

James Madison University

Speak Up DUKES!!! Campus Climate Study
(Administered by Rankin & Associates Consulting)

This survey is available in alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Office of Disability Services
disability-svcs@jmu.edu
540-568-6705

Translation: Spanish

Esta encuesta está disponible en formatos alternativos. Si usted necesita cualquier alojamiento para participar en esta encuesta, por favor póngase en contacto con:

Office of Disability Services
disability-svcs@jmu.edu
540-568-6705

Si usted necesita la encuesta traducida al español, por favor póngase en contacto con:

[Insert as appropriate for JMU]

Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at James Madison University. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at James Madison University and provide us with specific information about how the environment for learning, living, and working at James Madison University can be improved.

Procedures

Procedures appear respectively in appropriate mediums

Procedures (online version)

You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates). Any computer identification that might identify participants is deleted from the submissions. Any comments that participants provide are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Procedures (paper and pencil version)

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks

No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked cause you discomfort, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Insert as appropriate to JMU

Commented [R&A1]: Website with resource information to be provided by JMU

Benefits

The results of the survey will provide important information about our campus climate and will help us in our efforts to ensure that the environment at James Madison University is conducive to learning, living, and working.

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (i.e., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the James Madison University Institutional Review Board.

Statement of De-Identification of Comments

Upon submission, all comments from participants will be de-identified. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The de-identified comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some de-identified comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Emil L. Cunningham, PhD
Vice President
Rankin & Associates Consulting, LLC
emil@rankin-consulting.com
814-625-2780

Erik Malewski, PhD
Vice President
Rankin & Associates Consulting, LLC
erik@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Heather Coltman
Provost and Senior Vice President, Academic Affairs
James Madison University
coltmahj@jmu.edu
540-568-4064

Tim Miller
Vice President, Student Affairs
James Madison University
millertm@jmu.edu
540-568-3685

Aderonke Adesanya
Professor, School of Art, Design and Art History
adesanaa@jmu.edu
540-568-3486

Questions concerning the rights of participants:

Research at James Madison University that involves human participants is carried out under the oversight of an Institutional Review Board. Questions or problems regarding these activities should be addressed to:

Dr. Lindsey Harvell-Bowman
Chair, Institutional Research Board
Harve21@jmu.edu
540-568-2611

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS OR, IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please check the box below indicating that you "agree" and then click on the "Next" button below.

- I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.
- I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the online survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Antisemitic: An exaggerated fear, hatred, and hostility toward people who are Jewish that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Jewish people.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Biphobic: Someone who practices discrimination or prejudice against an individual or group who is bisexual.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: The current attitudes and behaviors of faculty, staff, administrators, and students, as well as institutional policies and procedures, which influence the level of respect for individual needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Dating Violence: A form of sexual violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with another person, where the existence of such a relationship shall be determined based on a consideration of the following factors:

- The length of the relationship.
- The type of relationship.
- The frequency of interaction between the persons involved in the relationship.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual identity, citizenship, or service in the uniformed services.

Ethnicity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentric: An exaggerated fear, hatred, and hostility toward an individual or group's culture based solely on the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

FMLA: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see <http://www.dol.gov/whd/fmla/>

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of woman and man, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: An exaggerated fear, hatred, and/or hostility toward an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An exaggerated fear, hatred, and/or hostility toward homosexual people and individuals who identify as or are perceived as homosexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Islamophobic: An exaggerated fear, hatred, and hostility toward Islam and Muslims that is perpetuated by negative stereotypes resulting in bias, discrimination, and marginalization of Muslim people.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

Non-Native English Speakers: People for whom English is not their first language.

People of Color: People who self-identify as other than White.

Physical Characteristics: Term that refers to one's appearance.

Pansexual: Fluid in sexual identity and is attracted to others regardless of their sexual identity or gender.

Position: The status one holds by virtue of her/his role/status within the institution (e.g., undergraduate student, staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: An exaggerated fear, hatred, and/or hostility toward an individual or group based on their racial identity.

Sex Assigned at Birth: The biological sex assigned (named) an individual baby at birth.

Sexist: An exaggerated fear, hatred, and/or hostility toward an individual or group based on their assigned birth sex.

Sexual Assault: Any physical contact of a sexual nature that is forced on another person, including **unwelcome sexual touching of any kind**. This includes engaging or attempting to engage in any **unwelcome sexual intercourse** (oral, anal or vaginal) or penetration, however slight, with any **object or body part without consent**, or intentional touching (either of another person or when the person is forced to touch) of a body part in a sexual manner without consent, directly or through clothing. Sexual assault includes nonconsensual attempted or

completed sexual intercourse, penetration with any part of the body or an object, touching or forcing another person to touch in a sexual manner, kissing, physical contact with any part of the body for sexual purposes or forcing another to touch himself or herself in a sexual manner.

Sexual Harassment: A form of sex discrimination consisting of unwelcome or offensive sexual advances, requests for sexual favors, or other conduct of a sexual nature including: verbal (e.g., specific demands for sexual favors, sexual innuendoes, sexually suggestive comments, jokes of a sexual nature, sexual propositions, or sexual threats); non-verbal (e.g., sexually suggestive emails, other writings, articles or documents, objects or pictures, graphic commentaries, suggestive or insulting sounds or gestures, leering, whistling, or obscene gestures); or physical (e.g., touching, pinching, brushing the body, any unwelcome or coerced sexual activity, including sexual assault). Sexual harassment, including sexual assault, can involve persons of the same or different sexes. Sexual harassment may also include sex-based harassment directed toward stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes. This policy prohibits the following types of sexual harassment:

- Term or condition of employment or education. This type of sexual harassment (often referred to as "quid pro quo" harassment) occurs when the terms or conditions of employment, educational benefits, academic grades or opportunities, living environment or participation in a university activity are conditioned upon, either explicitly or implicitly, submission to or rejection of unwelcome sexual advances or requests for sexual favors, or such submission or rejection is a factor in decisions affecting that individual's employment, education, living environment, or participation in a university program or activity.

- Hostile environment: Acts that create a hostile environment, as defined herein

Sexual orientation/identity/sexuality: A personal characteristic based on the sex of people one tends to be emotionally, physically, and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Stalking: Repeated conduct which places a person or his/her family in reasonable fear of death, sexual assault or bodily injury. Stalking is a form of sexual misconduct.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An exaggerated fear, hatred, and/or hostility toward transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: An exaggerated fear, hatred, and/or hostility toward an individual or group of people from other countries.

Directions

Directions appear respectively in appropriate mediums.

URL only: Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate blank. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting.

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at JMU?
 - Undergraduate Student
 - Started my first year in college at JMU
 - Transferred from another institution to JMU
 - Graduate and/or Professional Students
 - Post-Bac/Non-Degree/Certificate [Receive Graduate student questions]
 - Post-Doctoral Scholar/Fellow (Respondents receive Faculty questions)
 - Administrative & Professional Faculty (A&P Faculty) [Respondents receive staff questions]
 - Instructional Faculty (Respondents receive Faculty questions)
 - Tenured
 - Associate Professor
 - Professor
 - Tenure-Track
 - Assistant Professor
 - Associate Professor
 - Professor
 - Non-Tenure Track (e.g., Lecturer/Instructor, RTA)
 - Part-time Faculty/Adjunct (including affiliate faculty)
 - Visiting Faculty (Respondents receive Faculty questions)
 - Staff
 - Classified Staff
 - Part-time Staff
 - General Wage (1500 hour employee)
 - Temporary Non-teaching (TNT), Reoccurring Non-Teaching (RNT)
 - Part-time Salaried (PTS), Quasi-Full time Non-Teaching (QNT)
2. Are you full-time or part-time in that **primary** position?
 - Full-time
 - Part-time

COVID Questions

3. **Faculty/Staff/A&P Faculty members only:** For the topics on the scale below, please rate JMU's response to the **COVID-19 pandemic** (March 2020 – August 2021):

	Did not meet expectations	Met some but not all expectations	Fully met expectations	Exceeded expectations	Greatly exceeded expectations
Access to colleagues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance with state/local/agency requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making (e.g., seeks/values/considers employee voices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flow of information (e.g., senior administrators, manager/supervisor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impact on work/career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of remote work challenges (e.g., child care, remote school, elder care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support of remote work technology resources (e.g., internet, power sources, webcams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility to make my own decision on when or if I work/teach remotely	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility to revise my working/teaching schedule to care for others when needed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. **Students only:** For the topics on the scale below, please rate JMU's response to the **COVID-19 pandemic** (March 2020 – August 2021):

	Did not meet expectations	Met some but not all expectations	Fully met expectations	Exceeded expectations	Greatly exceeded expectations
Access to faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to support services (e.g., counseling, tutoring, testing, financial aid, advising)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to technology resources (e.g., internet, power sources, webcams)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to student employment (e.g., wage, federal work study, assistantship)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compliance with state/local/agency requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decision-making (e.g., seeks/values/considers student voices)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flow of information (e.g., senior administrators, staff, faculty)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Insert text box here

Part 1: Personal Experiences

When responding to questions 6 - 8, think about your experiences beginning Summer 2019 at JMU.

