Rankin & Associates Consulting, LLC

Creighton University

Creighton's Learning & Working Environment Report

April, 2022

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Executive Summary

History of the Project

This report provides the findings from the survey entitled "*Surveying Creighton's Learning &*
Working Environment," conducted at Creighton University. In the 2021 spring semester,
Creighton contracted with Rankin & Associates Consulting, LLC (R&A) to conduct a university-
wide study. Thirty-four Creighton faculty, staff, students, and administrators formed the Climate
Survey Working Group (CSWG). The CSWG worked with R&A to develop the survey
instrument and promote the survey's administration in fall 2021. All members of Creighton
University were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences
based on various demographic categories (e.g., Creighton position status, gender identity,
disability status) where appropriate.[1] Where sample sizes were small, certain responses were
combined into categories to make comparisons between groups and to ensure respondents'
confidentiality. Throughout the report, for example, the Faculty category included tenure-line
faculty, clinical faculty, and instructor/non-tenure-track faculty.

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

Four thousand two hundred seventy-eight (4,278) surveys were returned for a 37% overall
response rate. Table 1 provides a summary of selected demographic characteristics of survey
respondents. Of the respondents, 41% (*n* = 1,732) of the sample were Undergraduate Students,
23% (*n* = 999) were Graduate/Professional Students, 22% (*n* = 937) were Staff members, and
14% (*n* = 610) were Faculty members.

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[1] For information on these and other analyses, see the "Methodology" section beginning on page 26.

Table 1. Creighton University Sample Demographics

Characteristic	Subgroup	n	% of sample
Position status	Undergraduate Student	1,732	40.5
	Graduate/Professional Student	999	23.4
	Faculty	610	14.3
	Staff	937	21.9
Gender identity	Men	1,583	37.0
	Trans-spectrum	40	0.9
	Women	2,606	60.9
	Missing/Another	49	1.1
Racial/ethnic identity	Additional People of Color[2]	125	2.9
	African American/Black	93	2.2
	Asian	237	5.5
	Latinx	158	3.7
	Multiracial	367	8.6
	White	3,173	74.2
	Missing/Another	125	2.9
Sexual identity	Asexual	51	1.2
	Bisexual	235	5.5
	Heterosexual	3,602	84.2
	Queer-spectrum[3]	244	5.7
	Missing/Another	146	3.4
Citizenship status	Non-U.S. Citizen	135	3.2
	U.S. Citizen-Birth	3,936	92.0
	U.S. Citizen-Naturalized	151	3.5
	Missing	56	1.3
Disability status	Multiple Disabilities	223	5.2
	No Disability	3,711	86.7
	Single Disability	324	7.6
	Missing	20	0.5

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[2] Where individual respondent numbers were too low in an individual variable, respondents were grouped and referred to, in this report, as Additional People of Color (African, Alaskan Native, Native American/Indigenous, Middle Eastern, Native Hawaiian, Pacific Islander, South Asian, Southeast Asian). For a listing of all respondent's choices for racial identity, please refer to Appendix B10.

[3] Where individual respondent numbers were too low in an individual variable, respondents were grouped and referred to, in this report, as Queer-spectrum (Gay, Lesbian, Pansexual, Queer, Questioning).

Table 1. Creighton University Sample Demographics

Characteristic	Subgroup	*n*	% of sample
Spiritual affiliation	Additional Affiliation	156	3.6
	Catholic Affiliation	1,528	35.7
	Christian Affiliation	1,237	28.9
	Multiple Affiliations	363	8.5
	No Affiliation	912	21.3
	Missing	82	1.9

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
*ND: No data available

Following are the highlighted findings from the report. More information is available for each finding in the full narrative. Overall, the findings both parallel the findings of other climate studies and the experiences offered in the literature of historically underserved constituent groups.[4] Throughout the report, differences between groups are analyzed and statistically significant findings are reported.[5]

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

Research on campus climate[6] generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).[7] Women, Respondents of Color, Queer-spectrum respondents, low income students, and respondents other than Christian at Creighton University indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus, workplace and/or classrooms (pp. 67-85).

Most survey respondents were "very comfortable" or "comfortable" with the overall environment at Creighton (77%, *n* = 3,279, p. 67) with the environment in their departments/program or work units (76%, *n* = 1,180, p. 67), and with the environment in their

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[4] Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

[5] A statistically significant result (usually a difference) is a result that's not attributed to chance.

[6] Climate is defined as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (Rankin & Reason, 2008, p. 264).

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

classes (83%, *n* = 2,748, p. 67). Undergraduate Student respondents were significantly more comfortable with the overall environment than were Graduate/Professional Students, Faculty, and Staff respondents (p. 68). Staff respondents were significantly more comfortable with the climate in their department or work unit than Faculty respondents (p. 69). Women Faculty and Students were significantly less comfortable than Men Faculty and Student respondents in their classes (p. 73).

Faculty Respondents – Positive Views About Faculty Work

Tenured and Tenure-Track

Tenure-line Faculty respondents generally held positive beliefs about faculty work at Creighton University and indicated that research (73%, *n* = 361) and teaching (87%, *n* = 432) were valued at Creighton (p. 169). Over two-thirds of Tenured and Tenure-Track Faculty respondents felt service contributions were valued by Creighton, as well (77%, *n* = 377, p. 169). Almost three-quarters of Tenured and Tenure-Track Faculty respondents thought that the criteria for tenure were clear (73%, *n* = 358, p. 165) and over half felt they were supported and mentored during the tenure-track years (56%, *n* = 275, p. 166). Eighteen percent (*n* = 86, p. 169) of Tenured and Tenure-Track Faculty respondents indicated they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Non-Tenure-Track

Almost all Instructor/Non-Tenure-Track Faculty respondents indicated they felt research (84%, *n* = 89) and teaching (86%, *n* = 93) were valued by Creighton (p. 177). Sixty percent (*n* = 64, p. 176) of Instructor/Non-Tenure-Track Faculty respondents indicated the criteria used for contract renewal were clear and 60% (*n* = 74, p. 176) of Instructor/Non-Tenure-Track Faculty respondents noted that expectations of their responsibilities were clear.

All Faculty

Seventy percent (*n* = 422, p. 184) of all Faculty respondents thought that Creighton was a good place to work and 69% (*n* = 408) felt they had job security (p. 184). Almost half of Faculty respondents (48%, *n* = 284, p. 180) indicated that retirement/supplemental benefits were competitive and 47% (*n* = 277, p. 180) of Faculty respondents felt that

health insurance benefits were competitive. Over half of Faculty respondents (61%, *n* = 366, p. 184) felt positive about their career opportunities at Creighton University and 61% (*n* = 363, p. 182) indicated that Creighton provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).

Staff Respondents – Positive Views About Staff Work

Staff respondents generally held positive views about working at Creighton University. Staff respondents felt their supervisors (73%, *n* = 684, p. 198) and coworkers/colleagues (78%, *n* = 721, p. 198) gave them job/career advice or guidance when they needed it. Almost three-quarters of Staff respondents thought that they were given a reasonable time frame to complete assigned responsibilities (73%, *n* = 673, p. 206).

Almost two-thirds of Staff respondents (62%, *n* = 577, p. 198) indicated that they were included in opportunities that would help their careers as much as others in similar positions. Fifty-four percent (*n* = 500, p. 200) of Staff respondents felt the performance evaluation process was clear and 67% (*n* = 628, p. 212) of Staff respondents thought that Creighton provided them with resources to pursue training/professional development opportunities

The majority of Staff respondents felt that their supervisors provided adequate support for them to manage work-life balance (79%, *n* = 736, p. 202), and that supervisors were supportive of their taking extended leave (73%, *n* = 676, p. 213) and of them having flexible work schedules (78%, *n* = 721, p. 216). Sixty-six percent (*n* = 610, p. 212) of Staff respondents indicated their supervisors provided them with resources to pursue training/professional development opportunities.

Staff respondents held positive views about the competitiveness of Creighton University vacation and personal time benefits (64%, *n* = 590, p. 217), health insurance benefits (56%, *n* = 521, p. 217), and retirement and supplemental benefits (59%, *n* = 546, p. 218). Over two-thirds of Staff respondents would recommend Creighton as a good place to work (68%, *n* = 637, p. 225).

Student Respondents – Positive Attitudes About Academic Experiences

The way students perceive and experience their campus climate influences their performance and success in college.[8] Overall, Undergraduate Student respondents had positive perceptions of their experiences at Creighton University. Ninety-five percent ($n = 1,619$) of Undergraduate Student respondents "strongly agreed" or "agreed" they intend to graduate from Creighton (p. 292). Some findings suggested that low-income students, queer-spectrum and bisexual students, students with no spiritual affiliation, and students of color had less positive perceptions and experiences than did their peers.

Most Graduate/Professional Student respondents were satisfied with the quality of advising they have received from their departments (72%, $n = 690$, p. 282), had adequate access to their advisors (75%, $n = 717$, p. 282), and felt comfortable sharing their professional goals with their advisors (81%, $n = 765$, p. 282). Ninety-seven percent ($n = 966$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" they intend to graduate from Creighton (p. 293).

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

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[9] Research also underscores the relationship between hostile workplace climates and subsequent productivity.[10] Further, scholars have explored the experiences Black and Latinx student populations have with microaggressions.[11] Similarly, when taking only gender into consideration, campus climate research specific to women faculty revealed experiences of gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments.[12] Similar to the literature, Creighton University's survey results indicate

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[8] For a review of extant literature, see Mayhew et al. (2016) and Pascarella & Terenzini (2005)

[9] Dugan et al. (2012); Garvey et al. (2018); Hurtado & Ponjuan (2005); Kim & Hargrove (2013); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

[10] Bilimoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); Garcia (2016); Hirshfield & Joseph (2012); S. J. Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

[11] Mills (2020); Yosso et al. (2009)

[12] Grant & Ghee (2015)

significant differences in respondents' experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 18% ($n = 754$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 91). Of these respondents, 23% ($n = 174$) suggested that the conduct was based on political view, 22% ($n = 167$) noted the conduct was based on position status in Creighton, and 20% ($n = 154$) indicated the conduct was based on gender/gender identity (p. 91).

Differences Based on Political View, Position Status, and Gender Identity

- By political views, a higher percentage of Very Progressive/Very Liberal respondents (25%, $n = 108$) than Progressive/Liberal respondents (17%, $n = 199$), Moderate/Middle of the Road respondents (17%, $n = 276$), and Conservative respondents (16%, $n = 113$) indicated that they had experienced this conduct (Very Conservative respondents [20%, $n = 30$] were not statistically different from other groups) (p. 92).
    - A higher percentage of Very Conservative respondents (57%, $n = 17$) than Very Progressive/Very Liberal respondents (29%, $n = 31$), Progressive/Liberal respondents (17%, $n = 33$), and Moderate/Middle of the Road respondents (15%, $n = 41$) who had experienced this conduct indicated that the conduct was based on their political view (Conservative respondents [40%, $n = 45$] were not statistically different from Very Conservative respondents [57%, $n = 17$] and Very Progressive/Very Liberal respondents [29%, $n = 31$]) (p. 92).
- By position status, a higher percentage of Faculty respondents (24%, $n = 144$) than Undergraduate Student respondents (18%, $n = 304$), Graduate/Professional Student respondents (16%, $n = 164$), and Staff respondents (15%, $n = 144$) indicated that they had experienced this conduct (p. 93).
    - Higher percentages of Staff respondents (42%, $n = 61$) and Faculty respondents (29%, $n = 42$) than Graduate/Professional Student respondents (21%, $n = 34$) and Undergraduate Student respondents (10%,

$n = 30$) suggested that the conduct was based on their position status (p. 93).

- By gender identity, a higher percentage of Women respondents (20%, $n = 512$) than Men respondents (13%, $n = 209$) indicated that they had experienced this conduct (p. 94).

    - Higher percentages of Women respondents (25%, $n = 126$) than Men respondents (9%, $n = 18$) suggested that the conduct was based on their gender identity conduct (p. 94).

Respondents Who Seriously Considered Leaving Creighton University

Campus climate research has demonstrated the effects of campus climate on faculty and student retention.[13] Research specific to student experiences has found that sense of belonging is integral to student persistence and retention.[14] Noteworthy percentages of respondents indicated that they seriously considered leaving Creighton University.

Faculty and Staff Respondents

Forty-seven percent ($n = 287$) of Faculty respondents had seriously considered leaving Creighton within the past year (p. 240). Forty-six percent ($n = 133$) of Faculty respondents who seriously considered leaving did so because of low salary/pay rate and 40% ($n = 115$) did so based on increased workload (p. 242).

Fifty-one percent ($n = 477$) of Staff respondents had seriously considered leaving Creighton within the past year (p. 240). Sixty-five percent ($n = 311$) of Staff respondents who seriously considered leaving did so based on low salary/pay rate and 44% ($n = 212$) did so because of limited opportunities for advancement (p. 241).

Qualitative analysis of Faculty and Staff responses revealed six themes from Faculty and Staff respondents: limited career advancement, uncompetitive compensation, perception that institutional commitment to Jesuit values was insincere, asked to do more with less,

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

[14] Booker (2016); García & Garza (2016); Hausmann et al. (2007)

lack of diversity, and voids in leadership (p. 242). Two additional themes emerged specifically from Staff respondents: supervisor tension and feeling disrespected/undervalued.

Student Respondents

Thirty percent (*n* = 526) of Undergraduate Student respondents and 18% (*n* = 184) of Graduate/Professional Student respondents had seriously considered leaving Creighton within the past year (p. 288). Fifty-eight percent (*n* = 304, p. 290) of Undergraduate Student respondents and 40% (*n* = 73) of Graduate/Professional Student respondents who seriously considered leaving did so because they lacked a sense of belonging at Creighton (p. 291).

Qualitative analysis of Student responses revealed six themes from Undergraduate and Graduate/Professional Student respondents: perception that institutional commitment to Jesuit values was insincere, academic struggles, mandated COVID vaccination, lack of institutional support, lack of diversity, and experiencing and/or observing microaggressions (p. 293). From Undergraduate Student respondents, three additional themes emerged: financial stress, mental health struggles, and homesickness.

Respondents' *Sense of Belonging*

Campus climate influences individuals' sense of belonging within social and academic institutional environments.[15] Sense of belonging can be defined as one's perceived social support on campus, feeling or sensation of connectedness, the experience of mattering or importance to the campus community or others on campus.[16] A confirmatory factor analysis was conducted on the *Sense of Belonging* scale derived from Questions 106, 107, and 108 on the survey and higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Creighton University. Using this scale, analyses revealed the following significant differences:

- Faculty respondents by gender identity and disability status on *Faculty Sense of Belonging*: Findings indicated that Men Faculty respondents (p. 191); and Faculty

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[15] Museus et al. (2017); Rankin & Reason (2005); Strayhorn (2012, 2013)
[16] Strayhorn (2012)

Respondents with No Disability or with a Single Disability were more likely than their counterparts to feel a stronger sense of belonging at Creighton (p. 192).

- Staff respondents by years employed at Creighton, disability status, and spiritual affiliation on *Staff Sense of Belonging*: Findings indicated that Staff Respondents employed 5 Years or Less (p. 233); Staff Respondents with No Disability (p. 233); and Catholic and Christian Staff respondents were more likely than their counterparts to feel a stronger sense of belonging at Creighton (p. 234).

- Student respondents by racial identity, sexual identity, income status, and spiritual affiliation on *Student Sense of Belonging*: Findings indicated that White and Asian Student respondents (p. 269); Heterosexual Student respondents (p. 271); Not-Low-Income Student respondents (p. 270); and Catholic and Christian Student respondents were more likely than their counterparts to feel a stronger sense of belonging at Creighton (p. 272).

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses indicated that they felt less positive about several aspects of their work life at Creighton University. Analyses revealed statistically significant differences based on position status (Exempt, Non-Exempt), years employed at Creighton, spiritual affiliation, and disability status. Thirty-six percent ($n = 338$) of Staff respondents felt that the performance evaluation process was productive (p. 200) and 27% ($n = 247$) felt that clear procedures existed on how they could advance at Creighton (p. 223).

Less than half of Staff respondents felt Creighton provided adequate support to help them manage work-life balance (48%, $n = 447$, p. 202). Half of Staff respondents felt that Creighton policies (e.g., Family Medical Leave Act) were fairly applied across Creighton (49%, $n = 451$, p. 214).

Twenty percent ($n = 199$) of Staff respondents felt staff salaries were competitive (p. 217). Half of Staff respondents (49%, $n = 459$) indicated that their workload increased without additional compensation as a result of other staff departures (p. 205).

Over half of Staff respondents (52%, *n* = 483) indicated that a hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 206). Less than half of Staff respondents felt that Creighton committees (39%, *n* = 358, p. 221), Creighton faculty (35%, *n* = 317, p. 221), and senior administrators (40%, *n* = 367, p. 221) valued staff opinions.

Faculty Respondents

Faculty responses similarly indicated that they, too, felt less positive about several aspects of their work life at Creighton University. Analyses revealed statistically significant differences based on position status (Instructor/Non-Tenure-Track, Tenure-Track, Tenured), gender identity, years employed at Creighton, and disability status. Just over half of tenure-line Faculty respondents thought that tenure standards and promotion standards were applied equally to faculty in their schools and colleges (54%, *n* = 264, p. 165), and over one-third felt that they performed more work to help students than did their colleagues (41%, *n* = 201, p. 171). Less than half of Faculty (tenure-track) respondents felt that faculty opinions were taken seriously by senior administrators (43%, *n* = 212, p. 173) and Creighton committees (47%, *n* = 232, p. 173).

Findings suggested that Instructor/Non-Tenure-Track Faculty respondents met several challenges at the institution. While over half felt that the criteria for contract renewal were clear (59%, *n* = 64), less than half of Instructor/Tenure-Track Faculty respondents felt that the criteria were applied equally to all positions (41%, *n* = 44) (p. 176). Less than half of Faculty (instructor/non-tenure-track) respondents felt their opinions were taken seriously by senior administrators (47%, *n* = 51) and Creighton committees (37%, *n* = 40, p. 177).

Approximately one-quarter of all Faculty respondents felt salaries for tenure-track faculty positions (25%, *n* = 148) and salaries for non-tenure-track faculty were competitive (24%, *n* = 141, p. 180). One-third of all Faculty respondents thought that Creighton provided adequate resources to help them manage work-life balance (33%, *n* = 198, p. 181).

Student Respondents

Analyses of the Students' survey responses revealed statistically significant differences based on position status (Undergraduate Student, Graduate/Professional Student), gender identity, racial identity, spiritual affiliation, sexual identity, and income status, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences, sense of belonging, and perceived academic success than did their peers from "majority" backgrounds.

Approximately one-quarter of Student respondents felt faculty prejudged their abilities based on perceptions of their identity/background (26%, $n = 685$, p. 273) or believed the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (24%, $n = 621$, p. 275).

Some differences emerged for Graduate/Professional Student respondents based on position status (Master's Student, Doctoral/Terminal Degree Student) and income status, where the responses of Master's Student respondents (p. 282) and Not-Low-Income Graduate/Professional Student respondents (p. 284) were less positive.

Student Respondents' *Perceived Academic Success*

How students perceive their academic success often contributes to their decision to persist in higher education. Research indicates that when students experience an unwelcoming college climate, they also experience a decline in persistence and academic performance.[17] A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 14 on the survey. Using this scale, analyses revealed a significant difference existed in the overall test for means for Student respondents by position status, racial identity, sexual identity, income status, and spiritual affiliation on *Perceived Academic Success*. Findings indicated that Graduate/Professional Student respondents (p. 257); White Undergraduate Student respondents (p. 259); Not-Low-Income Undergraduate and Not-Low-Income Graduate/Professional Student respondents (p. 262); Heterosexual Undergraduate Student

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[17] Allen & Alleman (2019); Booker (2016); D. R. Johnson (2012); Kim & Hargrove (2013); Kutscher & Tuckwiller (2019); Reynolds et al. (2010)

respondents (p. 262); and Catholic Undergraduate Student respondents (p. 264) were more likely than their counterparts to perceive themselves as academically successful.

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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

- 8% ($n = 344$) of respondents indicated that they had experienced unwanted sexual contact/conduct while at Creighton (p. 128).
  - 1% ($n = 44$) experienced relationship violence (e.g., ridiculing, controlling, hitting, p. 129).
  - 2% ($n = 83$) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 134).
  - 5% ($n = 232$) experienced sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment, p. 140).
  - 3% ($n = 126$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 148).
- Respondents identified Creighton students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (pp. 130 – 150).
- Most respondents did not report the unwanted sexual contact/conduct (pp. 132 – 153).

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact/conduct. The primary reason cited for not reporting these incidents was a lack of institutional trust in Creighton's response to unwanted sexual contact/conduct. Other rationales included respondents did not want to get the person in trouble, it happens all the time, is not serious enough to report, fear of retaliation or retribution, and the perpetrators were perceived as powerful in the community (pp. 133 – 153).

Student Financial Hardship

Thirty-four percent ($n = 916$) of Student respondents indicated they experienced financial hardship while attending Creighton University (p. 60). Students indicated they experienced financial hardship in the following areas.

- 68% ($n = 620$) had difficulty affording tuition.
- 56% ($n = 516$) had difficulty affording books and course materials.
- 47% ($n = 428$) had difficulty affording housing.
- 29% ($n = 269$) had difficulty affording food.

Creighton University's Initiatives

The survey asked respondents to indicate if they believed certain initiatives currently were available at Creighton University and the degree to which they thought that those initiatives would influence college climate. Examples of overall findings are presented below. For each result, the majority of respondents felt that the initiative would positively influence the campus climate. A complete overview of findings related to institutional actions is provided on pages 300–329 of the full report.

Examples of Findings for Student Respondents

- 72% ($n = 1,608$) of Students thought that a process to address student complaints of bias by faculty and staff in learning environments was available and 28% ($n = 640$) of Students thought that it was not available (p. 312).
- 70% ($n = 1,570$) of Students thought that a process to address student complaints of bias by other students in learning environments was available and 30% ($n = 675$) of Students thought that it was not available (p. 313).
- 86% ($n = 1,931$) of Students thought that effective faculty mentorship of students was available and 14% ($n = 314$) of Students thought that it was not available (p. 314).
- 91% ($n = 2,035$) of Students thought that effective academic advising was available and 9% ($n = 204$) of Students thought that it was not available (p. 314).

Examples of Findings for Faculty Respondents

- 58% ($n = 303$) of Faculty thought that toolkits for faculty to create and inclusive classroom environment were available and 42% ($n = 218$) of Faculty thought that such toolkits were not available (p. 301).

- 83% ($n = 432$) of Faculty thought that access to counseling for people who had experienced harassment was available and 17% ($n = 86$) of Faculty thought that such access to counseling was not available (p. 301).

- 74% ($n = 395$) of Faculty thought that mentorship for new faculty was available and 26% ($n = 139$) of Faculty thought that mentorship was not available (p. 302).

- 55% ($n = 277$) of Faculty thought that affordable child care was available and 45% ($n = 230$) of Faculty thought that it was not available (p. 303).

Examples of Findings for Staff Respondents

- 86% ($n = 758$) of Staff thought that diversity, equity, and inclusivity training for staff was available and 14% ($n = 120$) of Staff thought that it was not available (p. 306).

- 76% ($n = 642$) of Staff thought that supervisory training for supervisors/managers was available and 24% ($n = 206$) of Staff thought that it was not available (p. 306).

- 52% ($n = 442$) of Staff thought that mentorship for new staff was available and 48% ($n = 405$) of Staff thought that such mentorship was not available (p. 307).

- 71% ($n = 604$) of Staff thought that career development opportunities for staff were available and 29% ($n = 247$) of Staff thought that such opportunities were not available (p. 308).

Conclusion

Creighton University climate findings[18] were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.[19] For example, 70% to 80% of respondents in similar reports found the campus climate to be "very comfortable" or

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[18] Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

[19] Rankin & Associates Consulting (2021)

"comfortable." A similar percentage (77%) of Creighton respondents indicated that they were "very comfortable" or "comfortable" with the overall climate at Creighton (p. 67). Twenty percent to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Creighton, a slightly lower percentage of respondents (18%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 91). The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.[20]

Prior research reveals that:

> Student body diversity in institutions of higher education is important not only for improving the economic and educational opportunities for underrepresented students, but also for the social, academic, and societal benefits that diversity presents for all students and communities. Diverse learning environments help students sharpen their critical thinking and analytical skills; prepare students to succeed in an increasingly diverse and interconnected world; break down stereotypes and reduce bias; and enable schools to fulfill their role in opening doors for students of all backgrounds.[21]

Everyone benefits from a more inclusive college. To create a more inclusive college environment, Creighton must acknowledge areas of opportunity and take responsibility for restoring, rebuilding, and implementing action that prioritizes those most negatively affected in the current structure.

Creighton's climate assessment report provides baseline data on diversity and inclusion and addresses Creighton's mission and goals. While the findings may guide decision making regarding policies and practices at Creighton, it is important to note that the cultural fabric of any institution and unique aspects of each campus's environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Creighton community with an opportunity to build upon its strengths and to

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[20] Guiffrida et al. (2008); S. R. Harper & Hurtado (2007); S. R. Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin & Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

[21] United States Department of Education, Office of Planning, Evaluation, and Policy Development and Office of the Under Secretary (2016, p. 5)

develop a deeper awareness of the challenges ahead. Creighton, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

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

Creighton University also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in the Creighton University mission statement,

> Creighton is a Catholic and Jesuit comprehensive university committed to excellence in its selected undergraduate, graduate and professional programs. As Catholic, Creighton is dedicated to the pursuit of truth in all its forms and is guided by the living tradition of the Catholic Church. As Jesuit, Creighton participates in the tradition of the Society of Jesus, which provides an integrating vision of the world that arises out of a knowledge and love of Jesus Christ. As comprehensive, Creighton's education embraces several colleges and professional schools and is directed to the intellectual, social, spiritual, physical and recreational aspects of students' lives and to the promotion of justice. Creighton exists for students and learning. Members of the Creighton community are challenged to reflect on transcendent values, including their relationship with God, in an atmosphere of freedom of inquiry, belief and religious worship. Service to others, the importance of family life, the inalienable worth of each individual and appreciation of ethnic and cultural diversity are core values of Creighton. Creighton faculty members conduct research to enhance teaching, to contribute to the betterment of society, and to discover new knowledge. Faculty and staff stimulate critical and creative thinking and provide ethical perspectives for dealing with an increasingly complex world."[22]

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[22] https://www.creighton.edu/about/mission

The senior administration at Creighton University recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff to better understand the current campus climate and to use that as a foundation for building on Creighton University's strengths while focusing on opportunities for growth and change. During fall 2021, Creighton University conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In spring 2021, Creighton University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "*Surveying Creighton's Learning & Working Environment.*" Thirty-four members of Creighton University formed the Climate Study Working Group (CSWG), which was composed of faculty, staff, students, and administrators, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between September 14 and October 8. In spring 2022, R&A will present the information gathered from the campus-wide survey in community townhalls. Following the community townhalls, Creighton University will develop action items based on these findings.

In the year 2020, the COVID-19 pandemic forced colleges and universities to enact a variety of safety measures intended to protect the health and well-being of their communities. During the fall 2021 semester, Creighton University instituted a vaccine mandate for students and employees who were on campus. Proof of vaccination was confirmed by employees and students uploading their proof of vaccination via the BirdHouse, Creighton University's Health and Compliance Portal. This study represents a snapshot of the campus climate during the impact of COVID-19 on Creighton University, and the pandemic's progression certainly contributed to the community and national discourse during the survey period.

Project Design and Campus Involvement

Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for Creighton University's campus climate assessment. The model employs critical theory and a power and privilege perspective, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups

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

The Climate Study Working Group collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for Creighton University that would reveal the various dimensions of power and privilege that shaped the campus experience. The Creighton University survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, sexual harassment, and sexual violence.

Foundation of Campus Climate Research and Assessment

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

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these

national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Limited consensus exists in the research literature about the definition of campus climate (Hart & Fellabaum, 2008; Ryder & Mitchell, 2013). After an extensive review of research, Rankin & Associates Consulting found the scholarship of Sylvia Hurtado and her colleagues to offer the most comprehesive and well researched model to assess campus climate. Hurtado et al. (1999) examined campus climate in relation to the perceptions and experiences of an institution's members. Specifically, they described four factors that constitute campus climate. These components include an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral elements. Historical legacy includes an institution's history of resistance to or compliance with desegregation as well as its current mission and policies. Psychological climate refers to perceptions of racial/ethnic tensions, discrimination, and attitudes toward and reduction of prejudice on campus. Structural dimensions of campus climate account for the impact of demographic diversity among faculty, staff, and students, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) further specified:

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

Using this definition, grounded in the work of Hurtado and her colleagues (1992, 1999), the mission of Rankin & Associates Consulting is to develop institution-specific assessment tools

and analysis of the resulting data in order to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

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

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

Student persistence and retention are principal measures of campus climate. Researchers have focused on social, cultural, and academic factors that influenced students' intent to persist,

including opportunities for engagement with faculty and others from diverse backgrounds as well as access to student groups, institutional support programs, and initiatives. Research in recent years has demonstrated how the above factors specifically influenced intent to persist among Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Kim & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; D. R. Johnson et al., 2014; Lancaster & Xu, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018). Mayhew et al. (2016) noted that "having meaningful peer interactions and relationships and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419).

In addition to research on the relationship between sense of belonging and retention, campus climate research has focused on the relationship between campus climate and students' engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). These studies found that minority students had characteristically different experiences of engagement and success than did their majority peers. Unique perceptions associated with access to support networks, education in pluralistic settings, and academic programs that simultaneously challenge and offer support to students, for example, were salient to positive or negative outcomes.

In addition to students, studies have also examined the impact of campus climate on the persistence and retention of underrepresented faculty populations, ones that include Black faculty (Griffin, Pifer, et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2018), and women faculty in STEM fields (Pascale, 2018). Select studies noted the important role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015). Unfortunately, there is scant research specific to the impact of climate on the persistence and retention of staff.

Some campus climate assessments also measured intersectional experiences (i.e., the interrelationship between race, gender, and/or sexuality) in relation to the perceptions and experiences of faculty, staff and students of a given institution (Booker, 2016; Griffin, Bennett, & Harris, 2011; Hughes, 2017; D. R. Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for select campus constituents with the understanding that individuals are multidimensional and are not ascribed to only one identity marker.

Faculty and Campus Climate

Campus climate actively shapes the experiences of faculty, particularly related to professional success, sense of belonging, and perceptions of professional development opportunities and collegial and administrative support. Most research regarding faculty and campus climate examines the impact of racial identity, sexual identity, and/or gender identity on faculty perceptions and experiences. A summary of the literature is offered below.[23]

Campus climate research found that faculty of color commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015; Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). In addition, campus climate research focused specifically on two-year institutions reported similar experiences for faculty of color as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015), in their research on Black faculty in predominantly White universities, found that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism presented substantial barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research found that women faculty of color were not provided with professional mentorship and leadership development opportunities in a manner consistent with those provided to their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Accordingly, Kelly and

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

McCann (2014), in their study of women faculty of color at predominantly White research universities, found that pre-tenure departure was often attributed to "gendered and racialized tokenization and isolation, a need for a more intrusive style of mentoring, and poor institutional fit" (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that women faculty of color also experienced substantial "identity taxation" within the academy (p. 214). Their findings suggested that women faculty of color faced formal and informal expectations to provide mentorship and emotional labor in support of their students.

Relatedly, when only taking gender into consideration, campus climate research specific to women faculty revealed experiences with gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). Compared with their male colleagues, these experiences resulted in higher rates of institutional departure among women faculty (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and support as primary contributors to their experiences of "chilly" departmental climates. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform, particularly institutional service and advising within male-dominated fields (O'Meara et al., 2017). Guarino and Borden (2017) found, when accounting for faculty rank, race/ethnicity, and field of study, women faculty performed substantially more service than did men faculty, particularly internal service, or service on behalf of the department or institution. Hanasono et al. (2019) suggested that internal service, or what the authors termed "relational service," was not only performed more often by women faculty, but less valued in evaluation processes, which had a subsequent negative effect on the tenure, promotion, and retention of women faculty.

With respect to sexual and gender identity, campus climate researchers have examined the hostile and exclusionary institutional settings that queer-spectrum[24] and trans-spectrum faculty

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[24] Rankin & Associates Consulting uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. R&A uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who

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

Race, ethnicity, gender, sexual and gender identity, when considered separately and intersectionally, influence the perceptions and experiences of faculty writ large. Further, research demonstrates that campus climate affects faculty members' job satisfaction, professional and social well-being, and intent to persist at an institution. Though research applicable to staff is minimal, in the section that follows staff identities, experiences, and perceptions are examined.

Staff and Campus Climate

From the limited research available on staff members in higher education, findings suggest a lack of professional support and advancement opportunities among professional and classified/hourly staff members. Staff commonly attributed lack of support and advancement opportunities to discrimination and stereotyping based on their identities and/or personal attributes, including age, race, gender, and education level (Costello, 2012; S. J. Jones & Taylor, 2012).

Garcia (2016), S. J. Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate

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do not identify as cis-gender. Identities may include transgender, gender nonbinary, genderqueer, and/or agender, in addition to other non-cis-gender identities.

work environments. For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic-serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affected staff members' perceptions of campus climate. Garcia's findings were similar to those of Mayhew et al. (2006), who found that staff members' experiences with their immediate office/department influenced how they perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" across the organization (p. 83).

In an investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) analyzed mentor-mentee relationships aimed at supporting first-generation Black, Latinx, and biracial students. Luedke employed social reproduction theory to study the various forms of social and emotional support staff members provided to students and the ways in which staff nurtured the social capital that students brought with them to college. Key to such relationships, staff members of color understood and found value in the backgrounds, skills, and abilities held by students of color which, Luedke explained, opened the door for students to acquire various forms of cultural capital.

Undergraduate Students and Campus Climate

Most literature about campus climate and undergraduate students examined campus climate in the context of multiple factors that shape students' identities and experiences. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when students of color perceived their campus environment as hostile, desired outcomes, such as persistence and academic performance, were negatively affected (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Climate research regarding the experiences of student populations that include low-income students, students with disabilities, first-generation students, veteran students, international students, American Indian/Indigenous students, undocumented students, and student-athletes has become

increasingly available over the past decade.[25] The following paragraphs offer a summary of the most robust areas of campus climate research specific to student experiences, including the role of microaggressions (i.e., indirect and/or subtle discrimination) in creating hostile and exclusionary campus climates for minoritized undergraduate students.[26]

Hostile or exclusionary campus climates negatively affect students of color in various ways. For example, scholars have found that when racial minority students perceived their campus environment as hostile, a decline in persistence and academic performance occurred (Booker, 2016; Kim & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for students of color, which resulted in reduced academic success and decreased retention and persistence. In related work, Mills (2020) examined Black undergraduate students experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Developed from the work of Sue (2010), Mills (2020) noted that environmental microaggressions were unique in that they occurred at systemic levels with "no apparent offender" (p. 1). Mills (2020) identified six themes related to environmental microaggressions experienced by Black undergraduate students: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[27] Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research on racially diverse women undergraduate students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' perceived sense of

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

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

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

belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that Black/African American students represent their race(s) when speaking about specific course topics. As a result, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, D. R. Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

In their investigation of undergraduate students with disabilities attending four-year institutions, Fleming et al. (2017) found that their perceptions of campus climate directly affected their sense of belonging and satisfaction at their institution. In a related line of scholarship, Vaccaro et al. (2015) noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities, as they adjusted to a postsecondary educational environment. Kutscher and Tuckwiller (2019) investigated the unique challenges that students with disabilities experienced in higher education environments, particularly related to personal identities, academic and social engagement, and accommodations and, subsequently, their persistence. In a study of the most salient barriers faced by students with disabilities, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services.

Examining the role of social class in relation to students' first-year experience, Soria and Stebleton (2013) found that working-class students felt less welcome, or a lesser sense of belonging, when compared with their middle- and upper-class peers. In a characteristically different study, one focused on private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events and missed academic and community engagement opportunities owing to their need to work. In a study of 324 undergraduates, Ostrove and Long (2007) found that students' "social class background was strongly related to a sense of belonging at college, which in turn predicted social and academic adjustment to college, quality of experience at college, and

academic performance" (p. 380). They noted that such a finding was helpful because, while social class cannot be changed, "we can change the extent to which institutions of higher education are welcoming and inclusive with respect to social class" (p. 384).[28]

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

As noted by the literature, undergraduate students experience campus climate differentially, based upon their various identity formations. The extent to which a campus climate is perceived and experienced as welcoming or hostile shapes the undergraduate student trajectory. In a similar vein, graduate students also express varied perceptions, experiences and outcomes in relation to campus climate.

Graduate Students and Campus Climate

Most of the research regarding students' campus climate experiences has focused on the experiences of undergraduates. The available campus climate research specific to graduate students suggested that, particularly, women graduate students, graduate students of color, international graduate students of color, and trans-spectrum graduate students experienced an exclusionary campus climate.

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

Regarding the experiences of international graduate students, research has identified significant differences according to students' nationality, race, and religion. While all international graduate students experience some level of "acculturative stress" owing to English language proficiency, homesickness, loneliness and isolation, research demonstrated that international graduate students of color are more likely to experience heightened acculturative stress because of extant racism and nativism on U.S. campuses (George Mwangi, 2016; Moglen, 2017; Yeh & Inose, 2003). For example, Yakaboski et al. (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects shared positive interactions with faculty and staff, they also shared negative and discriminatory interactions with U.S. students, and specifically noted a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). George Mwangi (2016) echo these findings in their study of Black African graduate students' experience. They note that Black African graduate students are subjected to racism, tokenism, negative stereotyping, microaggressions, and overt hostility from faculty, staff, and students alike. While it is understood that international graduate students experience some degree of transitional challenges upon arriving in the United States, their academic and social well-being depends upon a campus culture that will either mitigate or exacerbate their sense of otherness (George Mwangi et al., 2019).

