Oshkosh fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society (UW Oshkosh website, n.d.). In other words, UW Oshkosh values multicultural awareness and understanding, works to promote a climate of mutual respect, and encourages inclusive cooperation among students, faculty, and staff.

Does the UW Oshkosh campus climate foster an inclusive and caring learning, living, and working environment? The climate of a university influences the quality of work life, research, teaching, and student academic success. Climate is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). In exploring campus climate, the 2016 survey identifies themes and issues of concern to University community members to inform University leadership and governance in strategic planning and the development of programs and initiatives to create a more caring and inclusive campus community.

CAMPUS CLIMATE STUDY TABLE OF CONTENTS

Introduction	p. 1
Executive Summary	p. 4
Recommendations	p. 41
Campus Climate Report	p. 42
Introduction	p. 44
Methodology	p. 45
Student Results	p. 48
Demographics	p. 49
Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors	p. 71
Experiences with Sexual Harassment and Sexual Assault	p. 96
Perceptions of Campus Climate	p. 103
Assessment of University Actions and Recommendations	p. 144
Employee Results	p. 147
Demographics	p. 149
Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors	p. 167
Experiences with Sexual Harassment and Sexual Assault	p. 189
Perceptions of Campus Climate	p. 202
Assessment of University Actions and Recommendations	p. 236
Predictive Analyses	p. 239
Comparative Analyses	p. 246
References	p. 267

CAMPUS CLIMATE STUDY EXECUTIVE SUMMARY

Campus Climate Study – Executive Summary

This summary is an overview of the larger campus climate survey report. It points out prominent themes and issues that surfaced in the quantitative analysis of survey results. Qualitative analysis of written comments is forthcoming and will be added to the overall report in an addendum. The summary and the report itself represent the responses from the survey; these accounts do not speculate as to the reasons and meanings behind the data. In this summary, the percentages that follow are rounded off. For more precise numbers and details, please see the full report. Any omissions or errors are accidental and not intended to slight anyone. The full report must be viewed for more complete information.

This summary and the report itself are divided into sections in each of the student and employee results: demographics; exclusionary, intimidating, offensive, and/or hostile conduct; sexual harassment and assault; perceptions of campus climate; experiences of campus climate and quality of life; assessment of University actions and recommendations for campus climate. After these sections, a predictive section is included followed by a comparative section that compares student and employee responses as well as changes since the 2008 survey.

In the summary and report, “cisgender” refers to people whose sex and gender are congruent with predominant cultural standards, in other words, women who were assigned female at birth, men who were assigned male at birth. “Gender minority” refers to all individuals identifying as something other than cisgender, including all transgender and non-binary students. “Sexual minority” signifies anyone whose sexuality is not heterosexual, including but not limited to gay, lesbian, bisexual, pansexual, polysexual, asexual, and demisexual.

Background on the Campus Climate Survey

The Campus Climate Survey report represents the culmination of approximately 22 months of work on the part of the Campus Climate Survey Subcommittee of the Inclusive Excellence Thought Partners Team headed by Assistant Vice Chancellor for Academic Support of Inclusive Excellence, Dr. Sylvia Carey-Butler. The committee was charged with designing and conducting the survey, analyzing the results, and preparing the report. The members of the committee represented University staff, instructional and professional academic staff, faculty, administrators, and students. For the first climate survey conducted system-wide in 2008, an independent research firm in consultation with University community members created, conducted, analyzed and reported the results over a three-year period. For the 2016 survey, Campus Climate Survey Subcommittee members began in January 2015 to assess and revise the 2008 survey tailored for UW Oshkosh. Human Subjects Reviews were completed with the University’s Institutional Review Board for both the listening sessions and the survey. The committee conducted listening sessions to gain feedback from UW Oshkosh stakeholders, revised based on this feedback, then launched the online survey from February 29 to March 21, 2016. After the survey was completed, committee members began the analysis of the quantitative data and qualitative data (from written comments) and wrote the report for presentation to the University community in October 2016.

Items and sub items included in the 2016 survey ranged from approximately 82 to 87 depending on the branching prompted by responses. The survey was anonymous and voluntary. The survey collected information from students and employees regarding demographics, expectations, perceptions of campus

climate, and quality of life. The study included campus experiences of exclusionary, harassing, intimidating, offensive, or hostile conduct as well as sexual misconduct. The final section of the survey asked participants to assess University actions for diversity and inclusion and make recommendations to improve campus climate.

Major Findings

These are major themes that stood out during the analysis of the survey results. Campus community members are invited to read the entire report and share their own interpretation with University administration.

Demographics

- Student and employee demographics differed most in terms of ethnic minority and gender minority composition. Sixteen percent of student respondents and ten percent of employees reported belonging to an ethnic minority. Three percent of students and one percent of employees reported belonging to a gender minority.

Experiences of Exclusionary, Harassing, Intimidating, Offensive, or Hostile Conduct

- More than half of the student respondents and a third of employee respondents indicated having experienced some type of exclusionary, harassing, intimidating, offensive, or hostile conduct such as being stared at, ignored or excluded, fearing for one's safety, feeling intimidated or bullied, being the target of derogatory remarks, or getting a poor evaluation due to a hostile classroom or work environment.
- Experiences of such behavior increased for members of gender, sexual and ethnic minorities, individuals with physical or psychological disabilities, and individuals with lower income.
- Negative experiences increased further for individuals who identified in more than one minority groups.
- Gender minority participants reported the most experiences with exclusionary, harassing, intimidating, offensive, or hostile conduct.
- Few students or employees reported experiences or observations of exclusionary, harassing, intimidating, offensive, or hostile conduct to University officials.
- Of those who did report the behavior, substantial portions felt that the reports had not been handled appropriately.

Sexual Harassment and Assault

- Substantial portions of student and employee respondents noted fearing sexual harassment. Among both employees and students, the most commonly reported sources of such fears were other students.
- Small percentages of students and employees had experienced sexual assault.
- Few of those employees and students who had experienced sexual assault reported the incident through University channels.

Employment Practices and Job Satisfaction

- Twenty-six percent of employee respondents reported that they had observed unfair hiring practices, and 19% had observed unfair promotional practices. These represented an increase from those reported in the 2008 survey.
- Areas of most dissatisfaction for employees included the existence of unwritten rules and insufficient transparency, resources, availability of family leave, equitable compensation and workload.

Perceptions of Campus Climate

- The ways students and employees assessed the 21 items related to campus climate (including adjustment to life at UW Oshkosh, representation, support and community, understanding between diverse people and groups, efforts on the part of the University to build connections and foster understanding, and so on), varied depending on ethnicity, gender identity, sexual orientation, religion, home environment, student status (non-traditional, in particular), disability, and income.
- In relation to such criteria and to satisfaction with UW Oshkosh, gender, sexual, and ethnic minority students and employees often reported experiencing the climate more negatively.
- Employees viewed campus climate criteria more negatively than did students. Employees identifying as University staff reported the most dissatisfaction on campus.
- Students reported greater comfort with their departments and classes than they did with their residence halls.
- Student employees reported high levels of satisfaction with their on campus jobs, but some still felt singled out, isolated, or marginalized.
- While many students reported feeling comfortable with others in the classroom, some wanted more training for instructors in treating diverse people respectfully and discussing sensitive and controversial subjects.
- In terms of resources and opportunities available, a substantial portion of students were dissatisfied with housing in terms of meeting the needs of diverse people, weekend activities, food options, and the availability of personal care facilities.
- Students who saw themselves least represented in campus events and leadership included gender, sexual, and ethnic minorities, non-traditional students, students from urban areas, disabled students, and students whose incomes were less than \$30,000.
- When asked about factors that affected their attendance at University events, approximately 25% of student respondents and 10% of employee respondents did not see diversity initiatives as relevant to their study or work.

Comparing the 2008 and 2016 Surveys

- Student participation in the survey increased by 8%. Employee participation increased by 64%.
- Nine percent of the 2008 survey participants and 15% of the 2016 participants identified as belonging to an ethnic or racial minority.
- In 2008, 5% of participants identified as a sexual minority. In 2016 11% of participants identified as a sexual minority. (Information on gender minorities from the 2008 survey was not available.)

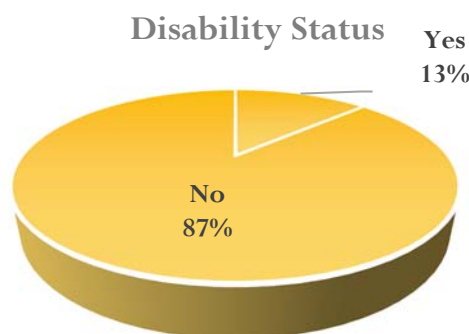
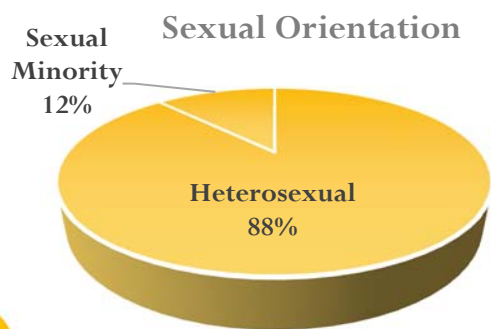
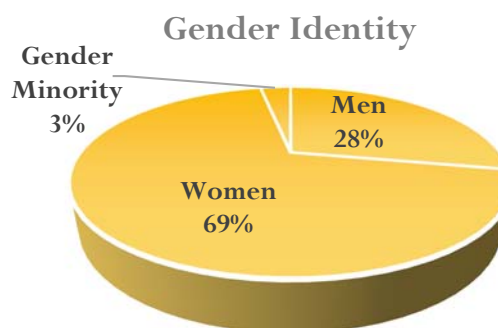
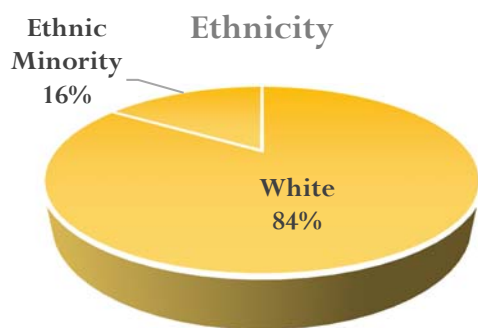
- Between the surveys, rates of both experiences and observation of exclusionary, intimidating, offensive, and/or hostile conduct rose for students. For employees, experiences of such behavior decreased slightly while observations rose dramatically. See the comparative section of the report for changes in types of behavior experienced.
- Fears of sexual harassment rose among both students and employees. Student experiences of sexual assault rose and employee experiences decreased.
- Students and employees considering leaving UW Oshkosh rose. Student satisfaction with their education increased slightly while job satisfaction decreased somewhat for employees. Student comfort on campus rose while employee comfort decreased.

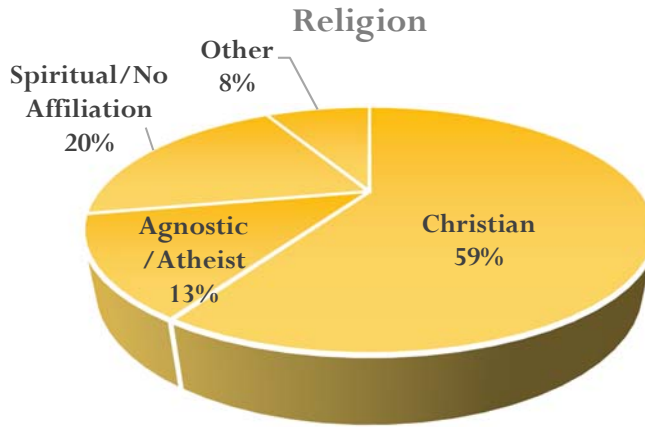
Summary of Student Results

Demographics

Overview. A total of 2,999 students participated in the survey. 1,958 students completed the entire survey. This represents a 28.9% response rate, consistent with nationwide average student response rates reported for online surveys. It should be noted that the results represent only those of the participants not the entire student body.

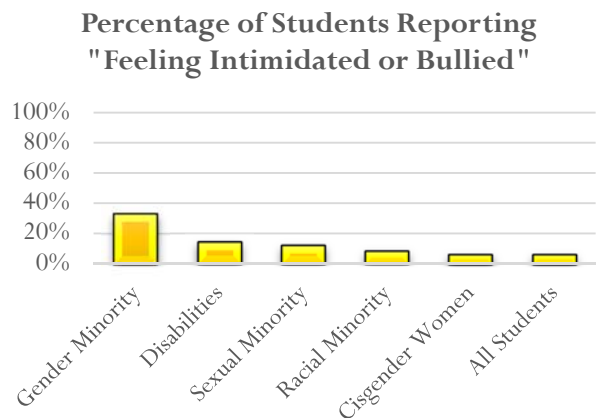
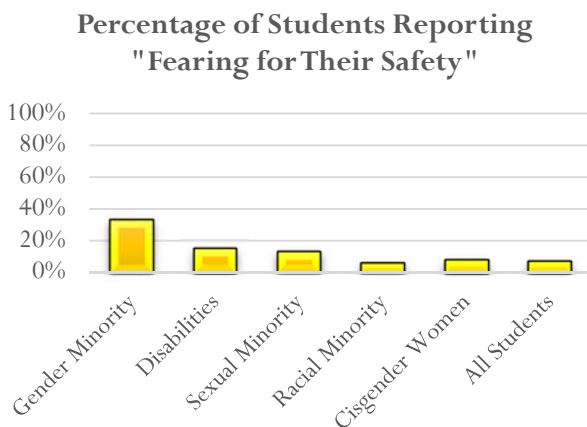
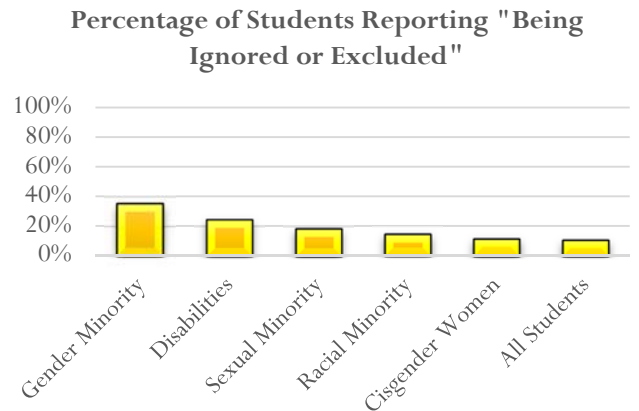
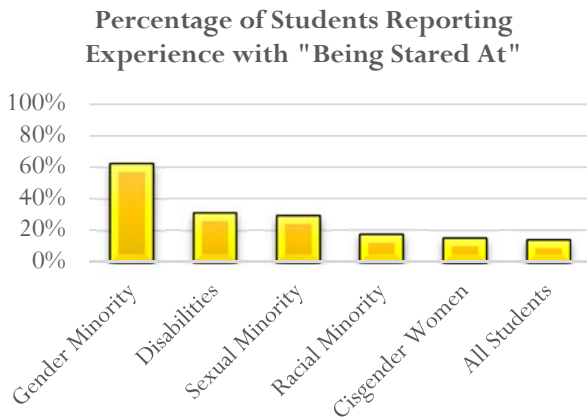
Eighty percent of students who participated in the survey were enrolled as undergraduates. Fifty-two percent belonged to the College of Letters and Sciences, while 18% came from College of Business, 14% from College of Nursing, 18% College of Education and Human Services Leadership. Families of 48% of student respondents made an income within the \$30,000 to \$99,000 range. Students reported coming from a wide range of home environments including small towns, suburban, urban, and rural communities. Most did not have military experience, but of those who did most had served since 2001. The following charts portray the demographic characteristics of student respondents including ethnicity, gender identity, sexual orientation, disability status, and religion.



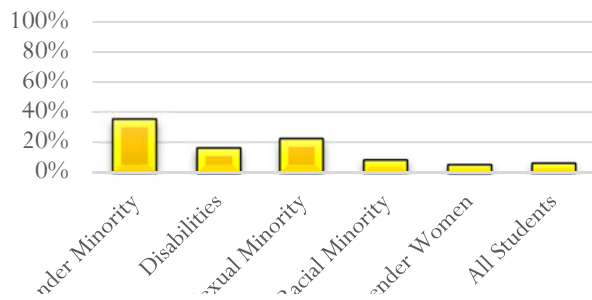


Campus Conduct

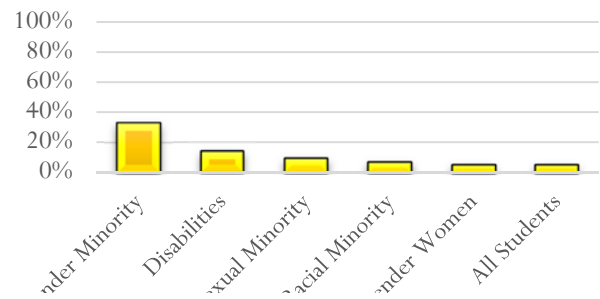
Experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Fifty-four percent of student respondents reported experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to work or learn. Of those who noted such experience, they did so on average three times while at UW Oshkosh, suggesting that those who experience problematic behavior often do so on multiple occasions. The analysis did not find a substantial difference in experience according to student status (undergraduate, graduate, nontraditional) or first generation status. See figures below for most commonly reported exclusionary conduct as well as group differences.



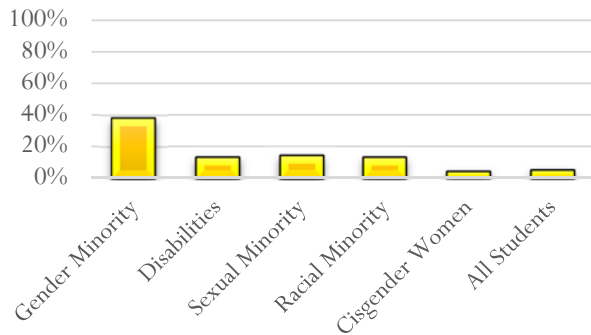
Percentage of Students Reporting "Being the Target of Derogatory Remarks"



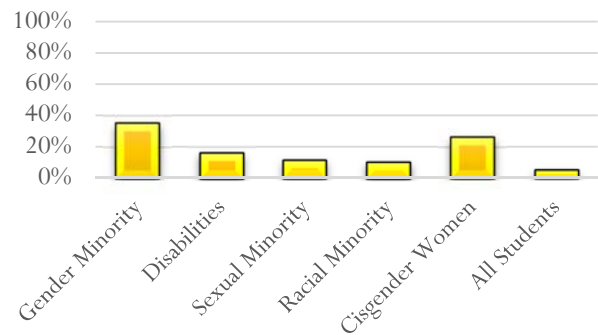
Percentage of Students Reporting "Getting a Poor Grade Because of a Hostile Classroom Environment"



Percentage of Students Reporting "Being Singled Out as the Resident Authority to Represent an Identity Group"



Percentage of Students Reporting "Feeling Isolated or Excluded in Group Work"



A comparison between cisgender men and women who identified as white and ethnic minority showed that minority individuals of both genders experienced more exclusionary, intimidating, offensive, and/or hostile conduct than did students of either gender who identified as white. Women of ethnic minorities reported a somewhat higher rate of such experiences than did men.

Students who identified as gender minority experienced the highest incidences whether they identified as white or ethnic minority. A quantitative comparison showed that gender minority students reported the most experience with exclusionary, intimidating, offensive, and/or hostile conduct at UW Oshkosh. These students reported more than double the number of behaviors as compared to the nearest minority group.

The quantitative analysis also showed that students belonging to sexual minority groups, ethnic minorities, and students with psychological and physical disabilities experienced more incidents of exclusionary, intimidating, offensive, and/or hostile conduct at UW Oshkosh. Seventeen percent of students identifying as an ethnic minority experienced racial/ethnic profiling.

In regard to religion, agnostic and atheist students reported the most experience with exclusionary conduct, followed by students classified in the "other" category, then by those who reported being spiritual or no affiliation, with students identifying as Christian reporting the fewest number of these experiences.

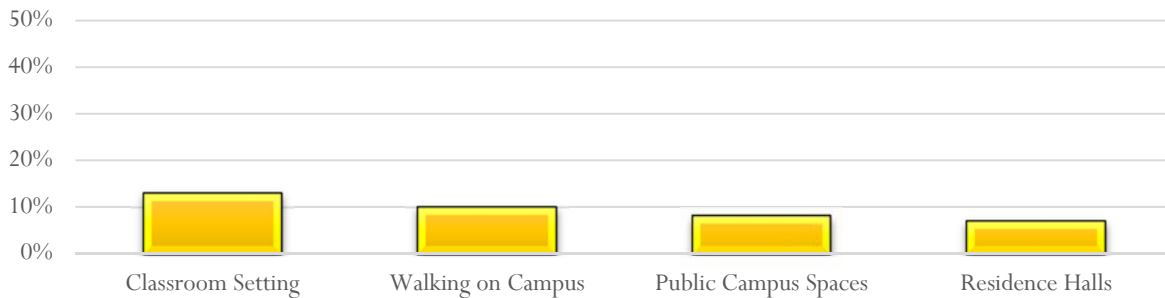
The experiences most frequently reported across religious identifications were: being stared at; being ignored or excluded; being the target of derogatory remarks; and fearing for one’s physical safety.

In terms of home environment, students who identified under the “other” category reported the most experience with exclusionary conduct, followed by students reporting originating from an urban area, then by those from the suburbs or small towns, with students from farming or rural areas reporting the fewest number of experiences. The most frequent experiences for students from urban areas included being stared at, being ignored or excluded.

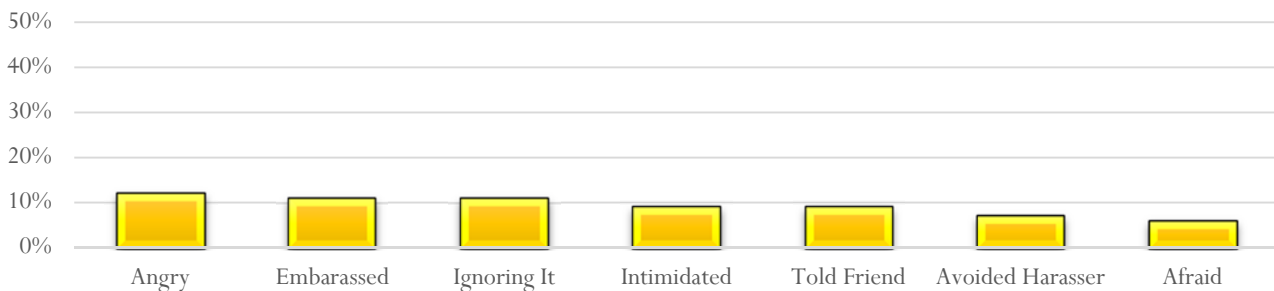
Differences in experiences with exclusionary, intimidating, offensive, and/or hostile conduct were also discovered according to family income. Students reporting a yearly family income of below \$30,000 reported experience with the more exclusionary behaviors than students with greater incomes. This group most frequently reported experiences being stared at or being ignored or excluded.

Basis, locations for, and reactions to experiences of exclusionary, intimidating, offensive, and/or hostile conduct. When students were asked for the basis of exclusionary, intimidating, offensive, and/or hostile conduct, they most frequently noted gender and physical characteristics. Students also noted that these exclusionary behaviors most commonly took place in a classroom setting, while walking on campus, in public campus spaces, and/or in residence halls. See the figures below for a visual representation of locations and reactions.

Most Frequent Students Reports of Where Exclusionary Behavior Occured



Most Frequent Student Reactions to Exclusionary Behavior



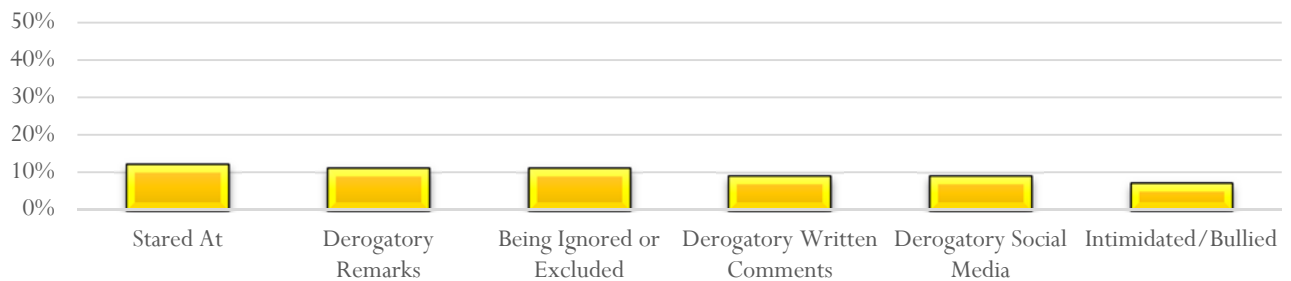
Reporting experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

Less than four percent of students made a complaint to a campus official or filled out a bias incident report. Of the options listed, the majority of students reported the offense to the Dean of Students or to their supervisor.

- Two and a half percent didn't report the conduct because they feared retaliation.
- Three percent did not report because they felt they would not be taken seriously.
- Less than 3% sought support from the counseling center or some other campus resource.
- Of those students who experienced exclusionary, intimidating, offensive, and/or hostile conduct, only 3% reported that they felt the incident was handled appropriately.

Observations of exclusionary, intimidating, offensive, and/or hostile conduct. Students were also asked to comment on instances of exclusionary, intimidating, offensive, and/or hostile conduct that they had observed. The most frequently observed behaviors, basis, locations, and reactions appear below.

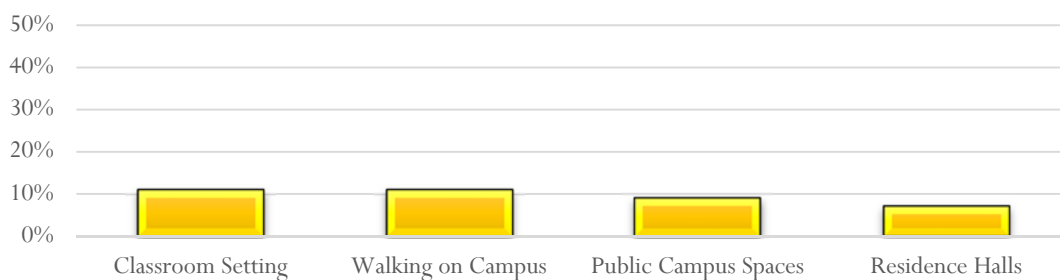
Proportion of Students' Observing Exclusionary Behavior



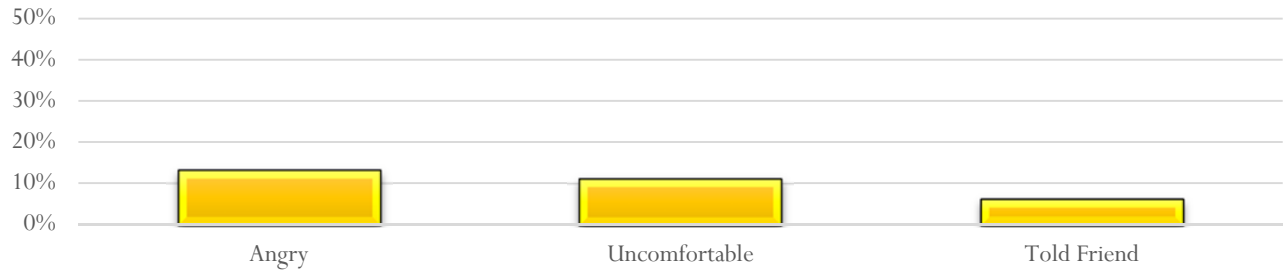
Basis and locations for observations of exclusionary, intimidating, offensive, and/or hostile conduct.

When students were asked what the basis was for their observations of exclusionary, intimidating, offensive, and/or hostile conduct, they most frequently cited sexual orientation (10%), gender expression (10%), race (9%), and gender (9%). They also noted that these exclusionary behaviors most commonly took place in a classroom setting, while walking on campus, in public campus spaces, and/or in residence halls. See the figure below for a visual representation of where observations of exclusionary behaviors occurred.

Most Frequent Students Reports of Where Observations of Exclusionary Behavior Occurred



Most Frequent Student Reactions to Exclusionary Behavior

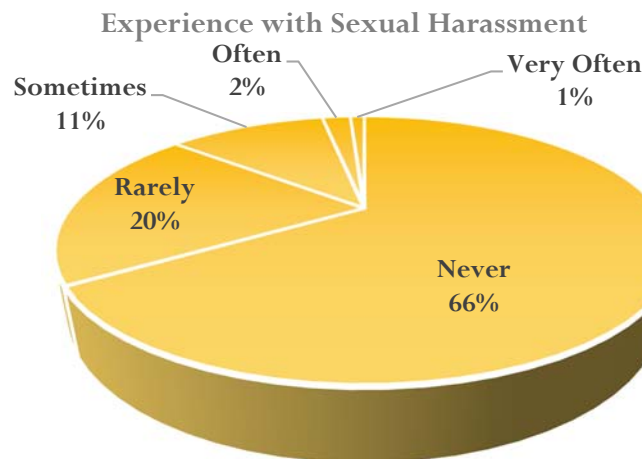


Reporting observations of exclusionary, intimidating, offensive, and/or hostile conduct. Only two and a half percent of students reported observing such conduct, and 2% did so via reports to a campus official or bias incident report. Of those students who reported observing exclusionary, intimidating, offensive, and/or hostile behaviors, 59% stated that their reports were handled appropriately. However, 41% reported that their concerns were not handled appropriately.

Sexual Harassment and Assault

To ensure consistency of interpretation, both of these terms were defined for participants. Sexual harassment was defined as “a course of conduct whereby a person or persons engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.” Sexual assault was defined as “when anyone has sexual intercourse or sexual contact with a person without the consent of that person.”

A total of 66% of students reported never fearing sexual harassment. A substantial proportion of the students indicated that they “rarely” to “very often” feared being the victim of sexual harassment (34%). The fear of sexual harassment was greatest among gender minority individuals. Respondents cited other students most frequently as the source of such fear (23%).



Five percent of students reported having experienced sexual assault. The majority reported that the incident had occurred within the past three years. Fifty-three percent stated that the assault had occurred off campus. The majority reported that “other students” were responsible for the assault (77%).



Reporting and Support. Very few students reported incidents of sexual assault (5%). Among those 5% who reported experience with sexual assault, 16% reported not telling anyone, and 22% sought support from the counseling center. Of campus resources, students most frequently reported sexual assault to the Dean of Students office (36%).

- Dean of Students Office: 36%
- Campus victim’s advocate: 17%
- University Police: 6%
- Oshkosh Police: 2%
- Another campus resource: 10%

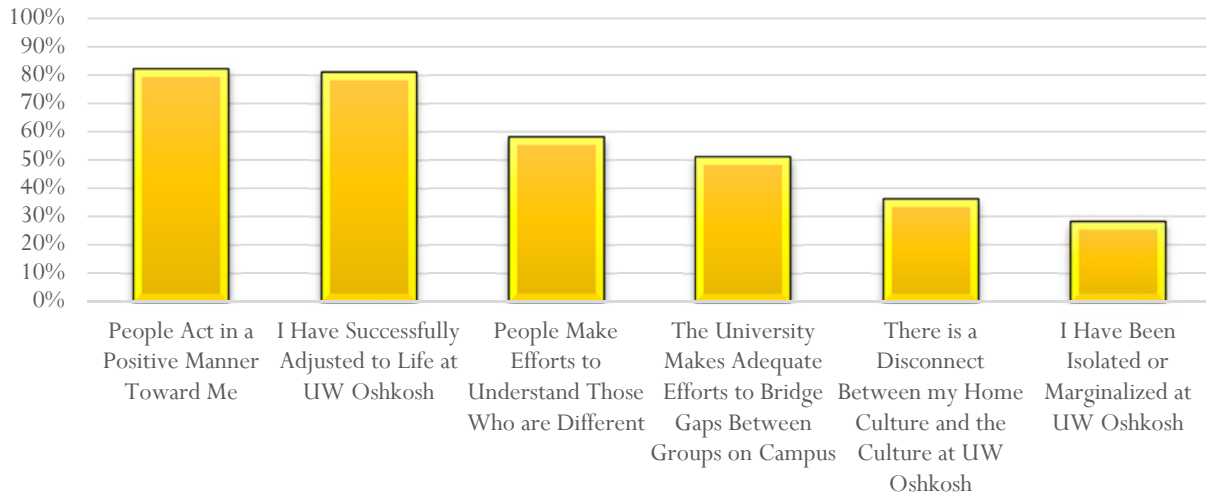
Students’ Perceptions and Reports of Campus Climate

Expectations. Student expectations varied as to whether the UW Oshkosh classroom environment would be welcoming for individuals according to factors such as religion, sexual orientation, gender, immigrant status, disabilities, ethnicity, socioeconomic background, military status, and more. Fewer students (66%) expected a welcoming classroom for non-Native English speakers or for individuals affected by mental health issues. Sixty-nine percent of students expected UW Oshkosh classrooms to be welcoming for transgender and non-binary gender individuals. The greatest number of students (88%) expected the classroom to be welcoming for cisgender men or cisgender women (87%).

Intentions to leave. All students were asked to report on the extent to which they “had ever considered leaving UW Oshkosh.” Most students reported “never” considering leaving (45%) or “occasionally” considering leaving (32%). However, 3% of students reported thinking of leaving “all the time.”

Reports of Climate. The “Reports of Campus Climate Scale” (RCCS) was created for this report and included 21 items with which students were asked how strongly they agree or disagree. These items covered adjustment to life at UW Oshkosh, support and community, understanding between diverse people and groups, efforts on the part of the University to build connections and foster understanding. See major themes in the figure below.

Students' Reports of Climate on Campus



In addition to the factors noted above, student reports of campus climate included the following:

- 66% of students agreed that they belonged to a community at UW Oshkosh, others respected them, and there was good level of understanding between themselves and others.
- 47% indicated that they had a lot in common with others and felt that their interests were well represented in University leadership, events, performances and speakers.
- 66% felt there were student organizations on campus that matched their interests.
- 63% thought the University both made adequate efforts to involve students in event planning and provided sufficient new ideas and leadership.
- 28% felt offended by others’ speech and 25% felt singled out to represent their identity group.
- 44% thought University employees have sufficient training in how to treat diverse people respectfully.
- 50% felt instructors provided enough assistance for students to succeed in classes.

Comparison of Reports of Campus Climate. Perceptions of campus climate differed according to ethnicity, gender identity, sexual orientation, religion, home origins, disability, and income. First generation status did not appear to impact perceptions of climate. Gender, sexual, and ethnic minority students reported experiencing the climate most negatively. The following describes some of the greatest points of disparity.

Student status. In relation to student status, non-traditional students reported more negatively on campus climate; whereas, graduate students had the most positive reports. Non-traditional students disagreed most strongly in the areas of:

- Feeling part of a community
- Having a lot in common with others
- Having a good support network at UW Oshkosh
- Seeing themselves and their interests reflected in University leadership, events, performances, speakers and student organizations

Gender Identity. Gender minority students most strongly disagreed with the following statements on the scale.

- University leadership represented them and their interests
- People made sufficient efforts to understand others different from themselves
- “I have a lot in common with others at UW Oshkosh”
- The University made adequate efforts to bridge gaps between groups on campus

Sexual orientation. The responses of students who identified with a sexual minority group indicated stronger disagreement with the statement, “I have a lot in common with others at UW Oshkosh,” than did students who identified as heterosexual. Students belonging to sexual minority groups also more strongly disagreed that people made sufficient efforts to understand others different from themselves. At the same time, these students felt more isolated or marginalized, had been offended more often by someone else’s speech, and felt singled out more often to represent their identity group than did heterosexual students.

Ethnicity. In comparison to white students, students who identified as belonging to ethnic minority groups stated that they:

- Perceived a greater disconnect between home culture and UW Oshkosh culture,
- Noted greater language gaps
- Felt more isolated or marginalized
- Had been offended more often by someone else’s speech
- Felt singled out more often to represent their identity

Religiosity. In terms of religion, students falling into the “other” category had the most negative reports of climate, followed by those identifying as “spiritual/no affiliation”, then by those identifying as “agnostic/atheist.” Students identifying as Christian had the most positive reports of climate. The biggest disparities among groups were seen in:

- Having a lot in common with others
- People making sufficient effort to understand others different from themselves;
- Seeing themselves and their interests reflected in University leadership
- Feeling isolated or marginalized
- Being singled out to represent their identity group
- The University making adequate efforts to bridge gaps between groups
- Employees having sufficient training in how to treat diverse people respectfully

Home environment. Students showed differences in their perceptions of campus climate depending on how they identified their home environments. Students who identified in the “other” category had the most negative reports of climate, followed by “urban” students, then by students from “small towns/suburbs,” with students classified as farm/rural having the most positive reports of climate. In terms of people making sufficient effort to understand others different from themselves, students from urban areas disagreed the most while those from farm/rural areas most strongly agreed. Students in the “other” category felt the most isolated or marginalized and singled out; while those from farm and rural areas reported this the least.

Disability Status. On many points, students with disabilities perceived campus climate more negatively than students who did not have a disability. The points of greatest disparity lay in:

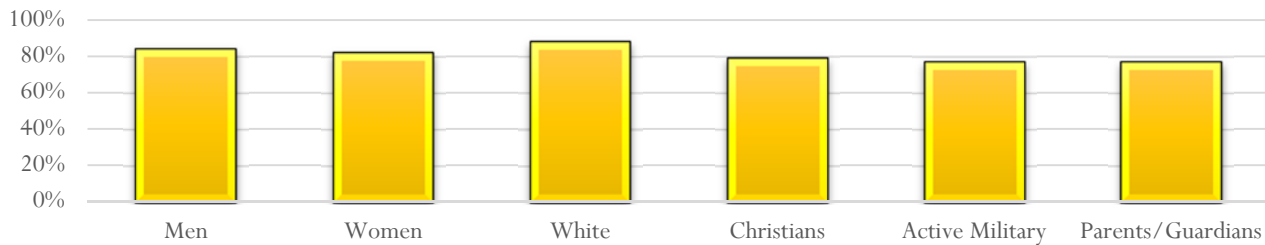
- Feeling isolated or marginalized
- Student organizations matching interests
- Sufficient employee training
- Adjusting to life at UW Oshkosh
- Having a support network
- Having a lot in common with others

Family Income. In terms of income, those students reporting a family income of below \$30,000 perceived campus climate more negatively followed by those from families with an income ranging from \$30,000 - \$59,000, and \$60,000 - \$89,000. Students reporting a family income of \$90,000 or greater had the most positive perceptions of climate. Students with an income below \$30,000 report more negatively on all the following points:

- Belonging to community
- People acting in a positive manner
- Having a lot in common with others
- Building a support network
- Interests represented in campus leadership
- Feeling isolated or marginalize

Perceptions of Classroom Climate. In assessing how welcoming classroom climate was at UW Oshkosh on the basis of different criteria, students felt the classroom was most welcoming to students based on their gender, age, and military status. They felt the classroom was least welcoming based on psychological disability, immigrant status, parental status, and political views. See figure below for a visual representation of this information. Bar represent the proportion of students who “strongly agreed” or “agreed” that the classroom climate was most welcoming for each group.

Students' Perceptions of Classroom Climate

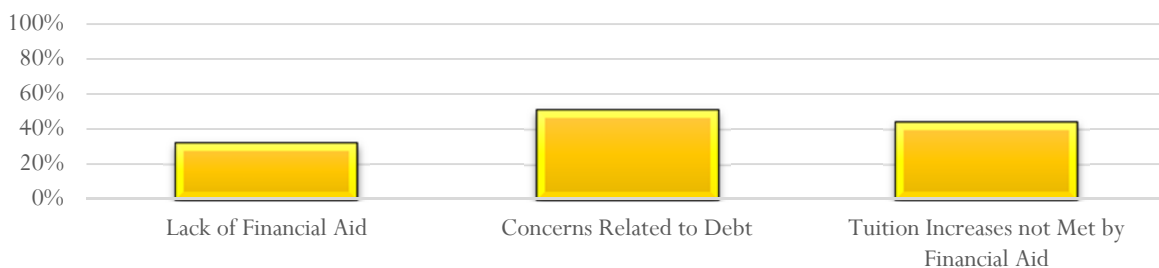


Comfort on Campus. Overall, students reported feeling fairly comfortable on campus, with the majority (greater than 85 percent) reporting feeling “very comfortable” or “comfortable” with UW Oshkosh as a whole, their departments, and classes. However, only 41 percent of students reported that they felt “very comfortable” or “comfortable” with their residence halls. Students of gender, sexual, and ethnic minorities, students with disabilities, and lower income students all reported lower levels of comfort.

Satisfaction with UW Oshkosh. Eighty-six percent of students reported feeling “very satisfied” or “satisfied” with all aspects of their experiences at UW Oshkosh (their education, progression of their academic career, the diversity of their instructors, the diversity of the employees, and the diversity of the students). However, student reports of satisfaction were lowest on the diversity of students—only 66 percent indicated “very satisfied” or “satisfied.” Students identifying as a member of a minority group reported higher levels of dissatisfaction than did their non-minority counterparts, particularly those identifying as gender minority. Students from families with an income below \$30,000 also reported fairly high levels of dissatisfaction.

Obstacles to Success. A substantial portion of students reported feeling that their success at UW Oshkosh was impeded by financial concerns. The highest concern was financial debt upon graduation—51 percent of students reporting moderate to strong concerns. This was closely followed by concerns about financial aid not meeting tuition increases and lack of financial aid. The students who perceived greater obstacles to success in this area were students of gender and sexual minorities, graduate students, students who identified as spiritual or no affiliation, students from both farm/rural and urban areas, students with disabilities, and students whose incomes were below \$30,000. See figure below for the proportion of students who “agreed” or “disagreed” that their college success was compromised by the following factors.

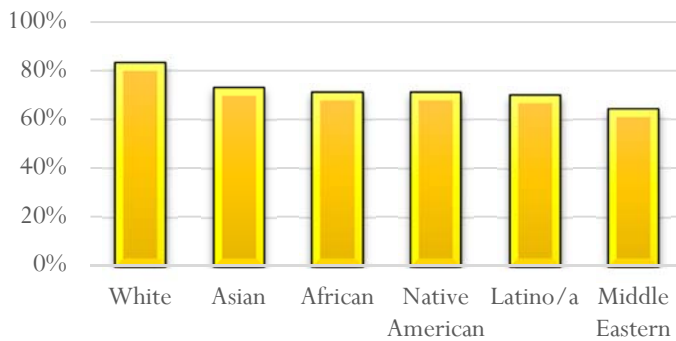
Students' Reports of Obstacles to Their Success



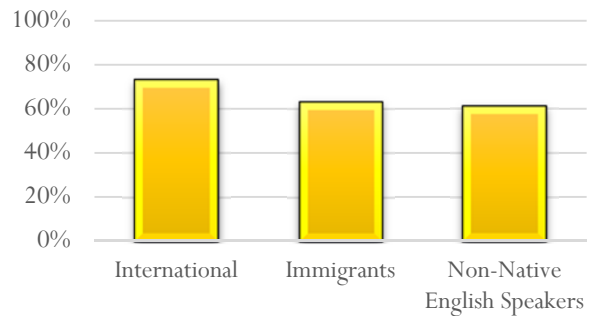
Accessibility for People with Disabilities. Overall, students rated the UW Oshkosh Website and D2L, Reeve Union, and the Student Success Center as most accessible. They rated the athletic facilities, residence facilities, and parking/transportation as least accessible.

Perceptions of Respect. Students were asked to rate how respectful the campus climate is towards people of various backgrounds. Overall, respondents rated climate as “very respectful” or “respectful” toward most groups. The figure below represents some of the findings. The bar represents the portion of students who rated each item as “very respectful” or “respectful.”

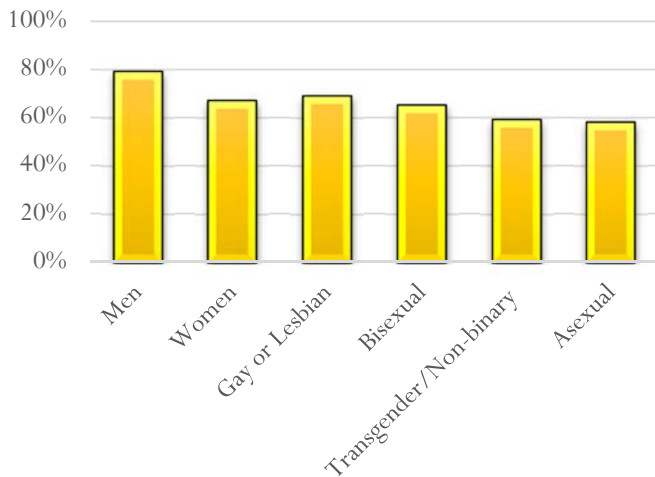
Ethnicity



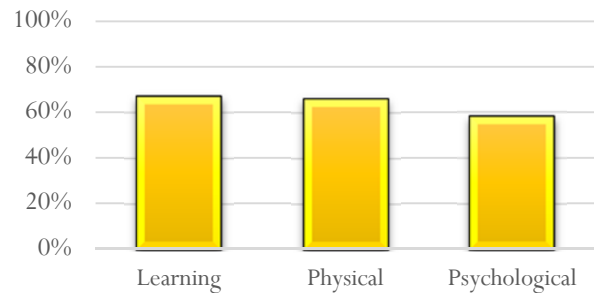
International, Immigrant, and Non-Native Speakers



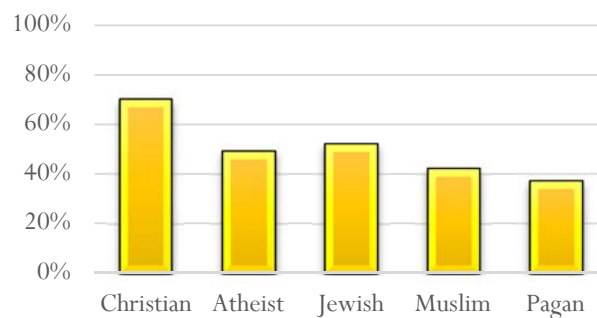
Gender and Sexual Orientation



Disability Status



Religion



Comfort with Diversity. A high percentage of students reported feeling comfortable around people who were different than themselves based on various criteria. At least 93 percent of students said they were comfortable with others who differed from them based on race, class, ethnicity, gender, culture, and national origin. 84 to 87 percent were comfortable with others based on differences related to psychological or physical disabilities. 86 percent were comfortable with others based on differences of sexual orientation. Eighty-four percent were comfortable with others based on language differences.

Balancing work, school, and responsibilities. Students reported moderate satisfaction in balancing the demands of work and school. A significant proportion reported they had trouble finding enough work to meet their financial needs. Some students commented on conflicts between work and school schedules and work impeding their academic success. Students who worked on campus reported a high degree of support and satisfaction. In terms of balancing the demands of work and school:

- 59% were satisfied with their work-school balance
- 69% of respondents stated that working helped them manage their time
- 35% stated they had trouble finding enough work to meet their financial needs
- 36% stated that work interfered with their success in courses
- 21 to 31% noted conflicts between work and class schedules

In balancing other responsibilities with school:

- 73% of students were satisfied with balancing family
- 54% percent were satisfied with balancing cultural responsibilities
- 17% were satisfied with balancing sorority and fraternity responsibilities
- 21% percent were satisfied with their responsibilities as athlete

Satisfaction as a UW Oshkosh student employee. When students were asked to report their satisfaction as an employee on campus, students' responses included:

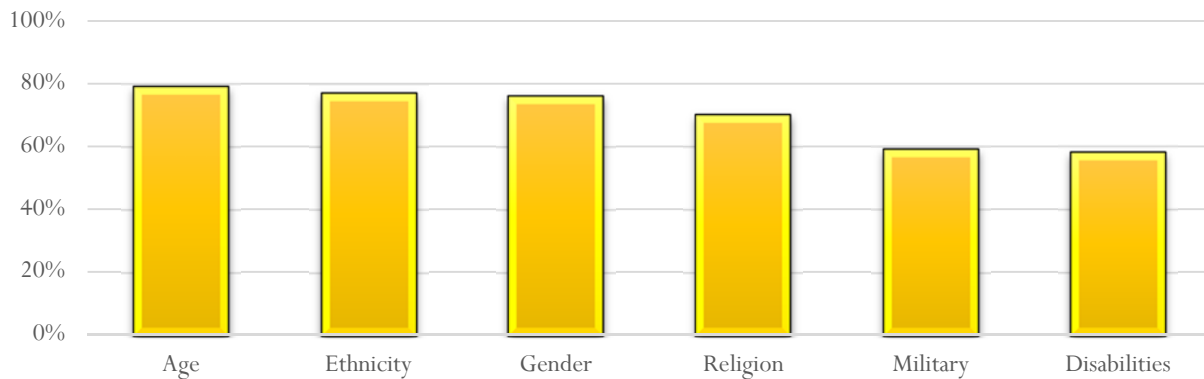
- 91%: Co-workers respected and acted positively toward them
- 90%: There was a good level of understanding with their coworkers
- 90%: They communicated well with their coworkers
- 84%: An on-campus job has given them skills to help in future careers
- 83%: Felt comfortable bringing up concerns with supervisors
- 82%: Felt comfortable bringing up concerns with coworkers
- 33%: Supervisor had higher expectations of them than other student workers
- 17%: Felt singled out to represent the views of their identity group
- 15%: Had to work harder than other student workers to be accepted as a valued worker
- 11%: Felt isolated or marginalized at their campus job

Classroom experiences. Regarding students' classroom experiences:

- Ninety-two percent of students agreed that they felt comfortable in the classroom with people different from themselves
- Seventy to seventy-five percent felt instructors had sufficient training to treat diverse people respectfully and discuss sensitive and controversial subjects
- Thirty to thirty-four percent had been offended by someone else's actions speech in the classroom
- Sixty-five percent felt they could talk to the instructor if they were offended
- Eighteen percent felt they had been singled out to represent their identity group

Students' Reports of Diversity in the Classroom. When asked to rate how welcoming the classroom was based on various criteria, students found the classroom most welcoming to students based on age, ethnicity, and race and least welcoming based on military status and disability status.

Proportion of Students Finding the Classroom Welcoming Based on:



Resources and opportunities available. All students were asked to report on their level of agreement with statements pertaining to the resources available on campus. The resources that students were satisfied with on campus included:

- Facilities for Personal Care: 74%
- Impact of surrounding community to quality of campus life: 61%
- Access to health care: 60%
- Access to health benefits: 55%
- Housing which meets needs of diverse people: 53%
- Availability of Weekend Activities: 49%
- Diverse range of food choices: 45%

The opportunities that students were satisfied with on campus included:

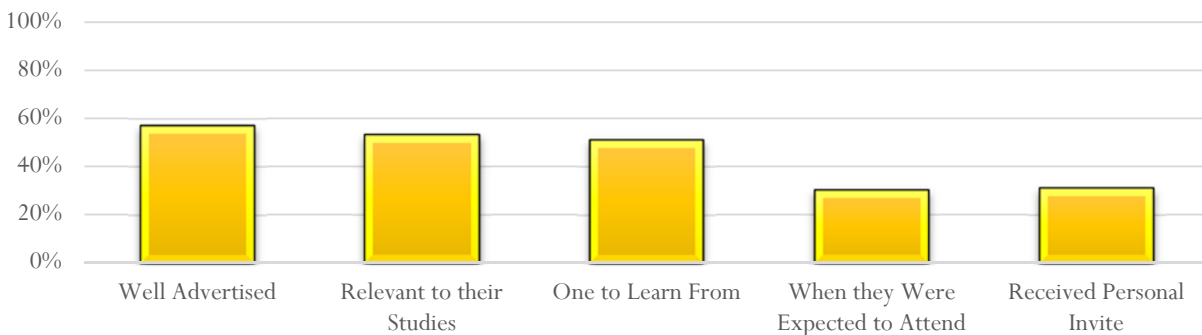
- Information on degree requirement: 71%
- Information on resources for student success: 70%
- Availability of tutoring: 67%
- Information on general education requirements: 66%
- Information on careers after college: 58%
- Quality of tutoring: 55%
- Availability of internships: 46%
- Quality of internships: 41%

Students' Assessment of University Actions and Recommendations

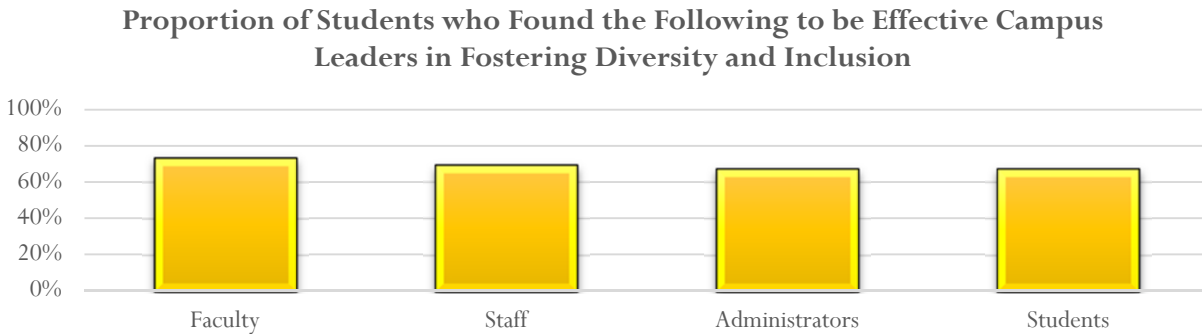
Representation and events. In terms of campus inclusive representation, students rated University staff, facilities, and resources the highest at 70 percent. Titan TV and Advanced Titan TV were rated lowest at 43 and 46 percent respectively. Students who saw themselves least represented on campus included gender, sexual, and ethnic minorities, non-traditional students, students from urban areas, disabled students, and students whose incomes were less than \$30,000.

Students commented on what influenced them to attend University events related to diversity. Twenty-five percent of student respondents did not see diversity initiatives as relevant to their roles on campus. Below is a figure depicting the proportion of students that reported that they would attend an event under the following circumstances.

Proportion of Students Influenced to Attend University Events Related to Diversity When the Event Was:



Campus leadership. The following figure represents the proportion of students reporting effective leadership for diversity and inclusion on campus.



Recommendations. Students' provided several recommendations for areas of improvement related to the university's efforts to promote/ensure positive campus climate. No item gleaned higher than 67% of the students agreeing or strongly agreeing that they were satisfied with the university's efforts.

A moderate proportion (60-67%) of students were satisfied with the following University efforts:

- Training mentors and leaders within departments to model positive climate behavior: 67%
- Requiring writing emphasis classes to involve at least one assignment that focuses on issues, research and perspectives that involve diverse populations: 64%
- Offering diversity and inclusiveness training for members of the University community: 64 percent
- Providing recognition and rewards for including diversity in course objectives across the curriculum: 61%
- Promoting and improving access to quality counseling available to employees and students who experience sexual abuse on campus or in the community: 60%

Few students (45-53%) were satisfied with University efforts in the following areas:

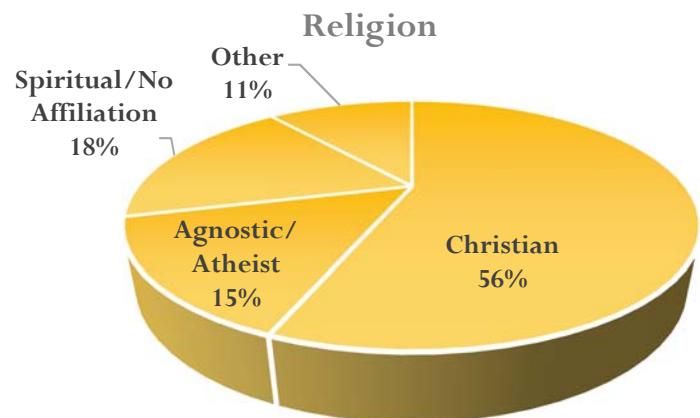
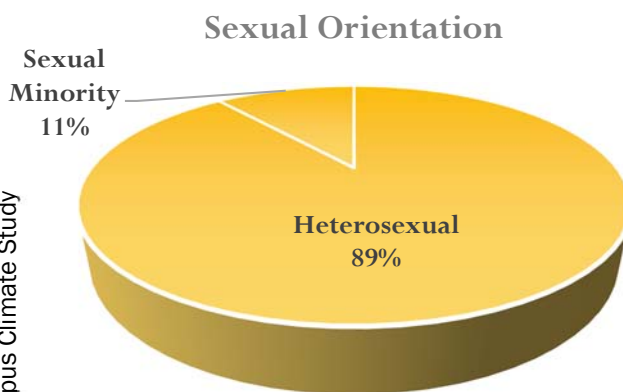
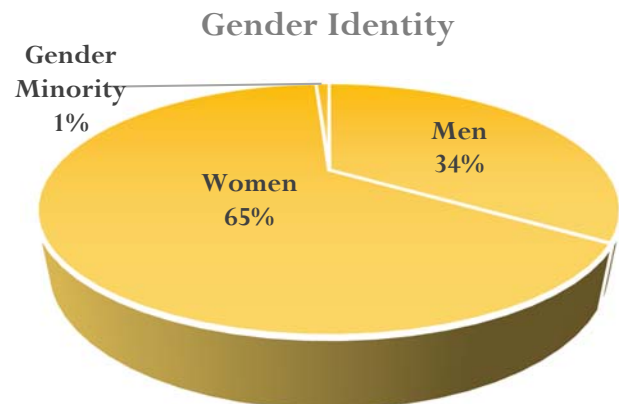
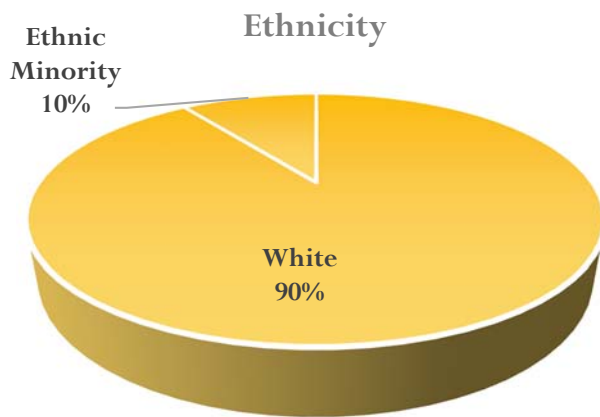
- Providing and improving access to quality healthcare available to students seeking hormone replacement therapy: 45%
- Improving on-campus child-care services: 46%
- Providing recognition and rewards for outstanding diversity work performed in classes: 51%
- Providing consistent attendance policies that recognize parental and family obligations: 51%
- Providing a clear protocol for responding to hostile incidents at the department level: 53%
- Reallocating resources to support inclusive climate changes on campus: 53%
- Providing immersion experiences for employees and students with underrepresented or underserved populations: 53%
- Providing immersion experiences for employees and students in services learning projects with lower socioeconomic populations: 53%

Employee Summary

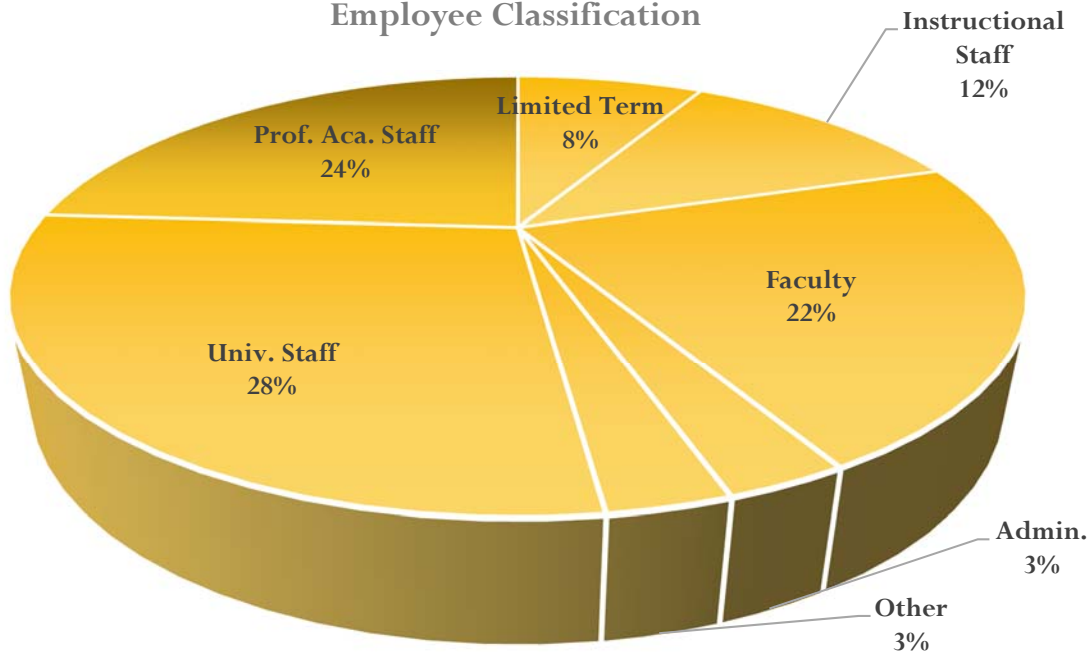
Demographics

Overview. A total of 1,021 employees participated in the study, with 980 employees completing all sections of the online survey. This completion is indicative of a 58% response rate, which greatly exceeds the average response rate for online surveys. It should be noted that the results represent only those of the employee participants not all employees.

The majority of employees who completed the 2016 UW Oshkosh Campus Climate Study identified as being between the ages of 46 and 55. Most had no military experience. 55% of employees completing the survey were co-parents and 69% were married. Thirty-two percent of participating employees were from the College of Letters and Sciences while 7% came from College of Business, 5% from College of Nursing, 11% from the College of Education and Human Services Leadership, 9% from the Provost's Office/Academic Affairs, 8% from Administrative Services, 3% from Foundation and Advancement, 15% from Student Affairs, 2% from the Office of the Chancellor, and 12% from other divisions. The following charts portray the demographic characteristics of employee respondents in terms of classification status, ethnicity, gender, sexual orientation, and religion.



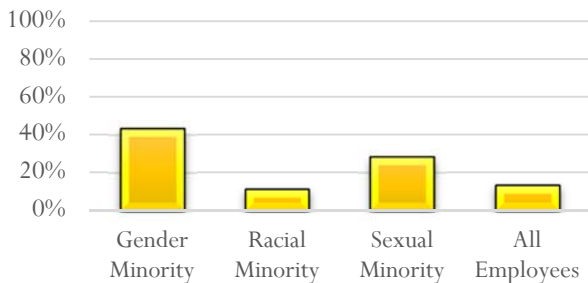
Employee Classification



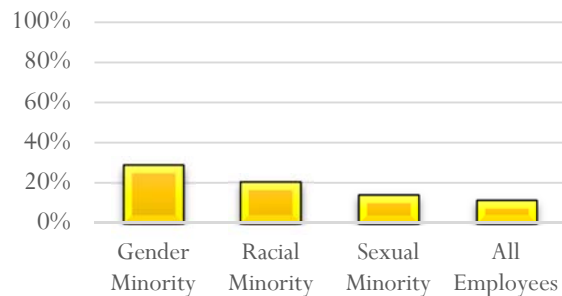
Campus Conduct

Experiences of exclusionary, intimidating, offensive, and/or hostile conduct. A substantial minority of UW Oshkosh employees (31%) employees reported experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to work or learn. Of those who noted such experience, they did so on average three times while at UW Oshkosh, suggesting that those who experience problematic behavior often did so on multiple occasions. See figures below for most commonly reported exclusionary conduct as well as group differences among gender minority, racial minority, and sexual minority employees and education level. Employment status (full-time or part-time) did not influence reports of exclusionary behavior.

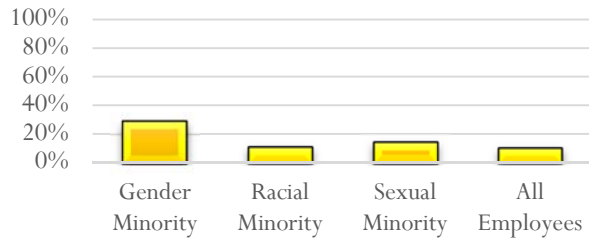
Percentage of Employees Reporting Experience with "Feeling Intimidated or Bullied"



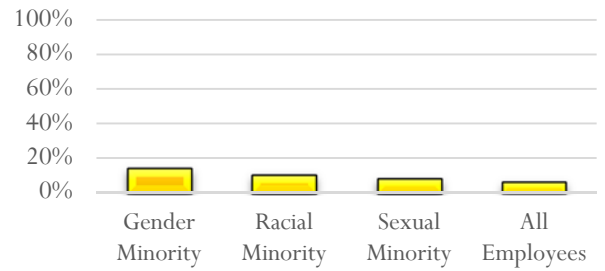
Percentage of Employees Reporting Experience with "Being Ignored or Excluded"



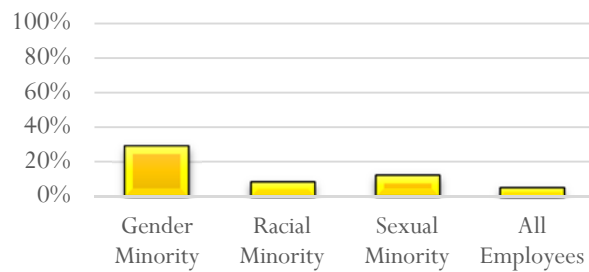
Percentage of Employees Reporting Experience with "Fear of Getting a Low Performance Evaluation Because of a Hostile Environment"



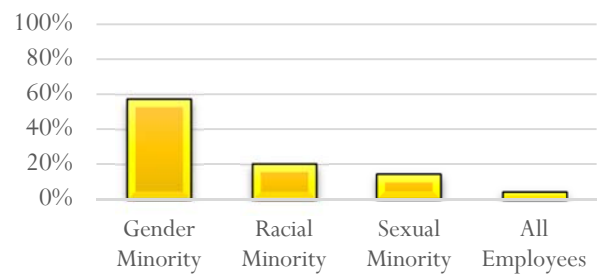
Percentage of Employees Reporting Experience with "Receiving Derogatory Written Comments"



Percentage of Employees Reporting Experience with "Fearing for Their Safety"



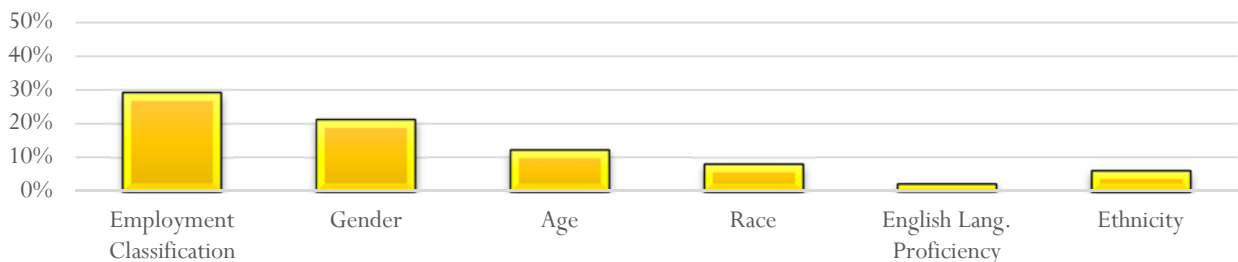
Percentage of Employees Reporting Experience with "Being the Target of Derogatory Remarks"



In addition to the results above, overall employees identifying as a minority group reported experiencing the most exclusionary, intimidating, offensive, and/or hostile behaviors. In particular, gender, ethnic, and sexual minority participants reported more experience with these hostile behaviors than did their not non-minority counterparts. Fourteen percent of agnostic or atheist employees feared getting a low performance evaluation because of a hostile environment. Employment classification also influenced experiences of exclusionary, intimidating, offensive, and/or hostile conduct. In particular, administrative employees reported the most experience with offensive conduct in comparison to other employees at UW Oshkosh. It should be noted that only 30 employees identified as “administration.” This was particularly true for “being ignored or excluded” and “feeling intimidated/bullied.” It is also important to note that 19% of University Academic Staff reported experience with “feeling intimidated or bullied.”