6. Overall, how comfortable are you with the climate at JMU?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

7. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your department, program, or work unit at JMU?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

8. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at JMU?
 - Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable

9. Have you ever **seriously considered** leaving JMU?
 - No **(Skip to Question #14-Students #15 – faculty/staff)**
 - Yes

10. **Students only:** When did you seriously consider leaving JMU? **(Mark all that apply.)**
 - During my first year as a student
 - During my second year as a student
 - During my third year as a student
 - During my fourth year as a student
 - During my fifth year as a student
 - After my fifth year as a student

11. **Students only:** Why did you seriously consider leaving JMU? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Academic reasons
- Preferred major/minor/program of study unavailable
- Campus climate not welcoming
- Course availability/scheduling
- Did not feel valued by JMU
- Did not feel comfortable being myself
- Did not like major
- Did not meet the admissions criteria for a major
- Experiences of discrimination or exclusion
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of social life at JMU
- Lack of support system
- Lack of support services
- My marital/relationship status
- Roommate issues
- Personal reasons (e.g., medical, mental health, family emergencies)
- Wanted to transfer to another institution
- A reason not listed above (Please specify.): _____

12. **Faculty/Staff only:** Why did you seriously consider leaving JMU? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Campus climate unwelcoming
- Changes in job responsibilities
- Commute
- Cost of living
- Denied tenure
- Did not feel valued by JMU
- Did not feel comfortable being myself
- Experiences of discrimination or exclusion
- Family responsibilities
- Institutional support (e.g., research, technical support, laboratory space/equipment)
- Workload
- Interested in a position at another institution
- Lack of benefits
- Lack of institutional resources
- Lack of sense of belonging
- Limited advancement opportunities
- Local community did not meet my (my family) needs
- Local community climate not welcoming
- Personal reasons (e.g., medical, mental health, family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Relocation

- Salary/pay rate
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with coworkers
- Work life balance concerns
- A reason not listed above (Please specify.): _____

13. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
Insert text box here

14. **Students only** Please indicate the extent to which you agree with each of the following statements regarding your academic experience at JMU.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave JMU before I graduate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. **Beginning Summer 2019**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullied, harassed) conduct that has interfered with your ability to learn, live, or work at JMU?
- No ([Skip to Question #26](#))
 - Yes

16. What do you believe was the basis of the conduct? (**Mark all that apply.**)

RANDOMIZE RESPONSE CHOICES

- Academic performance
- Accent/dialect
- Age
- Disability status
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at JMU
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- Parental status (i.e., having children)
- Participation in an organization/team (Please specify.): _____
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual orientation/identity/sexuality
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

17. Beginning Summer 2019, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
- 1 instance
 - 2 instances
 - 3 instances
 - 4 instances
 - 5 or more instances

18. How would you describe what happened? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- I experienced a hostile classroom environment.
- I experienced a hostile work environment.
- I experienced a hostile on-campus living environment.
- I felt others staring at me.
- I received a low or unfair performance evaluation.
- I received derogatory phone calls/text messages/email.
- I received derogatory written comments.
- I received derogatory messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram).
- I received threats of physical violence.
- I was ignored or excluded.
- I was intimidated/bullied.
- I was isolated or left out.
- I was not fairly evaluated in the promotion and tenure process.
- I was silenced/I felt silenced.
- I was singled out as the spokesperson for my identity group.
- I was the target of derogatory verbal remarks.
- I was the target of physical violence.
- I was the target of racial/ethnic profiling.
- I was the target of religious/spiritual profiling.
- I was the target of unwanted sexual contact.
- I was the target of workplace incivility.
- Someone assumed I was admitted/hired/promoted due to my identity group.
- The conduct made me fear I would get a poor grade.
- An experience not listed above (please specify: _____)

19. Where did the conduct occur? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- At an on-campus JMU event/program
- At an off-campus JMU event/program/opportunity (e.g., conference, competition, community service, professional development)
- During a JMU study abroad, study away program
- During a student organization event/meeting
- During an alternative break
- During an off-campus academic experience (e.g. clinical rotation, field experience, internship, research)
- In a class/laboratory
- In a JMU administrative office
- In a JMU dining facility
- In a JMU library
- In a faculty office
- In a fraternity house
- In a meeting with a group of people
- In a meeting with one other person
- In a sorority house
- In a student organization residence
- In a private residence
- In athletic facilities
- In on-campus housing
- In off-campus housing
- In other public spaces at JMU
- In the surrounding communities
- Off campus
- On the bus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
- While walking on campus
- While working at a JMU job
- A venue not listed above (Please specify.): _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES

- Academic advisor
- Academic unit head
- Athletic coach/trainer
- Campus police
- Coworker/colleague
- Direct report (i.e., person who reports to me)
- Faculty member/other instructional staff
- Friend
- Senior administrator (e.g., dean, vice president, provost)
- Staff member
- Stranger
- Graduate student
- Student leader
- Student staff
- Supervisor or manager
- Undergraduate student
- Do not know source
- A source not listed above (Please specify.): _____

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES

- Alone
- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Shocked
- Somehow responsible
- A feeling not listed above (Please specify.): _____

22. What was your response to experiencing this conduct? **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS RESOURCES DROP-DOWN

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted a JMU resource
 - Academic Advisor
 - Center for Multicultural Student Services
 - Center for Global Engagement
 - Counseling Center
 - Dean of Students
 - Survivor Advocate
 - JMU Police
 - Employee Assistance Program
 - Faculty or Staff Member
 - Faculty Ombudsperson
 - Human Resources
 - Access and Inclusion
 - Office of Equal Opportunity
 - Office of Disability Services
 - Senior Administrator (e.g., Vice President, Provost, Dean, Academic Unit Head)
 - Residence Life staff member (e.g., Resident Advisor, Hall Director)
 - Sexual Orientation, Gender Identity, and Expression (SOGIE)
 - Student Employee
 - Student Employment Office
 - Student Organization Advisor
 - Graduate Student (e.g., Teaching Assistant, Graduate Assistant)
 - Supervisor/Manager
 - Title IX Staff
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I submitted a bias incident report through Office of Equal Opportunity
- I submitted a report through the Hazing or Other Misconduct Incident Form
- I submitted a report through the LiveSafe app
- I told a family member.
- I told a friend.
- A response not listed above (please specify: _____)

23. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.

- Yes, I reported the conduct, but the outcome was not shared.

24. We are interested in knowing more about your experiences. If you would like to elaborate on your experiences, please do so here.

Insert text box here

25. We are also interested in your personal experiences in the community surrounding your campus. If you would like to elaborate on these experiences, please do so here.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Insert as appropriate to JMU

Commented [R&A2]: Website with resource information to be provided by JMU

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct, across genders and sexualities, that you have experienced, whether by someone familiar or unfamiliar to you. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources by copying and pasting the link below into a new browser to contact a resource.