While international graduate students of color have unique experiences specific to their foreign status, there are some parallels to the experiences of domestic graduate students of color. For example, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong et al. (2011) wrote:

> The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within

STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories. (p. 192)

Trans-spectrum (including trans and gender non-conforming) graduate students reported similar feelings of distress in their interpersonal academic and social relationships. Goldberg et al. (2019) found that trans-spectrum graduate students commonly presented an outward gender identity inconsistent with their inner gender identity out of concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' interactions with faculty, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically "salient context for experiencing affirmations vs. invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominantly White institutions (PWIs), an increasing amount of research is available regarding campus climate at historically Black colleges and universities (HBCUs), Hispanic-serving institutions (HSIs), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[29] Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.[30] A summary of campus climate research specific to institutional type and student experiences is offered in the following sections.

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[29] For research regarding Asian American and Native American Pacific Islander–serving institutions (AANAPISI), Tribal colleges, or private institutions, please visit www.rankin-consulting.com.

[30] Rankin & Associates Consulting acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic-serving institutions (HSIs) may also include findings related to two-year or community college institutions.

Historically Black Colleges and Universities (HBCUs)

In recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments and included Black international students (George Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a, 2015b), first-generation students (Longmire-Avital & Miller-Dyce, 2015), African American gay and bisexual men (Patton, 2011), and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCUs' campus climates, often in contrast to PWIs. For example, McCoy et al. (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial minority students majoring in a STEM discipline at a PWI and racial minority students majoring in a STEM discipline at an HBCU. McCoy et al. (2017) found that students perceived faculty at the PWI to be unwilling to mentor students, and instead, as commonly working to "weed out" students. In contrast, respondents at HBCUs characterized faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from a PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx students, Palmer and Maramba (2015a) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants noted that HBCU faculty demonstrated care and concern for students' well-being and that they felt supported.

Hispanic-Serving Institutions (HSIs)

In 2017, the Hispanic Association of Colleges and Universities (HACU) noted that HSIs, defined as institutions where the total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (HACU, 2021).

Despite limited research regarding campus climates at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging, positive self-perceptions, and increased academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun et al., 2016).

Additionally, Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and emerging Hispanic-serving institutions (EHSIs).[31] She found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant sentiments, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding based exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who reported a positive sense of belonging attributed their institutional affiliation to "being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" were often "invisible" (p. 250).

Two-Year Institutions and Community Colleges
The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example, research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014, 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman et al., 2015; Wood &

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[31] Sanchez (2019) defined Emerging Hispanic-serving institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin et al., 2014, 2015) in two-year community colleges.

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found that students' interactions and engagement with faculty and staff influenced both perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García et al. (2019) found that socio-academic integration—academic interactions with faculty and administrative personnel—was the most salient for developing individuals' sense of belonging and, subsequently, academic success and retention. Lundberg et al. (2018) found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman et al. (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

W. A. Jones (2013) examined the influence of the racial composition of two-year institutions' student body on the institutions' campus climate. Through an examination of three diversity variables—student engagement with racially and culturally different peers, students' engagement with peers who possess beliefs different from their own, and students' understanding of racial difference—W. A. Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions
Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus climate for diversity was a predictor of students' spiritual well-being and increased religious behaviors independent of student racial and/or ethnic identity. For students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality. The importance of student sense of belonging also was evident in findings of Ash and Schreiner

(2016), who investigated the institutional factors that influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner (2016) found that students' perceptions of institutional fit; the institutions' commitment to student welfare; and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) regarding social justice directly affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented students enrolled at Jesuit institutions and that institutional reticence related to immigrant rights effectively silenced undocumented students. In a review of research regarding faith, gender identity, sexual identity, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between faith, gender, and sexuality and encouraged institutional leaders to:

> address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being….At a minimum, leaders should establish campus policies and community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity. (p. 69)

Professional Schools

In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions to build a positive climate in law school environments. As evidence of the importance of diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2019) found that law students' perceptions of the law school environment as providing friendly and supportive experiences, offering positive interactions with faculty, and engendering positive relationships with peers contributed to a

greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curricula that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2019) explained, "intentionally engaging students with others from different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors that contributed to job dissatisfaction for post-tenure racial minority law professors and post-tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of the "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including dismissal of their concerns and being penalized or unjustly disciplined for raising issues related to equity or exclusionary/hostile policies and/or behaviors. Research subjects described the need for peer and/or support networks for navigating the challenges associated with being a racial and/or gender minority law school professor, ones that were independent of the institution.

Regarding medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes or challenges regarding the minority faculty and recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). The subjects in Kaplan et al. (2018) also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for "a diversity

champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault within higher education have drawn national attention. In January 2014, in response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness of, prevent, and respond to the prevalence of sexual assault on college campuses. The Task Force asserted that "we are here to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (White House Task Force, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2).

Similarly, the United States Department of Justice's Office on Violence Against Women has supported the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the Office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (United States Department of Justice, Office on Violence Against Women, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate

experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs et al., 2009), graduate students (Rosenthal et al., 2016), lesbian and bisexual women (Martin et al., 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2020). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018 report *Not on the Radar: Sexual Assault of College Students with Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault (National Council on Disability, 2018).

Noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted and noted that this finding underscores the importance of intersectional campus climate research. Regarding graduate students' experiences, McMahon et al. (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct. While some research is now available, the complex intersections of campus climate; unwanted sexual conduct; and various social identities such as gender identity, sexual identity, disability status, and racial identity underscore the need for further research (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood et al., 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their foundational research, Hurtado et al. (1999) stated,

> Campuses are complex social systems defined by the relationships maintained between
> people, bureaucratic procedures, structural arrangements, institutional goals and values,

traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach. (p. 69)

Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community but, perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, Smith also shared, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

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

equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others (p. 71). Astin and Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote:

> [I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution. (p. 86)

Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical for contemporary institutions of higher education. According to Williams and Wade-Golden (2013), "Diversity issues cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Taken together, an examination of student, faculty, and staff perceptions and experiences of campus climate across institutional type and setting provide an expansive view of the importance of campus climate and the role of senior leadership in enhancing the collegiate experience. The diversity of racial/ethnic backgrounds, gender, sexual and gender identity, economic class, and

other indexes of social status/affiliation reveal the robust dynamics at play in enhancing

persistence, retention, and academic and social well-being.

Methodology

Conceptual Framework

Rankin & Associates concurs with the notion that the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[32] Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for Creighton University's campus climate assessment.

Research Design

Survey Instrument. The survey instrument was constructed based on the work of Rankin (2003), and with the assistance of the Climate Study Working Group (CSWG). The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the Creighton University population. The final Creighton campus-wide survey contained 120 questions,[33] including 22 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Creighton's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

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[32] AAC&U (1995), p. xx.

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

Sampling Procedure. Creighton's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument, and determined that IRB review and oversight were not required. The IRB considered the activity to be designed to assess campus climate within the University and to inform Creighton's strategic quality improvement initiatives. The IRB approved the project on June 6, 2021.

Prospective participants received an invitation from President Daniel S. Hendrickson, SJ, PhD, which contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information explaining the purpose of the study, describing the survey instrument, and assuring the respondents of anonymity. The final dataset included only surveys that were at least 50% completed.

Limitations. Two limitations existed to the generalizability of the data. The first limitation was that respondents "self-selected" to participate in the study. Self-selection bias, therefore, was possible. This type of bias can occur because an individual's decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% for some groups. For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

Data Analysis. Survey data were analyzed via SPSS to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to Creighton in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[34] Some of the data tables in Appendix B provide actual percentages[35] with missing or "no response" information. The purpose for this

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

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

difference in reporting is to note the missing or "no response" data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

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

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent ($n = 50$) of respondents 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in $n <$ 5, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White respondents (40%, $n = 10$) than Respondents of Color (20%, $n = 5$) 'disagreed' that...." If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. The survey contained questions that measured two outcomes related to campus climate: Student respondents' *Perceived Academic Success* (Question 14) and *Sense of Belonging* for students (Question 106), faculty (Question 107), and staff (Question 108). The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The *Sense of Belonging* scales were informed by Strayhorn's

(2012) qualitative examination of students' sense of belonging. Rankin & Associates developed survey questions to quantitatively measure sense of belonging for students, faculty, and staff.

The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses.

Confirmatory factor analyses using parallel analysis were conducted. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of each scale.[36] The internal consistency reliability (Cronbach's alpha) of the scale was calculated to determine if the scale produced consistent results.

Factor Scores. The factor score for each of the scales was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included in each factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful and higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Creighton.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analyses and where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the demographic areas determined by the CSWG.

When only two categories existed for the specified demographic variable, a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d*. Any moderate-to-large effects were noted. When the specific variable of interest had more than two categories, an ANOVA was run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between

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

pairs of means were significant. Additionally, if a difference in means was significant, effect size was calculated using partial Eta^2 and any moderate-to-large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at Creighton University, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments to give "voice" to the quantitative findings and to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at Creighton. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed[37] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[37] Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also may provide results from descriptive analyses that were not statistically significant yet were determined to be meaningful to the climate at Creighton University.

Description of the Sample[38]

Four thousand two hundred seventy-eight (4,278) surveys were returned for a 37% overall response rate. Response rates by position status were 39% ($n = 1,732$) for Undergraduate Students, 21% ($n = 999$) for Graduate/Professional Students, 71% ($n = 610$) for Faculty, and 62% ($n = 937$) for Staff. The sample and population figures, chi-square analyses,[39] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Creighton University.

- Undergraduate Students, Faculty, and Staff were overrepresented in the sample. Graduate/Professional Students were underrepresented in the sample.
- Men were underrepresented in the sample. Women were overrepresented in the sample.
- Additional People of Color, Multiracial individuals, and White individuals were overrepresented in the sample. African American/Black, Asian, and Latinx individuals were underrepresented in the sample.

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[38] Frequency tables for each survey item are provided in Appendix B.

[39] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Creighton University.

Table 2. Demographics of Population and Sample

Characteristic	Subgroup	Population N	Population %	Sample n	Sample %	Response rate
Position status	Undergraduate Student	4,481	38.4	1,732	40.5	38.7
	Graduate/Professional Student	4,832	41.4	999	23.4	20.7
	Faculty	856	7.3	610	14.3	71.3
	Staff	1,511	12.9	937	21.9	62.0
Gender identity[b]	Men	4,816	41.2	1,583	37.0	32.9
	Trans-spectrum	ND*	ND	40	0.9	N/A
	Women	6,864	58.8	2,606	60.9	38.0
	Missing/Another	ND	ND	49	1.1	N/A
Racial/ethnic identity[c]	Additional People of Color	55	0.5	125	2.9	>100.0
	African American/Black	398	3.4	93	2.2	23.4
	Asian	1,021	8.7	237	5.5	23.2
	Latinx	867	7.4	158	3.7	18.2
	Multiracial	419	3.6	367	8.6	87.6
	White	8,298	71.0	3,173	74.2	38.2
	Missing/Another/Unknown/Nonresident Alien	622	5.3	125	2.9	20.1

*ND: No data available
[a] X^2 (3, $N = 4,278$) = 894.0, $p < .001$.
[b] X^2 (1, $N = 4,189$) = 20.0, $p < .001$
[c] X^2 (6, $N = 4,278$) = 995.6, $p < .001$.

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were informed by instruments used in institutional and organizational studies by the consultant over the past 20 years. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of Creighton University's Climate Study Working Group (CSWG) reviewed the bank of items available for the survey.

Content validity was ensured, given that the items and response choices arose from literature reviews, previous surveys, and input from CSWG members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—correlated measures being evaluated with variables known to be related to the

construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the way questions were asked and response choices given. Items were constructed to be nonbiased, non-leading, and nonjudgmental, and to preclude individuals from providing "socially acceptable" responses.

Reliability – Internal Consistency of Responses.[40] Correlations between the responses to questions about overall campus climate for various groups (survey Question 103) and to questions that rated overall campus climate on various scales (survey Question 111) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[41] are provided in Table 3.

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

A moderate relationship (between .61 and .67) existed for all five pairs of variables, which included: Positive for People of Color and Not Racist; Positive for Lesbian, Gay, Bisexual, or Queer People and Not Homophobic; Positive for Women and Not Sexist; Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and Positive for People with Disabilities and Not Ableist.

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[40] Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

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

Table 3. Pearson Correlations Between Ratings of Acceptance and Campus Climate for Selected Groups

	Climate characteristics				
	Not racist	Not homophobic	Not sexist	Not classist	Not ableist
Positive for People of Color	.671[*]				
Positive for Lesbian, Gay, Bisexual, or Queer People		.659[*]			
Positive for Women			.608[*]		
Positive for People of Low-Income Status				.673[*]	
Positive for People With Disabilities					.620[*]

[*] $p < 0.01$
Note: A correlation of .5 or higher is considered strong in behavioral research (Cohen, 1988).

Sample Characteristics[42]

For the purposes of several analyses, the Climate Study Working Group collapsed certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ($n < 5$).

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[42] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

Respondents' primary status data were collapsed into Undergraduate Student respondents, Graduate/Professional Student respondents, Faculty respondents, and Staff respondents.[43] Of respondents, 41% ($n = 1,732$) were Undergraduate Students, 23% ($n = 999$) were Graduate/Professional Students, 14% ($n = 610$) were Faculty respondents, and 22% ($n = 937$) were Staff (Figure 1). Eighty-five percent ($n = 3,616$) of respondents were full-time in their primary positions and 5% ($n = 231$) were part-time. Ten percent ($n = 431$) of respondents did not indicate their full-time/part-time status and were recoded to Missing. Subsequent analyses indicated that 92% ($n = 1,587$) of Undergraduate Student respondents, 77% ($n = 767$) of Graduate/Professional Student respondents, 80% ($n = 485$) of Faculty respondents, and 83% ($n = 777$) of Staff respondents were full-time in their primary positions.
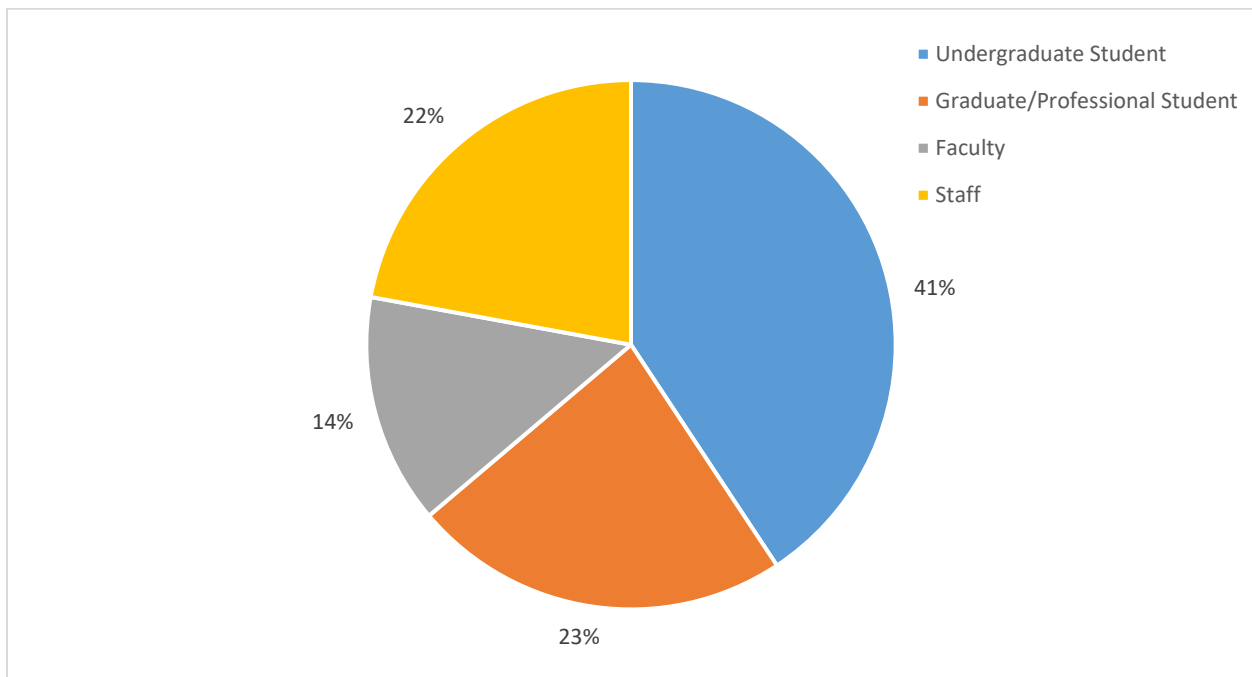
Figure 1. Respondents' Collapsed Position Status (%)

Eighty-six percent ($n = 3,681$) of respondents spent the majority of their time at Creighton University's Omaha Main Campus and 7% ($n = 310$) at a location not listed (e.g., working remotely, DR, all classes online). Four percent ($n = 148$) of respondents spent the majority of their time at Creighton University's Phoenix location, 3% ($n = 107$) at CHI Health Creighton

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[43] Climate Study Working Group (CSWG) determined the collapsed position status variables.

University Medical Center – Bergan Mercy, and less than one percent each at the Anchorage (*n* = 10) or Denver (*n* = 9) locations.

Regarding respondents' primary work unit affiliations, Table 4 indicates that Staff respondents represented various colleges/schools and divisions across campus. Of Staff respondents, 11% (*n* = 101) were affiliated with the School of Medicine, 8% (*n* = 71) were affiliated with University Relations, and 7% each were affiliated with Student Life (*n* = 68) or Enrollment Management (*n* = 67). Seven percent (*n* = 66) of Staff respondents did not indicate their primary college/school or division affiliation and were recoded to Missing.

Table 4. Staff Respondents' Primary College/School or Division Affiliations

College/school or division	*n*	%
School of Medicine	101	10.8
University Relations	71	7.6
Student Life	68	7.3
Enrollment Management	67	7.2
Information Technology	57	6.1
Office of the Provost	56	6.0
Athletics	52	5.5
School of Dentistry	45	4.8
School of Pharmacy and Health Professions	38	4.1
University Communications and Marketing	35	3.7
Facilities Management	33	3.5
College of Arts and Sciences	32	3.4
Academic Administration and Operations	29	3.1
Public Safety/Shuttle Services	21	2.2
Missing	66	7.0

Note: Table reports only responses from Staff respondents (*n* = 937). For a complete list of staff primary college/school and division affiliations, please see Table B23 in Appendix B.

Of Faculty respondents, 34% ($n = 208$) were affiliated with the College of Arts and Sciences, 15% ($n = 93$) with the School of Medicine, and 14% ($n = 87$) with the School of Pharmacy and Health Professions (Table 5). Four percent ($n = 24$) of Faculty respondents did not indicate their primary college/school affiliation and were recoded to Missing.

Table 5. Faculty Respondents' Primary College/School Affiliations

Academic college/school	n	%
College of Arts and Sciences	208	34.1
School of Medicine	93	15.2
School of Pharmacy and Health Professions	87	14.3
School of Dentistry	53	8.7
College of Nursing	45	7.4
Heider College of Business	45	7.4
Graduate School	30	4.9
School of Law	18	3.0
College of Professional Studies	7	1.1
Missing	24	3.9

Note: Table reports responses only from Faculty respondents ($n = 610$).

In terms of length of employment, 21% ($n = 196$) of Staff respondents were employed at Creighton between 1 and 3 years, and 18% ($n = 168$) of Staff respondents were employed at Creighton between 6 and 10 years. (Table 6). Fifteen percent ($n = 137$) of Staff respondents were employed at Creighton for more than 20 years. As for Faculty respondents, most were employed at Creighton for more than 20 years (26%, $n = 157$) and between 6 and 10 years (20%, $n = 122$).

Table 6. Faculty and Staff Respondents' Length of Employment

Length of employment	Faculty respondents		Staff respondents	
	n	%	n	%
Less than 1 year	35	5.7	121	12.9
1–3 years	81	13.3	196	20.9
4–5 years	62	10.2	111	11.8
6–10 years	122	20.0	168	17.9
11–15 years	82	13.4	111	11.8
16–20 years	53	8.7	80	8.5
More than 20 years	157	25.7	137	14.6
Missing	18	3.0	13	1.4

Note: Table reports responses only from Faculty and Staff respondents ($n = 1,516$).

More than half of the sample (61%, $n = 2,606$) were Women; 37% ($n = 1,583$) were Men.[44] One percent of respondents identified as Nonbinary ($n = 26$) or Genderqueer ($n = 12$), and less than five respondents identified as Transgender.[45] One percent ($n = 42$) of respondents did not indicate their gender identity and were recoded to Missing. Less than 1% of respondents marked "a gender not listed here" and offered identities such as "demigirl" and "genderfluid."

For the purpose of some analyses, the Climate Study Working Group (CSWG) elected to collapse the categories Genderqueer, Nonbinary, and Transgender into the "Trans-spectrum"

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[44] Most respondents identified their birth sex as female (62%, $n = 2,657$), while 37% ($n = 1,586$) of respondents identified as male and less than five identified as intersex. Additionally, 60% ($n = 2,542$) identified their gender expression as feminine, 36% ($n = 1,546$) as masculine, 1% each as genderfluid ($n = 56$) or androgynous ($n = 33$), and less than one percent ($n = 6$) as "a gender expression not listed here."

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

category (1%, $n = 40$). The CSWG also decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

Figure 2 illustrates that more Women Undergraduate Student respondents (64%, $n = 1,094$) than Men Undergraduate Student respondents (35%, $n = 606$) and Trans-spectrum Undergraduate Student respondents (1%, $n = 23$) completed the survey. More Women Graduate/Professional Student respondents (59%, $n = 579$) than Men Graduate/Professional Student respondents (41%, $n = 401$) and Trans-spectrum Graduate/Professional Student respondents (1%, $n = 8$) completed the survey. A higher percentage of Faculty respondents identified as women (54%, $n = 325$) than identified as men (45%, $n = 269$). A higher percentage of Staff respondents were women (66%, $n = 608$) than were men (33%, $n = 307$) or trans-spectrum (1%, $n = 6$).
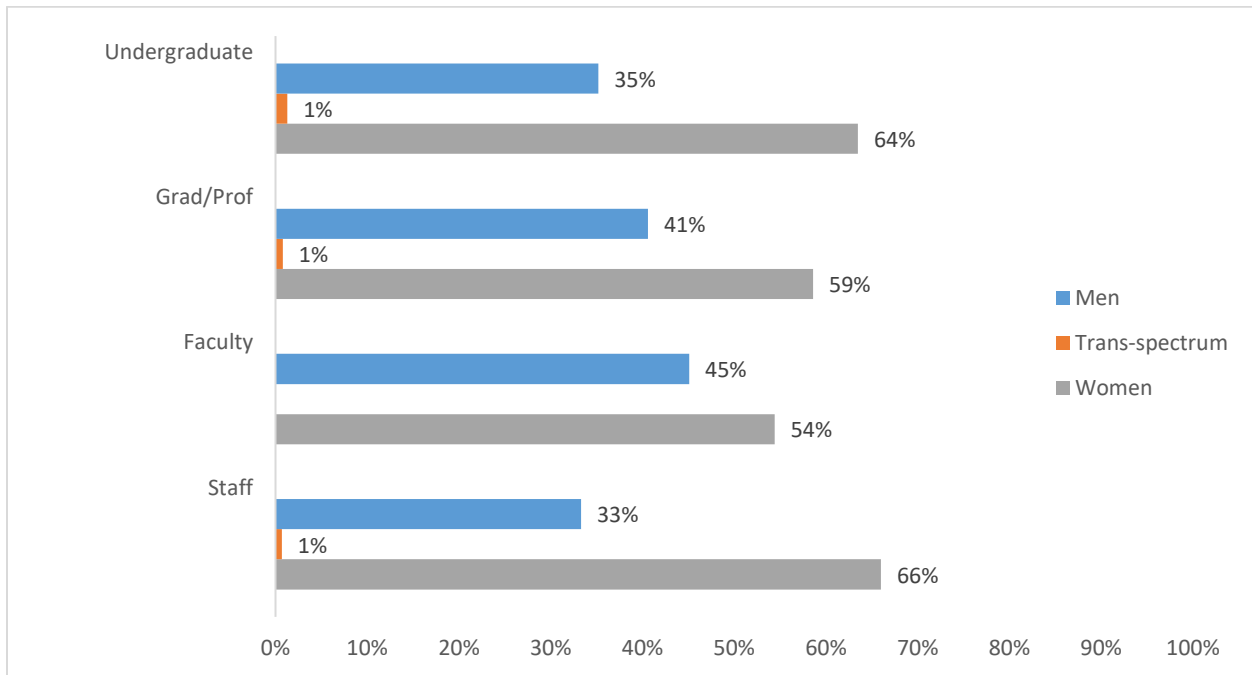
Note: Responses with $n < 5$ are not presented in the figure.

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

Most respondents identified as Heterosexual[46] (84%, $n = 3{,}602$), and 6% ($n = 244$) identified as Queer-spectrum (i.e., lesbian, gay, pansexual, queer, or questioning) (Figure 3). Six percent ($n = 235$) of respondents identified as bisexual and 1% ($n = 51$) identified as asexual. Three percent ($n = 146$) of respondents did not indicate their sexual identity or selected "a sexual identity not listed here" and were recoded to Missing/Another.
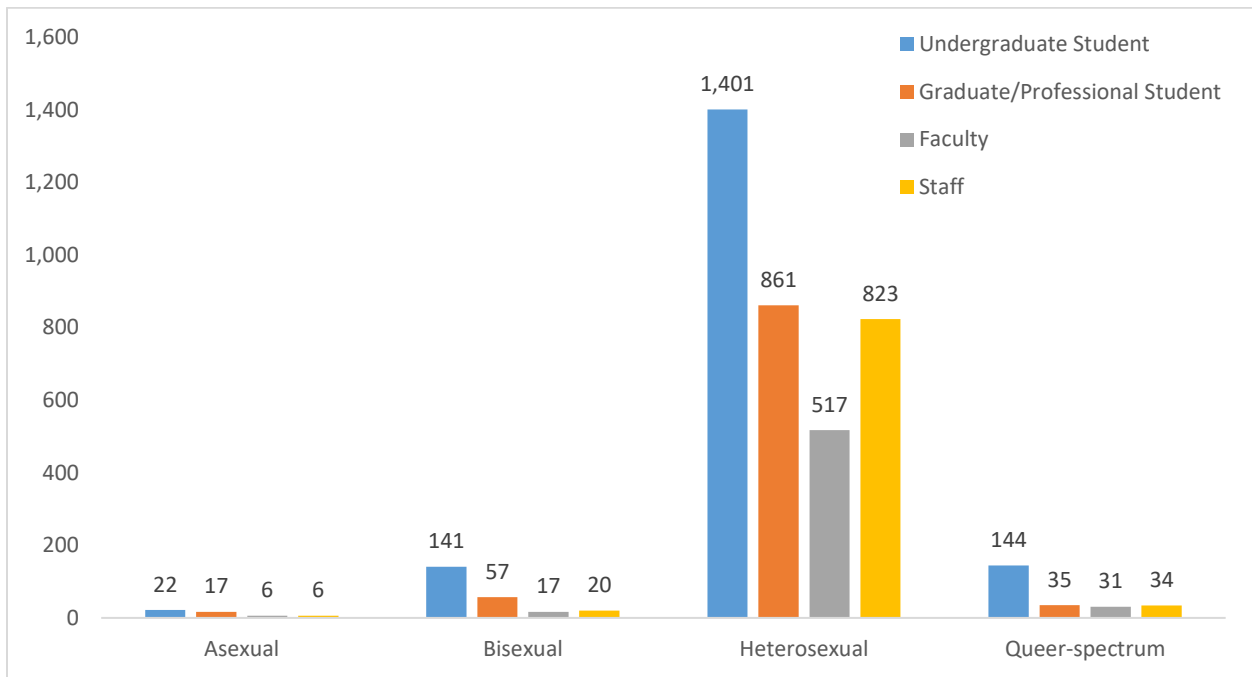
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[46] Respondents who marked "sexual identity not listed here" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "queer-spectrum" to denote individuals who self-identified as lesbian, gay, pansexual, queer, and questioning. When necessary for comparing significant differences, bisexual and asexual identities are grouped together with queer-spectrum identities when low numbers of respondents existed.

Of Staff respondents, 20% ($n = 169$) were between 25 and 34 years old, 24% ($n = 201$) were between 35 and 44 years old, 25% ($n = 210$) were between 45 and 54 years old, and 21% ($n = 179$) were between 55 and 64 years old (Figure 4). Of Faculty respondents, 27% ($n = 145$) were between 35 and 44 years old, 27% ($n = 142$) were between 45 and 54 years old, 23% ($n = 124$) were between 55 and 64 years old, and 14% ($n = 77$) were between 65 and 74 years old.
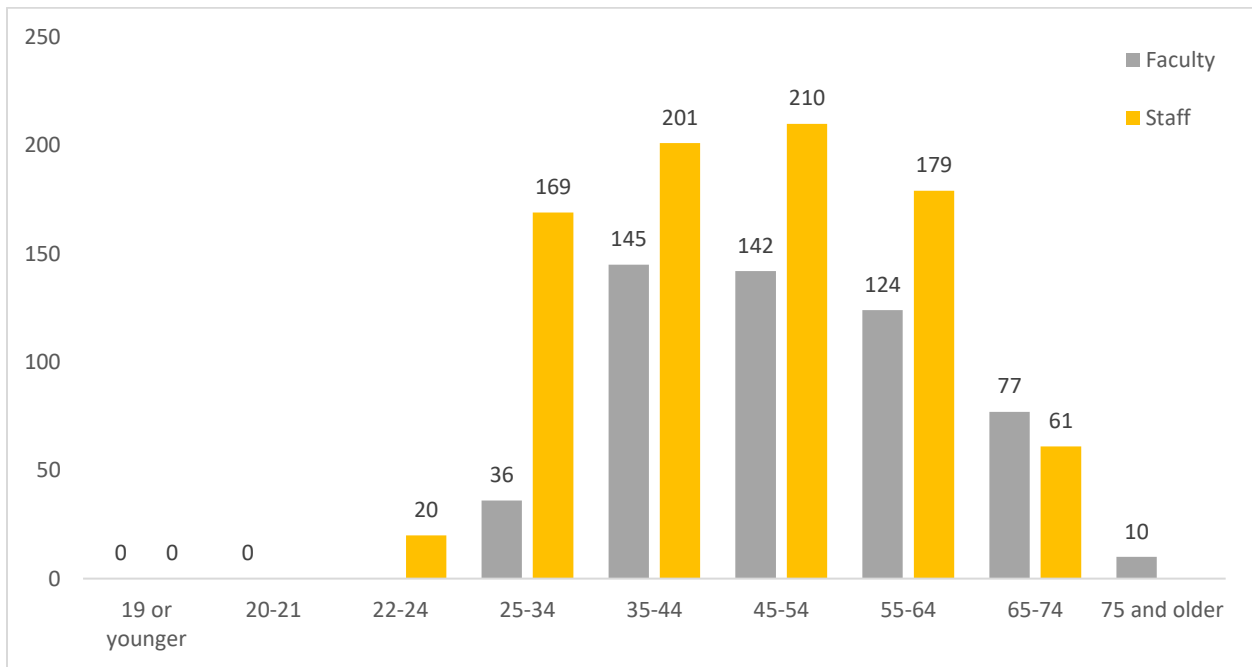
Note: Responses with $n < 5$ are not presented in the figure.

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

Of responding Undergraduate Students, 45% ($n = 766$) were 19 years old or younger, 46% ($n = 785$) were between 20 and 21 years old, and 7% ($n = 113$) were between 22 and 24 years old (Figure 5). Of responding Graduate/Professional Students, 40% ($n = 386$) were between 22 and 24 years old, 41% ($n = 389$) were between 25 and 34 years old, 9% ($n = 84$) were between 35 and 44 years old, and 5% ($n = 50$) were between 45 and 54 years old.
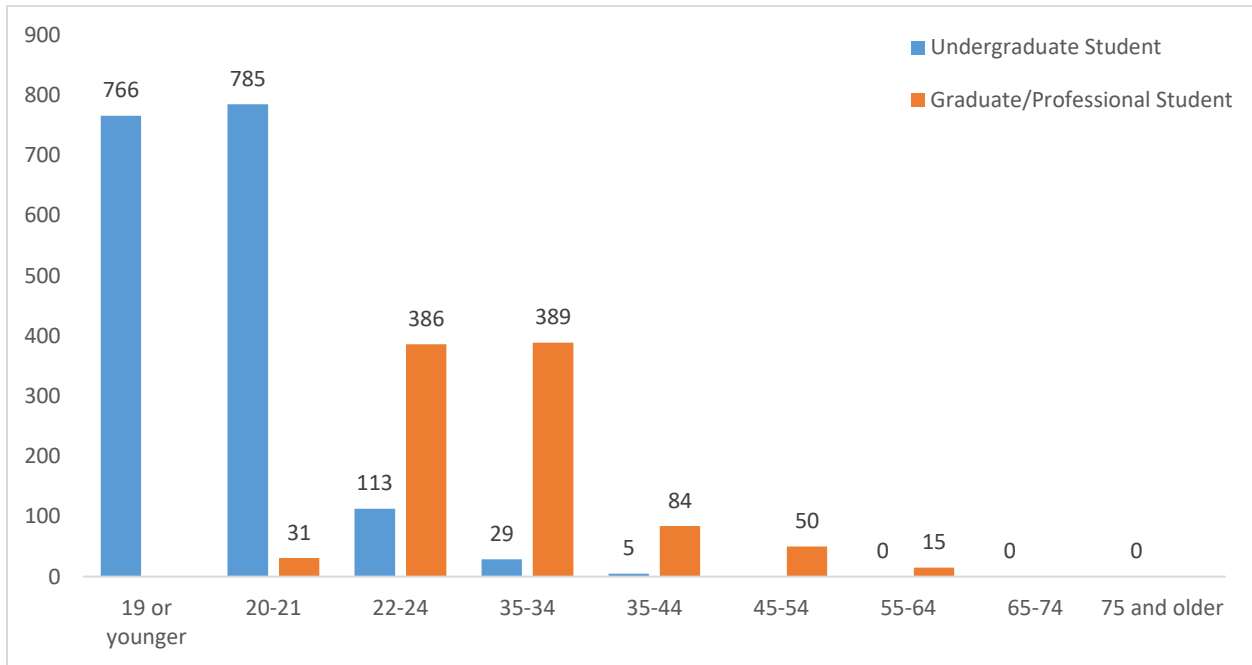
Note: Responses with $n < 5$ are not presented in the figure.

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

Regarding racial identity, 74% ($n = 3,173$) of the respondents identified as White (Figure 6).

Nine percent ($n = 367$) of respondents identified as Multiracial, 6% ($n = 237$) were Asian, 4% ($n = 158$) were Hispanic/Latinx/Chicanx, 2% ($n = 93$) were African American/Black, 1% each were South Asian ($n = 36$) or African ($n = 29$) or Middle Eastern ($n = 26$), and less than 1% each were Southeast Asian ($n = 18$) or Native American/Indigenous ($n = 9$) or Pacific Islander ($n = 6$) or Native Hawaiian ($n < 5$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Missing/Another (3%, $n = 125$). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "a mixture of many cultures" or identified with a specific country.
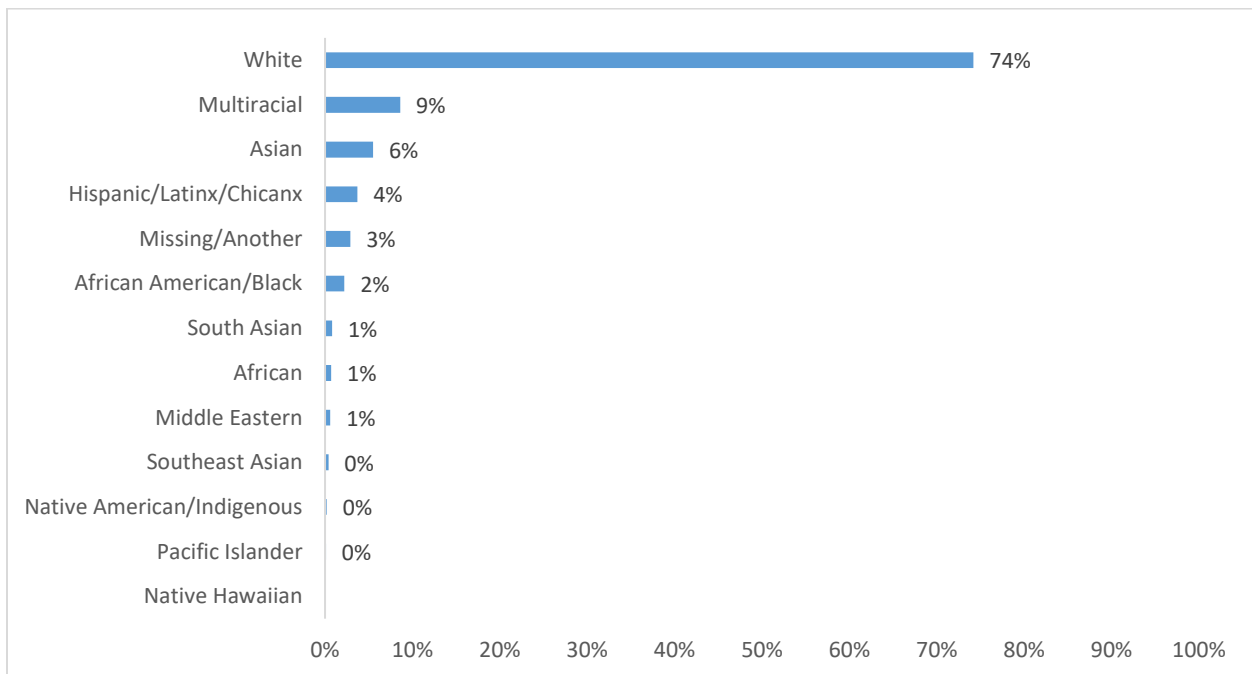
Note: Responses with $n < 5$ are not presented in the figure.