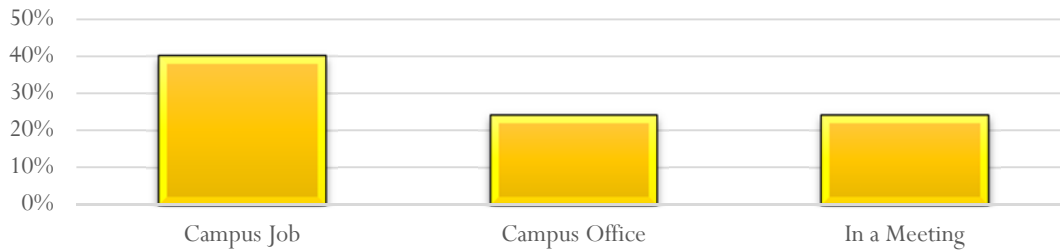
Basis and locations for experiences of exclusionary, intimidating, offensive, and/or hostile conduct. When employees were asked what was the basis of exclusionary, intimidating, offensive, and/or hostile conduct, they most frequently noted employment status (29%) and gender (21%). The most commonly reported responses included: employment status, gender, age, race, English language proficiency/accent, ethnicity.

Most Frequent Employee Reports of What the Exclusionary Behavior Was Based On



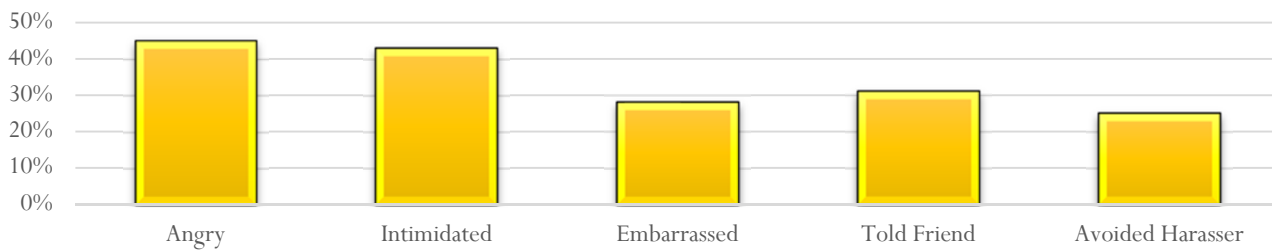
Employees also noted that these exclusionary behaviors most commonly took place while working at their campus job, in a campus office, or in a meeting. See the figure below for a visual representation of where exclusionary behaviors occurred.

Most Frequent Employee Reports of Where Exclusionary Behavior Occured

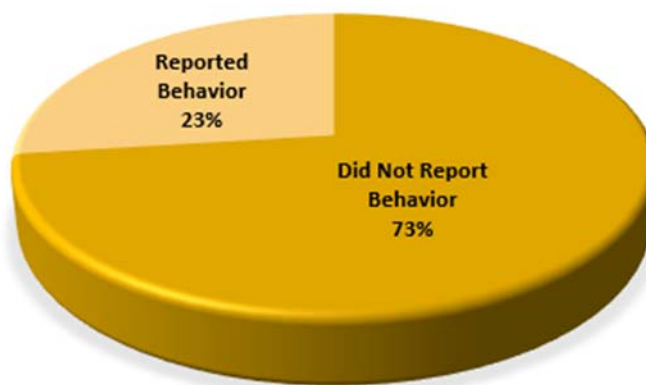


Reactions to experiences of exclusionary, intimidating, offensive, and/or hostile conduct. When asked what their reactions were to their experiences with exclusionary, intimidating, offensive, and/or hostile conduct, participating employees most frequently reported feeling angry, intimidated, and embarrassed. In addition, they also reported telling a friend and avoiding the harasser.

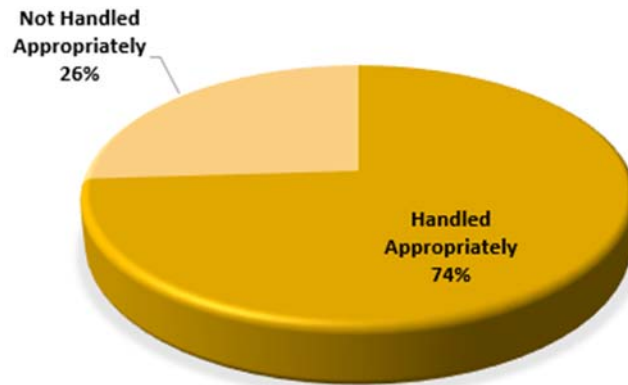
Most Frequent Employee Reactions to Exclusionary Behavior



Reporting experiences of exclusionary, intimidating, offensive, and/or hostile conduct. When asked to comment on whether they reported their experiences with exclusionary, intimidating, offensive, and/or hostile conduct, about 27% of employees reported the behavior. Of the options listed, the majority of employees reported the offense to their supervisor.



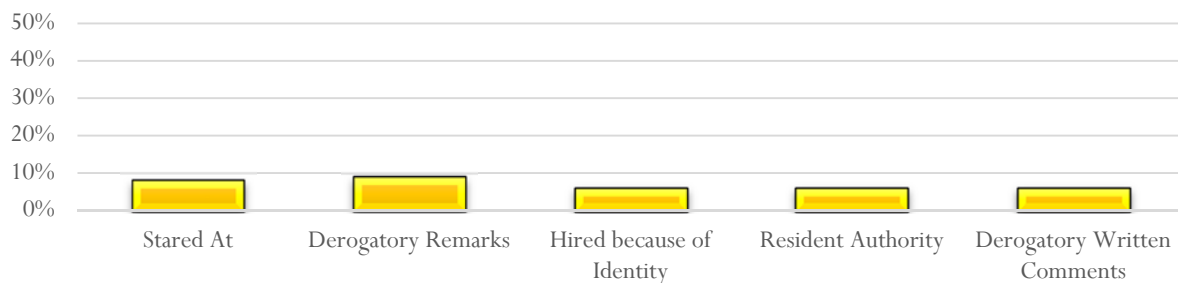
In addition, all employees reporting experience with exclusionary, intimidating, offensive, and/or hostile behaviors were asked to reflect on the ways with which their reports were handled. Most employees (74%) claimed that their reports were handled “appropriately,” however over a fourth (25.8%) reported that they were not.



Observations of exclusionary, intimidating, offensive, and/or hostile conduct.

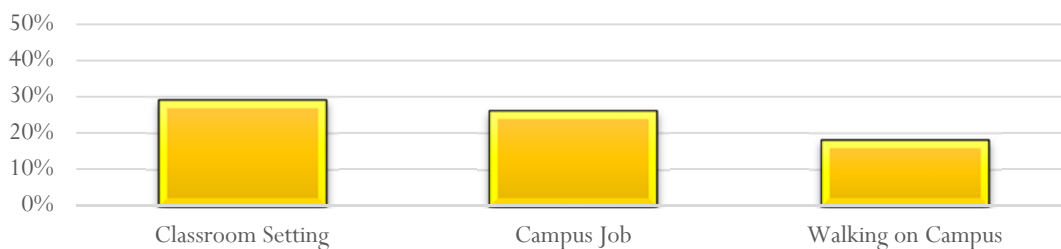
Employees were also asked to comment on instances of exclusionary, intimidating, offensive, and/or hostile conduct that they had observed, with 235 employees reporting having observed exclusionary behaviors occurring on campus. The most frequently observed behavior was being stared at because of their identity, being the target of derogatory remarks because of their identity, being hired because of their identity, singled out as a “resident authority” due to their identity, and receiving derogatory written comments because of their identity.

Proportion of Employees' Observing Exclusionary Behavior



Basis and locations for observations of exclusionary, intimidating, offensive, and/or hostile conduct. When employees were asked what the basis was for their observations of exclusionary, intimidating, offensive, and/or hostile conduct, they most frequently cited race (30%), gender (28%), gender expression (20%), and sexual orientation (20%). They also noted that these exclusionary behaviors most commonly took place in a classroom setting, while working at a campus job, and while walking on campus. See the figure below for a visual representation of where observations of exclusionary behaviors occurred.

Most Frequent Employee Reports of Where Observations of Exclusionary Behavior Occurred

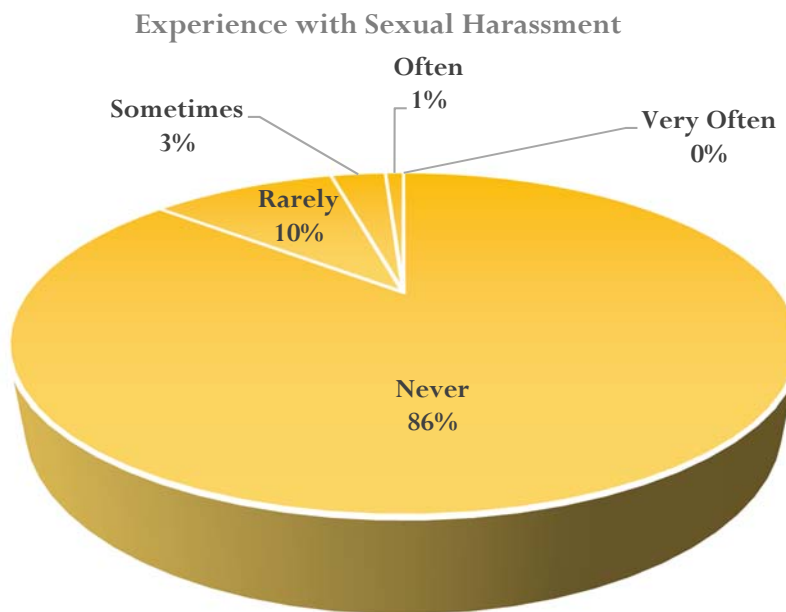


Reactions to experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Among those employees who had observed exclusionary, intimidating, offensive, and/or hostile conduct, they were also asked to report on their reactions to their observations. The majority of employees reported that they assisted the person directly affected by the conduct (44%). In addition, a substantial proportion also reported that they felt angry (30%) and embarrassed (19%).

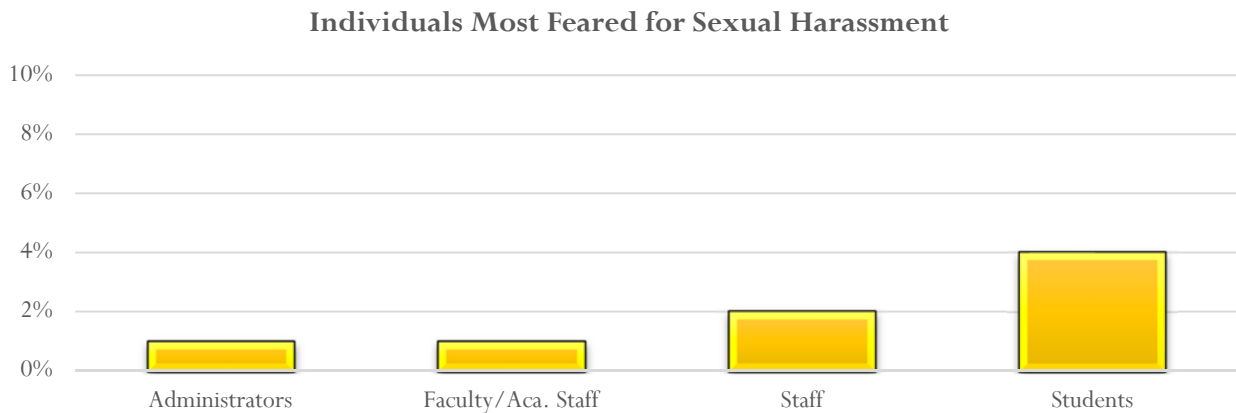
Reporting observations of exclusionary, intimidating, offensive, and/or hostile conduct. When asked to comment on whether they reported their observations of exclusionary, intimidating, offensive, and/or hostile conduct, 60 employees indicated that they reported their observations of such behaviors. Of those employees who reported observing exclusionary, intimidating, offensive, and/or hostile behaviors, the majority indicated reporting their observations to their supervisor. All employees reporting observations of exclusionary, intimidating, offensive, and/or hostile behaviors were also asked to reflect on the ways with which their reports were handled. Most employees claimed that their reports were handled “appropriately” (74%).

Sexual Harassment and Assault

Overall, 86% of employees reported “never” being the victim of sexual harassment.



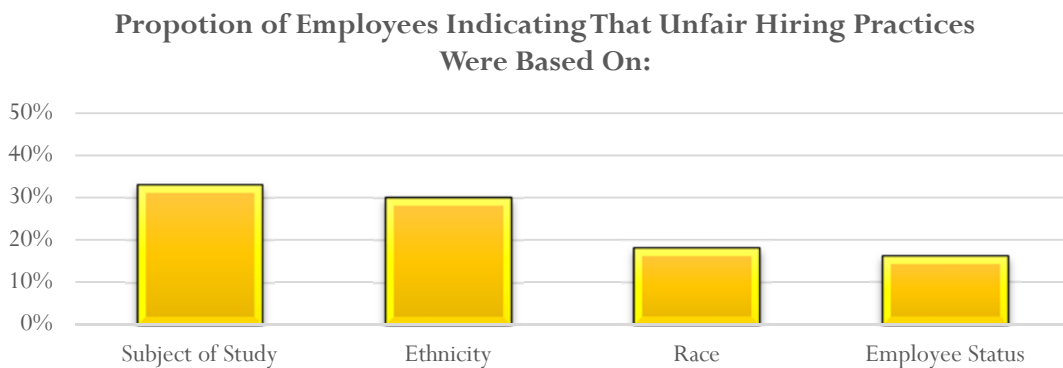
Demographic groups that reported the greatest fear of sexual harassment included those identifying as part of a minority group (gender, ethnic, and sexual). See figure below for a depiction of individuals most feared related to sexual harassment.



Employees' reports of sexual assaults. In addition, very few employees reported incidents of sexual assault (1%). Respondents reported that those who committed the sexual assault were staff (11%) and students (33%, and approximately one-third of employees indicating experience with sexual assault reported that it had occurred on campus. Finally, twenty percent of those who reported sexual assault have never told anyone.

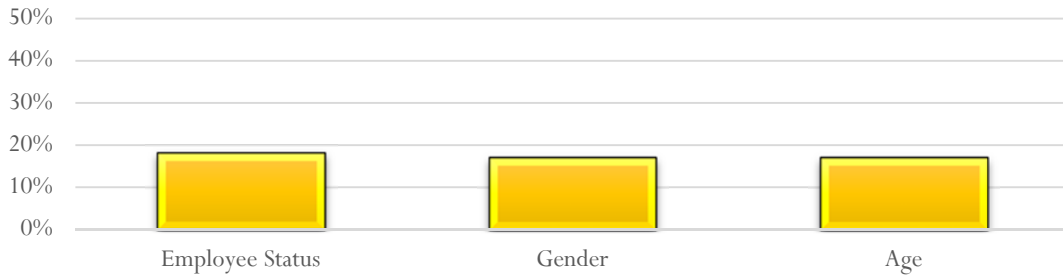
Employees' Observation of Unfair, Unjust, or Discriminatory Practices

Hiring practices. A total of 26% of employees reporting have observed unfair hiring practices. Employees reported that these unfair hiring practices were largely based on major/subject of study, ethnicity, race, and employee status.



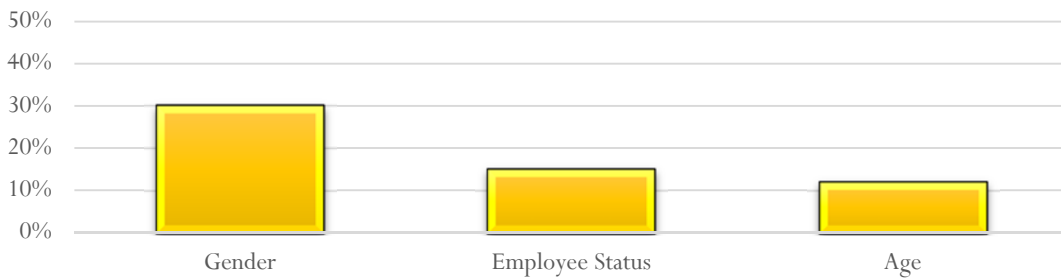
Disciplinary action. A total of 12% of employees reported having observed unfair disciplinary action. The greatest source for unfair disciplinary actions was campus status, gender, and age.

Proportion of Employees Indicating That Unfair Disciplinary Actions Were Based On:



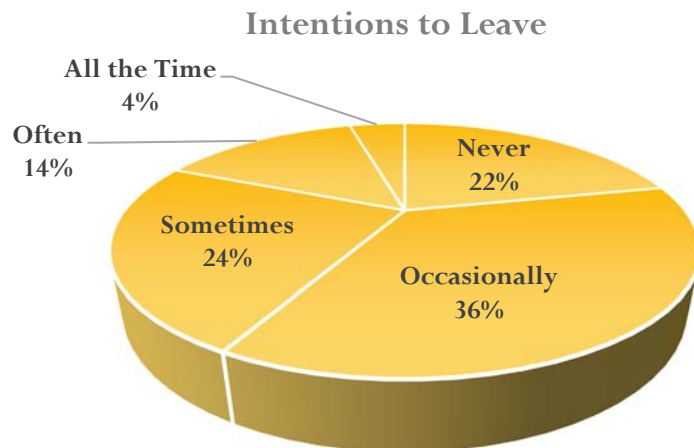
Promotional practices. In total, 19% of employees reported having observed unfair practices related to promotion. The greatest source for unfair practices related to promotion was reported to be gender, which was nearly three times higher than the second most endorsed reasons.

Proportion of Employees Indicating That Unfair Promotional Practices Were Based On:



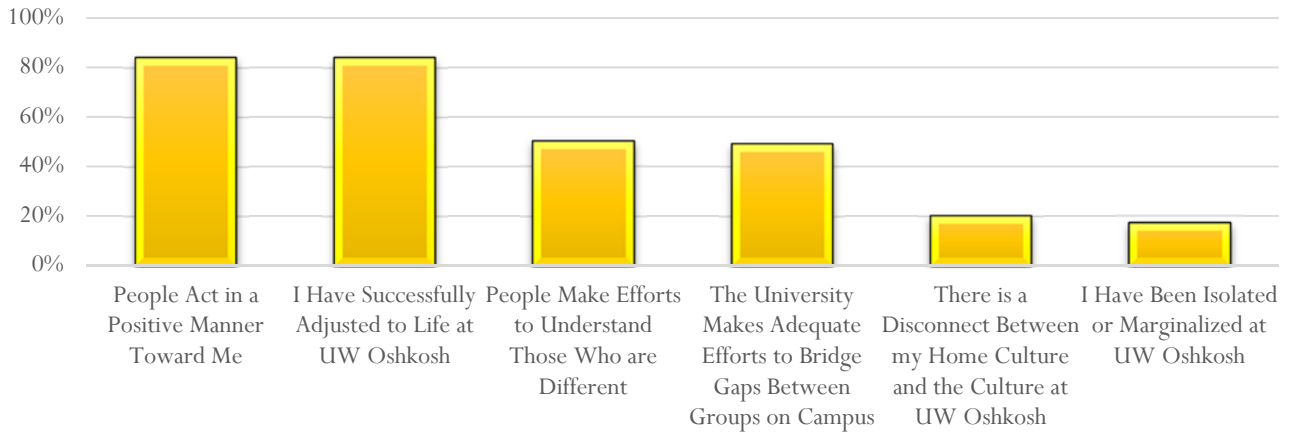
Employees’ Perceptions and Reports of Campus Climate

Intentions to leave. All employees were asked to report on the extent to which they “had ever considered leaving UW Oshkosh.” Most employees reported “occasionally” considering leaving (36%). Four percent of employees reported thinking of leaving “all the time.”



Reports of Climate. The “Reports of Campus Climate Scale” (RCCS) was created for this report and included 21 items to which employees were asked how strongly they agree or disagree (See Table 30). These items covered adjustment to life at UW Oshkosh, support and community, understanding between diverse people and groups, efforts on the part of the University to build connections and foster understanding. See figure below for the items of interest on the RCCS.

Employees' Reports of Climate on Campus



Comparison of Reports of Campus Climate. Reports of perceptions of campus climate differed according to factors such as ethnicity and gender identity, sexual orientation, religion, home origins, disability, and income. Employees identifying as part of a minority group had the most negative reports of campus climate in comparison to their non-minority counterparts. In contrast to student results, ethnic minority employees reported the most negative perceptions of campus in comparison to any other group. Employees identifying as a member of a minority group also reported a lower quality of life than did their non-minority counterparts, particularly those identifying as belonging to sexual and ethnic minorities. The following describes some of the greatest points of disparity.

Gender identity. Individuals belonging to gender minorities disagreed most strongly with the following:

- There is a good level of understanding between myself and others at UW Oshkosh
- I have a lot in common with others at UW Oshkosh
- Events, performances, and speakers represent my interests

Sexual orientation. Individuals belonging to gender minorities disagreed most strongly with the following:

- I have a lot in common with others at UW Oshkosh
- Myself and my interests are well represented in campus leadership
- Events, performances, and speakers represent my interests

Ethnicity. Individuals who identified with an ethnic minority group agreed strongly that language gaps exist that impede understanding between people at UW Oshkosh. Ethnic minority employees disagreed most strongly with the following:

- I belong to a community at UW Oshkosh
- There is a good level of understanding between myself and others at UW Oshkosh
- I have a lot in common with others at UW Oshkosh
- Myself and my interests are well represented well in campus leadership
- Events, performances, and speakers represent my interests

Religiosity. No religious group thought their interests were well-represented in campus leadership.

Agnostic or Atheist Agreed:

- I have been isolated or marginalized at UW Oshkosh
- I have been singled out to represent views of my identity group
- There is a disconnect between my home culture and the culture at UW Oshkosh

Spiritual or No Affiliation Disagreed:

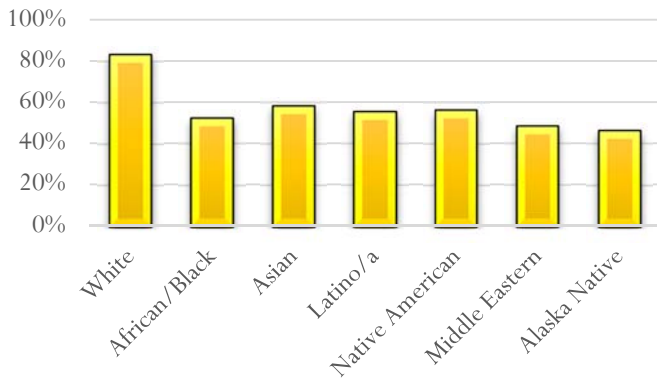
- I have successfully adjusted to life at UW Oshkosh
- Events, performances, and speakers represent my interests

Employee classification. Employment classification did not appear to have a substantial impact on reports of climate at UW Oshkosh. However, some disparities appeared as follows.

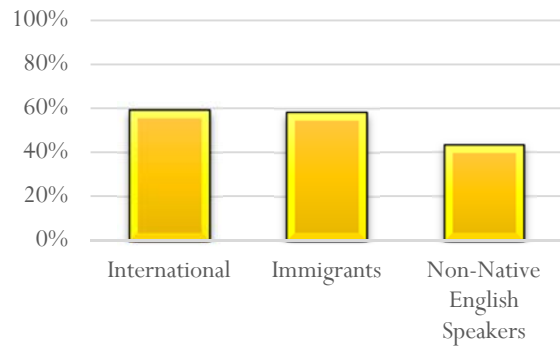
- Administrators are least likely to feel they belong to a community at UW Oshkosh
- All classifications except Administrators are more likely to feel their interests are not well represented in campus leadership
- Instructional Academic Staff are most likely to experience a disconnect between their home culture and the culture at UW Oshkosh
- All groups feel isolated or marginalized at UW Oshkosh, and all groups have felt they have been singled out to represent the views of their identity group

Perceptions of Respect and Comfort with Diversity. Employees were asked to rate how respectful the campus climate is toward people of various backgrounds. A high percentage of employees reported feeling comfortable around people who were different than they based on various criteria. At least 93% of employees said they were comfortable with others who differed from them based on race, class, ethnicity, gender, sexual orientation, religion, culture, and national origin. They reported least comfort with those with psychological differences (81% were comfortable). Overall, employees concluded that the climate at UW Oshkosh was “friendly” but “not diverse,” slightly more “reactive” than “proactive,” and halfway between inclusive and exclusive. The figure below represents some of the findings from the item asking employees to rate how respectful the campus climate is towards people of various backgrounds. The bar represents the portion of employees who rated each item as “very respectful” or “respectful.”

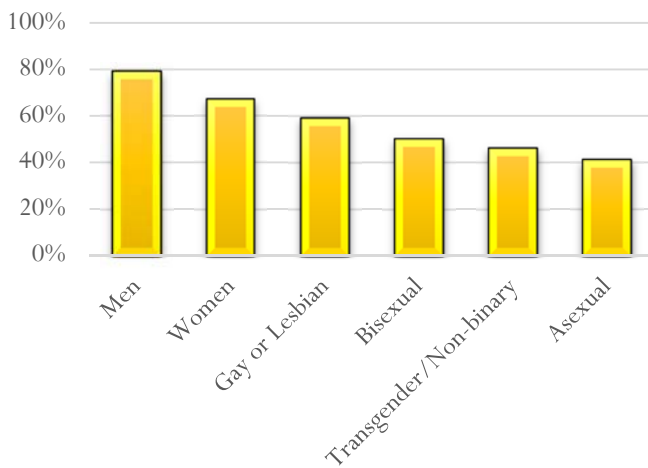
Ethnicity



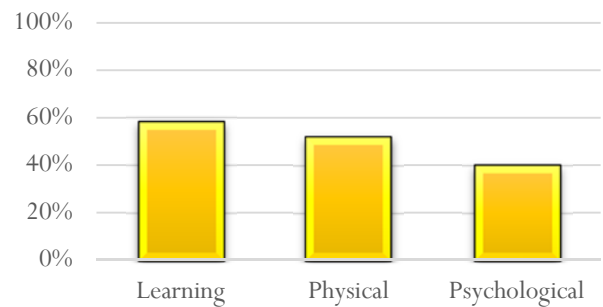
International, Immigrant, and Non-Native Speakers



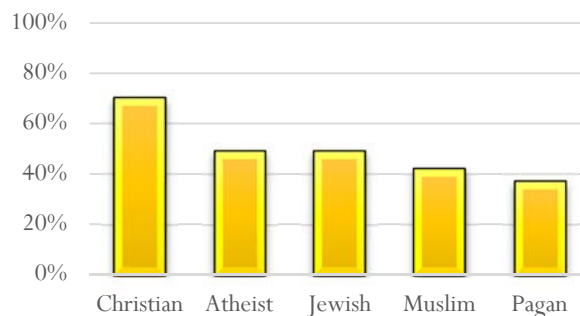
Gender and Sexual Orientation



Disability Status



Religion



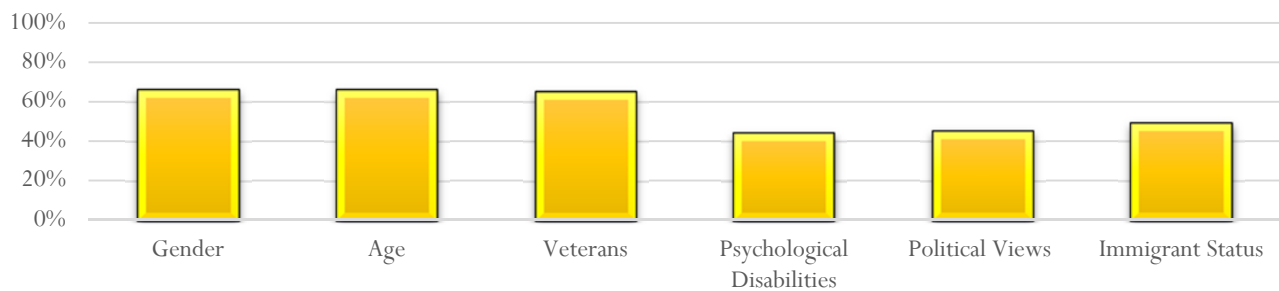
Comfort and Satisfaction on Campus.

- Employees with “less than a bachelor’s degree” and those identifying as “university staff” reported the most discomfort on campus.
- Employees identifying as “university staff” reported the most dissatisfaction on campus, followed by those receiving lower degrees.

Perceptions of Accessibility on Campus. When asked specifically about the accessibility on campus for people with disabilities, employees rated Reeve Union and the Student Success Center as most accessible and the athletic facilities and residence facilities as least accessible.

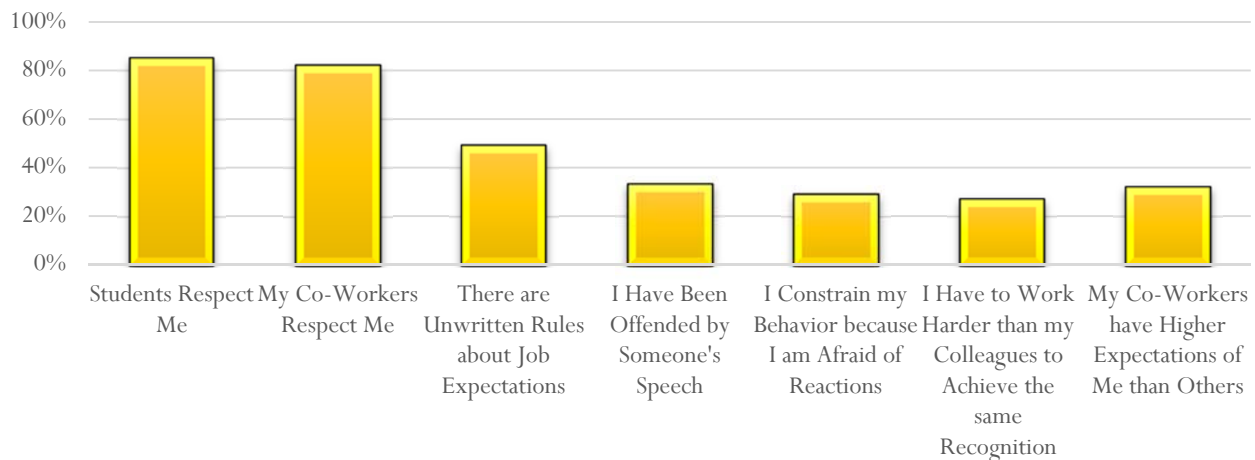
Employees’ Reports of the Welcoming Nature of their Workplace. Employees were asked to reflect on their perceptions of how welcoming their workplace environment was. Their reports suggested that the climate on campus was least welcoming for those with disabilities and those with differing political views. See figure below for some highlighted responses to the item: “the workplace climate is welcoming for employees based on their...”

Employees' Reports of Groups Welcomed on Campus



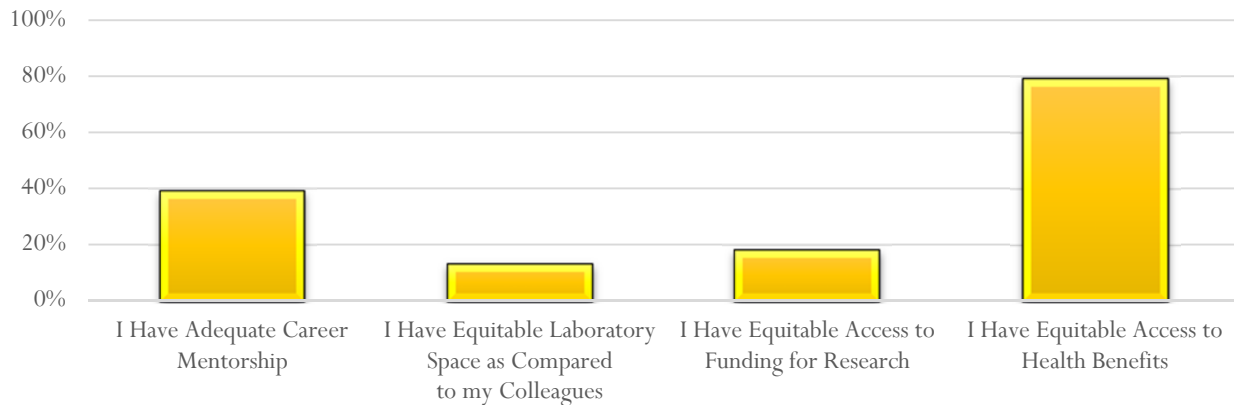
Employees’ Reports of Job Satisfaction. Employees reported feeling mostly satisfied with their career at UW Oshkosh although items related to unwritten rules and transparency appeared to produce the most dissatisfaction. Employees identifying as part of a minority group reported the most dissatisfaction with their jobs, particularly those identifying as a sexual minority. Other groups who reported moderate (2.5 on a 5-point scale) satisfaction were gender and ethnic minorities, those who identified as spiritual or no affiliation, those with less than a bachelor’s, and University Staff. Some items of interest related to job satisfaction are presented below. The bars represent the proportion of employees who agreed with each item.

Employees' Reports of Job Satisfaction



Overall, employees reported low satisfaction with their resources. Many employees felt as though they did not receive equitable compensation to comparable colleagues and did not have adequate career mentorship. Furthermore, many reported inequity in the lab space they were provided, the equipment they have access to for research support, or the support they have for teaching. Only 51 percent of all employees felt their work load was equitable. Some items of interest related to job satisfaction are presented below. The bars represent the proportion of employees who agreed with each item.

Employees' Satisfaction with Resources



Employees' Assessment of University Actions and Recommendations

Campus Leadership. Three quarters of employees taking this survey reported that they find leadership to be effective at fostering inclusion and diversity at UW Oshkosh. 77% stated that the administration provided such effective leadership, 76% find staff to provide effective leadership, 75% faculty, and 74% felt students provided effective leadership in inclusion and diversity.

Diversity and Inclusiveness Training. A little over half of the responding employees strongly agreed or agreed that the University is making sufficient efforts to offer diversity and inclusiveness training for members of the University community (53%). More than half stated that the Office of Equity and Affirmative Action should provide diversity and equity training to every search and screen committee including faculty, staff, and administrators (57%). Less than half of the responding employees strongly agreed or agreed that the University is making sufficient efforts to provide best practices to improve campus climate. Only a quarter of the responding employees strongly agreed or agreed that the University sufficiently reallocates resources to support inclusive climate changes on campus (26%).

Percentage of employees strongly agreeing or agreeing that UW Oshkosh provides best practices addressing the needs of employees with families:

- Providing tenure clock options with more flexibility for faculty with families (e.g., family leave): 19%
- Providing sufficient family leave for employees: 39%
- Improving on-campus child-care services: 31%

Percentage of employees strongly agreeing or agreeing that UW Oshkosh provides best practices for encouraging the inclusion of diversity in research and teaching:

- Providing recognition and rewards for including diversity in course objectives across the curriculum: 28%
- Requiring writing emphasis classes to involve at least one assignment that focuses on issues, research and perspectives that involve diverse populations: 20%
- Rewarding research efforts that evaluate outcomes of diversity and inclusiveness training: 18%
- Including diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators: 32%

Percentage of employees strongly agreeing or agreeing that UW Oshkosh provides best practices for gender minority individuals on campus:

- Increasing the number of gender neutral/family friendly facilities: 37%
- Providing and improving access to quality counseling for gender diverse individuals: 32%
- Providing and improving access to quality health care for gender diverse individuals: 26%

Percentage of employees strongly agreeing or agreeing that UW Oshkosh provides best practices for addressing hostile behaviors and sexual harassment and assault:

- Promoting and improving access to quality counseling available to employees and students who experience sexual abuse on campus or in the community: 36%
- Providing a clear protocol for responding to hate/hostile incidents processed on campus: 38%
- Providing a clear protocol for responding to hate/hostile incidents processed at the department level: 32%

Percentage of employees strongly agreeing or agreeing that UW Oshkosh provides best practices for providing immersion experiences that could improve campus climate:

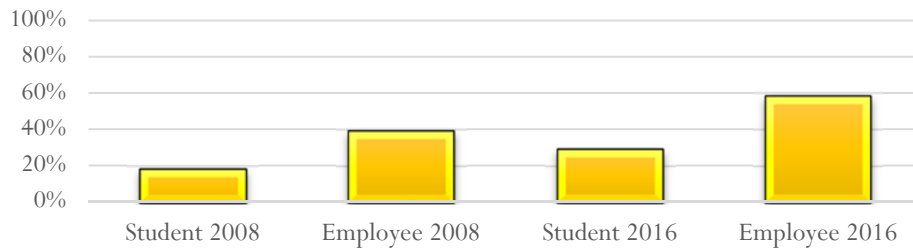
- Providing immersion experiences for employees and students to learn a second language: 17%
- Providing immersion experiences for employees and students in service learning projects with lower socioeconomic populations: 23%
- Providing immersion experiences for employees and students with underrepresented or underserved populations: 22%

Comparative Summary

Response Rate Comparisons

In 2008, 2,468 students and 653 employees completed the UW Oshkosh Campus Climate Survey. In 2016, 2,999 students and 1,021 employees participated in the UW Oshkosh Campus Climate Survey.

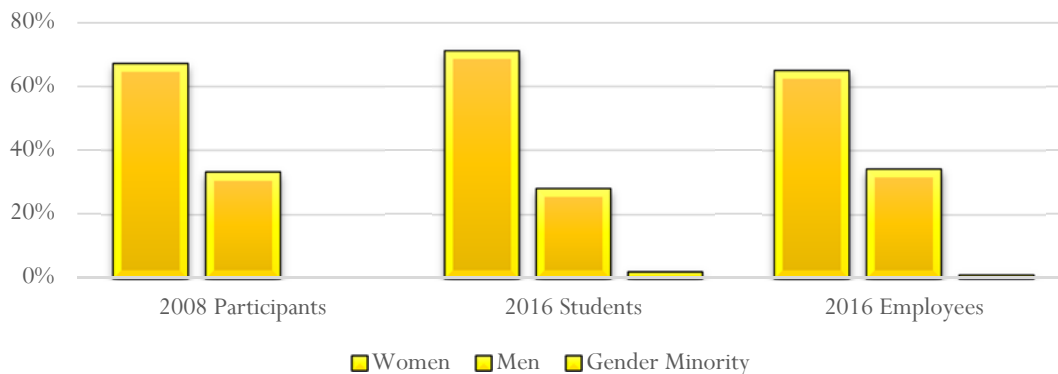
Response Rates in 2008 and 2016



Demographic Comparisons

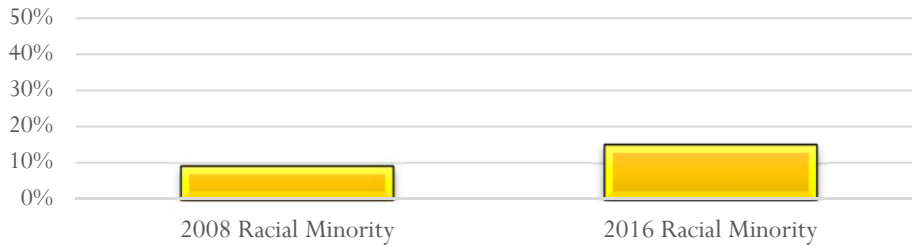
Gender Identity. In 2008, 67% of the entire sample (both employees and students) identified as female, 33% as males, and less than 1% as “other” or “transgender.” In 2016, the survey was updated to include additional response options for gender identity and to no longer use the terms “male” and “female” (instead, “men” and “women” were used). Thus, in 2016, 71% of students identified as women, 28% as men, and 2% as a gender minority (e.g., “non-binary gender,” “transgender,” and/or “other”). For employees, 65% identified as cisgender women, 34% as cisgender men, and 1% as a gender minority.

Proportion of Students and Employees Identifying as Men, Women, and a Gender Minority in 2008 and 2016



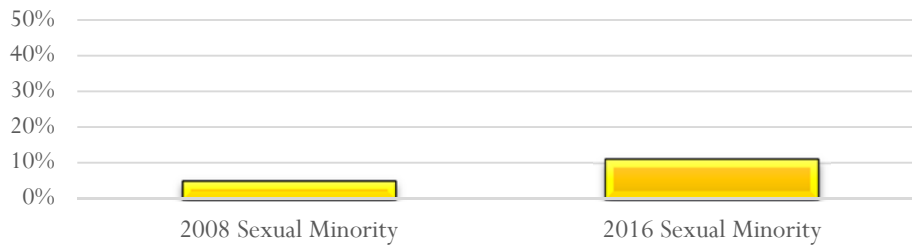
Ethnicity. In 2008, the proportion of participants' identifying as a racial minority was 9%; however, in 2016 it was 15% revealing an improvement in the diversity of UW Oshkosh students and employees over the past 8 years.

Proportion of Students and Employees Identifying as an Racial Minority in 2008 and 2016



Sexual Orientation. In 2008, 5% participants identified as a sexual minority. However, in 2016 11% of participants identified as a sexual minority, again revealing a more diverse UW Oshkosh campus.

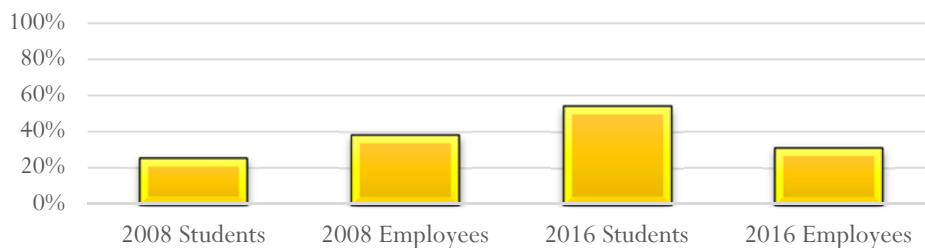
Proportion of Students and Employees Identifying as an Sexual Minority in 2008



Campus Conduct Comparisons

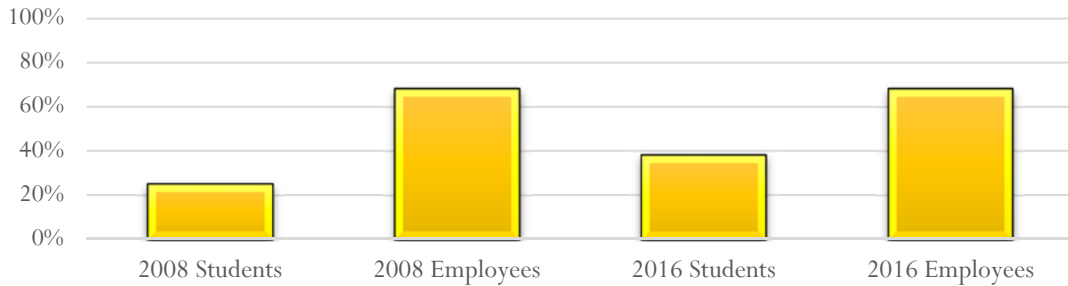
Experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Overall, students in the 2016 study reported more experience with exclusionary, intimidating, offensive, and/or hostile conduct than did those in 2008. However, the rates for employees remained fairly stable.

Proportion of Students and Employees Reporting Exclusionary Conduct in 2008 and 2016



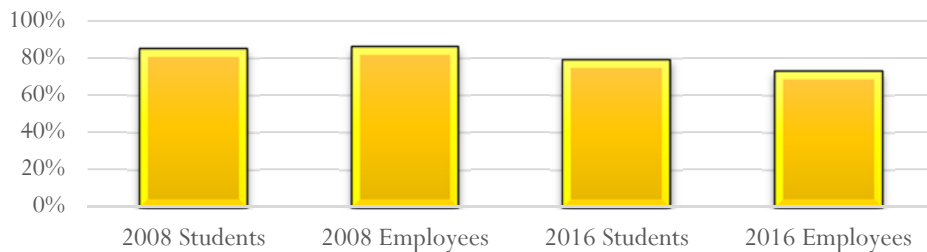
Observations of exclusionary, intimidating, offensive, and/or hostile conduct. There were also differences in observations of exclusionary, intimidating, offensive, and/or hostile behaviors between 2008 to 2016. In particular, both students and employees reported more observations of exclusionary behaviors in 2016 relative to 2008.

Proportion of Students and Employees Observing Exclusionary Conduct in 2008 and 2016

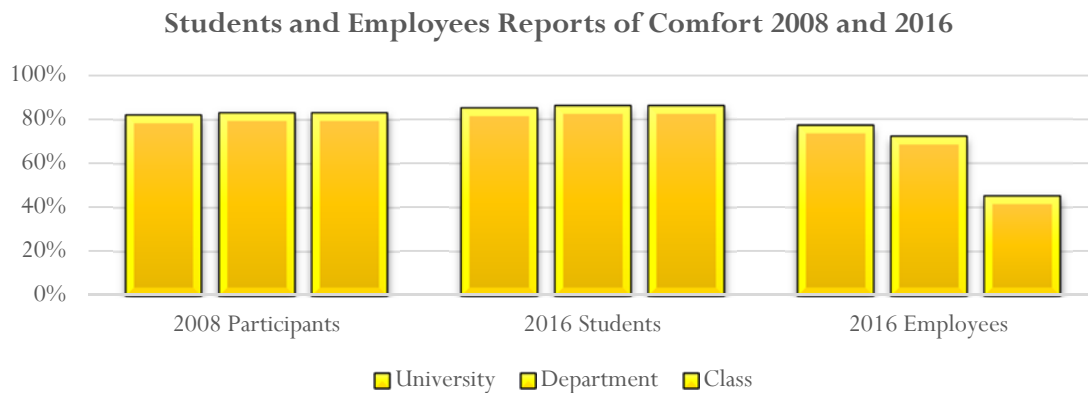


Reports of Satisfaction Comparisons. When asked to report on their satisfaction at UW Oshkosh, 85% of students in 2008 and 86% of students in 2016 reported being “very satisfied” to “satisfied” with their education at UW Oshkosh. When employees were asked to report on their satisfaction with their job at UW Oshkosh, 79% in 2008 and 73% in 2016 reported being “very satisfied” or “satisfied.”

Students and Employees Reports of Satisfaction 2008 and 2016



Reports of Comfort Comparisons. Students and employees at UW Oshkosh were also asked to report on their level of comfort with UW Oshkosh in 2008 and 2016. In 2008, a substantial proportion of participants reported feeling “comfortable” or “very comfortable” with the university as a whole, with their department, and in their classes (separate student/employee statistics could not be located). As for 2016, the proportion of students and employees indicating comfort stayed relatively the same, except with respect to employees’ reports of comfort in the classroom.



Survey Limitations

Limitations associated with the project methodology included:

- While the response rate was impressive and the demographic profile of the respondents was similar to the original sample, the responses obtained may not be representative of the UW Oshkosh student body or of the employees as a whole.
- All respondents self-selected to participate, potentially leading to self-selection bias. Consequently, the results may lack external validity. One must interpret all results with caution because of limited generalizability.
- Not all university members use or have access to computers on a consistent basis. In turn, some individuals may have had limited ability to participate in the computer-based online survey.
- A small number of minority students and employees made it difficult to report and statistically examine all reports. Although the report is our best attempt at making all voices heard, it should be noted that the results may not represent all students’ and employees’ opinions, experiences, and perceptions.

Campus Climate Survey Committee's Recommendations

Considerable efforts already exist on campus to provide services and training in a wide range of areas. However, survey results suggest that awareness of these services and how to access them needs to be promoted more. Responses also suggest that such services and training should be expanded. In addition, ways to increase wider employee and student participation in these programs should be explored. Based on the findings of the Campus Climate Survey, the committee recommends the following actions.

Actions

- Meet with campus groups, departments, programs, and offices to solicit their feedback on the Campus Climate Survey results and their recommendations on how to improve campus climate and inform strategic planning.
- Prioritize diversity in hiring practices. Considering the disjuncture in the demographics of student and employee populations, University hiring practices should prioritize diversifying employees in all categories (administration, faculty, instructional and professional academic staff, University staff). Research (such as that by psychologist Craig Steele, Whistling Vivaldi, 2010) demonstrates that a “critical mass” of representation of one’s identity group on campus greatly impacts and improves student success.

Awareness, Campus Efforts, and Services

Raise campus-wide awareness regarding the availability of existing efforts and services in the following areas and how to access these services. Expand services and efforts in these areas.

- Services for individuals with psychological and physical disabilities.
- Services and health care for gender and sexual minority individuals.
- Efforts to improve employee quality of life in the workplace, disseminate knowledge about procedures, and maintain transparency.
- Reporting procedures for sexual harassment and assault, exclusionary, intimidating, offensive, and/or hostile conduct. Simplify and facilitate these procedures. Improve the effectiveness of response and handling of incidents of negative conduct.

Training

Raise campus-wide awareness regarding existing training opportunities in the following areas and the importance of such training. Expand training for all University employees and students and explore ways to increase participation.

- Expand training on unconscious bias and preventing sexual harassment and assault, exclusionary, intimidating, offensive, and/or hostile conduct.
- Expand diversity and inclusiveness training concerning the perspectives and experiences of diverse peoples in terms of gender and sexual orientation, race and ethnicity, religion, socioeconomic status, psychological and physical disabilities, non-traditional student status, and veteran status.

Future Campus Climate Surveys

- Increase participation in future Campus Climate Surveys, especially student participation. While both the response rate for employees and students were good—at or above national rates—the number of students participating should be much higher. Due to this lower participation rate, some students may find that their experiences and perceptions are not represented in this survey. In this regard, the University community, including employees and students, should explore effective ways to increase student participation on the next survey.
- Raise awareness regarding what campus climate is to promote greater participation.
- Maintain diverse representation on Campus Climate Survey Committee from various campus stakeholders, especially under-represented groups. Coordinate early with quantitative and qualitative analysts.

CAMPUS CLIMATE STUDY

INTRODUCTION

Campus Climate Study - Introduction

The Importance of Examining Campus Climate

The primary mission put forth by the University of Wisconsin Oshkosh (UW Oshkosh) is to “provide a wide array of quality educational opportunities to the people of northeastern Wisconsin and beyond through the discovery, synthesis, preservation, and dissemination of knowledge. The interaction of the dedicated faculty, staff, and students at UW Oshkosh fosters an inclusive learning environment that prepares our graduates to meet the challenges of an increasingly global society” (UW Oshkosh website, 2016). As made clear in the mission statement and strategic plan (UW Oshkosh website), UW Oshkosh values multicultural awareness and understanding, works to promote an environment of mutual respect, and encourages inclusive cooperation among students, faculty, and staff. In fact, diversity promotion, workplace equity, student support, and an inclusive climate are prominent components of the strategic priorities at UW Oshkosh.

Climate, for the purposes of this project, is considered “the current attitudes, behaviors, and standards of faculty, staff, administrators and students concerning the level of respect for individual needs, abilities, and potential” (Rankin & Reason, 2008, p. 264). Essentially, the “climate” of a university campus is a general term that summarizes the inclusivity dynamics of the institution and the degree to which various members feel included or excluded in the environment (Williams, 2010). Because of the importance of equity, diversity, and inclusion at UW Oshkosh, the examination of campus climate is a vital component of a regular campus-based assessment because it can position campus communities toward a more sophisticated understanding of various issues affecting students, faculty, and staff, and administrators. Assessing these issues is important because research reveals that concerns relating to the climate of a university has a profound effect on the academic community’s ability to excel in teaching, research, and scholarship (Piercy et al., 2005; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2007). In addition, research also indicates that the climate of a campus may also influence a student’s academic success, well-being, and sense of belonging (Boysen, 2012; Guiffrida, Gouveia, Wall, & Seward, 2008; Stebleton, Soria, Huesman, & Torres, 2014).

Because of the importance of equity, diversity, and inclusion at UW Oshkosh, the examination of campus climate is a vital component of a regular campus-based assessment because it can position campus communities toward a more sophisticated understanding of various issues affecting students, faculty, and staff, and administrators. Assessing these issues is important because research reveals that concerns relating to the climate of a university have a profound effect on the academic community’s ability to excel in teaching, research, and scholarship (Piercy et al., 2005; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz, Cortina, Konik, & Magley, 2007). In addition, research also indicates that the climate of a campus may also influence a student’s academic success, well-being, and sense of belonging (Boysen, 2012; Guiffrida, Gouveia, Wall, & Seward, 2008; Stebleton, Soria, Huesman, & Torres, 2014).

Methodology

Thus, because of the potential profound impact of a university's climate on all members of the campus community and to ensure that UW Oshkosh stays true to its strategic priorities, the 2016 University of Wisconsin Oshkosh Campus Climate Study was conducted from February 29 – March 21, 2016. This study was launched in an effort to collect the data necessary to identify key climate issues at UW Oshkosh that must be understood and resolved to reach the goal of creating a more inclusive campus environment. To accomplish this goal, the Campus Climate Study Subcommittee of the Inclusive Excellence Thought Partners was convened in January 2015 with the purpose of creating and implementing a Campus Climate survey unique to UW Oshkosh.

Measure Development and Revision

The first phase of the project was to adapt the previous campus climate survey instigated by UW System, overseen by Dr. Sue Rankin, and administered across system campuses in a three-tiered/three-year process. At that time, UW Oshkosh was chosen to be part of the Tier I process, joining the UW Colleges, UW-La Crosse, UW-Milwaukee, and UW-Stevens Point, and conducted the survey in Spring 2008. As part of this process of revising the 2008 survey questions, feedback provided in response to the 2008 study as well as language and questions used in more recent surveys, such as Binghamton University's 2013 Campus Climate Survey, were consulted to modify measures and items. One major change from the 2008 survey was to create a work/education/life balance section for students, leading to the decision to have two separate surveys, one for students and one for employees, rather than one survey with students and employees occasionally being routed to different questions. Additionally, demographic questions were expanded, the order of information asked was modified, and sections included were altered.

The second phase of the project was to make sure the 2016 survey questions addressed issues current stakeholders found relevant to their experiences of campus climate. With this goal in mind, the subcommittee decided to hold Listening Sessions to ask stakeholders to identify current issues related to an inclusive climate and what questions they would like to see on the survey. To ensure stakeholders felt comfortable providing input, 11 sessions were created. The eight sessions for students addressed the following climate issues: 1) Muslim Campus Climate Issues, (2) Veteran, Graduate, and Ability/Disability Campus Climate Issues, (3) Sexuality and Gender Campus Climate Issues, (4) Native American and Latina/o Campus Climate Issues, (5) Asian and Hmong Campus Climate Issues, (6) African American Campus Climate Issues, (7) International Students Campus Climate Issues, and (8) a general session for all student campus climate issues. Additionally, three sessions were developed for employees: Faculty Campus Climate Issues, (2) University Staff Campus Climate Issues, and (3) Academic Staff Campus Climate Issues. A general session to further ensure comfort in providing input, an outside facilitator was employed: Dr. Barry Nagel, a managing partner of Evaluation and Action Research Associates, L.L.C. IRB approval for the Campus Climate Study-Listening Sessions was procured on October 7, 2015. The listening sessions were conducted on October 27 and October 28, 2015. The Campus Climate Survey Subcommittee reviewed Dr. Nagel's report and revised/added needed questions to the student and employee surveys/sections accordingly. After revising based on listening session feedback, the final survey was organized into five sections:

Part I. Demographic Information

Part II. Perceptions of Campus Climate

Part III. Quality of Life (including Work/Education/Life balance questions)

Part IV. Campus Conduct (including questions of exclusionary, harassing, intimidating, offensive, or hostile conduct and of sexual misconduct)

Part V. Assessment of University Actions for Diversity and Inclusion and Recommendations to Improve Campus Climate

On November 20, 2015, IRB approval for the Campus Climate Study-Survey was procured. In September of 2016, the IRB protocol was renewed for another year.

Recruitment Strategy

All members of the University of Wisconsin Oshkosh community, including all employees and students, received an email invitation to participate in the Campus Climate Survey that included a link to the survey in Qualtrics®. Participation in the survey was voluntary and anonymous. Participants were provided with informed consent information at the beginning of the survey and asked to acknowledge electronically that they had read and understood. Participants could exit the survey at any time and we able to return to complete it later, at their convenience. After taking the survey, participants were redirected to a drawing for a chance to win various incentives (e.g., iPads, parking passes, gift certificates to local establishments). The survey was publicized via flyers and announcements via campus media outlets. Committee members, student club advisors, and student leaders also made in-person visits to governance groups, student groups, and classes to publicize and provide information about the survey. University community members received reminder emails leading up to and during the survey time period, including video messages from the Chancellor.

Psychometric Properties of the Survey

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under investigation. The validation process for the current study included both the development of the survey items as well as in consultation with experts in the area of inclusive excellence and campus climate. The survey items were constructed based on items that were used in the 2008 survey, which were obtained from the work of Hurtado and colleagues (1999) and Smith and colleagues (1997). However, because additional objectives were identified for the current study and because some of the items were relatively outdated, items were revised and additional items were included based on consulting relevant literature and in consultation with relevant populations on campus. In an attempt to establish the validity of the survey a priori, several researchers working in the area of inclusive excellence and higher education reviewed and approved the measures.

Content validity was established by comparing items from the survey to those obtained via literature reviews, previous surveys, and input from experts in the field. Construct validity was established by confirming that the items in the survey were significantly correlated with other items measuring conceptually similar topics (see predictive section). Lastly, predictive validity was ensured by examining the extent to which items assessing experience with climate and perceptions of climate related to satisfaction and intent to leave UW Oshkosh (again, see predictive section). In fact, experiences and perceptions related

to campus climate did predict the extent to which both students and employees intended to leave the university, establishing the predictive validity of the scale.

Reliability. The most relevant form of validity for the current study is internal consistency, which ensures that all items included in the measure are consistent with one another. This was established by not only assessing correlations between items (many of which were significant at the $p < .05$ level), but also via the interpretation of Cronbach's alpha. When assessing scales and sections separately, our alphas demonstrated adequate internal consistency (ranging from 0.62 to 0.98).

Analytic Strategy

Survey data were analyzed to describe, predict, and compare the responses (in raw numbers and percentages) of various demographic backgrounds, between students and employees, and between the 2008 and 2016 study via IBM SPSS (version 24.0). Participants and items with missing values were assessed and all missing data were dealt with via pairwise deletion (i.e., participants were included into analyses with which they provided data but were omitted from those with which they were missing data). This procedure was adopted to ensure that all participants' voices were heard by including them whenever possible and to protect the sample size for greater statistical power.

Descriptive statistics were calculated for students and employees separately and by demographic group memberships (e.g., by gender identity, ethnicity, sexual orientation, position) to provide additional information regarding participant responses. Throughout much of this report (including the executive report, data tables, and narratives), information was presented using valid percentages. Valid percentages were calculated on the number of actual responses to a particular item and not simply by the number of surveys collected overall. In most cases the number of participants endorsing a response and the percentage of participants were reported. However, in cases where very few participants endorsed an item, only percentages were provided to protect anonymity. When calculating scales, means scores were always used and items were left in their raw form unless reverse coding was necessary. For all scale scores, items were rated using 5-point Likert scales, with a sixth response option for those indicating that they "did not know." All "I don't know" options were recoded and omitted from scale score computations.

Comparative analyses (between demographic groups, students and employees, and 2008 and 2016) were conducted via independent samples *t*-tests and analyses of variance (ANOVA). *T*-tests are statistical analyses that are used to determine whether two groups or samples are significantly different from each other (e.g., do students report greater comfort on campus than employees?) by comparing the mean and standard deviation for both groups. ANOVAs, on the other hand, were used in situations where more than two groups were being compared. For example, when comparing cisgender men, cisgender women, and gender minority students' reports of accessibility on campus, a one-way ANOVA was used. ANOVAs also compare means and standard deviations and are considered extensions of *t*-tests.

Several survey questions allowed respondents the opportunity to further describe their experiences on the UW Oshkosh campus, to expand upon their survey responses, and to add any additional thoughts deemed important. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments are currently under analysis and will be reported and discussed in a supplemental report released in the future.

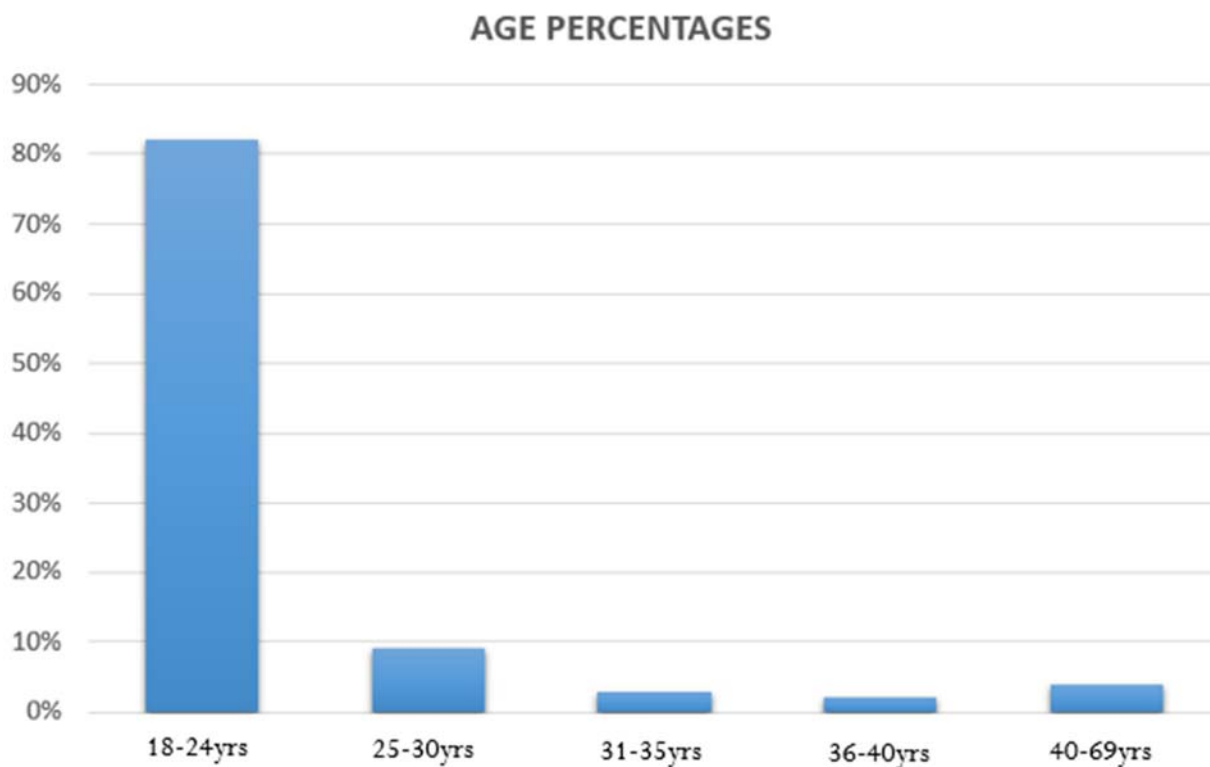
CAMPUS CLIMATE STUDY STUDENT DEMOGRAPHICS

CAMPUS CLIMATE STUDY – STUDENT DEMOGRAPHICS

A total of 2,999 graduate and undergraduate students participated in the study, with 1,958 students completing the entire online survey (resulting in 1,041 incomplete surveys). Among the students who participated but did not complete the survey in its entirety, these students were included into analyses with which they provided data but were omitted from those with which they were missing data (i.e., by using pairwise deletion). The rate of participation among students is indicative of a 28.9% response rate, which is better than average response rates reported for other e-mailed online surveys (typically about 20%; Fluid Surveys Team, 2014; Nulty, 2008; Watt, Simpson, McKillop, Nunn, 2002).

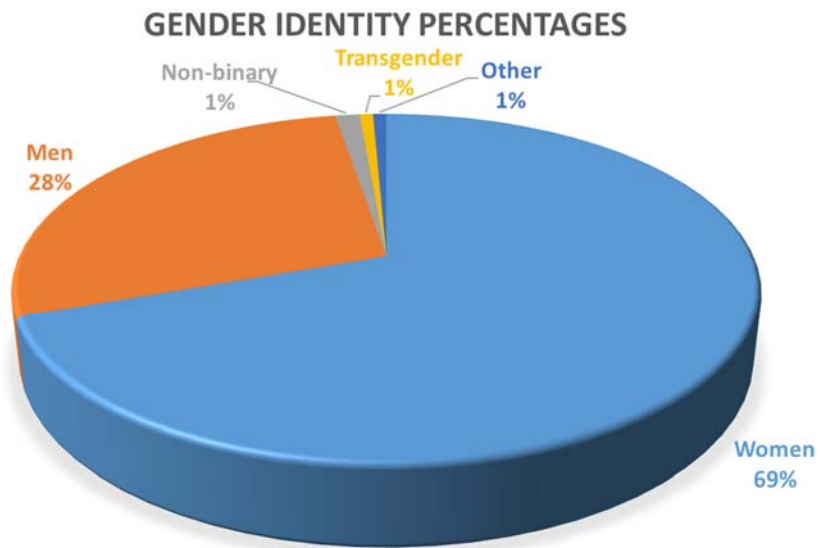
Age

The majority of students who completed the Campus Climate Study identified as being between the ages of 18 and 24. The average age of students completing the survey was 22.93 years ($SD = 6.78$), with ages ranging from 18 to 69 years.