Insert resource URL

26. **While a member of the JMU community**, have you experienced unwanted sexual contact/conduct (including interpersonal/relationship violence, sexual harassment, stalking, sexual assault)?
- No (**Skip to Question #36**)
(PROGRAMMING NOTE: Respondents cannot select this answer option and any other option.)
 - Yes
 - Yes – relationship violence (e.g., dating violence or domestic violence including physical, mental, emotional abuse)
 - Yes – stalking (e.g., following in person, on social media, texting, phone calls)
 - Yes – sexual harassment (e.g., cat-calling, repeated sexual advances, being shown sexual images, sexual behavior as a requirement for a grade, job, or opportunity)
 - Yes – sexual assault (e.g. unwelcome sexual touching of any kind, including engaging or attempting to engage in unwelcome sexual intercourse: oral, anal or vaginal, or penetration with any object or body part without consent)
- PROGRAMMING NOTE: For questions 34 and 35. Insert appropriate experience (e.g., relationship violence, stalking, sexual interaction, sexual contact) from Q#26**
27. When did the **insert appropriate experience from Q#26** occur? **(Mark all that apply.)**
- Fewer than 6 months ago
 - 6 - 12 months ago
 - 13 - 23 months ago
 - 2 - 4 years ago
 - 5 - 10 years ago
 - 11 - 20 years ago
 - More than 20 years ago

28. **Students only:** What semester were you in when you experienced the **insert appropriate experience from Q#26**? **(Mark all that apply.)**
- During my time as a graduate student, professional student, or post-bac/non-degree/certificate student at JMU
 - Prior to my first semester (e.g., orientation activities, training/preparation for major, clubs, sports, organizations, campus life)
 - Undergraduate first year
 - Fall semester
 - Winter term
 - Spring semester
 - Summer term
 - Between semesters/terms
 - Undergraduate second year
 - Fall semester
 - Winter term
 - Spring semester
 - Summer term
 - Between semesters/terms
 - Undergraduate third year
 - Fall semester
 - Winter term
 - Spring semester
 - Summer term
 - Between semesters/terms
 - Undergraduate fourth year
 - Fall semester
 - Winter term
 - Spring semester
 - Summer term
 - Between semesters/terms
 - After my fourth year as an undergraduate
29. Who did this to you? **(Mark all that apply.)**
- Acquaintance/friend
 - Current or former dating/intimate partner
 - Family member
 - JMU faculty member
 - JMU staff member
 - Stranger
 - JMU student
 - Other role/relationship not listed above
30. Where did the **insert appropriate experience from Q#26** occur? **(Mark all that apply.)**
- Off campus (Please specify location.): _____
 - On campus (Please specify location.): _____

31. Were alcohol and/or drugs involved in the **insert appropriate experience from Q#26**?

- No
- Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs

32. How did you feel after experiencing the **insert appropriate experience from Q#26**?

(Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Alone
- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Shocked
- Somehow responsible
- A feeling not listed above (Please specify.): _____

33. What was your response to experiencing this conduct? **(Mark all that apply.)**

**RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS
RESOURCES DROP-DOWN**

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted a JMU resource
 - Academic Advisor
 - Center for Multicultural Student Services
 - Center for Global Engagement
 - Counseling Center
 - Dean of Students
 - Survivor Advocate
 - JMU Police
 - Employee Assistance Program
 - Faculty or Staff Member
 - Faculty Ombudsperson
 - Human Resources
 - Access and Inclusion
 - Office of Equal Opportunity
 - Office of Disability Services
 - Senior Administrator (e.g., Vice President, Provost, Dean, Academic Unit Head)
 - Residence Life staff member (e.g., Resident Advisor, Hall Director)
 - Sexual Orientation, Gender Identity, and Expression (SOGIE)
 - Student Employee
 - Student Employment Office
 - Student Organization Advisor
 - Graduate Student (e.g., Teaching Assistant, Graduate Assistant)
 - Supervisor/Manager

- Title IX Staff
 - I did not do anything.
 - I did not know to whom to go.
 - I sought information online.
 - I sought support from off-campus hot-line/advocacy services.
 - I submitted a bias incident report through Office of Equal Opportunity
 - I submitted a report through the Hazing or Other Misconduct Incident Form
 - I submitted a report through the LiveSafe app
 - I told a family member.
 - I told a friend.
 - A response not listed above (please specify: _____)
34. Did you officially report the [insert appropriate experience from Q#26]?
- No, I did not report it. [to Q#35]
 - Yes, I reported the conduct.
 - Yes, I reported the conduct and was satisfied with the outcome. [to next section]
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. [to next section]
 - Yes, I reported the conduct, but felt that it was not addressed appropriately. [to Q#XX]
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.
35. You indicated that you **DID NOT** report the [insert appropriate experience from Q#26] to a campus official or staff member. Please explain why you did not.
Insert Text Box

36. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Consent.	0	0	0	0	0
I am generally aware of the role of JMU Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	0	0	0	0	0
I am generally aware of the role of the Survivor Advocates with regard to seeking support for unwanted sexual contact/conduct.	0	0	0	0	0
I know how and where to report incidents of unwanted sexual contact/conduct.	0	0	0	0	0
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	0	0	0	0	0
I am generally aware of the campus resources listed here: https://www.jmu.edu/access-and-enrollment/titleIX/resources/index.shtml	0	0	0	0	0
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	0	0	0	0	0
I understand that JMU standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	0	0	0	0	0
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in JMU Campus Crime Report.	0	0	0	0	0
I know that JMU sends a Madison Alert/JMU Alert/Timely Notice Email to the campus community when incidents of unwanted sexual contact/conduct occur.	0	0	0	0	0

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Insert as appropriate to JMU

Commented [R&A3]: Website with resource information to be provided by JMU

Part 2: Workplace Climate

37. **Tenured and Tenure-Track Faculty only:** As a faculty member at JMU, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	0	0	0	0	0
The process for promotion is clear.	0	0	0	0	0
The criteria for promotion are clear.	0	0	0	0	0
The tenure and promotion process is applied consistently to faculty in my unit.	0	0	0	0	0
The tenure and promotion criteria is applied equitably to faculty in my unit.	0	0	0	0	0
Supported and mentored during the tenure-track years.	0	0	0	0	0
JMU faculty who qualify for delaying their tenure-clock feel empowered to do so.	0	0	0	0	0
JMU values research/scholarship.	0	0	0	0	0
JMU values teaching.	0	0	0	0	0
JMU values service.	0	0	0	0	0
Pressured to change my research/scholarship agenda to match unit expectations to achieve tenure/promotion.	0	0	0	0	0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	0	0	0	0	0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	0	0	0	0	0
Faculty members in my academic unit who use FMLA policies are disadvantaged in promotion/tenure.	0	0	0	0	0
JMU leadership (e.g., Vice Presidents, Provost, Deans) meaningfully include faculty in decision-making processes.	0	0	0	0	0
Academic unit leadership (e.g., Academic Unit Heads, Directors) meaningfully include faculty in decision-making processes.	0	0	0	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
JMU committees value faculty opinions.	0	0	0	0	0
JMU values shared governance practices	0	0	0	0	0

38. **Tenured and Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert Text Box

39. **Non-Tenure-Track Faculty only:** As an employee with a non-tenure-track appointment at JMU I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	0	0	0	0	0
The criteria used for contract renewal are applied equally to all positions.	0	0	0	0	0
Clear expectations of my responsibilities exist.	0	0	0	0	0
JMU values research.	0	0	0	0	0
JMU values teaching.	0	0	0	0	0
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	0	0	0	0	0
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	0	0	0	0	0
Pressured to do extra work that is uncompensated.	0	0	0	0	0
Senior administrators (e.g., dean, vice president, provost) take non-tenure-track faculty opinions seriously.	0	0	0	0	0
JMU committees value non-tenure-track faculty opinions.	0	0	0	0	0

40. **Non-Tenure-Track Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

41. **All Faculty:** As a faculty member at JMU, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive with peer institutions.	0	0	0	0	0
Salaries for tenure-track faculty positions are competitive with peers within JMU.	0	0	0	0	0
Salaries for part-time/adjunct faculty are competitive with peer institutions.	0	0	0	0	0
Salaries for part-time/adjunct faculty are competitive with peers within JMU.	0	0	0	0	0
Salaries for non-tenure-track faculty are competitive with peer institutions.	0	0	0	0	0
Salaries for non-tenure-track faculty are competitive with peers within JMU.	0	0	0	0	0
Health insurance benefits are competitive.	0	0	0	0	0
Child care benefits are competitive.	0	0	0	0	0
Retirement/supplemental benefits are competitive.	0	0	0	0	0
JMU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	0	0	0	0	0
My colleagues include me in opportunities that will help my career as much as they do others in my position.	0	0	0	0	0
The annual performance evaluation process is clear.	0	0	0	0	0
JMU provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	0	0	0	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I can report problems I have experienced or witnessed without fear of retaliation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend JMU as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. **All Faculty:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