Figure 6. Respondents by Racial Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[47] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (74%, $n = 3{,}173$) as their identity (Figure 7). Additional respondents identified as Multiracial[48] (9%, $n = 367$), Asian (6%, $n = 237$), Latinx (4%, $n = 158$), Additional Respondents of Color[49] (3%, $n = 125$), and African American/Black (2%, $n = 93$).
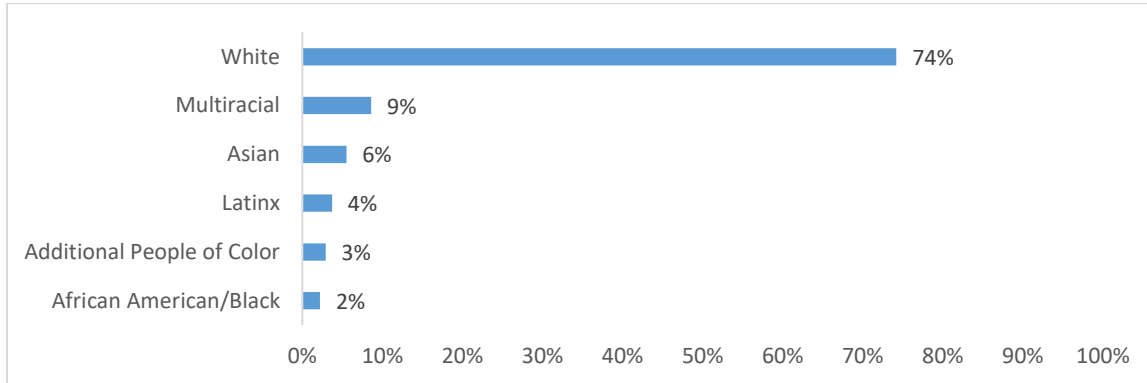
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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[47] While recognizing the vastly different experiences of people of various racial identities (e.g., Chicanx vs. African-American or Latinx vs. Asian-American), and those experiences within these identity categories (e.g., Hmong vs. Chinese), Rankin & Associates Consulting found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

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

[49] With the CSWG's approval, the Additional Respondents of Color category included respondents who identified as African, Alaska Native, Native American/Indigenous, Middle Eastern, Native Hawaiian, Pacific Islander, South Asian, or Southeast Asian. This group is used when African American/Black, Asian, and Latinx are also distinguished. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Respondents of Color).

The survey question that queried respondents about their religious or spiritual affiliations offered many response choices.[50] For the purposes of this report, the responses were collapsed into five categories. Thirty-six percent ($n = 1,528$) of respondents identified as having a Catholic affiliation, and 29% ($n = 1,237$) identified as having a Christian Affiliation (Figure 8). Twenty-one percent ($n = 912$) of respondents indicated No Affiliation. Nine percent ($n = 363$) identified with Multiple Affiliations, and 4% ($n = 156$) of respondents chose Additional Affiliation.
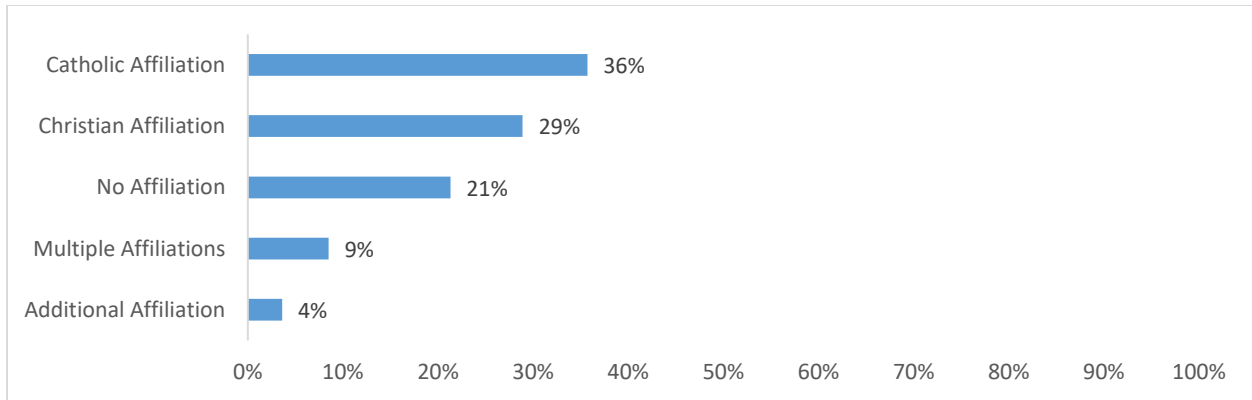
Figure 8. Respondents by Collapsed Categories of Religious Affiliation (%)

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[50] The CSWG approved the collapse of religious/spiritual affiliation into five categories: Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, and No Affiliation. When necessary for comparing significant differences, all religious/spiritual affiliations are grouped together when low numbers of respondents existed (referred to, in this report, as Affiliation).

Two survey items addressed respondents' political party affiliations and views. Thirty-five percent (*n* = 1,506) of respondents indicated that they were affiliated with the Democratic party and 22% identified as Republicans (*n* = 947). Twenty-two percent (*n* = 918) of respondents identified as having No Political Affiliation. Fifteen percent (*n* = 652) identified as Independent, 2% (*n* = 82) identified as Libertarian, 1% (*n* = 48) of respondents chose a political affiliation not listed (Another Affiliation), and less than one percent (*n* = 14) identified as Green. Figure 9 illustrates party affiliation by respondent position status.
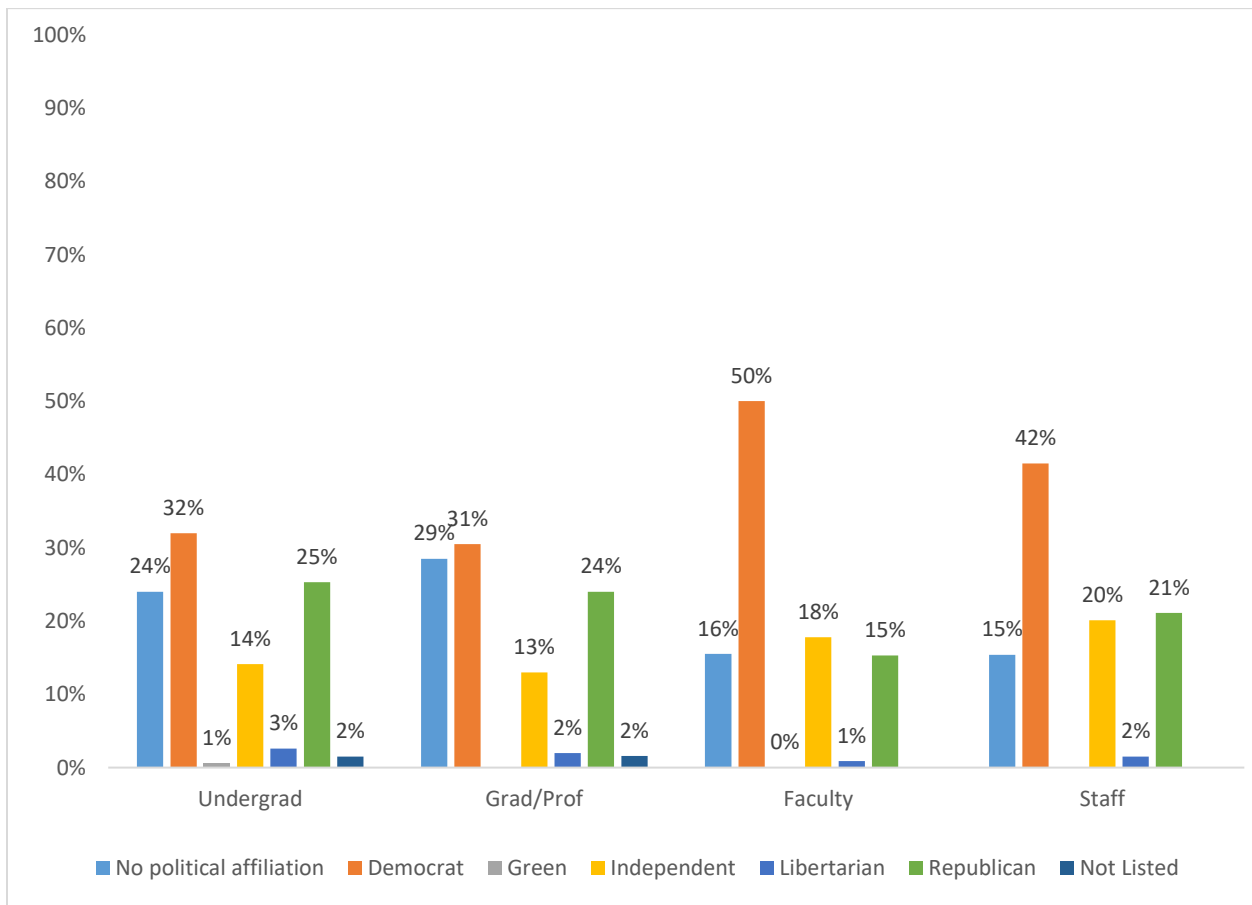
Note: Responses with *n* < 5 are not presented in the figure.

Figure 9. Respondents by Political Affiliation and Position Status (%)

Thirty-nine percent (*n* = 1,678) of respondents described their current political views as moderate/middle of the road. Four percent (*n* = 148) of respondents identified as very conservative and 17% (*n* = 714) identified as conservative. Twenty-eight percent (*n* = 1,185) of respondents identified as progressive/liberal and 10% (*n* = 431) identified as very progressive/very liberal. Figure 10 depicts current political views by respondent position status.
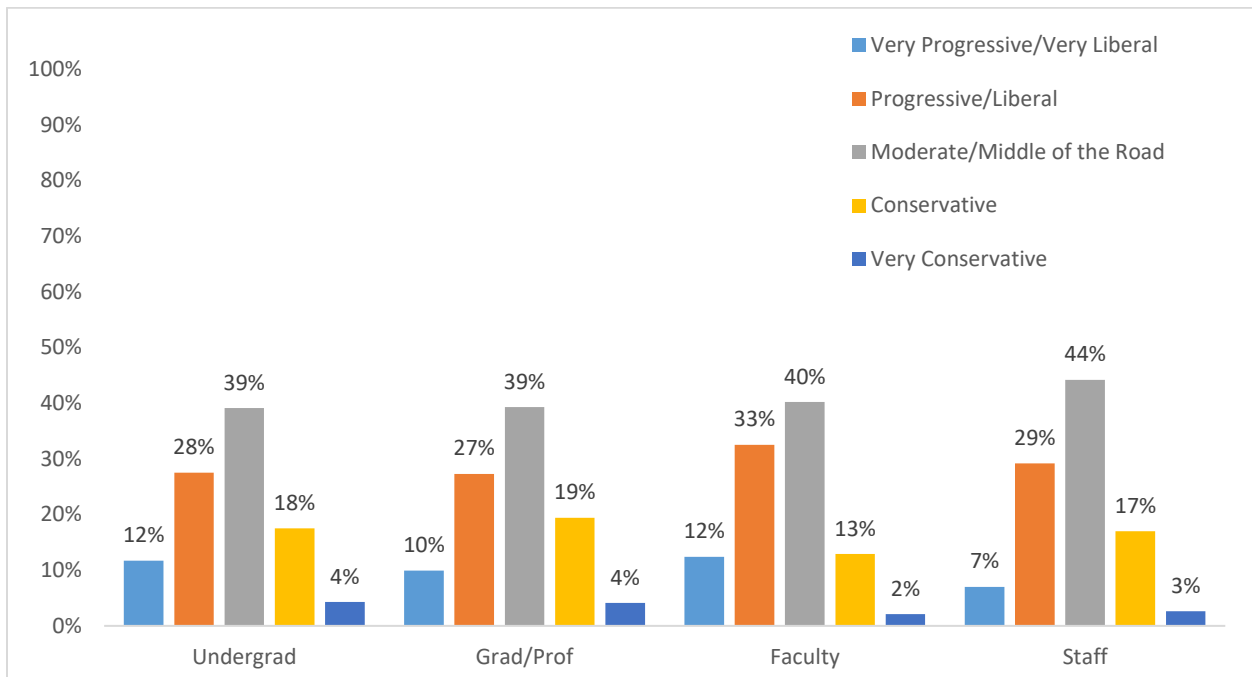
Figure 10. Respondents by Current Political Views and Position Status (%)

Seventy-six percent ($n = 3,233$) of all respondents, including 96% ($n = 1,662$) of Undergraduate Student respondents and 81% ($n = 797$) of Graduate/Professional Student respondents, had no substantial parenting or caregiving[51] responsibilities. Figure 11 illustrates that of the 4% ($n = 65$) Undergraduate Student respondents and 19% ($n = 190$) of Graduate/Professional Student respondents who indicated they had caregiving responsibilities, fourteen percent ($n = 9$) of Undergraduate Student respondents and 47% ($n = 89$) of Graduate/Professional Student respondents were caring for children younger than six years old and twenty-six percent ($n = 17$) of Undergraduate Student respondents and 51% ($n = 97$) of Graduate/Professional Student respondents were caring for children between 6 and 18 years old. Twenty percent ($n = 13$) of Undergraduate Student respondents and 15% ($n = 28$) of Graduate/Professional Student respondents were caring for senior or other family members.
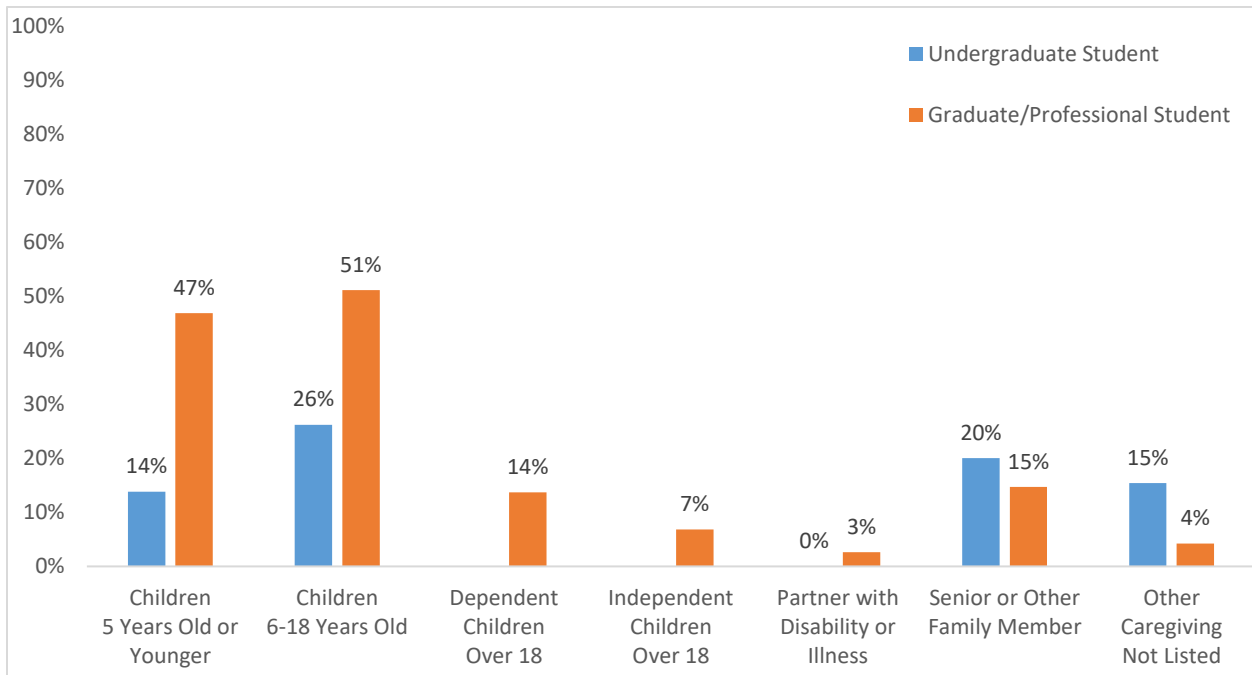
Note: Responses with $n < 5$ are not presented in the figure.

Figure 11. Student Respondents' Caregiving Responsibilities by Student Status (%)

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[51] A caregiver is a person who tends to the needs or concerns of a person with short- or long-term limitations due to illness, injury or disability.

Fifty-two percent (*n* = 479) of Staff respondents and 50% (*n* = 295) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 12). Of the 48% (*n* = 433) of Staff respondents and 50% (*n* = 299) of Faculty respondents who had substantial parenting or caregiving responsibilities, 29% (*n* = 124) of Staff respondents and 28% (*n* = 83) of Faculty respondents were caring for children younger than six years old. Sixty-one percent (*n* = 266) of Staff respondents and 58% (*n* = 174) of Faculty respondents were caring for children ages 6 to 18 years. Nineteen percent (*n* = 83) of Staff respondents and 20% (*n* = 60) of Faculty respondents were caring for dependent children more than 18 years old. Eleven percent each of Staff respondents (*n* = 49) and Faculty respondents (*n* = 33) had independent children more than 18 years old. Three percent (*n* = 13) of Staff respondents and 7% (*n* = 20) of Faculty respondents were caring for partners with disabilities or illnesses. Twenty-one percent each of Staff respondents (*n* = 89) and Faculty respondents (*n* = 64) were caring for senior or other family members.
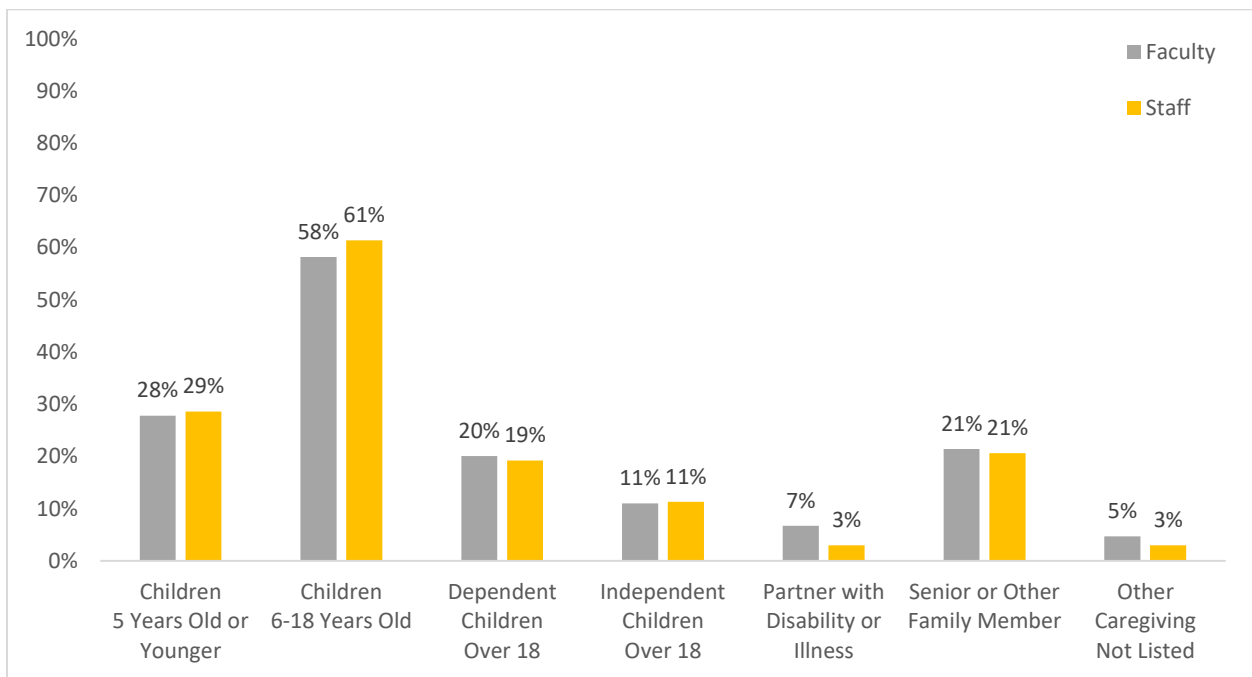
Figure 12. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Data revealed that 87% (*n* = 3,728) of respondents had never served in the U.S. Armed Forces. Three percent (*n* = 107) of respondents formerly served and less than 1% of respondents currently were a member of the Reserves (*n* = 16) or a member of the National Guard (*n* = 9) or

on active duty (*n* = 7). One percent (*n* = 25) of respondents were in ROTC. Five percent (*n* = 229) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Thirteen percent (*n* = 555) of respondents had conditions/disabilities that influenced their learning, living, or working activities. Subsequent analyses indicated that 8% (*n* = 324) of respondents had a single condition/disability that influenced their learning, living, or working activities and 5% (*n* = 223) had multiple conditions/disabilities that influenced their learning, living, or working activities. Forty-eight percent (*n* = 265) of respondents who indicated that they had such conditions had mental health/psychological conditions, 38% (*n* = 208) had attention deficit/hyperactivity disorder, and 27% (*n* = 147) had chronic health diagnoses or medical conditions (Table 7). Forty-five percent (*n* = 188) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with Disability Services. Twenty-five percent (*n* = 35) of Faculty and Staff respondents who noted that they had such conditions indicated they requested accommodations for their disabilities. Thirty-four percent (*n* = 12) of the Faculty and Staff respondents who requested accommodations were satisfied with the accommodations they received and 31% (*n* = 11) felt their requested accommodations were not met appropriately by Creighton University.

Table 7. Respondents' Conditions/Disabilities That Influence Learning, Living, or Working Activities

Condition/disability	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	265	47.7
Attention deficit/hyperactivity disorder	208	37.5
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	147	26.5
Learning difference/disability (e.g., cognitive/language-based)	64	11.5
Hard of hearing or deaf	34	6.1
Physical/mobility condition that affects walking	30	5.4
A disability/condition not listed here	24	4.3
Acquired/traumatic brain injury	24	4.3
Physical/mobility condition that does not affect walking	19	3.4
Low vision or blind	16	2.9
Asperger's/autism spectrum	15	2.7
Speech/communication condition	7	1.3
Missing	20	3.6

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 69 (*n* = 555). Percentages may not sum to 100 as a result of multiple response choices.

Table 8 depicts how respondents answered the survey item, "What is your citizenship/immigrant status in the U.S.?" For the purposes of analyses, the CSWG created three citizenship categories:[52] 92% (n = 3,936) of respondents indicated that they were U.S. Citizens by birth, 4% (n = 151) were naturalized U.S. Citizens, and 3% (n = 135) were Non-U.S. Citizens.

Table 8. Respondents' Citizenship/Immigrant Status

Citizenship/immigrant status	n	%
U.S. citizen, birth	3,936	92.0
U.S. citizen, naturalized	151	3.5
Temporary resident – International student (e.g., F-1, OPT)	49	1.1
Permanent immigrant status (e.g., legal resident, refugee, asylee, T visa, VAWA)	42	1.0
Temporary resident – H-1B, J-1 visa holder, or other temporary worker status	28	0.7
Legally documented status not listed above	11	0.3
Deferred Action Status (e.g., DACA)	5	0.1
Unprotected status (e.g., undocumented)	0	0.0
Missing	56	1.3

Ninety percent (n = 3,842) of respondents indicated that English was their native language, and 4% (n = 183) of respondents indicated that English was their native language and they learned/grew up speaking another language simultaneously. Three percent (n = 121) of respondents indicated that English was not their native language, and 2% (n = 103) of respondents indicated that English was not their native language, but they learned/grew up speaking it alongside their native language. Some of the languages other than English that respondents identified as their primary languages were Afrikaans, American Sign Language, Amharic, Arabic, Cantonese, Chinese, Czech, Dutch, Farsi, Finnish, French, German, Greek, Gujarati, Hindi, Icelandic, Italian, Japanese, Lakota, Korean, Kurdish, Mandarin, Ojibwe, Polish, Portuguese, Punjabi, Russian, Samoan, Spanish, Swedish, Tagalog, Tamil, Thai, Ukrainian, and Vietnamese.

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[52] The CSWG approved the following collapsed categories for citizenship: U.S. Citizen-birth, U.S. Citizen-naturalized, and Non-U.S. Citizen.

Thirty-six percent ($n = 335$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 25% ($n = 237$) had a bachelor's degree, 9% ($n = 86$) had finished some college, 8% ($n = 73$) had finished some graduate work, and 6% ($n = 52$) held a doctoral degree.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 19% ($n = 527$) of Student respondents were First-Generation Students.[53]

Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	n	%
No high school	39	1.4	34	1.2
Some high school	46	1.7	47	1.7
Completed high school/GED	216	7.9	282	10.3
Some college	238	8.7	251	9.2
Business/technical certificate/degree	53	1.9	88	3.2
Associate degree	117	4.3	152	5.6
Bachelor's degree	864	31.6	989	36.2
Some graduate work	49	1.8	58	2.1
Master's degree (MA, MS, MBA)	645	23.6	490	17.9
Specialist degree (EdS)	14	0.5	30	1.1
Doctoral degree (PhD, EdD)	180	6.6	77	2.8
Professional degree (MD, JD)	247	9.0	166	6.1
Unknown	5	0.2	20	0.7
Not applicable	5	0.2	29	1.1
Missing	13	0.5	18	0.7

Note: Table reports responses only from Student respondents ($n = 2{,}731$).

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

As indicated in Table 10, 29% ($n = 501$) of Undergraduate Student respondents had been enrolled at Creighton for less than one year, 17% ($n = 292$) had been at the institution for one year, 16% ($n = 281$) for two years, 27% ($n = 469$) for three years, 10% ($n = 170$) for four years, and 1% ($n = 16$) of Undergraduate Student respondents had been at Creighton for five years. Less than one percent ($n < 5$) of Undergraduate Student respondents had been there six or more years.

Table 10. Undergraduate Student Respondents' Years at Creighton University

Years	*n*	%
Less than one year	501	28.9
One year	292	16.9
Two years	281	16.2
Three years	469	27.1
Four years	170	9.8
Five years	16	0.9
Six or more years	< 5	---
Missing	0	0.0

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,732$).

Table 11 reveals that 58% ($n = 1,001$) of Undergraduate Student respondents were in the College of Arts and Sciences, 29% ($n = 510$) were in the Heider College of Business, 14% ($n = 239$) were in the College of Nursing, and 1% ($n = 25$) of Undergraduate Student respondents were in the College of Professional Studies.

Table 11. Undergraduate Student Respondents' College

College	*n*	%
College of Arts and Sciences	1,001	57.8
Heider College of Business	510	29.4
College of Nursing	239	13.8
College of Professional Studies	25	1.4
Missing	< 5	---

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,732$). Percentages may not sum to 100 as a result of multiple response choices.

One percent (*n* = 13) of Graduate/Professional Student respondents were enrolled in certificate/non-degree programs. Table 12 indicates that, among Master's Student respondents, 47% (*n* = 52) were in their first year of their graduate degree programs, 37% (*n* = 41) were in their second year, less than five were in their third year, and 6% (*n* = 6) had been in their programs for four years or more. Among Doctoral Student respondents, 32% each were in their first year (*n* = 272) or in their second year (*n* = 269) of their graduate degree programs, 20% (*n* = 166) were in their third year, and 11% (*n* = 89) had been in their programs for four years or more.

Table 12. Graduate/Professional Student Respondents' Years at Creighton University

	Master's degree students		Doctoral degree students	
Years	*n*	%	*n*	%
First year	52	47.3	272	32.3
Second year	41	37.3	269	31.9
Third year	< 5	---	166	19.7
Fourth year or more	6	5.5	89	10.6
Missing	8	7.3	47	5.6

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 968).

Of Graduate/Professional Student respondents, 27% ($n = 263$) were in the School of Pharmacy and Health Professions, 19% ($n = 179$) were in the School of Medicine, 18% ($n = 176$) were in the School of Law, and 15% ($n = 141$) were in the School of Dentistry (Table 13).

Table 13. Graduate/Professional Student Respondents' College/School

College/school	n	%
School of Pharmacy and Health Professions	263	27.2
School of Medicine	179	18.5
School of Law	176	18.2
School of Dentistry	141	14.6
Graduate School	106	11.0
Heider College of Business	53	5.5
College of Nursing	43	4.4
College of Arts and Sciences	34	3.5
Missing	5	0.1

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 968$). Percentages may not sum to 100 because of multiple response choices.

Four percent (*n* = 73) of Undergraduate Student respondents and 20% (*n* = 200) of Graduate/Professional Student respondents took all their classes online at Creighton University (Figure 13). Twenty-seven percent (*n* = 467) of Undergraduate Student respondents and 34% (*n* = 337) of Graduate/Professional Student respondents took none of their classes online. Of the fifteen percent (*n* = 404) of Student respondents who took most or all of their classes online at Creighton University, 73% (*n* = 80) of Undergraduate Student respondents and 13% (*n* = 37) of Graduate/Professional Student respondents indicated they took online courses owing to the COVID-19 pandemic.
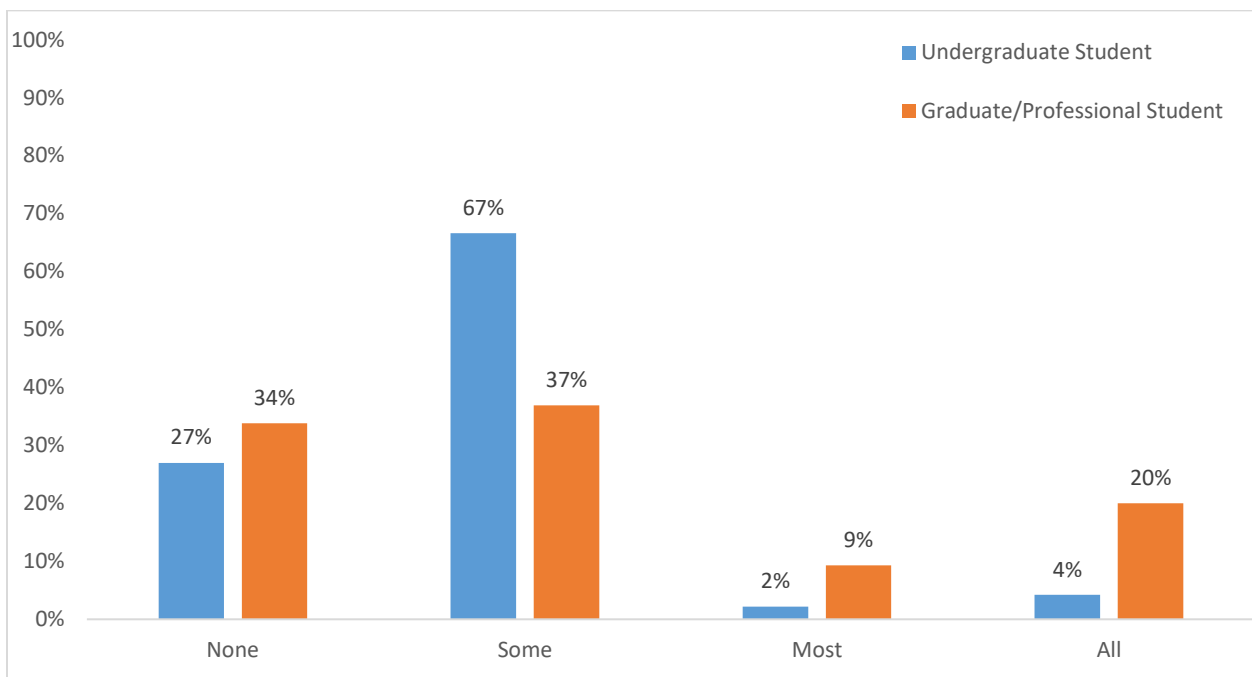
Figure 13. Percentage of Classes Taken Exclusively Online by Student Respondents (%)

Twenty percent (*n* = 544) of Student respondents indicated that they or their families had an annual income of less than $50,000. Twenty percent (*n* = 529) of Student respondents indicated an annual income between $50,000 and $99,999; 21% (*n* = 563) between $100,000 and $149,999; 21% (*n* = 579) between $150,000 and $249,999; and 15% (*n* = 393) had an annual income of $250,000 or more.

Figure 14 illustrates Student respondents' income by dependency status. Information is provided for those Undergraduate and Graduate/Professional Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others.
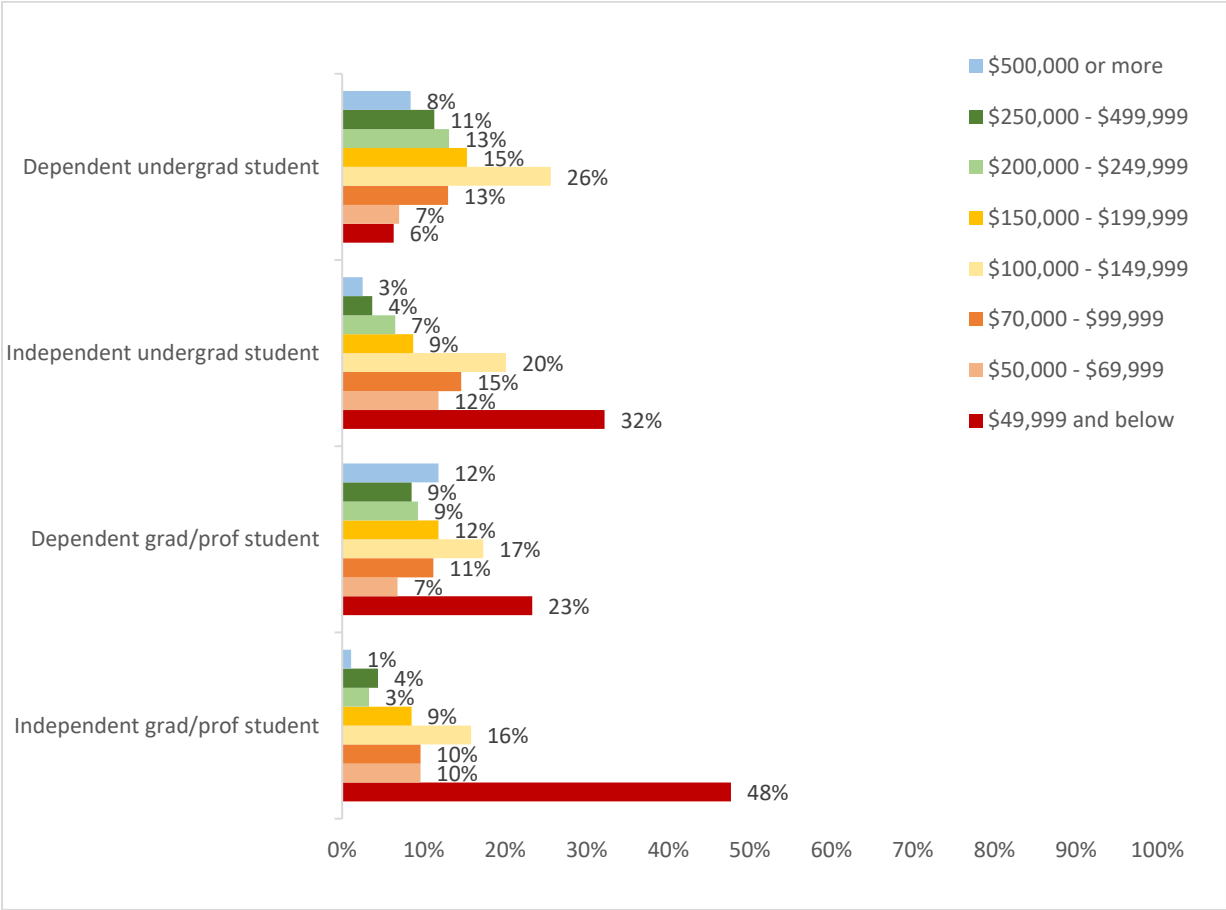
Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Twenty-five percent ($n = 608$) of Undergraduate Student respondents and 9% ($n = 91$) of Graduate/Professional Student respondents were employed on campus, while 31% ($n = 530$) of Undergraduate Student respondents and 35% ($n = 342$) of Graduate/Professional Student respondents were employed off campus (Table 14). Of Undergraduate Student respondents who were employed on campus, 58% ($n = 355$) worked between one and 10 hours per week. Of Graduate/Professional Student respondents who were employed on campus, 44% ($n = 40$) worked between one and 10 hours per week. Of Undergraduate Student respondents who were employed off campus, 47% ($n = 251$) worked between 11 and 20 hours per week. Of Graduate/Professional Student respondents who were employed off campus, 30% ($n = 102$) worked between one and 10 hours per week.

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate/Professional Student respondents	
	n	%	*n*	%
No	**724**	**41.8**	**538**	**55.6**
Yes, I work on campus	**608**	**25.1**	**91**	**9.4**
1–10 hours/week	355	58.4	40	44.0
11–20 hours/week	200	32.9	32	35.2
21–30 hours/week	33	5.4	5	5.5
31–40 hours/week	8	1.3	3	3.3
More than 40 hours/week	2	0.3	7	7.7
Missing	10	1.6	4	4.4
Yes, I work off campus	**530**	**30.6**	**342**	**35.3**
1–10 hours/week	168	31.7	102	29.8
11–20 hours/week	251	47.3	84	24.6
21–30 hours/week	73	13.8	37	10.8
31–40 hours/week	19	3.6	43	12.6
More than 40 hours/week	9	1.7	72	21.0
Missing	10	1.9	4	1.2
Missing	**8**	**0.5**	**12**	**1.2**

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents ($n = 2,700$).

Thirty-four percent (*n* = 916) of Student respondents experienced financial hardship while attending Creighton, including 34% (*n* = 578) of Undergraduate Student respondents and 35% (*n* = 338) of Graduate/Professional Student respondents. Of these Student respondents, 68% (*n* = 620) had difficulty affording tuition, 56% (*n* = 516) had difficulty purchasing books/course materials, 47% (*n* = 428) had difficulty affording housing, and 29% (*n* = 269) had difficulty affording food (Table 15). Four percent (*n* = 36) of Student respondents indicated other financial hardships not listed in the survey and provided responses such as "lack of parking" and "cost of parking passes."

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	*n*	%
Tuition	620	67.7
Books/course materials	516	56.3
Housing	428	46.7
Food	269	29.4
Other campus fees	249	27.2
Participation in social events	220	24.0
Travel to and from Creighton University (e.g., returning home during break)	202	22.1
Technology (e.g., laptops, internet access)	184	20.1
Health care/health insurance	183	20.0
Clothing	166	18.1
Cocurricular events or activities	160	17.5
Fall/spring breaks service trips/retreats	158	17.2
Studying abroad	139	15.2
Commuting to campus	131	14.3
Unpaid internships/research opportunities	89	9.7
A financial hardship not listed here	36	3.9
Child care	30	3.3
Missing	27	2.9

Note: Table reports responses only of Undergraduate Student and Graduate/Professional Students respondents who indicated on the survey that they experienced financial hardship (*n* = 916). Percentages may not sum to 100 as a result of multiple response options.