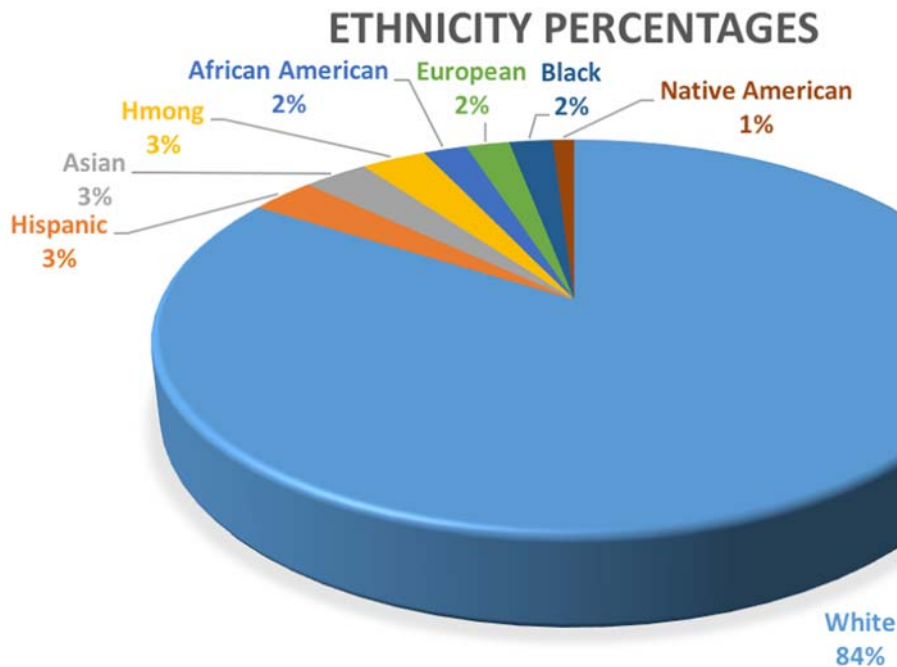
Gender Identity

The majority of students identified as women (70.8%) and men (28.3%), with 1.3% of students identifying as non-binary gender, 0.7% as transgender, and 0.9% as other. Qualitative analysis revealed that those who classified as “other” most commonly reported a gender identity of “agender” or “gender fluid.”



Ethnicity

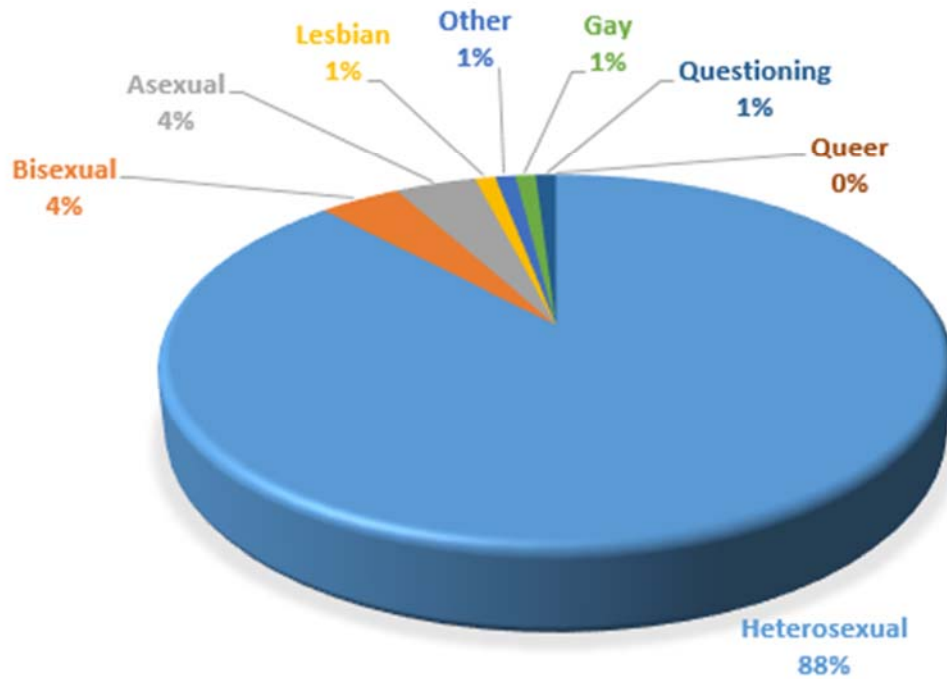
When students were asked to report on their ethnicity they were instructed to select all that apply. The majority of students identified as White (89.1%), followed by Hispanic (3.1%), Asian (3.0%), Hmong (2.7%), African American (2.4%), European (2.0%), Black (1.7%), Native American/Native Alaskan/First Nations (1.4%). The frequencies of all other ethnicities did not exceed 1.0% (and were therefore collapsed into an “other” category in the graph below): Indian subcontinent (0.3%), Southeast Asian (0.2%), Jewish (0.2%), Middle Eastern (0.1%), Native Hawaiian (0.1%), and other (1.0%). Several students also identified as multiple ethnicities, with 93.4% of students identifying as a single ethnicity, 5.7% identifying as two different ethnicities, and 0.8% identifying as three different ethnicities. Although a variety of ethnic combinations were reported, 25 (1.4%) identified as both European and White, 13 (0.7%) identified as both Black and African American, and 11 identified as both Asian and Hmong (0.6%). The ethnic make-up of our sample is consistent with the UW system student population (www.wisconsin.edu/reports-statistics).



Sexual Orientation

Most student participants identified as heterosexual (88.0%), followed by bisexual (4.3%), asexual (3.8%), Lesbian (1.1%), other (0.9%), gay (0.9%), questioning (0.7%), and finally queer (0.3%).

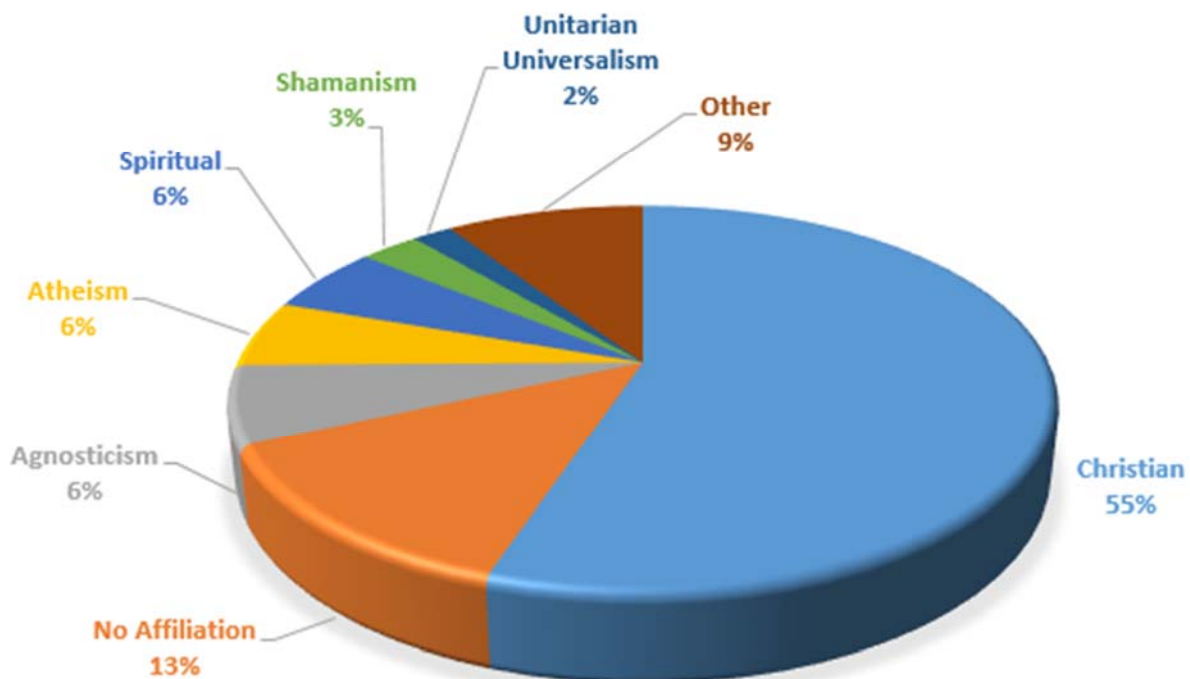
SEXUAL ORIENTATION PERCENTAGES



Religiosity

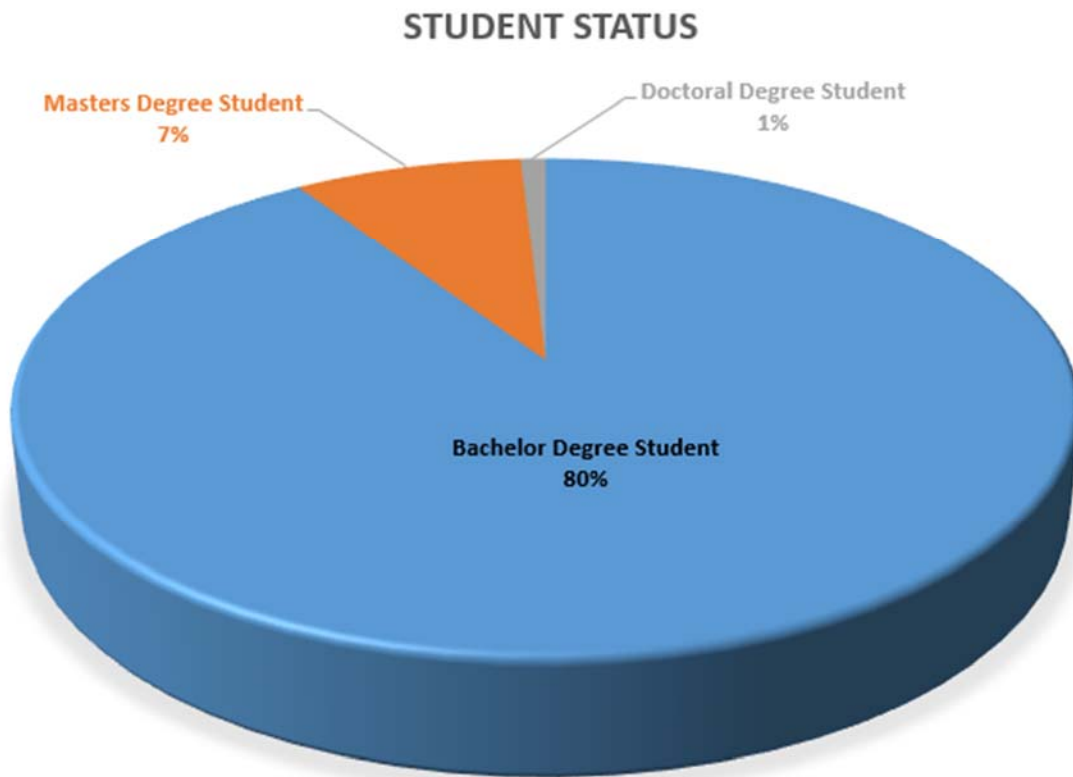
When asked to report their religious affiliation, the majority of students reported their religious or spiritual affiliation as: Christian (59.1%), followed by No Affiliation (13.7%), Agnosticism (6.6%), Atheism (6.2%), Spiritual, but no religious affiliation (6.1%), Shamanism (2.5%), Unitarian Universalism (2.3%), Self-Identified Other (1.9%), Paganism (0.9%), Buddhism (0.9%), Reincarnation (0.6%), Hinduism (0.4%), Wiccan 0.4%), Native American Traditional Religion (0.4%), Islam (0.3%), Judaism (0.3%), Animism (0.3%), Taoism (0.2%), Baha'i Faith (0.2%), Indigenous Traditional Religion (0.2%), Jainism (0.1%), and finally 4.0% of the student declined to answer. Religions that were endorsed by less than one percent of students were collapsed into an "other category in the pie chart below. Several students also identified as multiple religious affiliations, with 93.0% of students reporting one affiliation, 5.6% identifying as two different affiliations, and 1.1% reporting three affiliations, and 0.2% identifying 3 or more affiliations. Again, although many affiliations were reported in combination, the affiliations that were commonly reported together included: Agnosticism and Atheism (23 people or 1.3%), Agnosticism and Christianity (9 people or 0.5%), Spiritual and No Affiliation (9 people or 0.5%).

RELIGIOSITY PERCENTAGES

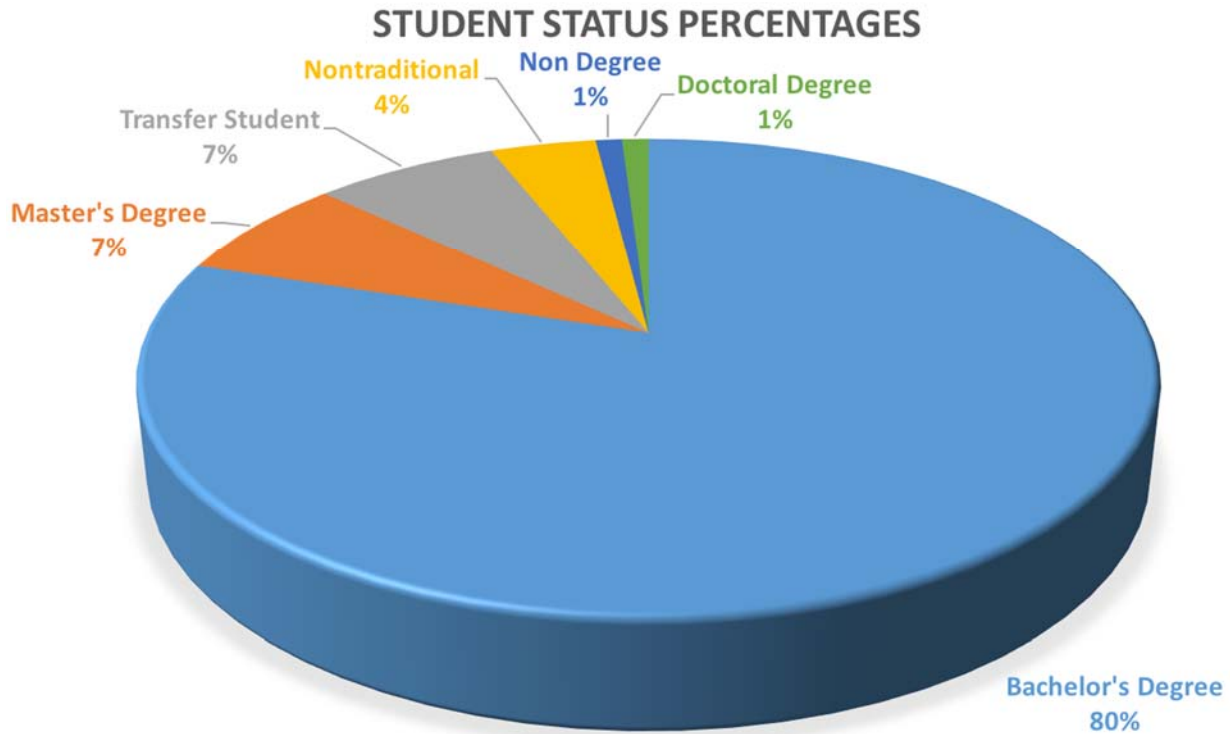


Student Status

The majority of students reported that they were currently pursuing a Bachelor's Degree (79.9%), followed by Master's Degree (7.3%), or a Doctoral Degree (0.8%). In addition to their level of study, they were also asked about additional student statuses. In particular, 23.8% of students reported being a transfer student, 1.3% identified as a non-degree seeking student, and 9.7% reported being a non-traditional student (defined as a returning student or over the age of 25).



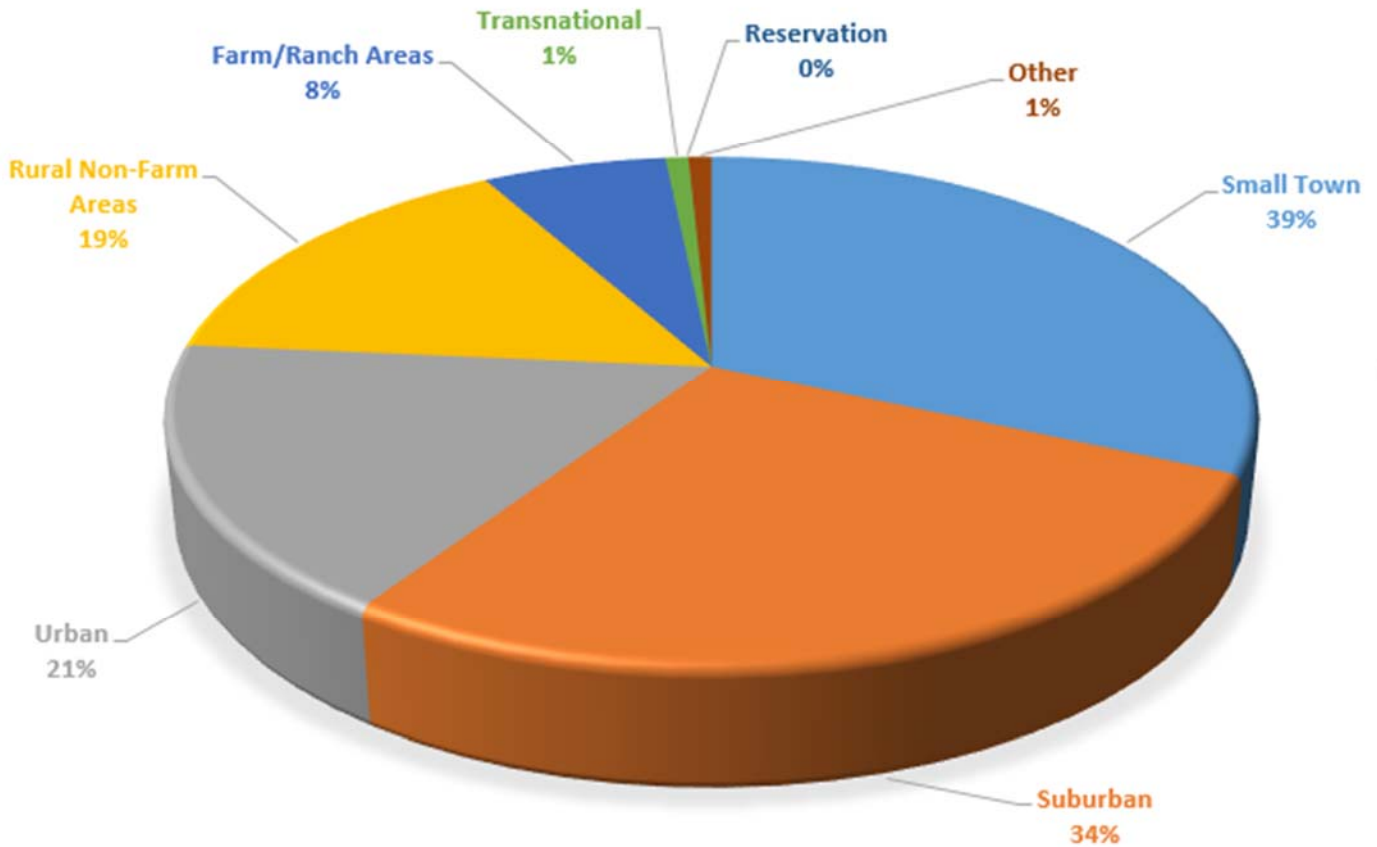
In addition to their level of study, students were also asked about additional student statuses. In particular, 23.8% of students reported being a transfer student, 1.3% identified as a non-degree seeking student, and 9.7% reported being a non-traditional student (defined as a “returning student or over the age of 25”). Because students were able to select all of the options that applied, they often endorsed multiple response options. Most students only endorsed one option (79.4%), however 16.5% endorsed two, 3.5% endorsed three, and .1% endorsed four. The most commonly paired responses options included “Transfer Student” and “Bachelor Degree Student” (300 students or 16.4%), “Non-Traditional Student” and “Bachelor Degree Student” (99 students or 5.4%), or “Non-Traditional Student” and “Transfer Student” (72 students or 3.9%).



Size of Hometown

The largest proportion of students identified as growing up in either a small town (39.4%) or in a suburban area (34.1%), followed by urban (21.1%), Rural Non-Farm Areas (19.3%), Farm/Ranch Areas (7.8%), Transnational (0.5%), or on a Reservation (0.4%). Approximately 1.0% of students identified growing up in “other areas.”

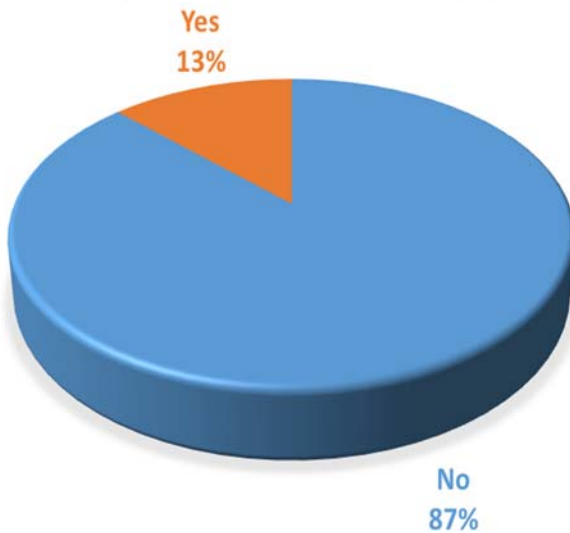
SIZE OF HOMETOWN PERCENTAGES



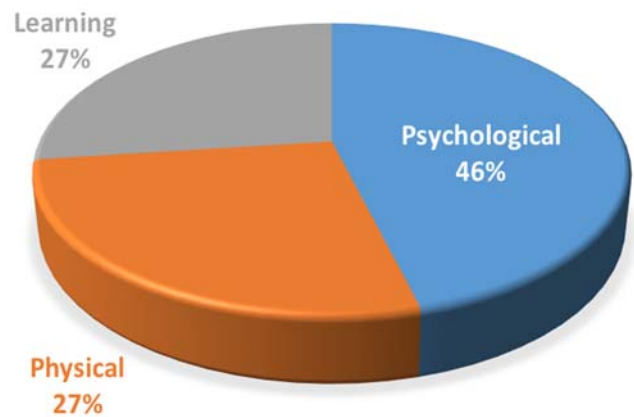
Disability Status

The majority of students reported no disability (87.4%) and only 12.6% reported having a disability of some kind. Of the students who identified as having a disability, the majority indicated having a psychological disability (46.7%), followed by a physical disability (26.7%), with learning disabilities being least common (26.6%).

DISABILITY PERCENTAGES



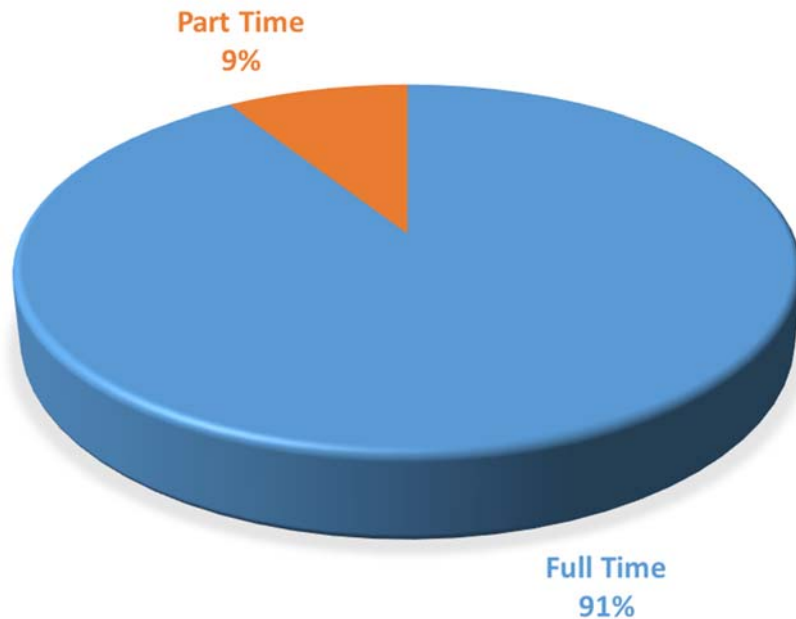
DISABILITY TYPE PERCENTAGES



Enrollment Status

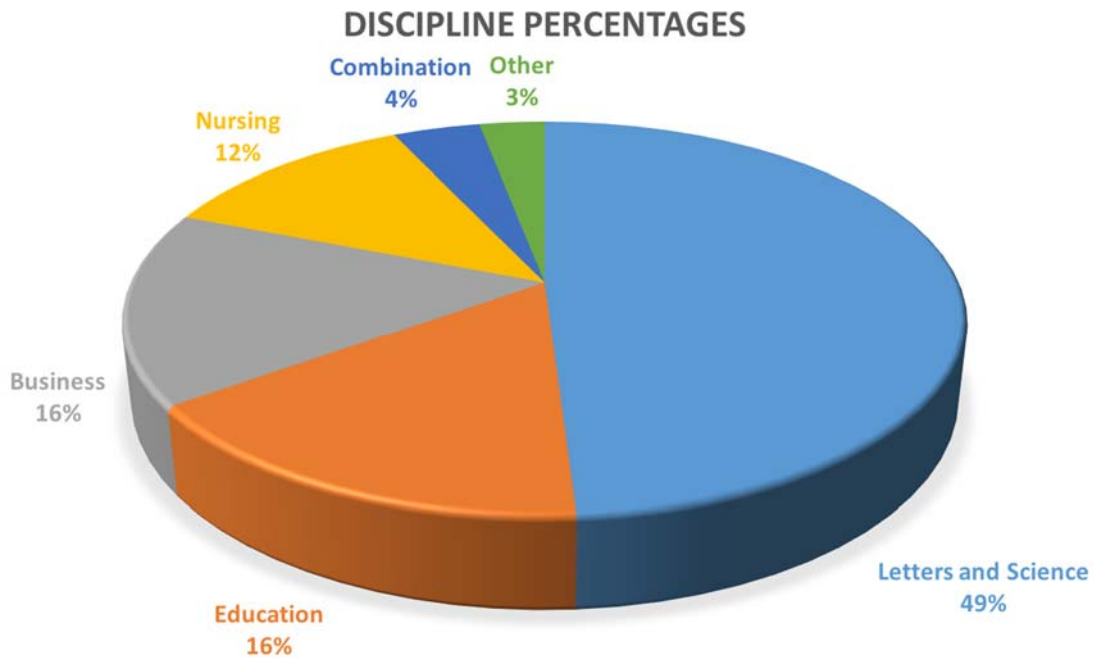
When asked to report their student status, the majority of students indicated that they were enrolled full-time (91.3%) followed by part-time (8.7%).

ENROLLMENT STATUS PERCENTAGES



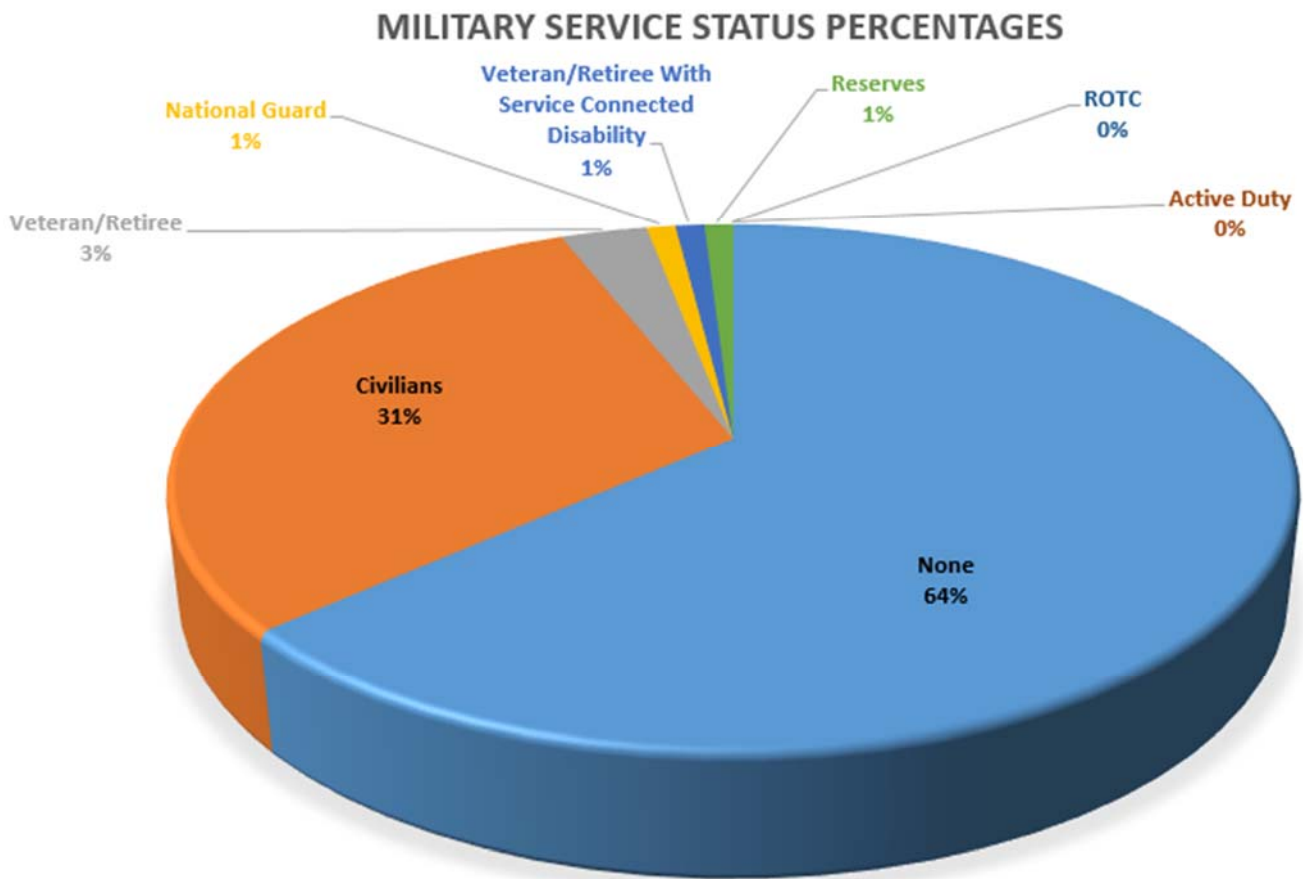
Discipline

The majority of students identified as being enrolled in the College of Letters and Science (48.9%), followed by the College of Education (16.2%), the College of Business (16.0%), the College of Nursing (12.5%), a combination of two colleges (3.7%), and other (2.7%). The most commonly reported responses for those classified as “other” were “lifelong learning and community engagement” and “undecided.”

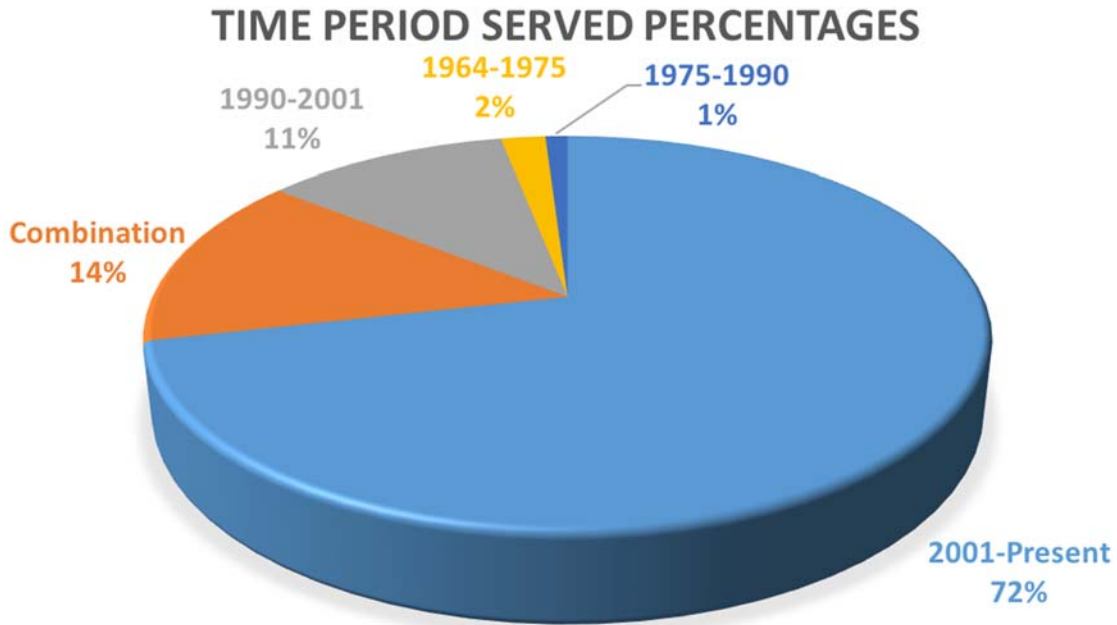


Military Service

When asked to report on their military status, students were given eight response options: “Active Duty,” “Reserves,” “National Guard,” “ROTC,” “Veteran/Retiree,” “Veteran/Retiree with a service connected disability,” “Civilian: No military service record,” or “None” (students did not have the option of selecting more than one response option). Most students endorsed the “None” option (63.6%). Of the remaining students, the majority identified as “Civilians” (30.8%), followed by students identifying as a “Veteran/Retiree” (2.6%), “National Guard” (1.4%), a “Veteran/Retiree with a service connected disability” (0.9%), “Reserves” (0.5%), “ROTC” (0.2%), or “Active Duty” (0.1%).

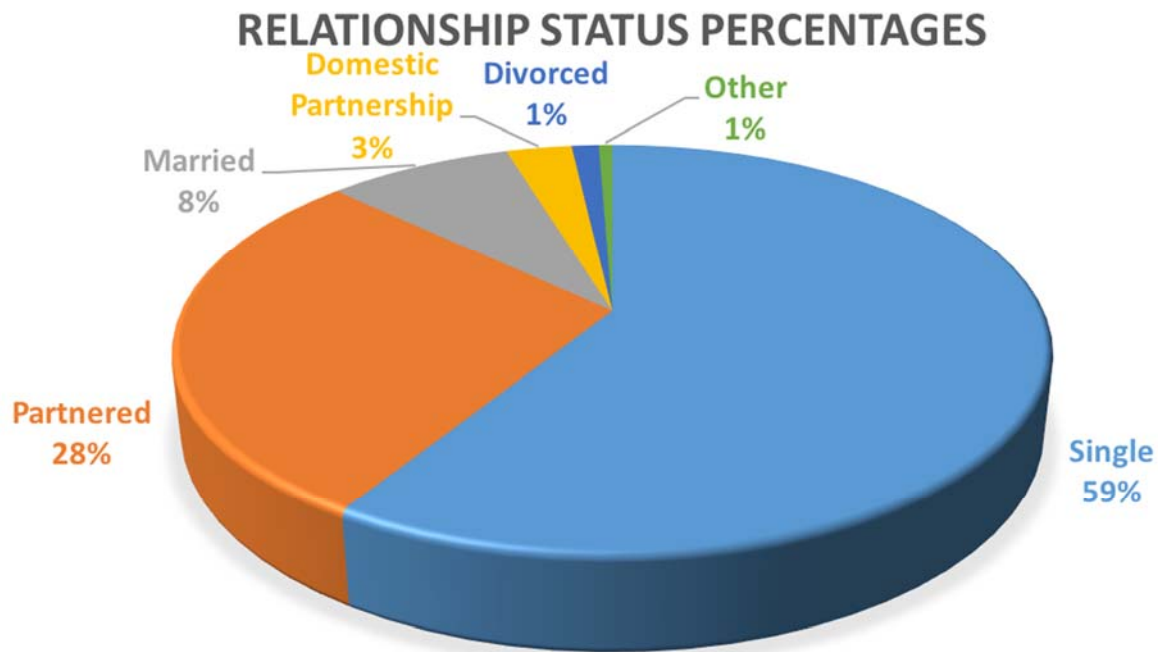


Those who identified having military service status were also asked to report on the time period that they served in the military. The majority reported serving 2001-present (71.4%), followed by 1990-2001 (11.2%), 1964-1975 (2.0%), 1975-1990 (1.0%), and 14.4% reported as having served in a combination of the time periods given.



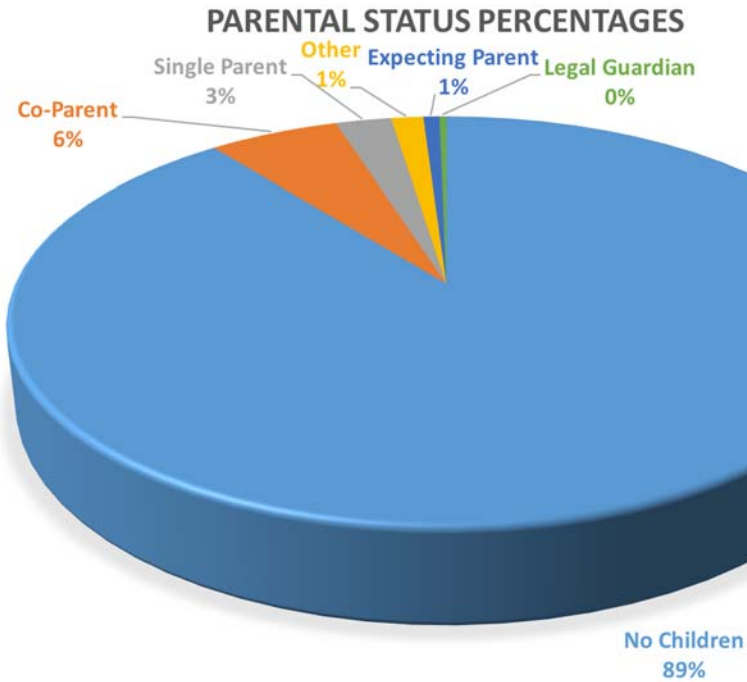
Relationship Status

The majority of students identified as being Single (58.7%), followed by Partnered (28.2%), Married (8.3%), partnered in a Domestic Partnership (3.0%), Divorced (1.2%), Separated (0.2%), Remarried (0.2%), Partner/Spouse Deceased (0.2%). Students were not able to check more than one option. All response options that were endorsed by less than 1% of students were collapsed in the pie chart below as “Other.”



Parental Status

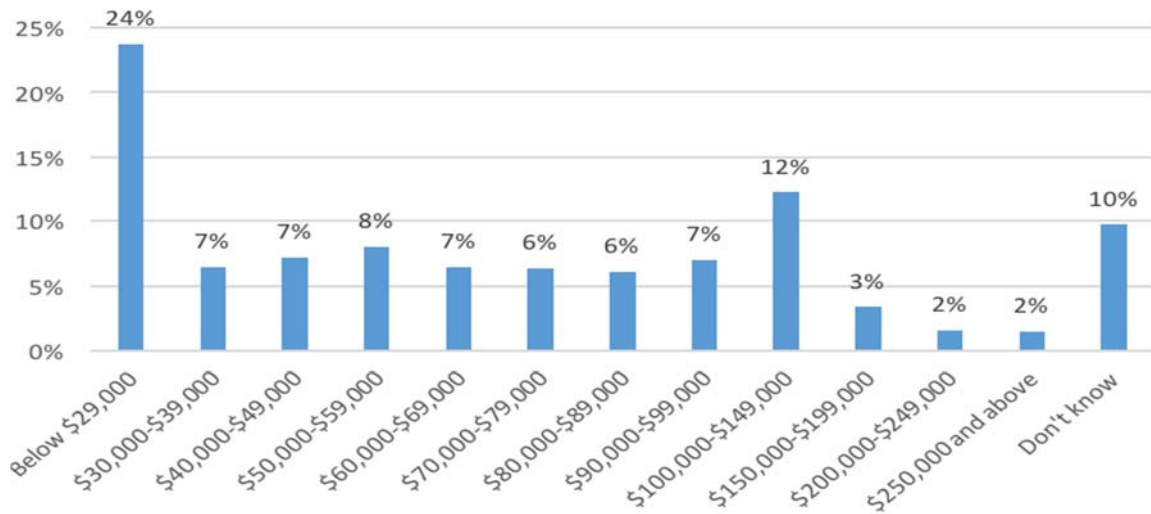
Most students reported having no children (89.3%), followed by being a co-parent with partner/spouse (5.7%), a single parent (2.6%), other (1.4%), expecting parent (0.9%), and finally legal guardian (0.1%).



Family's Yearly Income

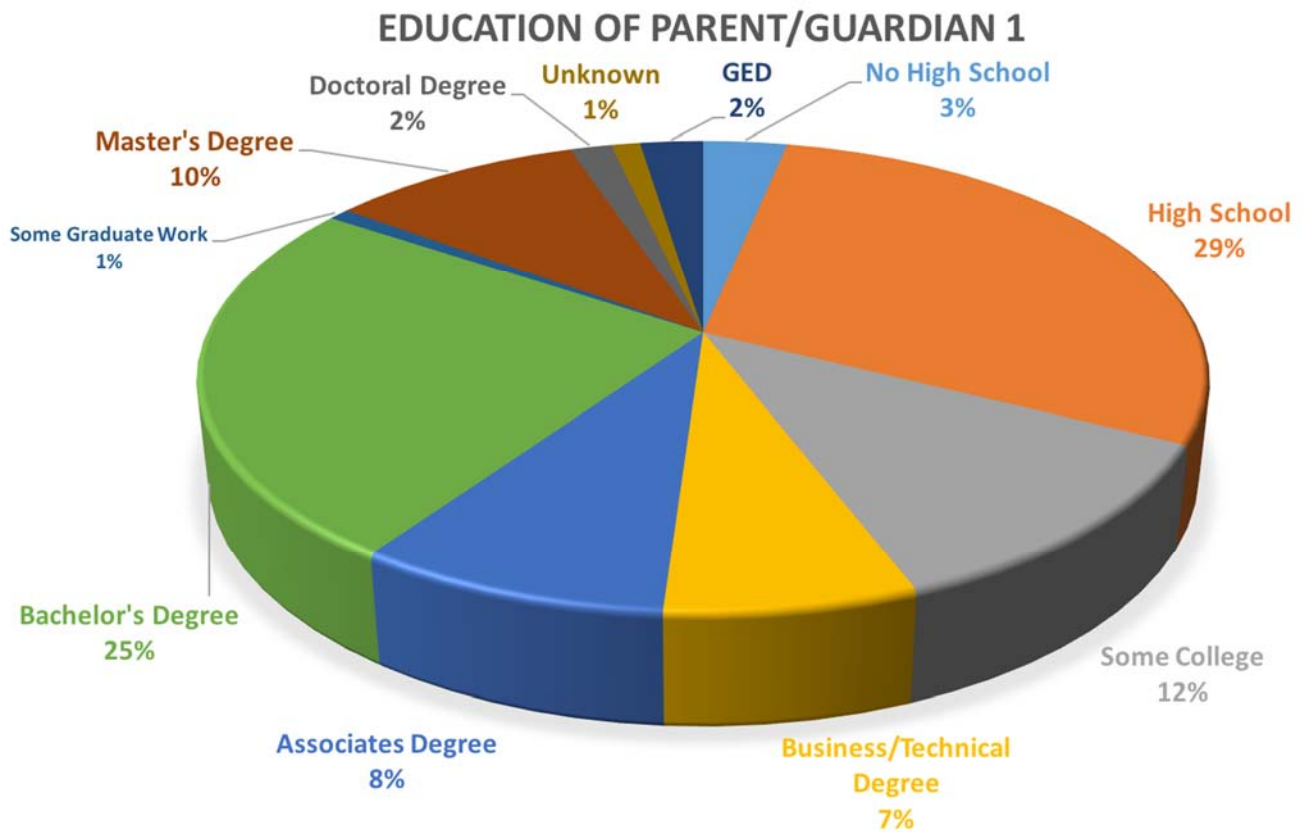
Most students reported their family income being below \$29,000 (23.70%), followed by \$100,000-\$149,000 (12.3%), don't know (9.8%), \$50,000-\$59,000 (7.7%), \$40,000-\$49,000 (7.2%), \$90,000-\$99,000 (7.0%), \$30,000-\$39,000 and \$60,000-\$69,000 (6.5%), \$70,000-\$79,000 (6.4%), \$80,000-\$89,000 (6.10%), \$150,000-\$199,000 (3.4%), \$200,000-\$249,000 (1.6%), and finally \$250,000 and above (1.5%).

FAMILY'S YEARLY INCOME IN U.S. DOLLARS
PERCENTAGES

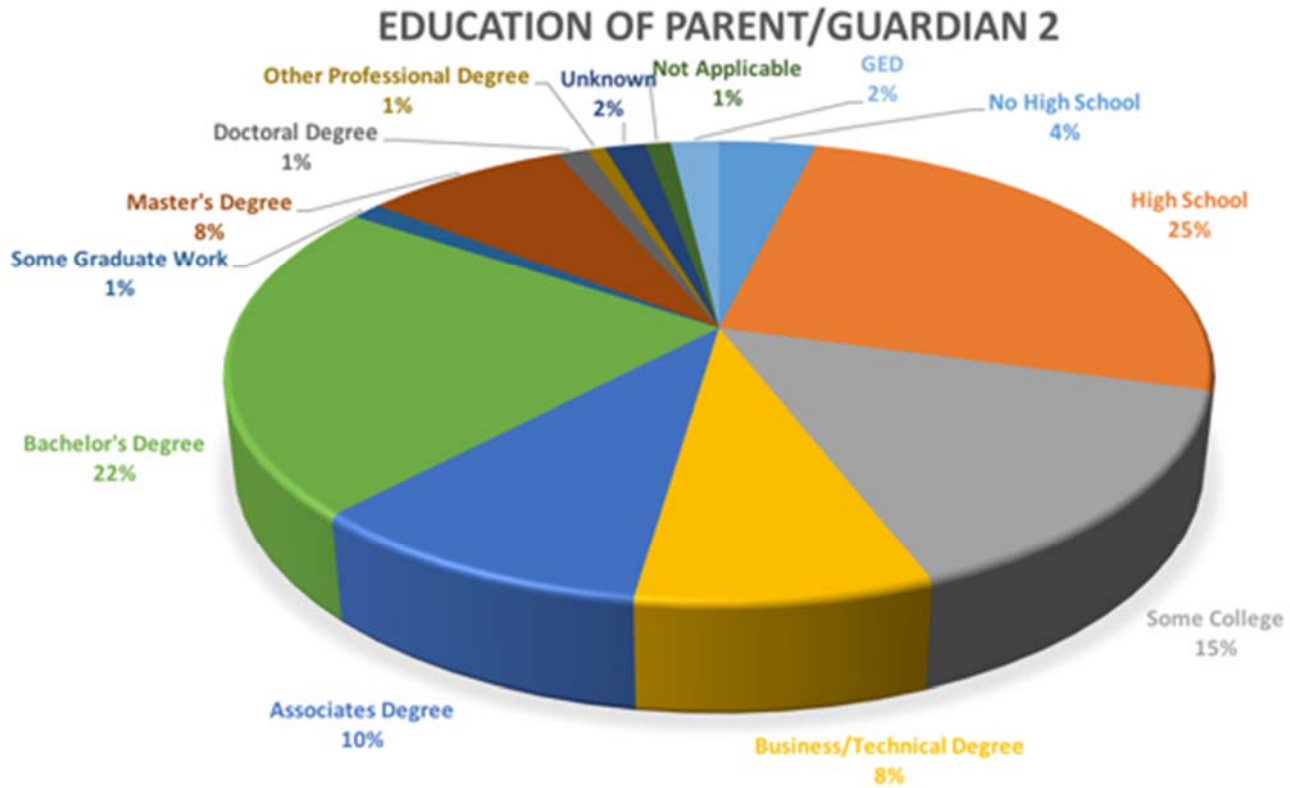


Education of Parents/Guardians

Most students reported that their parent/guardian received less than a bachelor's degree (61.0%). Thirty eight percent of the students reported their parents obtained a bachelor's degree or higher, and the remaining 1.0% indicated obtaining some "other" type of education.

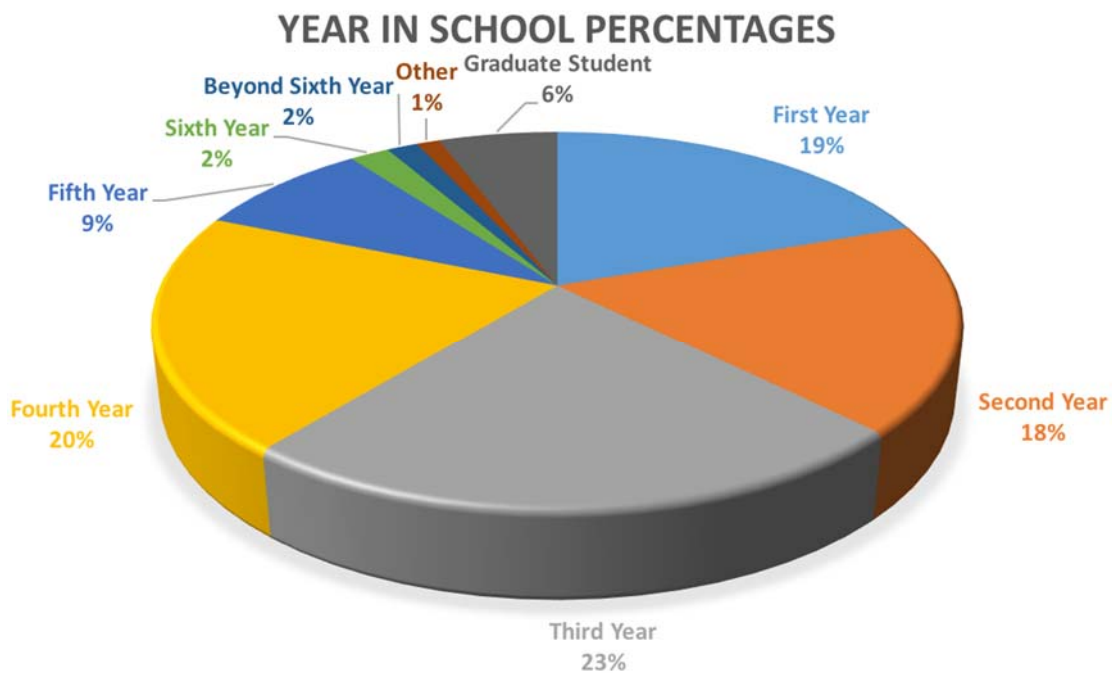


When referring to their second parent/guardian, students reported that their parent/guardian received less than a bachelor's degree (64.0%). Thirty-three percent of the students reported their parents obtained a bachelor's degree or higher, and the remaining 3.0% indicated obtaining some "other" type of education.



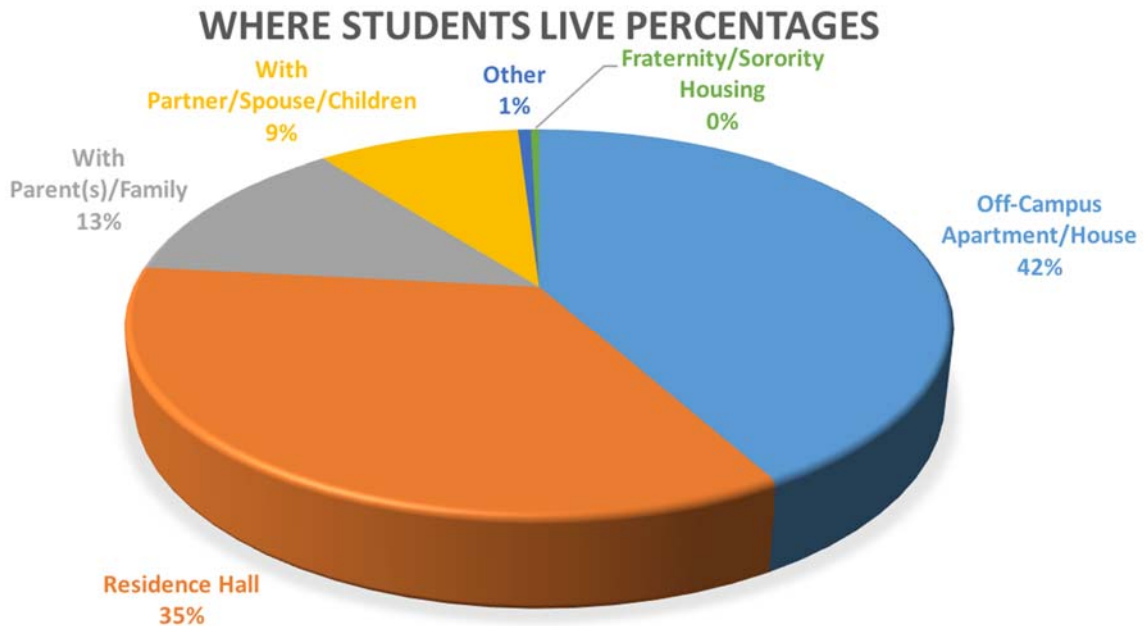
Year in School

Most students reported being in either their first, second, third or fourth year. Most participating students identified as being in their third year (23.4%), followed by students in their fourth year (20.4%), first year (19.5%), second year (18.0%), fifth year (8.5%), graduate students (5.7%), sixth year (1.9%), beyond sixth year (1.5%), and some “other” classification (1.1%). Qualitative analysis revealed that the most frequently reported response for those classified as “other” was “accelerated nursing program”



Where Students Live

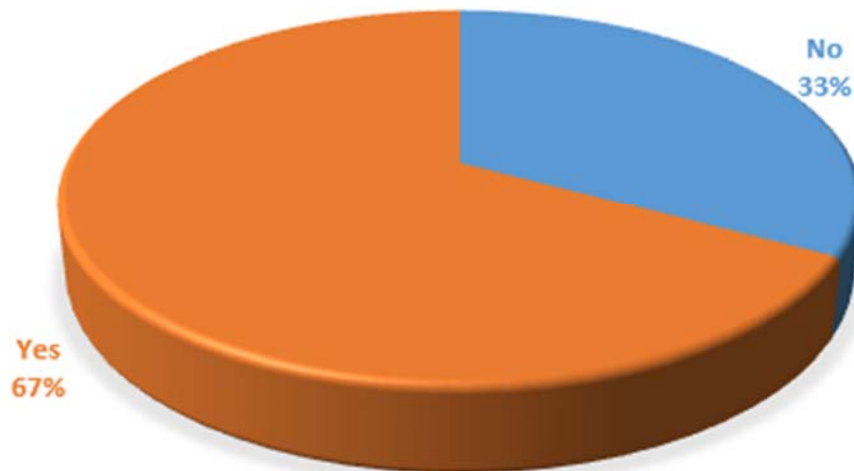
The majority of students reported living off-campus in an apartment/house (41.9%), in residence halls (34.6%), living with parent(s)/family (12.8%), with partner/spouse/children (9.5%), other (0.6%), or with a fraternity/sorority housing (0.4%).



Online Courses

Lastly, students were asked to comment on the proportion of online classes they have taken. On average, students reported taking approximately 9.17% of their courses online. When collapsing the item into a dichotomy, the majority of students reported they have “not or are currently not taking an online course” (66.8%), whereas 33.2% of students who reported having taken at least one online course.

ONLINE COURSES PERCENTAGES



CAMPUS CLIMATE STUDY STUDENT RESULTS

CAMPUS CLIMATE STUDY – STUDENT RESULTS

The following section reviews the major findings from the student section of the 2016 University of Wisconsin Oshkosh Campus Climate Study. In particular, results pertaining to the climate at UW Oshkosh are presented through an examination of student participants' expectations of campus climate, personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding the climate on campus (i.e., administrative policies, academic initiatives). To assist with the ease of interpretation and for greater statistical power, the demographic variables of interest were collapsed (outlined below). Collapsing these variables made it possible to statistically examine group differences in expectations, experiences, and perceptions related to campus climate. In particular:

- The categories of gender identity presented above were collapsed into three categories: “cisgender men” ($N = 511$), “cisgender women” ($N = 1283$), and “gender minority” ($N = 37$), which included all students identifying as something other than cisgender.
- Sexual orientation was collapsed into: “heterosexual” ($N = 1612$) and “sexual minority” ($N = 213$).
- Ethnicity was modified into two categories: “White” ($N = 1542$) and students identifying as all other ethnicities. These students were referred to as “ethnic minority” students ($N = 288$).
- Student status included three categories: “non-traditional students” ($N = 217$), “undergraduate students” ($N = 1463$), and “graduate students” ($N = 144$).
- Religiosity was modified to include four categories: “Christian” ($N = 1086$), “agnostic/atheist” ($N = 169$), “spiritual/no affiliation” ($N = 346$), and “other” ($N = 230$).
- Size of hometown was collapsed to include four categories: “farm/rural” ($N = 246$), “small town/suburb” ($N = 1169$), “urban” ($N = 378$), and “other” ($N = 32$).
- Disability was assessed by using the dichotomous version of the item (“Do you have a disability [a physical, psychological, or learning impairment that limits one or more major life activities and is documented or self-identified]?), with 231 students reporting “yes” and 1600 students reporting “no.”
- First generation status was computed by taking into consideration the education level of the students' parents/guardians. According to UW Oshkosh's website (<http://sss.uwosh.edu>), first generation students are defined as those whose “parent(s)/legal guardian(s) have not completed a four-year degree.” Consequently, students reporting that both parents received less than a bachelor's degree were categorized as “first generation students” ($N = 1311$) whereas all remaining students were coded as “not first generation students” ($N = 389$).
- Finally, a student's family income was also collapsed into fewer categories. In particular, students were categorized into one of the following four categories: “Below \$30,000” ($N = 425$), “between \$30,000 and \$59,000” ($N = 383$), “between \$60,000 and \$89,000” ($N = 341$), and “\$90,000 or above” ($N = 462$).

CAMPUS CLIMATE STUDY STUDENT EXPERIENCES

CAMPUS CLIMATE STUDY – STUDENT EXPERIENCES

Students Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

During their time at UW Oshkosh, 534 (54%) students reported experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to work or learn (See Figure 1 for a graphical representation).

Figure 1.
Graphical Representation of the Proportion of Students Experiencing Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors



To examine overall experiences with these behaviors an Experience Scale was created by summing together all instances with all exclusionary, intimidating, offensive, and/or hostile behaviors. Consequently, of those 534 students reporting experience with exclusionary, intimidating, offensive, and/or hostile behavior, the Experience Scale revealed that the students experienced an average of 3.15 (SD = 3.46) of these problematic behaviors throughout their time at UW Oshkosh. These findings suggest that those who experience problematic behavior often do so on multiple occasions. The exclusionary, intimidating, offensive, and/or hostile behavior that was experienced most frequently includes: “being stared at,” “being deliberately ignored or excluded,” and “fearing for their physical safety.” The frequency with which each of these problematic behaviors was endorsed is provided in Table 1 below.

Table 1.**Frequency of Students' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior**

Item	N	%	Median	Range
I was the target of racial/ethnic profiling	76	4.15%	2.00	0 – ∞
I was the target of graffiti (e.g., event advertisements removed or defaced)	27	1.47%	0.00	0 – 15
I received derogatory written comments	51	2.79%	1.00	0 – 100
I received derogatory phone calls	23	1.26%	0.00	0 – 30
I received derogatory/unsolicited text messages	55	3.00%	2.00	0 – 50
I received derogatory/unsolicited comments on social media	66	3.60%	2.50	0 – 100
I received threats of physical violence	44	2.40%	1.00	0 – 20
I received derogatory/unsolicited e-mails	22	1.20%	0.00	0 – ∞
I was the target of physical violence	32	1.75%	1.00	0 – 50
I observed others staring at me	263	14.36%	10.00	0 – ∞
I felt I was deliberately ignored or excluded	184	10.05%	5.00	0 – ∞
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	104	5.68%	6.00	0 – ∞
I felt intimidated/bullied	110	6.01%	3.00	0 – 365
I feared for my physical safety	135	7.37%	3.00	0 – 510
I feared for my family’s safety	16	0.87%	0.00	0 – 20
Someone assumed I was admitted or hired because I represent a particular identity group	43	2.35%	2.00	0 – 1,000
I was the victim of a crime	45	2.46%	1.00	0 – 250
I feared getting a poor grade because of a hostile classroom environment	89	4.86%	1.00	0 – 10
I received a low performance evaluation	51	2.79%	1.00	0 – 10
I was singled out to represent the views of my identity group	88	4.81%	3.00	0 – ∞
I was isolated or left out when work was required in groups	95	5.19%	3.00	0 – 100
I was isolated or left out because of my identity	40	2.81%	1.00	0 – 100
Other	23	1.26%	1.00	0 – 400
“Other please specify” responses were nearly always related to being “stared at.” Excerpts highlighting this theme include: “I didn’t report the staring because it is something that I experience pretty frequently while working out at the rec center or sometimes just walking around on campus,” “I deal with people staring all the time; again, my situation is impossible to not notice,” and “It was just people staring while at the gym. It just really bothers me because I go there to work out, not so people can watch my every move when I’m running. It’s gross.”				

Note. Student participants were asked to indicate “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

N = The number of students experiencing this conduct.

% = The percentage of students experiencing this conduct.

Median = The median number of times students reported experience with each type of behavior throughout their time at UW Oshkosh. The median was reported because of the skewed nature of the variables.

∞ = Any response exceeding 1,000

Differences in Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Based on Descriptive Characteristics

Between-subject analyses of variance (ANOVA) were conducted to explore group differences in the reported frequency of experiences with exclusionary, intimidating, offensive, and/or hostile conduct. These ANOVAs revealed that exclusionary, intimidating, offensive, and/or hostile conduct was experienced most often by minority students (e.g., gender, ethnic, and sexual minority students), with gender minority students reporting the most experience with exclusionary, intimidating, offensive, and/or hostile conduct at UW Oshkosh (in fact these students reported more than double the number of behaviors as compared to the nearest minority group; $M = 4.41$). Detailed results for each demographic group are displayed below.

Gender Identity. The ANOVA revealed that there was a significant effect of gender identity on experiences with exclusionary, intimidating, offensive, and/or hostile conduct while attending UW Oshkosh, $F(2,1828) = 45.64, p < .001$. Gender minority students revealed significantly more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 4.41, SD = 4.99$) than did cisgender students ($M = 0.79, SD = 2.15$). See Table 2 below for gender identity differences in percentage of students reporting offensive conduct.

Table 2.
Gender Identity Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Gender Identity		
	Cisgender Men	Cisgender Women	Gender Minority
I was the target of racial/ethnic profiling	5.1%	3.7%	8.1%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.4%	1.2%	13.5%
I received derogatory written comments	1.9%	2.9%	10.8%
I received derogatory phone calls	1.00%	1.3%	2.7%
I received derogatory/unsolicited text messages	1.6%	3.4%	8.1%
I received derogatory/unsolicited comments on social media	1.9%	3.7%	21.6%
I received threats of physical violence	2.9%	1.9%	13.5%
I received derogatory/unsolicited e-mails	1.2%	1.2%	2.7%
I was the target of physical violence	2.5%	1.3%	8.1%
I observed others staring at me	8.4%	15.4%	62.1%
I felt I was deliberately ignored or excluded	6.8%	10.6%	35.1%
I was the target of derogatory remarks	5.5%	4.9%	35.1%
I felt intimidated/bullied	4.1%	6.0%	32.4%
I feared for my physical safety	3.3%	8.3%	32.4%
I feared for my family's safety	0.4%	0.9%	8.1%
Someone assumed I was admitted or hired because I represent a particular identity group	1.00%	2.8%	5.4%
I was the victim of a crime	2.2%	2.3%	10.8%
I feared getting a poor grade because of a hostile classroom environment	3.5%	4.6%	32.4%
I received a low performance evaluation	2.7%	2.8%	2.7%
I was singled out to represent the views of my identity group	4.5%	4.0%	37.8%
I was isolated or left out when work was required in groups	2.3%	25.5%	35.1%
I was isolated or left out because of my identity	1.8%	2.0%	13.5%
Other	0.8%	1.2%	8.1%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

The survey item asked participants "Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Sexual Orientation. The ANOVA also revealed a significant effect of sexual orientation on students' reports of experience with exclusionary, intimidating, offensive, and/or hostile conduct while attending UW Oshkosh, $F(1,1823) = 47.51, p < .001$. Students identifying as a sexual minority reported more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 1.95, SD = 3.46$) than did students identifying as heterosexual ($M = 0.78, SD = 2.13$). See Table 3 below for sexual orientation differences in the proportion of students who reported experience with exclusionary, intimidating, offensive, and/or hostile conduct.

Table 3.
Sexual Orientation Differences in the Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Sexual Orientation	
	Heterosexual	Sexual Minority
I was the target of racial/ethnic profiling	4.1%	4.7%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.2%	3.8%
I received derogatory written comments	2.4%	5.2%
I received derogatory phone calls	1.2%	1.4%
I received derogatory/unsolicited text messages	2.5%	6.6%
I received derogatory/unsolicited comments on social media	2.7%	10.3%
I received threats of physical violence	2.0%	5.6%
I received derogatory/unsolicited e-mails	1.1%	2.3%
I was the target of physical violence	1.6%	3.3%
I observed others staring at me	12.5%	28.6%
I felt I was deliberately ignored or excluded	9.0%	18.3%
I was the target of derogatory remarks	3.6%	21.6%
I felt intimidated/bullied	5.2%	12.2%
I feared for my physical safety	6.7%	12.7%
I feared for my family's safety	0.7%	2.3%
Someone assumed I was admitted or hired because I represent a particular identity group	2.2%	3.3%
I was the victim of a crime	2.1%	5.2%
I feared getting a poor grade because of a hostile classroom environment	4.3%	8.9%
I received a low performance evaluation	2.4%	5.2%
I was singled out to represent the views of my identity group	3.6%	14.1%
I was isolated or left out when work was required in groups	4.5%	10.8%
I was isolated or left out because of my identity	1.7%	6.1%
Other	1.1%	2.8%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants "Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Ethnicity. With respect to ethnicity, the ANOVA revealed a significant effect of a students' ethnicity on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1828) = 21.24, p < .001$. Students identifying as an ethnic minority reported more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 1.50, SD = 2.93$) than did students identifying as white ($M = 0.81, SD = 2.21$). See Table 4 below for the proportion of students who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 4.
Ethnicity Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Ethnicity	
	White	Ethnic Minority
I was the target of racial/ethnic profiling	1.8%	16.7%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.6%	1.0%
I received derogatory written comments	2.4%	4.9%
I received derogatory phone calls	1.4%	0.3%
I received derogatory/unsolicited text messages	3.3%	1.4%
I received derogatory/unsolicited comments on social media	3.3%	5.2%
I received threats of physical violence	2.5%	2.1%
I received derogatory/unsolicited e-mails	1.2%	1.0%
I was the target of physical violence	1.8%	1.7%
I observed others staring at me	12.6%	23.6%
I felt I was deliberately ignored or excluded	9.2%	14.2%
I was the target of derogatory remarks	5.2%	8.3%
I felt intimidated/bullied	5.6%	7.6%
I feared for my physical safety	7.6%	6.3%
I feared for my family's safety	0.6%	2.1%
Someone assumed I was admitted or hired because I represent a particular identity group	1.3%	8.0%
I was the victim of a crime	2.3%	3.1%
I feared getting a poor grade because of a hostile classroom environment	4.5%	6.6%
I received a low performance evaluation	2.4%	4.9%
I was singled out to represent the views of my identity group	3.2%	13.2%
I was isolated or left out when work was required in groups	4.2%	10.1%
I was isolated or left out because of my identity	1.5%	5.9%
Other	1.2%	1.7%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants "Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Gender Identity x Ethnicity. To further examine students' self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct a 2 (gender identity) x 2 (ethnicity) between-subject ANOVA was conducted. This ANOVA was primarily conducted to investigate a potential interaction between gender identity and ethnicity, to see if, perhaps, ethnic minority cisgender men experienced climate differently than ethnic minority cisgender women. The results of this ANOVA did. In fact, reveal a significant interactions effect between gender identity and ethnicity, $F(2,1824) = 9.90, p < .001$. Further examination of the descriptive statistics revealed that, although minority students reported more hostile behaviors than did non-minority students, ethnic minority students identifying as a gender minority reported the most exclusionary behaviors ($M = 7.78, SD = 7.63$). See Table 5 below for the proportion of students who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 5.
Gender Identity and Ethnicity Differences in Scores on the Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Scale

Gender	Ethnicity	
	White <i>M (SD)</i>	Ethnic Minority <i>M (SD)</i>
Men	0.59 (1.97)	1.03 (2.18)
Women	0.83 (2.23)	1.41 (2.51)
Gender Minority	3.32 (3.30)	7.78 (7.63)

Note. *M* = The average number of exclusionary, intimidating, offensive, and/or hostile behaviors that students' reported experiences with.