43. **Staff only** As a staff/A&P faculty member at JMU, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	0	0	0	0	0
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	0	0	0	0	0
I am included in opportunities that will help my career as much as others in similar positions.	0	0	0	0	0
The annual performance evaluation process is clear.	0	0	0	0	0
The annual performance evaluation process is productive.	0	0	0	0	0
My supervisor provides adequate support for me to manage work-life balance.	0	0	0	0	0
I have a reasonable workload for my position	0	0	0	0	0
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	0	0	0	0	0
Pressured by departmental/area work requirements that occur outside of my normally scheduled hours.	0	0	0	0	0
I am given a reasonable time frame to complete assigned responsibilities.	0	0	0	0	0
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	0	0	0	0	0
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	0	0	0	0	0
I can report problems I have experienced or witnessed without fear of retaliation.	0	0	0	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
A social hierarchy exists within staff positions that allows some voices to be valued more than others.	0	0	0	0	0
JMU provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	0	0	0	0	0

44. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

45. **Staff only** As a staff/A&P faculty member at JMU I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
JMU provides me with resources to pursue training/professional development opportunities.	0	0	0	0	0
My supervisor provides me with resources to pursue training/professional development opportunities.	0	0	0	0	0
JMU is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	0	0	0	0	0
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	0	0	0	0	0
Staff in my department/area who use FMLA are disadvantaged in promotion or evaluations.	0	0	0	0	0
JMU policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across JMU.	0	0	0	0	0
JMU is supportive of flexible work schedules.	0	0	0	0	0
My supervisor is supportive of flexible work schedules.	0	0	0	0	0
Staff salaries are competitive with peer institutions.	0	0	0	0	0
Staff salaries are competitive with peers within JMU.	0	0	0	0	0
Vacation and personal time benefits are competitive.	0	0	0	0	0
Health insurance benefits are competitive.	0	0	0	0	0
Child care benefits are competitive.	0	0	0	0	0
Retirement/supplemental benefits are competitive.	0	0	0	0	0
JMU committees value staff opinions.	0	0	0	0	0
JMU faculty value staff opinions.	0	0	0	0	0
JMU senior administrators (e.g., dean, vice president, provost) value staff opinions.	0	0	0	0	0

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Clear expectations of my responsibilities exist.	0	0	0	0	0
Clear procedures exist on how I can advance at JMU.	0	0	0	0	0
Positive about my career opportunities at JMU.	0	0	0	0	0
I would recommend JMU as a good place to work.	0	0	0	0	0
I have job security.	0	0	0	0	0

46. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

47. What was your sex assigned at birth?
- Female
 - Intersex
 - Male
48. What is your current gender/gender identity?
- Genderqueer
 - Man
 - Nonbinary
 - Trans Man
 - Trans Woman
 - Woman
 - A gender not listed here (Please specify.): _____
49. What is your current gender expression?
- Androgynous
 - Feminine
 - Genderfluid
 - Masculine
 - A gender expression not listed here (Please specify.): _____
50. What is your citizenship/immigrant status in the U.S.?
- DACA
 - Permanent immigrant status (e.g., lawful legal resident, refugee, asylee, T visa, VAWA)
 - Temporary resident – International student
 - Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status (e.g., TN, O, J)
 - Unprotected status (e.g., undocumented)
 - U.S. citizen, birth
 - U.S. citizen, naturalized
 - Other legally documented status

51. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**

- African (If you wish, please specify.): _____
- Alaska Native (If you wish, please specify your enrolled or principal corporation.): _____
- American Indian/Native American/Indigenous (If you wish, please specify your enrolled or principal tribe.): _____
- Asian (If you wish, please specify.): _____
- Asian American (If you wish, please specify.): _____
- Black/African American (If you wish, please specify.): _____
- Hispanic/Latinx/Chicanx (If you wish, please specify.): _____
- Jewish (If you wish, please specify.): _____
- Middle Eastern (If you wish, please specify.): _____
- Native Hawaiian (If you wish, please specify.): _____
- Pacific Islander (If you wish, please specify.): _____
- White/European American (If you wish, please specify.): _____
- A racial/ethnic identity not listed here (If you wish, please specify.): _____

52. What is your age?

(Insert drop down of all ages: "18" through "99")

53. What is your current political party affiliation?

- No political affiliation
- Democrat
- Green
- Independent
- Libertarian
- Republican
- Political affiliation not listed above (Please specify.): _____

54. How would you describe your current political views?

- Very conservative
- Conservative
- Moderate
- Liberal
- Very liberal

55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual orientation/identity/sexuality.
- Asexual
 - Bisexual
 - Gay
 - Heterosexual
 - Lesbian
 - Pansexual
 - Queer
 - Questioning
 - A sexual orientation/identity/sexuality not listed here (Please specify.):

56. Do you have substantial parenting or caregiving responsibility?
- No
 - Yes **(Mark all that apply.)**
 - Child or children 5 years old or younger
 - Child or children 6 - 18 years old
 - Child or children over 18 years old, but still legally dependent (e.g., in college, disabled)
 - Independent adult child or children over 18 years old
 - Partner with a disability or illness
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.): _____
57. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation? If so, please indicate your primary status.
- I have never served in the U.S. Armed Forces.
 - I am currently on active duty.
 - I am currently a member of the National Guard (but not in ROTC).
 - I am currently a member of the Reserves (but not in ROTC).
 - I am not currently serving, but have served (i.e., retired, veteran).
 - I am in ROTC.
 - I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

58. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown
- Not applicable

Parent/Guardian 2:

- Not applicable
- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)
- Unknown

59. **Staff only:** What is your highest level of education?

- No high school
- Some high school
- Completed high school/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree (e.g., MA, MS, MBA, MLS)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

60. **Faculty/Staff only:** How long have you been employed at JMU?

- Less than 1 year
- 1 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

61. **Undergraduate Students only:** How many years have you been at JMU?
- Less than one year
 - One year
 - Two years
 - Three years
 - Four years
 - Five years
 - Six or more years
62. **Graduate Students only:** Where are you in your graduate and/or professional studies program at JMU?
- Certificate student
 - Master's degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
 - Doctoral degree student
 - First year
 - Second year
 - Third year
 - Fourth year or more
 - Terminal Degree not listed above
 - First year
 - Second year
 - Third year
 - Fourth year or more
63. **Faculty only:** Which college or area are you **primarily affiliated** with at this time?
- College of Arts and Letters
 - College of Business
 - College of Education
 - College of Health and Behavioral Studies
 - College of Integrated Science and Engineering
 - College of Science and Math
 - College of Visual and Performing Arts
 - Libraries
 - All Other Areas
64. **Staff only:** With which academic division/work unit are you **primarily affiliated** at this time?
- Access and Enrollment
 - Admissions
 - All Other Areas
 - Academic Affairs
 - College of Arts and Letters
 - College of Business

- College of Education
- College of Health and Behavioral Studies
- College of Integrated Science and Engineering
- College of Science and Math
- College of Visual and Performing Arts
- All Other Areas
- Administration and Finance
 - Athletics
 - Facilities Management
 - Housekeeping
 - Information Technology
 - Landscape
 - Police and Safety
 - Trades
 - All Other Areas
- President's Division
- Student Affairs
 - Residence Life
 - Student Health Services
 - All Other Areas
- University Advancement

65. **Undergraduate Students only:** What is your college/major? (Mark all that apply.)