Table 16 depicts how students were paying for college. Fifty-three percent each of Student respondents depended on loans ($n = 1,439$) or relied on family contributions ($n = 1,437$) to pay for their education at Creighton. Thirty-six percent ($n = 961$) of Student respondents used non-need-based scholarships to pay for school.

Table 16. How Student Respondents Were Paying for College

Source of funding	n	%
Loans	1,439	53.3
Family contribution	1,437	53.2
Non-need-based scholarship (e.g., athletic, merit, ROTC)	961	35.6
Personal contribution/job	560	20.7
Grant (e.g., Pell, Creighton University Grant)	545	20.2
Campus employment	360	13.3
Need-based scholarship (e.g., Gates)	293	10.9
Credit card	214	7.9
Employer tuition reimbursement/assistance	130	4.8
Internship	101	3.7
Military educational benefits (e.g., GI Bill, NGEAP)	70	2.6
Graduate assistantship/research assistantship	49	1.8
Resident advisor	43	1.6
Fellowship	31	1.1
Home country contribution	6	0.2
A method of payment not listed here	83	3.1
Missing	40	1.5

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents ($n = 2,700$). Percentages may not sum to 100 as a result of multiple response choices.

Table 17 illustrates some differences in the ways that student respondents were paying for college based on their income status[54] or first-generation status.

Table 17. How Students Were Paying for College by Income and First-Generation Status

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	n	%	*n*	%	*n*	%	*n*	%
Loans	391	71.9	1,015	49.2	360	69.2	1,073	49.6
Family contribution	104	19.1	1,294	62.7	161	31.0	1,275	58.9
Non-need-based scholarship	128	23.5	806	39.1	131	25.2	830	38.4

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents (*n* = 2,700).

Sixty-four percent (*n* = 1,730) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 33% (*n* = 898) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 68% (*n* = 363) of Low-Income Student respondents, 25% (*n* = 503) of Not-Low-Income Student respondents, 57% (*n* = 287) of First-Generation Student respondents, and 29% (*n* = 605) of Not-First-Generation Student respondents were financially independent.

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[54] With the CSWG's approval, Low-Income Student respondents were identified as those students whose families earn less than $50,000 annually.

Of the Undergraduate Students completing the survey, 54% (n = 927) lived in campus housing, 46% (n = 792) lived in non-campus housing, and less than five students identified as housing insecure (Table 18). Ninety-nine percent (n = 947) of Graduate/Professional Student respondents lived in non-campus housing.

Table 18. Undergraduate Student Respondents' Residence

Residence	n	%
Campus housing	**927**	**53.5**
Swanson Hall	161	17.4
Kiewit Hall	143	15.4
Opus Hall	91	9.8
McGloin Hall	83	9.0
Kenefick Hall	70	7.6
Davis Square	67	7.2
Deglman Hall	56	6.0
Heider Hall	51	5.5
Missing	205	22.1
Non-campus housing	**792**	**46.0**
Independently in an apartment/house	546	68.9
Living with family member/guardian	89	11.2
Missing	157	19.8
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	**< 5**	**---**
Missing	**12**	**0.7**

Note: Table reports responses only from Undergraduate Student respondents (n = 1,732)

Thirty-three percent ($n = 568$) of Undergraduate Student respondents participated in fraternity and sorority life, 32% ($n = 546$) participated in service, leadership, or philanthropic organizations, and 29% ($n = 495$) participated in professional or pre-professional organizations at Creighton (Table 19). Twenty-three percent ($n = 401$) of Undergraduate Student respondents were involved with intramural sports and 20% ($n = 339$) were involved in religious or spirituality-based organizations. Thirty-six percent ($n = 349$) of Graduate/Professional Student respondents reported no participation in clubs or organizations at Creighton and 31% ($n = 298$) participated in professional or pre-professional organizations.

Table 19. Undergraduate Student Respondents' Participation in Clubs/Organizations at Creighton University

Club/organization	*n*	%
Fraternity and Sorority Life	568	32.8
Service, leadership, or philanthropic organization (e.g., APO-Service Fraternity, Cortina, FLP, Student Center for the Public Trust, Service & Justice Trips)	546	31.5
Professional or pre-professional organization	495	28.6
Intramural sports	401	23.2
Religious or spirituality-based organization (e.g., Interfaith Group, Campus Ministry, CLC, Wisdom Groups, Choirs)	339	19.6
Academic and academic honorary organizations (e.g., Alpha Sigma Nu, Phi Beta Kappa)	310	17.9
Recreational organization (e.g., Mental Health Club, Swing Dance Club)	238	13.7
Club sport (e.g., Hockey, Frisbee)	230	13.3
Political or issue-oriented organization (e.g., Mock Trial, College Democrats, College Republicans)	196	11.3
A student organization not listed above	193	11.1
I do not participate in any clubs or organizations at Creighton University.	193	11.1
Culture-specific organization (e.g., CUASA, CULSA)	170	9.8
Governance organization (e.g., CSU, IRHG)	158	9.1
Justice-based organizations (e.g., IFTJ, Creighton Students for Climate Change, Lieben Center for Women)	154	8.9
Performance organization (e.g., Theater, Music, Art History)	132	7.6
Health and wellness organization (e.g., Ignatian Yoga)	84	4.8
Intercollegiate athletic team	83	4.8
Publication/media organization (Creightonian)	31	1.8
Missing	26	1.5

Note: Table reports responses only from Undergraduate Student respondents ($n = 1,732$)

Table 20 shows that most Student respondents indicated that they earned passing grades. Forty-six percent (n = 1,243) indicated that they earned above a 3.5 grade point average (GPA).

Table 20. Student Respondents' Reported Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate/Professional Student respondents	
	n	%	n	%
No GPA at the time – first semester at Creighton University	426	24.6	262	27.0
3.75–4.00	500	28.9	308	31.8
3.50–3.74	313	18.1	122	12.6
3.25–3.49	227	13.1	113	11.7
3.00–3.24	127	7.3	82	8.5
2.75–2.99	72	4.2	33	3.4
2.50–2.74	31	1.8	15	1.5
2.25–2.49	12	0.7	9	0.9
2.00–2.24	8	0.5	< 5	---
1.99 and below	9	0.5	< 5	---
Missing	7	0.4	20	2.1

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents (n = 2,700).

The survey queried respondents about their commute to campus. Table 21 indicates that most Student respondents (70%, n = 1,915) commute 10 minutes or fewer and most Employee respondents (32%, n = 492) commute between 21 and 30 minutes to campus.

Table 21. Respondents' One-Way Commute Time to Campus

Minutes	Student respondents		Employee respondents	
	n	%	n	%
10 or fewer	1,915	70.1	290	18.7
11–20	414	15.2	458	29.6
21–30	158	5.8	492	31.8
31–40	48	1.8	169	10.9
41–50	10	0.4	47	3.0
51–60	13	0.5	26	1.7
60 or more	85	3.1	20	1.3
Missing	88	3.2	45	2.9

Figure 15 illustrates that 40% ($n = 679$) of Undergraduate Student respondents, 69% ($n = 625$) of Graduate/Professional Student respondents, 91% ($n = 533$) of Faculty respondents, and 95% ($n = 868$) of Staff respondents indicated that their personal vehicles were their primary method of transportation to campus. Fifty-two percent ($n = 881$) of Undergraduate Student respondents, 24% ($n = 214$) of Graduate/Professional Student respondents, 4% ($n = 22$) of Faculty respondents, and 3% ($n = 26$) of Staff respondents walked to Creighton University.
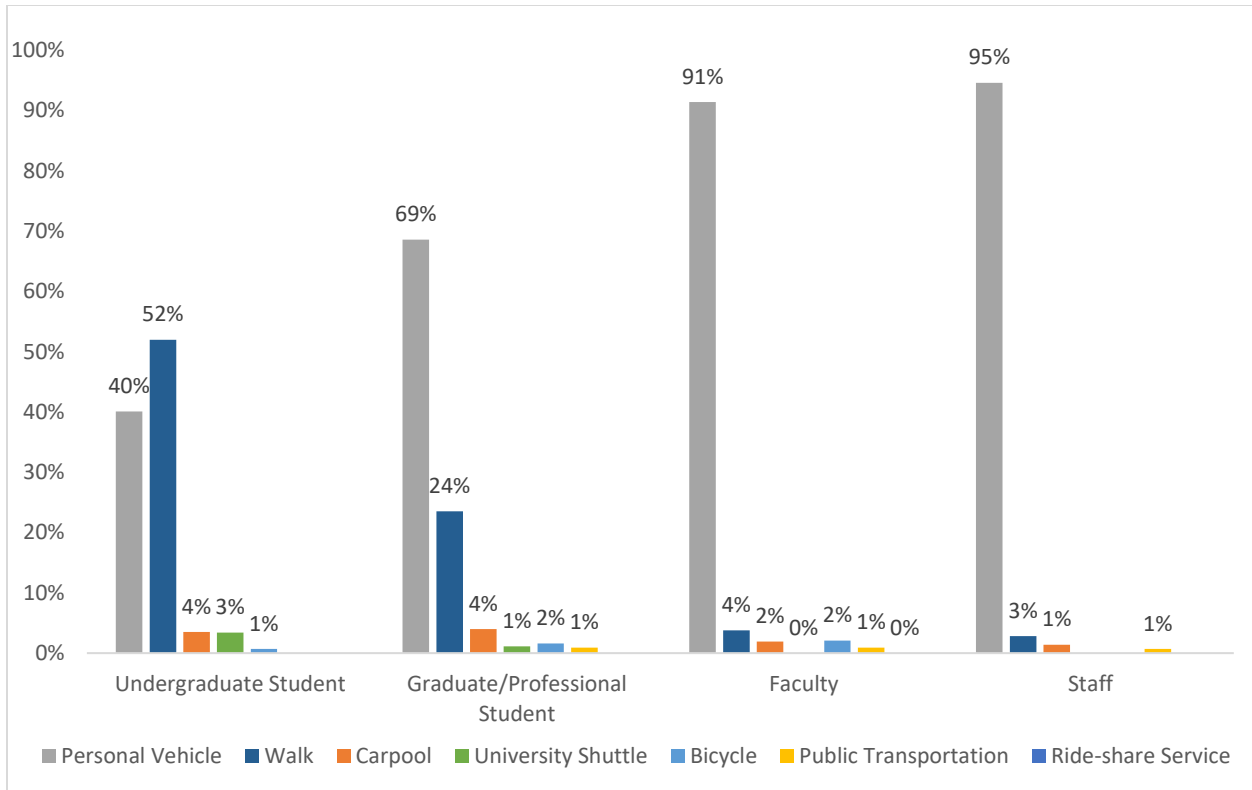
Note: Responses with $n < 5$ are not presented in the figure.

Figure 15. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings[55]

The following section reviews the major findings of this study.[56] The review explores the climate at Creighton University through an examination of respondents' personal experiences; their general perceptions of campus climate; and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at Creighton University

The survey posed questions regarding respondents' levels of comfort with Creighton's campus climate. Table 22 illustrates that 77% ($n = 3,279$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at Creighton. Seventy-six percent ($n = 1,180$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. Eighty-three percent ($n = 2,748$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 22. Respondents' Comfort With the Climate at Creighton University

Level of comfort	Comfort with overall climate		Comfort with climate in department/ program or work units*		Comfort with climate in class**	
	n	%	n	%	n	%
Very comfortable	1,080	25.3	572	37.0	1,044	31.4
Comfortable	2,199	51.4	608	39.4	1,704	51.2
Neither comfortable nor uncomfortable	627	14.7	183	11.9	403	12.1
Uncomfortable	299	7.0	141	9.1	132	4.0
Very uncomfortable	72	1.7	40	2.6	42	1.3

*Responses only from Faculty and Staff respondents ($n = 1,547$).
**Responses only from Faculty and Student respondents ($n = 3,341$).

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[55] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

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

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their workplaces, or the climate in their classes differed based on various demographic characteristics.[57]

Figure 16 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a lower percentage of Faculty respondents (43%, $n = 264$), Graduate/Professional Student respondents (46%, $n = 463$), and Staff respondents (51%, $n = 480$) than Undergraduate Student respondents (57%, $n = 992$) felt "comfortable" with the overall climate at Creighton.[i]
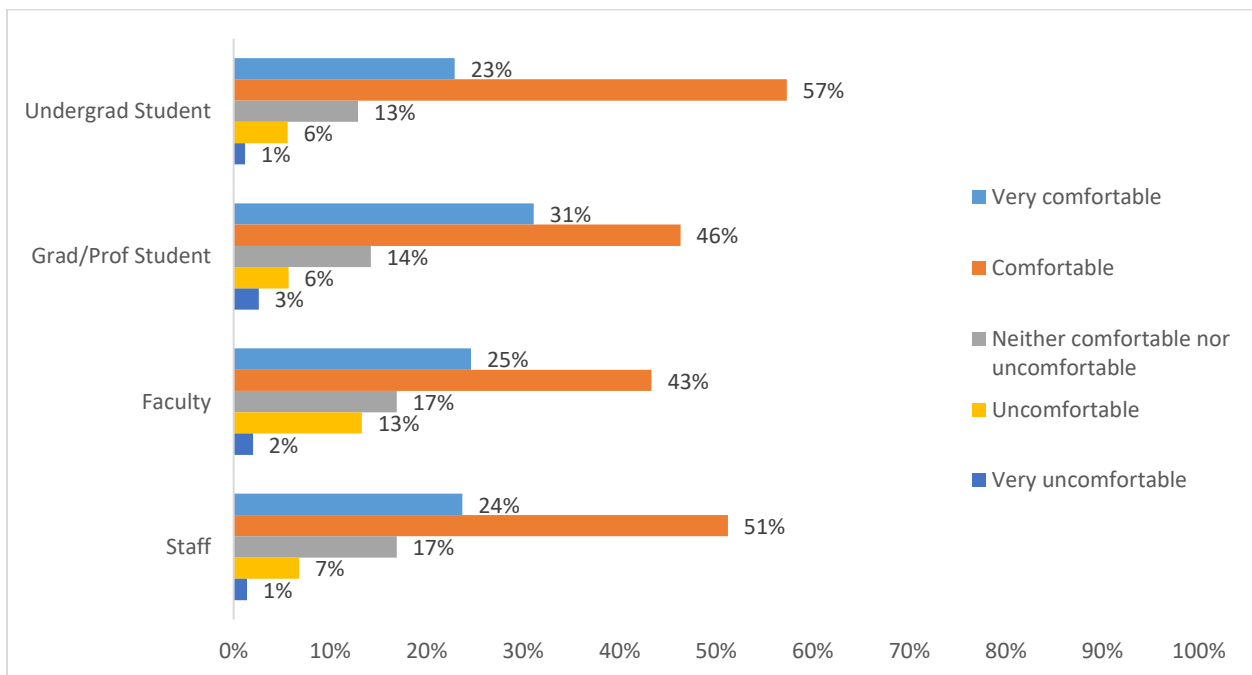
Figure 16. Respondents' Comfort With Overall Climate by Position Status (%)

When further analyzed by position status, significant differences emerged between respondents with their comfort levels with the overall campus climate. Among Graduate/Professional Student respondents, a higher percentage of Master's Student respondents (41%, $n = 48$) than Doctoral/Terminal Degree Student respondents (30%, $n = 249$) were "very comfortable" with the overall campus climate.[ii] No significant differences appeared among Instructor/Non-Tenure-

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

Track Faculty respondents, Tenure-Track Faculty respondents, and Tenured Faculty respondents regarding their comfort levels with the overall campus climate. A higher percentage of Exempt Staff respondents (8%, $n = 49$) than Non-Exempt Staff respondents (4%, $n = 12$) were "uncomfortable" with the overall campus climate at Creighton.[iii]

Figure 17 illustrates the difference in percentages of Staff respondents (43%, $n = 400$) and Faculty respondents (34%, $n = 208$) who were "comfortable" with the climate in their department/program or work unit at Creighton.[iv] No significant differences arose between Instructor/Non-Tenure-Track Faculty respondents, Tenure-Track Faculty respondents, and Tenured Faculty respondents regarding their comfort levels with the climate in their department/program or work unit and no significant differences emerged between Non-Exempt Staff respondents and Exempt Staff respondents.
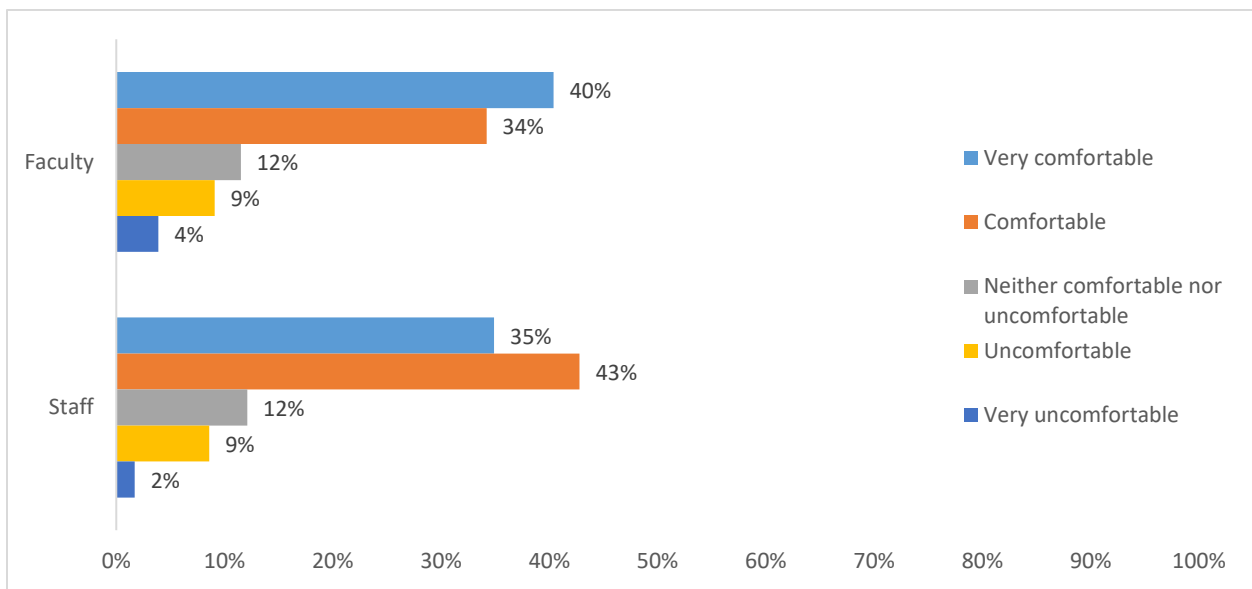
Figure 17. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Position Status (%)

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in classes (Figure 18). A lower percentage of Undergraduate Student respondents (27%, n = 472) compared with Graduate/Professional Student respondents (34%, n = 337) and Faculty respondents (40%, n = 235) were "very comfortable" with the climate in their classes.[v] No significant differences existed between Master's Student respondents and Doctoral/Terminal Degree respondents or between Instructor/Non-Tenure-Track Faculty respondents, Tenure-Track Faculty respondents, and Tenured Faculty respondents with respect to the level of comfort with the climate in their classes at Creighton.
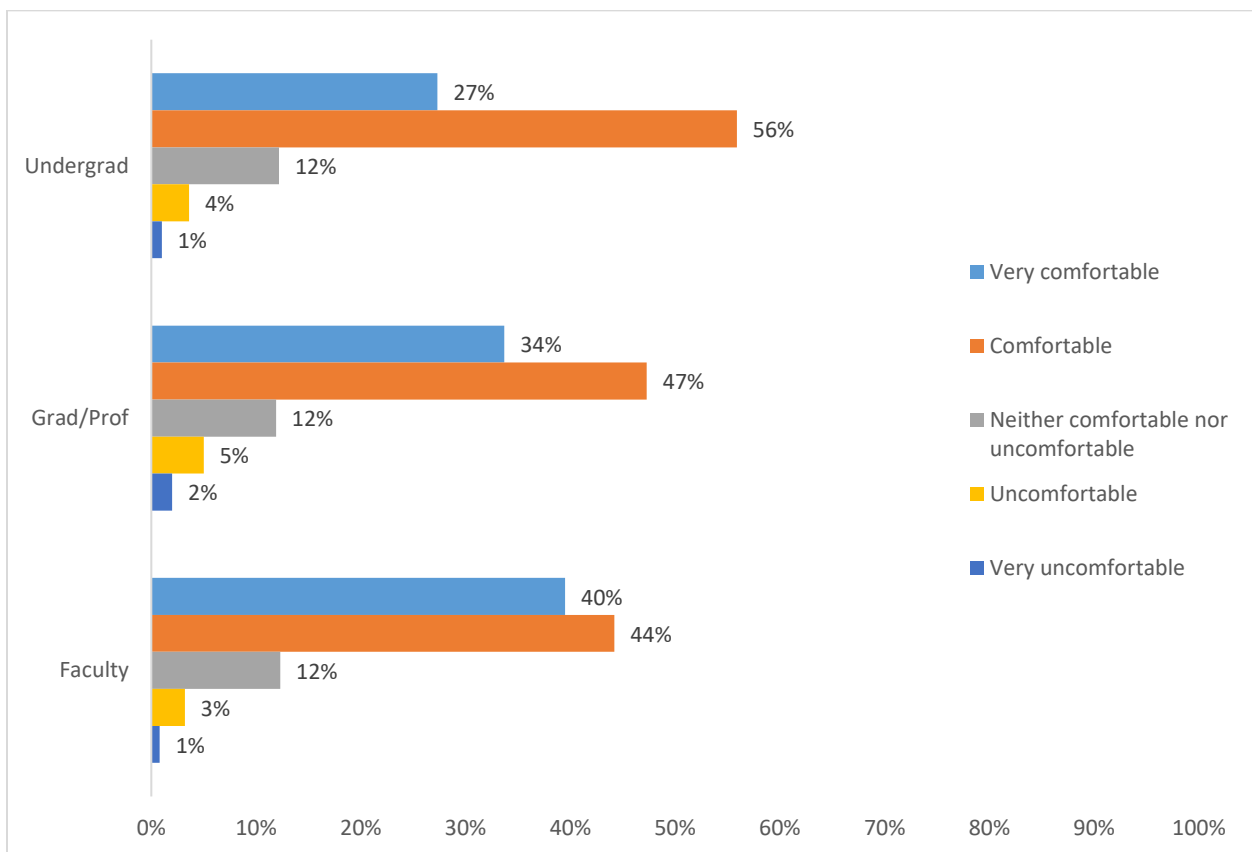
Figure 18. Faculty, Undergraduate, and Graduate/Professional Student Respondents' Comfort With Climate in Classes by Position Status (%)

By gender identity,[58] 21% ($n = 543$) of Women respondents compared with 33% ($n = 518$) of Men respondents felt "very comfortable" with the overall climate at Creighton (Figure 19).[vi]
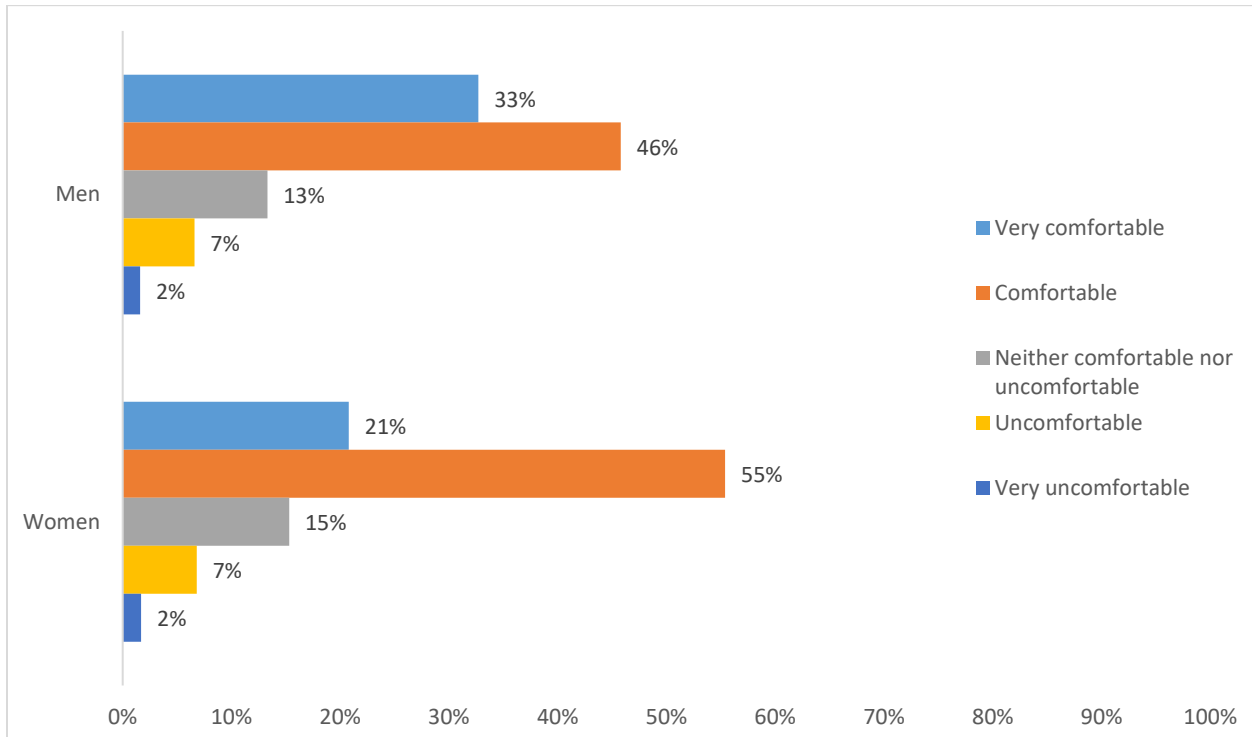
Figure 19. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[58] With the CSWG's approval, gender identity was recoded into the categories Men ($n = 1,583$), Women ($n = 2,606$), and Trans-spectrum ($n = 40$), where Trans-spectrum respondents included those individuals who marked "transgender," "nonbinary," or "genderqueer" only for the question, "What is your current gender/gender identity?" Trans-spectrum respondents were not included in analyses to maintain the confidentiality of their responses.

A lower percentage of Women Faculty and Staff respondents (31%, $n = 284$) than Men Faculty and Staff respondents (48%, $n = 276$) felt "very comfortable" with the climate in their department/program or work unit (Figure 20).[vii]
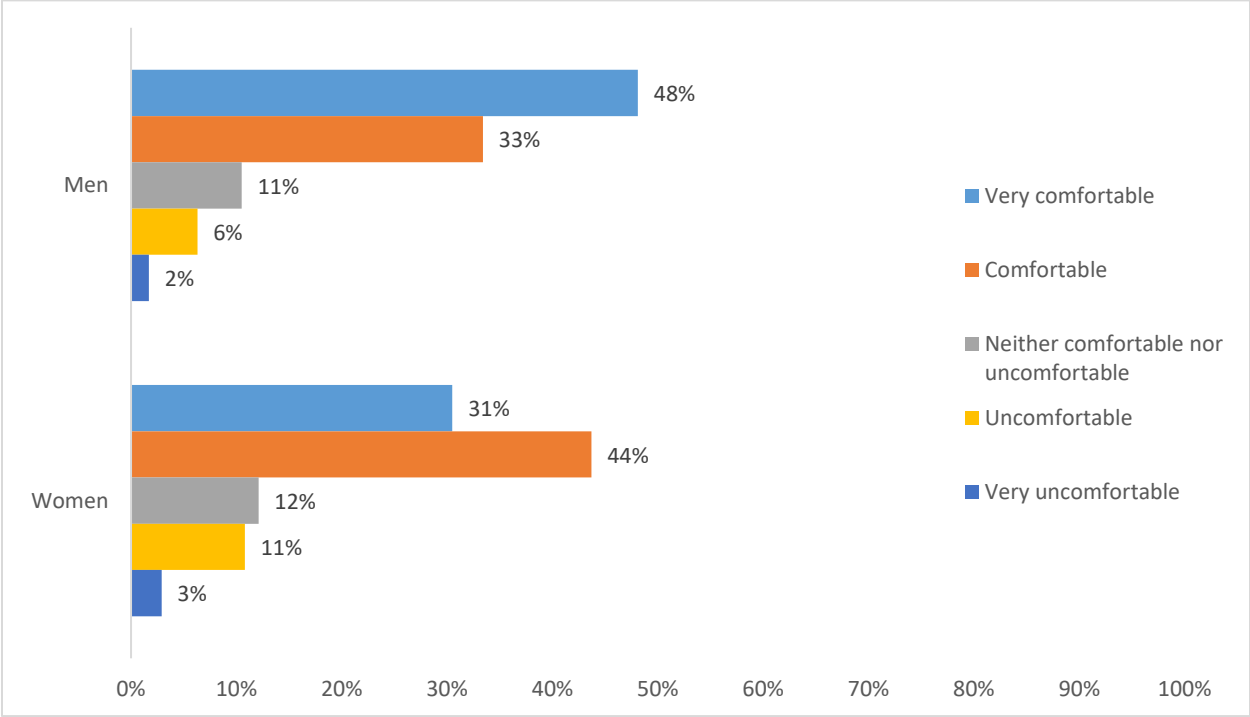
Figure 20. Faculty and Staff Respondents' Comfort With Climate in Department/Program or Work Unit by Gender Identity (%)

A lower percentage of Women Faculty and Student respondents (26%, $n = 525$) compared with Men Faculty and Student respondents (40%, $n = 502$) felt "very comfortable" in their classes (Figure 21).[viii]
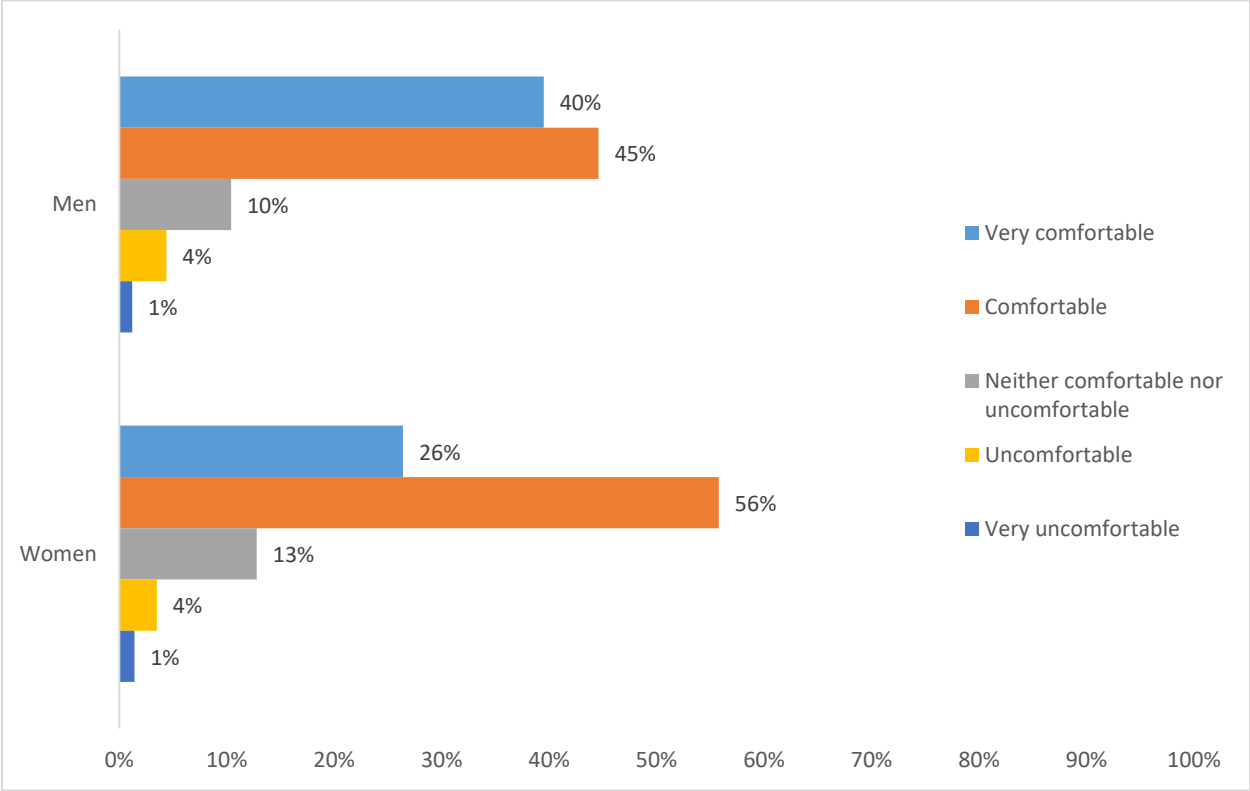
Figure 21. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,[59] a higher percentage of White respondents (28%, $n = 876$) than African American/Black respondents (13%, $n = 12$) and Multiracial respondents (20%, $n = 74$) were "very comfortable" with the overall climate at Creighton (Latinx respondents [21%, $n = 33$], Asian respondents [19%, $n = 46$], and Additional Respondents of Color [18%, $n = 22$] were not statistically different from the other groups) (Figure 22).[ix]
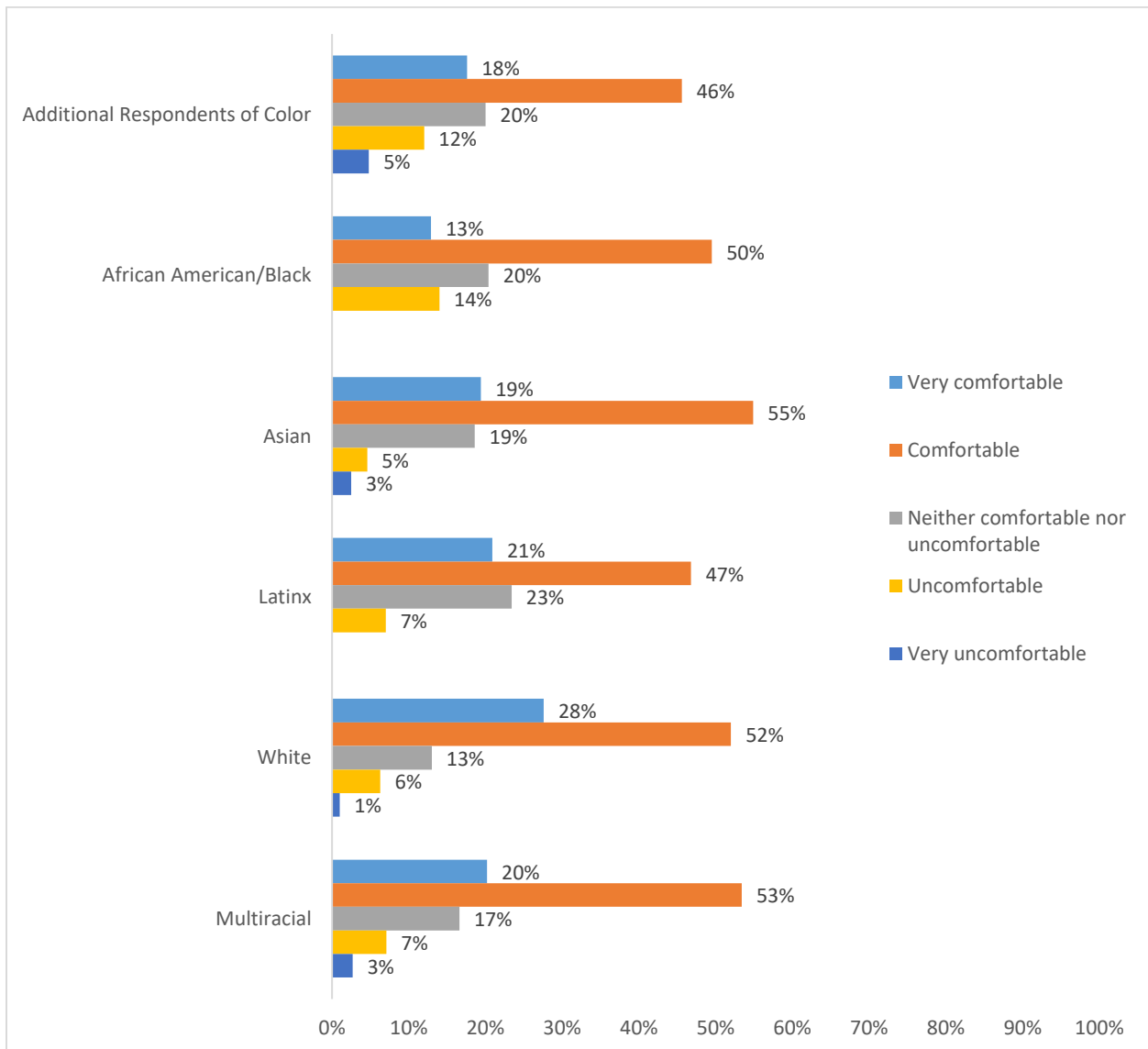
Note: Responses with $n < 5$ are not presented in the figure.

Figure 22. Respondents' Comfort With Overall Climate by Racial Identity (%)

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[59] With the CSWG's approval, racial identity was collapsed into six categories (Additional Respondents of Color, African American/Black, Asian, Latinx, Multiracial, and White). For the purposes of some analyses, this report

Significance testing could not be conducted for Faculty and Staff respondents by racial identity regarding their comfort in their department/program or work unit owing to the sample's low response rates in some of the demographic categories.