SD = The standard deviation for the number of exclusionary, hostile, intimidating, offensive, and/or hostile behaviors that students' reported experiences with.

The survey item asked participants "Whether they had ever experienced exclusionary, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Student Status. The ANOVA comparing students of varying statuses on campus revealed that there was not a significant effect of student status on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1821) = 0.14, p = 0.87$. See Table 6 below for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on self-reported student status.

Table 6.
Student Status Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Student Status		
	Non-trad.	Undergrad	Graduate
I was the target of racial/ethnic profiling	5.1%	4.0%	4.2%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.8%	1.4%	2.1%
I received derogatory written comments	1.8%	2.9%	3.5%
I received derogatory phone calls	1.4%	1.2%	1.4%
I received derogatory/unsolicited text messages	2.3%	3.2%	2.1%
I received derogatory/unsolicited comments on social media	2.8%	3.9%	2.1%
I received threats of physical violence	2.8%	2.3%	2.8%
I received derogatory/unsolicited e-mails	1.4%	1.1%	2.1%
I was the target of physical violence	3.7%	1.5%	1.4%
I observed others staring at me	13.4%	14.6%	14.6%
I felt I was deliberately ignored or excluded	10.6%	10.0%	9.7%
I was the target of derogatory remarks	4.6%	5.8%	6.3%
I felt intimidated/bullied	3.7%	6.3%	6.9%
I feared for my physical safety	4.6%	7.6%	9.7%
I feared for my family's safety	0.9%	0.7%	2.8%
Someone assumed I was admitted or hired because I represent a particular identity group	1.8%	2.3%	3.5%
I was the victim of a crime	3.2%	2.3%	3.5%
I feared getting a poor grade because of a hostile classroom environment	4.6%	5.0%	4.2%
I received a low performance evaluation	1.8%	2.9%	3.5%
I was singled out to represent the views of my identity group	5.5%	4.9%	2.8%
I was isolated or left out when work was required in groups	6.0%	5.0%	6.3%
I was isolated or left out because of my identity	3.7%	1.8%	3.5%
Other	0.5%	1.2%	2.8%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Religiosity. With respect to the four categories of religiosity, there was significant effect of religiosity on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1827) = 6.66, p < .001$. Follow-up tests revealed that agnostic/atheist students reported the most experience with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 1.37, SD = 3.01$), followed by students classified in the “other” category ($M = 1.24, SD = 2.83$), then by those who reported being spiritual or no affiliation ($M = 1.09, SD = 2.18$), with students identifying as Christian reporting the fewest number of experiences ($M = 0.72, SD = 2.15$). See Table 7 below for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on their self-reported religious affiliation.

Table 7.
Religiosity Differences in Reports of Experience with Exclusionary, Intimidating, Offensive,

Item	Religiosity			
	Christian	Agnostic/ Atheist	Spiritual/ No Affil.	Other
I was the target of racial/ethnic profiling	3.3%	4.1%	4.6%	7.4%
I was the target of graffiti (e.g., event advertisements removed or defaced)	0.9%	2.4%	2.3%	2.2%
I received derogatory written comments	2.4%	3.0%	3.2%	3.9%
I received derogatory phone calls	1.1%	1.8%	1.7%	0.9%
I received derogatory/unsolicited text messages	2.4%	5.3%	4.0%	2.6%
I received derogatory/unsolicited comments on social media	2.8%	7.1%	4.3%	3.9%
I received threats of physical violence	2.1%	3.6%	1.7%	3.9%
I received derogatory/unsolicited e-mails	1.3%	1.2%	0.9%	1.3%
I was the target of physical violence	1.6%	4.1%	1.4%	1.3%
I observed others staring at me	11.4%	20.1%	19.7%	16.1%
I felt I was deliberately ignored or excluded	7.7%	14.8%	12.7%	13.5%
I was the target of derogatory remarks	3.3%	13.0%	8.1%	7.8%
I felt intimidated/bullied	5.3%	8.3%	5.5%	8.3%
I feared for my physical safety	7.1%	10.1%	6.9%	7.4%
I feared for my family’s safety	0.7%	1.8%	0.6%	1.3%
Someone assumed I was admitted or hired because I represent a particular identity group	1.7%	4.1%	3.2%	3.0%
I was the victim of a crime	2.0%	3.6%	2.9%	3.0%
I feared getting a poor grade because of a hostile classroom environment	3.6%	8.9%	5.5%	7.0%
I received a low performance evaluation	2.3%	2.4%	3.2%	4.8%
I was singled to represent the views of my identity group	3.2%	7.1%	5.8%	9.1%
I was isolated or left out when work was required in groups	3.6%	5.3%	8.4%	7.8%
I was isolated or left out because of my identity	1.5%	3.0%	1.7%	5.7%
Other	1.1%	1.8%	0.9%	2.2%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Size of Hometown. There was also a significant effect of hometown on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1821) = 8.91, p < .001$. Students classified under the “other” category reported the most experience with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 2.72, SD = 4.93$), followed by students reporting originating from an urban area ($M = 1.10, SD = 2.61$), then by those from the suburbs or small towns ($M = 0.88, SD = 2.20$), with students from farming or rural areas reporting the fewest number of experiences ($M = 0.59, SD = 1.97$). See Table 8 below for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on hometown.

Table 8.
Hometown Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Size of Hometown			
	Farm/ Rural	Small Town/ Suburb	Urban	Other
I was the target of racial/ethnic profiling	2.0%	3.1%	7.4%	18.8%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.6%	1.3%	1.9%	3.1%
I received derogatory written comments	2.0%	2.6%	2.9%	12.5%
I received derogatory phone calls	2.0%	1.1%	1.1%	3.1%
I received derogatory/unsolicited text messages	1.6%	3.1%	2.9%	12.5%
I received derogatory/unsolicited comments on social media	2.4%	3.1%	5.8%	6.3%
I received threats of physical violence	0.8%	2.5%	2.4%	9.4%
I received derogatory/unsolicited e-mails	0.8%	1.0%	1.9%	3.1%
I was the target of physical violence	1.6%	1.6%	1.9%	6.3%
I observed others staring at me	6.9%	14.4%	18.5%	25.0%
I felt I was deliberately ignored or excluded	6.9%	9.8%	11.6%	21.9%
I was the target of derogatory remarks	3.3%	5.8%	5.8%	15.6%
I felt intimidated/bullied	4.5%	5.9%	6.3%	15.6%
I feared for my physical safety	4.1%	8.0%	6.6%	18.8%
I feared for my family’s safety	0.8%	0.6%	0.8%	9.4%
Someone assumed I was admitted or hired because I represent a particular identity group	2.0%	1.7%	3.7%	9.4%
I was the victim of a crime	1.2%	2.4%	2.9%	6.3%
I feared getting a poor grade because of a hostile classroom environment	2.4%	5.3%	2.8%	9.4%
I received a low performance evaluation	1.6%	2.7%	3.2%	9.4%
I was singled out to represent the views of my identity group	2.8%	3.8%	7.7%	25.0%
I was isolated or left out when work was require in groups	4.5%	5.0%	5.3%	15.6%
I was isolated or left out because of my identity	1.6%	1.6%	3.7%	9.4%
Other	0.8%	1.3%	1.1%	6.3%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Disability Status. Disability status also had a significant effect on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1829) = 78.36, p < .001$. Students identifying as having a disability reported experience with the problematic behavior more ($M = 2.17, SD = 3.54$) than did students without a disability ($M = 0.74, SD = 2.07$). See Table 9 for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on disability status.

Table 9.
Disability Status Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Disability Status	
	Yes	No
I was the target of racial/ethnic profiling	6.5%	3.8%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.7%	1.4%
I received derogatory written comments	7.4%	2.1%
I received derogatory phone calls	3.5%	0.9%
I received derogatory/unsolicited text messages	7.4%	2.4%
I received derogatory/unsolicited comments on social media	8.2%	2.9%
I received threats of physical violence	3.9%	2.2%
I received derogatory/unsolicited e-mails	1.3%	1.2%
I was the target of physical violence	3.5%	1.5%
I observed others staring at me	31.2%	11.9%
I felt I was deliberately ignored or excluded	23.8%	8.1%
I was the target of derogatory remarks	16.0%	4.2%
I felt intimidated/bullied	13.9%	4.9%
I feared for my physical safety	14.7%	6.3%
I feared for my family's safety	2.2%	0.7%
Someone assumed I was admitted or hired because I represent a particular identity group	6.1%	1.8%
I was the victim of a crime	4.8%	2.1%
I feared getting a poor grade because of a hostile classroom environment	14.3%	3.5%
I received a low performance evaluation	6.9%	2.2%
I was singled out to represent the views of my identity group	13.4%	3.6%
I was isolated or left out when work was require in groups	15.6%	3.7%
I was isolated or left out because of my identity	7.4%	1.4%
Other	3.9%	0.9%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants "Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

First Generation Status. Whether a student was classified as first generation or not did not have a significant effect on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1698) = 0.09, p = .77$. See Table 10 for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on first generation status.

Table 10.
First Generation Status Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	First Generation Status	
	Yes	No
I was the target of racial/ethnic profiling	4.3%	3.3%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.4%	1.8%
I received derogatory written comments	2.5%	3.9%
I received derogatory phone calls	1.4%	1.3%
I received derogatory/unsolicited text messages	3.3%	2.6%
I received derogatory/unsolicited comments on social media	3.4%	4.6%
I received threats of physical violence	2.2%	3.1%
I received derogatory/unsolicited e-mails	1.3%	1.0%
I was the target of physical violence	1.9%	1.3%
I observed others staring at me	14.2%	15.2%
I felt I was deliberately ignored or excluded	10.7%	8.7%
I was the target of derogatory remarks	5.9%	5.7%
I felt intimidated/bullied	6.0%	6.7%
I feared for my physical safety	7.6%	7.7%
I feared for my family's safety	0.8%	1.0%
Someone assumed I was admitted or hired because I represent a particular identity group	2.4%	2.3%
I was the victim of a crime	2.2%	3.1%
I feared getting a poor grade because of a hostile classroom environment	4.6%	6.2%
I received a low performance evaluation	2.7%	3.3%
I was singled out to represent the views of my identity group	5.0%	4.1%
I was isolated or left out when work was require in groups	5.4%	5.4%
I was isolated or left out because of my identity	2.2%	2.6%
Other	1.1%	1.5%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants "Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Family Income. Lastly, the self-reported family income of the student also had a significant effect on self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,1607 = 4.56, p = .003$. Descriptive results revealed that students reporting a family income of below \$30,000 reported experience with the more exclusionary behaviors ($M = 1.28, SD = 2.45$) than those from family's with an income between \$30,000 - \$59,000 ($M = 0.87, SD = 2.27$), between \$60,000 - \$89,000 ($M = 0.70, SD = 2.08$), and those with a family income over \$90,000 ($M = 0.82, SD = 2.50$). See Table 11 for the proportion of students who reported experience with the exclusionary, intimidating, offensive, and/or hostile behaviors based on their family income.

Table 11.
Family Income Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Family Income			
	Below \$30,000	\$30,000 - \$59,000	\$60,000 - \$89,000	\$90,000 or more
I was the target of racial/ethnic profiling	7.1%	3.9%	1.8%	3.7%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.4%	1.0%	2.1%	1.5%
I received derogatory written comments	3.5%	2.1%	2.1%	3.7%
I received derogatory phone calls	1.2%	1.3%	1.2%	1.5%
I received derogatory/unsolicited text messages	3.5%	3.1%	2.1%	3.0%
I received derogatory/unsolicited comments on social media	4.9%	3.4%	2.9%	3.0%
I received threats of physical violence	1.9%	1.6%	2.9%	3.7%
I received derogatory/unsolicited e-mails	1.2%	1.3%	0.9%	1.5%
I was the target of physical violence	1.9%	1.0%	1.5%	2.8%
I observed others staring at me	19.1%	15.4%	12.9%	10.2%
I felt I was deliberately ignored or excluded	15.1%	9.7%	7.6%	7.8%
I was the target of derogatory remarks	8.5%	6.0%	2.6%	5.0%
I felt intimidated/bullied	7.3%	4.7%	6.2%	5.6%
I feared for my physical safety	8.5%	7.8%	5.9%	7.4%
I feared for my family's safety	1.2%	0.5%	0.6%	1.3%
Someone assumed I was admitted or hired because I represent a particular identity group	3.1%	2.3%	1.8%	2.2%
I was the victim of a crime	2.1%	2.6%	2.9%	2.6%
I feared getting a poor grade because of a hostile classroom environment	9.2%	3.1%	3.5%	3.5%
I received a low performance evaluation	3.8%	2.9%	2.3%	1.9%
I was singled out to represent the views of my identity group	9.6%	4.4%	2.1%	2.6%
I was isolated or left out when work was require in groups	8.7%	5.5%	2.1%	4.3%
I was isolated or left out because of my identity	3.5%	2.3%	0.9%	2.4%
Other	1.4%	1.3%	1.2%	0.9%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, hostile, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

What Were Students' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Based On?

According to the frequency data, those who experienced exclusionary, intimidating, offensive, and/or hostile behaviors often reported that the conduct was based on their physical characteristics and gender. See Table 12 below for more information relating to student perceptions of what the exclusionary, intimidating, offensive, and/or hostile behavior was based on.

Table 12.
Students' Reports of the Reasons behind Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Age	69	3.8%
Country of origin	15	0.8%
Education level	33	1.8%
English language proficiency/accent	26	1.4%
Ethnicity	66	3.6%
Gender	151	8.2%
Gender expression	31	1.7%
Immigrant status	7	0.4%
Learning disability	19	1.0%
Military/veteran status	7	0.4%
Parental status (e.g., having children)	6	0.3%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	39	2.1%
Physical characteristics	130	7.1%
Physical disability	19	1.0%
Political views	50	2.7%
Race	86	4.7%
Religion/spiritual status	42	2.3%
Sexual Orientation	57	3.1%
Socioeconomic status	35	1.9%
Student status (e.g., undergraduate, graduate, non-traditional)	37	2.0%
Major or subject of study	37	2.0%
Subject of research	11	0.6%
Employee status (e.g., university staff, academic staff, faculty)	25	1.4%

Note. Student participants were asked report on "What they believed this conduct was based upon?" by checking all options that applied.

Where Did Students' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Occur?

Among those experiencing exclusionary, intimidating, offensive, and/or hostile behaviors, the majority of students reported that this behavior occurred in a classroom setting, while walking on campus, in public campus spaces, and in residence halls. See Table 13 below for more information pertaining to where exclusionary, intimidating, offensive, and/or hostile behaviors occurred.

Table 13.
Students' Reports of Where Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior Occurred.

Item	N	%
In a class	243	13.3%
While working at a campus job	39	2.1%
While walking on campus	188	10.3%
In a residence hall	132	7.2%
In a fraternity/sorority house	12	0.7%
In a University dining facility	63	3.4%
In a campus office	17	0.9%
In a faculty office	18	1.0%
In a public space on campus	147	8.0%
In a meeting with one other person	30	1.6%
In a meeting with a group of people	75	4.1%
In off-campus housing	47	2.6%
In athletic facilities	28	1.5%
Off campus	119	6.5%
Online	64	3.5%
In a text message	37	2.0%
Other	26	1.4%
The "other, please specify" response that was frequently mentioned was "walking to and from campus" (3 students).		

Note. Student participants were asked to indicate "Where the conduct occurred?" by checking all options that applied.

How Did Students React to Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

Of the students reporting experience with exclusionary, intimidating, offensive, and/or hostile behaviors, most students reported reacting to this behavior in the following ways: by feeling angry, feeling embarrassed, or ignoring it. See Table 14 below for more information pertaining to students' reactions to exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 14.
Students' Reactions to Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

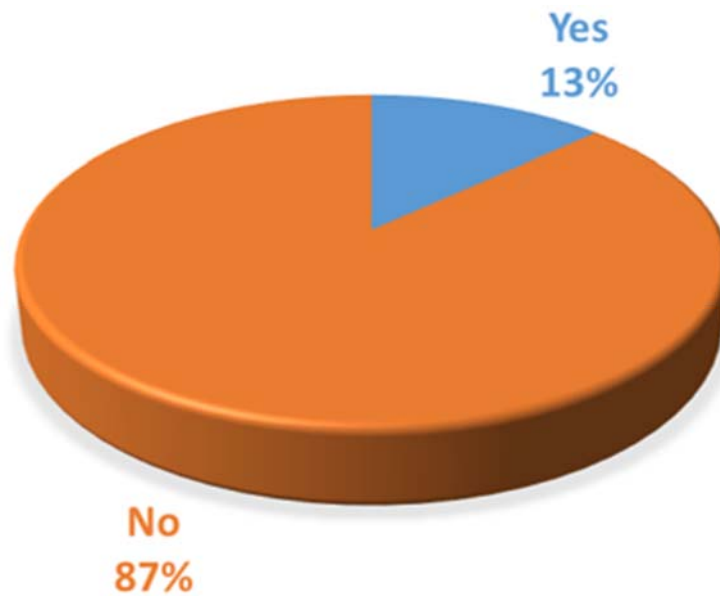
Item	N	%
I felt embarrassed	214	11.7%
I felt intimidated	164	9.0%
I told a friend	172	9.4%
I avoided the person who harassed me	120	6.6%
I confronted the harasser at the time	55	3.0%
I ignored it	200	10.9%
I was angry	220	12.0%
I was afraid	101	5.5%
I left the situation immediately	68	3.7%
I didn't know who to go to	71	3.9%
I confronted the harasser later	19	1.0%
I made a complaint to a campus employee/official	56	3.1%
I filled out a bias-incident report	6	0.3%
I felt somehow responsible	66	3.6%
I didn't report it for fear of retaliation	46	2.5%
It didn't affect me at the time	59	3.2%
I sought support from a counseling center	23	1.3%
I sought support from another resource on campus	23	1.3%
I did report it but my complaint was not taken seriously	20	1.1%
I didn't report it for fear that my complaint would not be taken seriously	54	2.9%
Other	33	1.8%
"Other, please specify" response option included "reporting to the dean of students" (3 students), "reporting to residence hall directors" (2 students), "reporting it to a fellow fraternity/sorority member" (2 students), and "reporting to professors" (2 students).		

Note. Student participants were asked to "Select their reactions to experiencing this conduct" and were asked to check all that apply.

Did Students Report Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

Of the 534 students experiencing exclusionary, intimidating, offensive, and/or hostile behaviors, 70 (13.1%) indicated that they had reported the incident. See Figure 2 below for a graphical representation.

Figure 2.
Graphical Representation of the Proportion of Students Reporting Exclusionary, Intimidating, Offensive, and/or Hostile Incidents



How Did Students Report Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

To gain a better understanding of how students handled experiences with exclusionary, intimidating, offensive, and/or hostile behaviors, only students who experienced hostile behaviors ($N = 534$) were asked about how they reported such experiences. Of the options listed, the majority of students reported the incident to the Dean of Students or to their supervisor. See Table 15 below for more information pertaining to how students' reported experience with exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 15.
How Students Reported Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Bias Incident Report Form	8	0.4%
Office of Equity and Affirmative Action	2	0.1%
Dean of Students	11	0.6%
Chair of the Department	8	0.4%
Supervisor	11	0.6%
Dean of my College	3	0.2%
Office of Academic Support of Inclusive Excellence	1	0.1%
Human Resources	2	0.1%
Other	38	2.1%
"Other, please specify" responses included: "ignoring it" (6 students), "dropping the class" (2 students), and "buying pepper spray" (2 students).		

Note. Student participants were asked to respond to the following item: "I reported this conduct through:" Respondents were asked to check all options that applied.

Students' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

In addition to their experiences, students were also asked to report on whether they had ever observed or been made aware of exclusionary, intimidating, offensive, and/or hostile behaviors occurring on campus. A total of 1,179 students (64.34%) reported observing an exclusionary behavior. The majority of the students who reported observing an incident described witnessing someone being stared at because of their identity or observing someone being the target of derogatory remarks because of their identity. See Table 16 below for more information pertaining to how students' reported observing exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 16.
Students' Observations of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Someone receiving derogatory written comments because of their identity	93	5.1%
Someone receiving derogatory phone calls because of their identity	12	0.7%
Someone receiving derogatory/unsolicited text messages because of their identity	28	1.5%
Someone receiving derogatory/unsolicited messages on social media	87	4.8%
Someone receiving threats of physical violence	68	3.7%
Someone receiving derogatory/unsolicited e-mails because of their identity	17	0.9%
Someone being the target of physical violence	67	3.7%
Someone being stared at because of their identity	195	10.6%
Someone being deliberately ignored or excluded because of their identity	104	5.7%
Someone being the target of derogatory remarks because of their identity	128	7.0%
Someone being intimidated/bullied because of their identity	91	5.0%
Someone fearing for their physical safety because of their identity	68	3.7%
Someone fearing for their family's safety because of their identity	18	1.0%
The assumption that someone was admitted or hired because of their identity	64	3.5%
Someone being the victim of a crime because of their identity	42	2.3%
Someone receiving a poor grade because of a hostile classroom environment	44	2.4%
Someone receiving a low performance evaluation because of their identity	28	1.5%
Someone singled out as the "resident authority" due to their identity	46	2.5%
Someone isolated or left out when work was required in groups because of their identity	43	2.3%
Someone isolated or left out because of their identity	66	3.6%
Someone isolated or left out because of their socioeconomic status	40	2.2%

Note. Student participants were asked to respond to the following question "Please check if you have ever been personally made aware of any of the following exclusionary, harassing, intimidating, offensive, and/or hostile behaviors." Respondents were asked to check all that apply.

Students' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors and Where it Occurred

Of those students reporting having observed exclusionary, offensive, and/or hostile behaviors during their time at UW Oshkosh, they were also asked to identify the location in which they witnessed exclusionary, offensive, and/or hostile behaviors. The location in which the most students reported witnessing such acts were in the classroom environment and while walking on campus. See Table 17 below for more information pertaining to where observations of exclusionary, intimidating, offensive, and/or hostile behaviors occurred.

Table 17.
Where Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Occurred

Item	N	%
In a class	130	11.0%
While working at a campus job	26	2.2%
While walking on campus	132	11.2%
In a residence hall	87	7.4%
In a fraternity/sorority house	18	1.5%
In a university dining facility	50	4.2%
In a campus office	6	0.5%
In a faculty office	8	0.7%
In a public space on campus	111	9.4%
In a meeting with one other person	12	1.0%
In a meeting with a group of people	36	3.1%
In off-campus housing	30	2.5%
In athletic facilities	14	1.2%
Off campus	70	5.9%
Online	53	4.5%
In a text message	21	1.8%
Other	20	1.7%
"Other, please specify" responses included: "social media" (5 students) and "hearing from a friend" (3 students).		

Note. Student participants were asked to indicate "Where the observed conduct occurred?" by checking all options that applied.

Not all students who reported observing exclusionary behavior responded to this item.

Students' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors and What They Were Based on

Students were then asked to identify what the offensive incident was based on. The majority of students reported the hostile behavior was based on sexual orientation, gender identity, race, ethnicity, and physical characteristics. See Table 18 below for more information pertaining to what observations of exclusionary, intimidating, offensive, and/or hostile behaviors was based on.

Table 18.
What Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Were Based On

Item	N	%
Age	24	2.0%
Country of origin	25	2.1 %
Educational level	19	1.6%
English language proficiency/accent	24	2.0%
Ethnicity	83	7.0%
Gender	111	9.4%
Gender expression	119	10.1%
Immigrant status	18	1.5%
Learning disability	34	2.9%
Military/veteran status	8	0.6%
Parental status (e.g., having children)	9	0.7%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	30	2.5%
Physical characteristics	84	7.1%
Physical disability	45	3.8%
Political views	47	4.0%
Race	107	9.1%
Religion/spiritual status	39	3.3%
Sexual orientation	121	10.3%
Socioeconomic status	25	2.1%
Student status (e.g., undergraduate, graduate, non-traditional)	11	0.9%
Major or subject of study	16	1.4%
Subject of research	6	0.5%
Employee status (e.g., university staff, academic staff, faculty)	5	0.4%
Other	20	1.7%
"Other please specify" responses included: "appearance (hair, clothes, etc.)" (4 students).		

Note. Student participants were asked report on "What they believed the conduct they observed was based upon?" by checking all options that applied.

Students' Reactions to Observing Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Additionally, students were asked to report how they responded to observing exclusionary, intimidating, offensive, and/or hostile behaviors. The majority of students reported that they felt angry and uncomfortable, or that they told a friend. See Table 19 below for more information pertaining to students' reactions to observing exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 19.
Reactions to Observing Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Item	N	%
I felt embarrassed	55	4.7%
I felt intimidated	23	2.0%
I told a friend	75	6.4%
I avoided the person who harassed them	42	3.6%
I confronted the harasser at the time	44	3.8%
I ignored it	59	5.0%
I was angry	155	13.1%
I was afraid	32	1.7%
I left the situation immediately	29	1.6%
I didn't know who to go to	32	1.7%
I felt uncomfortable	132	11.2%
I confronted the harasser later	26	2.2%
I made a complaint to a campus employee/official	19	1.6%
I assisted the person directly affected by the conduct	65	5.5%
I felt somehow responsible	33	2.7%
I didn't report it for fear of retaliation	13	1.1%
It didn't affect me at the time	45	3.8%
I sought support from the counselling center	9	0.8%
I filled out a bias incident report	7	0.6%
I sought support from another resource on campus	1	0.1%

Note. Student participants were asked to "Select their reactions to observing this conduct" and were asked to check all that apply.

How Did Students’ Report Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

To gain a better understanding of how students handled observations of exclusionary, intimidating, offensive, and/or hostile behaviors, students were asked about how they reported such observations. Even though a substantial number of students noted that they had observed offensive incidents on campus, very few reported those incidents. In fact, only 30 students reported offensive behavior of any kind. See Table 20 below for more information pertaining to how students’ reported observations of exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 20.
How Students Report Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

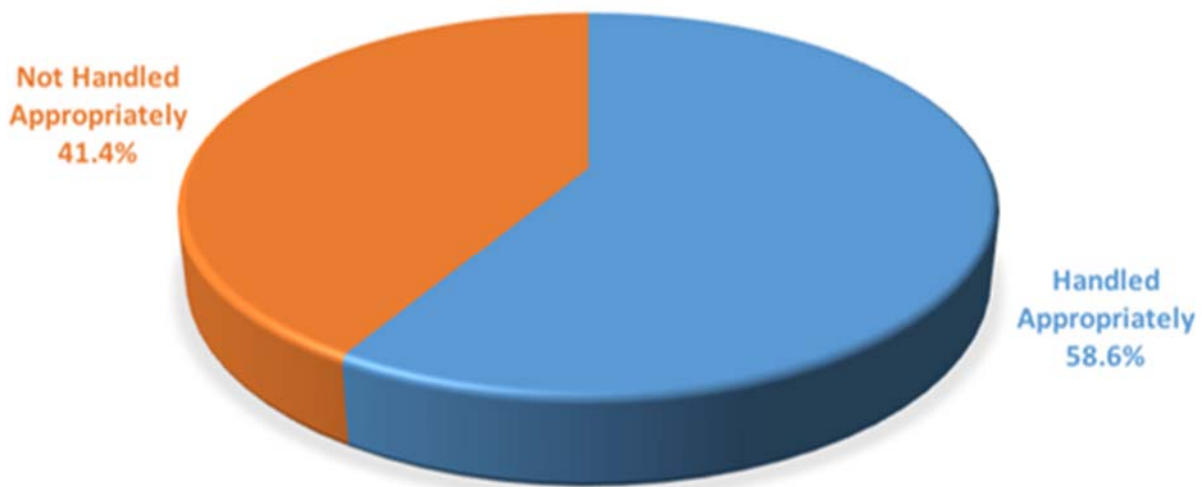
Item	%
Bias Incident Report Form	0.2%
Office of Equity and Affirmative Action	0.1%
Dean of Students	0.0%
Chair of the Department	0.1%
Supervisor	0.5%
Dean of my College	0.0%
Office of Academic Support of Inclusive Excellence	0.1%
Human Resources	0.0%
Other	0.8%
“Other, please specify” responses included: “campus police” (2 students), “Oshkosh police” (2 students), “residence director” (3 students).	

Note. Student participants were asked to respond to the following item: “I reported this conduct through:” Respondents were asked to check all options that applied.

Effectiveness of Reports of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

All students reporting experience with or observations of exclusionary, intimidating, offensive, and/or hostile behaviors were asked to reflect on the ways with which their reports were handled. Most students (58.6%) claimed that their reports were handled “appropriately.” However, 41.4% of student reported that their concerns were not handled appropriately. See Figure 4 for a graphical representation.

Figure 4.
Graphical Representation of the Proportion of Students Reports of How Their Reports Were Handled



Students Experiences with Sexual Harassment and Sexual Assault at UW Oshkosh

In addition to reporting their experiences with exclusionary, intimidating, offensive, and/or hostile behaviors, students were also asked to reflect on their experiences with sexual harassment and sexual assault. To ensure consistency of interpretation, both of these terms were defined for participants. Sexual harassment was defined as “a course of conduct whereby a person or persons engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.” Sexual assault was defined as “when anyone has sexual intercourse or sexual contact with a person without the consent of that person.”

Sexual Harassment. To examine experiences with sexual harassment, students were asked (1) whether they “had been harassed in a sexual manner at UW Oshkosh” and (2) to report on “the times with which they feared being sexually harassed at UW Oshkosh.” Overall, 84.2% of students reported “never” being the victim of sexual harassment. In addition, when asked to report on the extent to which they feared being sexually harassed, a substantial proportion of the students indicated that they “rarely” to “very often” feared being the victim of sexual harassment (33.8%). See Table 21 for more information pertaining to the percentage of students reporting fearing being sexually harassed.

Table 21.
Students’ Reports of Fear of Being Sexually Harassed

Item	N	%
Never	1178	66.2%
Rarely	357	20.1%
Sometimes	198	11.1%
Often	26	1.5%
Very often	21	1.1%

Note. Student participants were asked to respond to the following item: “There are times when I fear being sexually harassed at UW Oshkosh.” Respondents were then asked rate their fear on a scale from 1 (never) to 5 (very often).

To examine group differences in reports of fear of sexual harassment, a between subject ANOVA was conducted with the item “there are times when I fear being sexually harassed at UW Oshkosh” as the dependent variable. Results of the ANOVA revealed that students classified as “gender minority” reported the greatest fear of sexual harassment. See Table 22 for differences in fear of sexual harassment based on group membership.

Table 22.
Group Differences in Student Reports of Fear of Sexual Harassment

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1777	122.97	<.001
Cisgender women	1.07	0.31			
Cisgender men	1.66	0.89			
Gender minority	2.46	0.36			
Sexual Orientation			1, 1772	24.79	<.001
Heterosexual	1.78	1.05			
Sexual minority	1.48	0.80			
Ethnicity			1, 1777	0.02	.901
White	1.52	0.89			
Ethnic minority	1.51	0.83			
Student Status			2, 1771	7.78	<.001
Non-traditional	1.34	0.73			
Undergraduate	1.55	0.85			
Graduate	1.39	0.82			
Religiosity			3,1776	5.03	.002
Christian	1.45	0.75			
Agnostic/Atheist	1.66	1.00			
Spiritual/no affiliation	1.60	0.91			
Other	1.57	0.97			
Hometown			3, 1770	0.06	.983
Farm/rural	1.53	0.87			
Small town/suburb	1.51	0.84			
Urban	1.51	0.81			
Other	1.55	0.93			
Disability Status			1, 1778	15.84	<.001
Yes	1.72	1.04			
No	1.48	0.80			
First Generation Status			1, 1652	0.73	.407
Yes	1.50	0.82			
No	1.54	0.87			
Family Income			3, 1566	1.88	.131
Below \$30,000	1.49	.85			
\$30,000 - \$59,000	1.59	.92			
\$60,000-\$89,000	1.49	.80			
\$90,000 or more	1.46	.78			

Note. The student instructions read as follows: “I have been harassed in a sexual manner at UW Oshkosh” with scores ranging from 1 (“never”) to 5 (“very often”).

M = Average score on sexual assault item; *SD* = Standard deviation of sexual assault item;

df = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs

In addition to indicating the extent of their fear, students were also asked to report on the sources of their fear. Although rates were quite low, the individuals most feared by students were fellow students, followed by people they did not know. See Table 23 for descriptive information about sources of fear.

Table 23.
Students' Reports of Sources of Fear of Sexual Harassment

Item	N	%
Administrator	6	0.3%
Faculty/Instructional Academic Staff	10	0.5%
Staff	6	0.3%
Student	415	22.7%
I don't know	199	10.9%
Other	40	2.2%
"Other, please specify" included: "community member/random person."		

Note. Student participants were asked to report on "who the source of fear was" by selecting all response options that applied.

Sexual Assault. After responding to items pertaining to sexual harassment, the students were then asked to report experiences with sexual assault (defined above). Only 83 students (4.6%) reported experience with sexual assault. Of the 83 students indicating experience, the majority reported that it had occurred in the past year (24.0%) and off campus (53.0%). See Table 24 and 25 for descriptive information about when the sexual assault occurred and Table 20 for where it occurred.

Table 24.
When the Sexual Assault Occurred

Item	N	%
Less than 1 year ago	18	21.7%
1 year ago	14	16.9%
2 years ago	20	26.7%
3 years ago	13	24.1%
4 years ago	8	9.6%
5 years ago	1	1.2%
More than 6 years ago	1	1.2%

Note. Student participants were asked to report on “when the assault occurred.” The % indicates the proportion of student reporting sub item out of the 83 who reported experience. Students were asked to check all that apply.

Table 25.
Where the Sexual Assault Occurred

Item	N	%
Off-Campus	44	53.0%
On-Campus	31	37.3%
Other	1	1.2%

Note. Student participants were asked to report on “where the incident(s) occurred” by checking all options that applied. The % indicates the proportion of student reporting sub item out of the 83 who reported experience. Students were asked to check all that apply.

Among students who reported being sexually assaulted, the majority reported that “other students” or those they “don’t know” were responsible for the assault. The qualitative analysis of the “other, please specify” option produced two common themes, one involving “a partner/friend” (3 students) and “off campus/random people” (3 students). See Table 26 for more information on the source of the assault.

Table 26.
Students’ Reports of Those Who Committed the Sexual Assault

Item	N	%
Administrator	0	0.0%
Faculty/Instructional academic staff	0	0.0%
Staff	0	0.0%
Student	61	77.2%
I don’t know	8	10.9%
Other	10	2.0%

Note. Student participants were asked to reflect on “who committed the assault” by checking all options that applied.

The % indicates the proportion of student reporting sub item out of the 83 who reported experience. Students were asked to check all that apply.

Students experiencing sexual assault were also asked to indicate their reactions to the assault. Unfortunately, very few students reported taking action after experiencing sexual assault. The most frequently reported reaction to their experiences with sexual assault was “telling a friend.” The qualitative analysis of the “other, please specify” response options revealed that three students reported reactions related to “telling a counselor” and two students “told a friend.” See Table 27 for more information on student’s reactions relating to experiencing sexual assault.

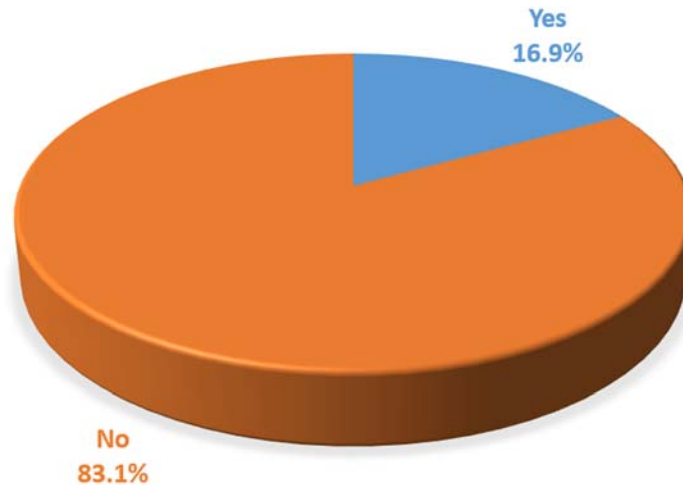
Table 27.
Reactions to Experiencing Sexual Assault

Item	N	%
I sought support from off-campus hot-line/advocacy services	2	2.4%
I told a friend	51	61.4%
I told a family member	10	12.0%
I sought support from the counselling center	18	21.7%
I sought support from the Victim Advocate on campus	6	7.2%
I sought support from another campus resource	0	0.0%
I contacted university police	5	6.0%
I contacted Oshkosh police	2	2.4%
I contacted my supervisor or chair	1	1.2%
I sought support from a staff person	2	2.4%
I sought support from a faculty member/instructional academic staff	1	1.2%
I sought support from a spiritual advisor	0	0.0%
I sought information online	9	10.8%
I reported the incident through the online Bias Incident Report Form	0	0.0%
I reported the incident to the office of Equity and Affirmative Action	0	0.0%
I reported the incident to the Dean of Student’s Office	4	4.8%
I reported the incident and it was ignored	2	2.4%
I have not told anyone	13	15.7%
Other	6	7.2%

Note. Students who reported experiencing sexual assault were asked to “select their response to the incident(s)” by checking all options that applied. The % indicates the proportion of student reporting sub item out of the 83 who reported experience. Students were asked to check

To gain a better understanding of how students' handled sexual assault, they were asked about whether and how they reported their experiences. Overall, of 83 students experiencing sexual assault, 16.9% indicated reporting the assault. See Figure 5 for a graphical representation of students who indicated reporting their experience with sexual assault.

Figure 5.
Graphical Representation of the Proportion of Students Who Reported Sexual Assault



The most common ways that students reported the harassment were to the Dean of Students and via “other” means. “Telling a counsellor” (6 students) and “reporting the police” (2 students) were the most commonly reported responses to the “other, please specify” option. See Table 28 below for more information pertaining to how students’ reported experience with sexual assault.

Table 28.
Reporting Experiences with Sexual Assault

Item	N	%
Bias Incident Report Form	1	7.1%
Office of Equity and Affirmative Action	1	7.1%
Dean of Students	5	35.7%
Chair of the Department	0	0.0%
Supervisor	1	7.1%
Dean of my College	1	7.1%
Office of Academic Support of Inclusive Excellence	0	0.0%
Human Resources	0	0.0%
Other	10	71.4%

Note. Student participants were asked to respond to the following item: “I reported this conduct through:” Respondents were asked to check all options that applied. The % indicates the proportion of students reporting each sub items of the 14 who reported the assault. Students were instructed to check all that apply.

CAMPUS CLIMATE STUDY STUDENT PERCEPTIONS

CAMPUS CLIMATE STUDY – STUDENT PERCEPTIONS

Student Expectations of Climate

Students completing the survey were asked to reflect on their expectations regarding the campus climate prior to attending UW Oshkosh. Overall students expected that the climate would be most welcoming to cisgender men, cisgender women, and veterans/active military status groups and least welcoming to transgender/non-binary gender, those affected by mental health issues, and non-native English speakers.

To look at overall expectations of campus climate, an expectations scale was created. This was done by taking the average score across the 21 expectations items after removing students who reported they had no expectations (i.e., N/A or don't know). Score on the expectations scale ranged from 1 to 4.78, with higher scores on the scale representing less welcoming expectations overall and lower scores reflecting more welcoming expectations of campus climate. Descriptive analyses revealed that, on average, students at UW Oshkosh reported expecting that the climate would be fairly welcoming, with an average score of 1.96 ($SD = 0.62$) on the expectations scale. See Table 29 below for the extent to which students “strongly agreed/agreed” with each of the expectation items.

Table 29.
Students’ Expectations of Welcoming Classroom Climate at UW Oshkosh

Item	N	%
Non-Christian religious affiliations	1422	78.4%
Christian religious affiliations	1471	81.2%
Gay, lesbian, bisexual	1387	76.8%
Transgender, non-binary gender	1249	69.0%
Immigrants	1301	72.1%
International students, staff, or faculty	1506	83.5%
Learning disabled (e.g., dyslexia)	1364	75.5%
Men	1585	88.0%
Affected by mental health issues (e.g., depression, schizophrenia, bi-polar)	1200	66.3%
Non-native English speakers	1192	65.9%
Parents/Guardians	1423	78.7%
People who provide care for family members other than a child (e.g., elder care)	1339	74.0%
Physically challenged	1302	71.9%
Returning/non-traditional students	1438	78.7%
Socioeconomically disadvantaged	1283	70.9%
Women	1575	87.2%
Of all racial backgrounds	1463	81.0%
Of all ethnicities	1474	81.6%
Socioeconomic status	1404	77.7%
Veterans/active military status	1565	86.5%
Other	236	39.3%
“Other answers included: “everyone,” “white conservatives,” “non-traditional students.”		

Note. Student participants were asked to report the extent to which they agreed with the following statement: “Before I enrolled, I expected that the classroom climate would be welcoming for people who are...”

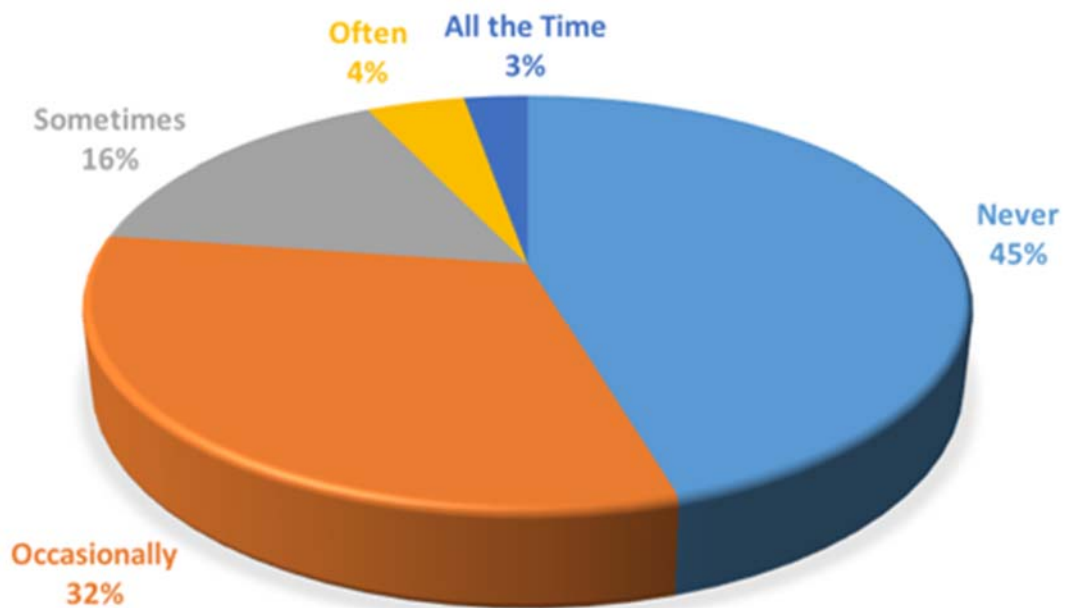
N = The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Intentions to Leave UW Oshkosh

To initiate the perception section in the student survey, all students were asked to report on the extent to which they “have ever considered leaving the University of Wisconsin Oshkosh” using a 1 (“never”) to 5 (“all of the time”) scale. Students reported a mean of 1.87 ($SD = 1.01$) to this item, indicating that students “never” to “rarely” consider leaving UW Oshkosh. See Figure 6 for a graphical representation of thoughts/intentions to leave UW Oshkosh.

Figure 6.
Graphical Representation of the Proportion of Students Who Have Considered Leaving UW Oshkosh



Student Reports of Campus Climate

A “Reports of Campus Climate Scale” (RCCS) was created by taking the average score on items asking participants to report on their climate-related experiences on campus by: “indicating their level of agreement” with 21 items. The frequency of endorsement for all 21 items appears below in Table 30. Approximately one half of students agreed that “There is a disconnect between my home culture and the culture at UW Oshkosh.” In addition, over one-third of students did not agree that “People at UW Oshkosh make sufficient efforts to understand others who are different from themselves”.

Table 30.
Student Reports of Items in the Reports of Campus Climate Scale

Item	N	%
I belong to a community at UW Oshkosh	1217	67.1%
Others on campus respect me	1373	75.8%
People act in a positive manner towards me	1479	81.6%
There is a good level of understanding between myself and others at UW Oshkosh	1391	76.7%
I have a lot in common with others at UW Oshkosh	1070	59.0%
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	934	58.1%
I have successfully adjusted to life at UW Oshkosh	1472	81.3%
I have built a good support network here	1198	66.1%
The University provides sufficient new ideas and leadership	1240	68.6%
Myself and my interests are represented well in campus leadership	1055	58.3%
There is a disconnect between my home culture and the culture at UW Oshkosh	643	35.5%
Language gaps exist that impede understanding between people at UW Oshkosh	727	22.0%
I have been isolated or marginalized at UW Oshkosh	278	28.1%
I have been offended by someone else’s speech	508	15.4%
I have been singled out to represent the views of my identity group	259	14.4%
Events, performances, and speakers on campus reflect my interests	933	51.7%
The University makes adequate efforts to involve students in event planning	1175	65.1%
There are student organizations on campus that match my interests	1329	73.5%
The University makes adequate efforts to bridge gaps between groups on campus	966	53.5%
University employees have sufficient training in how to treat diverse people respectfully	1105	61.2%
Instructors provide enough assistance for students to succeed in classes	1278	70.6%

Note. The student instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items.” Response options ranged from 1 (“strongly agree”) to 5 (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

The average score on the RCCS was 2.33 ($SD = 0.55$) out of a potential 5.00, indicating that, on average, students' reports of campus climate were satisfactory. To examine differences in RCCS scores, a between-subject ANOVA was conducted with variety of demographics variables of interest. Consistent with findings related to experience with exclusionary, intimidating, offensive, and/or hostile behavior, the ANOVAs revealed that students identifying as part of a minority group had the most negative reports of campus climate in comparison to their non-minority counterparts. In particular, gender ($M = 2.94$), sexual ($M = 2.55$), and ethnic minority students ($M = 2.51$) reported experiencing the climate MOST negatively. Detailed results for each demographic group are displayed below.

Gender Identity. The ANOVA revealed a significant effect of gender identity on reports of climate at UW Oshkosh, $F(2,1792) = 10.24, p < .001$, with gender minority students revealing more negative reports of climate ($M = 2.94, SD = 0.72$) than cisgender students ($M = 2.31, SD = 0.54$). See Table 31 below for gender identity differences for each item on the RCCS scale.

Table 31.
Differences in Reports of Climate by Gender Identity

Item	Gender Identity		
	Cisgender Men	Cisgender Women	Gender minority
I belong to a community at UW Oshkosh	2.28	2.20	2.86
Others on campus respect me	2.06	2.05	2.61
People act in a positive manner toward me	1.96	1.99	2.73
There is a good level of understanding between myself and others at UW Oshkosh	2.05	2.05	2.89
I have a lot in common with others at UW Oshkosh	2.40	2.38	3.11
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.49	2.57	3.22
I have successfully adjusted to life at UW Oshkosh	1.92	1.92	2.31
I have built a good support network here	2.23	2.25	2.58
The University provides sufficient new ideas and leadership	2.19	2.16	2.83
Myself and my interests are represented well in campus leadership	2.39	2.30	3.25
There is a disconnect between my home culture and the culture at UW Oshkosh R	2.88	2.95	2.74
Language gaps exist that impede understanding between people at UW Oshkosh R	3.34	3.23	3.12
I have been isolated or marginalized at UW Oshkosh R	3.65	3.76	2.34
I have been offended by someone else's speech R	3.66	3.35	2.32
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.82	3.82	2.53
Events, performances, and speakers on campus reflect my interests R	2.71	2.42	2.88
The University makes adequate efforts to involve students in event planning	2.30	2.22	2.62
There are student organizations on campus that match my interests	2.21	2.06	2.37
The University makes adequate efforts to bridge gaps between groups on campus	2.42	2.45	3.00
University employees have sufficient training in how to treat diverse people respectfully	2.18	2.35	2.97
Instructors provide enough assistance for students to succeed in classes	2.18	2.25	2.51

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Sexual Orientation. With respect to sexual orientation, the ANOVA revealed a significant effect of sexual orientation on reports of campus climate, $F(1,1792) = 4.15, p = .04$, with sexual minority students reporting more negative perceptions of UW Oshkosh ($M = 2.52, SD = 0.64$) than heterosexual students ($M = 2.30, SD = 0.54$). See Table 32 below for sexual orientation differences for each item on the RCCS scale.

Table 32.
Differences in Reports of Climate by Sexual Orientation

Item	Sexual Orientation	
	Hetero	Sexual Minority
I belong to a community at UW Oshkosh	2.22	2.38
Others on campus respect me	2.04	2.23
People act in a positive manner toward me	1.98	2.18
There is a good level of understanding between myself and others at UW Oshkosh	2.04	2.28
I have a lot in common with others at UW Oshkosh	2.36	2.69
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.53	2.82
I have successfully adjusted to life at UW Oshkosh	1.90	2.08
I have built a good support network here	2.22	2.46
The University provides sufficient new ideas and leadership	2.16	2.30
Myself and my interests are represented well in campus leadership	2.31	2.56
There is a disconnect between my home culture and the culture at UW Oshkosh R	2.96	2.71
Language gaps exist that impede understanding between people at UW Oshkosh R	3.26	3.27
I have been isolated or marginalized at UW Oshkosh R	3.76	3.26
I have been offended by someone else's speech R	3.49	2.83
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.86	3.30
Events, performances, and speakers on campus reflect my interests R	2.53	2.37
The University makes adequate efforts to involve students in event planning	2.24	2.28
There are student organizations on campus that match my interests	2.10	2.16
The University makes adequate efforts to bridge gaps between groups on campus	2.43	2.64
University employees have sufficient training in how to treat diverse people respectfully	2.29	2.45
Instructors provide enough assistance for students to succeed in classes	2.22	2.30

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Ethnicity. There was a significant main effect of ethnicity on reports of campus climate at UW Oshkosh, $F(1,1792) = 10.25, p < .001$, indicating that ethnic minority students had more negative reports of campus climate ($M = 2.51, SD = 0.59$) than did students identifying as white ($M = 2.29, SD = 0.54$). See Table 33 below for differences in responses on the items of the RCCS based on ethnicity.

Table 33.
Differences in Reports of Climate by Ethnicity

Item	Ethnicity	
	White	Ethnic Minority
I belong to a community at UW Oshkosh	2.22	2.35
Others on campus respect me	2.04	2.17
People act in a positive manner toward me	1.97	2.18
There is a good level of understanding between myself and others at UW Oshkosh	2.04	2.24
I have a lot in common with others at UW Oshkosh	2.37	2.58
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.53	2.74
I have successfully adjusted to life at UW Oshkosh	1.90	2.09
I have built a good support network here	2.24	2.31
The University provides sufficient new ideas and leadership	2.16	2.27
Myself and my interests are represented well in campus leadership	2.30	2.55
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.00	2.52
Language gaps exist that impede understanding between people at UW Oshkosh R	3.30	3.03
I have been isolated or marginalized at UW Oshkosh R	3.78	3.29
I have been offended by someone else's speech R	3.47	3.07
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.90	3.17
Events, performances, and speakers on campus reflect my interests R	2.50	2.55
The University makes adequate efforts to involve students in event planning	2.23	2.31
There are student organizations on campus that match my interests	2.10	2.17
The University makes adequate efforts to bridge gaps between groups on campus	2.43	2.57
University employees have sufficient training in how to treat diverse people respectfully	2.27	2.54
Instructors provide enough assistance for students to succeed in classes	2.23	2.24

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Gender Identity x Ethnicity. To further examine students' reports of climate on campus a 2 (gender identity) x 2 (ethnicity) between-subject ANOVA was conducted. This ANOVA was primarily conducted to investigate a potential interaction between gender identity and ethnicity, to see if, perhaps, ethnic minority cisgender men perceived the climate differently than did ethnic minority cisgender women. Interestingly, the results of this ANOVA revealed a significant interaction between gender identity and ethnicity, $F(1, 1803) = 5.57, p = .004$. This indicates that the relationship between ethnicity and reports of climate differed significantly between the three gender identities. In particular, gender minority students that also identify as an ethnic minority report the most negative reports of climate on campus. See Table 34 below for the proportion of students who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 34.
Gender Identity and Ethnicity Differences in Reports of Climate

Gender	Ethnicity	
	White <i>M (SD)</i>	Ethnic Minority <i>M (SD)</i>
Men	2.30 (0.55)	2.34 (0.54)
Women	2.27 (0.52)	2.55 (0.58)
Gender Minority	2.84 (0.74)	3.23 (0.61)

Note. *M* = The average scores on the RCCS.

SD = The standard deviation for RCCS scores.

The instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

Student Status. The ANOVA also revealed a significant effect of student status on reports of campus climate of UW Oshkosh, $F(2,1801) = 3.11, p = .045$, with non-traditional students having the most negative reports of UW Oshkosh ($M = 2.41, SD = 0.60$), followed by undergraduate students ($M = 2.32, SD = 0.55$), with graduate students reporting the highest levels of satisfaction ($M = 2.29, SD = 0.52$). See Table 35 below for differences in responses on the items of the RCCS based on student status.

Table 35.
Differences in Reports of Climate by Student Status

Item	Student Status		
	Non-trad.	Undergrad.	Graduate
I belong to a community at UW Oshkosh	2.67	2.25	2.25
Others on campus respect me	2.40	2.11	2.27
People act in a positive manner toward me	2.12	2.01	1.98
There is a good level of understanding between myself and others at UW Oshkosh	2.29	2.08	2.15
I have a lot in common with others at UW Oshkosh	2.79	2.41	2.45
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.83	2.60	2.59
I have successfully adjusted to life at UW Oshkosh	2.28	1.94	2.10
I have built a good support network here	2.64	2.25	2.50
The University provides sufficient new ideas and leadership	2.55	2.22	2.38
Myself and my interests are represented well in campus leadership	2.80	2.42	2.62
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.22	3.02	3.38
Language gaps exist that impede understanding between people at UW Oshkosh R	3.58	3.46	3.75
I have been isolated or marginalized at UW Oshkosh R	3.67	3.76	3.90
I have been offended by someone else's speech R	3.64	3.42	3.66
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc) R	3.96	3.87	4.01
Events, performances, and speakers on campus reflect my interests R	3.01	2.64	2.96
The University makes adequate efforts to involve students in event planning	2.71	2.46	2.73
There are student organizations on campus that match my interests	2.61	2.16	2.78
The University makes adequate efforts to bridge gaps between groups on campus	2.92	2.64	3.16
University employees have sufficient training in how to treat diverse people respectfully	2.72	2.54	2.87
Instructors provide enough assistance for students to succeed in classes	2.43	2.28	2.15

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Religiosity. The ANOVA comparing the four religiosity groups revealed a significant effect of religiosity, $F(3,1806) = 19.22, p < .001$. The students falling into the “other” category had the most negative reports of climate ($M = 2.48, SD = 0.57$), followed by those identifying as “spiritual/no affiliation” ($M = 2.43, SD = 0.56$), then by those identifying as “agnostic/atheist” ($M = 2.41, SD = 0.54$). The Christian category had the most positive reports of climate ($M = 2.25, SD = 0.54$). See Table 36 below for religiosity differences in responses on the items of the RCCS.

Table 36.
Differences in Reports of Climate by Religiosity

Item	Religiosity			
	Christian	Agnostic/ Atheist	Spiritual/ No Affil.	Other
I belong to a community at UW Oshkosh	2.22	2.51	2.46	2.47
Others on campus respect me	2.06	2.27	2.33	2.25
People act in a positive manner toward me	1.94	2.12	2.17	2.12
There is a good level of understanding between myself and others at UW Oshkosh	2.03	2.2	2.29	2.20
I have a lot in common with others at UW Oshkosh	2.34	2.68	2.66	2.57
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.49	2.79	2.92	2.69
I have successfully adjusted to life at UW Oshkosh	1.91	2.04	2.10	2.18
I have built a good support network here	2.21	2.43	2.48	2.48
The University provides sufficient new ideas and leadership	2.15	2.42	2.50	2.36
Myself and my interests are represented well in campus leadership	2.36	2.73	2.67	2.62
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.06	3.18	3.12	2.92
Language gaps exist that impede understanding between people at UW Oshkosh R	3.48	3.64	3.63	3.23
I have been isolated or marginalized at UW Oshkosh R	3.87	3.61	3.73	3.41
I have been offended by someone else’s speech R	3.56	3.29	3.42	3.23
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.97	3.87	3.88	3.55
Events, performances, and speakers on campus reflect my interests R	2.65	2.74	2.82	2.76
The University makes adequate efforts to involve students in event planning	2.43	2.63	2.68	2.48
There are student organizations on campus that match my interests	2.20	2.37	2.43	2.25
The University makes adequate efforts to bridge gaps between groups on campus	2.60	2.85	2.98	2.79
University employees have sufficient training in how to treat diverse people respectfully	2.49	2.62	2.82	2.65
Instructors provide enough assistance for students to succeed in classes	2.23	2.37	2.42	2.33

Note. The student instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items...” from 1 (“strongly agree”) to 5 (“strongly disagree”). Those reporting 6 (I don’t know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Size of Hometown. A significant effect of hometown on reports of climate at UW Oshkosh was also discovered, $F(3, 1800) = 4.45, p < .001$. Students classified in the “other” category had the most negative reports of climate ($M = 2.59, SD = 0.64$), followed by “urban” students ($M = 2.38, SD = 0.55$), then by students from “small towns/suburbs” ($M = 2.30, SD = 0.55$, with students classified as farm/rural having the most positive reports of climate ($M = 2.31, SD = 0.52$). See Table 37 below for differences in responses on the items of the RCCS based on the size of students’ hometown.

Table 37.
Differences in Reports of Climate by Hometown

Item	Size of Hometown			
	Farm/ Rural	Small Town/ Suburb	Urban	Other
I belong to a community at UW Oshkosh	2.22	2.51	2.46	2.47
Others on campus respect me	2.06	2.27	2.33	2.25
People act in a positive manner toward me	1.94	2.12	2.17	2.12
There is a good level of understanding between myself and others at UW Oshkosh	2.03	2.20	2.29	2.20
I have a lot in common with others at UW Oshkosh	2.34	2.68	2.66	2.57
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.49	2.79	2.92	2.69
I have successfully adjusted to life at UW Oshkosh	1.91	2.04	2.10	2.18
I have built a good support network here	2.21	2.43	2.48	2.48
The University provides sufficient new ideas and leadership	2.15	2.42	2.50	2.36
Myself and my interests are represented well in campus leadership	2.36	2.73	2.67	2.62
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.06	3.18	3.12	2.92
Language gaps exist that impede understanding between people at UW Oshkosh R	3.48	3.64	3.63	3.23
I have been isolated or marginalized at UW Oshkosh R	3.87	3.61	3.73	3.41
I have been offended by someone else’s speech R	3.56	3.29	3.42	3.23
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.97	3.87	3.88	3.55
Events, performances, and speakers on campus reflect my interests R	2.65	2.74	2.82	2.76
The University makes adequate efforts to involve students in event planning	2.43	2.63	2.68	2.48
There are student organizations on campus that match my interests	2.20	2.37	2.43	2.25
The University makes adequate efforts to bridge gaps between groups on campus	2.60	2.85	2.98	2.79
University employees have sufficient training in how to treat diverse people respectfully	2.49	2.62	2.82	2.65
Instructors provide enough assistance for students to succeed in classes	2.23	2.37	2.42	2.33

Note. The student instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items...” from 1 (“strongly agree”) to 5 (“strongly disagree”). Those reporting 6 (I don’t know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Disability Status: The ANOVA assessing differences in reports of climate between those with a disability and those without also revealed a significant effect, $F(1, 1808) = 67.84, p < .001$. Students who identified as having a disability reported greater dissatisfaction with the campus climate ($M = 2.60, SD = 0.63$) than did students who identified as having no disability ($M = 2.29, SD = 0.53$). See Table 38 below for differences in responses on the items of the RCCS based on disability status.

Table 38.
Differences in Reports of Climate by Disability Status

Item	Disability Status	
	Yes	No
I belong to a community at UW Oshkosh	2.61	2.28
Others on campus respect me	2.39	2.12
People act in a positive manner toward me	2.35	1.98
There is a good level of understanding between myself and others at UW Oshkosh	2.37	2.08
I have a lot in common with others at UW Oshkosh	2.88	2.40
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.95	2.58
I have successfully adjusted to life at UW Oshkosh	2.23	1.96
I have built a good support network here	2.63	2.27
The University provides sufficient new ideas and leadership	2.56	2.23
Myself and my interests are represented well in campus leadership	2.76	2.44
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.00	3.08
Language gaps exist that impede understanding between people at UW Oshkosh R	3.23	3.50
I have been isolated or marginalized at UW Oshkosh R	3.04	3.53
I have been offended by someone else's speech R	3.60	3.93
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	2.81	2.69
Events, performances, and speakers on campus reflect my interests R	2.58	2.49
The University makes adequate efforts to involve students in event planning	2.42	2.24
There are student organizations on campus that match my interests	3.04	2.67
The University makes adequate efforts to bridge gaps between groups on campus	2.80	2.55
University employees have sufficient training in how to treat diverse people respectfully	2.60	2.24
Instructors provide enough assistance for students to succeed in classes	2.61	2.28

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses. The numbers in the table represent the mean response to each item for each group. R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

First Generation Status. The ANOVA assessing differences in reports climate between first generation students and others not reveal a significant effect, $F(1, 1681) = 3.55, p = .06$. See Table 39 for differences in responses on the items of the RCCS based on first generation status.

Table 39.
Differences in Reports of Climate by First Generation Status

Item	First Generation Status	
	Yes	No
I belong to a community at UW Oshkosh	2.33	2.27
Others on campus respect me	2.19	2.03
People act in a positive manner toward me	2.03	1.98
There is a good level of understanding between myself and others at UW Oshkosh	2.12	2.04
I have a lot in common with others at UW Oshkosh	2.47	2.39
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.63	2.58
I have successfully adjusted to life at UW Oshkosh	2.01	1.91
I have built a good support network here	2.35	2.20
The University provides sufficient new ideas and leadership	2.29	2.17
Myself and my interests are represented well in campus leadership	2.51	2.40
There is a disconnect between my home culture and the culture at UW Oshkosh R	3.08	3.04
Language gaps exist that impede understanding between people at UW Oshkosh R	3.51	3.46
I have been isolated or marginalized at UW Oshkosh R	3.76	3.75
I have been offended by someone else's speech R	3.47	3.45
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.91	3.85
Events, performances, and speakers on campus reflect my interests R	2.72	2.65
The University makes adequate efforts to involve students in event planning	2.54	2.40
There are student organizations on campus that match my interests	2.29	2.23
The University makes adequate efforts to bridge gaps between groups on campus	2.76	2.58
University employees have sufficient training in how to treat diverse people respectfully	2.62	2.48
Instructors provide enough assistance for students to succeed in classes	2.31	2.24

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Family Income. Finally, the ANOVA examining the effects of family income on reports of climate revealed a significant effect, $F(3, 1591) = 27.77, p < .001$. Consistent with other metrics of climate, those reporting a family income of below \$30,000 reported experiencing the greatest number of hostile behaviors ($M = 2.50, SD = 0.59$), followed by those from families with an income ranging from \$30,000 - \$59,000 ($M = 2.34, SD = 0.54$) and \$60,000 - \$89,000 ($M = 2.24, SD = 0.50$). Students reporting a family income of \$90,000 or greater indicated experience with the fewest number of hostile behaviors ($M = 2.19, SD = 0.51$). See Table 40 for the proportion of students who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on family income.

Table 40.
Differences in Reports of Climate Based on Family Income

Item	Family Income			
	Below \$30,000	\$30,000 - \$59,000	\$60,000 - \$89,000	\$90,000 or more
I belong to a community at UW Oshkosh	2.58	2.39	2.22	2.17
Others on campus respect me	2.34	2.21	2.06	2.01
People act in a positive manner toward me	2.21	2.02	1.96	1.87
There is a good level of understanding between myself and others at UW Oshkosh	2.31	2.11	2.03	1.97
I have a lot in common with others at UW Oshkosh	2.72	2.52	2.34	2.25
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.83	2.66	2.54	2.47
I have successfully adjusted to life at UW Oshkosh	2.15	1.98	1.97	1.85
I have built a good support network here	2.57	2.38	2.23	2.11
The University provides sufficient new ideas and leadership	2.44	2.25	2.19	2.19
Myself and my interests are represented well in campus leadership	2.74	2.51	2.35	2.32
There is a disconnect between my home culture and the culture at UW Oshkosh R	2.93	2.99	3.09	3.23
Language gaps exist that impede understanding between people at UW Oshkosh R	3.50	3.52	3.53	3.51
I have been isolated or marginalized at UW Oshkosh R	3.55	3.75	3.84	3.97
I have been offended by someone else's speech R	3.31	3.40	3.57	3.67
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.) R	3.70	3.84	4.01	4.06
Events, performances, and speakers on campus reflect my interests R	2.82	2.68	2.63	2.71
The University makes adequate efforts to involve students in event planning	2.67	2.53	2.40	2.49
There are student organizations on campus that match my interests	2.32	2.25	2.24	2.24
The University makes adequate efforts to bridge gaps between groups on campus	2.89	2.74	2.60	2.64
University employees have sufficient training in how to treat diverse people respectfully	2.75	2.60	2.54	2.48
Instructors provide enough assistance for students to succeed in classes	2.46	2.22	2.24	2.20

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Student Reports of Classroom Climate

When asked to report on the classroom climate at UW Oshkosh, the majority of students indicated that the classroom environment is most welcoming for students based on their gender, age, and military status. See Table 41 below for descriptive information about student's reports of comfort at UW Oshkosh.