- Unsure/Undecided
- Arts and Letters
 - Communication Studies
 - English
 - Modern Foreign Language
 - History
 - Justice Studies
 - Media Arts and Design
 - Philosophy and Religion
 - Political Science
 - Public Policy and Administration
 - Anthropology
 - Sociology
 - Writing, Rhetoric and Technical Communication
 - International Affairs
 - Unsure/Undecided
- Business
 - Accounting
 - Computer Information Systems
 - Economics
 - Finance
 - Quantitative Finance
 - International Business
 - Management
 - Marketing

- Hospitality Management
- Sport and Recreation Management
- Unsure/Undecided

O Education

- Elementary Education
- Inclusive Early Childhood Education
- Special Education
- Teaching English to Speakers of Other Languages
- Middle Grades Education
- Secondary Education
- Unsure/Undecided

O Health and Behavioral Studies

- Communication Sciences and Disorders
- Dietetics
- Health Services Administration
- Health Sciences
- Kinesiology
- Nursing
- Nursing RN to BSN Program
- Psychology
- Social Work
- Unsure/Undecided

O Integrated Science and Engineering

- Computer Science
- Engineering
- Geographic Sciences
- Integrated Science and Technology
- Information Analysis
- Unsure/Undecided

O Science and Mathematics

- Biology
- Biotechnology
- Chemistry
- Biochemistry
- Geology
- Earth Science
- Mathematics
- Statistics
- Physics
- Unsure/Undecided

O Visual and Performing Arts

- Art History
- Architectural Design
- Graphic Design
- Industrial Design
- Studio Art
- Jazz Studies
- Music
- Musical Theatre

- Dance
- Theatre
- Unsure/Undecided

Professional and Continuing Education

- Individualized Studies/Adult Degree Program
- R.N. to B.S.N. Program

University Studies

- Independent Scholars
- Interdisciplinary Liberal Studies
- Unsure/Undecided

66. **Graduate/Professional Students only:** What is your academic program/degree? (Mark all that apply.)

Art and Music

- Art Education - M.A.
- Studio Art - M.A.
- Studio Art - M.F.A.
- Music - M.M.
- Music - D.M.A.

Business

- Accounting - M.S.
- Business Administration - M.B.A.
- Sport and Recreation Leadership - M.S.
- Strategic Leadership - Ph.D.

Communication, Humanities and Social Sciences

- Communication and Advocacy - M.A.
- English - M.A.
- History - M.A.
- Political Science: European Union Policy Studies - M.A. (abroad)
- Public Administration - M.P.A.
- Strategic Leadership - Ph.D.
- Writing, Rhetoric and Technical Communication - M.A.

Education

- Adult Education/Human Resource Development (M.S.Ed.)
- Education: Early Childhood Education Pre-3 (M.A.T.)
- Education: Educational Leadership (M.Ed.)
- Education: Educational Technology (M.Ed.)
- Education: Elementary Education PreK-6 (M.A.T.) Bachelor's/Master's
- Education: Equity and Cultural Diversity (M.Ed.)
- Education: Inclusive Early Childhood Education, Fifth Year (M.A.T.)
- Education: Mathematics (M.Ed.)
- Education: Middle School Education 6-8 (M.A.T.) Bachelor's/Master's
- Education: Middle School Education 6-8 Initial Licensure (M.A.T.) Post-baccalaureate
- Education: Literacy Education (M.Ed.)
- Education: Secondary Education 6-12 Initial Licensure (M.A.T.) Post-baccalaureate
- Education: Secondary Education 6-12 (M.A.T.) Bachelor's/Master's
- Education: Spanish Language and Culture for Educators (M.Ed.)
- Education: Teacher Leadership (M.Ed.)

- o Education: TESOL (M.A.T.)
- o Kinesiology: Physical Health Education Teacher Education, Fifth Year (M.A.T.)
- o Special Education: Adapted Curriculum K-12 (M.A.T.)
- o Special Education: General Curriculum K-12 (M.A.T.)
- o Special Education: Visual Impairments (M.A.T.)
- o Special Education: Early Childhood Special Education (M.A.T.)
- o Special Education, 5th Yr: General Curriculum K-12 Program (M.A.T.)
- o Special Education, 5th Yr: Inclusive Early Childhood Special Education (M.A.T.)
- o Special Education: Autism (M.Ed.)

O Health and Behavioral Studies

- o Assessment and Measurement - Ph.D.
- o Athletic Training - M.S.A.T.
- o Audiology - Au.D.
- o Clinical and School Psychology - Psy.D.
- o Clinical Mental Health Counseling - M.A./Ed.S.
- o College Student Personnel Administration - M.Ed.
- o Communication Sciences and Disorders: Research - M.S.
- o Communication Sciences and Disorders - Ph.D.
- o Counseling and Supervision - Ph.D.
- o Health Sciences: Nutrition and Physical Activity - M.S.
- o Higher Education Assessment Specialist - Certificate
- o Kinesiology: Exercise Physiology - M.S.
- o Kinesiology, Physical Health Education Teacher Education (PHETE) - M.A.T.
- o Nursing - M.S.N.
- o Nursing - D.N.P.
- o Occupational Therapy - M.O.T.
- o Physician Assistant - M.P.A.S.
- o Psychological Sciences - M.A.
- o School Counseling - M.Ed.
- o School Psychology - M.A./Ed.S.
- o Speech and Language Pathology: Clinical - M.S.
- o Speech and Language Pathology: Clinical - M.S. (online)
- o Sport and Recreation Leadership - M.S.

O Integrated Science and Engineering

- o Department of Computer Science
- o I don't know

O Science and Technology

- o Biology - M.S.
- o Computer Science: Information Security - M.S. (online)
- o Mathematics - M.Ed.
- o Psychological Sciences - M.A.
- o Cyber Intelligence - certificate

O Visual and Performing Arts

- o School of Art, Design and Art History
- o School of Music

O Professional and Continuing Education

- o Certificate Programs
- o Master's Programs

67. Do you have a condition/disability that influences your learning, living, or working activities?
- No [Skip to Question #71]
 - Yes
68. Which, if any, of the conditions/disabilities listed below influence your learning, living, or working activities? **(Mark all that apply.)**
- Acquired/traumatic brain injury
 - Asperger's/autism spectrum
 - Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
 - Hard of hearing or deaf
 - Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
 - Low vision or blind
 - Mental health/psychological condition (e.g., anxiety, depression)
 - Physical/mobility condition that affects walking
 - Physical/mobility condition that does not affect walking
 - Speech/communication condition
 - Trauma experiences (e.g., serious mental and/or physical injury, abuse, natural disaster, exposure to actual or threatened sexual violence or death, etc.)
 - A disability/condition not listed here (Please specify.): _____
69. **Students only:** Are you registered with the Office of Disability Services?
- No
 - Yes
70. **Faculty/Staff:** Have you requested accommodations for your condition/disability either through HR or from your supervisor?
- No, I have not requested accommodations for my condition/disability.
 - Yes
 - Yes, I requested accommodations and am satisfied with the accommodations I am receiving.
 - Yes, I requested accommodations and while the accommodations are not what I had hoped for, I felt as though my request was received appropriately.
 - Yes, I requested accommodations, but felt they were not met appropriately.
 - Yes, I have requested accommodations and am still waiting to receive them.
71. Please select the option that most closely describes your native language.
- English is my native language.
 - English is not my native language. (Please specify your native language.):

 - I learned English along with other language(s). (Please specify which language(s).):

72. What is your religious or spiritual identity? **(Mark all that apply.)**

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal
 - African Methodist Episcopal Zion
 - Assembly of God
 - Baptist
 - Brethren
 - Catholic/Roman Catholic
 - Church of Christ
 - Church of God in Christ
 - Christian Methodist Episcopal
 - Christian Orthodox
 - Christian Reformed Church (CRC)
 - Episcopalian
 - Evangelical
 - Greek Orthodox
 - Jehovah's Witness
 - Lutheran
 - Mennonite
 - Methodist
 - Moravian
 - Nondenominational Christian
 - Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
 - Pentecostal
 - Presbyterian
 - Protestant
 - Protestant Reformed Church (PR)
 - Quaker
 - Reformed Church of America (RCA)
 - Russian Orthodox
 - Seventh Day Adventist
 - The Church of Jesus Christ of Latter-day Saints
 - United Methodist
 - United Church of Christ
 - A Christian affiliation not listed here (Please specify.): _____
- Confucianist
- Druid
- Hindu
- Jain
- Jewish
 - Conservative
 - Orthodox
 - Reconstructionist
 - Reform
 - A Jewish affiliation not listed here (Please specify.): _____
- Muslim

- Ahmadi
- Ismaili
- Nation of Islam
- Shi'ite
- Sufi
- Sunni
- A Muslim affiliation not listed here (Please specify.): _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (Please specify.): _____

73. **Students only** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?