Figure 23 illustrates that a lower percentage of Faculty and Student Respondents of Color (25%, $n = 208$) compared with White Faculty and Student respondents (34%, $n = 820$) were "very comfortable" with the climate in their classes.[x]
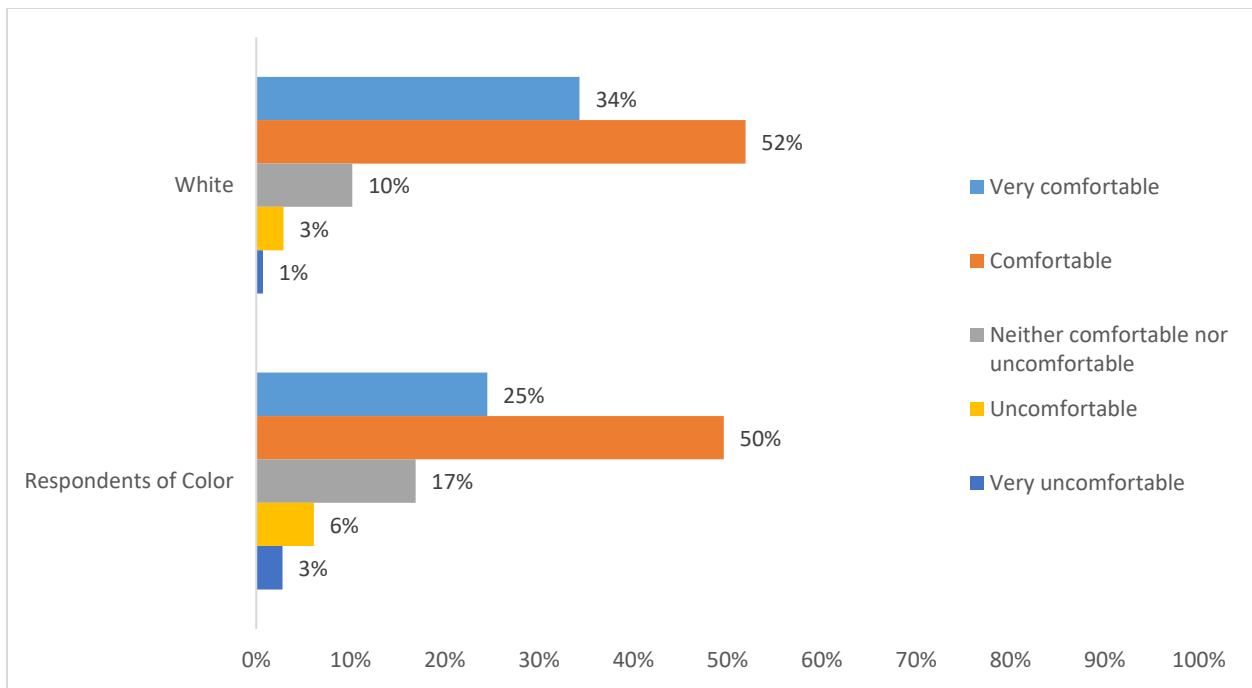
Figure 23. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

further collapses racial identity into two categories (Respondents of Color and White), where African American/Black, Asian, Latinx, Multiracial, and Additional Respondents of Color were collapsed into one Respondents of Color category.

The survey revealed a significant difference in respondents' level of comfort with the overall climate based on spiritual affiliation[60] (Figure 24). A lower percentage of Respondents with No Spiritual Affiliation (18%, $n = 162$) than Catholic respondents (28%, $n = 433$) and Christian respondents (29%, $n = 358$) felt "very comfortable" with the overall climate at Creighton University (Respondents with Additional Spiritual Affiliation [26%, $n = 41$] and Respondents with Multiple Affiliations [22%, $n = 79$] were not statistically different from the other groups).[xi]
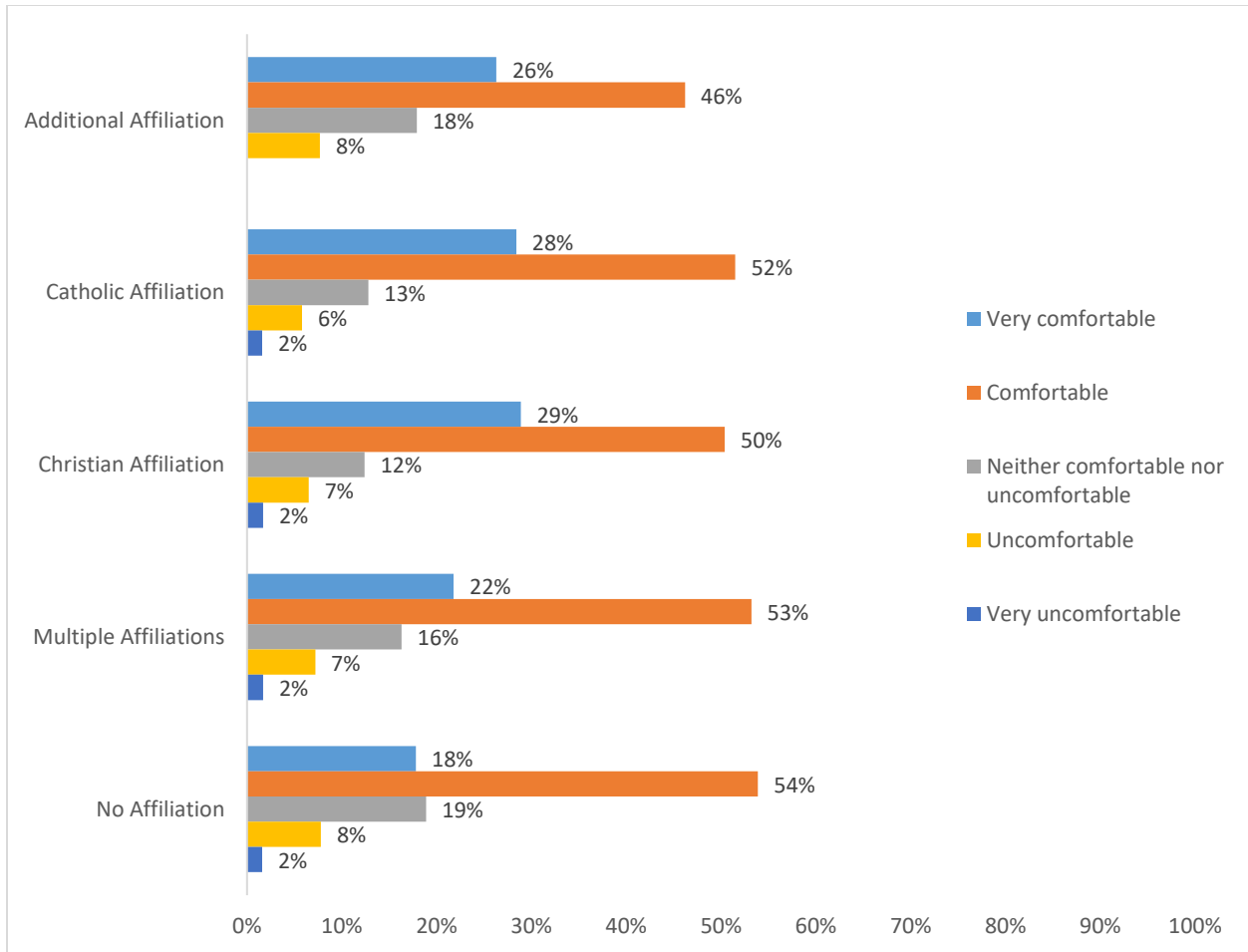
Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Respondents' Comfort With Overall Climate by Spiritual Affiliation (%)

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[60] With the CSWG's approval, spiritual affiliation was collapsed into six categories (Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, No Affiliation).For the purposes of some analyses, this report further collapses spiritual affiliation into two categories (Affiliation and No Affiliation), where Catholic respondents, Christian respondents, Respondents with Additional Affiliation, and Respondents with Multiple Affiliations were collapsed into one Affiliation category.

No significant differences existed between Faculty and Staff respondents by spiritual affiliation regarding their comfort in their department/program or work unit.

Figure 25 illustrates a significant difference in Faculty and Student respondents' level of comfort with the climate in their classes based on spiritual affiliation. Higher percentages of Christian Faculty and Student respondents (37%, $n = 340$) and Catholic Faculty and Student respondents (35%, $n = 415$) compared with Faculty and Student Respondents with Multiple Spiritual Affiliations (25%, $n = 76$), Faculty and Student Respondents with No Affiliation (25%, $n = 177$), and Faculty and Student Respondents with Additional Spiritual Affiliation (22%, $n = 29$) felt "very comfortable" with the climate in their classes.[xii]
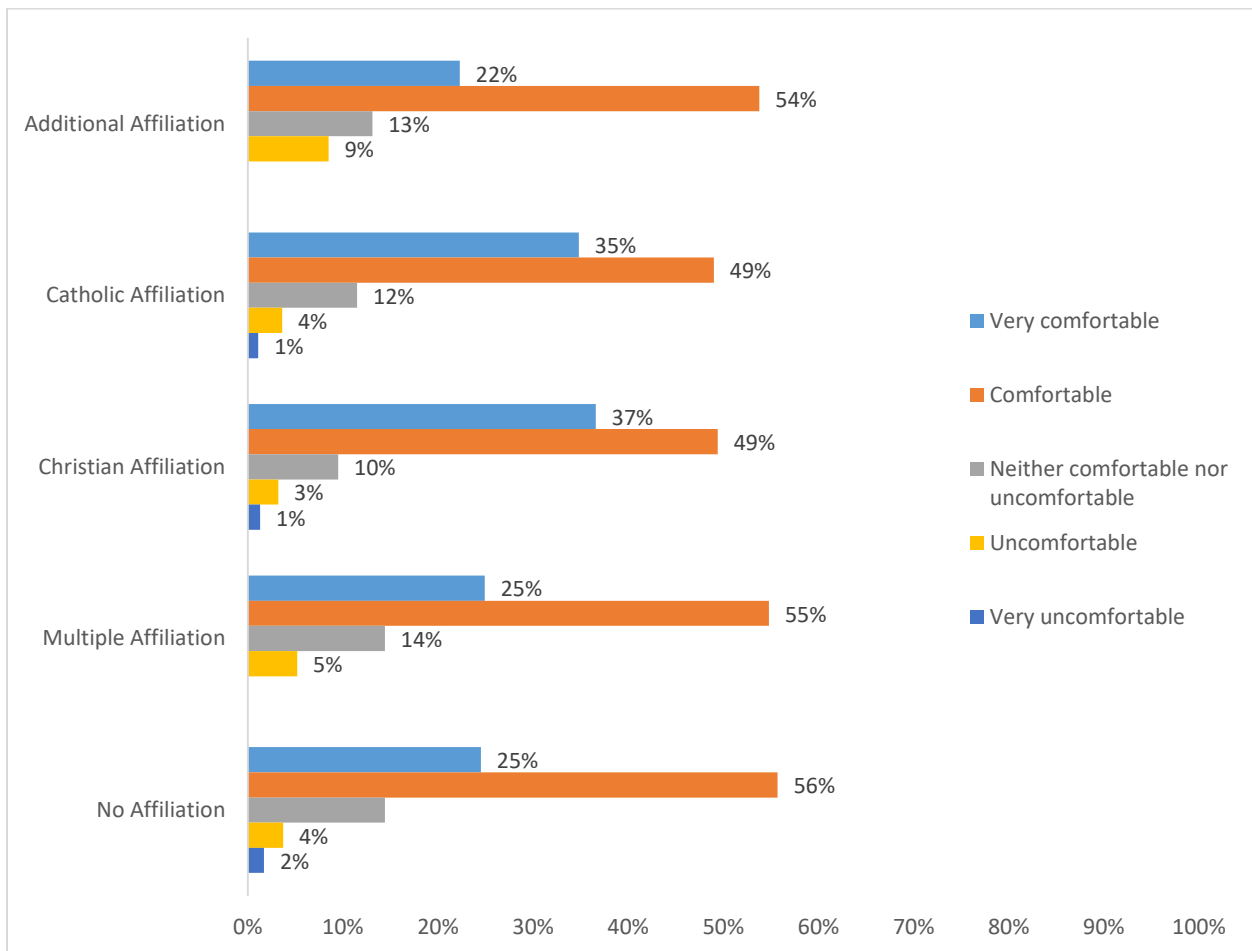
Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Faculty and Student Respondents' Comfort With Climate in Classes by Spiritual Affiliation (%)

In terms of Student respondents' sexual identity[61] and comfort with the overall climate on campus, significant differences emerged (Figure 26).[62] Lower percentages of Bisexual Student respondents (13%, $n = 25$) and Queer-spectrum Student respondents (11%, $n = 20$) were "very comfortable" with the overall climate when compared with that of Heterosexual Student respondents (28%, $n = 642$) (Asexual Student respondents [26%, $n = 10$] were not statistically different from the other groups).[xiii]
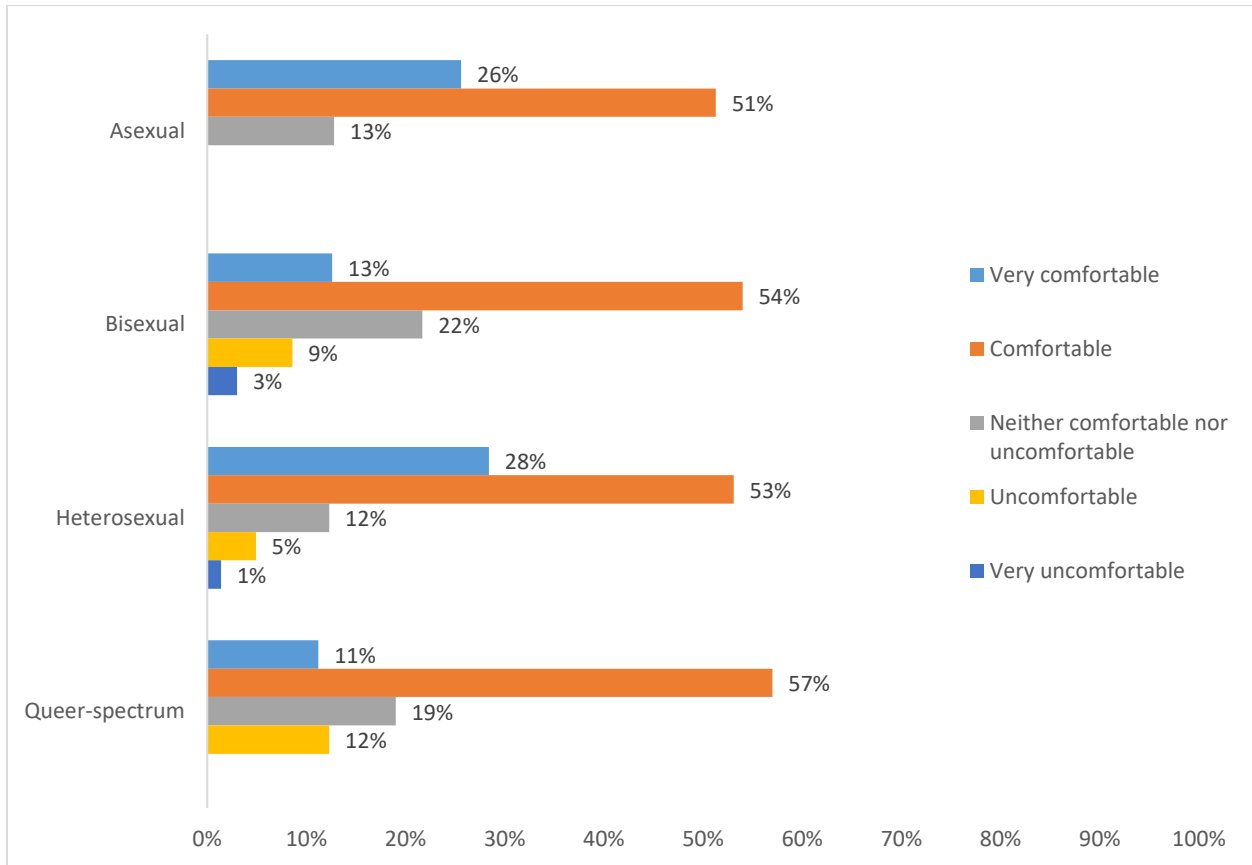
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Student Respondents' Comfort With Overall Climate by Sexual Identity (%)

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[61] With the CSWG's approval, sexual identity was collapsed into four categories (Asexual, Bisexual, Heterosexual, and Queer-spectrum). For the purposes of some analyses, this report further collapses sexual identity into two categories (Heterosexual and Queer-spectrum), where Asexual, Bisexual, and Queer-spectrum respondents were collapsed into one Queer-spectrum category.

[62] Chi-square analyses were not conducted by sexual identity for Faculty and Staff respondents.

A higher percentage of Heterosexual Student respondents (32%, $n = 718$) than Queer-spectrum Student respondents (19%, $n = 78$) felt "very comfortable" with the climate in their classes (Figure 27).[xiv]
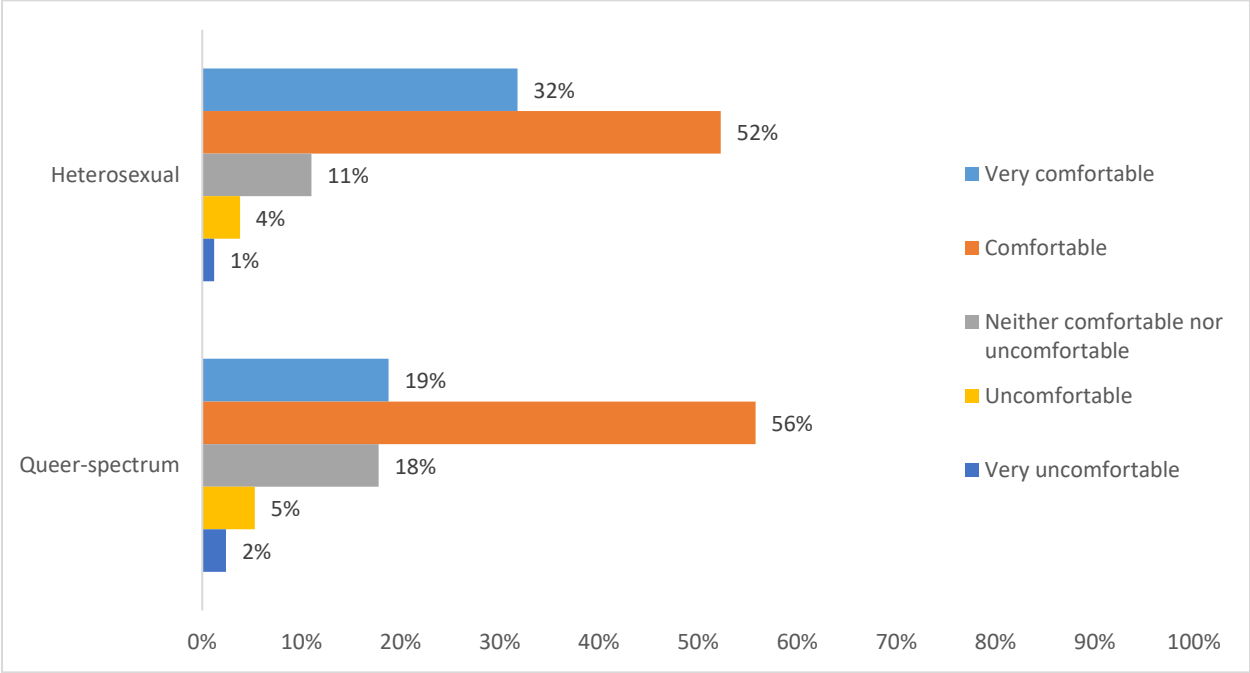
Note: Responses with $n < 5$ are not presented in the figure.

Figure 27. Student Respondents' Comfort With Climate in Their Classes by Sexual Identity (%)

By Student respondents' income status,[63] a higher proportion of Not-Low-Income Student respondents (55%, $n = 1,139$) than Low-Income Student respondents (46%, $n = 252$) were "comfortable" with the overall campus climate (Figure 28).[xv]
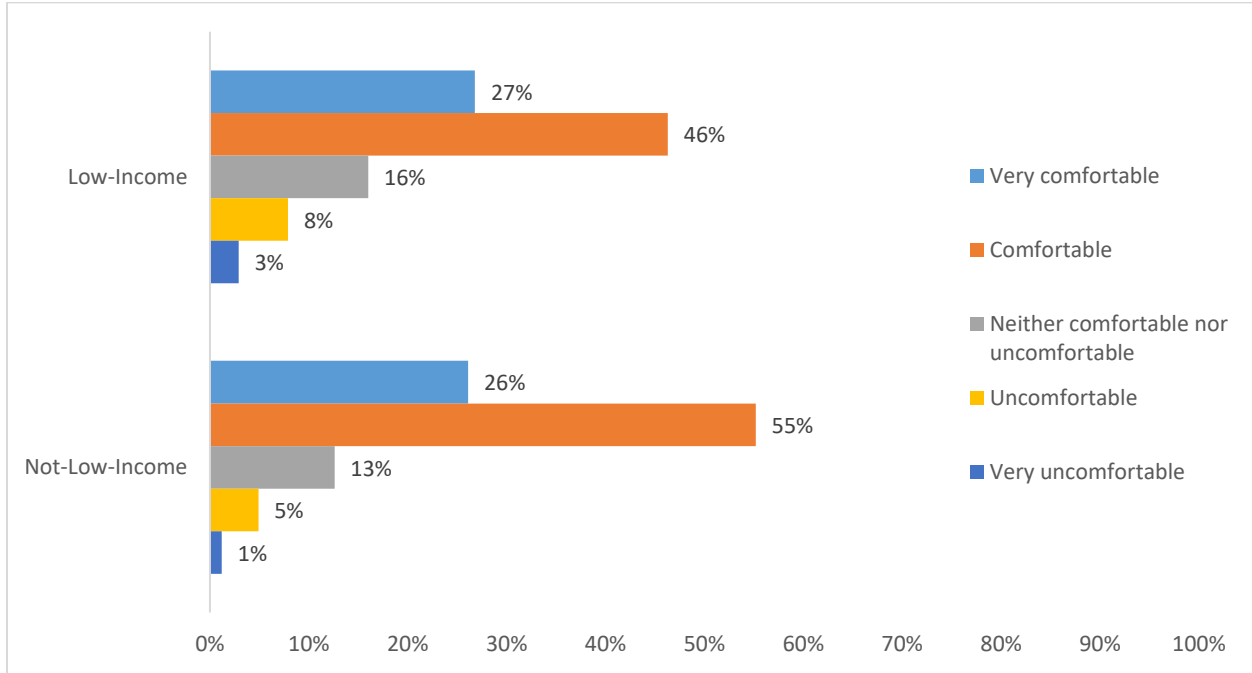
Figure 28. Student Respondents' Comfort With Overall Climate by Income Status (%)

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[63] With the CSWG's approval, income status was collapsed into two categories (Low-Income and Not-Low-Income). Low-Income Student respondents were identified as students whose families (or if independent, themselves) earn less than $50,000 annually. Faculty and Staff respondents did not receive a question about income status, as such, chi-square analyses were not conducted by income status for Faculty and Staff respondents.

A higher percentage of Not-Low-Income Student respondents (54%, $n = 1,119$) than Low-Income Student respondents (46%, $n = 251$) felt "comfortable" with the climate in their classes (Figure 29).[xvi]
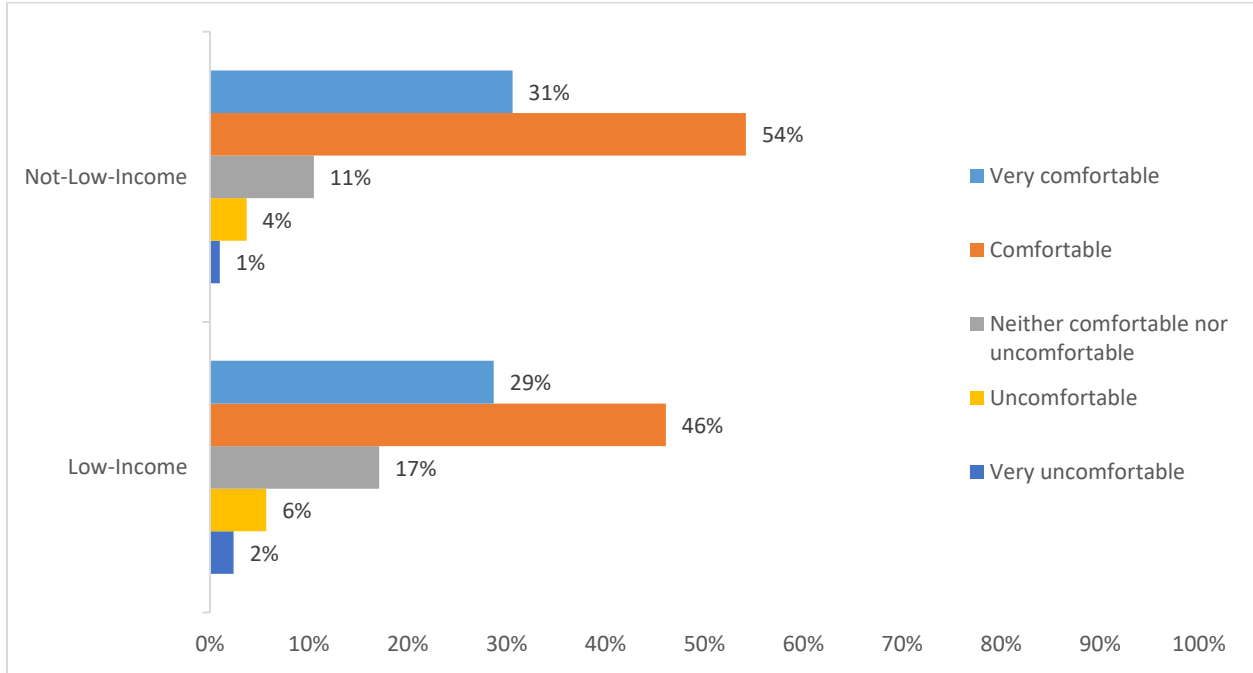
Figure 29. Student Respondents' Comfort With Climate in Their Classes by Income Status (%)

Significant differences existed for Employee respondents by years of employment[64] with respect to their level of comfort with the overall climate at Creighton. Figure 30 illustrates that a lower percentage of Faculty and Staff Respondents employed 6–15 Years at Creighton (19%, $n = 91$) compared with Faculty and Staff Respondents employed 5 Years or Less (29%, $n = 175$) were "very comfortable" with the overall climate at Creighton (Faculty and Staff Respondents employed More than 15 Years [23%, $n = 100$] were not statistically different from the other groups).[xvii]
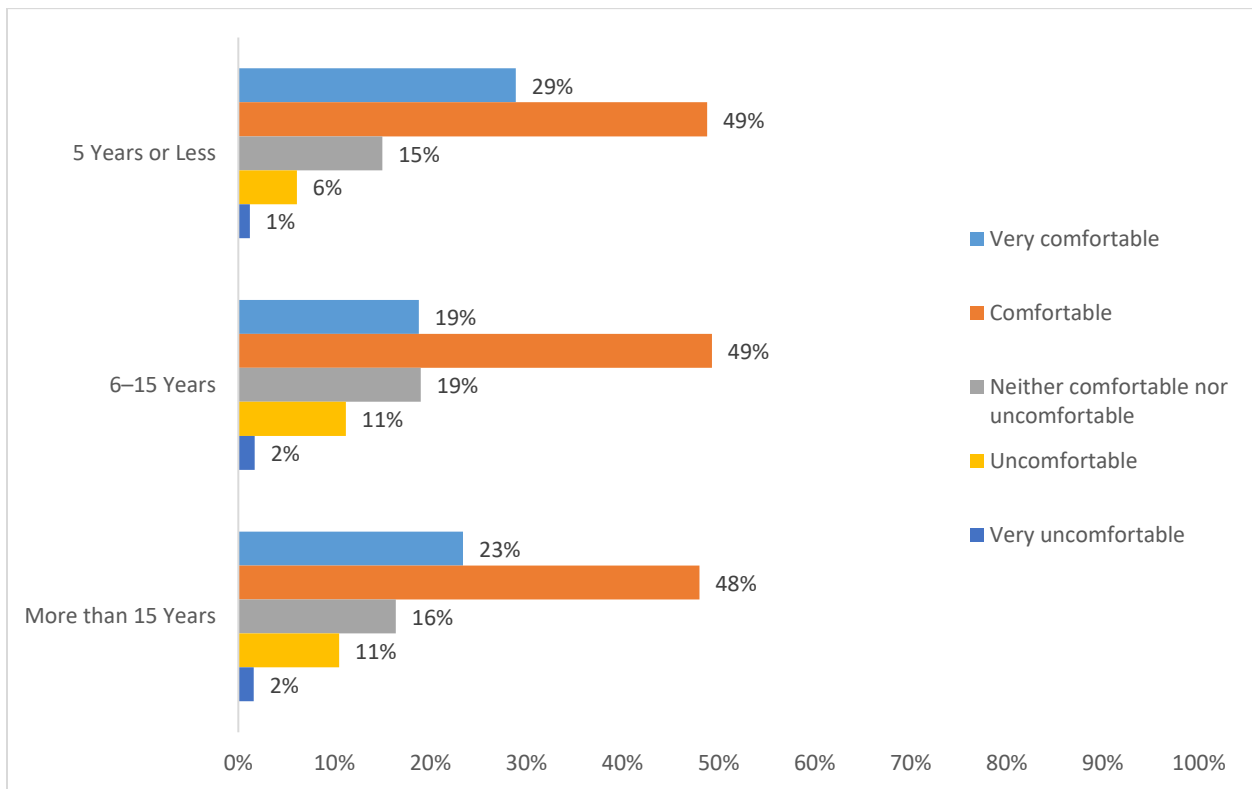
Note: Responses with $n < 5$ are not presented in the figure.

Figure 30. Faculty and Staff Respondents' Comfort With Overall Climate by Years of Employment at Creighton (%)

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[64] With the CSWG's approval, years of employment at Creighton was collapsed into three categories (5 Years or Less, 6-15 Years, and More than 15 Years). Student respondents did not receive a question about years of employment, as such, chi-square analyses were not conducted by years of employment for Student respondents.

Figure 31 illustrates that a higher percentage of Faculty and Staff Respondents employed 6–15 Years (4%, $n = 21$) compared with Faculty and Staff Respondents employed 5 Years or Less (2%, $n = 9$) were "very uncomfortable" with the climate in their department/program or work unit (Faculty and Staff Respondents employed More than 15 Years [2%, $n = 8$] were not statistically different from the other groups).[xviii]
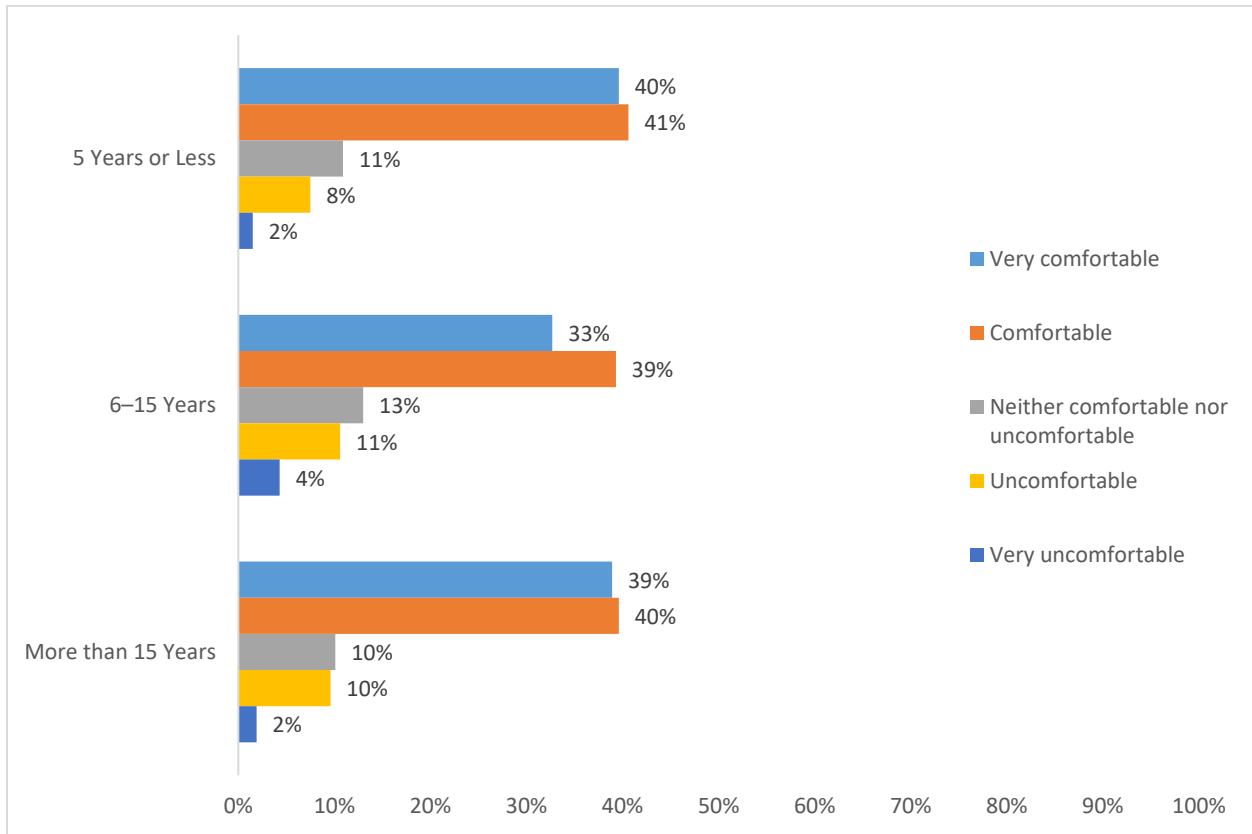
Figure 31. Faculty and Staff Respondents' Comfort With Climate in their Department/Program or Work Unit by Years of Employment at Creighton (%)

No significant differences existed between Faculty respondents by years of employment regarding their comfort with the climate in their classes.

By Faculty and Staff respondents' disability status,[65] a higher proportion of Faculty and Staff Respondents with Multiple Disabilities (21%, $n = 11$) than Faculty and Staff Respondents with No Disability (9%, $n = 124$) were "uncomfortable" with the overall campus climate (Faculty and Staff Respondents with a Single Disability [12%, $n = 10$] were not statistically different from the other groups) (Figure 32).[xix]
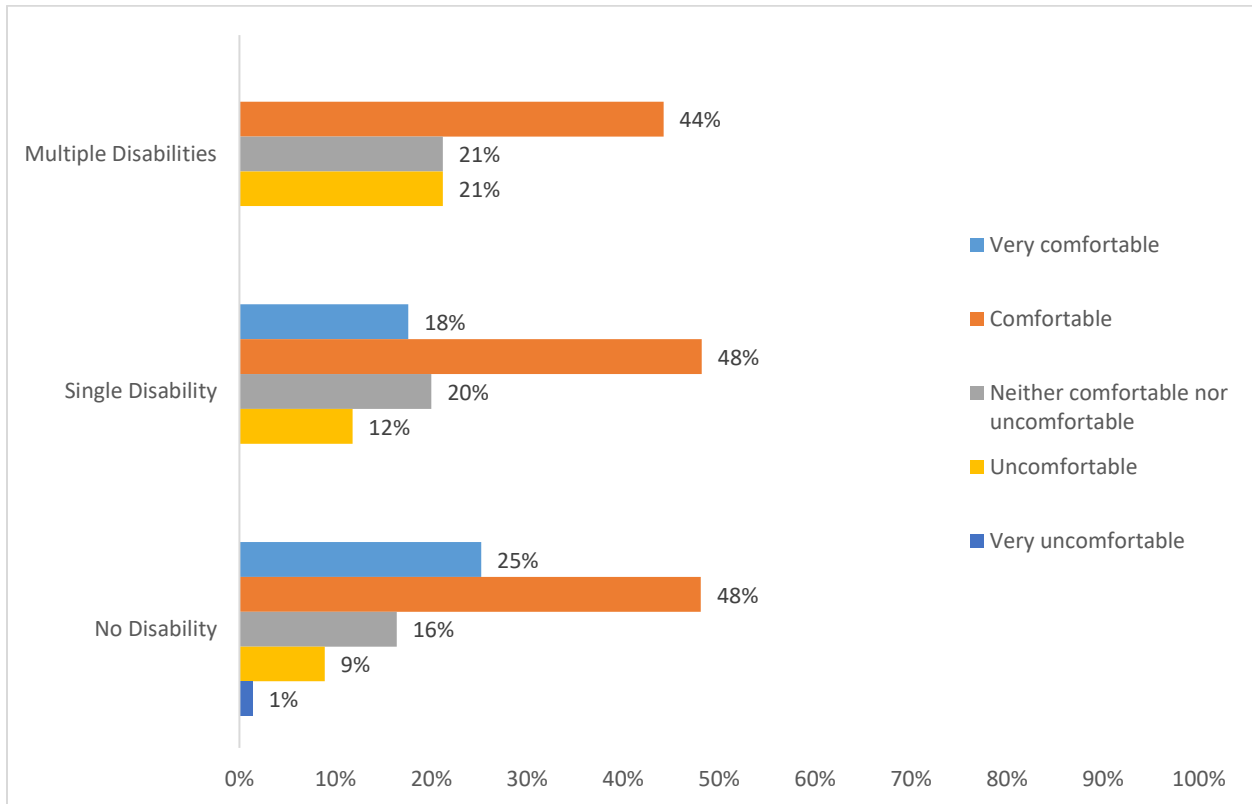
Note: Responses with $n < 5$ are not presented in the figure.

Figure 32. Faculty and Staff Respondents' Comfort With Overall Climate by Disability Status (%)

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[65] With the CSWG's approval, disability status was collapsed into three categories (Multiple Disabilities, Single Disability, and No Disability). For the purposes of some analyses, this report further collapses disability status into two categories (At Least One Disability and No Disability), where Single Disability and Multiple Disabilities were collapsed into one At Least One Disability category. Chi-square analyses were not conducted by disability status for Student respondents.