Table 41.
Student Reports of Classroom Climate at UW Oshkosh

Item	N	%
Age	1441	79.6%
Country of Origin	1382	76.5%
Ethnicity	1372	76.3%
Psychological Disability Status	1189	66.1%
Gender	1446	80.2%
Gender Identity	1226	68.5%
Gender Expression	1207	66.9%
Immigrant Status	1188	65.8%
Learning Disability Status	1195	66.3%
Marital/Partner Status	1383	76.6%
Parental Status	1362	65.5%
Physical Characteristics	1276	71.3%
Physical Disability Status	1210	67.2%
Political Views	1138	63.2%
Race	1358	75.2%
Religion/Spiritual status	1279	71.0%
Sexual Orientation	1279	71.0%
Socioeconomic Status	1305	72.6%
Veterans/Active Military Status	1415	78.4%

Note. The student instructions read as follows: "The classroom climate is welcoming for students based on their..." and were asked to respond to the sub items presented above using a 5-point scale from 1 ("strongly agree") to 5 ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

Student Reports of Comfort, Satisfaction, and Success on Campus

Comfort with UW Oshkosh. Overall, students reported feeling fairly comfortable on campus, with the majority (> 85%) of students reporting feeling “very comfortable” or “comfortable” with UW Oshkosh as a whole. However, student reports of comfort were lowest when asked about their residence halls, with only 41.4% of students reporting that they felt “very comfortable” or “comfortable.” See Table 42 below for descriptive information about the extent to which students felt “very comfortable/comfortable” with each of the comfort items.

Table 42.
Student Reports of Comfort with UW Oshkosh

Item	N	%
UW Oshkosh overall	1548	85.2%
Department	1562	85.9%
Classes	1551	85.9%
Residence hall	752	41.4%

Note. The student instructions read as follows: “Overall, how comfortable are you with the climate?” With response options ranging from 1 (“very comfortable”) to 5 (“very uncomfortable”).

N= The number of students that indicated either “very comfortable” or “comfortable.”

% = The proportion of students that indicated either “very comfortable” or “comfortable.”

To look at overall reports of comfort with UW Oshkosh, a comfort scale was created. This was done by taking the average score across the 4 comfort items outlined above after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on the comfort scale ranged from 1.00 to 5.00, with higher scores on the scale representing higher levels of discomfort overall and lower scores reflecting lower levels of discomfort at UW Oshkosh. Consistent with group differences reported for prior metrics, students identifying as a member of a minority group reported higher levels of discomfort than did their non-minority counterparts, particularly those identifying as a gender minority. See Table 43 for a summary of group differences in scores on the comfort scale.

Table 43.
Group Differences in Reports of Comfort at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1814	21.21	< .001
Cisgender women	1.87	0.66			
Cisgender men	1.82	0.71			
Gender minority	2.57	0.92			
Sexual Orientation			1, 1809	15.85	< .001
Heterosexual	1.85	0.66			
Sexual minority	2.04	0.84			
Ethnicity			1, 1814	41.77	< .001
White	1.83	0.65			
Ethnic minority	2.11	0.80			
Student Status			2, 1808	4.87	.008
Non-traditional	1.95	0.71			
Undergraduate	1.87	0.69			
Graduate	1.72	0.63			
Religiosity			3, 1813	16.21	< .001
Christian	1.78	0.62			
Agnostic/Atheist	1.94	0.76			
Spiritual/no affiliation	2.00	0.69			
Other	2.05	0.81			
Hometown			3, 1807	2.46	.061
Farm/rural	1.86	0.65			
Small town/suburb	1.85	0.67			
Urban	1.93	0.72			
Other	2.10	1.01			
Disability Status			1, 1815	54.86	< .001
Yes	2.18	0.85			
No	1.83	0.65			
First Generation Status			1, 1685	1.16	.283
Yes	1.87	0.68			
No	1.83	0.35			
Family Income			3, 1597	14.22	< .001
Below \$30,000	2.03	0.76			
\$30,000 - \$59,000	1.84	0.67			
\$60,000 - \$89,000	1.83	0.62			
\$90,000 or more	1.74	0.65			

Note. The student instructions read as follows: "Overall, how comfortable are you with the climate." The items following were then averaged to create comfort scale score. Higher scores equal less comfort. *M* = Average score on comfort scale; *SD* = Standard deviation of average comfort scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs

Satisfaction with UW Oshkosh. Overall, students reported feeling fairly satisfied on campus, with the majority of students (> 65%) reporting feeling “very satisfied” or “satisfied” with all aspects of their experiences at UW Oshkosh (their education, progression of their academic career, the diversity of their instructors, the diversity of the employees, and the diversity of the students). However, student reports of satisfaction were lowest when asked about the diversity of students, with only 65.7% of students reporting that they felt “very satisfied” or “satisfied.” See Table 44 below for descriptive information about student’s reports of satisfaction.

Table 44.
Student Reports of Satisfaction with UW Oshkosh

Item	N	%
Overall quality of education	1564	85.9%
Progression of your academic career	1347	74.0%
Diversity of instructors	1307	71.8%
Diversity of employees	1291	70.9%
Diversity of students	1194	65.7%

Note. The student instructions read as follows: “Overall, how satisfied are you with the climate of” With response options ranging from 1 (“very satisfied”) to 5 (“very unsatisfied”).
N= The number of students that indicated either “very satisfied” or “satisfied.”
% = The proportion of students that indicated either “very satisfied” or “satisfied.”

In order to look at overall reports of satisfaction with UW Oshkosh, a satisfaction scale was created. This was done by taking the average score across the 5 satisfaction items outlined above after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on the satisfaction scale ranged from 1.00 to 5.00, with higher scores on the scale representing higher levels of dissatisfaction overall and lower scores reflecting lower levels of dissatisfaction at UW Oshkosh. Consistent with previous results, students identifying as a member of a minority group reported higher levels of discomfort than did their non-minority counterparts, particularly those identifying as gender minority. Those from families with an income below \$30,000 also reported fairly high levels of discomfort. See Table 45 for a summary of group differences in scores on the satisfaction scale.

Table 45.
Group Differences in Reports of Satisfaction with UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1816	22.21	<.001
Cisgender women	2.11	0.68			
Cisgender men	2.11	0.67			
Gender minority	2.87	1.00			
Sexual Orientation			1, 1811	20.56	<.001
Heterosexual	2.10	0.67			
Sexual minority	2.32	0.82			
Ethnicity			1, 1816	37.71	<.001
White	2.08	0.66			
Ethnic minority	2.35	0.80			
Student Status			2, 1810	1.19	.306
Non-traditional	2.10	0.75			
Undergraduate	2.13	0.68			
Graduate	2.05	0.68			
Religiosity			3, 1815	14.65	<.001
Christian	2.04	0.65			
Agnostic/Atheist	2.26	0.76			
Spiritual/no affiliation	2.27	0.70			
Other	2.21	0.74			
Hometown			3, 1809	5.12	.002
Farm/rural	2.06	0.69			
Small town/suburb	2.10	0.66			
Urban	2.21	0.75			
Other	2.41	0.84			
Disability Status			1, 1817	21.00	<.001
Yes	2.32	0.86			
No	2.10	0.66			
First Generation Status			1, 1688	1.24	.267
Yes	2.13	0.68			
No	2.08	0.71			
Family Income			3, 1599	11.28	<.001
Below \$30,000	2.28	0.74			
\$30,000 - \$59,000	2.09	0.71			
\$60,000 - \$89,000	2.05	0.62			
\$90,000 or more	2.04	0.67			

Note. The student instructions read as follows: “Overall, how satisfied are you with the climate of”with all items that followed being used to create the satisfaction scale. Higher scores equal less satisfaction. *M* = Average score on satisfaction scale; *SD* = Standard deviation of average satisfaction scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs

Student Reports of Success Obstacles with UW Oshkosh. Although not a majority, a substantial proportion of students reported feeling as though their success at UW Oshkosh was compromised by a number of factors. Overwhelming, students reported that their success at UW Oshkosh was most compromised by their concerns related to financial debt upon graduation, with 51.1% of students reporting moderate to strong concerns. See Table 46 below for extent to which students “strongly agreed/agreed” with each of the obstacles to success items.

Table 46.
Student Reports of Obstacles to Success at UW Oshkosh

Item	N	%
Lack of available financial aid	575	31.7%
Concerns regarding financial debt upon graduation	932	51.1%
Tuition increases that are not met by increases in financial aid	802	44.4%
Other	82	16.1%

Note. The student instructions read as follows: “My college success is being compromised by...” With response options ranging from 1 (“strongly agree”) to 5 (“strongly disagree”).
N= The number of students that indicated either “strongly agree” or “agree.”
% = The proportion of students that indicated either “strongly agree” or “agree.”

To examine group differences in reports of obstacles to student success at UW Oshkosh, a success scale was created. This was done by taking the average score across the 4 success items described above after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on the success scale ranged from 1 to 5, with higher scores on the scale representing more obstacles overall and lower scores reflecting less obstacles to success at UW Oshkosh. Graduate students and those classified as "gender minority" students reported the largest rating of obstacles to their success. See Table 47 for a summary of group differences in scores on the success scale.

Table 47.
Group Differences in Reports of Obstacles to Success at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1801	8.41	<.001
Cisgender women	2.61	1.05			
Cisgender men	2.43	1.11			
Gender minority	3.03	0.74			
Sexual Orientation			1, 1796	9.49	.002
Heterosexual	2.54	1.06			
Sexual minority	2.78	1.06			
Ethnicity			1, 1801	0.00	.960
White	2.57	1.07			
Ethnic minority	2.57	1.03			
Student Status			2, 1795	20.21	<.001
Non-traditional	2.61	1.12			
Undergraduate	2.51	1.03			
Graduate	3.09	1.16			
Religiosity			3, 1800	8.00	<.001
Christian	2.49	1.06			
Agnostic/Atheist	2.67	1.00			
Spiritual/no affiliation	2.80	1.09			
Other	2.52	1.04			
Hometown			3, 1794	0.58	.630
Farm/rural	2.61	1.11			
Small town/suburb	2.55	1.04			
Urban	2.60	1.09			
Other	2.43	1.02			
Disability Status			1, 1802	1.51	.219
Yes	2.65	1.00			
No	2.56	1.07			
First Generation Status			1, 1688	1.24	.267
Yes	2.13	.068			
No	2.08	0.71			
Family Income			3, 1599	11.28	<.001
Below \$30,000	2.28	0.74			
\$30,000 - \$59,000	2.09	0.71			
\$60,000 - \$89,000	2.05	0.62			
\$90,000 or more	2.04	0.67			

Note. The student instructions read as follows: "My college success is compromised by..." with all following items used to create the success scale. Higher scores equal more obstacles to success.

M = Average score on success scale; *SD* = Standard deviation of average success scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs

Student Reports of Accessibility on Campus

Students completing the campus climate survey were asked to reflect on the accessibility on campus for people with disabilities. Overall, students rated the UW Oshkosh Website/D2L, Reeve Union, and the Student Success Center as most accessible and the athletic facilities, residence facilities, and parking/transportation as least accessible. See Table 48 below for the descriptive information for each accessibility item.

Table 48.
Differences in Reports of Accessibility at UW Oshkosh

Item	N	%
UW Oshkosh Website/D2L	1346	74.9%
Dining	1061	59.8%
Grounds/Campus Layout	1106	61.8%
Computer labs/Adaptive Technology	1141	63.6%
Parking/Transportation	690	38.4%
Student Rec and Wellness Center	951	53.0%
Athletic Facilities	927	51.7%
Classroom Facilities	1176	65.6%
Classroom Materials	1208	67.4%
Residence Facilities	853	47.6%
Elevators/Stairs	1129	62.9%
Entrances/Doorways	1137	63.5%
Reeve Union	1338	74.5%
Student Success Center	1309	73.0%
Dempsey Hall	1018	56.8%
Necessary Accommodations from Instructors	1130	62.9%
Necessary Accommodations from Student Services	1117	62.3%

Note. The student instructions read as follows: "How would you rate the accessibility on campus for people with disabilities?" With response options ranging from 1 ("very accessible") to 5 ("very inaccessible").

N= The number of students that indicated either "very accessible" or "accessible."

% = The proportion of students that indicated either "very accessible" or "accessible."

To assess group differences in reports of accessibility at UW Oshkosh, an accessibility scale was created. This was done by taking the average score across the 17 accessibility items outlined above after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on the accessibility scale ranged from 1 to 5, with an average accessibility score of 2.57 ($SD = 1.06$). Higher scores on the scale represent perceptions of inaccessibility and lower scores reflect greater accessibility. Graduate students and those identifying as gender minority rated UW Oshkosh as least accessible. See Table 49 for a summary of group differences in scores on the accessibility scale.

Table 49.
Group Differences in Reports of Accessibility at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1801	8.41	<.001
Cisgender women	2.61	1.05			
Cisgender men	2.43	1.11			
Gender minority	3.03	0.74			
Sexual Orientation			1, 1796	9.49	.002
Heterosexual	2.54	1.06			
Sexual minority	2.78	1.06			
Ethnicity			1, 1801	0.002	.960
White	2.57	1.07			
Ethnic minority	2.57	1.03			
Student Status			2, 1795	20.21	<.001
Non-traditional	2.61	1.12			
Undergraduate	2.51	1.03			
Graduate	3.09	1.16			
Religiosity			3, 1800	8.00	<.001
Christian	2.49	1.06			
Agnostic/Atheist	2.67	1.00			
Spiritual/no affiliation	2.80	1.09			
Other	2.52	1.04			
Hometown			3, 1794	0.58	.630
Farm/rural	2.61	1.11			
Small town/suburb	2.55	1.04			
Urban	2.60	1.09			
Other	2.43	1.02			
Disability Status			1, 1802	1.51	.219
Yes	2.65	1.00			
No	2.56	1.07			
First Generation Status			1, 1597	1.76	.005
Yes	2.69	1.08			
No	2.86	1.10			
Family Income			3, 1587	1.49	.225
Below \$30,000	2.66	1.02			
\$30,000 - \$59,000	2.59	1.06			
\$60,000 - \$89,000	2.55	1.05			
\$90,000 or more	2.51	1.14			

Note. The student instructions read as follows: “How would you rate the accessibility on campus for people with disabilities?” with all following items used to create the accessibility scale. Higher scores equal less accessibility.

M = Average score on accessibility scale; *SD* = Standard deviation of average accessibility scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs; *p* = significance value for between-subject ANOVAs

Students' Campus Climate Ratings

In addition to their reports of climate, students at UW Oshkosh were also asked to provide information on their ratings of campus climate. Using the following 11 semantic differential items, students rated the climate most prominently as “indifferent” and “not diverse.” See Table 50 below for employees' ratings of the individual climate items.

Table 50.
Students' Semantic Differential Ratings of Campus Climate

Item	<i>M</i>	<i>SD</i>
Friendly (1) – Hostile (5)	1.83	0.78
Concerned (1) – Indifferent (5)	2.58	0.97
Cooperative (1) – Uncooperative (5)	2.06	0.81
Improving (1) – Regressing (5)	2.12	0.86
Welcoming (1) – Non-welcoming (5)	1.88	0.86
Respectful (1) – Disrespectful (5)	1.98	0.87
Positive (1) – Negative (5)	1.94	0.85
Civil (1) – Uncivil (5)	1.90	0.79
Proactive (1) – Reactive (5)	2.19	0.93
Diverse (1) – Not Diverse (5)	2.46	1.14
Inclusive (1) – Exclusionary (5)	2.24	0.94

Note. Students were asked to “Please rate the overall climate on campus on the following using a 1 to 5 scale.”

M = the mean for each semantic differential item

SD = the standard deviation for each semantic differential item.

Student Perceptions of Respect on Campus

Participating students were also asked to report on their perceptions of respect shown to students of varying ethnic groups, cultural identities, and backgrounds. Overall, students rated white individuals, men, and women most respected and Muslims, asexual individuals, and individuals affected by a mental disorder as the least respected on campus. See Table 51 below for the descriptive information for each respect item.

Table 51.
Descriptive Information on Perceptions of Respect at UW Oshkosh

Item	N	%
African	1271	70.8%
African American/Black	1271	70.9%
Alaska Native	1189	66.3%
Asian American	1296	72.5%
Asian	1287	71.9%
Southeast Asian	1243	69.5%
Hmong	1273	71.2%
Indian Subcontinent	1193	66.6%
Jewish	1213	67.6%
Latino	1267	70.6%
Mexican	1253	70.1%
Middle Eastern	1147	64.1%
Multiracial, multiethnic, or multicultural persons	1275	71.2%
Native American	1259	70.5%
Pacific Islanders/Hawaiian Natives	1217	68.2%
White	1573	88.0%
Other	313	43.4%
Jewish	1161	65.1%
Muslim	1011	57.8%
Atheist	1147	64.5%
Pagan	1045	58.7%
Christian	1402	78.5%
Gay or Lesbian	1226	68.9%
Bisexual	1161	65.2%
Asexual	1036	58.3%
Transgender, non-binary gender	1048	59.1%
Immigrants	1127	63.2%
International Students, Staff, or Faculty	1302	73.1%
Learning Disabled	1195	67.1%
Men	1500	84.1%
Affected by mental health issues	1033	58.1%
Non-native English speakers	1093	61.4%
Parents/Guardians	1345	75.6%
People who provide care for family members other than a child	1233	69.3%
Physically Disabled	1165	65.6%
Returning/non-traditional students	1310	73.6%
Socioeconomically disadvantaged	1164	65.5%
Women	1453	81.9%
Socioeconomic status	1184	66.9%
Veterans/active military status	1372	77.4%
Other	218	35.5%

Note. The student instructions read as follows: "How would you rate the overall climate on campus for persons from the following backgrounds?" With response options ranging from 1 ("very respectful") to 5 ("very disrespectful"). N= The number of students that indicated either "very respectful" or "respectful." % = The proportion of students that indicated either "very respectful" or "respectful."

Student Reports of Representation and Inclusion on Campus

When asked to report on the extent to which they felt represented on campus, students responded to 13 items. Overall, students agreed that they felt as though their identity group was well-represented well on campus. However, Titan TV and Advanced Titan were viewed as least inclusive. See Table 52 for descriptive information for all of the representation/inclusion items.

Table 52.
Descriptive Information on Student Reports of Representation and Inclusion

Item	N	%
UW Oshkosh Website	1293	62.4%
Your Department's Website	1224	68.8%
Titan TV	767	43.2%
Advanced Titan TV	71.2	45.8%
UW Oshkosh Related Social Media	1084	60.9%
Images Posted Around Classrooms	1117	62.6%
Student Leadership	1180	66.3%
Administrative Leadership	1138	64.2%
Faculty and Instructional Academic Staff	1227	68.9%
Professional Academic Staff	1227	69.0%
University Staff	1258	70.7%
University Events	1242	69.7%
University Facilities and Resources	1240	69.9%

Note. The student instructions read as follows: "Do you see yourself and members of your identity group represented in..." These instructions were then followed with several sub-items (presented above) that were rated on a 5-point scale from 1 ("strongly agree") to 5 ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

A representation/inclusion scale was then created to assess group differences in student reports of representation at UW Oshkosh. This scale was created by taking the average score across the 13 representation/inclusion items presented above after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on this scale ranged from 1 to 5 with higher scores reflecting reports of less representation on campus and lower scores representing more representation. Consistent with group differences reported for prior metrics, students identifying as a gender minority reported the least amount of representation on campus. See Table 53 for a summary of group differences in scores on the representation/inclusion scale.

Table 53.
Group Differences in Reports of Representation and Inclusion on Campus

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2,1737	32.41	<.000
Cisgender women/ Women	2.07	0.83			
Cisgender men/ Men	2.15	0.83			
Gender minority/ Gender minority	3.26	1.16			
Sexual Orientation			1,1733	52.47	<.000
Heterosexual	2.06	1.04			
Sexual minority	2.52	0.82			
Ethnicity			1,1737	132.62	<.000
White	2.02	0.80			
Ethnic minority	2.65	0.97			
Student Status			2,1733	4.43	.012
Non-traditional	2.26	0.87			
Undergraduate	2.09	0.84			
Graduate	2.21	0.97			
Religiosity			3,1736	10.80	<.000
Christian	2.02	0.80			
Agnostic/ Atheist	2.21	0.92			
Spiritual/no affiliation	2.23	0.88			
Other	2.32	0.96			
Hometown			3,1731	7.89	<.000
Farm/rural	2.05	0.79			
Small town/suburb	2.07	0.84			
Urban	2.25	0.91			
Other	2.12	0.86			
Disability Status			1,1738	37.41	<.000
Yes	2.45	1.04			
No	2.07	0.82			
First Generation Status			1, 1617	0.26	.614
Yes	2.11	0.85			
No	2.13	0.88			
Family Income			3, 1531	12.89	<.001
Below \$30,000	2.30	0.97			
\$30,000 - \$59,000	2.16	0.91			
\$60,000 - \$89,000	2.07	0.76			
\$90,000 or more	1.94	0.77			

Note. The student instructions read as follows: "Do you see yourself and members of identity group represented in..." These instructions were followed by the sub-items presented above and included response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").
M = Average score on satisfaction scale; SD = Standard deviation of average satisfaction scale score; df = Degrees of freedom for between-subject ANOVA; F = F statistics for between-subject ANOVAs

Students' Self-Reported Levels of Comfort with Diversity

When asked to reflect on their comfort with others at UW Oshkosh, students report feeling very comfortable with a wide range of students. However, according to self-reports, students felt least comfortable interacting with those who differed from them in their psychological disabilities and their primary language. See Table 54 for descriptive information for all of the comfort with diversity items.

Table 54.
Descriptive Information on Student Reports of Comfort with Diversity

Item	N	%
Race	1667	92.7%
Class	1663	92.7%
Ethnicity	1667	92.9%
Gender	1678	93.6%
Sexual Orientation	1539	85.7%
Physical Disabilities	1554	86.6%
Psychological Disabilities	1509	84.0%
Religion	1600	89.2%
Culture	1665	92.7%
National Origin	1664	92.7%
Language	1504	84.1%

Note. The student instructions read as follows: "I am comfortable around people who are different from myself based on..." The instructions were followed by all sub-items presented below and included response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").
N= The number of students that indicated either "strongly agree" or "agree."
% = The proportion of students that indicated either "strongly agree" or "agree."

A comfort with diversity scale was created to assess group differences in students' self-reported comfort with diversity on campus by calculating the average score from the 11 comfort with diversity items after omitting students who reported they had no expectations (i.e., N/A or don't know). Scores on the comfort with diversity scale ranged from 1 to 5, with higher scores on the scale representing more discomfort with diversity and lower scores representing less discomfort. The average score on the comfort with diversity scale was 1.66 ($SD = 0.62$), indicating that students were very comfortable with diversity at UW Oshkosh. Gender minority students, ethnic minority students, and those who grew up in a farm/rural area reported the least comfort with diversity. See Table 55 for more information related to group differences in students' reported comfort with diversity.

Table 55.
Group Differences in Student Reports of Comfort with Diversity on Campus

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 1794	.436	.647
Cisgender women/ Men	1.67	0.64			
Cisgender men/ Women	1.65	0.60			
Gender minority/ Gender Minority	1.74	0.93			
Sexual Orientation			1, 1789	2.61	.110
Heterosexual	1.67	0.65			
Sexual minority	1.59	0.61			
Ethnicity			1, 1794	8.47	.004
White	1.64	0.60			
Ethnic minority	1.76	0.70			
Student Status			2, 1789	0.32	.730
Non-traditional	1.67	0.67			
Undergraduate	1.66	0.61			
Graduate	1.62	0.61			
Religiosity			3, 1793	0.67	.571
Christian	1.66	0.02			
Agnostic/Atheist	1.60	0.04			
Spiritual/no affiliation	1.65	0.03			
Other	1.69	0.05			
Hometown			3, 1787	1.40	.241
Farm/rural	1.73	0.62			
Small town/suburb	1.66	0.61			
Urban	1.62	0.61			
Other	1.65	0.91			
Disability Status			1, 1795	1.15	.283
Yes	1.62	0.68			
No	1.67	0.61			
First Generation Status			1, 1671	2.91	.088
Yes	1.68	0.62			
No	1.61	0.58			
Family Income			3, 1582	4.13	.006
Below \$30,000	1.66	0.64			
\$30,000 - \$59,000	1.55	0.59			
\$60,000 - \$89,000	1.67	0.56			
\$90,000 or more	1.68	0.62			

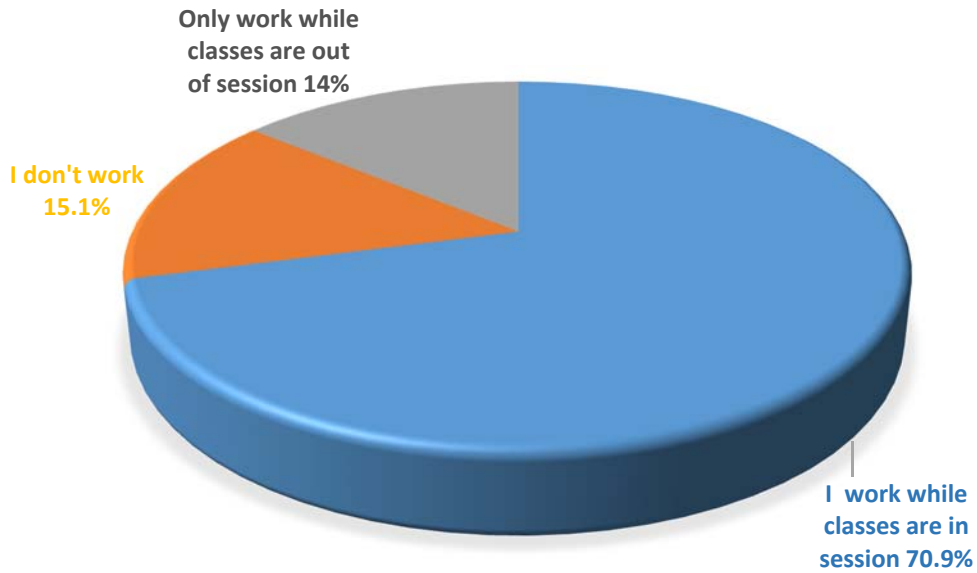
Note. The student instructions read as follows: "I am comfortable around people who are different from myself based on..." The instructions were followed by all sub-items presented below and included response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").

M = Average score on satisfaction scale; SD = Standard deviation of average satisfaction scale score; df = Degrees of freedom for between-subject ANOVA; F = F statistics for between-subject ANOVAs

Reports of Student Employment

A majority of students reported that they worked while classes were in session (70.9%), with the remaining students only working out of session (14.0%), or not at all (15.1%). See Figure 7 for a graphical representation of the proportion of students who are employed.

Figure 7.
Graphical Representation of the Proportion of Students Who Are Employed



Those students who reported working while attending UW Oshkosh also reported on their experiences while working and concurrently taking class. Overall, most students reported that working and taking class was beneficial by “allowing them to help manage their time,” that “they were satisfied with their work/school/life balance, or that “they felt as though UW Oshkosh was supportive of their work schedule.” That being said, nearly half of student with jobs outside of school also reported that their job “prevented them from getting involved in extra-curricular activities.” See Table 56 for more information related to experiences with balancing work and school.

Table 56.
Students’ Experiences with Managing Work and School

Item	N	%
I am satisfied with the way in which I am able to balance my classes, my work schedule, and my personal life	897	58.8
The University is supportive of my need to work	768	50.4
UW Oshkosh is supportive of my family responsibilities	811	53.3
People at the University consider students who work to be less committed to their education	491	32.3
My need to work prevents me from getting involved in extra-curricular activities as much as I would like to	898	49.1
I have had difficulty finding enough work to meet my financial needs	527	34.7
I have had difficulty finding a job that will fit my work hours around my class schedule	462	30.5
My work schedule has prevented me from being able to take the classes I want	317	20.8
The time I must spend working interferes with my success in my courses	543	35.8
Having to work has helped me learn to manage my time	1050	69.2

Note. Student participants were asked to respond to the following statement: “As a working student, please indicate your level of agreement with the following statements” from 1 (“strongly agree”) to 5 (“strongly disagree”). The items above reflect each sub-item.

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students were also asked whether they worked on campus. A total of 564 students reported that they currently have a job on campus. Of those employed directly at UW Oshkosh, they were also asked to report on their perceptions of support and satisfaction. Results from these items revealed that UW Oshkosh student employees felt positively about their jobs at UW Oshkosh, with the majority of students reporting that they felt as though “their co-workers respected them,” “their co-workers acted in a positive manner toward them,” and that “they communicated well with their co-workers.” See Table 57 for students’ perceptions of support and satisfaction with their UW Oshkosh job.

Table 57.
Students’ Reports of Support and Satisfaction as a UW Oshkosh Employee

Item	N	%
My co-workers respect me	510	91.4%
There is a good level of understanding between myself and my coworkers	498	89.1%
My co-workers and I communicate well with each other	501	89.8%
My coworkers act in a positive manner towards me	504	90.8%
This on-campus job has given me skills that will help me in my future career	467	83.5%
I am comfortable bringing up my concerns with my supervisor	468	83.4%
I am comfortable bringing up my concerns with my coworkers	459	81.9%
I am comfortable asking questions about work performance expectations	489	87.3%
At my campus job, I have felt singled out to represent the views of my identity group	95	16.9%
My supervisor has lower expectations of me than other student workers	71	12.6%
My supervisor has higher expectations of me than other student workers	184	32.9%
I feel under scrutiny by my supervisor or my co-workers	80	14.2%
I have to work harder than other student workers to be accepted as a valued worker	82	14.6%
I have to work harder than other student workers to achieve the same recognition or rewards	76	13.7%
I have felt isolated or marginalized at my campus job	64	11.6%

Note. Student participants were asked to respond to the following: “As a student employee at UW Oshkosh, how strongly do you agree with the following statements?” All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students' Reports of Balancing Responsibilities

To obtain a better understanding of how students balance responsibilities while attending UW Oshkosh, they were asked to report on the extent to which they were “satisfied with the way in which they were able to balance their responsibilities.” Overall, students’ reports of balance were less than ideal, with a minority of students “agreeing” that they were able to balance several aspects of their life with their school responsibilities. Students struggled the most with balancing school work and their responsibilities as an athlete and a sorority/fraternity member. See Table 58 for more information pertaining to students’ reports of balancing responsibilities.

Table 58.
Students’ Reports of Balancing Responsibilities

Item	N	%
My responsibilities as an athlete	379	21.1%
My responsibilities as a member of a sorority or fraternity	303	16.9%
My responsibilities as a member of a student organization	861	47.9%
My cultural responsibilities	975	54.5%
My responsibilities to my family	1305	72.7%

Note. Student participants were asked to respond to the following: “I am satisfied with the way in which I am able to balance my coursework with.....”

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students' Reports of Classroom Experiences at UW Oshkosh

When responding to items pertaining to their classroom experiences at UW Oshkosh, the majority of students agreed that they felt comfortable in the classroom. However, a substantial minority reported feeling offended or singled out in class. In fact, approximately one third of students reported “feeling offended by someone else’s speech in the classroom,” “feeling offended by someone else’s actions in the classroom,” “having experience with instructors that “do not have sufficient training in how to treat diverse people,” and/or having experience with instructors that do not do a “good job discussing controversial subjects respectfully. “Furthermore, nearly half of students reported that they don’t feel comfortable going to an instructor or a department chair if they “feel upset or offended by something that happens in class.” See Table 59 below for descriptive information related to students’ reports of classroom experiences.

Table 59.
Students’ Reports of Classroom Experiences

Item	N	%
In my classes, I am comfortable with people who are different from myself	1652	92.1%
I have been offended by someone else’s speech in the classroom	606	33.8%
I have been offended by someone else’s actions in the classroom	554	30.9%
Instructors do a good job discussing sensitive topics	1311	73.5%
Instructors do a good job discussing controversial subjects	1337	74.7%
Instructors have sufficient training in how to treat diverse people respectfully	1254	70.1%
I can talk to my instructor if I am upset or offended by something that happens in class	1162	64.9%
I can talk to the department chair if I am upset or offended by something that happens in class	1046	58.5%
I have felt singled out in class to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.)	325	18.2%

Note. Student participants were asked to respond to the following: “In terms of your classroom experiences, how strongly do you agree with the following statements?”

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students' Reports of Diversity in the Classroom

With regard to their classroom experiences, students were asked to report on the materials used, perspectives portrayed, and their experiences. The majority of students reported that the classroom is most welcoming to people varying in ethnicity, gender, race, and country of origin. However, students also reported that the classroom was least welcoming to students with learning or physical disabilities. Although students rated the classroom environment as welcoming for students varying in their gender, these reports decreased when asked to report on the classroom environment for students of varying gender identities and gender expressions. See Table 60 below for descriptive information related to students' perceptions of diversity in the classroom.

Table 60.
Students' Reports of Diversity in the Classroom

Item	N	%
Age	1441	78.7%
Country of origin	1295	75.5%
Ethnicity	1319	77.2%
Psychological disability status	988	57.8%
Gender	1305	76.4%
Gender Identity	1134	66.4%
Gender Expression	1075	64.0%
Immigrant status	1085	63.5%
Learning disability status	974	57.1%
Physical characteristics	1064	62.3%
Physical disability status	992	58.2%
Race	1312	76.8%
Religion/spiritual status	1200	70.2%
Sexual orientation	1122	65.7%
Socioeconomic status	1151	67.5%
Veterans/active military status	995	58.6%

Note. Student participants were asked to respond to the following: The classroom climate is welcoming for students based on their..."

All sub-items were rated on a 5-point scale from 1 ("strongly agree") to ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

Factors Influencing Students Decisions to Attend University Functions

From their perspective, students were asked to reflect on factors influencing their attendance at university events and functions. Overall, students reported that the method of advertisement, the relevancy to their work/study, and the ability to learn from events impacts their decisions to attend university functions. Nearly half of the student participants reported that “diversity initiatives are relevant to my work or course of study.” See Table 61 below for item-level information pertaining to these factors influencing their attendance at such events.

Table 61.
Factors Influencing Attendance at University Functions

Item	N	%
Diversity initiatives are relevant to my work or course of study	897	52.7%
Diversity events are well advertised	970	57.0%
Diversity events fit into my schedule	640	37.6%
I am expected to attend these events	507	30.0%
I learn from these events	880	51.9%
My job schedule prevents me from attending	710	41.8%
Personal invitation from institutional leadership (department head, dean, supervisor)	528	31.0%
Diversity initiatives are not relevant to my role on campus	414	24.5%
Other	104	18.9%

Note. Student participants were asked to respond to the following: “The following factors influence my attendance at performances, presentations, and events offered at UW Oshkosh...”

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students' Perceptions and Satisfaction with Resources and Opportunities on Campus

All students were asked to report on their level of agreement with statements pertaining to the resources available on campus. Overall, students were most satisfied with the facilities offered at UW Oshkosh related to their personal care and student success. See Table 62 and 63 below for descriptive information related to students' perceptions of resources available.

Table 62.
Students' Perceptions of Resources on Campus

Item	N	%
The University provides adequate facilities for personal care	1320	74.0%
The University's housing options meet the needs of diverse people	950	53.3%
The University provides sufficient weekend activities	867	48.7%
The University provides a diverse range of food choices	792	44.6%
I have equitable access to health benefits	977	54.8%
I have sufficient access to health care	1073	60.4%
The surrounding community positively impacts my quality of life on campus	1089	61.1%

Note. Student participants were asked to respond to the following: "In terms of the resources available to you on campus, please indicate how strongly you agree with..."

All sub-items were rated on a 5-point scale from 1 ("strongly agree") to ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

Students were also asked to report on their satisfaction with resources and opportunities on using the eight items outline below. Overall, the majority of students were satisfied with the resources and opportunities offered. However, students were least satisfied with the "availability" and "quality" of internships offered at UW Oshkosh. See Table 62 below for item-level statistics relating to student's reports of satisfaction with resources and opportunities on campus.

Table 63.
Students' Reports of Satisfaction with Resources and Opportunities on Campus

Item	N	%
Availability of tutoring offered at UW Oshkosh	1200	67.0%
Quality of tutoring offered at UW Oshkosh	990	55.4%
Availability of internships offered at UW Oshkosh	817	45.8%
Quality of internships offered at UW Oshkosh	733	41.1%
The information provided about resources for student success	1247	69.9%
The information provided about general education requirements	1187	66.3%
The information provided about degree requirements	1263	70.5%
The information provided about careers after college	1040	58.3%

Note. Student participants were asked to respond to the following: "As a student, how satisfied are you with..."

All sub-items were rated on a 5-point scale from 1 ("strongly agree") to ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

CAMPUS CLIMATE STUDY –
STUDENTS’ ASSESSMENT
OF UNIVERSITY ACTIONS
AND RECOMMENDATIONS
TO IMPROVE CAMPUS
CLIMATE

CAMPUS CLIMATE STUDY – STUDENTS’ ASSESSMENT OF UNIVERSITY ACTIONS AND RECOMMENDATIONS TO IMPROVE CAMPUS CLIMATE

The final items that were included in the student campus climate survey were those relating to their reports of positive climate and recommendations for improvement.

Students’ Reports of Effective Leadership and Successful Efforts on Campus

Students were asked to provide their feedback pertaining to effective leadership on campus. Overall, faculty members were rated as the most effective leaders and the administration on campus was viewed as the least effective leaders. See Table 64 below for item-level information related to students’ reports of effective leadership on campus.

Table 64.
Students’ Reports of Effective Leadership Fostering Diversity and Inclusion

Item	N	%
Administration	1043	67.2%
Faculty	1145	73.3%
Staff	1076	69.4%
Students	1052	67.3%

Note. Student participants were asked respond to the following: “Do you see effective campus leadership to foster diversity/inclusion from...”

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Students were also encouraged to report on their perceptions of the university’s efforts to promote and ensure a positive campus climate. Overall, students appeared to agree that the university’s efforts in ensuring a positive climate were most noticeable in the “training of mentors and leaders within departments.” That being said the areas that were rated as needing most improvement were “providing and improving access to quality healthcare available to students seeking hormone replacement therapy” and “improving on-campus child-care services.” See Table 65 below for item-level information related to students’ reports of successful efforts to promote and ensure a positive campus climate.

Table 65.
Students’ Perceptions of Sufficient Efforts to Promote and Ensure a Positive Campus Climate

Item	N	%
Providing recognition and rewards for including diversity in course objectives across the curriculum	1026	60.5%
Requiring writing emphasis classes to involve at least one assignment that focuses on issues, research and perspectives that involve diverse populations	1082	64.0%
Training mentors and leaders within departments to model positive climate behavior	1130	66.7%
Offering diversity and inclusiveness training for members of the University community	1083	64.1%
Providing immersion experiences for employees and students to learn a second language	9275	55.1%
Providing immersion experiences for employees and students in services learning projects with lower socioeconomic populations	896	53.3%
Providing immersion experiences for employees and students with underrepresented or undeserved populations	893	53.3%
Improving on-campus child-care services	777	46.4%
Increasing the number of gender neutral/family friendly facilities	935	55.9%
Promoting and improving access to quality counseling available to employees and students who experience sexual abuse on campus or in the community	1015	60.4%
Providing and improving access to quality counseling for gender diverse individuals	981	58.7%
Providing and improving access to quality health care for gender diverse individuals	900	54.0%
Providing a clear protocol for responding to hate/hostile incidents processed on campus	912	54.4%
Providing a clear protocol for responding to hate/hostile incidents processed at the department level	879	52.5%
Reallocating resources to support inclusive climate changes on campus	897	53.4%
Providing consistent attendance policies that recognize parental and family obligations	850	50.8%
Providing recognition and rewards for outstanding diversity work performed in classes	853	50.9%
Providing and improving access to quality healthcare available to students seeking hormone replacement therapy	751	44.9%

Note. Student participants were asked respond to the following: In your judgment, how strongly would you agree that the University is making sufficient efforts toward...

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Campus Climate Study

Employee Results

CAMPUS CLIMATE STUDY
EMPLOYEE
DEMOGRAPHICS

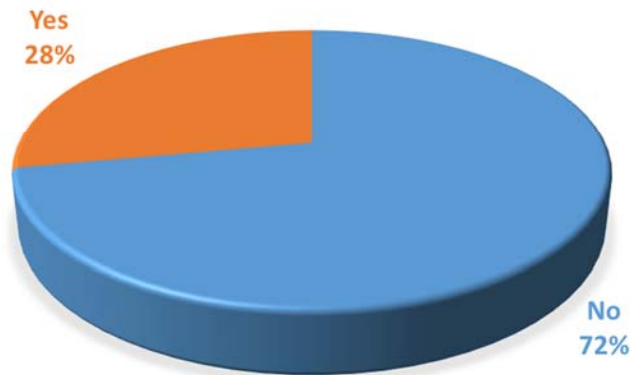
CAMPUS CLIMATE STUDY – EMPLOYEE DEMOGRAPHICS

A total of 1,021 employees participated in the study, with 980 employees completing the entire online survey. This is indicative of a 57.9% response rate, which greatly exceeds the average response rate for online surveys of approximately 20.0% (fluidsurveys.com, 2014; Nulty, 2008; Watt, Simpson, McKillop, Nunn, 2002).

Previous Experience with UW Oshkosh Campus Climate Survey

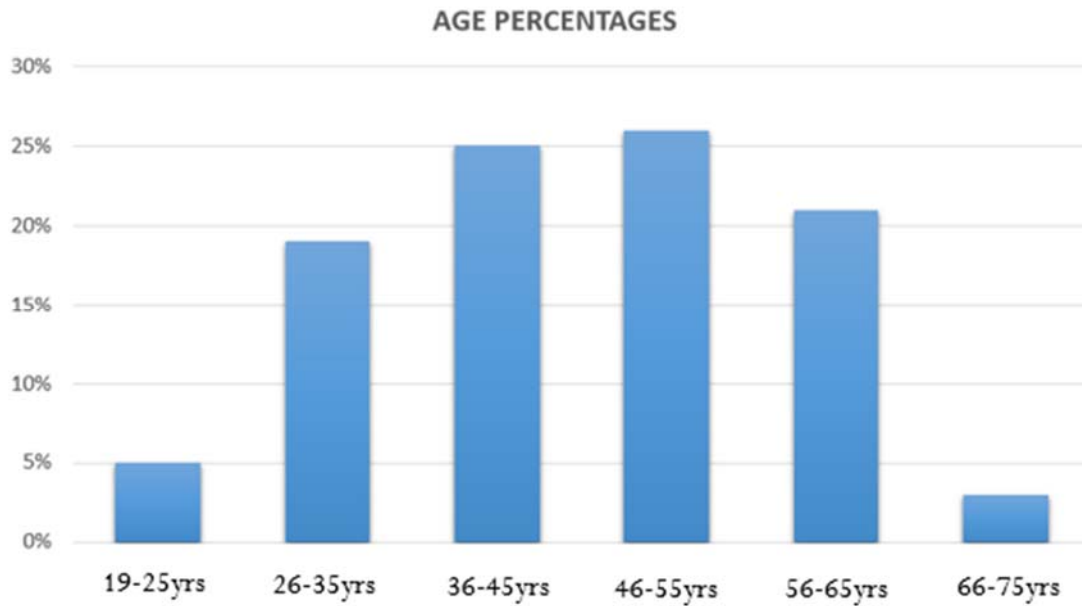
Of the employees who completed the Campus Climate Survey, 27.9% stated they completed this survey in 2008, while 72.1% of them did not.

**PREVIOUS EXPERIENCE WITH UWO
CAMPUS CLIMATE SURVEY**



Age

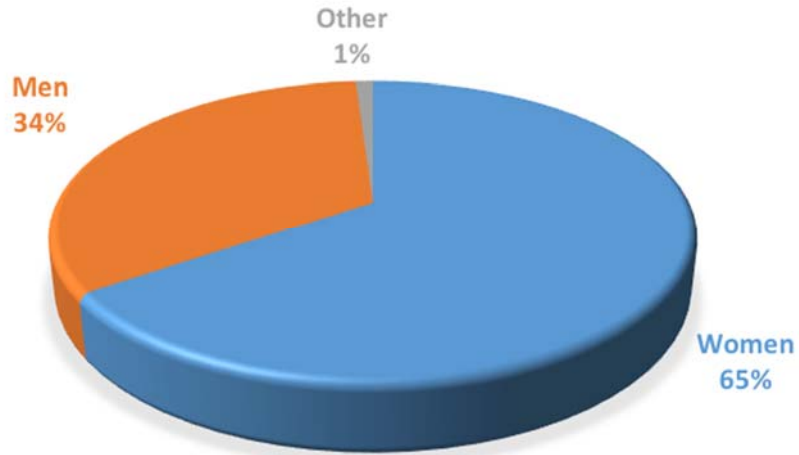
The majority of employees who completed the Campus Climate Study identified as being between the ages of 46 and 55. The average age of employees completing the survey was 49.39 years ($SD = 10.88$), with ages ranging from 19 to 75 years.



Gender Identity

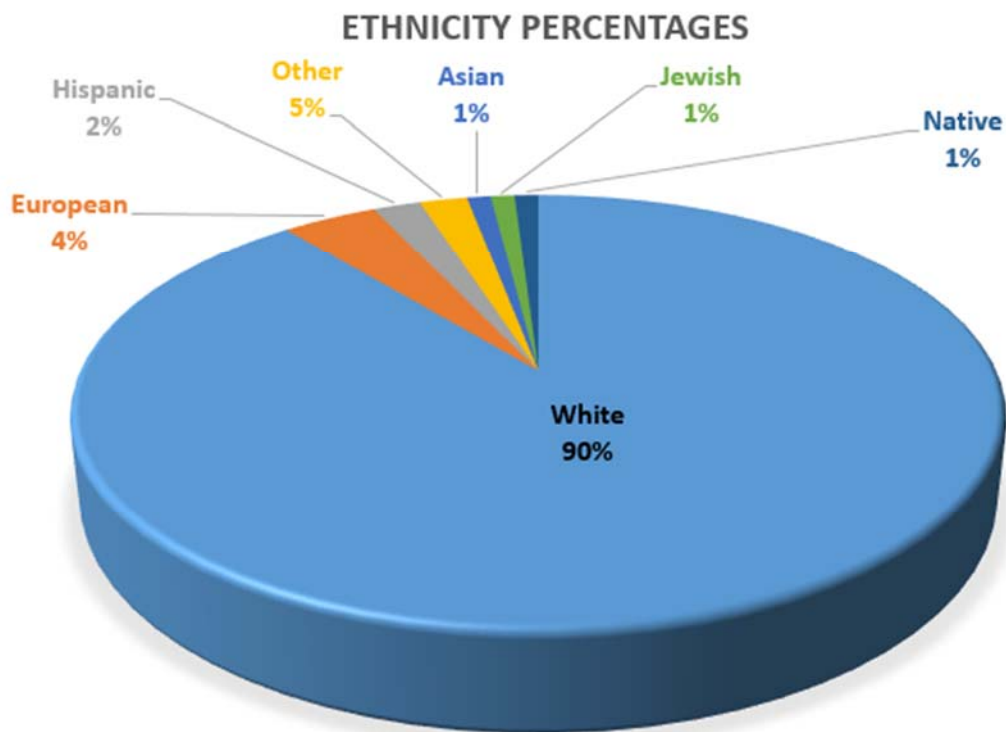
The majority of employees identified as cisgender (65.6% women, 33.9% men). In addition, 0.2% identified as non-binary gender, 0.1% as transgender, and 0.4% as “other.”

GENDER IDENTITY PERCENTAGES



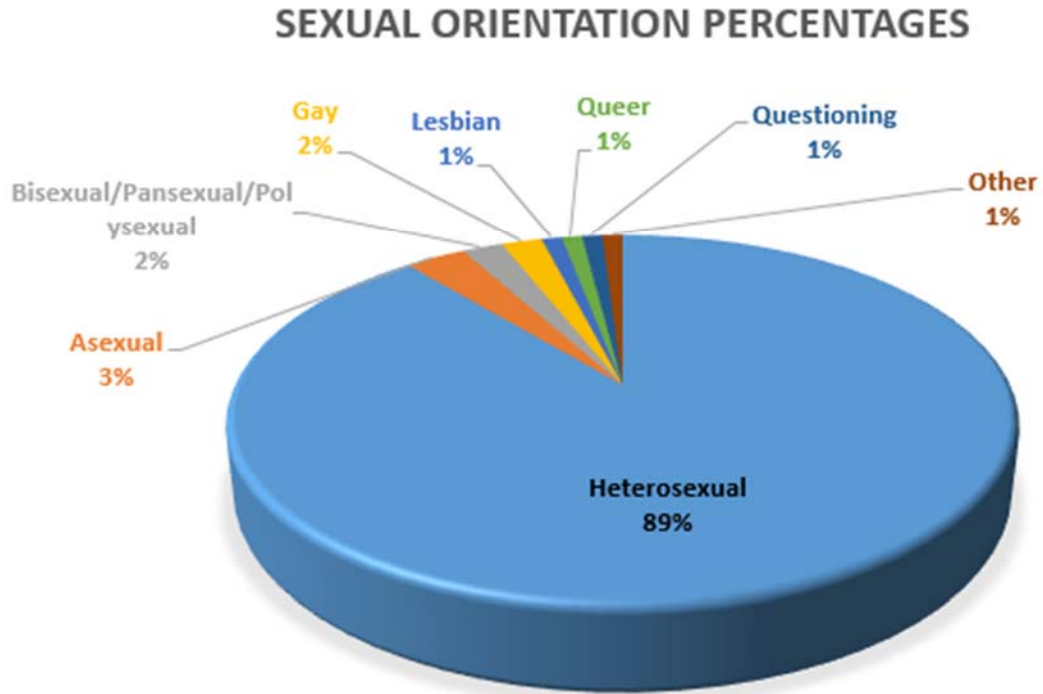
Ethnicity

The majority of employees identified as White (90.4%), followed by European American (4.2%), Hispanic (1.7%), “other” (1.6%). Asian (1.3%), Jewish (1.1%), Native American/Alaska Native/First Nations (1.0%). The frequencies of all other ethnicities did not exceed 1%. These ethnicities include: African American (0.8%), Hmong (0.6%), Black (0.5%), Indian subcontinent (0.4%), Southeast Asian (0.2%), Middle Eastern (0.1%), and Native Hawaiian or other Pacific Islander (0.1%). In addition, because employees were allowed to select all option that applied, several indicated more than one ethnicity. In particular, 0.1% of employees reported four different ethnicities, 0.5% reported three ethnicities, and 4.1% reported two ethnicities. White and European American were commonly reported together (26 people, 0.3%), Jewish and White were commonly reported together (8 people, 0.2%), and Black and African American were commonly reported together (4 people, 0.1%).



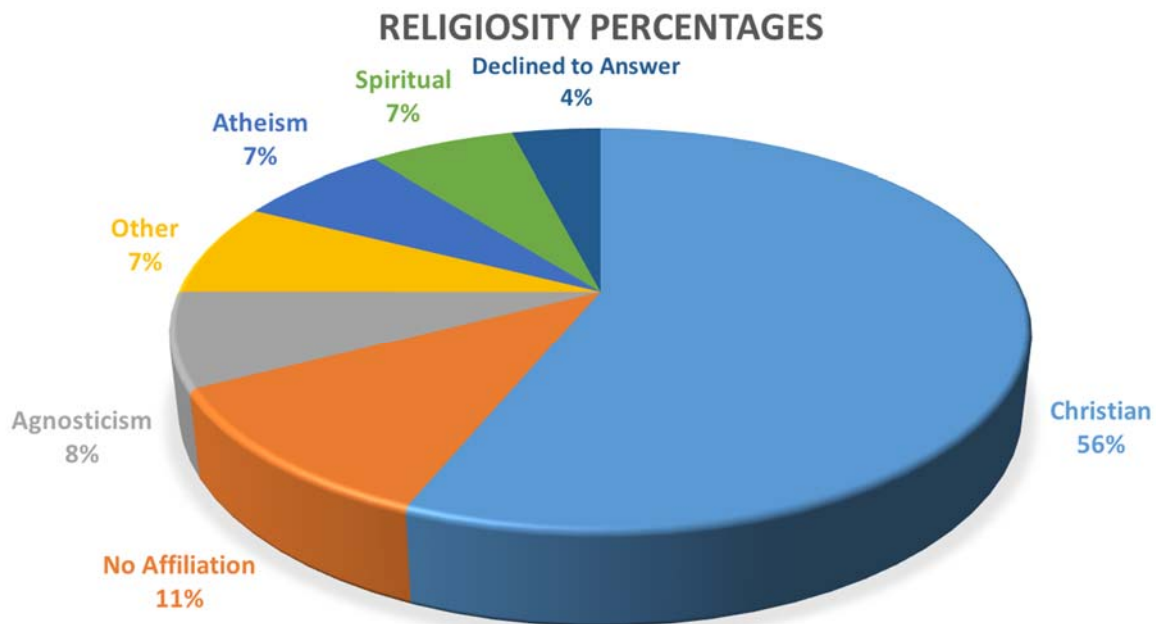
Sexual Orientation

Most employee participants identified as heterosexual (88.6%), followed by asexual (2.8%), bisexual/pansexual/polysexual (2.0%), gay (1.6%), lesbian (1.0%), queer (0.5%), questioning (0.5%), and other (0.5%).



Religiosity

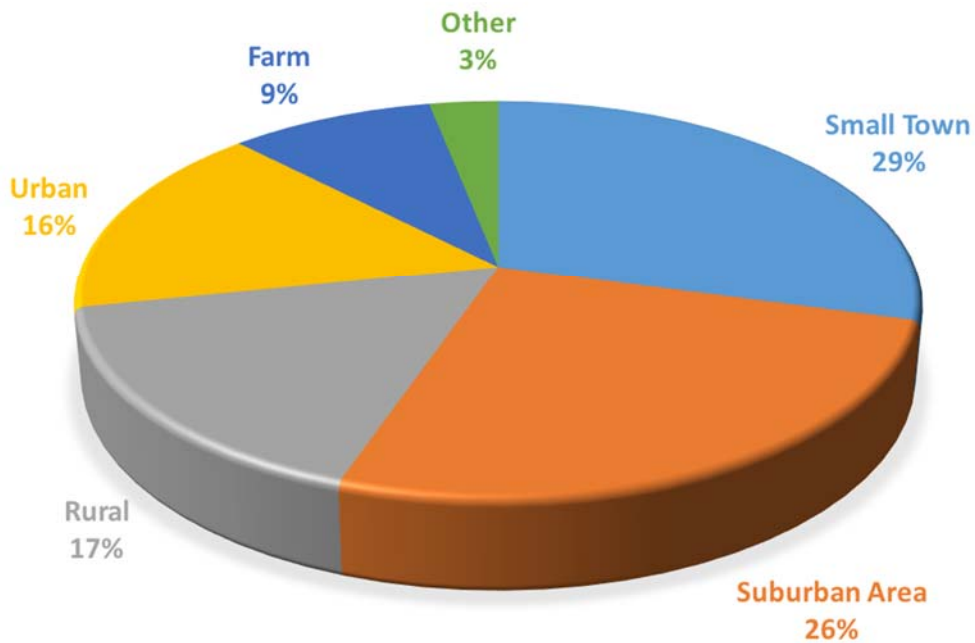
When asked to report their religious affiliation, the majority of employees identified as Christian (56.3%), followed by no affiliation (11.1%), Agnosticism (7.7%), Atheism (6.9%), Spiritual (6.6%), and 4.0% declined to answer. All other religions were reported by fewer than 1.0% of employees, these religions included: Judaism (0.6%), Buddhism (0.6%), Paganism (0.6%), Shamanism (0.4%), Wiccan (0.3%), Native American Traditional Religion (0.3%), Hinduism (0.3%), Taoism (0.2%), Islam (0.2%), Baha'I Faith (0.2%), Animism (0.2%), Reincarnation (0.1%), and Indigenous Traditional Religion (0.1%). No employees identified as Jainism or Sikhism. Again, because employees were able to select more than one answer, there were several instances with which more than one option was selected. In particular, 0.1% of employees reported 6 different religions, 0.1% reported five, 0.2% reported four, 0.7% reported three, and 4.0% reported two religions. Atheism and Agnostic were commonly reported together (5 people, 0.1%), several people indicated both Agnostic and Christian (5 people, 0.1%), and Agnostic and No affiliation were common (4 people, 0.1%).



Size of Hometown

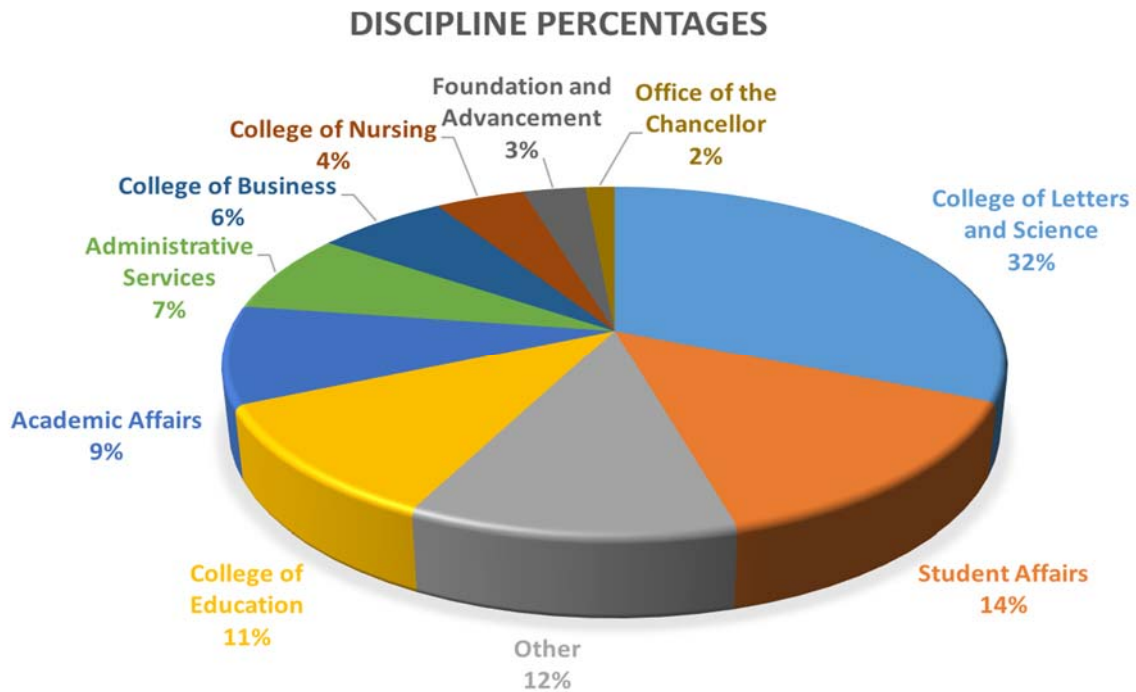
The largest proportion of employees identified as growing up in either a small town (31.3%). The remaining employees indicated growing up in a suburban area (27.8%), followed by rural (17.6%), urban (17.1%), farm (9.8%), Transnational (1.0%), Reservation (0.2%), or “other” (2.3%). Those identifying as growing up transnationally, on a reservation, or “other” were grouped into the other category in the figure below. Among those classified as “other,” many open-ended responses indicated “military” as their hometown.

SIZE OF HOMETOWN PERCENTAGES



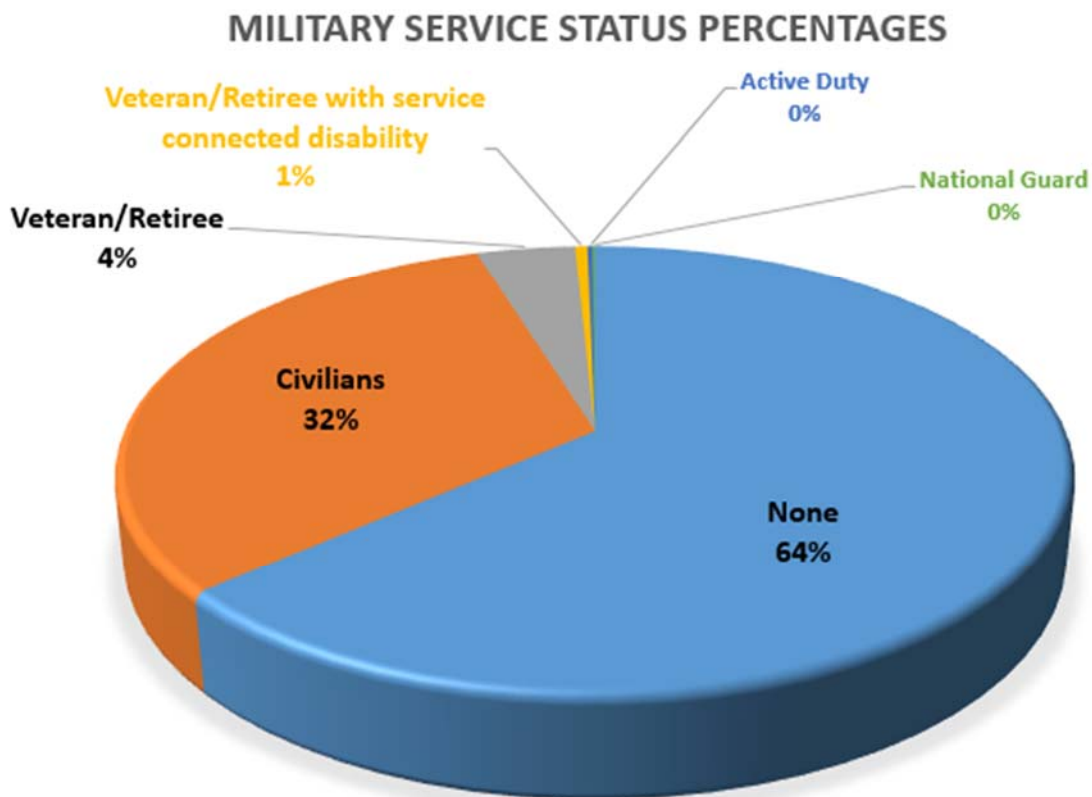
Discipline

The majority of employees identified as being affiliated with the College of Letters and Science (30.9%), followed by Student Affairs (14.0%), the College of Education (10.7%), Provost's Office/Academic Affairs (9.0%), Administrative Services (7.2%) the College of Business (6.3%), the College of Nursing (4.3%), Foundation and Advancement (3.0%), Office of the Chancellor (1.4%), and other (11.4%). Among those classified as "other," many open-ended responses reported "facilities management," "LLCE," or "Athletics."



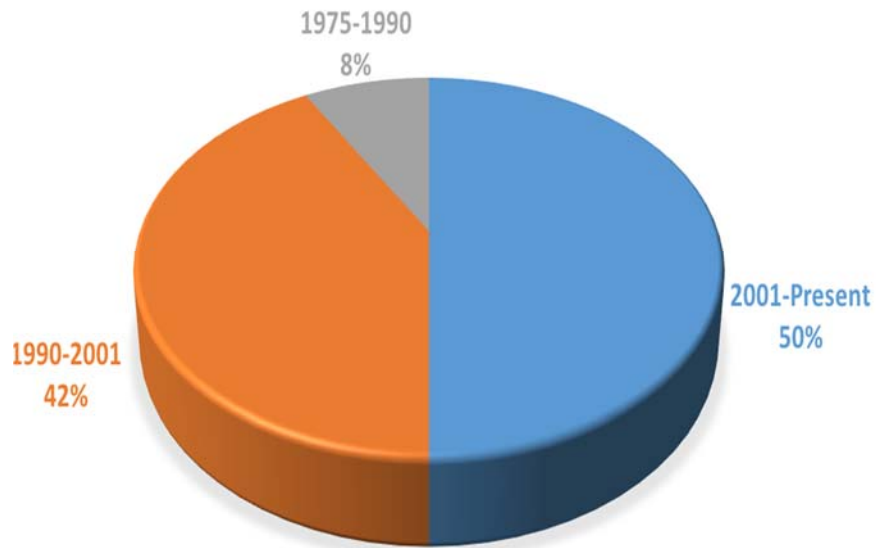
Military Service

When asked to report on military status, employees were given eight response options: “Active Duty,” “Reserves,” “National Guard,” “ROTC,” “Veteran/Retiree,” “Veteran/Retiree with service connected disability,” “Civilian: No military service record,” or “None” (employees did not have the option of selecting more than one response option). Most employees indicated a response option of “None” (64.0%). Of the remaining employees, the majority identified as “Civilian: No military service record” (31.6%), followed by “Veteran/Retiree” (3.6%), “Veteran/Retiree with service connected disability” (0.5%), “Active Duty” (0.2%), or “National Guard” (0.1%). No employees indicated serving for the ROTC or Reserves.



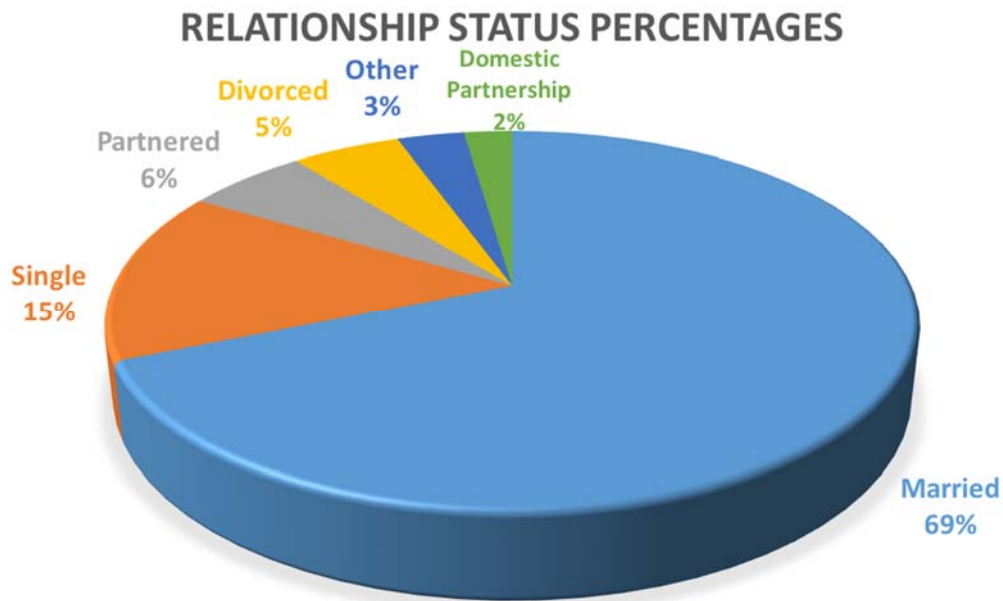
Those who identified having military service status reported time period served in the military. The majority reported as serving 2001-present (50.0%), followed by 1990-2001 (41.7%), and 1975-1990 (8.3%).