- No
- Yes

74. **Students only** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?

- \$29,999 and below
- \$30,000 – \$49,999
- \$50,000 – \$74,999
- \$75,000 – \$99,999
- \$100,000 – \$124,999
- \$125,000 – \$149,999
- \$150,000 – \$174,999
- \$175,000 – \$199,999
- \$200,000 or more

75. **Students only** Where do you live?

- Campus housing
 - Bell
 - Cedar
 - Chandler
 - Chappellear
 - Chesapeake
 - Converse
 - Dingedine
 - Eagle
 - Frederikson
 - Garber
 - Gifford
 - Grace Street
 - Greek Row
 - Hanson
 - Hillside
 - Hoffman
 - Hotel Madison
 - Huffman
 - Ikenberry
 - Logan
 - Magnolia
 - McGraw-Long
 - Paul Jennings
 - Shenandoah
 - Shorts
 - Spotswood
 - Valley
 - Wampler
 - Wayland
 - Weaver
 - White
- Off-campus housing
 - Independently in an apartment/house
 - Living with family member/guardian
- Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)

76. **Students only** Since having been a student at JMU, have you been a member or participated in any of the following? **(Mark all that apply.)**
- I do not participate in any clubs or organizations at JMU.
 - Academic organization, including academic honorary societies
 - Armed services associated organization
 - Club sport
 - Governance organization
 - Health and wellness organization
 - Intercollegiate athletic team
 - Intercultural Greek Council Organizations
 - Languages and culture-specific or affinity group organization
 - Performing arts organization
 - Political, issue-oriented, or advocacy organization
 - Professional or pre-professional organization
 - Publication/media organization
 - Recreational organization
 - Religious or spirituality-based organization
 - Service or philanthropic organization
 - Social Greek letter organization
 - A student organization not listed above (Please specify.): _____
77. **Students only** At the end of your last semester, what was your cumulative grade point average?
- No GPA at this time – first semester at JMU
 - 3.75 – 4.00
 - 3.50 – 3.74
 - 3.25 – 3.49
 - 3.00 – 3.24
 - 2.75 – 2.99
 - 2.50 – 2.74
 - 2.25 – 2.49
 - 2.00 - 2.24
 - Below 2.00

78. **Students only:** Have you experienced financial hardship while attending JMU?
- No
 - Yes, I have had difficulty affording... **(Mark all that apply.)**
 - Alternative breaks
 - Books/course materials
 - Child care
 - Cocurricular events or activities
 - Commuting to campus
 - Food
 - Health care
 - Housing
 - Other campus fees
 - Participation in social events
 - Studying abroad
 - Technology support (e.g., reliable internet, computer)
 - Planned or unplanned travel to and from JMU
 - Tuition
 - Internships/research opportunities
 - A financial hardship not listed here (Please specify.): _____
79. **Students only:** How are you currently paying for your education at JMU? **(Mark all that apply.)**
- Campus employment
 - Credit card
 - Parent/guardian's employer tuition assistance
 - Family contribution
 - Graduate assistantship/research assistantship
 - Grant (e.g., Pell)
 - Fellowship
 - Home country contribution
 - Loans
 - Military educational benefits (e.g., GI Bill, NGEAP)
 - Need-based scholarship (e.g., Centennial)
 - Non-need-based scholarship (e.g., athletic, merit, ROTC)
 - Personal contribution/job
 - Resident assistant
 - A method of payment not listed here (Please specify.): _____
80. **Students only:** Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
- No **(cannot select this and another option)**
 - Yes, I work **on campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week

- Yes, I work **off campus** – (Please indicate total number of hours you work)
 - 1 - 10 hours/week
 - 11 - 20 hours/week
 - 21 - 30 hours/week
 - 31 - 40 hours/week
 - More than 40 hours/week

81. On average, how many minutes do you commute to JMU one-way?

- 10 or fewer
- 11-20
- 21-30
- 31-40
- 41-50
- 51-60
- 60 or more

82. What is your primary method of transportation to JMU?

- Bicycle
- Carpool
- Personal vehicle
- Public transportation
- Ride-sharing services (e.g., Lyft, Uber)
- Scooters
- Walk
- A primary method of transportation not listed here (Please specify.):

Part 4: Perceptions of Campus Climate

83. **Beginning Summer 2019, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at JMU?
- No (Skip to Question #101-Student - #94-Faculty/Staff)
 - Yes
84. Who/what was the **target** of the conduct? (Mark all that apply.)
- RANDOMIZE RESPONSE CHOICES**
- Academic advisor
 - Academic unit head
 - Athletic coach/trainer
 - Campus police
 - Coworker/colleague
 - Direct report (i.e., person who reports to me)
 - Faculty member/other instructional staff
 - Friend
 - Senior administrator (e.g., dean, vice president, provost)
 - Staff member
 - Stranger
 - Student
 - Student staff
 - Supervisor or manager
 - Do not know target
 - A target not listed above (Please specify.): _____

85. Who/what was the **source** of the conduct? **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES

- Academic advisor
- Academic unit head
- Athletic coach/trainer
- Campus police
- Coworker/colleague
- Direct report (i.e., person who reports to me)
- Faculty member/other instructional staff
- Friend
- Senior administrator (e.g., dean, vice president, provost)
- Staff member
- Stranger
- Graduate student
- Student leader
- Student staff
- Supervisor or manager
- Undergraduate student
- Do not know source
- A source not listed above (Please specify.): _____

86. Beginning Summer 2019, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?

- 1 instance
- 2 instances
- 3 instances
- 4 instances
- 5 or more instances

87. Which of the target's characteristics do you believe was/were the basis for the conduct?

(Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Academic performance
- Accent/dialect
- Age
- Disability status
- Educational credentials (e.g., BS, MS, PhD, MD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Length of service at JMU
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- Parental status (i.e., having children)
- Participation in an organization/team (Please specify.): _____
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual orientation/identity/sexuality
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

88. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES

- Derogatory phone calls/text messages/e-mail
- Derogatory verbal remarks
- Derogatory written comments
- Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)
- Person experienced a hostile classroom environment
- Person experienced a hostile work environment
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was ignored or excluded
- Person was intimidated/bullied
- Person was isolated or left out
- Person was silenced
- Person was stared at
- Person was the target of physical violence
- Person was the target of unwanted sexual contact.
- Person was the target of workplace incivility
- Person was unfairly evaluated in the promotion and tenure process
- Racial/ethnic profiling
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (please specify: _____)

89. Where did this conduct occur? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- At an on-campus JMU event/program
- At an off-campus JMU event/program/opportunity (e.g., conference, competition, community service, professional development)
- During a JMU study abroad, study away program
- During a student organization event/meeting
- During an alternative break
- During an off-campus academic experience (e.g. clinical rotation, field experience, internship, research)
- In a class/laboratory
- In a JMU administrative office
- In a JMU dining facility
- In a JMU library
- In a faculty office
- In a fraternity house
- In a meeting with a group of people
- In a meeting with one other person
- In a sorority house
- In a student organization residence
- In a private residence
- In athletic facilities
- In on-campus housing
- In off-campus housing
- In other public spaces at JMU
- In the surrounding communities
- Off campus
- On the bus
- On phone calls/text messages/email
- On social media sites (e.g., Facebook, Twitter, Snapchat, Instagram)
- While walking on campus
- While working at a JMU job
- A venue not listed above (Please specify.): _____

90. How did you feel after observing the conduct? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Alone
- Afraid
- Angry
- Distressed
- Embarrassed
- Sad
- Shocked
- Somehow responsible
- A feeling not listed above (Please specify.): _____

91. What was your response to observing this conduct? (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS RESOURCES DROP-DOWN