A higher percentage of Faculty and Staff Respondents with Multiple Disabilities (14%, $n = 7$) than Faculty and Staff Respondents with No Disability (2%, $n = 30$) felt "very uncomfortable" with the climate in their department/program or work unit (Faculty and Staff Respondents with a Single Disability [$n < 5$] were not statistically different from the other groups) (Figure 33).[xx]
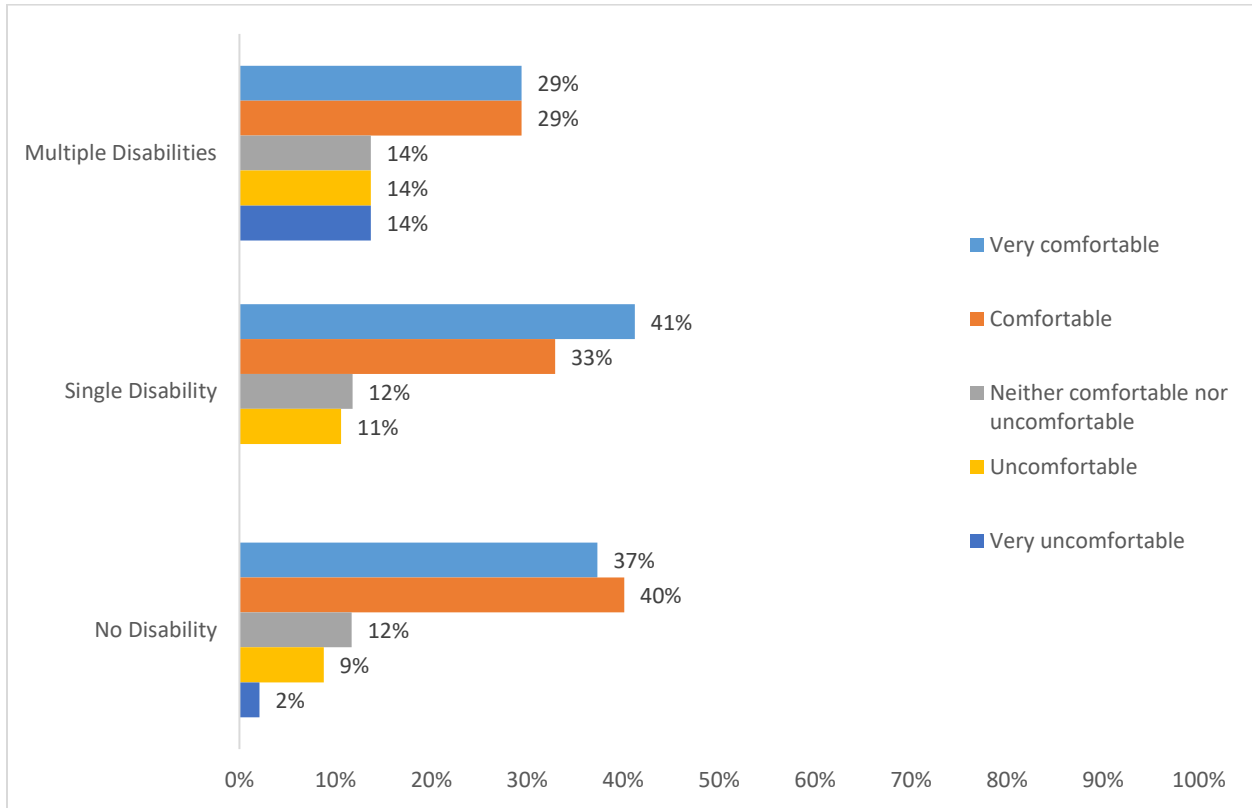
Note: Responses with $n < 5$ are not presented in the figure.

Figure 33. Faculty and Staff Respondents' Comfort With Climate in Their Department/Program or Work Unit by Disability Status (%)

Significance testing could not be conducted for Faculty respondents by disability status regarding their comfort in their classes owing to the sample's low response rates in some of the demographic categories.

Barriers at Creighton University for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, or instructional/campus materials, or support services at Creighton University within the past year. The following tables highlight where Respondents with Disabilities most often experienced barriers at Creighton.[66] With regard to campus facilities, 15% each of Respondents with Disabilities noted that they experienced barriers in classroom buildings ($n = 74$) and classrooms/laboratories ($n = 74$), 11% ($n = 54$) in campus transportation/parking, and 10% ($n = 48$) in college housing within the past year (Table 23).

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Classroom buildings	74	15.3	238	49.2	172	35.5
Classrooms, laboratories (including computer labs)	74	15.2	227	46.7	185	38.1
Campus transportation/parking	54	11.3	237	49.7	186	39.0
College housing	48	10.0	191	39.6	243	50.4

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 555$).

Table 24 illustrates that, in terms of the technological or online environment, 11% ($n = 49$) of Respondents with Disabilities experienced barriers related to accessible electronic formats, and 10% each with testing software ($n = 48$) and Blueline/Canvas ($n = 47$).

Table 24. Technology/Online Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Technology/Online	*n*	%	*n*	%	*n*	%
Accessible electronic formats	49	10.5	297	63.5	122	26.1
Testing software (e.g., Examplify, Respondus)	48	10.2	266	56.7	155	33.0
Blueline/Canvas	47	10.1	291	62.4	128	27.5

Note: Table reports responses only from individuals who indicated on the survey that they had a disability ($n = 555$).

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[66] See Appendix B, Table B121 for all responses to the question, "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 Creighton University in the past year?"

In terms of campus resources and support services, 13% (*n* = 61) of Respondents with Disabilities experienced barriers with virtual environments (e.g., Zoom, Teams), 11% (*n* = 52) with accommodations from faculty, and 7% each with learning technology (*n* = 33) and lighting (*n* = 32) (Table 25).

Table 25. Barriers in Campus Resources and Support Services Experienced by Respondents With Disabilities

| | Yes | | No | | Not applicable | |
Identity	*n*	%	*n*	%	*n*	%
Virtual environments (e.g., Zoom, Teams)	61	13.2	286	62.0	114	24.7
Accommodations from faculty	52	11.1	273	58.1	145	30.9
Learning technology	33	7.1	290	62.6	140	30.2
Lighting	32	6.8	272	57.7	167	35.5

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 555).

In terms of instructional and campus materials, 6% each of Respondents with Disabilities experienced barriers related to textbooks (*n* = 28) and video-closed captioning and text descriptions (*n* = 26) and 5% experienced barriers related to food menus (*n* = 21) (Table 26).

Table 26. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

| | Yes | | No | | Not applicable | |
Instructional/Campus Materials	*n*	%	*n*	%	*n*	%
Textbooks	28	6.0	287	62.0	148	32.0
Video-closed captioning and text descriptions	26	5.7	280	61.1	152	33.2
Food menus	21	4.5	268	57.8	175	37.7

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 555).

Qualitative Comment Analyses

One hundred fifty Faculty, Staff, Graduate/Professional Student, and Undergraduate Student respondents elaborated on their experiences regarding campus accessibility. One theme emerged from all respondents: lack of accessible bathrooms. One theme emerged from Student respondents: lack of accessibility/accommodations for mental health disabilities.

<u>All respondents</u>

Lack of Accessible Bathrooms. Respondents suggested that not all campus bathrooms are handicap accessible. Respondents shared, "There are some stalls in the restrooms in the library

and other buildings that do not have an accessible stall," "I have found that there are several older bathrooms on campus that do not have a handicap stall with grab bars. If it is an unfamiliar building, I may have to go to different floors until I find a bathroom that I can use," and "The west bathroom on the first floor of Creighton Hall is not handicap accessible."

<u>Student respondents</u>

Lack of Accessibility/Accommodations for Mental Health Disabilities. Student respondents shared struggling with mental health. Respondents described, "Persons with mental health disabilities have different concerns. I speak as a person who functions with disabilities, and who does not access the campus' disability services for academic support. I am sure that there are many of us who fall within this category," "People generally do not recognize mental health as a legitimate issue even though so many students at Creighton struggle with it," and "My disability is a mental health condition, thus the accommodations made for physical disabilities are not applicable."

Barriers at Creighton University for Transgender, Genderqueer, Nonbinary Respondents

One survey item asked Transgender, Genderqueer, and Nonbinary respondents if they had experienced barriers in facilities or identity accuracy at Creighton University within the past year. Table 27 and Table 28 depict where Transgender, Genderqueer, and Nonbinary respondents most often experienced barriers at Creighton.[67] With regard to campus facilities, 29% (n = 11) of Transgender, Genderqueer, Nonbinary respondents experienced barriers in restrooms, 22% (n = 8) experienced barriers in signage, and 19% (n = 7) in residence halls within the past year.

Table 27. Facilities Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Facilities	Yes		No		Not applicable	
	n	%	n	%	n	%
Restrooms	11	28.9	20	52.6	7	18.4
Signage	8	22.2	21	58.3	7	19.4
Residence halls	7	18.9	17	45.9	13	35.1

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary (n = 40).

Table 28 illustrates that, in terms of identity accuracy, 35% (n = 13) of Transgender, Genderqueer, and Nonbinary respondents had experienced barriers with pronouns, 19% (n = 7) with surveys, and 16% each with electronic databases (n = 6) and Creighton ID cards (n = 6).

Table 28. Identity Accuracy Barriers Experienced by Transgender/Genderqueer/Nonbinary Respondents

Identity accuracy	Yes		No		Not applicable	
	n	%	n	%	n	%
Pronouns	13	35.1	20	54.1	4	10.8
Surveys	7	19.4	23	63.9	6	16.7
Electronic databases (e.g., Banner, Nest, Slate, myHR, Teamworks)	6	16.2	25	67.6	6	16.2
Creighton University ID Card	6	15.8	25	65.8	7	18.4

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Transgender, Genderqueer, or Nonbinary (n = 40).

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[67] See Appendix B, Table B122 for all responses to the question, "As a person who identifies as transgender, genderqueer, and/or gender nonbinary have you experienced a barrier in any of the following areas at Creighton University in the past year?"

Qualitative Comment Analyses

Fifteen respondents who identified as transgender/genderqueer, and/or gender nonbinary elaborated on their experiences at Creighton University. One theme emerged from responses: not disclosing identity.

Not Disclosing Identity. Respondents shared that they have chosen not to disclose their identity to the campus community. Respondents stated, "I keep my gender identity on campus unknown except in queer spaces," "I don't advertise that I am non-binary to everyone, so I haven't really experienced any barriers in that way," and "I am still working out how I identify and am not currently out to anyone at Creighton. A professor in my department has been making a marked effort to be trans and gender inclusive, with other professors falling on that continuum. I very much appreciate their efforts but there is some definite hesitancy and discomfort surrounding the topic."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[68]

Eighteen percent ($n = 754$) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at Creighton University within the past year.[69]

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 19% ($n = 139$) indicated that they experienced the conduct only once during the past year (Figure 34). Twenty-nine percent ($n = 216$) revealed that they experienced five or more instances of the conduct within the past year.
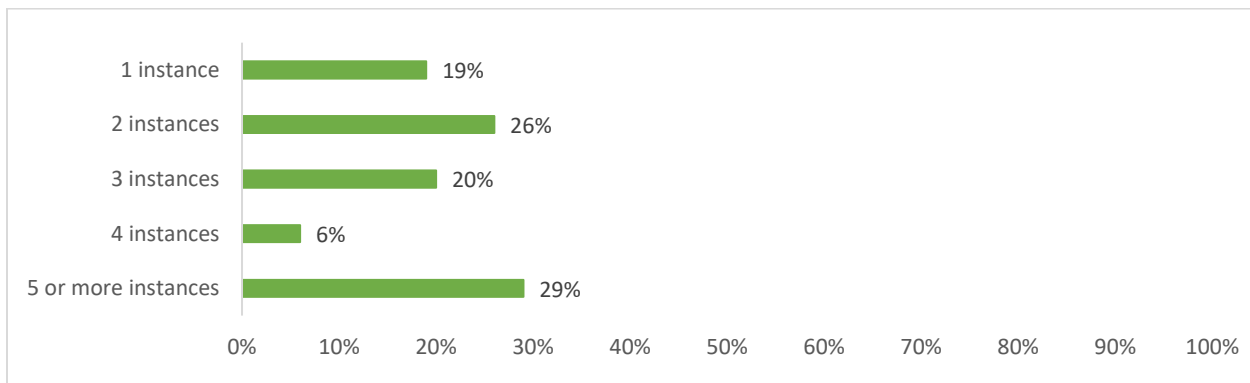
Figure 34. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 23% ($n = 174$) indicated that the conduct was based on their political views at Creighton. Twenty-two percent ($n = 167$) felt that the conduct was based on their position status, and 20% ($n = 154$) noted that it was based on their gender/gender identity.

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[68] This report uses the phrases "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of conduct that someone has "personally experienced" including "exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct."

[69] The literature on microaggressions reports that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

By political views, a higher percentage of Very Progressive/Very Liberal respondents (25%, $n =$ 108) than Progressive/Liberal respondents (17%, $n = 199$), Moderate/Middle of the Road respondents (17%, $n = 276$), and Conservative respondents (16%, $n = 113$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Very Conservative respondents [20%, $n = 30$] were not statistically different from other groups) (Figure 35).[xxi] A higher percentage of Very Conservative respondents (57%, $n = 17$) than Very Progressive/Very Liberal respondents (29%, $n = 31$), Progressive/Liberal respondents (17%, $n =$ 33), and Moderate/Middle of the Road respondents (15%, $n = 41$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their political views (Conservative respondents [40%, $n = 45$] were not statistically different from Very Conservative respondents [57%, $n = 17$] and Very Progressive/Very Liberal respondents [29%, $n = 31$]).[xxii]
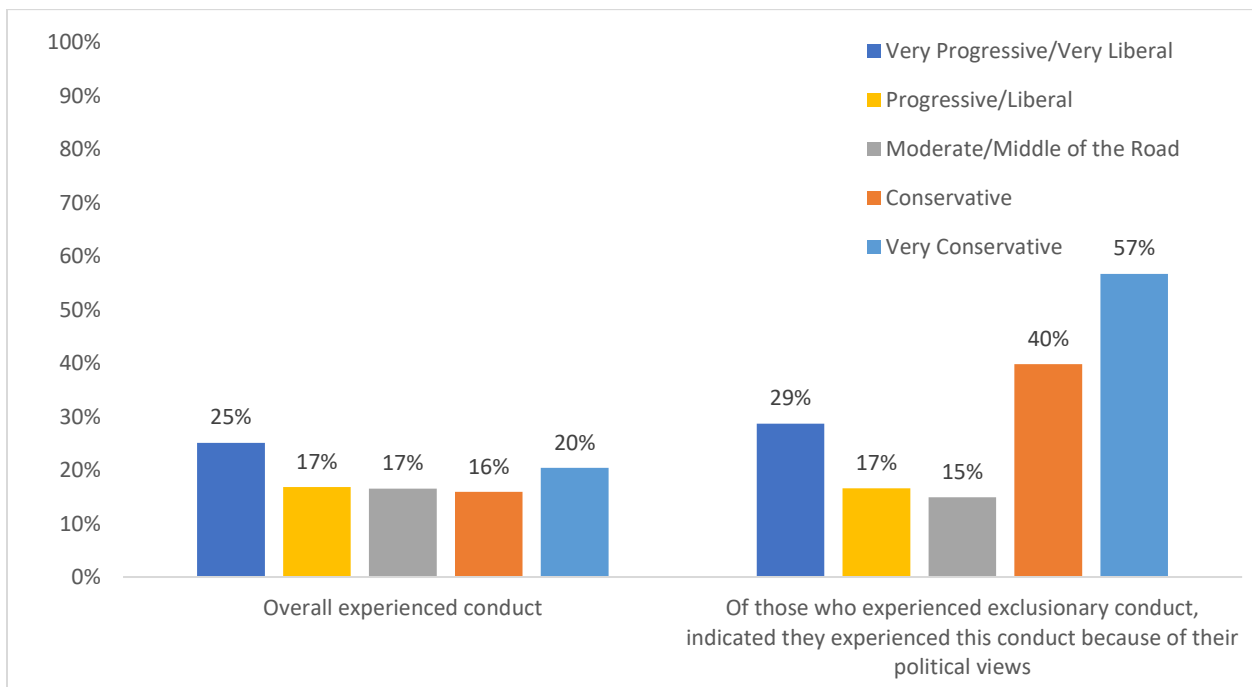
Figure 35. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Political Views (%)

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 36). A higher percentage of Faculty respondents (24%, $n = 144$) than Undergraduate Student respondents (18%, $n = 304$), Graduate/Professional Student respondents (16%, $n = 164$), and Staff respondents (15%, $n = 144$) indicated that they had experienced this conduct.[xxiii] Of those respondents who had experienced this conduct, higher percentages of Staff respondents (42%, $n = 61$) and Faculty respondents (29%, $n = 42$) than Graduate/Professional Student respondents (21%, $n = 34$) and Undergraduate Student respondents (10%, $n = 30$) suggested that the conduct was based on their position status.[xxiv]
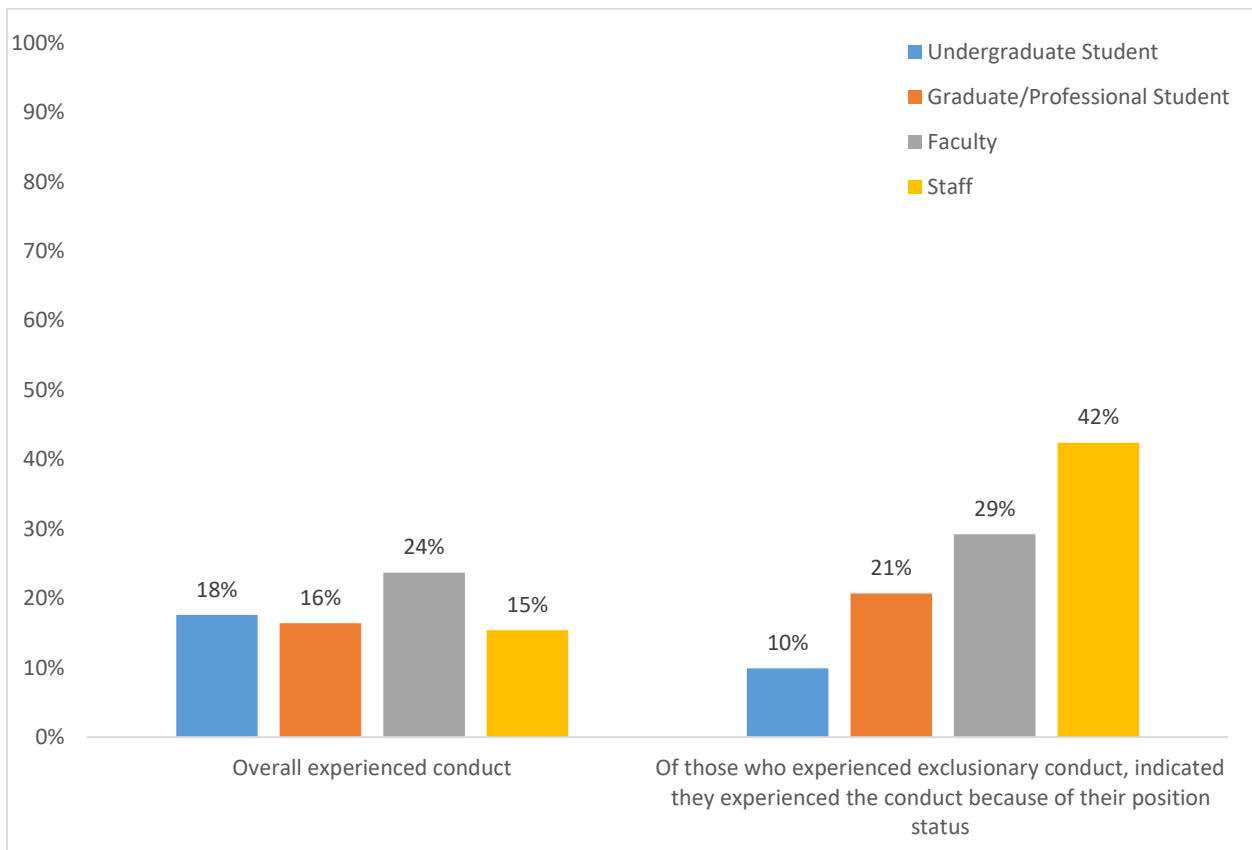
Figure 36. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

93

By gender identity, a higher percentage of Women respondents (20%, $n = 512$) than Men respondents (13%, $n = 209$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 37).[xxv] A higher percentage of Women respondents (25%, $n = 126$) than Men respondents (9%, $n = 18$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xxvi]
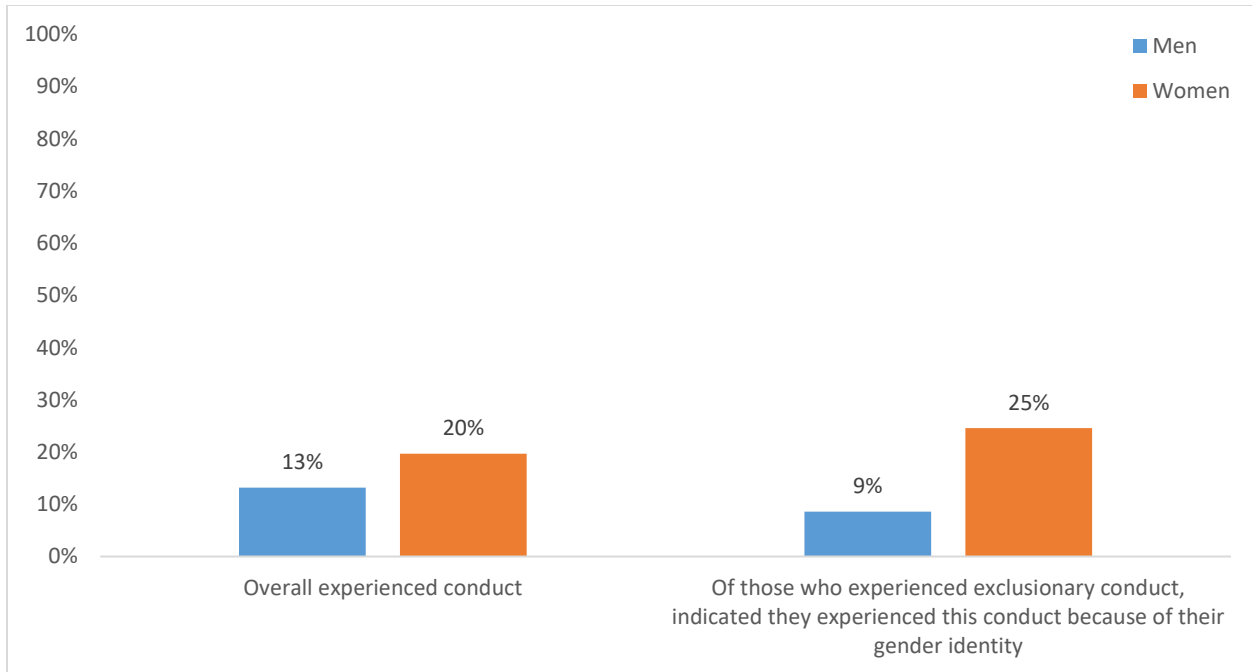
Figure 37. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

Table 29 and Table 30 depict the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 42% ($n = 61$) indicated that the conduct was based on their position status at Creighton (e.g., staff, faculty, student). Twenty-four percent ($n = 34$) noted that the conduct was based on their age, 23% ($n = 33$) did not know, and 20% ($n = 29$) suggested it was based on educational credentials. "Reasons not listed above" included responses such as "favoritism," "healthcare choices," and "supporting family other than children."

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Position (e.g., staff, faculty, student)	61	42.4
Age	34	23.6
A reason not listed	33	22.9
Educational credentials (e.g., BS, MS, PhD, MD)	29	20.1

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 144$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

Of the Faculty respondents who experienced such conduct, 29% ($n = 42$) indicated that the conduct was based on their position status at Creighton (e.g., staff, faculty, student) (Table 30). Twenty-six percent ($n = 37$) noted that the conduct was based on their gender identity and 17% ($n = 25$) each felt that it was based on their age, length of service at Creighton, or political views. "Reasons not listed above" included responses such as "cronyism," "COVID restriction beliefs," and "funding status."

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Position (e.g., staff, faculty, student)	42	29.2
Gender/gender identity	37	25.7
Age	25	17.4
Length of service at Creighton University	25	17.4
Political views	25	17.4

Note: Table reports responses only from Faculty respondents who indicated on the survey that they exclusionary, intimidating, offensive, and/or hostile conduct ($n = 144$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

Of the Student respondents who experienced such conduct, 27% ($n = 127$) indicated that the conduct was based on political views (Table 31). Twenty-three percent ($n = 109$) noted that the conduct was based on their racial identity, 20% ($n = 93$) felt that it was based on their gender/gender identity, and 19% ($n = 89$) indicated it was based on their ethnicity. "Reasons not listed above" included responses such as "COVID restrictions," "not going out and partying," and "physical appearance."

Table 31. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	*n*	%
Political views	127	27.1
Racial identity	109	23.3
Gender/gender identity	93	19.9
Ethnicity	89	19.0

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 468$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B51 in Appendix B.

Table 32 illustrates the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-five percent ($n = 341$) felt ignored or excluded, 42% ($n = 314$) felt silenced, 40% ($n = 301$) felt isolated or left out, 28% ($n = 212$) felt intimidated and bullied, and 24% ($n = 180$) felt they were the target of derogatory verbal remarks. Additional forms of such conduct included "misgendered and deadnamed," "pushed to get the (COVID) vaccine," and "hostile living environment in the dorms."

Table 32. Top Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of those who experienced the conduct
I was ignored or excluded.	341	45.2
I was silenced/I felt silenced.	314	41.6
I was isolated or left out.	301	39.9
I was intimidated/bullied.	212	28.1
I was the target of derogatory verbal remarks.	180	23.9
I experienced a hostile work environment.	151	20.0
I felt others staring at me.	149	19.8
I experienced a hostile classroom environment.	119	15.8
The conduct made me fear I would get a poor grade.	93	12.3

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B53 in Appendix B.

Figure 38 depicts the forms in which Employee respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-four percent ($n = 64$) of Faculty respondents felt silenced, 40% each felt ignored or excluded ($n = 58$) or experienced a hostile work environment ($n = 57$), 29% ($n = 42$) felt isolated or left out, and 28% ($n = 40$) felt intimidated or bullied. Forty-nine percent ($n = 70$) of Staff respondents felt ignored or excluded, 40% ($n = 58$) felt silenced, 35% ($n = 50$) each felt isolated or left out or experienced a hostile work environment, and 29% ($n = 41$) felt intimidated or bullied (Figure 38).
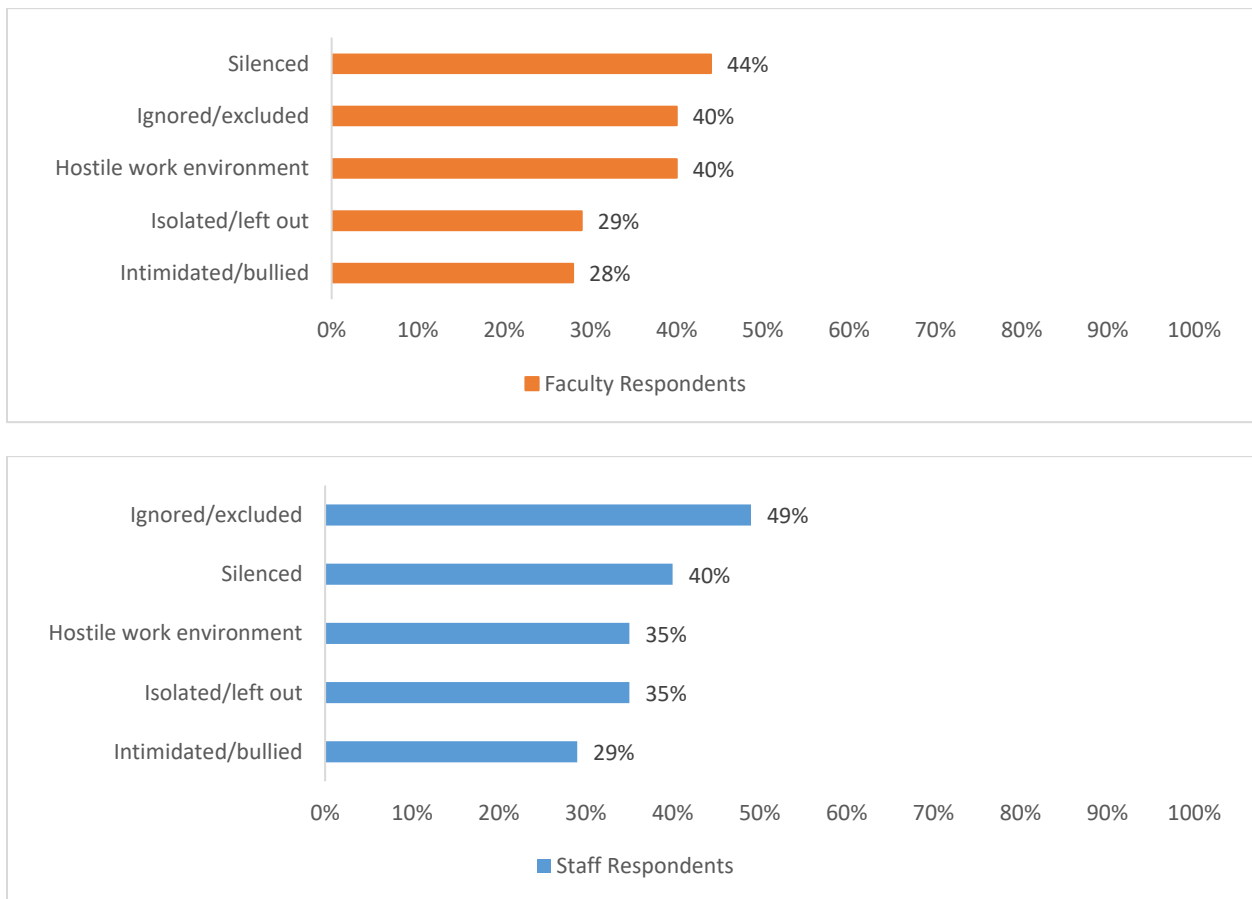
Figure 38. Employee Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Forty-eight percent ($n = 145$) of Undergraduate Student respondents felt isolated or left out, 46% ($n = 139$) felt ignored or excluded, 40% ($n = 120$) felt silenced, 34% ($n = 104$) felt others stared at them, and 28% ($n = 86$) felt intimidated or bullied (Figure 39). Forty-five percent ($n = 74$) of Graduate/Professional Student respondents felt ignored or excluded, 44% ($n = 72$) felt silenced, 39% ($n = 64$) felt isolated or left out, 29% ($n = 47$) experienced a hostile classroom environment, and 27% ($n = 27$) felt intimidated or bullied.
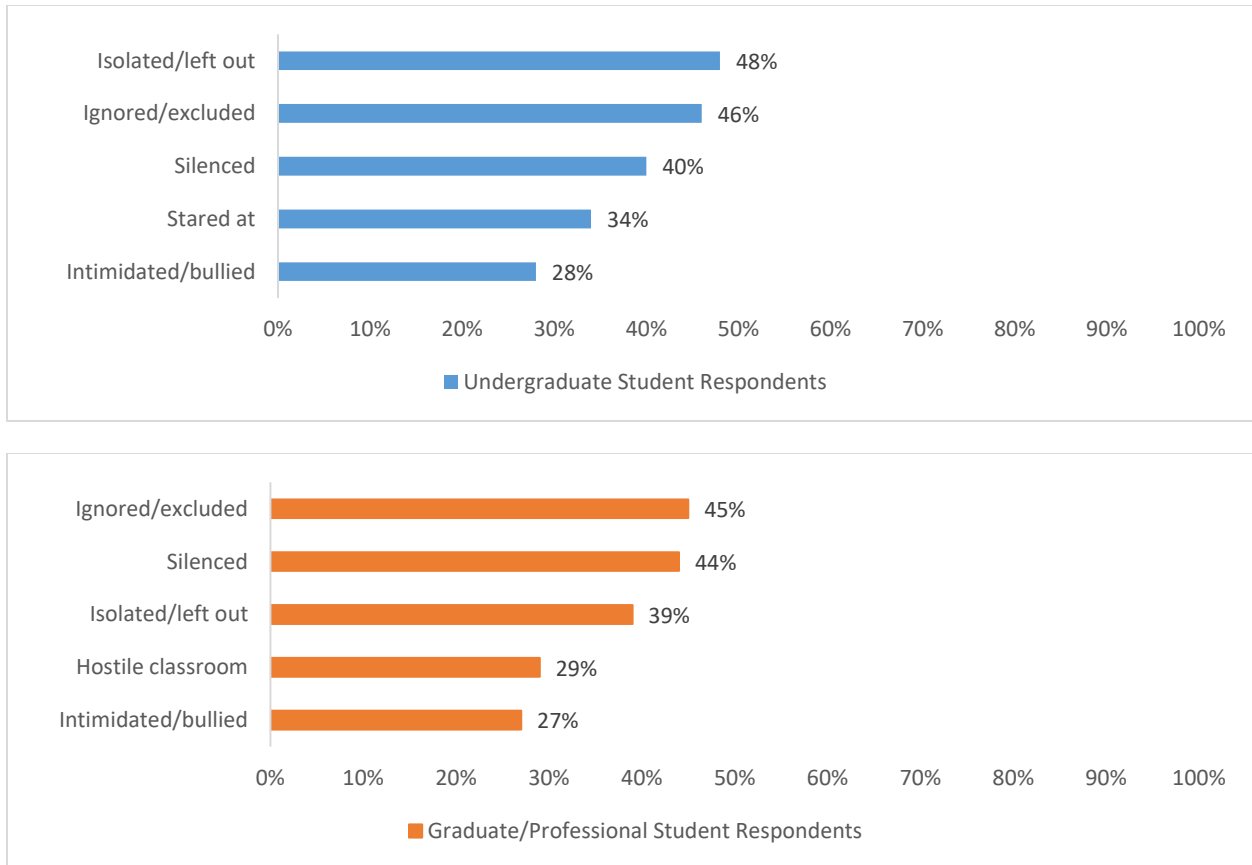
Figure 39. Student Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class (28%, $n = 209$), in a meeting with a group of people (26%, $n = 193$), while working at a Creighton job (23%, $n = 171$), and 18% ($n = 133$) on phone calls/text messages/email. Some respondents who marked "a location not listed above" identified, "CHI Health–Bergen Mercy," "EdD Resource Center," and "student clubs" as the location where the conduct occurred.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including while working at a Creighton job (55%, $n = 79$), in a meeting with a group of people (26%, $n = 37$), in a meeting with one other person (24%, $n = 34$), in a Creighton administrative office (21%, $n = 30$), and 17% each while in a virtual environment (e.g., Zoom, Teams) ($n = 25$) or on phone calls, text messages, or emails ($n = 24$).

Table 33. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
While working at a Creighton University job	79	54.9
In a meeting with a group of people	37	25.7
In a meeting with one other person	34	23.6
In a Creighton University administrative office	30	20.8
In a virtual environment (e.g., Zoom, Teams)	25	17.4
On phone calls/text messages/email	24	16.7

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 144$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often at a Creighton job (48%, $n = 69$), in a meeting with a group of people (45%, $n = 65$), in a meeting with one other person (24%, $n = 35$), in a virtual environment (24%, $n = 34$), on phone calls, text messages, or email (22%, $n = 31$), and in a faculty office (13%, $n = 18$) (Table 34).

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

Location of conduct	n	% of Faculty respondents who experienced the conduct
While working at a Creighton University job	69	47.9
In a meeting with a group of people	65	45.1
In a meeting with one other person	35	24.3
In a virtual environment (e.g., Zoom, Teams)	34	23.6
On phone calls/text messages/email	31	21.5
In a faculty office	18	12.5

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 144$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in a class (42%, $n = 198$), in campus housing (26%, $n = 120$), in a meeting with a group of people (19%, $n = 91$), in other public spaces at Creighton (19%, $n = 87$), off campus (17%, $n = 80$), and on phone calls, text messages, or email (17%, $n = 78$) (Table 35).

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

Location of conduct	n	% of Student respondents who experienced the conduct
In a class	198	42.3
In campus housing	120	25.6
In a meeting with a group of people	91	19.4
In other public spaces at Creighton University	87	18.6
Off campus	80	17.1
On phone calls/text messages/email	78	16.7

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 468$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B54 in Appendix B.

Forty-four percent ($n = 330$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 27% ($n = 205$) identified faculty members/clinical faculty/other instructional staff, and 18% ($n = 138$) identified coworkers/colleagues as the source of the conduct (Table 36). Respondents who marked a "source not listed above" wrote examples such as "roommate" and "guest speakers."

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	n	% of respondents who experienced the conduct
Student	330	43.8
Faculty member/clinical faculty/other instructional staff	205	27.2
Coworker/colleague	138	18.3
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	127	16.8
Staff member	127	16.8
Friend	98	13.0
Supervisor or manager	69	9.2
Department/program chair	62	8.2
Stranger	55	7.3
Student staff	37	4.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B55 in Appendix B.