TIME PERIOD SERVED PERCENTAGES



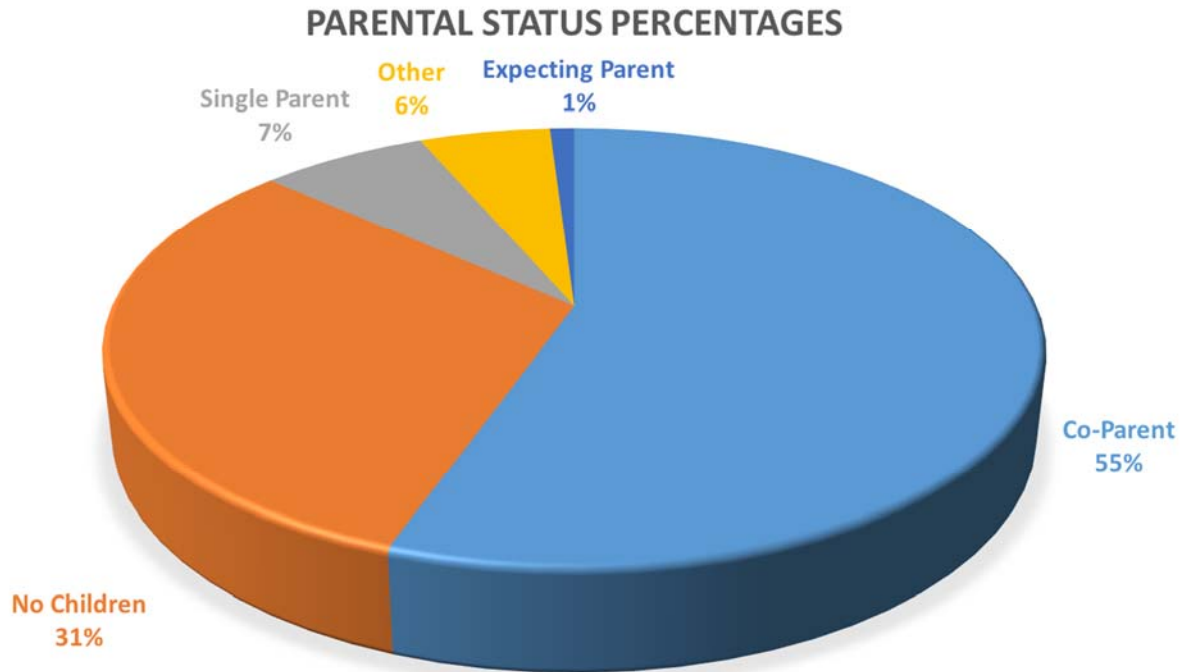
Relationship Status

The majority of employees identified as being married (68.6%), followed by single (14.9%), partnered (5.8%), divorced (5.2%), partnered in a domestic partnership (2.3%), remarried (1.4%), partner/spouse deceased (1.1%), and separated (0.7%). Those indicating remarried, partner/spouse deceased, or separated were classified into an “other” category.



Parental Status

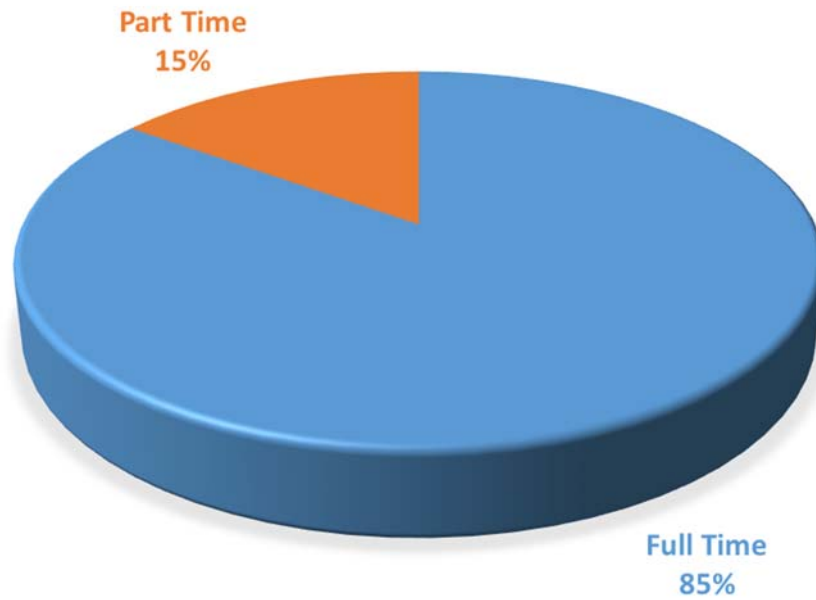
Most employees reported being a co-parent with a partner/spouse (55.4%), followed by having no children (31.3%), a single parent (6.9%), expecting parent (1.0%), and lastly other (5.4%). Among those classified as “other,” 21 reported having “adult children” and 4 reported being “grandparents.”



Employment Status

When asked to report their employment status, the majority of employees indicated that they were employed full-time (85.40%) followed by part-time (14.60%).

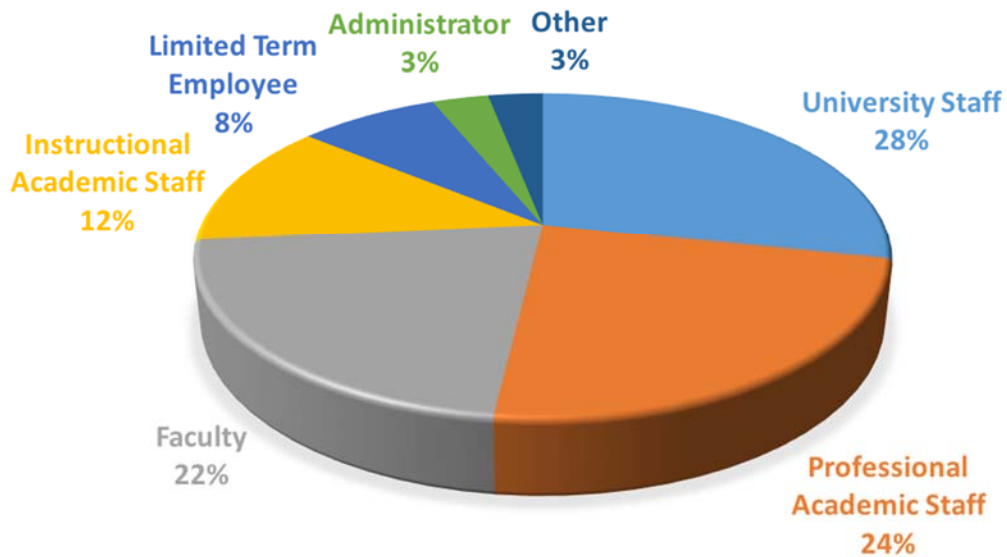
EMPLOYMENT STATUS PERCENTAGES



Employment Classification

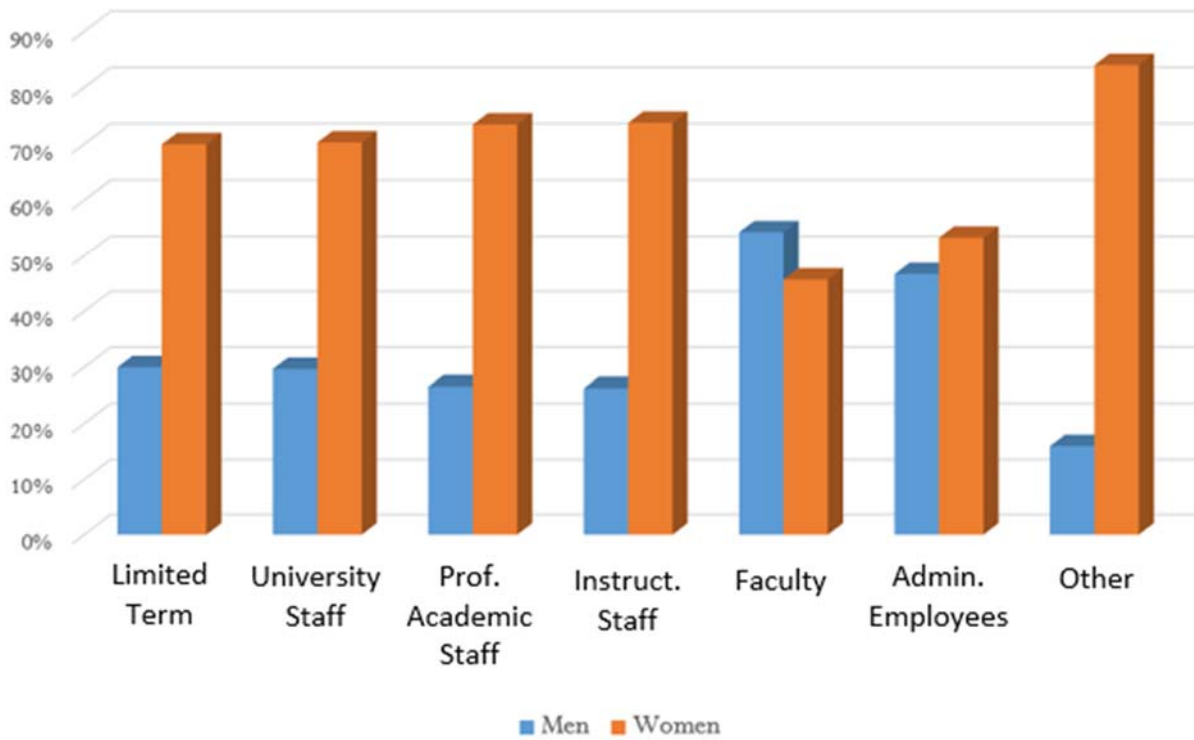
When asked to report their employment status, employees indicated that they were classified as University Staff (27.9%), followed by Professional Academic Staff (23.2%), Faculty (21.3%), Instructional Academic Staff (12.3%), Limited Term Employee/Project Appointment (7.7%), Administrator (3.10%), and “other” (3.0%).

EMPLOYMENT CLASSIFICATION PERCENTAGES



When breaking down employment classification by gender, the number of women largely outnumbered the number of men in many of the employment classifications with the exception of faculty and administrative positions. See bar graph below for more information.

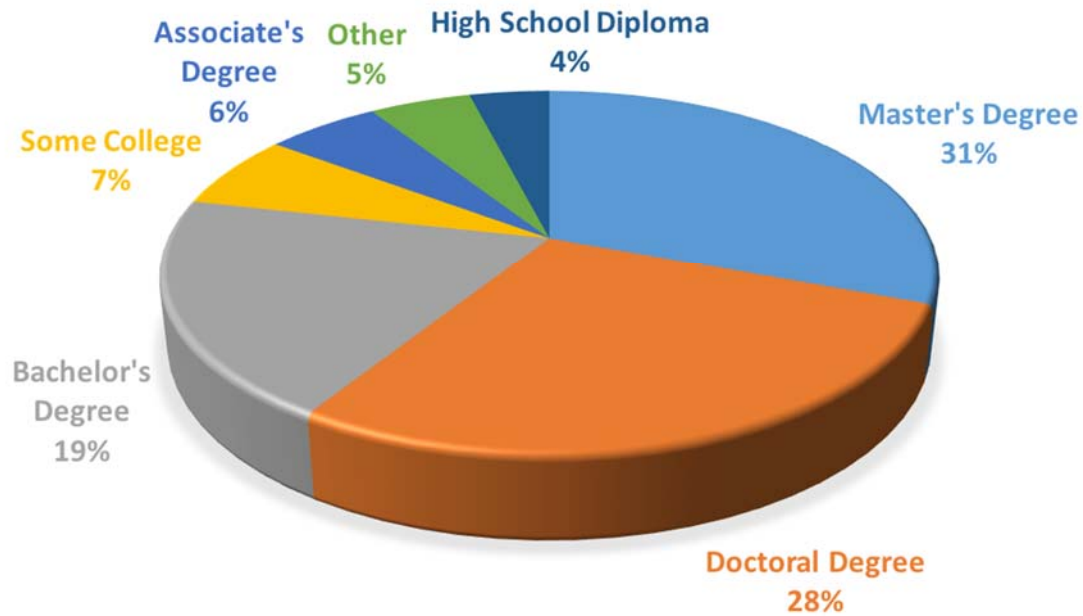
GENDER BREAKDOWN FOR EACH UW OSHKOSH EMPLOYMENT CLASSIFICATION



Level of Education

When asked to report their level of education, majority of employees indicated having obtained a Master's Degree (30.8%), followed by a Doctoral Degree (28.2%), a Bachelor's Degree (19.6%), some college (6.7%), an Associate's Degree (5.7%), High School Diploma (4.0%), and other (5.1%).

LEVEL OF EDUCATION PERCENTAGES



CAMPUS CLIMATE STUDY – EMPLOYEE RESULTS

The following section reviews the major findings of the employee section of the 2016 University of Wisconsin Oshkosh Campus Climate Study. In particular, results pertaining to the climate at UW Oshkosh are presented through an examination of employees' personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding the climate on campus (i.e., administrative policies, academic initiatives). To assist with the ease of interpretation and for greater statistical power, the demographic variables of interest were collapsed (outlined below). Collapsing these variables made it possible to statistically examine group differences in experiences and perceptions related to campus climate. In particular:

- Consistent with the student report, the categories of gender identity presented above were collapsed into three categories: “cisgender men” ($N = 608$), “cisgender women” ($N = 316$), and “gender minority” ($N = 7$).
- Sexual orientation was collapsed to include: “heterosexual” ($N = 827$) and “sexual minority” ($N = 87$).
- Ethnicity was modified into two categories: “White” ($N = 818$) and “ethnic minority” ($N = 91$).
- The level of education employees received was collapsed into four categories including: “less than a bachelor’s degree” ($N = 171$), “a bachelor’s degree and/or some graduate work” ($N = 207$), “Master’s degree” ($N = 283$), and “doctorate degree” ($N = 259$).
- Religiosity was modified to include four categories: “Christian” ($N = 524$), “agnostic/atheist” ($N = 122$), “spiritual/no affiliation” ($N = 145$), and “other” ($N = 115$).
- Employment classification was collapsed to include seven categories: “limited term employees” ($N = 60$), “university staff” ($N = 269$), “professional academic staff” ($N = 207$), “instructional staff” ($N = 116$), “faculty” ($N = 199$), “administration” ($N = 30$), and “other” ($N = 30$).
- Lastly, employment status was assessed by using the dichotomous version of the item with 781 employees identifying as “full-time” and 134 as “part-time.”

****Note: Because not all employees responded to all items, valid percentages were used in all cases to describe the data. Valid percentages were calculated on the number of actual responses to that particular item and not simply by the number of surveys collected overall.****

CAMPUS CLIMATE STUDY EMPLOYEE EXPERIENCES

CAMPUS CLIMATE STUDY – EMPLOYEE EXPERIENCES

Employees’ Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

During their time at UW Oshkosh, 297 (30.7%) of employees reported experience with exclusionary, intimidating, offensive, and/or hostile conduct that interfered with their ability to performed their responsibilities/duties on campus (see Figure 6 below for a graphical representation). To examine overall experiences with these behaviors an Experience Scale was created by summing together all instances with all exclusionary, intimidating, offensive, and/or hostile behaviors. Consequently, of those 297 employees reporting experience with exclusionary, intimidating, offensive, and/or hostile behavior, the Experience Scale revealed that the employees experienced an average of 3.01 ($SD = 2.80$) of these problematic behaviors throughout their time at UW Oshkosh. These findings suggest that those who experience problematic behavior often do so in multiple forms. The exclusionary, intimidating, offensive, and/or hostile behavior that was experienced most frequently include: “being intimidated or bullied,” “deliberately being ignored or excluded,” and “fearing getting a low performance evaluation because of a hostile environment.” In addition, a surprising number of faculty reported fears related to physical violence. In fact, 8 faculty reported being the target of physical violence at UW Oshkosh. The frequency with which each of these problematic behaviors were endorsed is provided in Table 66 below.

Figure 6.
Graphical Representation of the Proportion of Employees Indicating Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

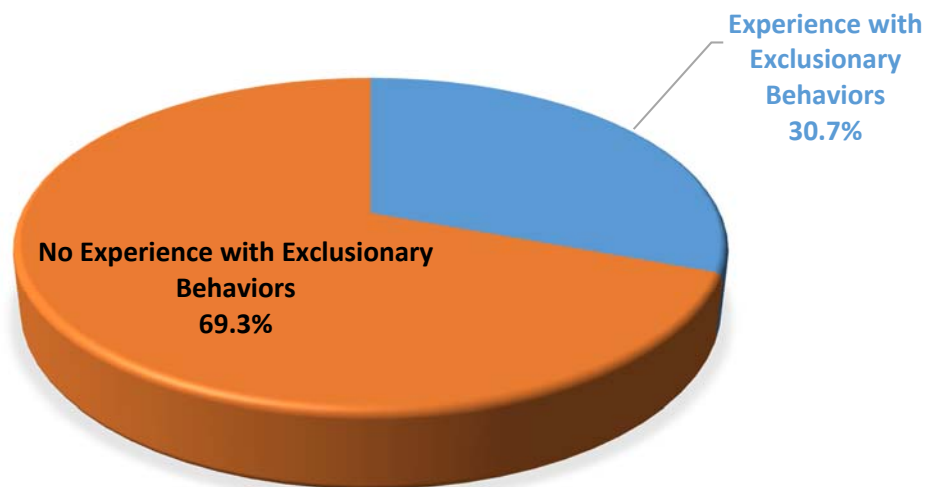


Table 66.
Frequency of Employees' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%	Mean	Range
I was the target of racial/ethnic profiling	19	2.0%	0.04	0 – 10
I was the target of graffiti (e.g., event advertisements removed or defaced)	20	2.1%	0.03	0 – 6
I received derogatory written comments	60	6.2%	0.39	0 – 100
I received derogatory phone calls	30	3.1%	0.33	0 – 150
I received derogatory/unsolicited text messages	8	0.8%	0.11	0 – 100
I received derogatory/unsolicited comments on social media	22	2.3%	0.17	0 – 100
I received threats of physical violence	11	1.1%	0.01	0 – 4
I received derogatory/unsolicited e-mails	38	3.9%	0.16	0 – 50
I was the target of physical violence	8	0.8%	0.01	0 – 2
I observed others staring at me	54	5.6%	4.94	0 – 1,000
I felt I was deliberately ignored or excluded	109	11.3%	4.45	0 – 1,000
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	38	3.9%	0.15	0 – 20
I felt intimidated/bullied	129	13.3%	2.64	0 – 1,000
I feared for my physical safety	45	4.7%	0.11	0 – 30
I feared for my family’s safety	8	0.8%	0.02	0 – 10
Someone assumed I was admitted or hired because I represent a particular identity group	28	2.9%	0.21	0 – 100
I was the victim of a crime	11	1.1%	0.01	0 – 2
I feared getting a low performance evaluation because of a hostile environment	99	10.2%	1.45	0 – 1,000
I received a low performance evaluation	50	5.2%	0.08	0 – 8
I was singled out to represent the views of my identity group	36	3.7%	1.35	0 – 1,000
I felt isolated or left out when work was required in groups	37	3.8%	0.30	0 – 100
I felt isolated or left out because of my identity	17	1.8%	0.04	0 – 10
Other	16	1.7%	0.19	0 – 100

Note. Employee participants were asked to indicate “Whether they had ever experienced exclusionary, harassing intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

N = The number of employees experiencing this conduct.

% = The percentage of employees experiencing this conduct.

Mean = The mean number of times employees reported experience with each type of behavior throughout their time at UW Oshkosh.

Differences in Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Based on Descriptive Characteristics

Between-subject analyses of variance (ANOVA) were conducted to explore group differences in the reported frequency of experiences with exclusionary, intimidating, offensive, and/or hostile conduct. These ANOVAs revealed that exclusionary, intimidating, offensive, and/or hostile conduct was experienced most often by administrative and ethnic minority employees. Detailed results for each demographic group are displayed below.

Gender Identity. The ANOVA revealed that one's gender identity did not influence reports of offensive conduct, $F(2, 293) = 1.98, p = .14$. However, trends revealed that women reported more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 3.43, SD = 3.38$) than did men ($M = 2.82, SD = 2.55$). Of interest, gender minority faculty reported the most experiences with offensive conduct with a mean of 4.50 ($SD = 1.29$). See Table 67 below for gender identity differences in percentage of employees reporting experience with exclusionary, intimidating, offensive, and/or hostile conduct.

Table 67.
Gender Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Gender Identity		
	Cisgender Men	Cisgender Women	Gender Minority
I was the target of racial/ethnic profiling	1.5%	3.2%	0.0%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.5%	3.3%	14.3%
I received derogatory written comments	6.1%	7.0%	14.3%
I received derogatory phone calls	3.8%	2.2%	0.0%
I received derogatory/unsolicited text messages	0.8%	0.9%	0.0%
I received derogatory/unsolicited comments on social media	2.1%	2.8%	0.0%
I received threats of physical violence	1.0%	1.6%	0.0%
I received derogatory/unsolicited e-mails	3.9%	4.4%	0.0%
I was the target of physical violence	0.8%	0.9%	0.0%
I observed others staring at me	6.4%	4.7%	0.0%
I felt I was deliberately ignored or excluded	13.8%	7.3%	28.6%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	3.5%	4.1%	57.1%
I felt intimidated/bullied	14.8%	11.1%	42.9%
I feared for my physical safety	5.3%	3.5%	28.6%
I feared for my family’s safety	0.8%	0.9%	0.0%
Someone assumed I was admitted or hired because I represent a particular identity group	2.8%	3.5%	0.0%
I was the victim of a crime	0.8%	1.9%	0.0%
I feared getting a low performance evaluation because of a hostile classroom environment	11.7%	7.9%	28.6%
I received a low performance evaluation	4.3%	7.6%	0.0%
I was singled out to represent the views of my identity group	3.9%	3.2%	28.6%
I felt isolated or left out when work was required in groups	4.4%	2.8%	14.3%
I felt isolated or left out because of my identity	2.0%	1.6%	0.0%
Other	1.8%	1.6%	0.0%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

Gender minority participants were not included in the ANOVA presented above.

The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Sexual Orientation. For employees, the ANOVA also failed to produce a significant effect of sexual orientation on reports of experience with exclusionary, intimidating, offensive, and/or hostile conduct while attending UW Oshkosh, $F(1,288) = 0.49, p = .49$. Despite the lack of significance, trends indicated that employees identifying as a sexual minority reported more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 3.29, SD = 3.87$) than did employees identifying as heterosexual ($M = 2.96, SD = 2.62$). See Table 68 below for sexual orientation differences in the proportion of employees who reported experience with exclusionary, intimidating, offensive, and/or hostile conduct.

Table 68.
Sexual Orientation Differences in the Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Sexual Orientation	
	Heterosexual	Sexual Minority
I was the target of racial/ethnic profiling	1.7%	5.7%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.5%	9.2%
I received derogatory written comments	6.0%	10.3%
I received derogatory phone calls	3.3%	3.4%
I received derogatory/unsolicited text messages	0.8%	1.1%
I received derogatory/unsolicited comments on social media	2.1%	5.7%
I received threats of physical violence	1.0%	3.4%
I received derogatory/unsolicited e-mails	4.1%	4.6%
I was the target of physical violence	0.7%	2.3%
I observed others staring at me	5.6%	9.2%
I felt I was deliberately ignored or excluded	11.6%	13.8%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	3.3%	12.6%
I felt intimidated/bullied	12.3%	27.6%
I feared for my physical safety	4.2%	11.5%
I feared for my family’s safety	0.4%	5.7%
Someone assumed I was admitted or hired because I represent a particular identity group	2.8%	5.7%
I was the victim of a crime	1.2%	1.1%
I feared getting a low performance evaluation because of a hostile classroom environment	10.4%	13.8%
I received a low performance evaluation	5.4%	5.7%
I was singled out to represent the views of my identity group	3.4%	9.2%
I felt isolated or left out when work was required in groups	3.7%	6.9%
I felt isolated or left out because of my identity	1.9%	1.1%
Other	1.3%	5.7%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Ethnicity. With respect to ethnicity, the ANOVA did reveal a significant effect of ethnicity on employee’s experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,282) = 4.11, p = .04$. Employees identifying as an ethnic minority reported more experiences with exclusionary, intimidating, offensive, and/or hostile conduct ($M = 3.84, SD = 2.69$) than did employees identifying as white ($M = 2.86, SD = 2.81$). See Table 69 below for the proportion of employees who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 69.
Ethnicity Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Ethnicity	
	White	Ethnic Minority
I was the target of racial/ethnic profiling	0.9%	11.0%
I was the target of graffiti (e.g., event advertisements removed or defaced)	2.3%	1.1%
I received derogatory written comments	6.4%	7.7%
I received derogatory phone calls	3.3%	3.3%
I received derogatory/unsolicited text messages	0.7%	2.2%
I received derogatory/unsolicited comments on social media	2.1%	3.3%
I received threats of physical violence	1.3%	0.0%
I received derogatory/unsolicited e-mails	4.4%	1.1%
I was the target of physical violence	0.9%	1.1%
I observed others staring at me	4.8%	14.3%
I felt I was deliberately ignored or excluded	10.8%	19.8%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	3.5%	7.7%
I felt intimidated/bullied	14.1%	11.0%
I feared for my physical safety	4.4%	7.7%
I feared for my family’s safety	0.9%	0.0%
Someone assumed I was admitted or hired because I represent a particular identity group	1.2%	17.6%
I was the victim of a crime	1.2%	1.1%
I feared getting a low performance evaluation because of a hostile classroom environment	10.5%	11.0%
I received a low performance evaluation	5.1%	7.7%
I was singled out to represent the views of my identity group	2.4%	15.4%
I felt isolated or left out when work was required in groups	3.4%	6.6%
I felt isolated or left out because of my identity	1.6%	4.4%
Other	1.2%	5.5%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Gender Identity x Ethnicity. To further examine employees' self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct a 2 (gender identity) x 2 (ethnicity) between-subject ANOVA was conducted. Because of the small number of employees identifying as gender minority (particularly those also identifying as an ethnic minority), this ANOVA only examined differences in climate between cisgender men, cisgender women, those identifying as white, and those identifying as an ethnic minority. This ANOVA was primarily conducted to investigate a potential interaction between gender identity and ethnicity, to see if, ethnic minority cisgender men experienced climate differently than ethnic minority cisgender women. The results of this ANOVA did not reveal a significant interaction between gender identity and ethnicity, $F(1, 899) = 7.70, p = .16$. This indicates that the relationship between ethnicity and experiences with hostile behaviors did not differ between men and women. In other words, cisgender men identifying as an ethnic minority did not experience hostile behaviors differently than did cisgender women identifying as ethnic minority. See Table 70 below for the proportion of employees who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 70.
Gender Identity and Ethnicity Differences in Scores on the Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct Scale

Gender	Ethnicity	
	White <i>M (SD)</i>	Ethnic Minority <i>M (SD)</i>
Men	1.33 (1.82)	1.69 (2.34)
Women	1.22 (02.13)	2.24 (2.66)

Note. *M* = The average number of exclusionary, intimidating, offensive, and/or hostile behaviors that UW Oshkosh employees' reported experience with.

SD = The standard deviation for the number of exclusionary, hostile, intimidating, offensive, and/or hostile behaviors reported.

The survey item asked participants "Whether they had ever experienced exclusionary, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Education Level. The education level ANOVA revealed that there was not a significant effect of education level on employee’s self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(3,288) = 1.58, p = 0.20$. No trends of interest were discovered between education levels groupings. See Table 71 below for the proportion of employees who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on self-reported education level.

Table 71.
Education Level Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Education Level			
	Less than Bach.	Bach/Some Grad	Masters	Doctorate
I was the target of racial/ethnic profiling	3.5%	2.4%	0.7%	2.3%
I was the target of graffiti (e.g., event advertisements removed or defaced)	2.9%	1.4%	1.4%	3.1%
I received derogatory written comments	5.8%	2.9%	4.6%	12.0%
I received derogatory phone calls	4.1%	4.8%	3.2%	1.5%
I received derogatory/unsolicited text messages	2.3%	0.0%	0.4%	1.2%
I received derogatory/unsolicited comments on social media	1.8%	1.0%	2.1%	4.2%
I received threats of physical violence	2.3%	0.0%	0.7%	1.9%
I received derogatory/unsolicited e-mails	2.3%	1.9%	3.9%	7.3%
I was the target of physical violence	1.8%	1.0%	0.4%	0.8%
I observed others staring at me	8.8%	5.3%	4.6%	5.8%
I felt I was deliberately ignored or excluded	13.5%	10.6%	12.7%	10.8%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	5.8%	3.4%	3.2%	4.6%
I felt intimidated/bullied	17.5%	15.0%	8.5%	16.6%
I feared for my physical safety	4.7%	4.3%	3.9%	6.6%
I feared for my family’s safety	1.2%	0.0%	0.0%	2.3%
Someone assumed I was admitted or hired because I represent a particular identity group	1.8%	4.3%	1.8%	4.2%
I was the victim of a crime	2.3%	0.0%	0.4%	2.3%
I feared getting a low performance evaluation because of a hostile classroom environment	12.3%	12.1%	7.1%	12.4%
I received a low performance evaluation	5.3%	5.8%	1.8%	9.3%
I was singled out to represent the views of my identity group	1.8%	3.9%	3.2%	6.2%
I felt isolated or left out when work was required in groups	2.3%	6.3%	3.2%	4.2%
I felt isolated or left out because of my identity	1.2%	1.9%	1.4%	2.7%
Other	0.6%	2.9%	0.7%	2.7%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Religiosity. For the religiosity ANOVA, there was not a significant effect of religiosity on employee’s self-reported experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(3,282) = 0.11, p = 0.96$. No trends of interest were detected in the religiosity ANOVA. See Table 72 below for the proportion of employees who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on their self-reported religious affiliation.

Table 72.

Religiosity Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	Religiosity			
	Christian	Agnostic/ Atheist	Spiritual/ No Affil.	Other
I was the target of racial/ethnic profiling	1.9%	0.8%	3.4%	2.6%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.3%	1.6%	3.4%	4.3%
I received derogatory written comments	4.6%	7.4%	10.3%	8.7%
I received derogatory phone calls	3.1%	1.6%	4.1%	5.2%
I received derogatory/unsolicited text messages	1.3%	0.8%	0.0%	0.0%
I received derogatory/unsolicited comments on social media	1.5%	3.3%	3.4%	3.5%
I received threats of physical violence	1.7%	1.6%	0.0%	0.0%
I received derogatory/unsolicited e-mails	2.7%	6.6%	7.6%	4.3%
I was the target of physical violence	1.1%	0.8%	0.7%	0.0%
I observed others staring at me	4.8%	5.7%	6.9%	9.6%
I felt I was deliberately ignored or excluded	11.1%	10.7%	14.5%	13.9%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	2.7%	4.1%	4.1%	10.4%
I felt intimidated/bullied	12.8%	14.8%	15.9%	14.8%
I feared for my physical safety	4.6%	4.9%	3.4%	7.0%
I feared for my family’s safety	0.4%	3.3%	1.4%	0.0%
Someone assumed I was admitted or hired because I represent a particular identity group	2.3%	1.6%	4.8%	5.2%
I was the victim of a crime	1.1%	0.8%	1.4%	0.9%
I feared getting a low performance evaluation because of a hostile classroom environment	10.1%	13.9%	9.7%	12.2%
I received a low performance evaluation	5.2%	3.3%	7.6%	6.1%
I was singled out to represent the vies of my identity group	3.1%	1.6%	5.5%	7.8%
I felt isolated or left out when work was required in groups	3.8%	5.7%	2.8%	4.3%
I felt isolated or left out because of my identity	1.7%	0.8%	2.1%	3.5%
Other	1.0%	0.0%	1.4%	7.8%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior.

The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Employment Classification. Again, there was not a significant effect revealed by the ANOVA for employment classification on experiences with exclusionary, intimidating, offensive, and/or hostile conduct, $F(1,282) = 1.58, p = .15$. Despite the lack of significance, trends revealed that administrative employees reported the most experience with offensive conduct ($M = 4.80, SD = 3.65$) in comparison to other employees at UW Oshkosh ($M = 2.92, SD = 2.76$). See Table 73 below for the proportion of employees who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on employment classification.

Table 73.
Employment Classification Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Employment Classification						
	Limit. Term	Univ. Staff	Prof. Acad. Staff	Instruc. Staff	Faculty	Admin	Other
I was the target of racial/ethnic profiling	1.7%	2.2%	2.9%	0.0%	2.0%	3.3%	3.3%
I was the target of graffiti (e.g., event advertisements removed or defaced)	1.7%	3.3%	0.5%	1.7%	2.0%	6.7%	0.0%
I received derogatory written comments	3.3%	4.5%	2.9%	6.9%	12.1%	13.3%	6.7%
I received derogatory phone calls	5.0%	4.8%	2.4%	2.6%	1.5%	3.3%	3.3%
I received derogatory/unsolicited text messages	0.0%	1.1%	0.0%	0.9%	1.0%	0.0%	3.3%
I received derogatory/unsolicited comments on social media	1.7%	1.9%	0.5%	1.7%	5.0%	3.3%	3.3%
I received threats of physical violence	0.0%	1.9%	0.5%	0.0%	2.0%	3.3%	0.0%
I received derogatory/unsolicited e-mails	5.0%	2.2%	2.4%	3.4%	9.0%	3.3%	0.0%
I was the target of physical violence	1.7%	1.5%	0.5%	0.0%	1.0%	0.0%	0.0%
I observed others staring at me	6.7%	9.3%	3.9%	1.7%	5.0%	6.7%	3.3%
I felt I was deliberately ignored or excluded	13.3%	12.6%	15.0%	6.9%	9.5%	23.3%	6.7%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	5.0%	4.5%	4.3%	0.0%	5.0%	6.7%	6.7%
I felt intimidated/bullied	5.0%	18.6%	11.1%	6.0%	17.6%	23.3%	10.0%
I feared for my physical safety	3.3%	6.7%	1.9%	0.9%	7.5%	10.0%	6.7%
I feared for my family’s safety	0.0%	0.7%	0.0%	0.0%	2.5%	3.3%	0.0%
Someone assumed I was admitted or hired because I represent a particular identity group	3.3%	2.2%	4.3%	0.0%	3.5%	13.3%	0.0%
I was the victim of a crime	1.7%	1.1%	0.5%	0.0%	2.0%	3.3%	0.0%
I feared getting a low performance evaluation because of a hostile classroom environment	8.3%	14.5%	8.2%	3.4%	13.6%	10.0%	10.0%
I received a low performance evaluation	1.7%	5.6%	5.3%	2.6%	9.5%	3.3%	0.0%
I was singled out to represent the views of my identity group	3.3%	3.3%	4.8%	0.0%	6.0%	10.0%	0.0%
I felt isolated or left out when work was required in groups	1.7%	4.5%	4.3%	2.6%	4.5%	6.7%	3.3%
I felt isolated or left out because of my identity	0.0%	2.2%	1.0%	1.7%	3.0%	3.3%	0.0%
Other	3.3%	1.1%	1.0%	1.7%	3.0%	0.0%	3.3%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

Employment Status. Finally, employment status also failed to produce a significant effect, $F(1,293) = 0.60, p = .44$. See Table 74 for the proportion of employees who reported experience with each of the exclusionary, intimidating, offensive, and/or hostile conduct based on employment status.

Table 74.
Employment Status Differences in Reports of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Item	Employment Status	
	Full-time	Part-time
I was the target of racial/ethnic profiling	2.0%	2.2%
I was the target of graffiti (e.g., event advertisements removed or defaced)	2.4%	0.7%
I received derogatory written comments	6.9%	4.5%
I received derogatory phone calls	3.5%	2.2%
I received derogatory/unsolicited text messages	0.9%	0.7%
I received derogatory/unsolicited comments on social media	2.4%	2.2%
I received threats of physical violence	1.4%	0.0%
I received derogatory/unsolicited e-mails	4.4%	3.0%
I was the target of physical violence	0.9%	0.7%
I observed others staring at me	6.3%	3.7%
I felt I was deliberately ignored or excluded	12.5%	8.2%
I was the target of derogatory remarks (e.g., “that’s so gay,” “I got Jewed down,” “she’s/he’s such a _____”)	4.2%	3.7%
I felt intimidated/bullied	14.9%	9.0%
I feared for my physical safety	5.4%	2.2%
I feared for my family’s safety	0.9%	0.7%
Someone assumed I was admitted or hired because I represent a particular identity group	3.3%	1.5%
I was the victim of a crime	1.3%	0.7%
I feared getting a low performance evaluation because of a hostile classroom environment	11.3%	6.7%
I received a low performance evaluation	6.1%	1.5%
I was singled out to represent the views of my identity group	4.1%	3.0%
I felt isolated or left out when work was required in groups	4.2%	3.0%
I felt isolated or left out because of my identity	1.9%	1.5%
Other	1.8%	1.5%

Note. Numbers in table represent the proportion of each group indicating experience with the specific behavior. The survey item asked participants “Whether they had ever experienced exclusionary, harassing, intimidating, offensive, and/or hostile conduct?” by checking all options that applied.

What Were Employees' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Based On?

According to the frequency data, those who experienced exclusionary, intimidating, offensive, and/or hostile behaviors often reported that the conduct was based on their employee status. This is surprising since, there was no difference discovered in the ANOVAs between employees of differing employment statuses. This may be related to how employees interpreted the questions. Perhaps, employee's definition of "employment status" differ from how we defined it in this report. A substantial proportion of employees also reported that their experience with exclusionary, intimidating, offensive, and/or hostile behaviors was a result of "other reasons." See Table 75 below for more information relating to employee perceptions of what the exclusionary, intimidating, offensive, and/or hostile behavior was based on.

Table 75.
Employees' Reports of the Reasons behind Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Age	36	12.1%
Country of origin	5	1.7%
Education level	20	6.7%
English language proficiency/accent	6	2.0%
Ethnicity	19	6.4%
Gender	61	20.5%
Gender expression	6	2.0%
Immigrant status	2	0.7%
Learning disability	2	0.7%
Military/veteran status	1	0.3%
Parental status (e.g., having children)	6	2.0%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	15	5.1%
Physical characteristics	13	4.4%
Physical disability	6	2.0%
Political views	14	4.7%
Race	24	8.1%
Religion/spiritual status	9	3.0%
Sexual Orientation	12	4.0%
Socioeconomic status	13	14.4%
Student status (e.g., undergraduate, graduate, non-traditional)	4	1.3%
Major or subject of study	11	3.7%
Subject of research	6	2.0%
Employee status (e.g., university staff, academic staff, faculty)	86	29.0%
Other	71	23.9%

Note. UW Oshkosh employees were asked to report on "What they believed this conduct was based upon?" by checking all options that applied.

The % indicates the proportion of employees who reported each sub item out of the 297 that reported experience with hostile behaviors.

Employees were instructed to check all that apply.

Where Did Employees' Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Occur?

Among those experiencing exclusionary, intimidating, offensive, and/or hostile behaviors, the majority of employees reported that this behavior occurred while working at a campus job. Qualitative analysis of the “other, please specify” option revealed that four employees indicated it occurred during an “annual performance review” and 10 indicated “via e-mail.” See Table 76 below for more information pertaining to where exclusionary, intimidating, offensive, and/or hostile behaviors occurred.

Table 76.
Employees' Reports of Where Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior Occurred.

Item	N	%
In a class	22	7.4%
While working at a campus job	118	39.7%
While walking on campus	24	8.1%
In a residence hall	6	2.0%
In a fraternity/sorority house	1	0.3%
In a University dining facility	5	1.7%
In a campus office	70	23.6%
In a faculty office	24	8.1%
In a public space on campus	35	11.8%
In a meeting with one other person	44	14.8%
In a meeting with a group of people	70	23.6%
In off-campus housing	1	0.3%
In athletic facilities	6	2.0%
Off campus	13	4.4%
Online	25	8.4%
In a text message	1	0.3%
Other	35	11.8%

Note. UW Oshkosh employees were asked to indicate “Where the conduct occurred?” by checking all options that applied.

The % indicates the proportion of employees who reported each sub item out of the 297 that reported experience with hostile behaviors.

How Did Employees React to Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

Of the employees reporting experience with exclusionary, intimidating, offensive, and/or hostile behaviors, most employees reported reacting to this behavior by feeling angry or by feeling intimidated. See Table 77 below for more information pertaining to employees' reactions to exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 77.
Employees' Reactions to Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
I felt embarrassed	82	27.6%
I felt intimidated	128	43.1%
I told a friend	91	30.6%
I avoided the person who harassed me	73	24.6%
I confronted the harasser at the time	33	11.1%
I ignored it	59	19.9%
I was angry	134	45.1%
I was afraid	56	18.9%
I left the situation immediately	17	5.7%
I didn't know who to go to	36	12.1%
I confronted the harasser later	22	7.4%
I made a complaint to a campus employee/official	67	22.6%
I filled out a bias-incident report	7	2.4%
I felt somehow responsible	27	9.1%
I didn't report it for fear of retaliation	60	20.2%
It didn't affect me at the time	11	3.7%
I sought support from a counseling center	11	3.7%
I sought support from another resource on campus	23	7.7%
I did report it but my complaint was not taken seriously	28	9.4%
I didn't report it for fear that my complaint would not be taken seriously	38	12.8%
Other	40	13.5%
"Other please specify" responses revealed that five employees reacted by "reporting the conduct to a supervisor/dean/chair" and three who "left their position."		

Note. UW Oshkosh employees were asked to "Select their reactions to experiencing this conduct" and were asked to check all that apply.

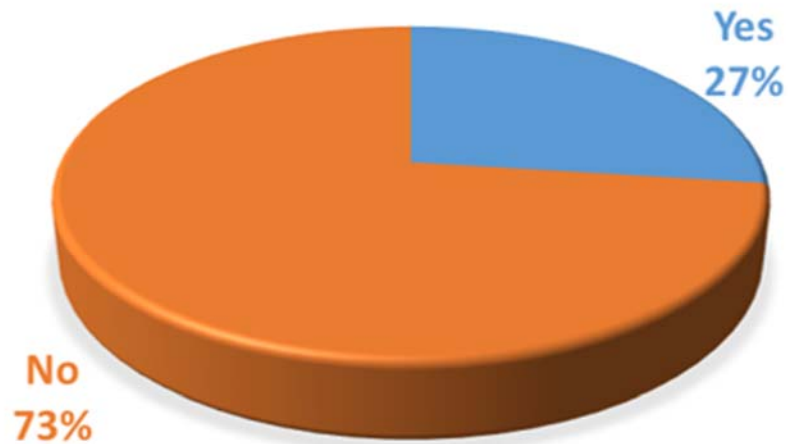
The % indicates the proportion of employees who reported each sub item out of the 297 that reported experience with hostile behaviors.

Employees were instructed to check all that apply.

Did Employees Report Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

Of the 297 employees experiencing exclusionary, intimidating, offensive, and/or hostile behaviors 26.9% indicated that they had reported this incident. See Figure 7 below for a graphical representation.

Figure 7.
Graphical Representation of the Proportion of Employees Reporting Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors



How Did Employees Report Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

To gain a better understanding of how employees handled experiences with exclusionary, intimidating, offensive, and/or hostile behaviors, they were asked about how they reported such experiences. Of the options listed, the majority of employees indicated that they reported the offense to their supervisor or to someone falling under the category of “other.” See Table 78 below for more information pertaining to how employees’ reported experience with exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 78.
How Employees’ Reported Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Bias Incident Report Form	0	0.0%
Office of Equity and Affirmative Action	11	13.8%
Dean of Students	10	12.5%
Chair of the Department	12	15.0%
Supervisor	41	51.3%
Dean of my College	9	11.3%
Office of Academic Support of Inclusive Excellence	1	1.3%
Human Resources	13	4.4%
Other	23	28.8%
“Other please specify” responses revealed that four employees classified as “other” indicated “reporting the conduct to the police.”		

Note. UW Oshkosh employees were asked to respond to the following item: “I reported this conduct through:” Respondents were asked to check all options that applied.

The % denotes the proportion of employees who reported each sub item out of the 80 who indicated reporting the conduct.

Employees were instructed to check all that apply.

Employees' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

In addition to their experiences, employees were also asked to report on whether they had ever observed or been made aware of exclusionary, intimidating, offensive, and/or hostile behaviors occurring on campus. A total of 235 employees reported having observed an exclusionary behavior in the past. The majority of the employees who reported observing an incident described witnessing someone being “stared at because of their identity” or observing someone being the “target of derogatory remarks because of their identity.” See Table 79 below for more information pertaining to how employees reported observing exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 79.
Employees' Observations of Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behavior

Item	N	%
Someone receiving derogatory written comments because of their identity	61	6.3%
Someone receiving derogatory phone calls because of their identity	8	0.8%
Someone receiving derogatory/unsolicited text messages because of their identity	12	1.2%
Someone receiving derogatory/unsolicited messages on social media	41	4.2%
Someone receiving threats of physical violence	35	3.6%
Someone receiving derogatory/unsolicited e-mails because of their identity	18	1.9%
Someone being the target of physical violence	39	4.0%
Someone being stared at because of their identity	81	8.4%
Someone being deliberately ignored or excluded because of their identity	63	6.5%
Someone being the target of derogatory remarks because of their identity	84	8.7%
Someone being intimidated/bullied because of their identity	71	7.3%
Someone fearing for their physical safety because of their identity	45	4.7%
Someone fearing for their family's safety because of their identity	9	0.9%
The assumption that someone was admitted or hired because of their identity	60	6.2%
Someone being the victim of a crime because of their identity	24	2.5%
Someone receiving a poor grade because of a hostile classroom environment	30	3.1%
Someone receiving a low performance evaluation because of their identity	29	3.0%
Someone singled out as the “resident authority” due to their identity	61	6.3%
Someone isolated or left out when work was required in groups because of their identity	37	3.8%
Someone isolated or left out because of their identity	40	4.1%
Someone isolated or left out because of their socioeconomic status	20	2.1%
Other	11	1.1%
None of the above	372	38.5%

Note. UW Oshkosh employees were asked to respond to the following question “Please check if you have observed or personally been made aware of any of the following exclusionary, harassing, intimidating, offensive, and/or hostile behaviors toward a person or group on campus.” Respondents were asked to check all that apply.

Employees' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors and where they Occurred

Those observing exclusionary, offensive, and/or hostile behaviors were also asked to identify the location in which they witnessed this behavior. The location in which the most employees reported witnessing such acts was in the classroom environment and while working a campus job. See Table 80 below for more information pertaining to where observations of exclusionary, intimidating, offensive, and/or hostile behaviors occurred.

Table 80.
Where Employees' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Occurred

Item	N	%
In a class	68	28.9%
While working at a campus job	61	26.0%
While walking on campus	42	17.9%
In a residence hall	35	14.9%
In a fraternity/sorority house	3	1.3%
In a university dining facility	1	0.4%
In a campus office	39	16.6%
In a faculty office	12	5.1%
In a public space on campus	45	19.1%
In a meeting with one other person	17	0.7%
In a meeting with a group of people	30	12.8%
In off-campus housing	7	3.0%
In athletic facilities	2	.9%
Off campus	27	11.5%
Online	18	7.7%
In a text message	6	2.6%
Other	11	4.7%

Note. UW Oshkosh employees were asked to indicate "Where the observed conduct occurred?" by checking all options that applied.

The proportions were not included because it was unclear how many employees observed this type of conduct. Employees were instructed to check all that apply.

Employees' Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors and what they were Based on

Employees indicating that they had observed exclusionary, offensive, and/or hostile behaviors were then asked to identify what the offensive incident was based on. The majority of employees reported the source of the offensive behavior to be related to their gender, race, English language proficiency, gender expression, and sexual orientation. See Table 81 below for more information pertaining to what observations of exclusionary, intimidating, offensive, and/or hostile behaviors were based on.

Table 81.
What Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors Were Based On

Item	N	%
Age	18	7.7%
Country of origin	17	7.2%
Educational level	14	6.0%
English language proficiency/accent	12	5.1%
Ethnicity	46	19.6%
Gender	65	27.7%
Gender expression	47	20.0%
Immigrant status	7	3.0%
Learning disability	14	6.0%
Military/veteran status	1	0.4%
Parental status (e.g., having children)	2	0.9%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	16	6.8%
Physical characteristics	27	11.5%
Physical disability	5	2.1%
Political views	13	5.5%
Race	70	29.8%
Religion/spiritual status	7	3.0%
Sexual orientation	46	19.6%
Socioeconomic status	9	3.8%
Student status (e.g., undergraduate, graduate, non-traditional)	16	6.8%
Major or subject of study	0	0.0%
Subject of research	3	1.3%
Employee status(e.g., university staff, academic staff, faculty)	24	10.2%
Other	21	8.9%

Note. UW Oshkosh employees were asked to report on "What they believed the conduct they observed was based upon?" by checking all options that applied.

The proportions were not included because it was unclear how many employees observed this type of conduct.

Employees were instructed to check all that apply.

Employees' Reactions to Observing Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Additionally, employees that had observed exclusionary, intimidating, offensive, and/or hostile behaviors were asked to report how they responded. The majority of employees reported that they “assisted the person directly affected by the conduct.” In addition, a substantial proportion also reported that they “felt angry” and “embarrassed.” See Table 82 below for more information pertaining to employees’ reactions to observing exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 82.
Reactions to Observing Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Item	N	%
I felt embarrassed	44	18.7%
I felt intimidated	16	6.8%
I told a friend	20	8.5%
I avoided the person who harassed them	14	6.0%
I confronted the harasser at the time	25	10.6%
I ignored it	12	5.1%
I was angry	70	29.8%
I was afraid	14	6.0%
I left the situation immediately	4	1.7%
I didn't know who to go to	14	6.0%
I felt uncomfortable	52	22.1%
I confronted the harasser later	12	5.1%
I made a complaint to a campus employee/official	34	14.5%
I assisted the person directly affected by the conduct	103	43.9%
I felt somehow responsible	11	4.7%
I didn't report it for fear of retaliation	14	6.0%
It didn't affect me at the time	9	3.8%
I sought support from the counselling center	2	0.9%
I filled out a bias incident report	5	2.1%
I sought support from another resource on campus	8	3.4%
I did report it but my complaint was not taken seriously	11	4.7%
I didn't report it for fear that my complaint would not be taken seriously	8	3.4%
I didn't know what to do	20	8.5%
Other	39	16.6%
“Other please specify responses included two employees that reacted by “encouraging the individual to complete an incident report.”		

Note. UW Oshkosh employees were asked to “Select their reactions to observing this conduct” and were asked to check all that apply.

The proportions were not included because it was unclear how many employees observed this type of conduct.

Employees were instructed to check all that apply.

How Did Employees’ Report Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors?

To gain a better understanding of how employees handled observations of exclusionary, intimidating, offensive, and/or hostile behaviors, they were asked about whether they reported such observations. Sixty employees indicated that they reported their observations of such behaviors.

When asked to provide information about how they reported observations of exclusionary, intimidating, offensive, and/or hostile behaviors, employees most frequently indicated reporting their observations to their supervisor or to the Dean of Students Office. See Table 83 below for more information pertaining to how employees reported observations of exclusionary, intimidating, offensive, and/or hostile behaviors.

Table 83.
How Employees Report Observations of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Item	N	%
Bias Incident Report Form	11	18.3%
Office of Equity and Affirmative Action	7	11.7%
Dean of Students	15	25.0%
Chair of the Department	11	18.3%
Supervisor	20	33.3%
Dean of my College	4	6.7%
Office of Academic Support of Inclusive Excellence	4	6.7%
Human Resources	5	8.3%
Other	12	20.0%
“Other, please specify” responses revealed two employees who reported the incident to “res. life.”		

Note. UW Oshkosh employees were asked to respond to the following item: “I reported this conduct through:” Respondents were asked to check all options that applied.

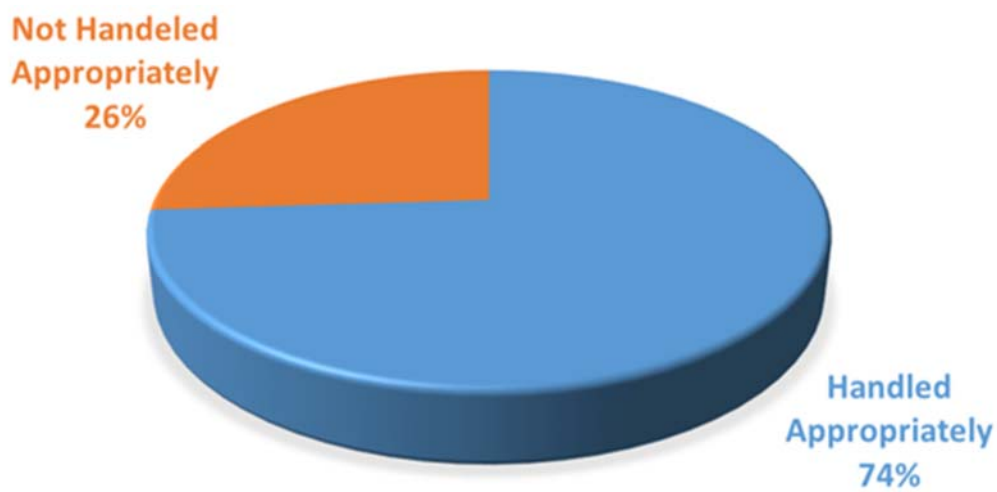
The proportions were not included because it was unclear how many employees observed this type of conduct.

Employees were instructed to check all that apply.

Effectiveness of Reports of Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

All employees reporting experience with or observations of exclusionary, intimidating, offensive, and/or hostile behaviors were asked to reflect on the ways with which their reports were handled. Most employees (74.2%) claimed that their reports were handled “appropriately,” however over a fourth (26%) reported that they were not. See Figure 8 for a graphical representation of the proportion of employees indicating that their reports were handled appropriately.

Figure 8.
Graphical Representation of the Proportion of Employees Indicating Reports Were Dealt with Appropriately



Employees Experiences with Sexual Harassment and Sexual Assault at UW Oshkosh

In addition to reporting their experiences and observations related to exclusionary, intimidating, offensive, and/or hostile behaviors, UW Oshkosh employees were also asked to reflect on their experiences with sexual harassment and sexual assault. To ensure consistency of interpretation, both of these terms were defined for participants, consistent with the definitions provided to students. Again, sexual harassment was defined as “a course of conduct whereby a person or persons engage in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.” Sexual assault was defined as “when anyone has sexual intercourse or sexual contact with a person without the consent of that person.”

Sexual Harassment. To examine experiences with sexual harassment, employees were asked (1) whether they “had been harassed in a sexual manner at UW Oshkosh” and (2) to report on “the times with which they feared being sexually harassed at UW Oshkosh.” With respect to their experiences with sexual harassment, employees were asked to report their experience using a 5-point Likert scale from 1 (never) to 5 (very often). Overall, 88.4% of employees reported “never” being the victim of sexual harassment ($M = 1.13$, $SD = 0.38$).

In addition, when asked to report on the extent to which they feared being sexually harassed (using the same response format outline above), a large majority of the employees indicated that they “never” (86.1%) feared being the victim of sexual harassment ($M = 1.19$, $SD = 0.51$) See Table 84 for more information pertaining to the percentage of employees reporting fearing being sexually harassed.

Table 84.
Employees’ Reports of Fear of Being Sexually Harassed

Item	N	%
Never	667	86.1%
Rarely	78	10.1%
Sometimes	24	3.1%
Often	6	0.8%
Very often	0	0.0%

Note. UW Oshkosh employees were asked to respond to the following item: “There are times when I fear being sexually harassed at UW Oshkosh.” Respondents were then asked to rate their fear on a scale from 1 (never) to 5 (very often).

To examine group differences in reports of fear of sexual harassment, a between subject ANOVA was conducted with the item “there are times when I fear being sexually harassed at UW Oshkosh” as the dependent variable. Results of the ANOVA revealed that employees classified as a gender minority and those with an employee classification of “other” reported the highest levels of fear of sexual harassment. See Table 85 for differences in fear of sexual harassment based on group membership.

Table 85.
Group Differences in Employees’ Reports of Fear of Sexual Harassment

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 770	13.44	<.001
Cisgender women	1.04	0.18			
Cisgender men	1.18	0.44			
Gender minority	1.40	0.55			
Sexual Orientation			1, 765	2.82	.093
Heterosexual	1.12	0.38			
Sexual minority	1.21	0.44			
Ethnicity			1, 755	3.42	.065
White	1.12	0.35			
Ethnic minority	1.21	0.57			
Education Level			3, 767	0.90	.442
Less than bachelor’s degree	1.11	0.39			
Bachelor degree/Some graduate studies	1.16	0.42			
Master’s Degree	1.11	0.34			
Doctorate	1.15	0.38			
Religiosity			3, 759	0.25	.859
Christian	1.12	0.37			
Agnostic/Atheist	1.13	0.34			
Spiritual/no affiliation	1.14	0.43			
Other	1.16	0.42			
Employment Classification			6, 758	3.24	.004
Limited Term Employee	1.13	0.41			
University Staff	1.16	0.41			
Professional Academic Staff	1.09	0.32			
Instructional Staff	1.05	0.22			
Faculty	1.14	0.37			
Administrative	1.09	0.29			
Other	1.39	0.72			
Employment Status			1, 767	1.00	.318
Full-time	1.13	0.37			
Part-time	1.17	0.46			

Note. The employee instructions read as follows: “In terms of your quality of life on campus, please indicate your level of agreement with the following items.” The items following were then averaged to create comfort scale score.

M = Average score on comfort scale; *SD* = Standard deviation of average comfort scale score;

Employees were also asked to report on the sources of their fear. Although few employees reported a fear of being sexually harassed, employees reported fearing students to the largest extent. See Table 86 for descriptive information about sources of fear.

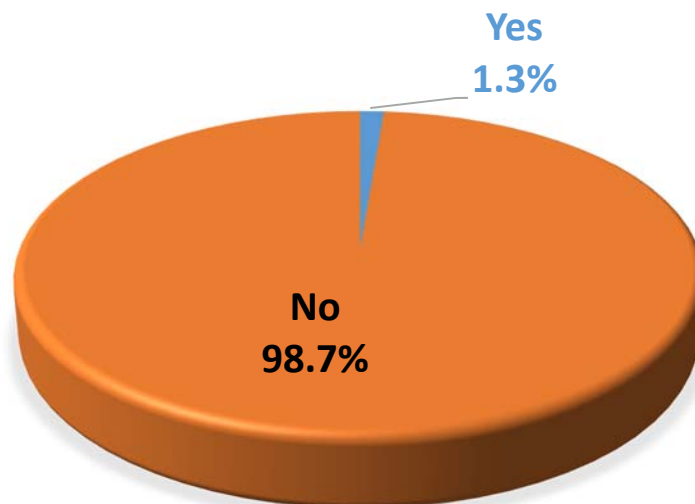
Table 86
Employees’ Reports of Sources of Fear of Sexual Harassment

Item	N	%
Administrator	13	1.3%
Faculty/Instructional Academic Staff	27	2.8%
Staff	15	1.6%
Student	34	3.5%
I don’t know	28	2.9%
Other	10	1.0%
“Other, please specify” responses revealed four employees that reported fear stemming from “general culture” and five who feared “off campus/public individuals.”		

Note. UW Oshkosh employees were asked to report on “who the source of fear was” by selecting all response options that applied. The % denotes the proportion of all employees indicating each sub item overall.

Sexual Assault. After responding to items pertaining to sexual harassment, the employees were then asked to report experiences with sexual assault (defined above). Only 10 employees (1.3%) reported being the victim of sexual assault. See Figure 9 below for a graphical representation of the proportion of employees reporting experiencing sexual assault.

Figure 9.
Graphical Representation of the Proportion of Employees Reporting Experience with Sexual Assault



Of those ten employees, the majority reported that it had occurred about three years ago (33.3%) or more than 6 years ago (33.3%). Equal numbers of employees reported the assault occurring both on and off campus. See Table 87 and 88 for descriptive information about when and where the sexual assault occurred.

Table 87.
When the Sexual Assault Occurred

Item	%
Less than 1 year ago	22.2%
1 year ago	0.0%
2 years ago	0.0%
3 years ago	33.3%
4 years ago	0.0%
5 years ago	11.1%
More than 6 years ago	33.3%

Note. UW Oshkosh employees were asked to report on “when the assault occurred.” The % denotes the proportion of employees who reported each sub item out of the 10 who indicated experience with sexual assault. Employees were instructed to check all that apply.

Table 88.
Where the Sexual Assault Occurred

Item	%
Off-Campus	33.3%
On-Campus	33.3%
Other	0.0%

Note. UW Oshkosh employees were asked to report on “when the assault occurred.” The % denotes the proportion of employees who reported each sub item out of the 10 who indicated experience with sexual assault. Employees were instructed to check all that apply.

Among the 10 employees who reported being sexually assaulted, the majority reported that a “student” was responsible for the assault. See Table 89 for more information on the source of the assault.

Table 89.
Employees’ Reports of Those Who Committed the Sexual Assault

Item	%
Administrator	0.0%
Faculty/Instructional academic staff	0.0%
Staff	11.1%
Student	33.3%
I don’t know	11.1%
Other	22.2%
“Other, please specify” responses revealed two employees who identified a “community member” perpetrator.	

Note. UW Oshkosh employees were asked to reflect on “who committed the assault” by checking options all that applied.

The % denotes the proportion of employees who reported each sub item out of the 10 who indicated experience with sexual assault.

Employees were instructed to check all that apply.

Again, very few employees reported experience with sexual assault. However, among the ten that did, the most frequent reaction was “not telling anyone.” See Table 90 for more information on employees’ reactions relating to experiencing sexual assault.

Table 90.
Reactions to Experiencing Sexual Assault

Item	%
I sought support from off-campus hot-line/advocacy services	10.0%
I told a friend	10.0%
I told a family member	0.0%
I sought support from the counselling center	0.0%
I sought support from the Victim Advocate on campus	0.0%
I sought support from another campus resource	0.0%
I contacted university police	10.0%
I contacted Oshkosh police	0.0%
I contacted my supervisor or chair	0.0%
I sought support from a staff person	0.0%
I sought support from a faculty member/instructional academic staff	0.0%
I sought support from a spiritual advisor	0.0%
I sought information online	10.0%
I reported the incident through the online Bias Incident Report Form	10.0%
I reported the incident to the office of Equity and Affirmative Action	0.0%
I reported the incident to the Dean of Student’s Office	0.0%
I reported the incident and it was ignored	0.0%
I have not told anyone	20.0%
Other	0.0%

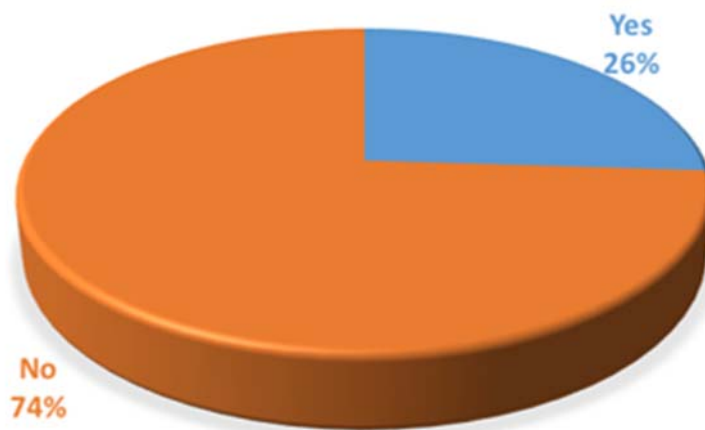
Note. UW Oshkosh employees who reported experiencing sexual assault were asked to “select their response to the incident(s)” by checking all options that applied. The % denotes the proportion of employees who reported each sub item out of the 10 who indicated experience with sexual assault. Employees were instructed to check all that apply.

To gain a better understanding of how employees handled sexual assault, they were asked about whether and how they reported their experiences. Overall, of the employees experiencing sexual assault who responded to the question, 20.0% indicated reporting the assault. Because of this the breakdown of how it was reported could not be obtained.

Employees' Observations of Unfair, Unjust, or Discriminatory Hiring Practices at UW Oshkosh

Unlike the students, employees were asked to report on their observations of unfair, unjust, or discriminatory hiring practices at UW Oshkosh (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool). The descriptive results revealed that 201 of the employees responding to this item (25.9%) responded that “yes” that they had “observed unfair, unjust, or discriminatory hiring practices at the UW Oshkosh.” See Figure 10 for a graphical representation of the proportion of employees reporting observing unfair, unjust, or discriminatory hiring practices at UW Oshkosh.

Figure 10.
Graphical Representation of the Proportion of Employees Observing Unfair, Unjust, or Discriminatory Hiring Practices at UW Oshkosh



What Employee’s Observations of Unfair, Unjust, or Discriminatory Hiring Practices Were Based On

Employees were then asked to identify what the unfair/unjust hiring practice was based on. The majority of employees reported the source of the unfair/unjust hiring practice to be related to one’s major subject of study, their ethnicity, and “other” reasons. See Table 91 below for more information pertaining to what observations of unfair, unjust, or discriminatory hiring practices were based on.