- I avoided the person/venue.
- I confronted the person(s) at the time.
- I confronted the person(s) later.
- I contacted a JMU resource
 - Academic Advisor
 - Center for Multicultural Student Services
 - Center for Global Engagement
 - Counseling Center
 - Dean of Students
 - Survivor Advocate
 - JMU Police
 - Employee Assistance Program
 - Faculty or Staff Member
 - Faculty Ombudsperson
 - Human Resources
 - Access and Inclusion
 - Office of Equal Opportunity
 - Office of Disability Services
 - Senior Administrator (e.g., Vice President, Provost, Dean, Academic Unit Head)
 - Residence Life staff member (e.g., Resident Advisor, Hall Director)
 - Sexual Orientation, Gender Identity, and Expression (SOGIE)
 - Student Employee
 - Student Employment Office
 - Student Organization Advisor
 - Graduate Student (e.g., Teaching Assistant, Graduate Assistant)
 - Supervisor/Manager
 - Title IX Staff
- I did not do anything.
- I did not know to whom to go.
- I sought information online.
- I sought support from off-campus hot-line/advocacy services.
- I submitted a bias incident report through Office of Equal Opportunity
- I submitted a report through the Hazing or Other Misconduct Incident Form
- I submitted a report through the LiveSafe app
- I told a family member.
- I told a friend.
- A response not listed above (please specify: _____)

92. Did you officially report the conduct?

- No, I did not report it.
- Yes, I reported it.
 - Yes, I reported the conduct and was satisfied with the outcome.
 - Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
 - Yes, I reported the conduct, but felt that it was not addressed appropriately.
 - Yes, I reported the conduct and the outcome is still pending.
 - Yes, I reported the conduct, but the outcome was not shared.

93. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.

[Insert Text Box here](#)

94. **Faculty/Staff only:** Have you observed **hiring** practices at JMU (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
- No (Skip to Question #XX)
 - Yes

[Programming note: "Yes" response to Q#95, Q#98, or Q#100 will be directed to Q#101]

95. **Faculty/Staff only:** I believe that the unjust **hiring** practices were based upon... **(Mark all that apply.)**

RANDOMIZE RESPONSE CHOICES

- Age
- Accent/dialect
- Disability status
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Length of service at JMU
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual orientation/identity/sexuality
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

96. **Faculty/Staff only:** Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at JMU that you perceive to be unjust?
- No (Skip to Question XX)
 - Yes

97. **Faculty/Staff only:** I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon... (Mark all that apply.)

RANDOMIZE RESPONSE CHOICES

- Age
- Accent/dialect
- Disability status
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Length of service at JMU
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/psychological disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (Please specify.): _____
- Philosophical views
- Political views
- Position (e.g., staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual orientation/identity/sexuality
- Socioeconomic status
- Do not know
- A reason not listed above (Please specify.): _____

98. **Faculty/Staff only:** Have you observed **employment-related discipline or action, up to and including dismissal**, at JMU that you perceive to be unjust?
- No (Skip to Question #XX)
 - Yes
99. **Faculty/Staff only:** I believe that the unjust **employment-related disciplinary actions up to and including dismissal**, were based upon (Mark all that apply.)
RANDOMIZE RESPONSE CHOICES
- Age
 - Accent/dialect
 - Disability status
 - Educational credentials (e.g., BS, MS, PhD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status
 - Length of service at JMU
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental health/psychological disability/condition
 - Military/veteran status
 - Nepotism/cronyism
 - Parental status (e.g., having children)
 - Participation in an organization/team (Please specify.): _____
 - Philosophical views
 - Political views
 - Position (e.g., staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual orientation/identity/sexuality
 - Socioeconomic status
 - Do not know
 - A reason not listed above (Please specify.): _____
100. **Faculty/Staff only:** We are interested in knowing more about your observations of unjust behavior, procedures, or employment practices related to hiring, promotion/tenure, reappointment/reclassification, or employment-related disciplinary actions, up to and including dismissal. If you wish to elaborate on any of these observations, please do so here.
Insert Text Box here

101. Using a scale of 1–5, please rate the overall campus climate at JMU on the following dimensions:

(Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

Friendly	1	2	3	4	5	Hostile
Inclusive	1	2	3	4	5	Exclusive
Improving	1	2	3	4	5	Regressing
Positive for persons with disabilities	1	2	3	4	5	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, or queer	1	2	3	4	5	Negative for people who identify as lesbian, gay, bisexual, or queer
Positive for people who identify as transgender and/or gender fluid	1	2	3	4	5	Negative for people who identify as transgender and/or gender fluid
Positive for people of various religious/spiritual backgrounds	1	2	3	4	5	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	1	2	3	4	5	Negative for People of Color
Positive for men	1	2	3	4	5	Negative for men
Positive for women	1	2	3	4	5	Negative for women
Positive for nonnative English speakers	1	2	3	4	5	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	1	2	3	4	5	Negative for people who are not U.S. citizens
Welcoming	1	2	3	4	5	Not welcoming
Respectful	1	2	3	4	5	Not respectful
Positive for people of high socioeconomic status	1	2	3	4	5	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	1	2	3	4	5	Negative for people of low socioeconomic status
Positive for people of various political affiliations	1	2	3	4	5	Negative for people of various political affiliations
Positive for people with military/veteran status	1	2	3	4	5	Negative for people with military/veteran status

102. **Students only** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by JMU faculty .	0	0	0	0	0
I feel valued by JMU staff .	0	0	0	0	0
I feel valued by JMU senior administrators (e.g., dean, vice president, provost).	0	0	0	0	0
I feel valued by faculty in the classroom.	0	0	0	0	0
I feel valued by other students in the classroom.	0	0	0	0	0
I feel valued by other students outside of the classroom.	0	0	0	0	0
I think that faculty prejudge my abilities based on their perception of my identity/background.	0	0	0	0	0
I believe that JMU climate encourages open discussion of difficult topics.	0	0	0	0	0
I have faculty whom I perceive as role models.	0	0	0	0	0
I have staff whom I perceive as role models.	0	0	0	0	0
I feel that my English-speaking skills limit my ability to be successful at JMU.	0	0	0	0	0
I feel that my English writing skills limit my ability to be successful at JMU.	0	0	0	0	0

103. **Students only:** In the past year, which of the following resources have you consistently used to support you at JMU? (Mark all that apply.)

Office/Resource	Academic Support	Non-Academic Support (e.g., emotional, personal or social wellbeing)	I have not sought support from this resource
Office of Disability Services (ODS)	0	0	0
Student Life	0	0	0
Counseling Center	0	0	0
University Health Center	0	0	0
Dean of Students	0	0	0
Academic Advising/Advisor	0	0	0
Office of Equal Opportunity (OEO)/Title IX	0	0	0
Residence Life	0	0	0
University Health Center	0	0	0
Sexual Orientation, Gender Identity, & Expression (SOGIE)	0	0	0
Center for Global Engagement	0	0	0
Center for Multicultural Student Services (CMSS)	0	0	0
Office of Student Accountability & Restorative Practices (OSARP)	0	0	0
The Well	0	0	0
University Career Center	0	0	0
University Recreation Center	0	0	0
Learning Centers/Tutor	0	0	0
Individual Faculty or Staff member	0	0	0
Intercollegiate Athletics Staff	0	0	0

104. In what spaces on campus do you feel safe and supported? Please feel free to elaborate on your response.

105. **Faculty only** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my academic unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my academic unit head.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by JMU senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my academic unit prejudge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my academic unit head prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that JMU climate encourages open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that JMU values my research/scholarship .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that JMU values my teaching .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that JMU values my service contributions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English-speaking skills limit my ability to be successful at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English writing skills limit my ability to be successful at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

106. **Staff only.** Please indicate the extent to which you agree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by coworkers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by coworkers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by JMU students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by JMU faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by JMU senior administrators (e.g., dean, vice president, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that coworkers in my work unit prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager prejudices my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty prejudice my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that JMU climate encourages open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that JMU values my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that JMU values my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English-speaking skills limit my ability to be successful at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my English writing skills limit my ability to be successful at JMU.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. Using a scale of 1–5, please rate the overall campus climate on the following dimensions:

(Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism, 4=regularly encounter racism, and 5=constantly encounter racism)

Not racist	1	2	3	4	5	Racist
Not sexist	1	2	3	4	5	Sexist
Not homophobic	1	2	3	4	5	Homophobic
Not biphobic	1	2	3	4	5	Biphobic
Not transphobic	1	2	3	4	5	Transphobic
Not ageist	1	2	3	4	5	Ageist
Not classist (socioeconomic status)	1	2	3	4	5	Classist (socioeconomic status)
Not classist (position status: faculty, staff, student)	1	2	3	4	5	Classist (position status: faculty, staff, student)
Not ableist (disability-friendly)	1	2	3	4	5	Ableist (not disability-friendly)
Not xenophobic	1	2	3	4	5	Xenophobic
Not ethnocentric	1	2	3	4	5	Ethnocentric
Not Islamophobic	1	2	3	4	5	Islamophobic
Not antisemitic	1	2	3	4	5	Antisemitic

108. **Respondents with disabilities only:** As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier in any of the following areas at JMU in the past year?