Figure 40 and Figure 41 display the perceived sources of experienced conduct by position status. Seventy percent ($n = 214$) of Undergraduate Student respondents and 56% ($n = 92$) of Graduate/Professional Student respondents indicated that other students were their greatest source of such conduct.
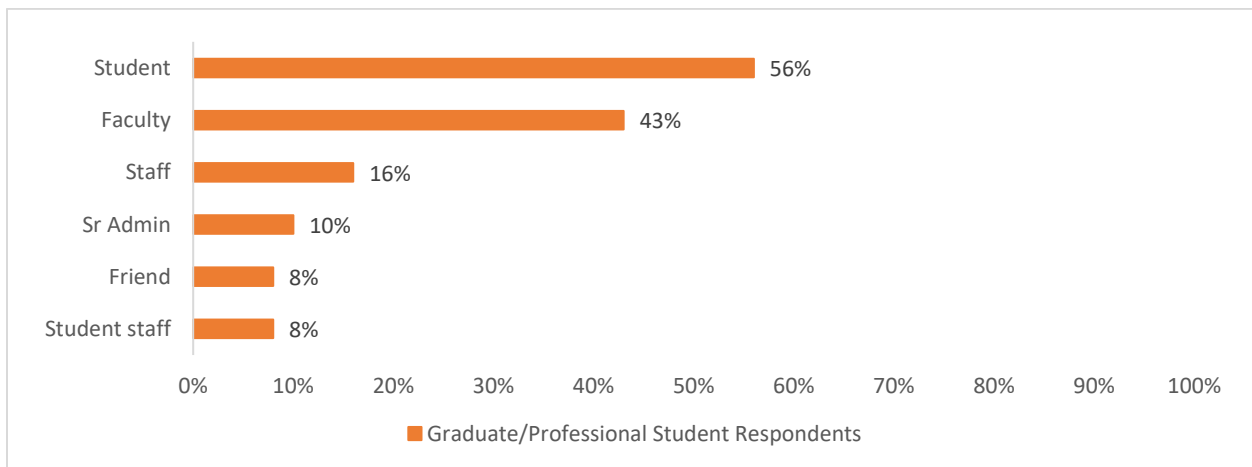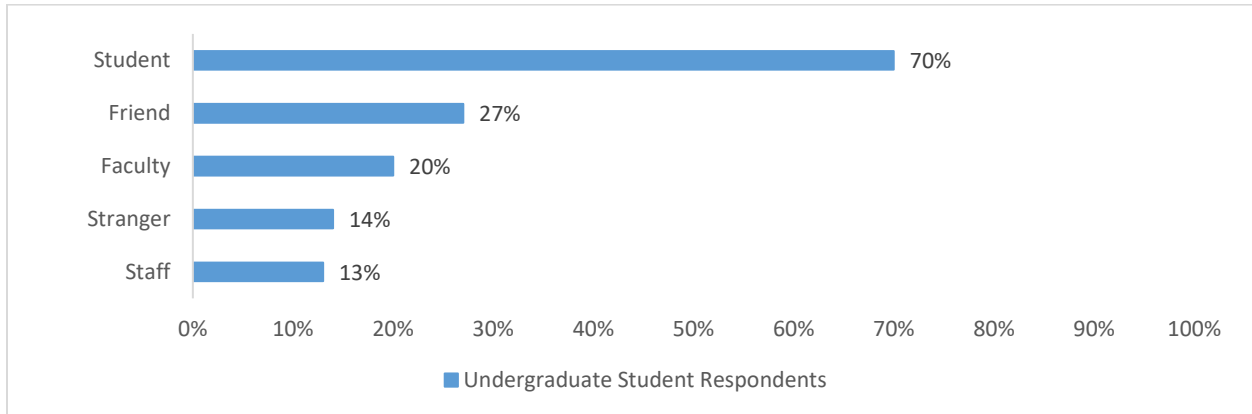
Figure 40. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited coworkers/colleagues (39%, $n = 56$) and other faculty members/instructional staff members (35%, $n = 50$) as the source of the conduct. Staff respondents most often identified coworkers/colleagues (41%, $n = 59$), other staff members (37%, $n = 53$), and supervisors/managers (30%, $n = 43$) as the source of exclusionary, intimidating, offensive, and/or hostile conduct (Figure 41).
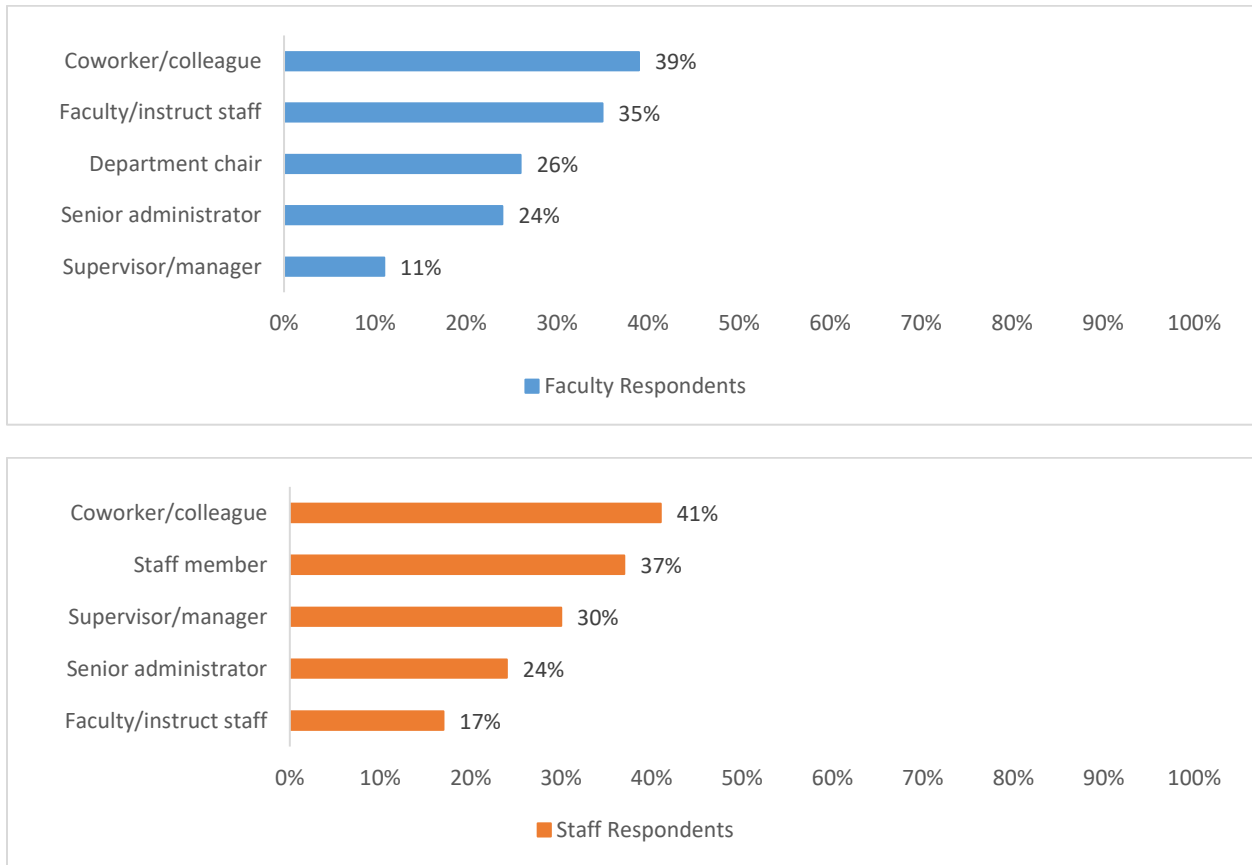
Figure 41. Employee Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 61% ($n = 459$) of respondents felt angry, 49% each felt distressed ($n = 369$) or sad ($n = 366$), 35% ($n = 262$) felt intimidated, 34% ($n = 255$) felt embarrassed, and 19% ($n = 146$) felt afraid (Table 37). Of respondents who indicated that their emotional response was not listed, several added comments that they felt "annoyed," "anxious," "betrayed," "disappointed," or "worthless."

Table 37. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who experienced conduct
Angry	459	60.9
Distressed	369	48.9
Sad	366	48.5
Intimidated	262	34.7
Embarrassed	255	33.8
Afraid	146	19.4
Somehow responsible	137	18.2
A feeling not listed	109	14.5
Frustrated	14	1.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices.

Additionally, in response to experiencing the conduct, 40% ($n = 304$) of respondents told a family member, 38% ($n = 284$) avoided the person/venue, and 37% ($n = 278$) did not do anything (Table 38). Of the 22% ($n = 167$) of respondents who sought support from a Creighton University resource, 34% ($n = 56$) sought support from a faculty member and 26% ($n = 43$) each sought help from senior administrators (e.g., dean, associate/assistant dean, vice president, provost) or a supervisor/manager. Some "response not listed above" comments were "sought support from a mentor," "complained about it in a class evaluation," and "spoke to a therapist."

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Response to conduct	n	% of respondents who experienced conduct
I told a family member.	304	40.3
I avoided the person/venue.	284	37.7
I did not do anything.	278	36.9
I did not know to whom to go.	175	23.2
I contacted a Creighton University resource.	167	22.1
Faculty member	*56*	*33.5*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*43*	*25.7*
Supervisor/manager	*43*	*25.7*
Student Counseling Services	*26*	*15.6*
Equity & Inclusion	*24*	*14.4*
I confronted the person(s) later.	102	13.5
I confronted the person(s) at the time.	89	11.8
A response not listed above.	68	9.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B57 in Appendix B.

Table 39 illustrates that 89% (*n* = 660) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not officially report the incident and that 12% (*n* = 86) of respondents did report the incident. Of the respondents who reported the incident, 47% (*n* = 37) felt the incident was not appropriately addressed, 18% (*n* = 14) each were satisfied with the outcome of the complaint or noted that the outcome of the complaint was not shared with them, and 9% (*n* = 7) each indicated they felt the complaint was appropriately addressed or that the outcome of their complaint was still pending.

Table 39. Respondents' Official Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	*n*	% of respondents who experienced conduct
No, I didn't report it.	660	88.5
Yes, I reported it	86	11.5
Yes, I reported the conduct and was satisfied with the outcome.	*14*	*17.7*
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.	*7*	*8.9*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*37*	*46.8*
Yes, I reported the conduct and the outcome is still pending.	*7*	*8.9*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*17.7*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Three hundred thirty-eight respondents elaborated on personally experiencing exclusionary behavior at Creighton University. Four themes emerged from respondents: experiencing microaggressions, bullying, lack of institutional trust, and conservative isolation. One theme emerged from Staff respondents: exclusion.

<u>All respondents</u>

Experiencing Subtle (microaggressions) and Overt (racist, sexist, heterosexist) Language. Respondents shared experiencing some form of microaggressive or macroaggressive behavior while on the Creighton University campus. Respondents described being the target of racist behavior. A respondent wrote, "I've been called 'nigger' and 'nigga' on multiple occasions while

attending Creighton." Another respondent added, "The instructor (in front of my peers and standardized patient) asked me during the evaluation and feedback portion, if I thought in English or my native tongue because the pauses that I was making were 'odd' to her…I was just embarrassed and felt like I had no opportunity to explain before someone assuming I didn't speak the language well." Respondents also described being targeted with sexist behavior. Respondents described, "There are a lot of subtle ways in which women are excluded from leadership…In the medical school in particular, there are too many nebulous ways in which certain individuals are promoted, given jobs which were never posted or are given opportunities which are denied to others," "My department chair regularly makes offensive comments that are either sexual in nature or derogatory to women and people who are transgender/nonbinary or gay," and "Professors very sexist towards women and constantly willing to help male students instead of women. Feel like anything I do is wrong in some classes because of my gender." Respondents suggested they were targeted based on their identity. Respondents stated, "While living in community housing and while in campus, there is a negative stigma towards people in the LGBTQ community. I have been singled out due to my sexuality and have had people make fun or blatantly disrespect me because of it," "I expressed that my older brother is homosexual and that I struggled to deal with the stance of the Catholic Church (of which I am a member). In a one-on-one meeting with a friend in the retreat, I was basically told that I should pray for his conversion. I don't want my brother to change, and the comment definitely caught me off-guard," and "When discussing a student's research project that focused on collecting data on LGBTQ people, the professor provided feedback that the study should also include people who were 'the norm' implying that LGBTQ people are not normal. He further indicated that businesses wouldn't be interested in data that only included these minority groups–that they would only care about people who fell within the 'norm.'"

Bullying. Respondents also shared being bullied at Creighton University. A respondent described, "I and others have been bullied publicly in meetings by the administration in our department. Our environment is toxic." Another respondent added, "Basically, I was bullied out of my house at the same time I was struggling with severe depression." Other respondents included, "I decided to sleep in my car instead of coming home to my dorm room because the bullying got so bad," "Was bullied by a PT assistant professor faculty member," and "It is

pointless to even try to do anything about it at this point. All efforts have gone nowhere, and the same group of bullies are continually empowered."

Lack of Institutional Trust. Respondents described a lack of institutional trust in Creighton Universities response to exclusionary, intimidating, offensive and/or hostile conduct based on both personal experience and historical knowledge of prior grievances inappropriately handled by the university. Respondents shared, "I had to report an allegation of human trafficking against one of my sorority sisters and the report was both never followed up on and I was bullied out of my officer position for making the report," "Previous discrimination reports to the OEI office and other on-campus resources resulted in no action, so I decided not to report any more," and "I didn't report it because I was told that the emotional toll it would take on me may not be worth it because the person who assaulted me was graduating in a few months and would likely be allowed to graduate despite what happened. This was told to me by a representative of the Title 9…" Other respondents added, "Community Standards and Well Being did not handle my situation correctly. I was assaulted by Creighton students, and I received no information on what the verdict was with the 'board discussion.' I still see those same students every day on campus, and I am terrified of being hurt again," and "Senior personnel (chair) often lack personnel skills to adequately address issues. Senior Administrators are routinely non-responsive."

Conservative Isolation. Respondents suggested feeling isolated by faculty and peers for their conservative political values. A respondent shared, "Faculty hold diverse political views, which is great, until your political view is not popular with the majority party. In my interactions with faculty from a variety of different colleges at Creighton, it is assumed that you are either left leaning/liberal or a complete moron. If you express any conservative values, even those consistent with the Catholic church, you are quickly put in your place as racist, closed-minded, or stupid." Another respondent included, "I feel very silenced in class due to the harsh political opinions of my teachers and my peers. I hold more republican views and feel that I can never share a thought that is against democratic, liberal social media without being called out for being 'racist' or 'an idiot.'" Other respondents added, "I just feel as though the climate around Creighton makes it really hard to speak out about political views if they are not liberal. I am a conservative and I feel ostracized every single time any conversation about politics happens because I feel as though I am not allowed to speak," and "I was in class and we talked about a

certain topic that has a tendency to be politically charged and I didn't feel comfortable sharing my more conservative views because I felt like I was the only one in the class with that view and I felt that there would be hostility if I had shared my views."

Staff respondents

Exclusion. Staff respondents shared being excluded from department meetings and decision-making discussions that impacted their ability to do their jobs. Respondents stated, "I was deliberately left out of meetings and off of emails that pertained to work I should have been doing. When I approached my supervisor about the issue, I was told to enjoy the quiet, and ride it out," "Not being included in meetings, when other members of team were. Not mentioned as a member of the team, yet others mentioned in promotional material. Felt like myself and my co-worker were so unimportant, that we didn't really matter and were not part of a team," and "There have been times when in zoom meetings with my colleagues there is texting going on with the phones. I was not in on the conversations and then the rest of the office would start referencing what was being texted."

Nine hundred two respondents elaborated on their personal experiences in the community surrounding the campus. One theme emerged from all respondents: positive experience.

Positive Experience. Respondents shared they had a positive experience in the community surrounding the campus. Respondents shared, "I have worked a great deal within the North Omaha community over the past 6 years and they have been wonderful to work with," "I am very involved in our surrounding community and find great support there," and "My experience within community has been pleasant."

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

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Twenty-one percent (*n* = 884) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (bullying, harassing) learning, living, or working environment at Creighton University[70] within the past year.

Twenty-two percent (*n* = 187) of respondents who observed such conduct indicated that they witnessed one instance within the past year, 25% (*n* = 213) observed two instances, 19% (*n* = 166) observed three instances, 6% (*n* = 48) observed four instances, and 28% (*n* = 244) witnessed five or more instances of such conduct within the past year (Figure 42).
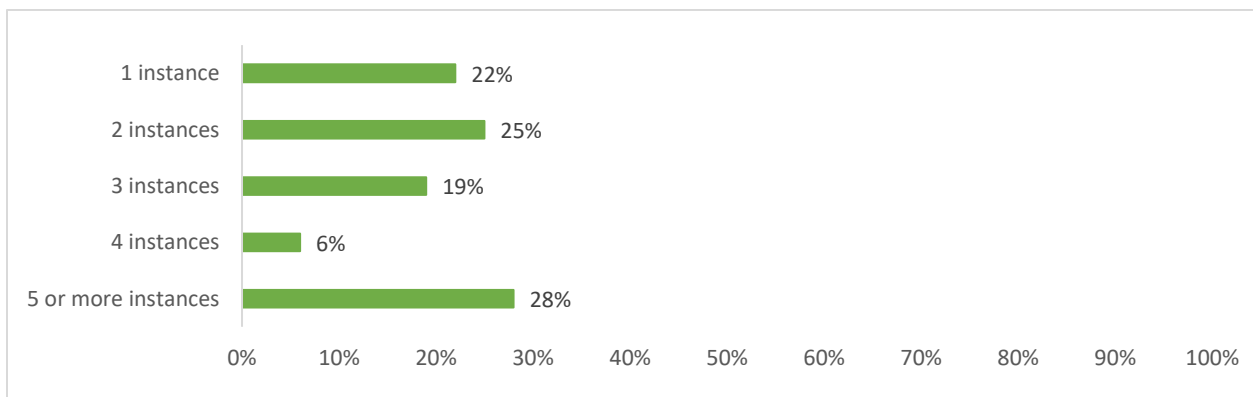
Figure 42. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

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[70] This report uses "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (bullying, harassing) learning, living, or working environment at Creighton University?"

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (30%, $n = 265$), political views (29%, $n = 256$), gender/gender identity (24%, $n = 213$), ethnicity (20%, $n = 178$), sexual identity (20%, $n = 173$), gender expression (14%, $n = 121$), religious/spiritual views (14%, $n = 120$), or position status (13%, $n = 117$). Thirteen percent ($n = 116$) of respondents indicated that they did not know the basis for the conduct (Table 40).

Table 40. Top Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Basis of conduct	n	% of respondents who observed conduct
Racial identity	265	30.0
Political views	256	29.0
Gender/gender identity	213	24.1
Ethnicity	178	20.1
Sexual identity	173	19.6
Gender expression	121	13.7
Religious/spiritual views	120	13.6
Position (e.g., staff, faculty, student)	117	13.2
Do not know	116	13.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 884$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases of conduct, please see Table B103 in Appendix B.

Figure 43 and Figure 44 separate by demographic categories (i.e., racial identity, political views, gender identity, and sexual identity) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

A significantly higher percentage of Multiracial respondents (26%, $n = 96$) than White respondents (20%, $n = 618$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Additional Respondents of Color [22%, $n = 28$], African American/Black respondents [28%, $n = 26$], Asian respondents [17%, $n = 39$], and Latinx respondents [22%, $n = 35$] were not statistically different from other groups) (Figure 43).[xxvii] By political view, significantly higher percentages of Very Progressive/Very Liberal respondents (30%, $n = 131$) and Liberal respondents (25%, $n = 295$) than Moderate/Middle of the Road respondents (17%, $n = 286$) and Conservative respondents (17%, $n = 120$) observed such conduct, and a significantly higher

percentage of Very Progressive/Very Liberal respondents (30%, $n = 131$) than Very Conservative respondents (16%, $n = 24$) observed such conduct.[xxviii] A significantly higher percentage of Women respondents (23%, $n = 592$) than Men respondents (16%, $n = 259$) observed such conduct.[xxix]
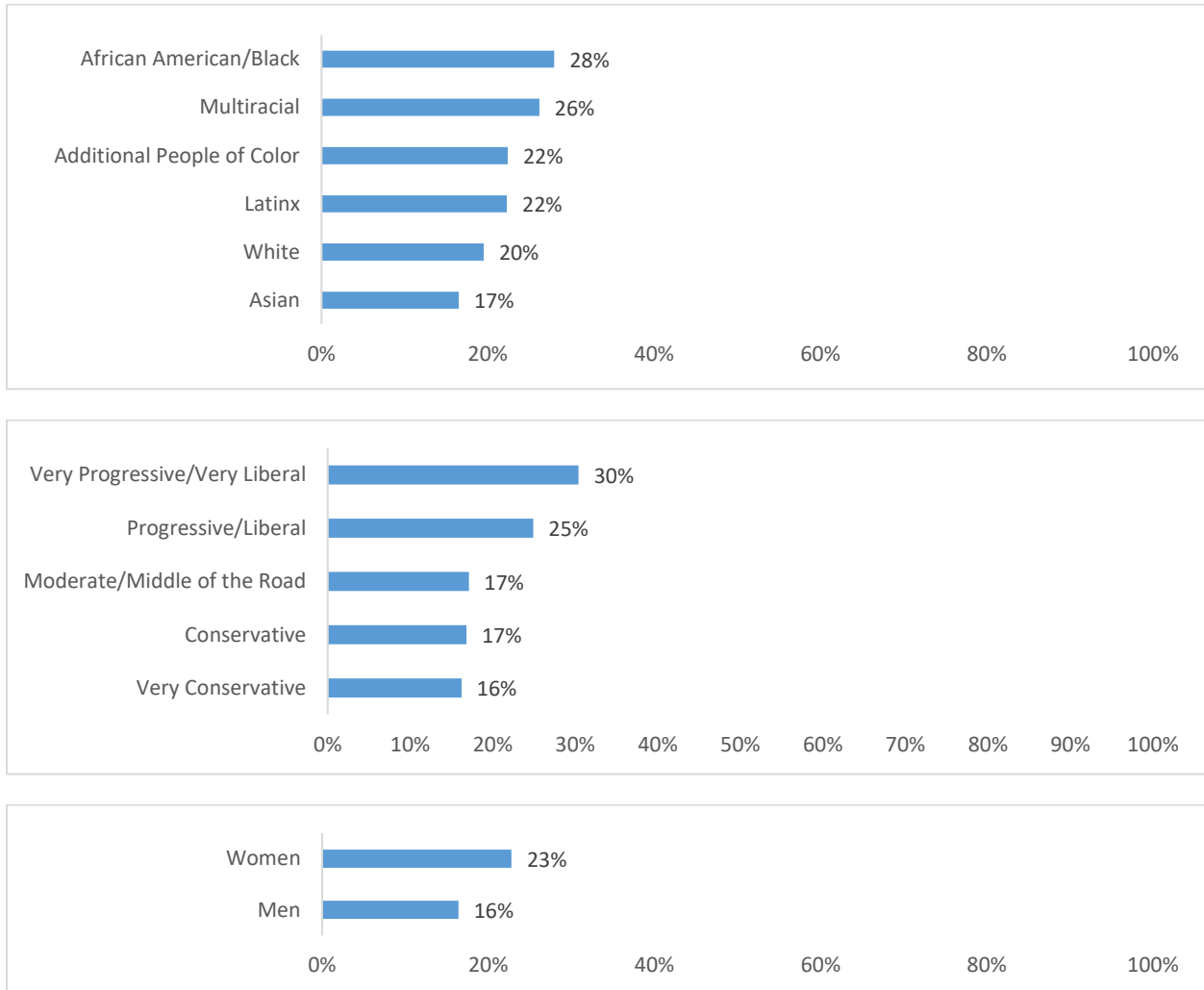
Figure 43. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity, Political View, and Gender Identity (%)

In terms of sexual identity, a significantly higher percentage of Queer-spectrum respondents (37%, $n = 89$) and Bisexual respondents (31%, $n = 31$) than Heterosexual respondents (19%, $n = 671$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct [Asexual respondents [22%, $n = 11$] were not statistically different from other groups) (Figure 44).[xxx]
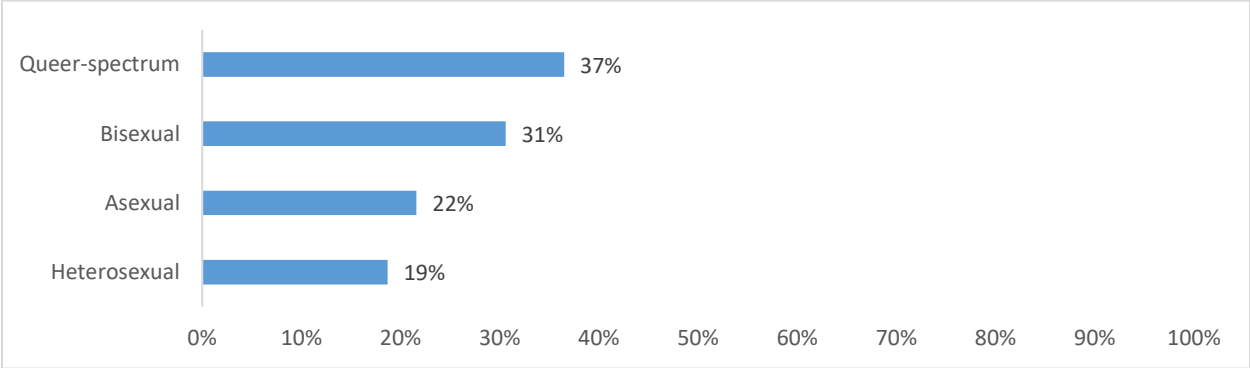
Figure 44. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Sexual Identity (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being deliberately isolated or left out (35%, *n* = 305), the target of derogatory verbal remarks (34%, *n* = 304), ignored or excluded (33%, *n* = 295), intimidated and bullied (30%, *n* = 267), silenced (28%, *n* = 249), or the target of racial/ethnic profiling (20%, *n* = 177).

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

Form of conduct	*n*	% of respondents who observed conduct
Person isolated or left out	305	34.5
Derogatory verbal remarks	304	34.4
Person ignored or excluded	295	33.4
Person intimidated/bullied	267	30.2
Person was silenced	249	28.2
Racial/ethnic profiling	177	20.0
Person was stared at	162	18.3
Person experienced a hostile classroom environment	142	16.1
Person experienced a hostile work environment	119	13.5
Singled out as the spokesperson for their identity group	104	11.8

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B104 in Appendix B.

Additionally, 25% ($n = 223$) of the respondents who indicated on the survey that they observed such conduct noted that it happened in a class at Creighton (Table 42). Some respondents noted that the incidents occurred in a meeting with a group of people (19%, $n = 169$), in other public spaces at Creighton (19%, $n = 167$), or in campus housing (18%, $n = 162$).

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

Location of conduct	n	% of respondents who observed conduct
In a class	223	25.2
In a meeting with a group of people	169	19.1
In other public spaces at Creighton University	167	18.9
In campus housing	162	18.3
Off campus	118	13.3
While walking on campus	114	12.9
On phone calls/text messages/email	105	11.9
While working at a Creighton University job	105	11.9
In a virtual environment (e.g., Zoom, Teams)	97	11.0
On social media sites (e.g., Facebook, Twitter, Snapchat)	95	10.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 884$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B105 in Appendix B.

Sixty-three percent (n = 555) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified friends (27%, n = 239), coworkers/colleagues (12%, n = 104), staff members (11%, n = 99), or faculty members (11%, n = 98) as targets.

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

Target	n	% of respondents who observed conduct
Student	555	62.8
Friend	239	27.0
Coworker/colleague	104	11.8
Staff member	99	11.2
Faculty member/clinical faculty/other instructional staff	98	11.1
Stranger	74	8.4
Student staff	42	4.8
Social networking site	19	2.1
Do not know source	19	2.1
Patient/patient family member	15	1.7

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 884). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B100 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 51% ($n = 448$) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as faculty members/clinical faculty/other instructional staff (21%, $n = 184$), senior administrators (12%, $n = 106$), staff members (11%, $n = 98$), strangers (10%, $n = 86$), and coworkers/colleagues (9%, $n = 81$).

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

Source	n	% of respondents who observed conduct
Student	448	50.7
Faculty member/clinical faculty/other instructional staff	184	20.8
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	106	12.0
Staff member	98	11.1
Stranger	86	9.7
Coworker/colleague	81	9.2
Friend	56	6.3
Supervisor or manager	46	5.2
Department/program chair	43	4.9
Do not know source	36	4.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 884$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B101 in Appendix B.

In response to this conduct, 62% ($n = 547$) of respondents felt angry, 43% ($n = 382$) felt sad, 35% ($n = 309$) felt distressed, 23% ($n = 201$) felt embarrassed, 14% ($n = 121$) felt intimidated, and 11% ($n = 93$) felt somehow responsible (Table 45). Of respondents who indicated their emotional response was not listed, several added comments that they felt "annoyed," "disappointed," "helpless," "irritated," and "uncomfortable."

Table 45. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who observed conduct
Angry	547	61.9
Sad	382	43.2
Distressed	309	35.0
Embarrassed	201	22.7
Intimidated	121	13.7
Somehow responsible	93	10.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 884$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of emotional response options, please see Table B106 in Appendix B.

Also in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 35% ($n = 311$) told a friend, 23% ($n = 202$) did not do anything, and 21% ($n = 181$) told a family member (Table 46). Of the respondents (13%, $n = 118$) who contacted a Creighton University resource, 27% ($n = 32$) each sought support from a faculty member or supervisor/manager, 24% ($n = 28$) sought support from a senior administrator, 21% ($n = 25$) sought support from the Equity & Inclusion Office, and 15% ($n = 18$) from a staff person.

Table 46. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Response to conduct	n	% of respondents who observed conduct
I told a friend.	311	35.2
I did not do anything.	202	22.9
I told a family member.	181	20.5
I did not know to whom to go.	144	16.3
I avoided the person/venue.	139	15.7
I confronted the person(s) at the time.	120	13.6
I contacted a Creighton University resource.	118	13.3
Faculty member	*32*	*27.1*
Supervisor/manager	*32*	*27.1*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*28*	*23.7*
Equity & Inclusion	*25*	*21.2*
Staff person (e.g., Residential Life staff, Student Life staff)	*18*	*15.3*
Violence Intervention & Prevention Center	*16*	*13.6*
I confronted the person(s) later.	115	13.0
A response not listed above.	116	13.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 884$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B107 in Appendix B.

Table 47 illustrates that 91% (n = 774) of respondents did not report the incident and that 10% (n = 81) of respondents did report the incident. Of the respondents who reported the incident, 28% (n = 15) were satisfied with the outcome, and 26% (n = 14) each felt that the incident did not receive an appropriate response or that the outcome was not shared with them.

Table 47. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	n	% of respondents who observed conduct
No, I didn't report it.	774	90.5
Yes, I reported it.	81	9.5
Yes, I reported the conduct and was satisfied with the outcome.	*15*	*28.3*
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.	*7*	*13.2*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*14*	*26.4*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*26.4*

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (n = 884). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Two hundred forty-seven respondents elaborated on their observations of exclusionary, intimidating, offensive, and/or hostile conduct directed at a person or group of people on the Creighton University campus. Three themes emerged from respondents: lack of institutional trust, microaggressions, and political exclusion. One theme emerged from Student respondents: protecting perpetuators of sexual assault.

All respondents

Lack of Institutional Trust. Respondents shared observing exclusionary, intimidating, offensive, and/or hostile behavior directed toward a person or group of people on campus and chose not to report the behavior because they did not trust Creighton University would have an adequate response to the reported incident. Furthermore, respondents suggested that reporting the incident would actually make the problem worse. A respondent stated, "As I've written before, it's futile to report anything at Creighton because nothing is ever addressed unless there is publicity that

shames the University and forces it to finally do the right thing." Another respondent added, "I try to advocate for students as much as possible. However, for other instances, I no longer would feel comfortable/safe in bringing anything up the chain because it nothing will happen as a result, and it gets out somehow, so it just makes it worse." Other respondents included, "The culture doesn't feel safe to report such behaviors, especially when individuals are well respected and been there for years.   Lately, it doesn't matter what either of us do to be helpful or do the right thing...it always ends up a negative outcome," and "I regret not reporting the behavior that I have witnessed; I just don't think that anything will ever happen; no one will hold this person accountable for their actions and how they treat people; the university should have done something about this years ago; people have left the university due to these issues."

Microaggressions. Respondents shared observing different forms of microaggressive behavior directed toward a person or group of people on campus. Respondents described observing sexist behavior on the Creighton University campus. A respondent shared, "Women in our department are routinely belittled, intimidated, and bullied in department meetings by male colleagues. It has been depressing and infuriating, and we have had a few informal conversations about it, but are unsure how to challenge the department culture." Another respondent added, "I have consistently witnessed men in my department being condescending to women, giving administrative tasks to women, and being dismissive of women's ideas." Respondents also shared observing microaggressions that were directed toward LGBTQ members on campus. Respondents stated, "It tends to be that highly religious students are exclusionary to LGBTQ members," "I had a student advisee share with me that they had been told by a colleague of mine to be careful doing LGTBQIA+ research at Creighton when she expressed an interest in the topic. I was told by a student advisee that students who recognized as LGBTQIA+ were fearful of being fully out to faculty because of it negatively affecting their grades," and "Creighton is not an inclusive environment to individuals who identify as LGBTQIA+. It seems as if the campus just ignores that students, faculty, and staff identify as part of that group and need support." Respondents also described observing microaggressive behavior targeting PoC and minorities on campus. A respondent included, "The informal exclusion of people of color across campus by the white majority is evident and present. That is to say that people are not actively excluding but passively by not including them in day-to-day activities or in special activities on campus." Another respondent added, "A staff/ faculty member of White background in Creighton University's

Harper Center stopped and approached students of Hispanic background who were there to study to ask them how they got into the building/onto campus due to their difference in appearance from the other students there." Other respondents stated, "Mostly what I have noticed is in the sciences specifically, Black students seem to be isolated and not approached for study groups. Black students have to be more assertive with this which can be hard because they're probably already isolated as the only black student in the room," "I know a few people who are from Asian countries and do not speak English super well and are constantly made fun of and are judged based off of the actions of the government and our history of their respective country," and "Last year we had a letter board on the door outside our dorm room and someone rearranged the letters on it to spell the *n* word."

Political Exclusion. Respondents shared observing exclusionary behavior directed toward a person or a group of people on campus for their conservative political views. Respondents stated, "Every day I see those who hold more conservative political views silenced. The university anticipates problems when a conservative group holds an event. Those who hold conservative views are shunned," "I have found that those with conservative viewpoints are subject to bullying, a hostile environment, and unfair grading," and "My friend said she voted for Trump and people just would stare and stop talking to her." Another respondent added, "During a discussion of the Spiritual Exercises an elderly, a white faculty member mentioned Donald Trump's name and was booed, hissed, and tsked for it by the women in the room."

<u>Student respondents</u>

Protecting Perpetuators of Sexual Assault. Student respondents shared that Creighton University continued to protect perpetrators of sexual assault on campus. A respondent shared, "I saw a guy repeatedly sexually assault women and physically hurt them, I told the RA and RD in Kiewit, and they didn't do anything about it till the girls got together and reported him. He was removed from campus but months too late, Creighton blatantly fucked it up." Another respondent added, "Although the individual in question was permanently banned from Creighton, he was not removed until February of 2021 and there had been known incidents with him since August of 2020. The fact that he remained in the dorm for so long created a protective environment for individuals who also participated in sexual assaults and created an unsafe living environment for

many other residents." Other respondents included, "My friend reported the act of sexual conduct that was unwanted against her (along multiple other girls) to the VIP center, and they didn't do anything. They said it wasn't enough evidence to bring against the male that did this, even though there were about 10 girls who spoke out against him," "My roommate was sexually assaulted, and she ended up transferring due to her feeling unsafe and that her assault was being swept under the rug. The person who assaulted her was a student athlete and she felt as though that's part of the reason he had no punishment related to his actions," and "Creighton continues to do absolutely nothing about sexual assaults that occur on and off campus. These incidences are filed with the sold called 'Title IX' office, which is evidently the functionary equivalent of "File 13" i.e. (the trash can). Why do we continue to allow sexual predators in class when reports have been filed with the illusory Title IX office and with local police? Where do these reports go when filed? Why are these people still allowed on campus? Is Creighton doing anything to punish students who sexually assault other students?"

Summary

Seventy-seven percent (*n* = 3,279) of respondents were "very comfortable" or "comfortable" with the climate at Creighton University, and 76% (*n* = 1,180) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their departments/program or work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2020) suggested that 70% to 80% of respondents felt positively toward their campus climate. Although Faculty and Staff respondents at Creighton similarly rated their department/program or work unit climates, Creighton respondents held more slightly positive views about the overall climate at Creighton.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Rankin & Associates, 2020). At Creighton, 18% (*n* = 754) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on political views, position status, and gender/gender identity. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary,

intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; S. R. Harper, 2015; S. R. Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Twenty-one percent ($n = 884$) of Creighton survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at Creighton that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, political views, and gender/gender identity. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (12, N = 4,277) = 101.4, p < .001$.

[ii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents by degree of comfort with the overall climate by position status: $\chi^2 (4, N = 958) = 11.2, p < .05$.

[iii] chi-square test was conducted to compare percentages of Staff respondents by degree of comfort with the overall climate by position status: $\chi^2 (4, N = 915) = 12.1, p < .05$.

[iv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by position status: $\chi^2 (4, N = 1,544) = 18.1, p < .001$.

[v] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by position status: $\chi^2 (8, N = 3,325) = 50.0, p < .001$.

[vi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2 (4, N = 4,188) = 75.4, p < .001$.

[vii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department/program or work unit climate by gender identity: $\chi^2 (4, N = 1,506) = 49.9, p < .001$.

[viii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by gender identity: $\chi^2 (4, N = 3,258) = 66.6, p < .001$.

[ix] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2 (20, N = 4,153) = 85.0, p < .001$.

[x] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by racial identity: $\chi^2 (4, N = 3,239) = 84.0, p < .001$.

[xi] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by spiritual affiliation: $\chi^2 (16, N = 4,195) = 61.0, p < .001$.

[xii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with the climate in their classes by spiritual affiliation: $\chi^2 (16, N = 3,277) = 59.4, p < .001$.

[xiii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by sexual identity: $\chi^2 (12, N = 2,677) = 84.6, p < .001$.

[xiv] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by sexual identity: $\chi^2 (4, N = 2,677) = 40.1, p < .001$.

[xv] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2 (4, N = 2,607) = 25.3, p < .001$.

[xvi] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by income status: $\chi^2 (4, N = 2,607) = 32.7, p < .001$.

[xvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the overall climate by years employed at Creighton: $\chi^2 (8, N = 1,516) = 24.0, p < .01$.

[xviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department/program or work unit by years employed at Creighton: $\chi^2 (8, N = 1,514) = 18.7, p < .05$.

[xix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the overall climate by disability status: $\chi^2 (8, N = 1,536) = 24.5, p < .01$.

[xx] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with the climate in their department/program or work unit by disability status: $\chi^2 (8, N = 1,533) = 30.8, p < .001$.

[xxi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by political view: $\chi^2 (4, N = 4,150) = 20.9, p < .001$.

[xxii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their political views by political view: $\chi^2 (4, N = 726) = 54.2, p < .001$.

[xxiii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: $\chi^2 (3, N = 4,272) = 19.4, p < .001$.

[xxiv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position status by position status: $\chi^2 (3, N = 756) = 65.1, p < .001$.

[xxv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2 (1, N = 4,184) = 28.7, p < .001$.