Table 91.
What Observations of Unfair, Unjust, or Discriminatory Hiring Practices Were Based On

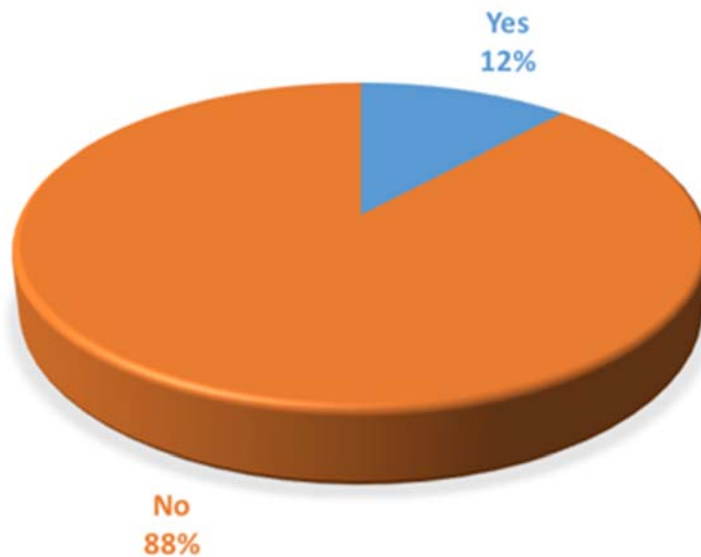
Item	N	%
Advanced experience level of the job candidate	27	13.4%
Age	32	15.9%
Country of origin	9	4.5%
Educational level	20	10.0%
English language proficiency/accent	28	13.9%
Ethnicity	60	29.9%
Gender	7	3.5%
Gender expression	7	3.5%
Immigrant status	4	2.0%
Learning disability	3	1.5%
Military/veteran status	7	3.5%
Parental status (e.g., having children)	4	2.0%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	10	5.0%
Physical characteristics	4	2.0%
Physical disability	12	6.0%
Political views	3	1.5%
Race	37	18.4%
Religion/spiritual status	2	1.0%
Sexual orientation	5	2.5%
Socioeconomic status	3	1.5%
Major or subject of study	67	33.3%
Subject of research	27	13.4%
Employee status (e.g., university staff, academic staff, faculty)	32	15.9%
Other	67	33.3%
<p>“Other, please specify” option revealed 24 employees indicating that the unfair practices were based on “favoritism/relationships with candidate,” six who indicated that the “policy was not being followed,” and three who reported the unfair practice was a result of “reverse discrimination.”</p>		

Note. UW Oshkosh employees were asked to respond to the following question: “I believe that the unfair, unjust, or discriminatory hiring practice was based upon:” by checking all sub-items that applied. The % denotes the proportion of employees who reported each sub item out of the 201 who reported observing unfair, unjust, or discriminatory hiring practices. Employees were instructed to check all that apply.

Employee's Observations of Unfair, Unjust, or Discriminatory Employment-Related Disciplinary Actions at UW Oshkosh

Employees were also asked to report on their experiences observing unfair, unjust, or discriminatory employment-related disciplinary actions at UW Oshkosh, up to and including dismissal. Ninety-one of employees who responded to the item (11.8%) indicated that they had observed these unfair/unjust disciplinary action. See Figure 11 for a graphical representation of the proportion of employees reporting observing unfair, unjust, or discriminatory employment-related disciplinary actions at UW Oshkosh.

Figure 11.
Graphical Representation of the Proportion of Employees Observing Unfair, Unjust, or Discriminatory Employment-Related Disciplinary Actions at UW Oshkosh



What Employees' Observations of Unfair, Unjust, or Discriminatory Employment-Related Disciplinary Actions Were Based On

Employees were then asked to identify what the unfair/unjust disciplinary actions was based on. The majority of employees reported the source of the unfair/unjust hiring practice to be age, gender, campus status (e.g., part-time status, faculty, staff, student), and “other” reasons. See Table 92 below for more information pertaining to what observations of unfair, unjust, or discriminatory hiring practices were based on.

Table 92.
What Observations of Unfair, Unjust, or Discriminatory Employment-Related Disciplinary Actions at UW Oshkosh Were Based On

Item	N	%
Advanced experience level of the job candidate	6	6.6%
Age	15	16.5%
Country of origin	2	2.2%
Educational level	5	5.5%
Ethnicity	5	5.5%
Gender	15	16.5%
Gender expression	0	0.0%
Immigrant status	1	1.1%
Learning disability	4	4.4%
Marital/partner status	2	2.2%
Military/veteran status	1	1.1%
Parental status (e.g., having children)	5	5.5%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	3	3.3%
Physical characteristics	5	5.5%
Political views	7	7.7%
Race	9	9.9%
Religion/spiritual status	2	2.2%
Sexual orientation	4	4.4%
Socioeconomic status	1	1.1%
Employee status (e.g., university staff, academic staff, faculty)	16	17.6%
Other	32	35.2%
“Other, please specify” responses produced two major themes. The first was related to actions related to “unpopular opinions” (4 employees) and the second was related to “the person not being liked” (5 employees).		

Note. UW Oshkosh employees were asked to respond to the following question: “I believe that the unfair, unjust, or discriminatory disciplinary action was based upon:” by checking all sub-items that applied.

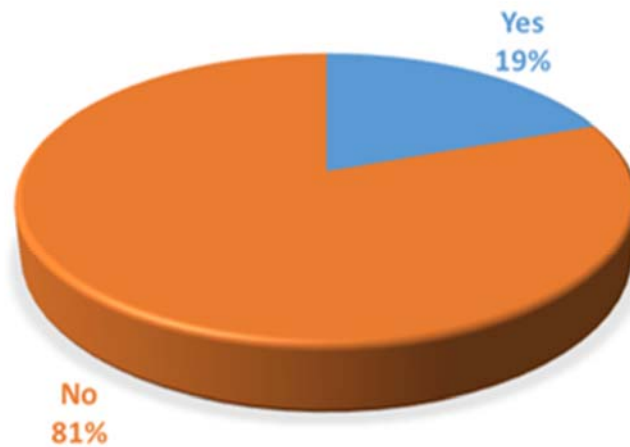
The % denotes the proportion of employees who reported each sub item out of the 91 who reported observing unfair, unjust, or discriminatory disciplinary practices.

Employees were instructed to check all that apply.

Employees' Observations of Unfair, Unjust, or Discriminatory Behavior, Procedures, or Employment Practices Related to Promotion at UW Oshkosh

Consistent with the other unjust observations, employees were also asked to report on their experiences observing unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion at UW Oshkosh. A total of 150 of the employees who responded to the item (19.4%) indicated that they had observed these unfair/unjust employment practices related to promotion. See Figure 12 for a graphical representation of the proportion of employees reporting observing unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion.

Figure 12.
Graphical Representation of the Proportion of Employees Observing Unfair, Unjust, or Discriminatory Behavior, Procedures, or Employment Practices Related to Promotion at UW Oshkosh



What Employee’s Observations of Unfair, Unjust, or Discriminatory Behavior, Procedures, or Employment Practices Related to Promotion Were Based On

Like above, employees were then asked to identify what the unfair/unjust employment practices related to promotion were based on. The majority of employees reported the source of the unfair/unjust hiring practice to be related to gender, nearly three times higher than the second most endorsed reasons. Following gender was campus status (e.g., part-time status, faculty, staff, student), and “other” reasons. See Table 93 below for more information pertaining to what observations of unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion at UW Oshkosh were based on.

Table 93.
What Observations of Unfair, Unjust, or Discriminatory Behavior, Procedures, or Employment Practices Related to Promotion Were Based On

Item	N	%
Advanced experience level of the job candidate	14	9.3%
Age	18	12.0%
Country of origin	5	3.3%
Educational level	13	8.7%
Ethnicity	17	11.3%
Gender	46	30.1%
Gender expression	2	1.3%
Gender Identity	1	0.7%
Immigrant status	1	0.7%
Learning disability	2	1.3%
Marital/partner status	2	1.3%
Military/veteran status	0	0.0%
Parental status (e.g., having children)	7	4.7%
Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)	3	2.0%
Physical characteristics	7	4.7%
Political views	10	6.7%
Race	17	11.3%
Religion/spiritual status	1	0.7%
Sexual orientation	5	3.3%
Socioeconomic status	3	2.0%
Employee status (e.g., university staff, academic staff, faculty)	22	14.7%
Other	58	38.7%
For the “other please specify” responses, “Favoritism” was by far the most commonly reported response (23 employees).		

Note. UW Oshkosh employees were asked to respond to the following question: “I believe that the unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion at UW Oshkosh was based upon:” by checking all sub-items that applied.

The % denotes the proportion of employees who reported each sub item out of the 150 who reported observing unfair, unjust, or discriminatory promotional practices.

Employees were instructed to check all that apply.

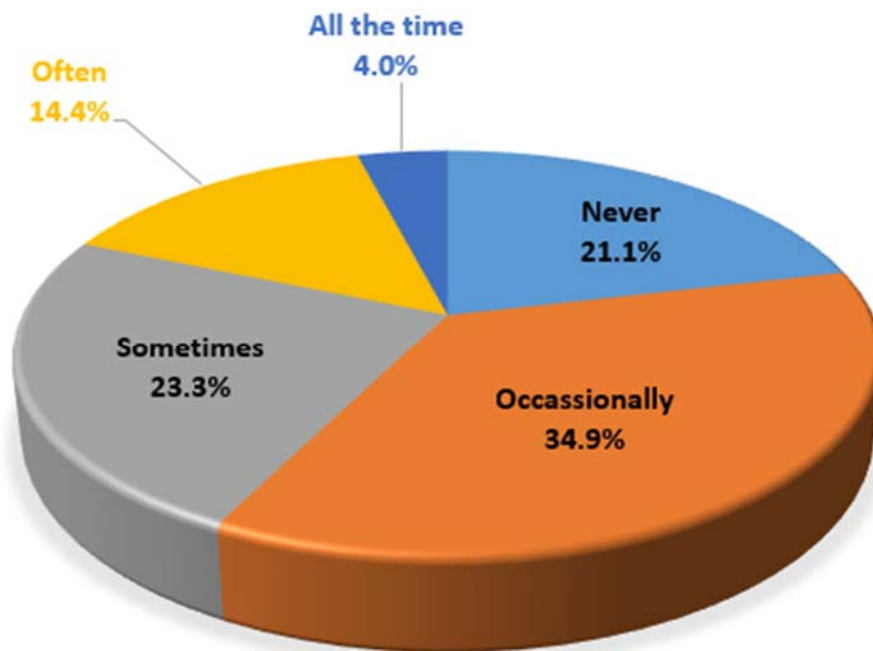
CAMPUS CLIMATE STUDY EMPLOYEE'S PERCEPTIONS

CAMPUS CLIMATE STUDY – EMPLOYEE’S PERCEPTIONS

Employees Intentions to Leave UW Oshkosh

All UW Oshkosh employees were asked to report on the extent to which they “have ever considered leaving the University of Wisconsin Oshkosh” using a 1 (“never”) to 5 (“all of the time”) scale. Employees reported a mean of 2.39 ($SD = 1.09$) to this item, indicating that employees “occasionally” to “sometimes” consider leaving UW Oshkosh. See Figure 13 for a graphical representation of thoughts/ intentions to leave UW Oshkosh.

Figure 13.
Graphical Representation of the Proportion of Employees Who Have Considered Leaving UW Oshkosh



Employee’s Reports of Campus Climate

The “Reports of Campus Climate Scale” (RCCS) was created by taking the mean rating from 21 sub items that asked employees to report on their “perceptions of campus climate by indicating their level of agreement.” Overall, employees most positive reports were of their ability to “successfully adjust to life at UW Oshkosh.” However, the most negative reports were related to other’s speech and efforts made by the university to understand others who are “different.” Table 94 below displays the average response from all employees for each item on the RCCS.

Table 94.
Employees’ Reports of Items in the Reports of Campus Climate Scale

Item	N	%
I belong to a community at UW Oshkosh	638	70.6%
Others on campus respect me	702	77.7%
People act in a positive manner towards me	762	84.4%
There is a good level of understanding between myself and others at UW Oshkosh	671	74.3%
I have a lot in common with others at UW Oshkosh	553	61.1%
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	447	49.5%
I have successfully adjusted to life at UW Oshkosh	758	84.4%
I have built a good support network here	622	69.1%
The University provides sufficient new ideas and leadership	477	53.0%
Myself and my interests are represented well in campus leadership	393	43.6%
There is a disconnect between my home culture and the culture at UW Oshkosh	177	19.7%
Language gaps exist that impede understanding between people at UW Oshkosh	128	13.3%
I have been isolated or marginalized at UW Oshkosh	153	17.0%
I have been offended by someone else’s speech	295	33.0%
I have been singled out to represent the views of my identity group	78	8.7%
Events, performances, and speakers on campus reflect my interests	382	42.8%
The University makes adequate efforts to involve students in event planning	435	48.5%
There are organizations on campus that match my interests	416	46.5%

Note. UW Oshkosh employee instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items” With response options ranging from 1 (“strongly agree”) to 5 (“strongly disagree”).

The higher the RCCS scores the more negative the perceptions.

N= The number of employees that indicated either “strongly agree” or “agree.”

% = The proportion of employees that indicated either “strongly agree” or “agree.”

The average score on the RCCS was 2.44 ($SD = 0.62$) out of a potential 5.00, indicating that, on average, employee's reports of campus climate were satisfactory. Higher scores on the RCCS indicated less satisfactory perceptions in comparison to lower scores. To examine differences in RCCS scores, a between-subject ANOVA was conducted with variety of demographics variables of interest. Consistent with findings from the student report, the ANOVAs revealed that employees identifying as part of a minority group had the most negative reports of campus climate in comparison to their non-minority counterparts. However, contrary to student results, ethnic minority employees reported the MOST negative perceptions of campus in comparison to any other group.

Gender Identity. The ANOVA failed to reveal a significant effect of gender identity on reports of climate at UW Oshkosh, $F(1, 895) = 1.61, p = .20$. Although there was not a significant effect of gender, cisgender women ($M = 2.46, SD = 0.63$) reported more dissatisfaction with the climate than cisgender men ($M = 2.40, SD = 0.59$). Although the sample size for gender minority employees was not large enough to assess statistically, trends revealed that gender minority employees reported the most dissatisfaction ($M = 2.48, SD = 0.65$) with the climate in comparison to both cisgender men and women. See Table 95 below for gender identity differences for each item on the RCCS scale.

Table 95.
Differences in Reports of Climate by Gender Identity

Item	Gender Identity		
	Cisgender Women	Cisgender Men	Gender Minority
I belong to a community at UW Oshkosh	2.27	2.29	1.83
Others on campus respect me	2.02	2.19	1.83
People act in a positive manner towards me	1.92	2.03	1.83
There is a good level of understanding between myself and others at UW Oshkosh	2.14	2.22	2.50
I have a lot in common with others at UW Oshkosh	2.38	2.43	2.83
People at UWO make sufficient efforts to understand others who are different from themselves	2.66	2.74	2.67
I have successfully adjusted to life at UWO	1.95	2.03	2.17
I have built a good support network here	2.24	2.26	1.33
The University provides sufficient new ideas and leadership	2.66	2.62	2.00
Myself and my interests are well represented well in campus leadership	2.78	2.83	2.67
There is a disconnect between my home culture and the culture at UW O R	2.61	2.50	3.20
Language gaps exist that impede understanding between people at UW O R	2.34	2.55	3.25
I have been isolated or marginalized at UW O R	2.18	2.72	2.66
I have been offended by someone else's speech R	2.48	2.76	3.33
I have been singled out to represent views of my identity group R	1.89	1.98	2.67
Events, performances, and speakers represent my interests	2.96	2.75	3.00
The university makes adequate efforts to involve students in event planning	2.79	2.80	2.67
There are student organizations on campus that match my interests	2.86	2.88	2.83

Note. The employee instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree").

The higher the RCCS scores the more negative the perceptions.

Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Sexual Orientation. Again, the ANOVA failed to reveal a significant effect of sexual orientation on reports of campus climate, $F(1,890) = 3.33, p = .07$. However, descriptive trends indicated that sexual minority employees reported more negative perceptions of UW Oshkosh ($M = 2.55, SD = 0.63$) than heterosexual employees ($M = 2.42, SD = 0.61$). See Table 96 below for sexual orientation differences for each item on the RCCS scale.

Table 96.
Differences in Reports of Climate by Sexual Orientation

Item	Sexual Orientation	
	Hetero	Sexual Minority
I belong to a community at UW Oshkosh	2.28	2.22
Others on campus respect me	2.12	2.13
People act in a positive manner towards me	1.99	1.99
There is a good level of understanding between myself and others at UW Oshkosh	2.17	2.37
I have a lot in common with others at UW Oshkosh	2.39	2.60
People at UWO make sufficient efforts to understand others who are different from themselves	2.70	2.79
I have successfully adjusted to life at UWO	2.00	2.07
I have built a good support network here	2.23	2.32
The University provides sufficient new ideas and leadership	2.62	2.70
Myself and my interests are well represented well in campus leadership	2.78	3.06
There is a disconnect between my home culture and the culture at UWO R	2.51	2.85
Language gaps exist that impede understanding between people at UWO R	2.41	2.67
I have been isolated or marginalized at UWO R	2.21	2.53
I have been offended by someone else's speech R	2.61	2.63
I have been singled out to represent views of my identity group R	1.92	2.74
Events, performances, and speakers represent my interests	2.84	3.02
The university makes adequate efforts to involve students in event planning	2.80	2.74
There are student organizations on campus that match my interests	2.86	3.02

Note. The employee instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree").

The higher the RCCS scores the more negative the perceptions.

Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Ethnicity. There was a significant effect of ethnicity on employee’s reports of campus climate at UW Oshkosh, $F(1,1792) = 19.16, p < .001$, indicating that ethnic minority employees had more negative reports of campus climate ($M = 2.71, SD = 0.74$) than did employees identifying as white ($M = 2.41, SD = 0.60$). See Table 97 below for differences in responses on the items of the RCCS based on ethnicity.

Table 97.
Differences in Reports of Climate by Ethnicity

Item	Ethnicity	
	White	Ethnic Minority
I belong to a community at UW Oshkosh	2.23	2.70
Others on campus respect me	2.12	2.22
People act in a positive manner towards me	1.98	2.12
There is a good level of understanding between myself and others at UW Oshkosh	2.17	2.38
I have a lot in common with others at UW Oshkosh	2.37	2.71
People at UWO make sufficient efforts to understand others who are different from themselves	2.69	2.89
I have successfully adjusted to life at UWO	1.99	2.11
I have built a good support network here	2.24	2.24
The University provides sufficient new ideas and leadership	2.61	2.79
Myself and my interests are well represented well in campus leadership	2.77	3.14
There is a disconnect between my home culture and the culture at UWO R	2.49	3.28
Language gaps exist that impede understanding between people at UWO R	2.44	2.22
I have been isolated or marginalized at UWO R	2.20	2.64
I have been offended by someone else’s speech R	2.68	2.78
I have been singled out to represent views of my identity group R	1.88	2.55
Events, performances, and speakers represent my interests	2.81	2.95
The university makes adequate efforts to involve students in event planning	2.78	3.10
There are student organizations on campus that match my interests	2.82	3.35

Note. The employee instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items...” from 1 (“strongly agree”) to 5 (“strongly disagree”).

The higher the RCCS scores the more negative the perceptions.

Those reporting 6 (I don’t know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Gender Identity x Ethnicity. To further examine employees' reports of climate on campus a 2 (gender identity) x 2 (ethnicity) between-subject ANOVA was conducted. Again, because of the small number of employees identifying as gender minority (particularly those also identifying as an ethnic minority), this ANOVA only examined differences in climate between cisgender men, cisgender women, those identifying as white, and those identifying as an ethnic minority. This ANOVA was primarily conducted to investigate a potential interaction between gender identity and ethnicity, to see if, perhaps, ethnic minority cisgender men reported different perceptions of climate than did ethnic minority cisgender women. Consistent with the experiences analyses, the results of this ANOVA did not reveal a significant interaction between gender identity and ethnicity, $F(1, 877) = 6.79, p = .98$. This indicates that the relationship between ethnicity and reports of climate did not differ between men and women. In other words, cisgender men identifying as an ethnic minority did not perceive the climate at UW Oshkosh differently than did cisgender women identifying as ethnic minority. See Table 98 below for the proportion of employees who experience exclusionary, intimidating, offensive, and/or hostile conduct based on their ethnicity.

Table 98.
Gender Identity and Ethnicity Differences in Reports of Climate

Gender	Ethnicity	
	White <i>M (SD)</i>	Ethnic Minority <i>M (SD)</i>
Men	2.42 (0.60)	2.72 (0.81)
Women	2.37 (0.59)	2.67 (0.57)

Note. M = The average scores on the RCCS.

SD = The standard deviation for RCCS scores.

The instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The higher the RCCS scores the more negative the perceptions.

Education Level. The ANOVA also revealed a significant effect of education level on reports of campus climate at UW Oshkosh, $F(3,898) = 3.76, p = .01$. Descriptive statistics revealed that employees with less education reported more negative perceptions of the climate than those with more education. In particular, the average RCCS score for those with less than a bachelor's degree was 2.54 ($SD = 0.66$), a bachelor's degree was 2.48 (0.59), a Master's degree was 2.35 ($SD = 0.57$), and a doctoral degree was 2.43 ($SD = 0.64$). These results revealed that those with a Master's degree had the most positive perceptions of climate. See Table 99 below for differences in responses on the items of the RCCS based on education level.

Table 99.
Differences in Reports of Climate by Education Level

Item	Education Level			
	Less than Bach.	Bach/Some Grad	Masters	Doctorate
I belong to a community at UW Oshkosh	2.38	2.30	2.22	2.26
Others on campus respect me	2.22	2.28	2.04	2.06
People act in a positive manner towards me	2.14	2.01	1.93	1.95
There is a good level of understanding between myself and others at UW Oshkosh	2.30	2.24	2.10	2.19
I have a lot in common with others at UW Oshkosh	2.65	2.40	2.27	2.42
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	2.73	2.70	2.61	2.84
I have successfully adjusted to life at UW Oshkosh	2.23	2.01	1.88	2.00
I have built a good support network here	2.46	2.21	2.05	2.34
The University provides sufficient new ideas and leadership	2.64	2.74	2.56	2.63
Myself and my interests are well represented well in campus leadership	3.01	2.96	2.56	2.68
There is a disconnect between my home culture and the culture at UW Oshkosh	2.78	2.58	2.71	2.64
Language gaps exist that impede understanding between people at UW Oshkosh	2.62	2.532	2.31	2.44
I have been isolated or marginalized at UW Oshkosh	2.34	2.22	2.41	2.36
I have been offended by someone else's speech	2.61	2.63	2.11	2.70
I have been singled out to represent views of my identity group	1.97	2.05	2.67	1.91
Events, performances, and speakers represent my interests	3.14	2.93	1.93	2.73
The university makes adequate efforts to involve students in event planning	2.72	2.90	2.66	2.75
There are student organizations on campus that match my interests	2.92	2.92	2.92	2.92

Note. The employee instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses. The higher the RCCS scores the more negative the perceptions. The numbers in the table represent the mean response to each item for each group. R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Religiosity. The ANOVA comparing the four religiosity groups revealed a significant effect of religiosity, $F(3,884) = 5.13, p = .002$. The employees identifying as “spiritual/no affiliation” had the most negative reports of climate ($M = 2.59, SD = 0.62$), followed by those classified in the “other” category ($M = 2.50, SD = 0.57$), then by those identifying as “agnostic/atheist” ($M = 2.41, SD = 0.62$). The Christian category had the most positive reports of climate ($M = 2.38, SD = 0.61$). See Table 100 below for religiosity differences in responses on the items of the RCCS.

Table 100.
Differences in Reports of Climate by Religiosity

Item	Religiosity			
	Christian	Agnostic/ Atheist	Spiritual/ No Affil.	Other
I belong to a community at UW Oshkosh	2.23	2.14	2.47	2.36
Others on campus respect me	2.08	2.12	2.36	2.07
People act in a positive manner towards me	1.96	1.92	2.13	1.99
There is a good level of understanding between myself and others at UW Oshkosh	2.15	2.22	2.13	2.16
I have a lot in common with others at UW Oshkosh	2.33	2.36	2.34	2.16
People at UW O make sufficient efforts to understand others who are different from themselves	2.62	2.79	2.60	2.53
I have successfully adjusted to life at UW O	1.95	2.03	2.84	2.82
I have built a good support network here	2.18	2.34	2.12	2.06
The University provides sufficient new ideas and leadership	2.52	2.74	2.39	2.22
Myself and my interests are well represented well in campus leadership	2.74	2.90	2.89	2.63
There is a disconnect between my home culture and the culture at UW O R	2.46	2.48	3.01	2.76
Language gaps exist that impede understanding between people at UW O R	2.42	2.40	2.71	2.71
I have been isolated or marginalized at UW O R	2.15	2.22	2.54	2.70
I have been offended by someone else’s speech R	2.62	2.58	2.71	2.72
I have been singled out to represent views of my identity group R	1.90	1.86	2.03	2.85
Events, performances, and speakers represent my interests	2.87	2.56	2.89	2.20
The university makes adequate efforts to involve students in event planning	2.74	2.81	2.88	2.79
There are student organizations on campus that match my interests	2.81	2.86	3.02	2.97

Note. The employee instructions read as follows: “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items...” from 1 (“strongly agree”) to 5 (“strongly disagree”). Those reporting 6 (I don’t know) were omitted from the analyses.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table us prior to the reversing process.

Employment Classification. The ANOVA did not reveal a significant effect of employment classification on reports of climate at UW Oshkosh, $F(6, 885) = 2.16, p = .06$. See Table 101 below for differences in responses on the items of the RCCS based on employment classification.

Table 101.
Differences in Reports of Climate by Employment Classification

Item	Employment Classification						
	Limit. Term	Univ. Staff	Prof. Aca. Staff	Instruct. Staff	Faculty	Admin.	Other
I belong to a community at UW Oshkosh	2.27	2.25	2.33	2.24	2.07	2.86	2.28
Others on campus respect me	2.27	2.20	2.17	2.01	2.07	1.90	2.21
People act in a positive manner towards me	2.03	2.11	1.97	1.82	1.97	1.83	2.04
There is a good level of understanding between myself and others at UW Oshkosh	2.22	2.27	2.13	2.03	2.23	2.00	2.39
I have a lot in common with others at UW Oshkosh	2.50	2.51	2.30	2.24	2.45	2.30	2.50
People at UWO make sufficient efforts to understand others who are different from themselves	2.80	2.67	2.73	2.44	2.84	2.79	2.75
I have successfully adjusted to life at UWO	1.98	2.13	1.99	1.78	2.02	1.83	2.11
I have built a good support network here	2.25	2.31	2.21	2.10	2.36	1.93	2.04
The University provides sufficient new ideas and leadership	2.61	2.77	2.63	2.34	2.66	2.55	2.61
Myself and my interests are well represented well in campus leadership	2.88	2.95	2.86	2.49	2.74	2.41	3.21
There is a disconnect between my home culture and the culture at UWO R	2.61	2.63	2.41	2.24	2.68	2.51	2.85
Language gaps exist that impede understanding between people at UWO R	2.26	2.57	2.50	2.40	2.46	2.46	2.61
I have been isolated or marginalized at UWO R	2.34	2.31	2.18	2.09	2.33	2.28	2.07
I have been offended by someone else's speech R	2.41	2.73	2.81	2.36	2.64	3.21	2.23
I have been singled out to represent views of my identity group R	2.10	2.01	2.05	1.69	1.93	2.03	1.62
Events, performances, and speakers represent my interests	2.97	3.00	2.65	2.66	2.84	2.55	2.86
The university makes adequate efforts to involve students in event planning	2.78	2.83	2.80	2.67	2.81	2.86	3.00
There are student organizations on campus that match my interests	2.75	2.79	3.01	2.69	2.89	3.21	3.21

Note. The employee instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The higher the RCCS scores the more negative the perceptions.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Employment Status: Lastly, the ANOVA assessing differences in reports climate between those with identifying as full-time and part-time employees did not reveal a significant effect, $F(1, 894) = 2.75, p = 0.10$. See Table 102 below for differences in responses on the items of the RCCS based on disability status.

Table 102.
Differences in Reports of Climate by Employment Status

Item	Employment Status	
	Full-time	Part-time
I belong to a community at UW Oshkosh	2.27	2.37
Others on campus respect me	2.12	2.20
People act in a positive manner towards me	2.01	1.95
There is a good level of understanding between myself and others at UW Oshkosh	2.21	2.14
I have a lot in common with others at UW Oshkosh	2.41	2.41
People at UW O make sufficient efforts to understand others who are different from themselves	2.73	2.60
I have successfully adjusted to life at UW O	2.02	1.92
I have built a good support network here	2.24	2.27
The University provides sufficient new ideas and leadership	2.67	2.31
Myself and my interests are well represented well in campus leadership	2.83	2.70
There is a disconnect between my home culture and the culture at UW O R	2.57	2.44
Language gaps exist that impede understanding between people at UW O R	2.49	2.38
I have been isolated or marginalized at UW O R	2.26	2.13
I have been offended by someone else's speech R	2.71	2.37
I have been singled out to represent views of my identity group R	1.96	1.86
Events, performances, and speakers represent my interests	2.84	2.71
The university makes adequate efforts to involve students in event planning	2.82	2.68
There are student organizations on campus that match my interests	2.89	2.78

Note. The employee instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The higher the RCCS scores the more negative the perceptions.

The numbers in the table represent the mean response to each item for each group.

R = Items that were reverse coded when calculating scale scores. The data presented in the table is prior to the reversing process.

Employees' Reports on the Welcoming Nature of the Climate

Employees were asked to reflect on their perceptions of how welcoming their workplace environment was. Their reports suggested that the climate on campus was least welcoming for those with disabilities and those with differing political views. See Table 103 for the extent to which employees agreed that the workplace environment is “welcoming” for employees of a variety of backgrounds.

Table 103.
Employee's Reports of the Welcoming Nature of Their Workplace

Item	N	%
Age	571	66.0%
Country of Origin	525	61.1%
Ethnicity	524	61.0%
Psychological disability status	354	44.1%
Gender	569	65.6%
Gender identity	470	54.7%
Gender expression	446	51.7%
Immigrant Status	424	49.2%
Learning disability status	443	51.6%
Marital/partner status	565	65.4%
Parental status	546	63.4%
Physical characteristics	510	59.3%
Physical disability status	453	53.8%
Political views	380	44.7%
Race	510	59.1%
Religion/spiritual status	471	54.8%
Sexual orientation	507	58.6%
Socioeconomic status	486	58.8%
Veterans/active military status	563	65.3%

Note. Employees participants were asked report the extent to which they agreed with the following statement: “The workplace climate is welcoming for employees based on their...”

N = The number of employees that indicated either “strongly agree” or “agree.”

% = The proportion of employees that indicated either “strongly agree” or “agree.”

Employee’s Reports of Comfort with UW Oshkosh, Satisfaction with UW Oshkosh, and their Quality of Life

Comfort with UW Oshkosh. Overall, employees reported feeling fairly comfortable on campus, with the majority reporting feeling “very comfortable” or “comfortable” with UW Oshkosh as a whole. However, employees’ reports of comfort were lowest when asked about their classes, with only 44.7% of employees reporting that they felt “very comfortable” or “comfortable.” See Table 104 below for descriptive information about the extent to which employees felt “very comfortable/comfortable” with each of the comfort items.

Table 104.
Employee’s Reports of Comfort with UW Oshkosh

Item	N	%
UW Oshkosh overall	683	76.5%
Department	651	71.5%
Classes	381	44.7%

Note. The employee instructions read as follows: “Overall, how comfortable are you with the climate?” With response options ranging from 1 (“very comfortable”) to 5 (“very uncomfortable”).

N= The number of employees that indicated either “very comfortable” or “comfortable.”

% = The proportion of employees that indicated either “very comfortable” or “comfortable.”

Similar to the student report, to look at employee’s overall reports of comfort with UW Oshkosh, a comfort scale was created. This was done by taking the average score across the 3 comfort items outlined above, by omitting employees who reported they had no expectations (i.e., N/A or don’t know). Scores on the comfort scale ranged from 1.00 to 5.00, with higher scores on the scale representing higher levels of discomfort overall and lower scores reflecting lower levels of discomfort at UW Oshkosh. The results from the ANOVA revealed that employees with “less than a bachelor’s degree” and those identifying as “university staff” reported the most discomfort on campus. See Table 105 for a summary of group differences in scores on the comfort scale.

Table 105.
Group Differences in Reports of Comfort at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 914	4.70	.009
Cisgender women	1.99	0.86			
Cisgender men	2.17	0.89			
Gender minority	2.17	1.13			
Sexual Orientation			1, 902	0.89	.346
Heterosexual	2.09	0.88			
Sexual minority	2.19	0.89			
Ethnicity			1, 894	0.00	.989
White	2.11	0.90			
Ethnic minority	2.11	0.76			
Education Level			3, 911	4.80	.003
Less than bachelor’s degree	2.28	1.01			
Bachelor/Some graduate studies	2.20	0.94			
Master’s	2.04	0.82			
Doctorate	2.00	0.79			
Religiosity			3, 897	0.12	.950
Christian	2.10	0.93			
Agnostic/Atheist	2.09	0.88			
Spiritual/no affiliation	2.14	0.79			
Other	2.11	0.78			
Employment Classification			6, 899	5.05	<.001
Limited Term Employee	2.21	1.00			
University Staff	2.27	0.97			
Professional Academic Staff	2.16	0.88			
Instructional Staff	1.79	0.63			
Faculty	2.03	0.79			
Administrative	1.99	0.91			
Other	1.88	.085			
Employment Status			1, 909	7.51	.006
Full-time	2.14	0.88			
Part-time	1.91	0.81			

Note. The employee instructions read as follows: “Overall, how comfortable are you with the climate.” The items following were then averaged to create comfort scale score. The higher the number the less comfortable.

M = Average score on comfort scale; SD = Standard deviation of average comfort scale score; df = Degrees of freedom for between-subject ANOVA; F = F statistics for between-subject ANOVAs; p = significance value for between-subject ANOVAs

Satisfaction with UW Oshkosh. Overall, employees reported feeling fairly satisfied on with their workplace climate, with the majority of employees reporting feeling “very satisfied” or “satisfied” with all aspects of their experiences at UW Oshkosh. However, employees’ reports of satisfaction were lowest when asked about the way their career has progressed, with only 58.8% of employees reporting that they felt “very satisfied” or “satisfied.” See Table 106 below for descriptive information about reports of satisfaction.

Table 106.
Employees’ Reports of Satisfaction with UW Oshkosh

Item	N	%
Your job at the UW Oshkosh	609	73.1
The way your career has progressed	490	58.8

Note. The employee instructions read as follows: “Overall, how satisfied are you with the climate of” With response options ranging from 1 “Very Satisfied” to 5 “Very Unsatisfied.”
N= The number of employees that indicated either “Very Satisfied” or “Satisfied.”
% = The proportion of employees that indicated either “Very Satisfied” or “Satisfied.”

In order to look at overall reports of satisfaction with UW Oshkosh, a satisfaction scale was created with the employee data. This was done by taking the average score across the two satisfaction items outlined above, after omitting employees who reported they had no expectations (i.e., N/A or don't know). Scores on the satisfaction scale ranged from 1.00 to 5.00, with higher scores on the scale representing higher levels of dissatisfaction overall and lower scores reflecting lower levels of dissatisfaction at UW Oshkosh. Consistent with previous results, employees identifying as "university staff" reported the most dissatisfaction on campus, followed by those receiving lower degrees. See Table 107 for a summary of group differences in scores on the satisfaction scale.

Table 107.
Group Differences in Reports of Satisfaction at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 914	4.70	.009
Cisgender women	1.98	0.86			
Cisgender men	2.17	0.88			
Gender minority	2.17	1.13			
Sexual Orientation			1, 902	0.89	.346
Heterosexual	2.09	0.88			
Sexual minority	2.19	0.89			
Ethnicity			1, 894	0.00	.989
White	2.11	0.90			
Ethnic minority	2.11	0.76			
Education Level			3, 911	4.80	.003
Less than bachelor's degree	2.28	1.01			
Bachelor degree/Some graduate studies	2.20	0.94			
Master's Degree	2.04	0.82			
Doctorate	2.00	0.79			
Religiosity			3, 897	0.12	.950
Christian	2.10	0.93			
Agnostic/Atheist	2.09	0.88			
Spiritual/no affiliation	2.14	0.79			
Other	2.11	0.78			
Employment Classification			6, 899	5.05	<.001
Limited Term Employee	2.11	1.00			
University Staff	2.70	0.97			
Professional Academic Staff	2.16	0.88			
Instructional Staff	1.79	0.63			
Faculty	2.03	0.79			
Administrative	1.99	0.91			
Other	1.88	0.85			
Employment Status			1, 909	7.51	.006
Full-time	2.14	0.88			
Part-time	1.91	0.81			

Note. The employee instructions read as follows: "Overall, how satisfied are you with...." The items following were then averaged to create the satisfaction scale score. The higher the score the less satisfied. *M* = Average score on comfort scale; *SD* = Standard deviation of average comfort scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs

Employees’ Reports of Quality of Life at UW Oshkosh. When asked to report on their quality of life while being employed at UW Oshkosh, most employees agreed that they had equitable access to health benefits and sufficient access to health care. The response option that was least often endorsed pertained to the diverse range of food choices offered UW Oshkosh. See Table 108 below for extent to which employees “strongly agreed/agreed” with each of the quality of life items.

Table 108.
Employee’s Reports of Quality of Life at UW Oshkosh

Item	N	%
The university provides adequate facilities for personal care	496	59.8%
The university provides sufficient weekend activities	297	36.0%
The university provides a diverse range of food choices	317	38.5%
I have equitable access to health benefits	594	72.0%
The surrounding community positively impacts my quality of life on campus	447	54.0%
I have sufficient access to health care	608	73.1%

Note. The employee instructions read as follows: “In terms of your quality of life on campus, please indicate your level of agreement with the following items.” All items were rated on a Likert-type scale with response options ranging from 1 (“strongly agree”) to 5 (“strongly disagree”).

N= The number of employees that indicated either “strongly agree” or “agree.”

% = The proportion of employees that indicated either “strongly agree” or “agree.”

A quality of life scale was created with the employee data. This was done by taking the average score across the 6 quality of life items outlined above, after omitting employees who reported they had no expectations (i.e., N/A or don't know). Scores on the quality of life scale ranged from 1.00 to 5.00, with higher scores on the scale representing reports of lower quality and lower scores reflecting higher reports of quality. Employees identifying as a member of minority group reported a lower quality of life than did their non-minority counterparts, particularly those identifying as a sexual and ethnic minority. See Table 109 for a summary of group differences in scores on the quality of life scale.

Table 109.
Group Differences in Reports of Quality of Life at UW Oshkosh

Demographic Group	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 812	0.21	.807
Cisgender women	2.35	0.67			
Cisgender men	2.36	0.69			
Gender minority	2.18	0.68			
Sexual Orientation			1, 807	9.50	.002
Heterosexual	2.34	0.66			
Sexual minority	2.59	0.84			
Ethnicity			1, 793	9.01	.003
White	2.33	0.67			
Ethnic minority	2.59	0.73			
Education Level			3, 809	0.61	.612
Less than bachelor's degree	2.31	0.65			
Bachelor degree/Some graduate studies	2.35	0.65			
Master's Degree	2.35	0.67			
Doctorate	2.40	0.73			
Religiosity			3, 798	8.32	<.001
Christian	2.26	0.66			
Agnostic/Atheist	2.39	0.64			
Spiritual/no affiliation	2.48	0.69			
Other	2.58	0.73			
Employment Classification			6, 799	0.55	.773
Limited Term Employee	2.44	0.77			
University Staff	2.33	0.66			
Professional Academic Staff	2.35	0.63			
Instructional Staff	2.33	0.66			
Faculty	2.42	0.76			
Administrative	2.29	0.62			
Other	2.31	0.52			
Employment Status			1, 809	0.04	.839
Full-time	2.36	0.68			
Part-time	2.35	0.67			

Note. The employee instructions read as follows: "In terms of your quality of life on campus, please indicate your level of agreement with the following items." The items following were then averaged to create comfort scale score. The higher the score the lower the quality.
M = Average score on comfort scale; *SD* = Standard deviation of average comfort scale score;

Employees' Campus Climate Ratings

In addition to their reports of climate, employees at UW Oshkosh were also asked to provide information on their ratings of campus climate. Using the following 11 semantic differential items, employees rated the climate most prominently as “friendly” and “not diverse.” See Table 110 below for employees’ ratings of the individual climate items.

Table 110.
Employees Semantic Differential Ratings of Campus Climate

Item	<i>M</i>	<i>SD</i>
Friendly (1) – Hostile (5)	1.96	0.81
Concerned (1) – Indifferent (5)	2.46	0.92
Cooperative (1) – Uncooperative (5)	2.31	0.90
Improving (1) – Regressing (5)	2.39	0.97
Welcoming (1) – Non-welcoming (5)	2.13	0.87
Respectful (1) – Disrespectful (5)	2.16	0.87
Positive (1) – Negative (5)	2.40	0.99
Civil (1) – Uncivil (5)	2.12	0.87
Proactive (1) – Reactive (5)	2.75	1.09
Diverse (1) – Not Diverse (5)	3.10	1.13
Inclusive (1) – Exclusionary (5)	2.49	0.93

Note. Employee participants were asked to “Please rate the overall climate on campus on the following using a 1 to 5 scale.”

M = the mean for each semantic differential item

SD = the standard deviation for each semantic differential item.

Employees' Reports of Accessibility on Campus

When asked specifically about the accessibility on campus for people with disabilities, employees rated Reeve Union and the Student Success Center as most accessible and the athletic facilities and residence facilities as least accessible. See Table 111 below for the descriptive information for each accessibility item.

Table 111.
Differences in Reports of Accessibility at UW Oshkosh

Item	N	%
UW Oshkosh Website/D2L	411	47.9%
Dining	376	45.2%
Grounds/Campus Layout	390	46.2%
Computer labs/Adaptive Technology	320	37.8%
Parking/Transportation	324	38.0%
Student Rec and Wellness Center	264	31.1%
Athletic Facilities	238	27.9%
Classroom Facilities	414	48.7%
Classroom Materials	339	39.9%
Residence Facilities	203	23.9%
Elevators/Stairs	416	49.0%
Entrances/Doorways	389	45.7%
Reeve Union	499	58.9%
Student Success Center	427	50.2%
Dempsey Hall	293	34.4%
Necessary Accommodations from Instructors	322	37.9%
Necessary Accommodations from Student Services	317	37.4%

Note. The employee instructions read as follows: "How would you rate the accessibility on campus for people with disabilities?" With response options ranging from 1 ("very accessible") to 5 ("very inaccessible").

N= The number of students that indicated either "very accessible" or "accessible."

% = The proportion of students that indicated either "very accessible" or "accessible."

In a similar fashion to the way student data was analyzed, an accessibility scale was created for employee data to examine group differences in reports of accessibility at UW Oshkosh. This was done by taking the average score across the 17 accessibility items outlined above, by omitting employees who reported they had no expectations (i.e., N/A or don't know). Scores on the accessibility scale ranged from 1 to 5, with an average accessibility score of 3.27 ($SD = 1.06$). Higher scores on the scale represent perceptions of inaccessibility and lower scores reflect greater accessibility. The results from the ANOVA revealed that sexual minority employees and those with an employment classification of "administration" reported the perceiving campus as less accessible than other employees. See Table 112 for a summary of group differences in scores on the accessibility scale.

Table 112.
Group Differences in Reports of Accessibility at UW Oshkosh

Demographic Group	ANOVA Results				
	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 854	7.88	<.001
Cisgender women	3.08	1.10			
Cisgender men	3.38	1.02			
Gender minority	3.31	1.17			
Sexual Orientation			1, 848	3.95	.047
Heterosexual	3.25	1.05			
Sexual minority	3.50	1.09			
Ethnicity			1, 836	0.01	.912
White	3.28	1.05			
Ethnic minority	3.27	0.96			
Education Level			3, 851	3.06	.027
Less than bachelor's degree	3.08	0.99			
Bachelor degree/Some graduate studies	3.31	1.09			
Master's Degree	3.26	1.01			
Doctorate	3.40	1.08			
Religiosity			3, 840	2.80	.039
Christian	3.19	1.04			
Agnostic/Atheist	3.41	1.08			
Spiritual/no affiliation	3.41	1.08			
Other	3.37	1.00			
Employment Classification			6, 840	1.94	.071
Limited Term Employee	3.39	1.12			
University Staff	3.19	1.02			
Professional Academic Staff	3.33	1.03			
Instructional Staff	3.06	0.96			
Faculty	3.40	1.11			
Administrative	3.53	1.27			
Other	3.20	0.96			
Employment Status			1, 849	0.00	.954
Full-time	3.27	1.05			
Part-time	3.27	1.11			

Note. The employee instructions read as follows: "How would you rate the accessibility on campus for people with disabilities?" The items following were then averaged to create accessibility scale score. Higher scores equal less access.

M = Average score on accessibility scale; *SD* = Standard deviation of average accessibility scale score; *df* = Degrees of freedom for between-subject ANOVA; *F* = *F* statistics for between-subject ANOVAs; *p* = significance value for between-subject ANOVAs

Employees' Perceptions of Respect on Campus

When asked to report on their perceptions of respect shown to employees of varying ethnic groups, cultural identities, and backgrounds, employees rated men and those who are white as most respected. Of the ethnic minorities, Asian Americans were rated as most respected. However, Pagans and those affected by mental health concerns were reported as least respected on campus. Next least respected were Native Alaskans and Asexual individuals. See Table 113 below for the descriptive information for each accessibility item.

Table 113.
Descriptive Information on Perceptions of Respect at UW Oshkosh

Item	N	%
African	450	53.3%
African American/Black	440	52.3%
Alaska Native	330	46.4%
Asian American	485	57.8%
Asian	476	56.9%
Southeast Asian	458	55.8%
Hmong	485	57.4%
Indian Subcontinent	432	51.2%
Jewish	438	52.2%
Latino	465	55.4%
Mexican	453	54.3%
Middle Eastern	406	48.4%
Multiracial, multiethnic, or multicultural persons	474	56.4%
Native American	463	55.5%
Pacific Islanders/Hawaiian Natives	418	49.9%
White	694	82.6%
Other	68	23.7%
Jewish	405	49.2%
Muslim	343	41.6%
Atheist	401	48.6%
Pagan	304	37.2%
Christian	578	69.9%
Gay or Lesbian	490	59.4%
Bisexual	411	50.1%
Asexual	338	41.1%
Transgender, non-binary gender	377	45.7%
Immigrants	399	58.4%
International Students, Staff, or Faculty	484	58.5%
Learning Disabled	440	58.1%
Men	659	79.4%
Affected by mental health issues	320	40.2%
Non-native English speakers	353	42.7%
Parents/Guardians	533	64.7%
People who provide care for family members other than a child	373	45.3%
Physically Disabled	427	51.8%
Returning/non-traditional students	520	62.9%
Socioeconomically disadvantaged	413	50.0%
Women	552	67.0%
Socioeconomic status	420	51.4%
Veterans/active military status	546	66.8%
Other	44	19.4%

Note. The employee instructions read as follows: “How would you rate the overall climate on campus for persons from the following racial/ethnic backgrounds?” With response options ranging from 1 (“very respectful”) to 5 (“very disrespectful”). Higher scores equal more negative perceptions. N= The number of students that indicated either “very respectful” or “respectful.” % = The proportion of students that indicated either “very respectful” or “respectful.”

Employees' Self-Reported Levels of Comfort with Diversity

When asked to reflect on their comfort with others at UW Oshkosh, employees report feeling very comfortable with a wide range of co-workers and other individuals on campus. However, according to self-reports, employees felt least comfortable interacting with those with psychological disabilities. See Table 114 for descriptive information for all of the comfort with diversity items.

Table 114.
Descriptive Information on Employee's Reports of Comfort with Diversity

Item	N	%
Race	807	95.9%
Class	785	93.5%
Ethnicity	810	96.3%
Gender	818	97.3%
Sexual Orientation	789	93.9%
Physical	769	91.5%
Psychological	677	80.8%
Religion	774	92.5%
Culture	798	95.2%
National Origin	805	95.9%
Language	730	87.0%

Note. The employee instructions read as follows: "I am comfortable around people who are different from my self based on..." All sub items that followed were rated on a 1 to 5 scale with response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").

N= The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

A comfort with diversity scale was created to assess group differences in employees' self-reported comfort with diversity on campus. To create this scale, the average score from the 11 comfort with diversity items above was calculated (those who reported they had no expectations were omitted). Scores on the comfort with diversity scale ranged from 1 to 5, with higher scores on the scale representing more discomfort with diversity and lower scores representing less discomfort. The average score on the comfort with diversity scale was 1.61 ($SD = 0.55$), indicating that employees reported being very comfortable with diversity at UW Oshkosh. Overall, because most employees reported comfort with diversity, there were no differences in comfort based on group membership. See Table 115 for more information related to group differences in employees' reported comfort with diversity.

Table 115.
Group Differences in Employees Reports of Comfort with Diversity on Campus

Demographic Group	ANOVA Results				
	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 837	2.57	.078
Cisgender women	1.62	0.57			
Cisgender men	1.62	0.54			
Gender minority	1.11	0.15			
Sexual Orientation			1, 831	2.91	.089
Heterosexual	1.60	0.54			
Sexual minority	1.71	0.63			
Ethnicity			1, 818	0.01	.925
White	1.61	0.55			
Ethnic minority	1.62	0.51			
Education Level			3, 834	2.27	.079
Less than bachelor's degree	1.69	0.60			
Bachelor degree/Some graduate studies	1.64	0.56			
Master's Degree	1.61	0.54			
Doctorate	1.55	0.52			
Religiosity			3, 823	2.15	.093
Christian	1.58	0.55			
Agnostic/Atheist	1.63	0.57			
Spiritual/no affiliation	1.72	0.57			
Other	1.62	0.53			
Employment Classification			6, 824	1.69	.120
Limited Term Employee	1.58	0.52			
University Staff	1.68	0.59			
Professional Academic Staff	1.62	0.53			
Instructional Staff	1.53	0.54			
Faculty	1.55	0.51			
Administrative	1.55	0.57			
Other	1.71	0.53			
Employment Status			1, 833	1.16	.734
Full-time	1.61	0.55			
Part-time	1.60	0.53			

Note. The employee instructions read as follow: "I am comfortable around people who are different from my self based on..." All sub items were then average to create a scale score. Higher scores indicate less comfort.

M = Average score on satisfaction scale; *SD* = Standard deviation of average satisfaction scale score;

Employees' Reports of Job Satisfaction

When asked “Overall, how satisfied are you with your job at the University of Wisconsin Oshkosh?” employees reported feeling mostly satisfied with their career at UW Oshkosh. However, items related to unwritten rules and transparency appeared to produce the most dissatisfaction. See Table 116 for more descriptive information for each item relating to reports of job satisfaction.

Table 116.
Descriptive Information for Job Satisfaction Items

Item	N	%
My co-workers respect me	681	82.3%
Students respect me	693	84.7%
There is a good level of understanding between myself and my co-workers	665	80.4%
My co-workers and I communicate well	650	78.7%
My co-workers act in a positive manner towards me	674	81.7%
At my job, I have felt singled out to represent the views of my identity group (e.g., race, gender, sexual orientation, etc.)	105	12.7%
I am pressured to fulfill roles based upon my identity (e.g., race, gender, sexual orientation, etc.)	79	9.6%
I have been offended by someone else’s speech	274	33.2%
My co-workers have lower expectations of me than other employees	34	4.2%
My co-workers have higher expectations of me than other employees	259	31.4%
I constantly feel under scrutiny by my co-workers	145	17.7%
My research interests are valued by my colleagues	230	28.1%
I am pressured to change my research agenda to achieve tenure or be promoted	35	4.3%
I am reluctant to take family leave that I am entitled to for fear that it may affect my career	136	16.7%
I have to work harder than I believe my colleagues do in order to be valued as a peer	206	25.2%
I have to work harder than I believe my colleagues do in order to achieve the same recognition or rewards	222	27.1%
There are unwritten rules about job expectations and/or interaction	402	49.0%
I have felt isolated, marginalized or find it difficult to “fit in” at my job	156	19.1%
I feel pressured to change my methods of teaching to achieve tenure or be promoted	42	5.1%
I constrain my own behavior and/or speech because I am afraid of the reaction of co-workers	237	29.0%
I constrain my own behavior and/or speech because I am afraid of the reaction of students	128	15.7%
I have adequate information about the functions and duties of other University offices	396	48.3%
University administrative structures and procedures function efficiently	187	22.8%
University procedures and policies are sufficiently clear and transparent	202	24.6%

Note. The employee instructions read as follows: “As an employee, how strongly do you agree with the following statements..” All following sub items were rated on a 5-point scale with response options ranging from 1 (“strongly agree”) to 5 (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

A job satisfaction scale was created from the aforementioned items to assess group differences in employees' self-reported satisfaction with their career at UW Oshkosh. To create this scale, the average score from the 24 items was calculated (those who reported they had no expectations were omitted). Scores on the comfort with diversity scale ranged from 1 to 5, with higher scores on the scale representing less satisfaction with the job. Overall, employees identifying as part-time reported enjoying their job least. See Table 117 for more information related to group differences in employees' reported comfort with diversity.

Table 117.
Group Differences in Employees Job Satisfaction

Demographic Group	ANOVA Results				
	<i>M</i>	<i>SD</i>	<i>df</i>	<i>F</i>	<i>p</i>
Gender Identity			2, 820	1.34	.263
Cisgender women	2.39	0.67			
Cisgender men	2.47	0.64			
Gender minority	2.55	0.80			
Sexual Orientation			1, 815	6.58	.010
Heterosexual	2.42	0.64			
Sexual minority	2.62	0.71			
Ethnicity			1, 801	2.50	.114
White	2.43	0.64			
Ethnic minority	2.55	0.68			
Education Level			3, 817	1.90	.129
Less than bachelor's degree	2.52	0.61			
Bachelor degree/Some graduate studies	2.44	0.67			
Master's Degree	2.37	0.62			
Doctorate	2.47	0.68			
Religiosity			3, 808	2.54	.055
Christian	2.39	0.65			
Agnostic/Atheist	2.47	0.66			
Spiritual/no affiliation	2.55	0.65			
Other	2.49	0.60			
Employment Classification			6, 809	2.16	.045
Limited Term Employee	2.43	0.67			
University Staff	2.52	0.62			
Professional Academic Staff	2.44	0.64			
Instructional Staff	2.27	0.68			
Faculty	2.45	0.65			
Administrative	2.47	0.66			
Other	2.25	0.71			
Employment Status			1, 818	10.61	.001
Full-time	2.47	0.64			
Part-time	2.26	0.66			

Note. The employee instructions read as follows: "As an employee, how strongly do you agree with the following statements..." All following sub items were then averaged together to create a scale score. Higher scores equal less job satisfaction.

M = Average score on satisfaction scale; *SD* = Standard deviation of average satisfaction scale score;

Employees' Reports of Support and Balance

When asked about the support and balance that UW Oshkosh employees received related to their career, they reported feeling most supported with respect to their healthcare benefits (“I have sufficient access to health care” and “I have equitable access to health benefits”). However, the majority of employees were likely to disagree with the statement “I have equitable access to tuition reimbursement for myself and my family.” See Table 118 for descriptive information related to their reports of support and balance.

Table 118.
Descriptive Information for Employee’s Reports of Support and Balance

Item	N	%
I am satisfied with the way in which I am able to balance my professional and personal life	498	61.4%
The institution adequately supports family leave	347	42.9%
My co-workers are supportive of my family leave	337	41.8%
My co-workers are supportive of my responsibilities to my family	516	64.0%
I have to miss out on important things in my personal life because of professional responsibilities	223	27.5%
My family commitments limit my involvement in University activities	278	34.3%
Employees who have children or other dependents are considered less committed to their careers	129	16.0%
Employees who do not have children or other dependents are burdened with more work than those who do have children or other dependents	126	15.6%
UW Oshkosh provides fair health benefits to unmarried, co-parenting families	245	30.3%
I have equitable access to health benefits	640	79.0%
I have sufficient access to health care	670	82.7%
I have equitable access to tuition reimbursement for myself and my family	114	14.2%
I often have to take work home to complete it	436	53.8%

Note. The employee instructions read as follows: “As an employee, how strongly do you agree with the following statements?” All following sub items are presented above and were rated on a 5-point scale with response options ranging from 1 (“strongly agree”) to 5 (“strongly disagree”).

N= The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

Employees' Reports of Satisfaction with Resources

Overall, employees reported low satisfaction with their resources. Many employees felt as though they did not receive equitable compensation to comparable colleagues and did not have adequate career mentorship. Furthermore, many reported inequity in the lab space they were provided, the equipment they have access to for research support, or the support they have for teaching. However, this may be a result of many employees not requiring these resources. Significantly, only 51.3% of all employees felt their work load was equitable. See Table 119 for descriptive information related to employee's reports satisfaction with resources.

Table 119.
Descriptive Information for Employee's Satisfaction with Resources at UW Oshkosh

Item	N	%
I have adequate career mentorship	310	38.9%
I have adequate support from decision makers/supervisors for my career advancement	342	43.2%
I have the equipment and supplies I need to adequately perform my work	558	70.1%
I have received adequate training from the University to do my job effectively	437	54.9%
I receive regular maintenance/upgrades of my equipment compared to my colleagues	383	48.4%
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues	129	13.4%
I have equitable access to shared space as compared to my colleagues	494	62.7%
I have equitable access to shared equipment/technology for research support as my colleagues	312	39.7%
I have equitable access to funding for research	143	18.2%
I have equitable teaching support (e.g., materials, technology, funding, opportunities)	231	29.4%
My compensation is equitable to my peers with similar level of experience	194	24.6%
I have equitable access to health benefits	620	78.8%
I have equitable access to professional development opportunities	428	54.1%
My teaching load is equitable	216	27.5%
My work load is equitable	406	51.3%
I feel pressured to take on too much service activity	169	21.6%
I am afforded sufficient opportunity to get involved on campus (e.g., serve on university committees, attend university programs)	504	63.8%

Note. The employee instructions read as follows: "Please indicate your level of agreement with the following statements about the resources that are available to you." All following sub items are presented above and were rated on a 5-point scale with response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").

N = The number of employees that indicated either "strongly agree" or "agree."

% = The proportion of employees that indicated either "strongly agree" or "agree."

Employees' Reports of Representation and Inclusion on Campus

Employees were presented with items related to the extent to which they felt represented on campus using 13 items. Overall, employees reported that they felt members of their identity group were represented well on campus. However, consistent with student reports, Titan TV and Advanced Titan were viewed as least inclusive, overall. See Table 120 for descriptive information for all of the representation/inclusion items.

Table 120.
Descriptive Information on Employees Reports of Representation and Inclusion

Item	N	%
UW Oshkosh Website	578	74.9%
Your department's website	581	75.2%
Titan TV	199	25.9%
Advanced Titan newspaper	277	36.2%
UW Oshkosh related social media	405	52.6%
Images posted around classrooms	362	47.1%
Administrative leadership	494	64.0%
Faculty and instructional academic staff	526	68.6%
Professional academic staff	538	70.0%
University staff	575	74.7%
University events	506	65.9%
University facilities and resources	526	68.6%

Note. The UW Oshkosh employees received instructions that read as follows: "Do you see yourself and members of your identity group represented in...." These instructions were then followed with several sub-items (presented above) that were rated on a 5-point scale with response options ranging from 1 ("strongly agree") to 5 ("strongly disagree").

N = The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

Employees' Reports of Inclusive Class Materials

When reporting on the inclusive-nature of material used in courses at UW Oshkosh, employees reported that these materials were most inclusive relating to gender and race. See Table 121 below for item-level information related to employees reports of inclusive course materials.

Table 121.
Descriptive Information on Employees Reports of Inclusive Course Materials

Item	N	%
Country of origin	284	38.8%
Ethnicity	310	42.2%
Psychological disability status	181	24.8%
Gender	319	43.9%
Gender Identity	220	29.9%
Gender Expression	200	27.2%
Immigrant status	207	28.3%
Learning disability status	181	24.7%
Physical characteristics	198	27.1%
Physical disability status	193	26.4%
Race	314	42.7%
Religion/spiritual status	226	30.9%
Sexual orientation	225	30.7%
Socioeconomic status	275	37.5%
Veterans/active military status	179	24.5%

Note. The UW Oshkosh employees received instructions that read as follows: "The courses I have taken or have taught at the UW Oshkosh campus includes materials, perspectives, and /or experiences of people based on their...."

These instructions were then followed with several sub-items (presented above) that were rated on a 5-point scale from 1 ("strongly agree") to 5 ("strongly disagree").

N = The number of students that indicated either "strongly agree" or "agree."

% = The proportion of students that indicated either "strongly agree" or "agree."

Factors Influencing Employees Decisions to Attend University Functions

Like students, employees were asked to reflect on factors influencing their attendance at university events and functions. Overall, employees reported that the method of advertisement, the relevancy to their work/study, and the ability to learn from events influenced their decisions to attend university function. Over one-tenth of employees reported that diversity initiatives were not related to their role on campus. See Table 122 below for item-level information pertaining to these factors influencing their attendance at such events.

Table 122.
Factors Influencing Attendance at University Functions

Item	N	%
Diversity initiatives are relevant to my work or course of study	371	49.2%
Diversity events are well advertised	446	59.7%
Diversity events fit into my schedule	286	38.0%
I am expected to attend these events	156	20.7%
I learn from these events	432	57.5%
My job schedule prevents me from attending	291	38.8%
Personal invitation from institutional leadership	262	34.9%
Diversity initiatives are not relevant to my role on campus	90	10.1%
Other	10	7.0%
<p>“Other, please specify” responses revealed four employees that indicated that “family/time Commitments” influenced their ability to attend university functions.</p>		

Note. UW Oshkosh employees were asked to respond to the following: The following factors influence my attendance at performances, presentations, and events offered at UW Oshkosh...

All sub-items were rated on a 5-point scale from 1 (“strongly agree”) to 5 (“strongly disagree”).

N = The number of students that indicated either “strongly agree” or “agree.”

% = The proportion of students that indicated either “strongly agree” or “agree.”

CAMPUS CLIMATE STUDY
EMPLOYEES' ASSESSMENT
OF UNIVERSITY ACTIONS
AND RECOMMENDATIONS
TO IMPROVE CAMPUS
CLIMATE

CAMPUS CLIMATE STUDY – EMPLOYEES’ ASSESSMENT OF UNIVERSITY ACTIONS AND RECOMMENDATIONS TO IMPROVE CAMPUS CLIMATE

The final items that appeared in the employee survey pertained to their reports of positive climate on campus and recommendations for improvement.

Employees’ Reports of Effective Leadership Fostering Diversity and Inclusion

When reporting on positive climate, employees were asked to provide their feedback pertaining to effective leadership on campus. See Table 123 below for item-level information related to employees reports of effective leadership.

Table 123.
Employees’ Reports of Effective Leadership Fostering Diversity and Inclusion

Item	N	%
Administration	509	76.9%
Faculty	480	75.0%
Staff	483	75.6%
Students	461	74.1%

Note. UW Oshkosh employees were asked to respond to the following: “Do you see effective campus leadership to foster diversity/inclusion from...”

All sub-items were rated on a “yes” or “no” scale.

N= The number of employees that reported “yes.”

% = The proportion of employees that reported “yes.”

Employees' Reports of Successful Efforts on Campus

Lastly, employees were asked to provide their feedback pertaining to successful attempts to promote and ensure a positive campus climate. Overall, the employees reported that the university's efforts in ensuring a positive climate were most noticeable in the "offerings of diversity training/programs for members of the public/community" and "requiring the Office of Equity and Affirmative Action to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators." See Table 124 below for item-level information related to successful efforts to promote and ensure a positive campus climate.

Table 124.
Employees' Perceptions of Sufficient Efforts to Promote and Ensure a Positive Campus Climate

Item	N	%
Providing tenure clock options with more flexibility for faculty with families (e.g., family leave)	145	19.0%
Providing sufficient family leave for employees	298	39.0%
Providing recognition and rewards for including diversity in course objectives across the curriculum	211	27.6%
Requiring writing emphasis classes to involve at least one assignment that focuses on issues, research and perspectives that involve diverse populations	154	20.2%
Training mentors and leaders within departments to model positive climate behavior	248	32.1%
Offering diversity and inclusiveness training for members of the University community	473	53.1%
Rewarding research efforts that evaluate outcomes of diversity and inclusiveness training	136	18.0%
Providing immersion experiences for employees and students to learn a second language	131	17.2%
Providing immersion experiences for employees and students in service learning projects with lower socioeconomic populations	176	23.3%
Providing immersion experiences for employees and students with underrepresented or underserved populations	163	21.6%
Improving on-campus child-care services	236	31.3%
Increasing the number of gender neutral/family friendly facilities	277	36.7%
Promoting and improving access to quality counseling available to employees and students who experience sexual abuse on campus or in the community	273	36.2%
Providing and improving access to quality counseling for gender diverse individuals	241	32.2%
Providing and improving access to quality health care for gender diverse individuals	195	25.9%
Providing a clear protocol for responding to hate/hostile incidents processed on campus.	287	37.9%
Providing a clear protocol for responding to hate/hostile incidents processed at the department level.	240	31.7%
Reallocating resources to support inclusive climate changes on campus	194	25.6%
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff, faculty, and administrators.	242	32.0%
Requiring the Office of Equity and Affirmative Action to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	352	56.7%

Note. UW Oshkosh employees were asked to respond to the following: In your judgment, how strongly would you agree that the University is making sufficient efforts toward...

All sub-items were rated on a 5-point scale from 1 ("strongly agree") to ("strongly disagree").

N= The number of employees that indicated either "strongly agree" or "agree."

% = The proportion of employees that indicated either "strongly agree" or "agree."

Campus Climate Study

Predictive Analyses

CAMPUS CLIMATE STUDY – PREDICTIVE ANALYSIS

Relationships between Metrics of Campus Climate for Students

To examine the relationships between the major metrics of campus climate, bivariate correlations were conducted on the comfort scale (“how comfortable are you with the climate on campus,” comprised of 4 items), the satisfaction scale (“as a student how satisfied are you with the climate,” using 5 items), the RCCS (“in terms of your perceptions of campus climate, please indicate your level of agreement with the following,” using 21 items), and the experiences scale (“have you experienced any of the following exclusionary, harassing, intimidating, offensive, or hostile behaviors,” using 23 items). As expected, the results revealed that students with higher satisfaction and comfort on campus were more likely to report positive perceptions of climate as compared to students with lower satisfaction and comfort. Experience with hostile behaviors was not related to perceptions of climate as well as comfort and satisfaction with UW Oshkosh. See Table 125 for correlations between scales.

Table 125.
Correlations between RCCS Items and Thoughts of Leaving UW Oshkosh

Study Variables	1	2	3
1 Comfort			
2 Satisfaction	0.57		
3 RCCS	0.66	0.63	
4 Experiences	0.27	0.26	0.28

Note. The table depicts Pearson’s correlation coefficients between scales assessing metrics of climate. All coefficients were significant at the .001 level.

Predicting Student's Thoughts of Leaving UW Oshkosh

To predict the extent to which students' have had thoughts of leaving UW Oshkosh, a simultaneous multiple regression analysis was computed using the comfort scale, the satisfaction scale, the RCCS, and the experiences scale as predictor variables.