	Yes	No	Not Applicable
Facilities			
Intercollegiate Athletic facilities	0	0	0
UREC facilities	0	0	0
Classroom buildings	0	0	0
Classrooms, laboratories (including computer labs)	0	0	0
College housing	0	0	0
Counseling Center	0	0	0
Dining facilities	0	0	0
Doors	0	0	0
Elevators/lifts	0	0	0
Emergency preparedness	0	0	0
University Health Center	0	0	0
Office furniture (e.g., chair, desk)	0	0	0
Campus transportation/parking	0	0	0
Other campus buildings	0	0	0
Podiums	0	0	0
Restrooms	0	0	0
Signage	0	0	0
Studios/performing arts spaces	0	0	0
Temporary barriers because of construction or maintenance	0	0	0
Walkways, pedestrian paths, crosswalks	0	0	0
Technology/Online Environment			
Accessible electronic formats	0	0	0
Clickers	0	0	0
Computer equipment (e.g., screens, mouse, keyboard)	0	0	0
Electronic forms	0	0	0
Electronic signage	0	0	0
Electronic surveys (including this one)	0	0	0
Kiosks	0	0	0
Library databases	0	0	0
Canvas	0	0	0
Phone/phone equipment	0	0	0
Software (e.g., voice recognition, audiobooks)	0	0	0
Video/video audio descriptions	0	0	0

	Yes	No	Not Applicable
Virtual meeting platforms (e.g., Zoom, WebEx, Facebook Live, Google Meet, Microsoft Teams)	0	0	0
Websites	0	0	0
Resources			
Electronic databases (e.g., Banner)	0	0	0
Email account	0	0	0
Intake forms (e.g., University Health Center, Counseling Center)	0	0	0
Learning Management System (e.g., Canvas)	0	0	0
Surveys	0	0	0
Instructional/Campus Materials			
Brochures	0	0	0
Digital materials/platforms required by faculty	0	0	0
Electronic materials (e.g., journal articles, e-books)	0	0	0
Food menus	0	0	0
Forms	0	0	0
Library materials (e.g., printed books, musical scores)	0	0	0
Other publications	0	0	0
Syllabi	0	0	0
Required textbooks assigned by faculty (electronic or printed)	0	0	0
Video-closed captioning and text descriptions	0	0	0
Support Services			
Lighting	0	0	0
Accommodation Assistance (e.g., notetakers, recordings)	0	0	0
Translating/Interpreting	0	0	0
Accommodations from faculty	0	0	0

109. We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.

[Insert Text Box here](#)

110. **(Respondents who identify as transgender/genderqueer/gender nonbinary only)**
 As a person who identifies as **[list from question on gender identity]** have you experienced a barrier in any of the following areas at JMU in the past year?

	Yes	No	Not Applicable
Facilities			
Athletic facilities	0	0	0
UREC facilities	0	0	0
Changing rooms/locker rooms	0	0	0
University Health Center	0	0	0
Counseling Center	0	0	0
Labs	0	0	0
Restrooms	0	0	0
Residence Halls	0	0	0
Signage	0	0	0
Identity Accuracy			
JMU ID Card	0	0	0
Electronic databases (e.g., Banner)	0	0	0
Email account	0	0	0
Intake forms (e.g., University Health Center, Counseling Center)	0	0	0
Learning technology	0	0	0
University Communications/Marketing	0	0	0
Surveys	0	0	0

111. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.

Insert Text Box here

Part 5: Institutional Actions Relative to Climate Issues

112. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at JMU.

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Flexibility for calculating the tenure clock	0	0	0	0	0	0
Recognition and rewards for including diversity issues in courses across the curriculum	0	0	0	0	0	0
Process to consistently and equitably review salaries and benefits in response to economic climate	0	0	0	0	0	0
On-going diversity, equity, and inclusion education	0	0	0	0	0	0
Toolkits for faculty to create an inclusive classroom environment	0	0	0	0	0	0
Supervisory training for faculty	0	0	0	0	0	0
Access to counseling for people who have experienced harassment	0	0	0	0	0	0
Mentorship for new faculty	0	0	0	0	0	0
Mentorship for faculty through all stages of their career	0	0	0	0	0	0
Clear processes to resolve conflicts	0	0	0	0	0	0
Fair processes to resolve conflicts	0	0	0	0	0	0
A process to address complaints of bias by a colleague/coworker in the workplace environment	0	0	0	0	0	0

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
A process to address complaints of bias by a supervisor in the workplace environment	0	0	0	0	0	0
Diversity, equity, and inclusion-related professional experiences included as one of the criteria for hiring of staff/faculty	0	0	0	0	0	0
Accessible, flexible, and affordable child care support	0	0	0	0	0	0
Accessible, flexible, and affordable caregiving support	0	0	0	0	0	0
Support/resources for spouse/partner employment	0	0	0	0	0	0

113. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at JMU.

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
On-going diversity, equity, and inclusion education for staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to counseling for people who have experienced harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory training for supervisors/managers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisory training for faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Process to consistently and equitably review salaries and benefits in response to economic climate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship for new staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mentorship for staff across through all stages of their career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fair processes to resolve conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A process to address complaints of bias by a colleague/coworker in the workplace environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A process to address complaints of bias by a supervisor in the workplace environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity, equity, and inclusion-related professional experiences included as one of the criteria for hiring of staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Career development opportunities for staff	0	0	0	0	0	0
Accessible, flexible, and affordable child care support	0	0	0	0	0	0
Accessible, flexible, and affordable caregiving support	0	0	0	0	0	0
Support/resources for spouse/partner employment	0	0	0	0	0	0

114. **Students only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at JMU.

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Diversity, equity, and inclusion training for students	0	0	0	0	0	0
Diversity, equity, and inclusion training for faculty	0	0	0	0	0	0
Diversity, equity, and inclusion training for staff	0	0	0	0	0	0
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	0	0	0	0	0	0
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	0	0	0	0	0	0
Opportunities for cross-cultural dialogue among students	0	0	0	0	0	0
Opportunities for cross-cultural dialogue among faculty, staff, and students	0	0	0	0	0	0
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	0	0	0	0	0	0
Effective faculty mentorship of students	0	0	0	0	0	0
Effective academic advising	0	0	0	0	0	0
Diversity, equity, and inclusion training for student employees	0	0	0	0	0	0

	IS Available at JMU and...			IS NOT Available at JMU and...		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Accessible, flexible, and affordable child care support	0	0	0	0	0	0
Accessible, flexible, and affordable caregiving support	0	0	0	0	0	0

115. We are interested in knowing if you have specific recommendations for improving the campus climate at JMU. If you have specific recommendations, please elaborate on them here.

Insert text box here

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the JMU community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. **No survey information is connected to entering your information.**

To be eligible to win a survey award, select the appropriate link below. After the new page loads, enter your email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

Undergraduate, Graduate, and Professional Students

Insert as appropriate to JMU

Staff/A&P Faculty

Insert as appropriate to JMU

Instructional Faculty

Insert as appropriate to JMU

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Insert as appropriate to JMU

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

Insert as appropriate to JMU

Commented [R&A4]: Send all ideas to Heather, Tim, and Aderonke

Commented [R&A5]: Website with resource information to be provided by JMU