The results of the regression revealed that the predictor variables did account for a significant amount of the variance in thoughts of leaving UW Oshkosh, $R^2 = 0.25$; $F(1, 1693) = 93.73$, $p < .001$. Examination of the semi-partial correlations revealed that all predictors uniquely accounted for a significant amount of the variance in thoughts of leaving UW Oshkosh, comfort ($sr^2 = 0.17$; $\beta = 0.20$; $p < .001$), satisfaction ($sr^2 = 0.09$; $\beta = 0.11$; $p < .001$), RCCS ($sr^2 = 0.18$; $\beta = 0.24$; $p < .001$), and experiences ($sr^2 = 0.06$; $\beta = 0.06$; $p = .01$). These results indicate that students who were more satisfied with the climate, who reported higher levels of comfort, more favorable perceptions of the climate, and who experienced fewer hostile behaviors reported thinking of leaving Oshkosh to a lesser extent than did students who were less satisfied with the climate, who reported less comfort, less favorable perceptions of the climate, and who experienced more hostile behaviors. Furthermore, the RCCS was the strongest predictor of those thinking of leaving UW Oshkosh (with perceptions accounting for 18% of the variance in thoughts of leaving UW Oshkosh), revealing that perceptions of climate are more important to one's university experience than their actual experiences.

Individual Relationships between RCCS Items and Students' Thoughts of Leaving UW Oshkosh

Because of the importance of the RCCS when predicting student's thoughts of leaving UW Oshkosh, bivariate correlations were conducted for each RCCS item and the item assessing thoughts of leaving UW Oshkosh. Examination of the correlations revealed that "I have successfully adjusted to life at UW Oshkosh," "I have built a good support network here," and "there is a good level of understanding between myself and others at UW Oshkosh" were correlated with thoughts of leaving UW Oshkosh to the largest extent. This finding suggests that, students' thoughts of leaving UW Oshkosh were most related to disagreement with items pertaining to building relationships and feeling connected. For example, students more likely to disagree with "I have successfully adjusted to life at UW Oshkosh," "I have built a good support network here," and "there is a good level of understanding between myself and others at UW Oshkosh" were more likely to report intentions to leave UW Oshkosh. See Table 16 for item correlations.

Table 126.
Correlations between RCCS Items and Thoughts of Leaving UW Oshkosh

Item	Thoughts of Leaving UW Oshkosh
	<i>r</i>
I belong to a community at UW Oshkosh	0.25
Others on campus respect me	0.22
People act in a positive manner toward me	0.27
There is a good level of understanding between myself and others at UW Oshkosh	0.29
I have a lot in common with others at UW Oshkosh	0.26
People at UW Oshkosh make sufficient efforts to understand others who are different from themselves	0.26
I have successfully adjusted to life at UW Oshkosh	0.31
I have built a good support network here	0.30
The University provides sufficient new ideas and leadership	0.27
Myself and my interests are represented well in campus leadership	0.27
There is a disconnect between my home culture and the culture at UW Oshkosh	0.19
Language gaps exist that impede understanding between people at UW Oshkosh	0.06
I have been isolated or marginalized at UW Oshkosh	0.29
I have been offended by someone else's speech	0.18
I have been singled out to represent the views of my identity group (e.g., race, gender, sexual orientation)	0.21
Events, performances, and speakers on campus reflect my interests	0.11
The University makes adequate efforts to involve students in event planning	0.16
There are student organizations on campus that match my interests	0.14
The University makes adequate efforts to bridge gaps between groups on campus	0.16
University employees have sufficient training in how to treat diverse people respectfully	0.15
Instructors provide enough assistance for students to succeed in classes	0.22

Note. The student instructions read as follows: "In terms of your perceptions of campus climate, please indicate your level of agreement with the following items..." from 1 ("strongly agree") to 5 ("strongly disagree"). Those reporting 6 (I don't know) were omitted from the analyses.

The numbers in the table represent a Pearson's correlation coefficient between each item and the extent to which they have thought of leaving UW Oshkosh from 1 ("never") to 5 ("all of the time").

Relationships between Metrics of Campus Climate for Employees

Similar to the student section above, to examine the relationships between the major metrics of campus climate, bivariate correlations were conducted on the comfort scale, the satisfaction scale, the RCCS, and the experiences scale. As expected, the results revealed that employees with higher satisfaction and comfort on campus were more likely to report positive perceptions of climate as compared to employees with lower satisfaction and comfort. Consistent with student results, experience with hostile behaviors was not related to perceptions of climate as well as comfort and satisfaction with UW Oshkosh. See Table 17 for correlations between scales.

Table 127.

Correlations between RCCS Items and Thoughts of Leaving UW Oshkosh

Study Variables	1	2	3
1 Comfort			
2 Satisfaction	0.56		
3 RCCS	0.54	0.48	
4 Experiences	0.23	0.22	0.28

Note. The table depicts Pearson's correlation coefficients between scales assessing metrics of climate. All coefficients were significant at the .001 level.

Predicting Employees' Thoughts of Leaving UW Oshkosh

To predict the extent to which employees' have had thoughts of leaving UW Oshkosh, the same procedures outlined above were adopted. Consistent with the student results, the regression revealed that the predictor variables accounted for a significant amount of the variance in thoughts of leaving UW Oshkosh, $R^2 = 0.42$; $F(1, 825) = 147.72$, $p < .001$. Examination of the semi-partial correlations revealed that all predictors but the RCCS scale uniquely accounted for a significant amount of the variance in thoughts of leaving UW Oshkosh, comfort ($sr^2 = 0.21$; $\beta = 0.21$; $p < .001$), satisfaction ($sr^2 = 0.42$; $\beta = 0.45$; $p < .001$), RCCS ($sr^2 = 0.04$; $\beta = 0.06$; $p = .29$), and experiences ($sr^2 = 0.12$; $\beta = 0.10$; $p = .001$). These results indicate that employees who were more satisfied with the climate, who reported higher levels of comfort, and who experienced fewer hostile behaviors reported thinking of leaving Oshkosh to a lesser extent than did employees who were less satisfied with the climate, who reported less comfort, and who experienced more hostile behaviors. Unlike the student data, the RCCS was not a significant predictor of those thinking of leaving UW Oshkosh. This suggests that actual experiences on campus impacts employees more than students (as opposed to perceptions). Overall, the predictor variables explained employees' intentions to stay at UW Oshkosh better than students (explaining 42% of the variance in employees but only 25% in students), this highlights that employees thoughts of leaving are more related to climate than are students.

Campus Climate Study

Comparative Analyses

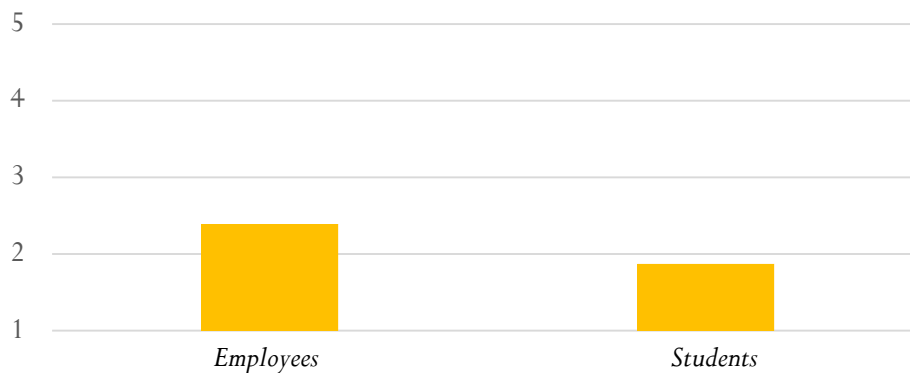
CAMPUS CLIMATE STUDY STUDENT AND EMPLOYEE COMPARISONS

CAMPUS CLIMATE STUDY – STUDENT AND EMPLOYEE COMPARISONS

Differences in Intentions to Leave UW Oshkosh

Differences between students and employees in their intentions to leave UW Oshkosh were examined by conducting an independent-samples *t*-test. Although both students and employees did report strong desires to leave, the results of the *t*-test revealed that employees ($M = 2.39$, $SD = 1.09$) reported significantly greater intentions to leave UW Oshkosh than did students ($M = 1.87$, $SD = 1.01$), $t(2711) = 12.25$, $p < .001$. This suggests that employees may feel less comfortable or less committed to UW Oshkosh than students. Group differences in intentions to leave UW Oshkosh are displayed below in Figure 14.

Figure 14.
Graphical Representation of Differences in Intentions to Leave UW Oshkosh between Students and Employees

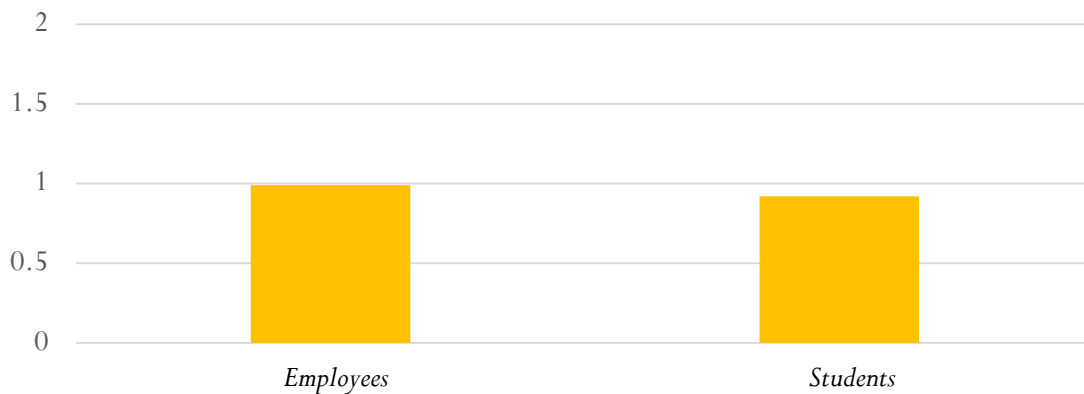


Note. The bar graph above depicts the average student and employee response to the item: "Have ever considered leaving the University of Wisconsin Oshkosh?" using a 1 ("never") to 5 ("all of the time") scale.

Differences in Experiences with Exclusionary, Harassing, Intimidating, Offensive, or Hostile Conduct

Differences between students and employees in their experiences with exclusionary, harassing, intimidating, offensive, or hostile conduct were examined by conducting an independent-samples *t*-test. The results of the *t*-test revealed that employees ($M = 0.99$, $SD = 2.13$) did not report significantly different experiences with hostile behavior than did students ($M = 0.92$, $SD = 2.35$), $t(2735) = 0.72$, $p = .47$. Group differences are displayed below in Figure 15.

Figure 15.
Graphical Representation of Differences in Experiences with Exclusionary, Harassing, Intimidating, Offensive, or Hostile Conduct between Students and Employees

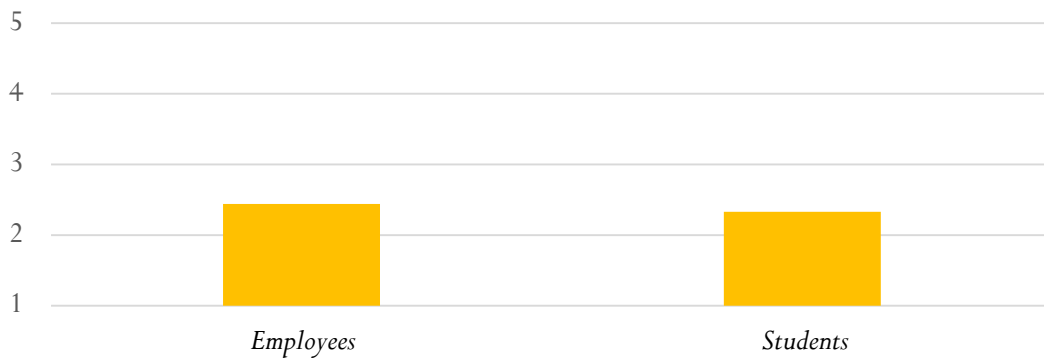


Note. The bar graph above depicts the average student and employee response to the item: "Whether they had ever experienced exclusionary, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

Differences in Reports of Campus Climate

Using the “Reports of Campus Climate Scale” (RCCS), students’ and employees’ reports of climate on campus were compared using an independent-samples *t*-test. The results of the *t*-test revealed that employees ($M = 2.44$, $SD = 0.62$) reported significantly more negative perceptions of campus climate than did students ($M = 2.33$, $SD = 0.55$), $t(2713) = 4.86$, $p < .001$. Group differences in reports of campus climate are displayed below in Figure 16.

Figure 16.
Graphical Representation of Differences in Reports of Campus Climate between Students and Employees



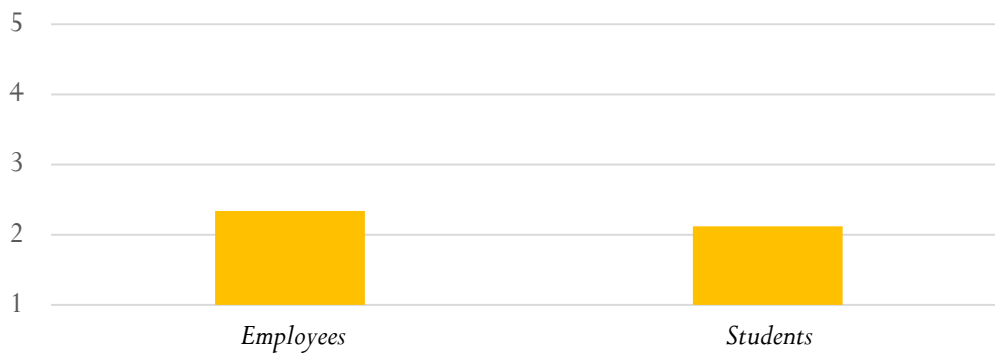
Note. The bar graph above depicts the average student and employee responses to all sub items associated with the item (RCCS): “In terms of your perceptions of campus climate, please indicate your level of agreement with the following items.” Response options ranged from 1 (“strongly agree”) to 5 (“strongly disagree”, thus higher scores indicate more negative perceptions of climate.

Those reporting 6 (I don’t know) were omitted from the analyses.

Differences Reports of Satisfaction at UW Oshkosh

Using the satisfaction scale, differences in reports of satisfaction with UW Oshkosh between students and employees were computed using an independent-samples *t*-test. Despite somewhat satisfactory ratings, the results of the *t*-test revealed that employees ($M = 2.34$, $SD = 0.98$) were significantly less satisfied with UW Oshkosh than were students ($M = 2.12$, $SD = 0.69$), $t(2651) = 6.69$, $p < .001$. Group differences in reports of campus climate are displayed below in Figure 17.

Figure 17.
Graphical Representation of Differences in Reports of Campus Climate between Students and Employees

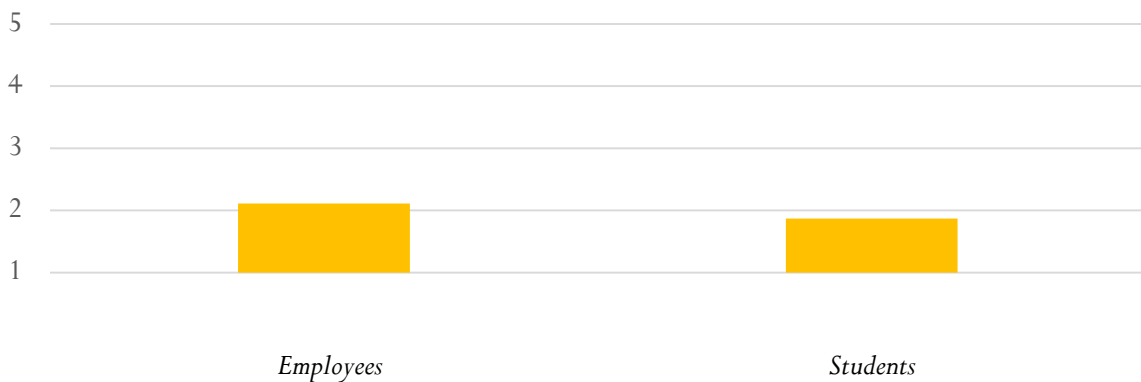


Note. The bar graph above depicts the average student and employee response to the item: "Overall, how satisfied are you with the climate of" from 1 ("strongly agree") to 5 ("strongly disagree"). All sub items that followed were used to create the satisfaction scale. Those reporting 6 (I don't know) were omitted from the analyses.

Differences Reports of Comfort at UW Oshkosh

Using the comfort scale, differences in reports of comfort at UW Oshkosh between students and employees were computed using an independent-samples t -test. Despite ratings revealing that both students and employees appear to be comfortable at UW Oshkosh, the results of the t -test revealed that employees ($M = 2.11$, $SD = 0.88$) reported lower levels of comfort with UW Oshkosh than did students ($M = 1.87$, $SD = 0.68$), $t(2734) = 7.77$, $p < .001$. Group differences in reports of campus climate are displayed below in Figure 18.

Figure 18.
Graphical Representation of Differences in Reports of Campus Climate between Students and Employees



Note. The bar graph above depicts the average student and employee response to the item: "In terms of your quality of life on campus, please indicate your level of agreement with the following items." The items following were then averaged to create comfort scale score. Those reporting 6 (I don't know) were omitted from the analyses.

CAMPUS CLIMATE STUDY 2008 AND 2016 COMPARISONS

CAMPUS CLIMATE STUDY – 2008 AND 2016 COMPARISONS

Below are some select results after comparing data from the 2008 UW Oshkosh Campus Climate Survey to the 2016 UW Oshkosh Campus Climate Survey. There were several issues that made direct comparisons between the 2008 and the 2016 study difficult. First, many of the items and response formats were revised from one study to the other. Second, the 2008 data was often not analyzed separately for students and employees. Lastly, no raw data was available from the 2008 study, only the data presented in the final report. Thus, the information provided below strictly depicts trends rather than statistical analyses and only certain comparisons could be discussed. Please interpret with caution.

Comparing Response Rates

In 2008, 2,468 students and 653 employees completed the UW Oshkosh Campus Climate Survey. According to the records from the 2008 report, this was indicative of an 18% response rate for students and a 39% response rate for employees. In 2016, 2,999 students (29% response rate) and 1,021 employees (58% response rate) participated in the UW Oshkosh Campus Climate Survey. Although these response rates could not be compared statistically, the 2016 response rate is an improvement from the 2008 survey.

Comparing Demographic Information

Only demographic information for the entire sample was provided in the 2008 report. Thus, specific student and employee demographic comparisons between 2008 and 2016 could not be made. In addition, only certain demographic information was presented in the report, thus only gender, ethnicity, and sexual orientation comparisons are presented below.

Gender. Gender was only assessed in the 2008 survey via the terms man and woman, thus noncisgender comparisons cannot be made between the 2008 and 2016 surveys. That being said, the proportion of men who participated in 2016 dropped (69.1% women and 29.8% men) from the number of men who participated in 2016 than in the 2008 study (66.5% women and 32.9%). See Figures 19 and 20 for 2008 and 2016 student breakdown.

Figure 19.
Graphical Representation of Participants' Gender in 2016

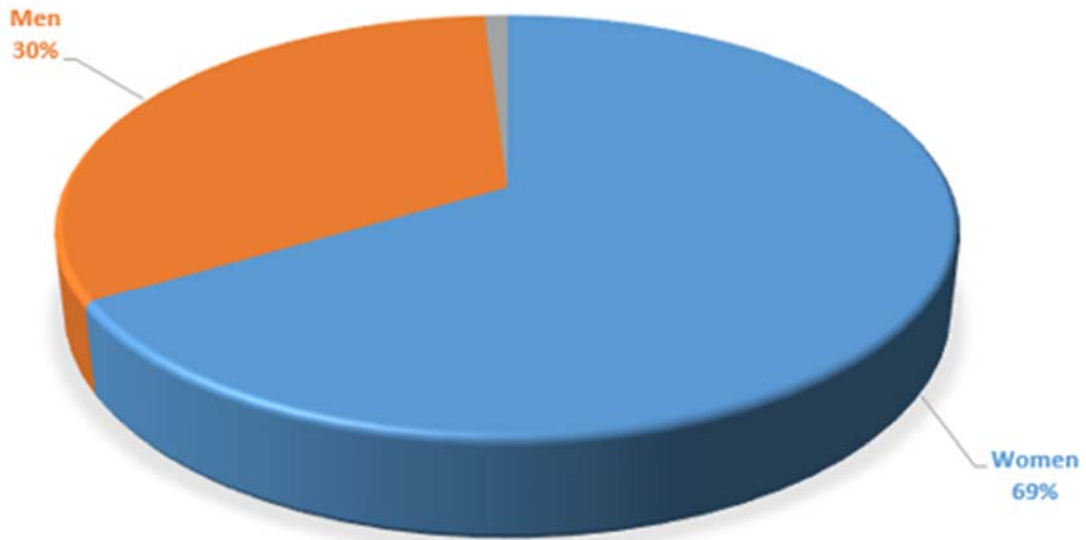
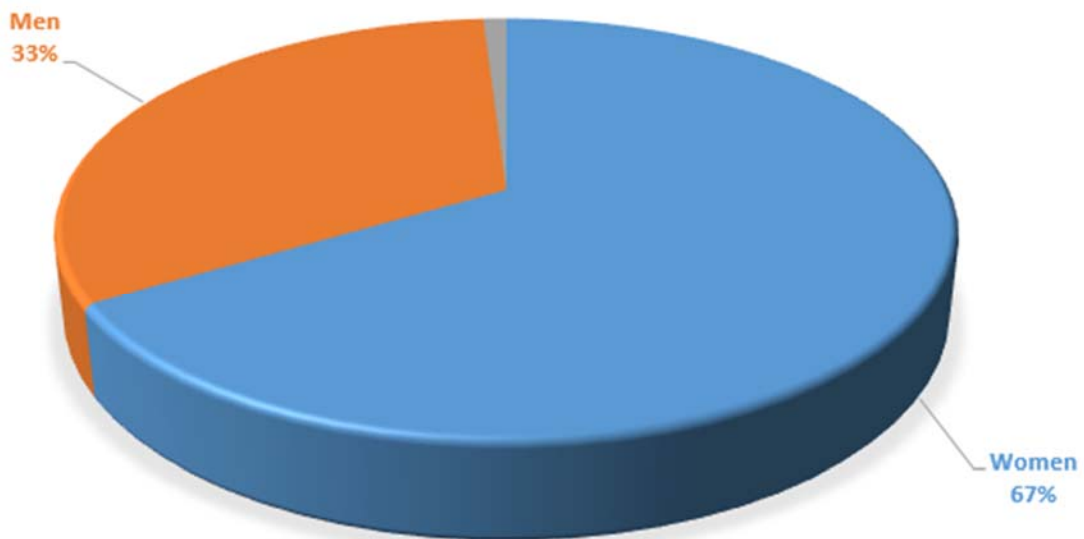


Figure 20.
Graphical Representation of Participants' Gender in 2008



Ethnicity. In 2008 the proportion of participants' identifying as white was 91.0%; however, in 2016 it was 85.2% revealing an improvement in the diversity of UW Oshkosh students and employees over the past 8 years. See Figures 21 and 22 for 2008 and 2016 breakdown.

Figure 21.
Graphical Representation of Participants' Ethnicity in 2016

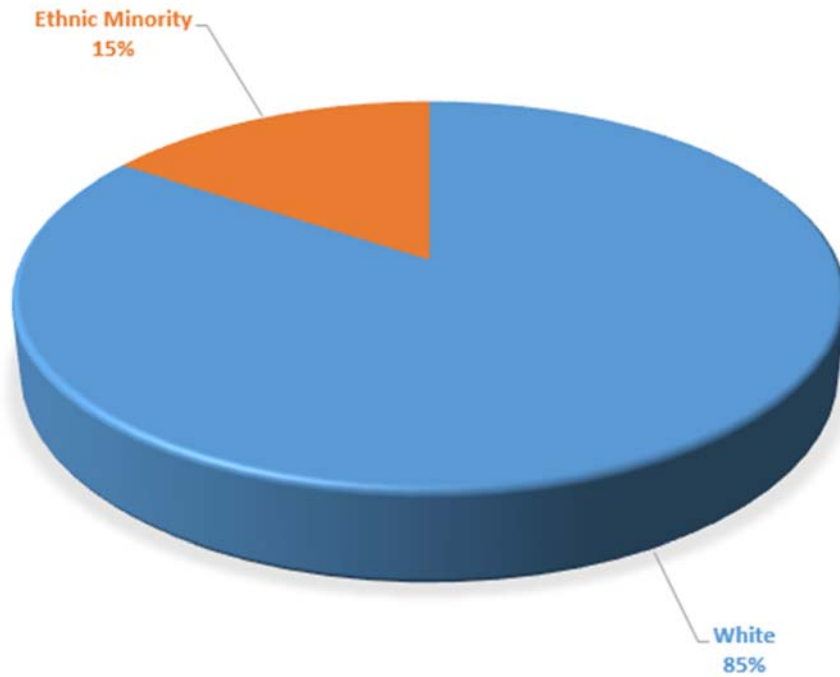
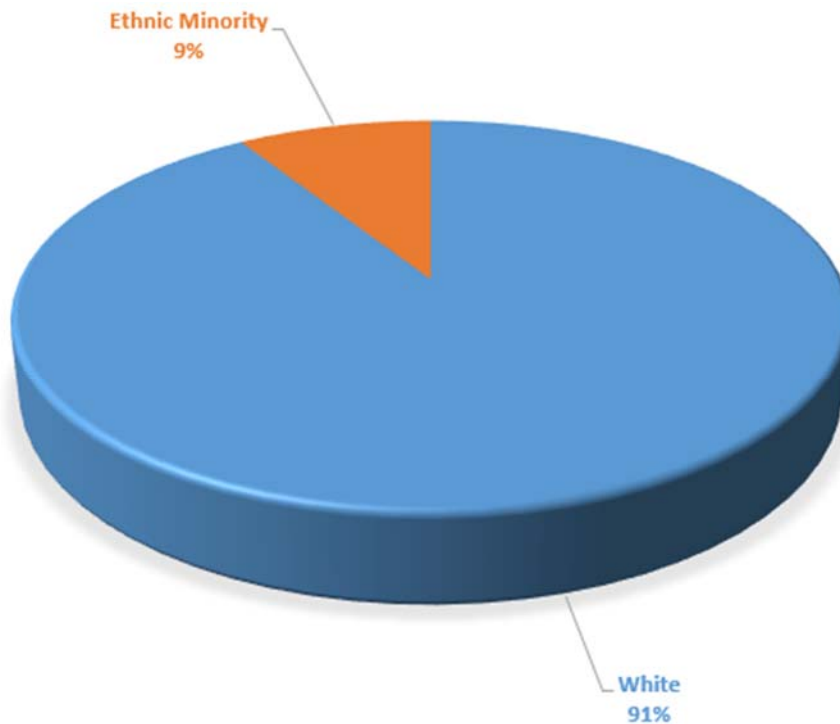


Figure 22.
Graphical Representation of Participants' Ethnicity in 2008



Sexual Orientation. In 2008, 4.6% participants identified as a sexual minority. However, in 2016 11.4% of participants identified as a sexual minority, again revealing a more diverse UW Oshkosh campus. See Figures 23 and 24 for 2008 and 2016 breakdown.

Figure 23.
Graphical Representation of Participants' Sexual Orientation in 2016

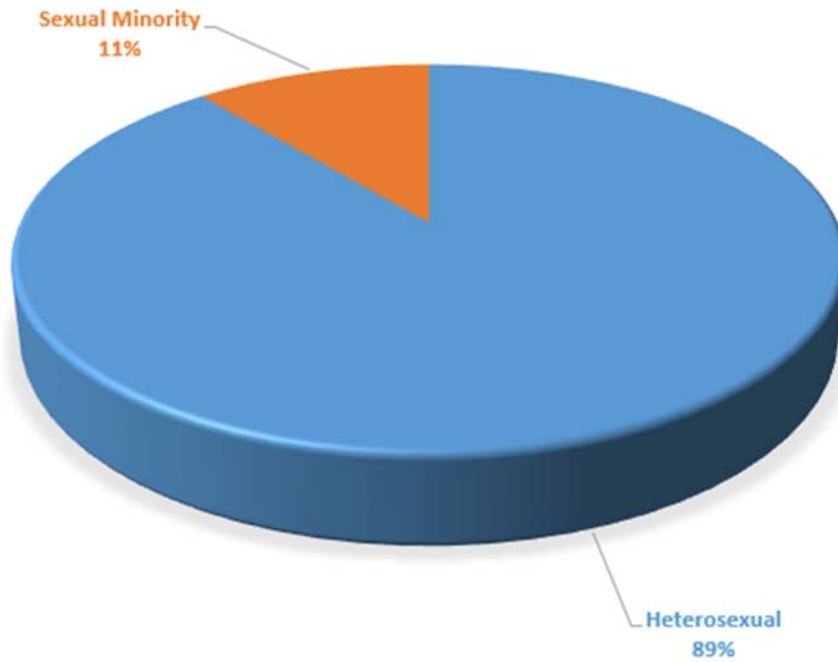
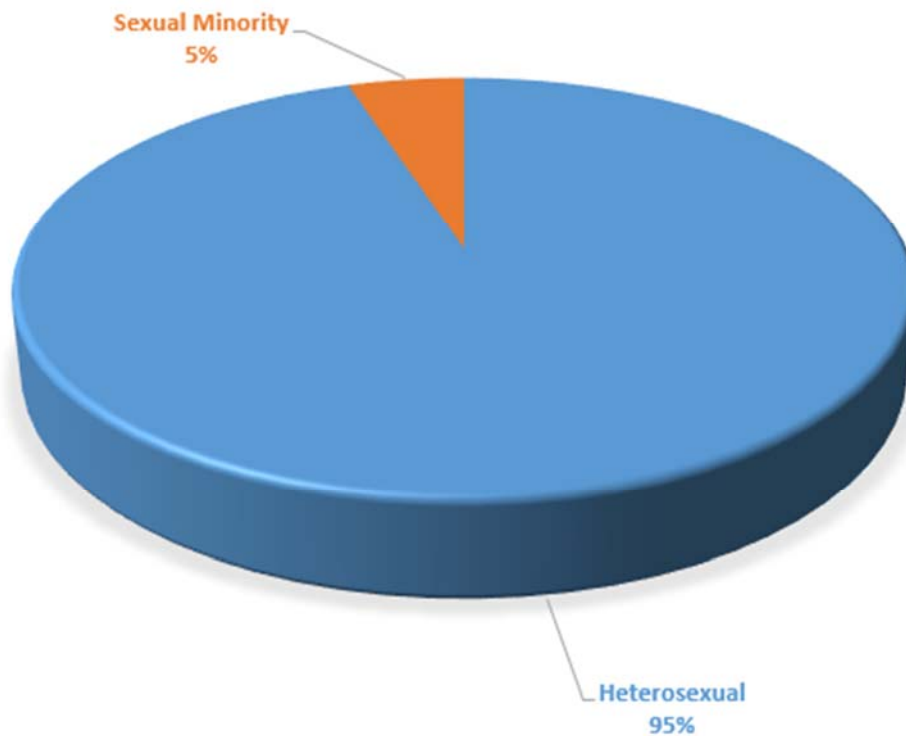


Figure 23.
Graphical Representation of Participants' Sexual Orientation in 2008



Comparing Reports of Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Overall, experiences with exclusionary, intimidating, offensive, and/or hostile behaviors appeared to decrease in 2016 from 2008. However, participants in the 2016 study reported more experience with criminal behavior and fears related to their physical safety than those from the 2008 study. See Table 128 below for item-level information comparing experiences with exclusionary, intimidating, offensive, and/or hostile behaviors between 2008 and 2016.

Table 128.
Comparing Students' and Employee's Reports of Exclusionary, Intimidating, Offensive, and/or Hostile Behavior in 2008 and 2016

Item	2008	2016	2016
	Participants	Students	Employees
	N (%)	N (%)	N (%)
I was the target of racial/ethnic profiling	23 (4.0%)	76 (4.2%)	19 (2.0%)
I was the target of graffiti (e.g., event advertisements removed or defaced)	14 (2.4%)	27 (1.5%)	20 (2.1%)
I received derogatory written comments	62 (10.7%)	51 (2.8%)	60 (6.2%)
I received derogatory phone calls	20 (3.5%)	23 (1.3%)	30 (3.1%)
I received derogatory/unsolicited text messages	N/A	55 (3.0%)	8 (0.8%)
I received derogatory/unsolicited comments on social media	N/A	66 (3.6%)	22 (2.3%)
I received threats of physical violence	16 (2.8%)	44 (2.4%)	11 (1.1%)
I received derogatory/unsolicited e-mails	31 (5.4%)	22 (1.2%)	38 (3.9%)
I was the target of physical violence	9 (1.6%)	32 (1.8%)	8 (0.8%)
I observed others staring at me	128 (22.2%)	263 (14.4%)	54 (5.6%)
I felt I was deliberately ignored or excluded	285 (49.4%)	184 (10.1%)	109 (11.3%)
I was the target of derogatory remarks (e.g., "that's so gay," "I got Jewed down," "she's/he's such a _____")	123 (21.3%)	104 (5.7%)	38 (3.9%)
I felt intimidated/bullied	186 (32.2%)	110 (6.0%)	129 (13.3%)
I feared for my physical safety	32 (5.5%)	135 (7.4%)	45 (4.7%)
I feared for my family's safety	8 (1.4%)	16 (1.0%)	8 (0.8%)
Someone assumed I was admitted or hired because of my identity	29 (5.0%)	43 (2.4%)	28 (2.9%)
I was the victim of a crime	10 (1.7%)	45 (2.5%)	11 (1.1%)
I feared getting a poor grade because of a hostile classroom environment	69 (12.0%)	89 (4.9%)	99 (10.2%)
I received a low performance evaluation	51 (8.8%)	51 (2.8%)	50 (5.2%)
I was singled out as the "resident authority" due to my identity	35 (6.1%)	88 (4.8%)	36 (3.7%)
I felt isolated or left out when work was required in groups	111 (19.2%)	95 (5.2%)	37 (3.8%)
I felt isolated or left out because of my identity	89 (15.4%)	40 (2.8%)	17 (1.8%)
Other	N/A	23 (1.3%)	16 (1.7%)

Note. Participants were asked to indicate "Whether they had ever experienced exclusionary, intimidating, offensive, and/or hostile conduct?" by checking all options that applied.

N = The number of students experiencing this conduct.

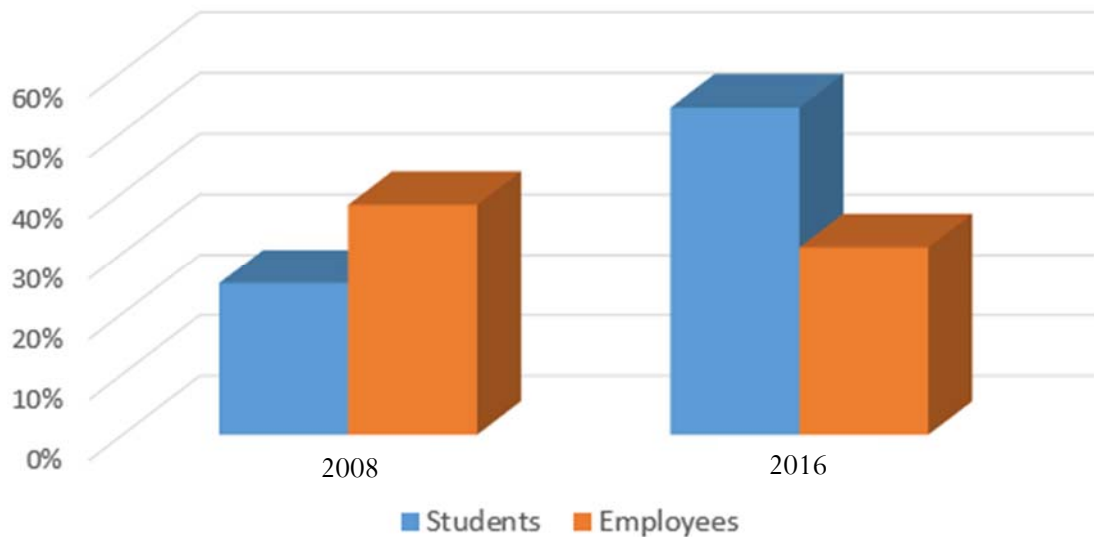
% = The percentage of students experiencing this conduct.

Comparing Experiences with Climate at UW Oshkosh

Comparing Reports of Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

Overall, students' experiences with exclusionary, intimidating, offensive, and/or hostile behaviors appeared to increase from 2008 to 2016, whereas employees' experiences decreased. For example, 25% of students experienced hostile behaviors in 2008 as compared to 54% in 2016 and 38% of employees experienced hostile behaviors in 2008 as compared to 31% in 2016. See Figure 24 for visual representation of differences in the proportion of students and employees reporting experience with exclusionary, intimidating, offensive, and/or hostile behaviors in 2008 and 2016.

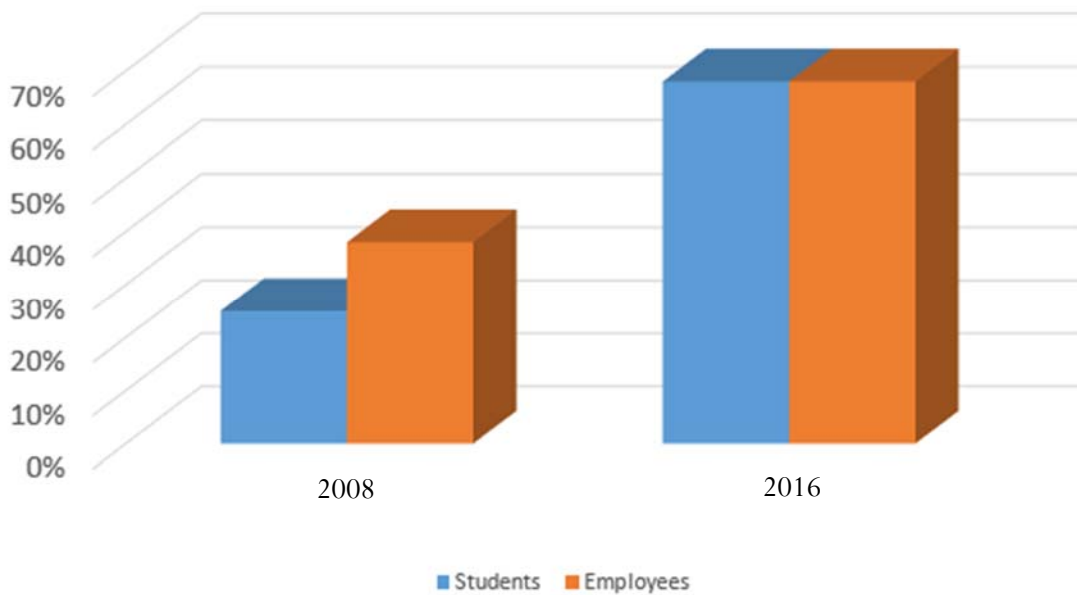
Figure 24.
Proportion of Students and Employees Reporting Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors in 2008 and 2016



Comparing Observations of Experiences with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors

There were also differences in observations of exclusionary, intimidating, offensive, and/or hostile behaviors between 2008 to 2016. In particular, 25% of students reported observing hostile behavior in 2008, whereas 68% reported observing this behavior in 2016. As for employees, 38% reported observing these behaviors in 2008, however 68% reported observing them in 2016. See Figure 25 for a visual representation of differences in the proportion of students and employees observing experience with exclusionary, intimidating, offensive, and/or hostile behaviors in 2008 and 2016.

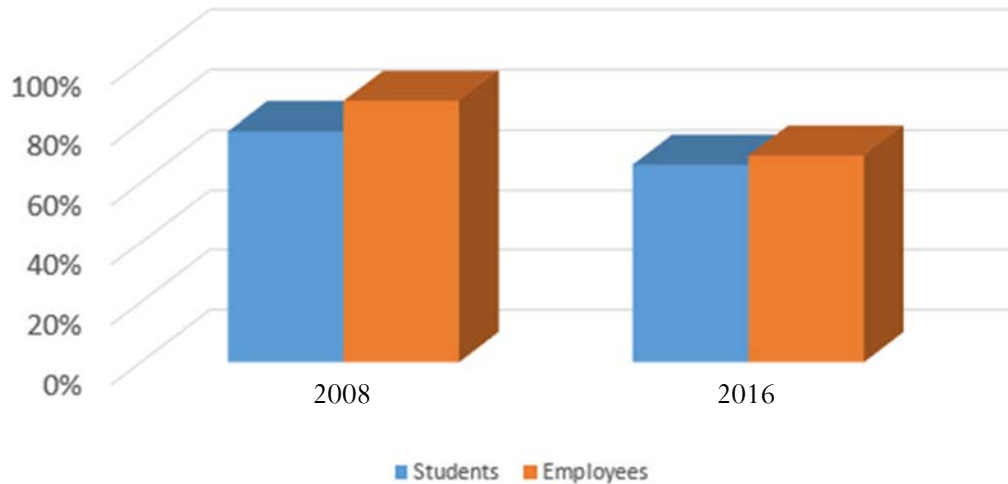
Figure 25.
Proportion of Students and Employees Observing Experience with Exclusionary, Intimidating, Offensive, and/or Hostile Behaviors in 2008 and 2016



Comparing Reports of Fear of Sexual Harassment at UW Oshkosh

In both 2008 and 2016, students and employees were also asked about the extent to which they feared sexual harassment at UW Oshkosh. The results revealed that in 2008, 77% of students and 87% of employees were “never” fearful of being sexually harassed. In 2016, 66% of students and 69% of employees reported “never” fearing sexual harassment. See Figure 26 for a visual representation of the proportion of students and employees never fearing sexual assault in 2008 and 2016.

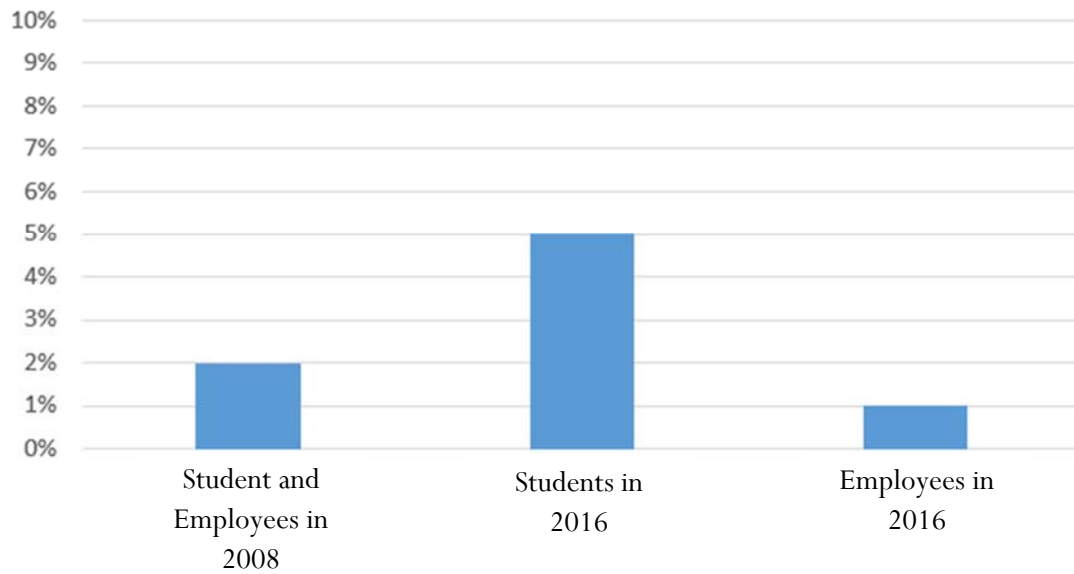
Figure 26.
Proportion of Students and Employees Never Fearing Sexual Harassment



Comparing Experiences with Sexual Assault at UW Oshkosh

There were also differences in experiences with sexual assault between 2008 and 2016. In particular, 2% of those participating in 2008 revealed experiencing sexual assault, whereas 5% of students and 1% of employees reported experience in 2016. See Figure 27 for a visual representation of the proportion of students and employees experiencing sexual assault in 2008 and 2016.

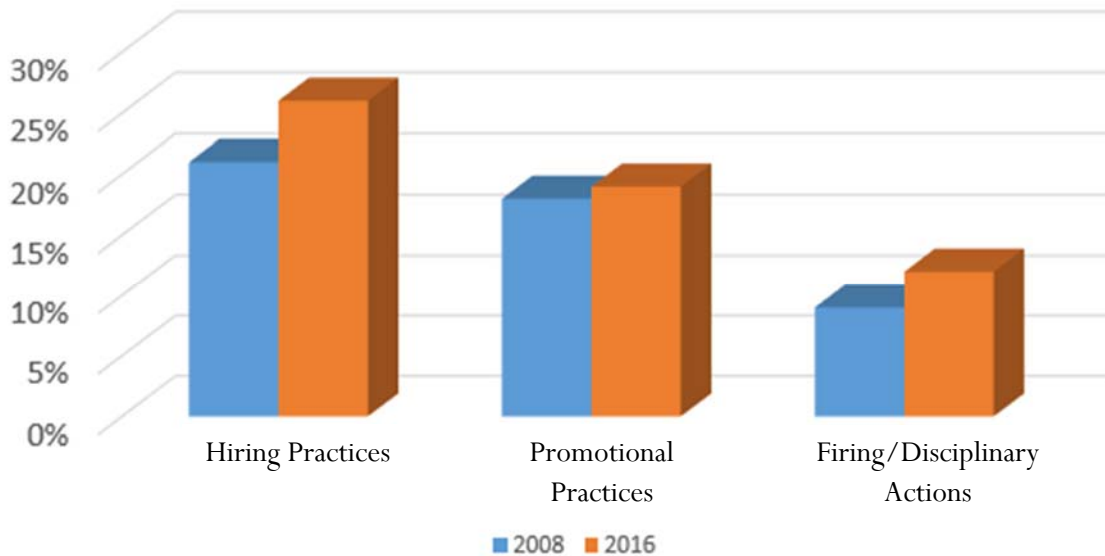
Figure 27.
Proportion of Students and Employees Experiencing Sexual Assault



Comparing Employees' Reports of Unfair, Unjust, or Discriminatory Hiring Practices, Disciplinary Actions, and Promotion at UW Oshkosh

When asked to report on unfair, unjust, or discriminatory actions among employees at UW Oshkosh, some differences between 2008 and 2016 emerged. In 2008, 21% of employees reported observations of unjust hiring practices, 18% reported unjust promotional practices, and 9% reported unjust “firing” actions. However, in 2016 26% reported observing unjust hiring practices, 19% reported unjust promotional practices, and 12% reported unjust “discriminatory” practices. Please note that different wording was used between survey administrations, initially “firing” actions was used in 2008 but then the term “disciplinary” actions was used in 2016. See Figure 27 for a visual representation of the proportion of employees observing unjust practices at UW Oshkosh in 2008 and 2016.

Figure 28.
Proportion of Employees Observing Unjust Practices at UW Oshkosh



Comparing Perceptions of Climate at UW Oshkosh

Comparing Students' and Employees' Reports of the Extent to which They Have Considered Leaving UW Oshkosh

In both 2008 and 2016, student and employees were asked to report on the extent to which they “have ever considered leaving the University of Wisconsin Oshkosh” using a 1 (“never”) to 5 (“all of the time”) scale. However, differences in how the question was asked in 2008 in comparison to 2016 make direct comparisons difficult. That being said, in 2008, 60% of employees reported that they had seriously considered leaving UW Oshkosh, whereas (in 2016) 21% reported never, 35% reported occasionally, 23% reported sometimes, 14% reported often, and 4% reported considering leaving UW Oshkosh all of the time. As for students, 40% of undergraduate and 29% of graduate students indicated that they had considered leaving UW Oshkosh in 2008. However, in 2016 43% of undergraduate students reported never, 35% reported occasionally, 15% reported sometimes, 4% reported often, and 3% reported considering leaving UW Oshkosh all of the time. As for graduate students in 2016, 46% reported never, 32% reported occasionally, 15% reported sometimes, 4% reported often, and 3% reported considering leaving UW Oshkosh all of the time. See Figures 29-34 for a visual representation of the proportion of students and employees considering leaving UW Oshkosh in 2008 and 2016.

Figure 29 & 30.

Proportion of Employees Considering Leaving UW Oshkosh in 2008 and 2016

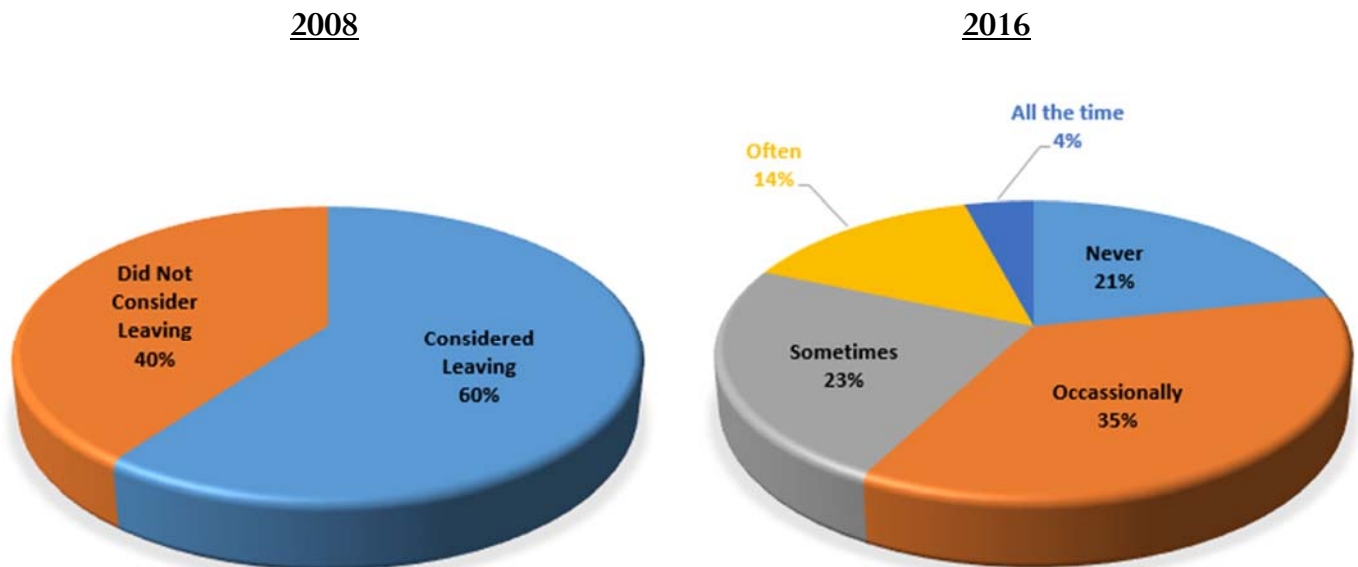


Figure 31 and 32.
Proportion of Undergraduate Students Considering Leaving UW Oshkosh in 2008 and 2016

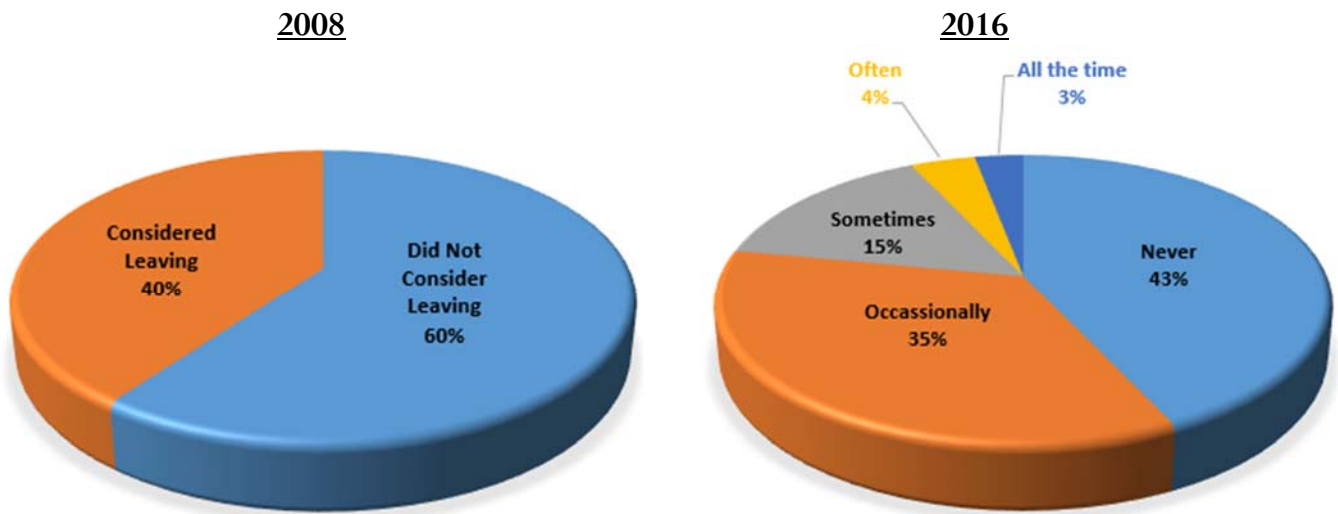
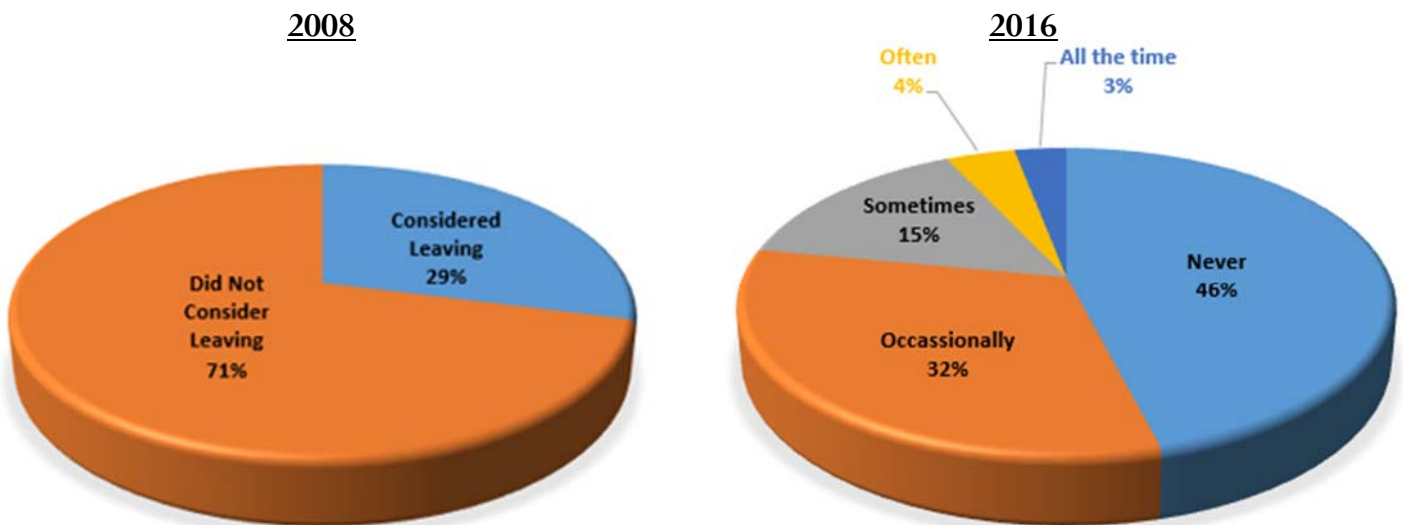


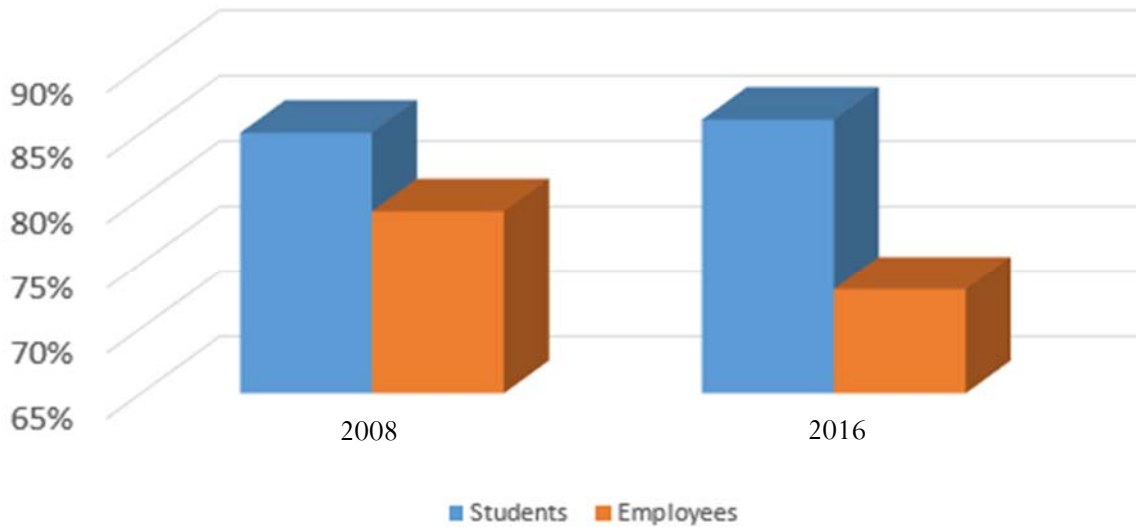
Figure 33 and 34.
Proportion of Graduate Students Considering Leaving UW Oshkosh in 2008 and 2016



Comparing Students' and Employees' Satisfaction at UW Oshkosh

When asked to report on their satisfaction at UW Oshkosh, 85% of students in 2008 and 86% of students in 2016 reported being “very satisfied” to “satisfied” with their education at UW Oshkosh. When employees were asked to report on their satisfaction with their job at UW Oshkosh, 79% in 2008 and 73% in 2016 reported being “very satisfied” or “satisfied.” See Figure 35 for a visual representation of the reports of education and job satisfaction at UW Oshkosh between 2008 and 2016.

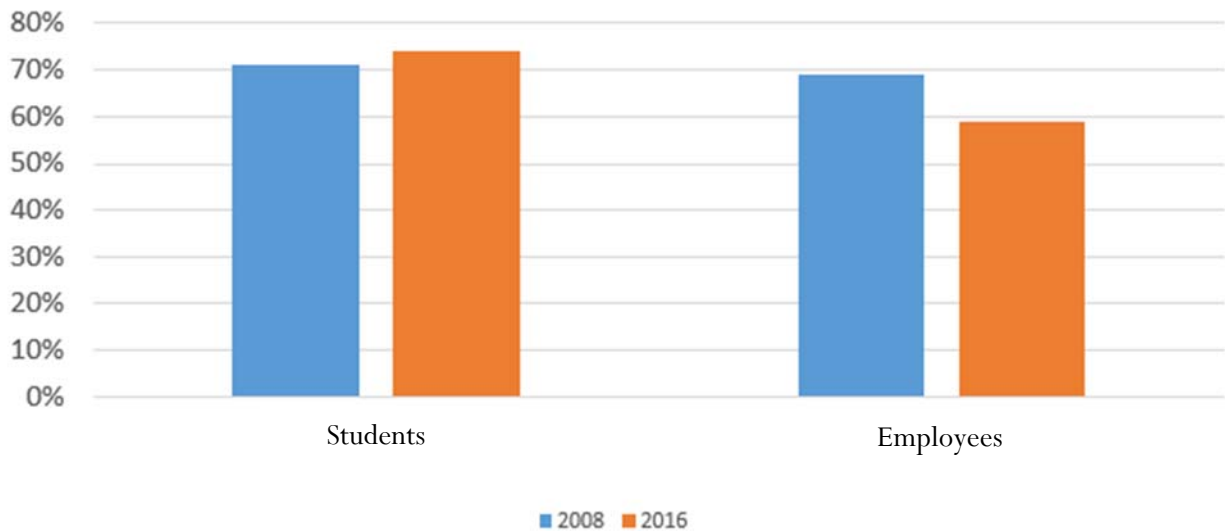
Figure 35.
Students and Employees Reports of Education and Job Satisfaction at UW Oshkosh



Comparing Students' and Employee's Satisfaction with the Way Their Careers Have Progressed

When asked about their satisfaction with the progression of their academic career, 71% of students in 2008 and 74% of students in 2016 reported being “very satisfied” to “satisfied.” With respect to employees, when asked about the progression of their professional career, 69% in 2008 and 59% in 2016 reported being either “very satisfied” or “satisfied.” See Figure 36 for a visual representation of the reports of students and employees satisfaction with career progression at UW Oshkosh in 2008 and 2016.

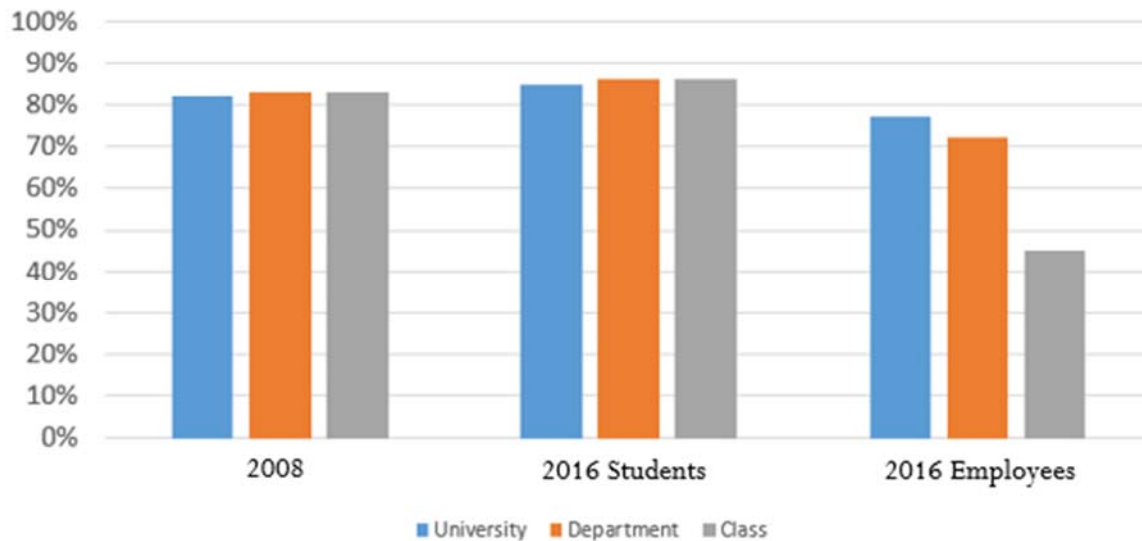
Figure 36.
Students and Employees Satisfaction with their Career Progression at UW Oshkosh



Comparing Students' and Employees' Reports of Comfort at UW Oshkosh

Students and employees at UW Oshkosh were also asked to report on their level of comfort with UW Oshkosh in 2008 and 2016. In 2008, 82% of participants reported feeling “comfortable” or “very comfortable” with the university as a whole, 83% reported feeling “comfortable” or “very comfortable” with their department, and 83% reported feeling “comfortable” or “very comfortable” in their classes. As for 2016, 85% of students and 77% of employees reported feeling “comfortable” or “very comfortable” with the university as a whole, 86% of students and 72% of employees reported feeling “comfortable” or “very comfortable” with their department, and 86% of students and 45% of employees reported feeling “comfortable” or “very comfortable” in their classes. See Figure 37 for a visual representation of the reports of comfort at UW Oshkosh between 2008 and 2016.

Figure 37.
Student and Employee Reports of Comfort at UW Oshkosh



If you have questions about this report, the 2016 Campus Climate Survey, or campus resources related to equity, inclusive excellence, discrimination, & harassment, please contact the Division of Academic Support of Inclusive Excellence at asie@uwosh.edu.

CAMPUS CLIMATE STUDY – REFERENCES

- Boysen, G. A. (2012). Teacher and student perceptions of microaggressions in college classrooms. *College Teaching, 60*, 122-129.
- Fluid Surveys Team. (2014). *Response Rate Statistics for Online Surveys -What Numbers Should You be Aiming For?*. Retrieved June 15th, 2016 from <http://fluidsurveys.com/university/response-rate-statistics-online-surveys-aiming/>
- Guiffrida, D., Gouveia, A., Wall, A., & Seward, D. (2008). Development and validation of the Need for Relatedness at College Questionnaire (NRC-Q). *Journal of Diversity in Higher Education, 1*, 251.
- Hurtado, S., Milem, J., Clayton-Pedersen, A., & Allen, W. (1999). *Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. ASHE-ERIC Higher Education Report, Vol. 26, No. 8*. ERIC Clearinghouse on Higher Education, One Dupont Circle, NW, Suite 630, Washington, DC 20036-1181.
- Nulty, D. D. (2008). The adequacy of response rates to online and paper surveys: what can be done?. *Assessment and Evaluation in Higher Education, 33*, 301-314.
- Piercy, F., Giddings, V., Allen, K., Dixon, B., Meszaros, P., & Joest, K. (2005). Improving campus climate to support faculty diversity and retention: A pilot program for new faculty. *Innovative Higher Education, 30*, 53-66.
- Rankin, S. & Reason, R. (2008). Transformational tapestry model: A comprehensive approach to transforming campus climate. *Journal of Diversity in Higher Education, 1*, 262-274.
- Settles, I. H., Cortina, L. M., Malley, J., & Stewart, A. J. (2006). The climate for women in academic science: The good, the bad, and the changeable. *Psychology of Women Quarterly, 30*, 47-58.
- Silverschanz, P., Cortina, L. M., Konik, J., & Magley, V. J. (2008). Slurs, snubs, and queer jokes: Incidence and impact of heterosexist harassment in academia. *Sex Roles, 58*, 179-191.
- Smith, D. G., Gerbick, G. L., Figueroa, M. A., Watkins, G. H., Levitan, T., Moore, L. C., ... & Figueroa, B. (1997). *Diversity Works: The Emerging Picture of How Students Benefit*. Washington DC: Association of American College and Universities.
- Stebbleton, M. J., Soria, K. M., Huesman Jr, R. L., & Torres, V. (2014). Recent immigrant students at research universities: The relationship between campus climate and sense of belonging. *Journal of College Student Development, 55*, 196-202.
- University of Wisconsin Oshkosh Website. (n.d.). Retrieved August 20th, 2016 from <http://www.uwosh.edu/about-uw-oshkosh/mission-vision-and-core-values.html>
- Watt, S., Simpson, C., McKillop, C., & Nunn, V. (2002). Electronic course surveys: does automating feedback and reporting give better results?. *Assessment and Evaluation in Higher Education, 27*, 325-337