[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender identity by gender identity: $\chi^2 (1, N = 721) = 23.8, p < .001$.

[xxvii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: $\chi^2 (5, N = 4,141) = 15.1, p < .05$.

[xxviii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by political view: $\chi^2 (4, N = 4,146) = 59.1, p < .001$.

[xxix] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2 (1, N = 4,175) = 24.8, p < .001$.

[xxx] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2 (3, N = 4,124) = 60.6, p < .001$.

Unwanted Sexual Experiences

Eight percent ($n = 344$) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[71] with 1% ($n = 44$) experiencing relationship violence (e.g., ridiculing, controlling, hitting), 2% ($n = 83$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% ($n = 232$) experiencing unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment), and 3% ($n = 126$) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Creighton University community (Figure 45).
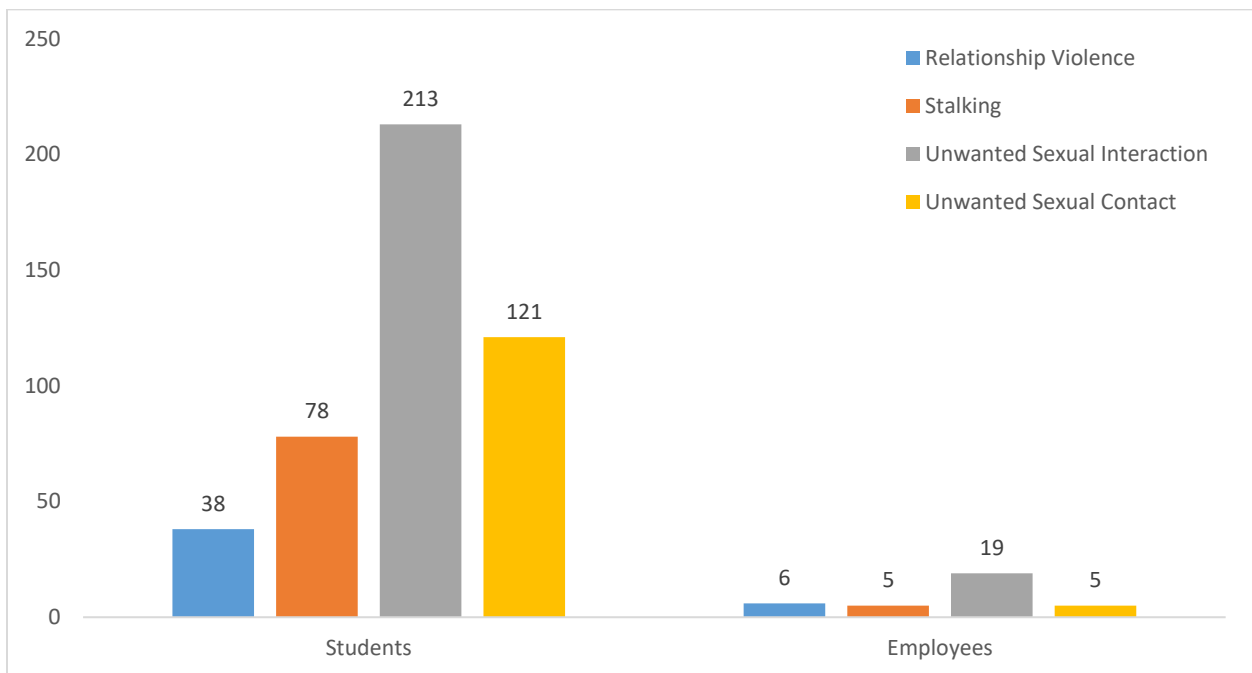
Figure 45. Respondents' Experiences of Unwanted Sexual Contact/Conduct
by Position Status (n)

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[71] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and included "relationship violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs/alcohol to incapacitate."

Relationship Violence

Analyses of the data suggested that a higher percentage of Women respondents (1%, $n = 34$) than Men respondents (1%, $n = 9$) experienced relationship violence (Figure 46).[xxxi] Higher percentages of Queer-spectrum (including Asexual and Bisexual) respondents (3%, $n = 13$) than Heterosexual respondents (1%, $n = 30$) experienced relationship violence.[xxxii]
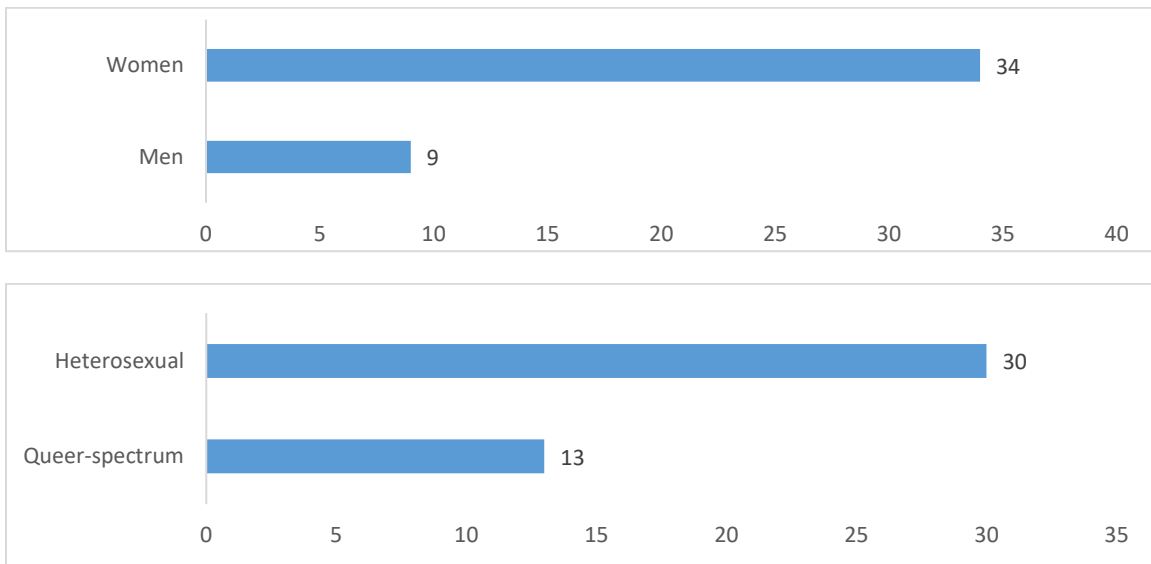
Figure 46. Respondents' Experiences of Relationship Violence While at Creighton University by Gender Identity and Sexual Identity (*n*)

Over half of respondents (64%, $n = 28$) who indicated that they experienced relationship violence indicated it happened within the past year, and 32% each noted it happened 13–23 months ago ($n = 14$) or two to four years ago ($n = 14$).

Student respondents[72] were asked if alcohol and drugs were involved in the relationship violence and 21% ($n = 9$) indicated "yes." Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 55% ($n = 21$) noted that it occurred in their first year as an undergraduate student, and 40% ($n = 15$) noted that it occurred in their second year as an undergraduate student (Table 48).

Table 48. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	*n*	%
During my time as a graduate/professional student at Creighton University	7	18.4
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	8	21.1
Undergraduate first year	21	55.3
Fall semester	*20*	*95.2*
Spring semester	*14*	*66.7*
Summer semester	*6*	*28.6*
Undergraduate second year	15	39.5
Fall semester	*13*	*86.7*
Spring semester	*8*	*53.3*
Summer semester	*5*	*33.3*
Undergraduate third year	7	18.4
Fall semester	*7*	*100.0*
Spring semester	*6*	*85.7*
Summer semester	*< 5*	*---*

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 38$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of semesters, please see Table B61 in Appendix B.

Eighty percent ($n = 35$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified Creighton students (21%, $n = 9$) as perpetrators of the conduct.

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[72] Undergraduate and Graduate/Professional Student responses were combined for analysis because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Asked where the relationship violence incidents occurred, 80% ($n = 35$) of respondents indicated that they occurred off campus and 34% ($n = 15$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as "cars," "apartments," or "restaurants." Respondents who experienced relationship violence on campus stated that the instances happened in "residence halls," "law school," or "over the phone."

Asked how they felt in response to experiencing relationship violence, 73% each felt distressed ($n = 32$) or felt sad ($n = 32$), 66% ($n = 29$) felt angry, 61% ($n = 27$) felt somehow responsible, 57% ($n = 25$) felt embarrassed, 52% ($n = 23$) felt afraid, and 39% ($n = 17$) felt intimidated (Table 49).

Table 49. Emotional Reaction to Relationship Violence

Emotional reaction	n	%
Distressed	32	72.7
Sad	32	72.7
Angry	29	65.9
Somehow responsible	27	61.4
Embarrassed	25	56.8
Afraid	23	52.3
Intimidated	17	38.6
A feeling not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 44$). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 55% ($n = 24$) of respondents told a friend, 46% ($n = 20$) each avoided the person/venue, and 36% ($n = 16$) contacted a Creighton resource (Table 50).

Table 50. Actions in Response to Relationship Violence

Responses	*n*	%
I told a friend.	24	54.5
I avoided the person/venue.	20	45.5
I contacted a Creighton University resource	16	36.4
Violence Intervention & Prevention Center	*10*	*62.5*
I did not know to whom to go.	13	29.5
I confronted the person(s) later.	12	27.3
I told a family member.	12	27.3
I confronted the person(s) at the time.	11	25.0
I did not do anything.	10	22.7
I sought information online.	10	22.7
I sought support from off-campus hotline/advocacy services.	7	15.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 44$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B66 in Appendix B.

Eighteen percent ($n = 8$) of respondents officially reported the relationship violence, and 82% ($n = 36$) did not report the incident(s) (Table 51).

Table 51. Respondents' Reporting of Relationship Violence

Reporting the relationship violence	*n*	%
No, I didn't report it.	36	81.8
Yes, I reported the conduct.	8	18.2
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
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.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence ($n = 44$).

Qualitative Comment Analyses

Twenty-nine respondents described why they did not report relationship violence to a campus official or staff member. One theme emerged from respondents: lack of institutional trust.

Lack of Institutional Trust. All Faculty, Staff, Graduate/Professional Student and Undergraduate Student respondents described a lack institutional trust in Creighton Universities response to relationship violence as a reason they did not report an incident to a staff member or campus official. Respondents shared, "I felt that there was no support on the University level and that I would be accused of being negative and a trouble maker," "I've only heard terrible things about the VIP center, and I had been hurt before college too," and "People don't believe rape victims in consensual relationships."

Stalking

Analyses of the data suggested that a higher percentage of Women respondents (3%, $n = 76$) than Men respondents (< 1%, $n = 5$) experienced stalking (Figure 47).[xxxiii] Three percent ($n = 24$) of Respondents with No Spiritual Affiliation and 2% ($n = 36$) of Catholic respondents compared with 1% ($n = 11$) of Christian respondents experienced stalking.[xxxiv] Higher percentages of Queer-spectrum (including Asexual and Bisexual) respondents (5%, $n = 28$) than Heterosexual respondents (2%, $n = 54$) experienced stalking.[xxxv]
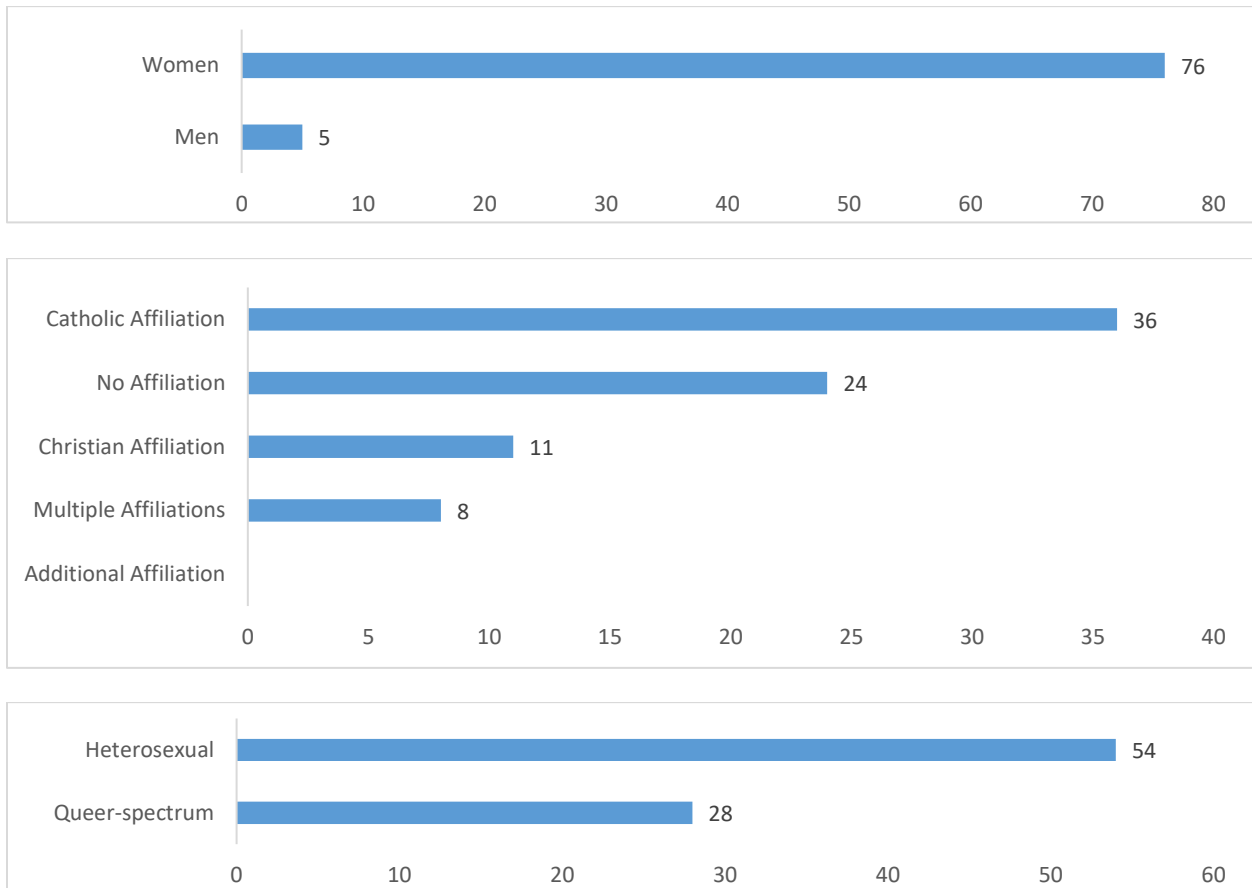
Note: Responses with $n < 5$ are not presented in the figure.

Figure 47. Respondents' Experiences of Stalking While at Creighton University by Gender Identity, Spiritual Affiliation, and Sexual Identity (n)

Nearly half of respondents (40%, $n = 33$) who indicated they experienced stalking noted that it happened within the last six months, and 39% ($n = 32$) noted it happened six to twelve months ago.

Student respondents[73] were asked if alcohol and drugs were involved in the stalking; 91% ($n =$ 73) answered "no" and 9% ($n = 7$) answered "yes."

The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 50% ($n = 39$) noted that it occurred in their first year as an undergraduate student, and 30% ($n = 23$) noted that it occurred in their second year as an undergraduate student (Table 52).

Table 52. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	*n*	%
During my time as a graduate/professional student at Creighton University	7	9.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	6	7.7
Undergraduate first year	39	50.0
Fall semester	*34*	*87.2*
Spring semester	*16*	*41.0*
Summer semester	*< 5*	*---*
Undergraduate second year	23	29.5
Fall semester	*19*	*82.6*
Spring semester	*13*	*56.5*
Summer semester	*< 5*	*---*
Undergraduate third year	19	24.4
Fall semester	*16*	*84.2*
Spring semester	*11*	*57.9*
Summer semester	*< 5*	*---*
Undergraduate fourth year	8	10.3
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After my fourth year as an undergraduate	0	0.0

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 78$). Percentages may not sum to 100 as a result of multiple response choices.

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[73] Undergraduate and Graduate/Professional Student responses were combined for analysis because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Fifty-four percent ($n = 45$) of the respondents who indicated on the survey that they experienced stalking identified a Creighton student as the perpetrator of the conduct. Respondents also identified other sources as acquaintances/friends (43%, $n = 36$), current or former dating/intimate partners (18%, $n = 15$), or strangers (18%, $n = 15$).

Asked where the stalking incidents occurred, 80% ($n = 66$) of respondents indicated that they occurred on campus and 48% ($n = 40$) indicated they occurred off campus. Respondents who experienced stalking on campus indicated that the incidents occurred in places such as "dorms," "on the mall," or "social media." Respondents who experienced stalking off campus commented that the incidents occurred via "texting," on "social media," or at an "apartment building."

Asked how they felt in response to experiencing stalking, 53% ($n = 44$) of respondents felt distressed, 47% ($n = 39$) felt afraid, 43% ($n = 36$) felt angry, 36% ($n = 30$) felt embarrassed, 35% ($n = 29$) felt intimidated, 25% ($n = 21$) felt somehow responsible, and 22% ($n = 18$) felt sad (Table 53).

Table 53. Emotional Reaction to Experienced Stalking

Emotional reaction	n	%
Distressed	44	53.0
Afraid	39	47.0
Angry	36	43.4
Embarrassed	30	36.1
Intimidated	29	34.9
Somehow responsible	21	25.3
Sad	18	21.7
A feeling not listed above	12	14.5

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 83$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 64% (n = 53) of respondents told a friend, 54% (n = 45) avoided the person/venue, 27% (n = 22) each contacted a Creighton resource or told a family member, and 25% (n = 21) did not do anything (Table 54). Of those respondents who contacted a Creighton resource, 68% (n = 15) contacted the Violence Intervention & Prevention Center, 32% (n = 7) contacted Equity & Inclusion, and 27% each contacted Public Safety (n = 6) or Student Counseling Services (n = 6).

Table 54. Actions in Response to Experienced Stalking

Responses	n	%
I told a friend.	53	63.9
I avoided the person/venue.	45	54.2
I contacted a Creighton University resource.	22	26.5
Violence Intervention & Prevention Center	*15*	*68.2*
Equity & Inclusion	*7*	*31.8*
Public Safety	*6*	*27.3*
Student Counseling Services	*6*	*27.3*
I told a family member.	22	26.5
I did not do anything.	21	25.3
I confronted the person(s) at the time.	13	15.7
I sought information online.	10	12.0
I did not know to whom to go.	9	10.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (n = 83). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B74 in Appendix B.

Twenty-four percent (*n* = 20) of respondents officially reported the stalking, and 76% (*n* = 63) did not report the incident(s) (Table 55). Of the respondents who reported the incident(s), 53% (*n* = 10) were satisfied with the outcome and 26% (*n* = 5) felt that the incident was not addressed appropriately.

Table 55. Respondents' Reporting of Stalking

Reporting the stalking	*n*	%
No, I didn't report it.	63	75.9
Yes, I reported the conduct.	20	24.1
Yes, I reported the conduct and was satisfied with the outcome.	*10*	*52.6*
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.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 83).

Qualitative Comment Analyses

Forty-three respondents described why they did not report stalking to a campus official or staff member. One theme emerged from Undergraduate Student respondents: lack of institutional trust.

<u>Undergraduate Student respondents</u>

Lack of Institutional Trust. Undergraduate Student respondents described a lack of institutional trust in Creighton University's response to stalking as a reason they did not report an incident to a staff member or campus official. A respondent shared, "After the first incident on campus regarding how Creighton acted during my roommate situation, I decided not to report this to the school because I had lost most of my faith in the school." Another respondent added, "What's the university really going to do? I already know that there are multiple rapists on campus who have had official reports filed against them but are still here because of their privilege. This university doesn't really care, it won't actually do anything." Other respondents added, "Creighton doesn't give a shit about women facing violence." "Creighton has made it apparent that it does not take sexual harassment or harassment in general, seriously. I tried to seek help

my freshman year and the response was because I was not physically damaged, nothing could be done," and "They don't do anything."

Unwanted Sexual Interaction

Analyses of the data suggested that a higher percentage of Women respondents (8%, $n = 210$) than Men respondents (1%, $n = 15$) experienced unwanted sexual interaction (Figure 48).[xxxvi] Nine percent ($n = 85$) of Respondents with No Spiritual Affiliation compared with 5% ($n = 76$) of Catholic respondents and 4% ($n = 44$) of Christian respondents experienced unwanted sexual interaction.[xxxvii] Higher percentages of Bisexual respondents (21%, $n = 49$) and Queer-spectrum respondents (13%, $n = 31$) than Heterosexual respondents (4%, $n = 145$) experienced unwanted sexual interaction.[xxxviii]
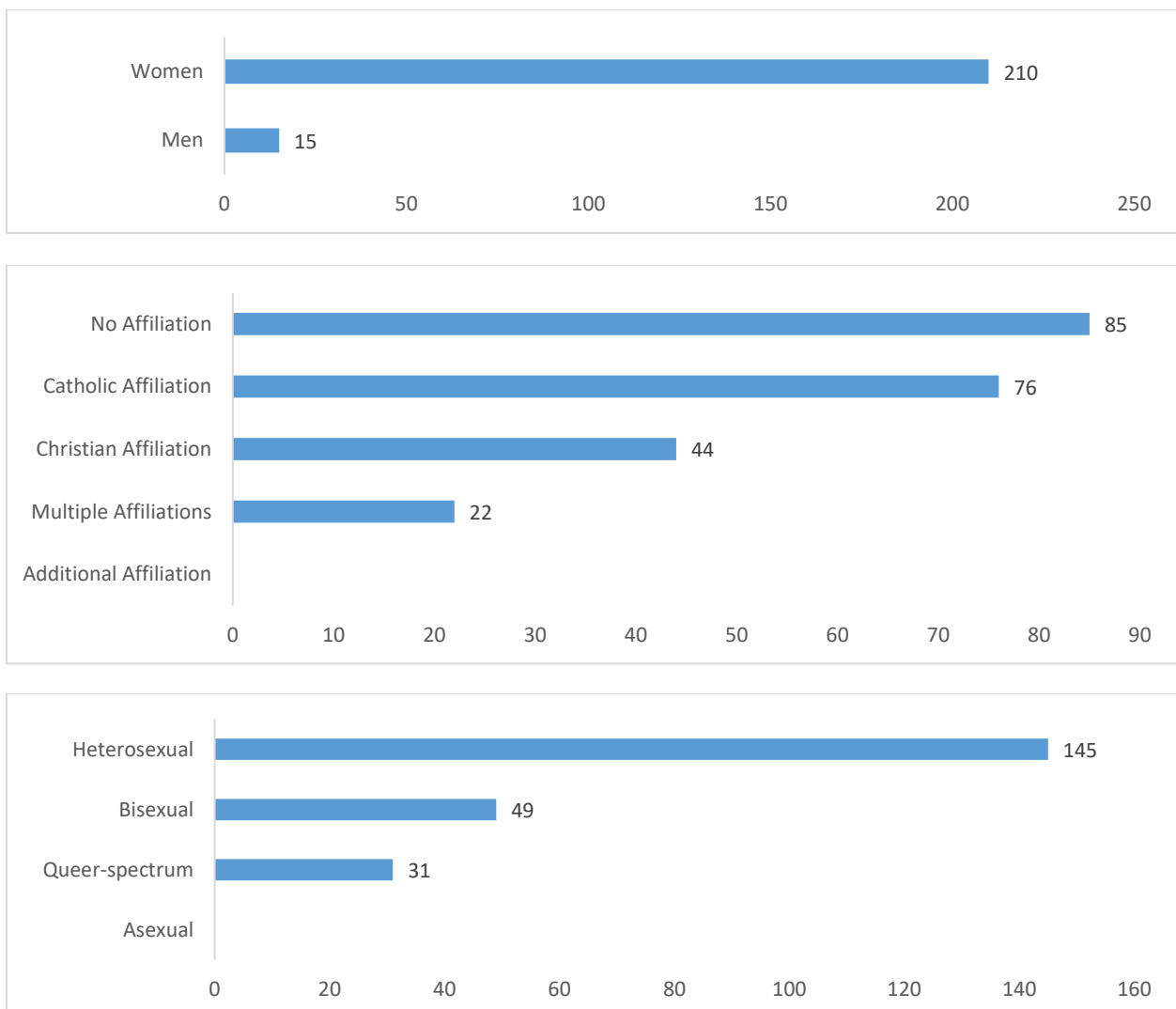
Note: Responses with $n < 5$ are not presented in the figure.

Figure 48. Respondents' Experiences of Unwanted Sexual Interaction While at Creighton University by Gender Identity, Spiritual Affiliation, and Sexual Identity (n)

Thirty-nine percent of respondents ($n = 91$) who indicated that they experienced unwanted sexual interaction indicated it happened six to twelve months ago and 35% ($n = 80$) noted it happened less than six months ago.

Student respondents[74] were asked if alcohol and drugs were involved in the sexual interaction and 40% ($n = 88$) indicated "yes." Of those who indicated alcohol and or drugs were involved, 88% ($n = 74$) noted alcohol only was involved and 12% ($n = 10$) suggested both alcohol and drugs were involved.

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[74] Undergraduate and Graduate Student/Professional responses were combined for analysis because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

The survey also asked Student respondents to share what semester in their college career they experienced an unwanted sexual interaction. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 59% ($n = 124$) noted that it occurred in their first undergraduate year of college, 51% ($n = 109$) noted that it occurred in their second year, 19% ($n = 41$) noted that it occurred in their third year, and 9% ($n = 18$) noted that it occurred during their fourth year (Table 56).

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

Year experience occurred	n	%
During my time as a graduate/professional student at Creighton University	19	9.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	16	7.5
Undergraduate first year	124	58.5
Fall semester	*108*	*87.1*
Spring semester	*71*	*57.3*
Summer semester	*6*	*4.8*
Undergraduate second year	109	51.4
Fall semester	*94*	*86.2*
Spring semester	*58*	*53.2*
Summer semester	*6*	*5.5*
Undergraduate third year	41	19.3
Fall semester	*32*	*78.0*
Spring semester	*25*	*61.0*
Summer semester	*< 5*	*---*
Undergraduate fourth year	18	8.5
Fall semester	*16*	*88.9*
Spring semester	*9*	*50.0*
Summer semester	*< 5*	*---*
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 212$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-four percent ($n = 102$) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a stranger as the perpetrator of the conduct. Respondents also identified other sources as a Creighton student (41%, $n = 96$) and acquaintances/friends (34%, $n = 79$).

Asked where the unwanted sexual interaction incidents(s) occurred, 60% ($n = 140$) of respondents indicated that they occurred on campus and 56% ($n = 130$) indicated they occurred off campus. Respondents who experienced unwanted sexual interaction on campus commented that the incident(s) occurred in places such as "dorms," "walking on campus," "parking lots/garages," or "the Mall." Far more respondents wrote in dorms (specifically Heider Hall, Kenefick Hall, Kiewit Hall, and Swanson Hall) than parking areas. Respondents who experienced unwanted sexual interaction off campus stated that the incident(s) occurred in places such as "downtown Omaha," "bar," "fraternity," or "off campus housing."

Asked how they felt in response to experiencing unwanted sexual interaction, 54% ($n = 125$) felt embarrassed, 50% ($n = 115$) felt angry, 42% ($n = 98$) felt distressed, 39% ($n = 90$) felt afraid, 38% ($n = 88$) felt somehow responsible, 31% ($n = 71$) felt sad, 28% ($n = 65$) felt intimidated, and less than one percent ($n = 12$) felt annoyed (Table 57).

Table 57. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	n	%
Embarrassed	125	53.9
Angry	115	49.6
Distressed	98	42.2
Afraid	90	38.8
Somehow responsible	88	37.9
Sad	71	30.6
Intimidated	65	28.0
Annoyed	12	0.3
A feeling not listed above	21	9.1

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 232$). Percentages may not sum to 100 as a result of multiple response choices. The annoyed response category emerged from recoding the feelings not listed above.

In response to experiencing unwanted sexual interaction, 63% ($n = 147$) of respondents told a friend (Table 58). Respondents also avoided the person/venue (38%, $n = 88$), did not do anything (32%, $n = 75$), told a family member (18%, $n = 42$), and/or contacted a Creighton resource (14%, $n = 32$). Of those respondents who contacted a Creighton resource, 55% ($n = 17$) contacted the Violence Intervention & Prevention Center, and 26% ($n = 8$) each contacted Equity & Inclusion or a faculty member.

Table 58. Actions in Response to Unwanted Sexual Interaction

Responses	n	%
I told a friend.	147	63.4
I avoided the person/venue.	88	37.9
I did not do anything.	75	32.3
I told a family member.	42	18.1
I contacted a Creighton University resource.	32	13.8
Violence Intervention & Prevention Center	*17*	*54.8*
Equity & Inclusion	*8*	*25.8*
Faculty member	*8*	*25.8*
I did not know to whom to go.	31	13.4
I confronted the person(s) at the time.	27	11.6
I confronted the person(s) later.	18	7.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 232$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B82 in Appendix B.

Ten percent ($n = 23$) of respondents officially reported the incident(s) (Table 59). Of those respondents, 65% ($n = 13$) who reported the incident(s) felt the conduct was not addressed appropriately.

Table 59. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	*n*	%
No, I didn't report it.	209	90.1
Yes, I reported the conduct.	23	9.9
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*25.0*
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.	*< 5*	*---*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*13*	*65.0*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 232$).

Qualitative Comment Analyses

One hundred seventy respondents described why they did not report an unwanted sexual interaction to a campus official or staff member. Two themes emerged from all respondents: normalized catcalling and fear of retribution. Three themes emerged from Undergraduate Student respondents: lack of institutional trust, self-blame, and perpetrator protection.

<u>All respondents</u>

Normalized Catcalling. Respondents described being catcalled as normalized social behavior that happens frequently to women. Respondents shared, "Because it is very normal. Telling someone that a male student is cat calling me would just result in me being told to ignore it," "Cat calls are unfortunately something that women don't usually think that much of because it happens so often. People usually tell us that we should just take it as flattery, so I don't think much of it, thus not reporting it," and "Cat calls from strangers at gas stations, grocery stores, parking lots, bars, etc. are expected. While it is uncomfortable and intimidating and scary, I do not feel need to report them."

Fear of Retribution. Respondents also shared being fearful of retribution if they reported the unwanted social interaction to a staff member or campus official. Respondents suggested their careers would be in jeopardy if they were to officially report the incident. Respondents stated, "I was advised not to officially report as it could be detrimental to my career," and "A group of us had already been in discussions regarding the student, but I personally didn't want to get further involved and potentially hurt my career going forward or my reputation." Respondents also shared they were fearful of losing their jobs. Respondents described, "I was young and the people making the comments were much older. This was my first job, and I didn't know I could report it. I needed the job and didn't want to lose my job by reporting any older employees, some of whom had authority over me," and "Did not want to lose my job."

Undergraduate Student respondents

Lack of Institutional Trust. Undergraduate Student respondents described a lack of institutional trust in Creighton University's response to unwanted sexual interactions as a reason they did not report an incident to a staff member or campus official. A respondent shared, "I have many friends that have gone through with reporting sexual assault incidents to Creighton and knew that nothing would happen. I am directly referring to multiple allegations on a man and the fact that this rapist is still allowed on campus means nothing will happen if I report anything." Another respondent added, "I knew that the process at Creighton was unfair and NEVER victim first, so why would I want to go through something which would traumatize me more and for likely no reason?" Other respondents included, "I personally know people who have reported to the VIP center and OEI and nothing was done about it. Therefore, I felt there was no point in reporting it because I believed nothing would be done about it," "When I was harassed at Creighton, I told my supervisor and she made me believe that what I was feeling wasn't true. After I convinced her and the situation got worse, I reached out to the VIP center where they took multiple days to respond and by that point, I felt like they did not care so I chose not to talk to them."

Self-Blame. Undergraduate Student respondents described feeling responsible for the unwanted sexual interaction, thus choosing not to report it to a staff member or campus official. Respondents shared, "At the time, I blamed myself for not explicitly saying no and didn't feel that I had a good enough case to report the unwanted sexual interaction. I also felt very

vulnerable and scared to express what I had gone through to campus staff," "I felt responsible and didn't really know it was assault at the time. Found out that on multiple occasions he would say he was drinking too so he 'was drunk and didn't know' or so he could get me more drunk and take advantage," and "I didn't want to-I felt like I was instigating it in a way, even though I tried to stop and that didn't happen."

Perpetrator Protection. Undergraduate Student respondents shared they wanted to protect the perpetrator of the unwanted sexual interaction from further trouble. Respondents stated, "I did not report the unwanted sexual interaction because I did not want to impact the offender's future as a student and professional," "I didn't report anything further because I didn't want to interfere with her matriculation into medical school," "I didn't want to ruin their life and did not think Creighton would do anything," and "I didn't want the person getting in trouble. I felt that it was a mistake because there was alcohol involved, but we talked about it, and he apologized."

Unwanted Sexual Contact

Analyses of the data suggested that a higher percentage of Women respondents (4%, $n = 112$) than Men respondents (1%, $n = 9$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 49).[xxxix] A higher percentage of Respondents with No Spiritual Affiliation (5%, $n = 46$) than Catholic respondents (3%, $n = 40$) and Christian respondents (2%, $n = 23$) experienced unwanted sexual contact.[xl] Higher percentages of Bisexual respondents (14%, $n = 32$) and Queer-spectrum respondents (9%, $n = 21$) than Heterosexual respondents (2%, $n = 71$) experienced unwanted sexual contact.[xli]
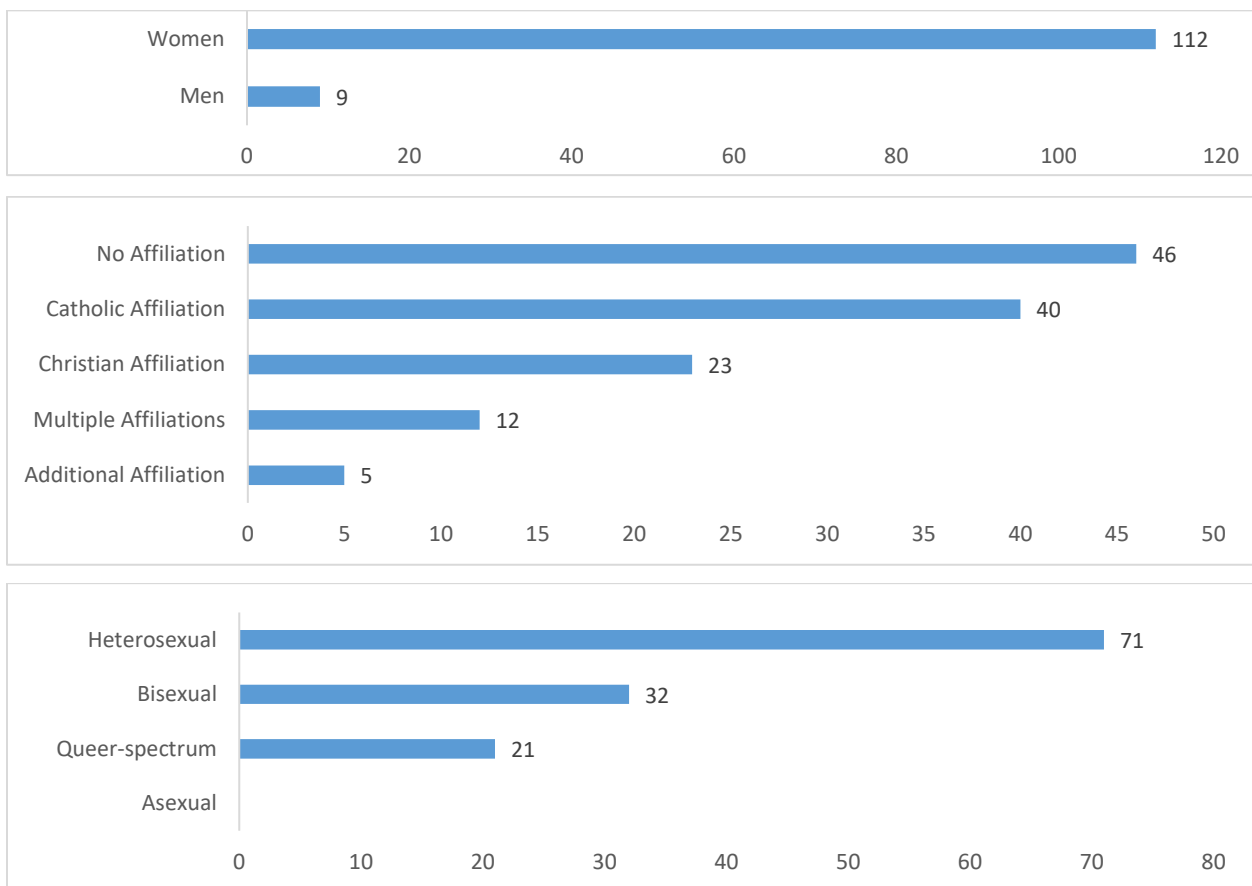
Note: Responses with $n < 5$ are not presented in the figure.

Figure 49. Respondents' Experiences of Unwanted Sexual Contact While at Creighton University by Gender Identity, Spiritual Affiliation, Sexual Identity (n)

Of respondents who indicated they had experienced unwanted sexual contact, 37% ($n = 47$) indicated it happened 13–23 months ago and 34% ($n = 43$) noted it happened 2–4 years ago.

Student respondents[75] were asked if alcohol and drugs were involved in the unwanted sexual contact and 62% ($n = 76$) indicated "yes." Of those who indicated alcohol and drugs were involved, 89% ($n = 67$) indicated it was alcohol only and 9% ($n = 7$) indicated both alcohol and drugs were involved.

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[75] Undergraduate and Graduate/Professional Student responses were combined for analysis because the number of Graduate/Professional Student respondents was too low to maintain confidentiality.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 54% (n = 65) noted that it occurred in their first year, 35% (n = 42) noted that it occurred in their second year, and 15% (n = 18) noted that it occurred in their third year (Table 60).

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

Year experience occurred	n	%
During my time as a graduate/professional student at Creighton University	5	4.2
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	8	6.7
Undergraduate first year	65	54.2
Fall semester	*54*	*83.1*
Spring semester	*22*	*33.8*
Summer semester	*6*	*9.2*
Undergraduate second year	42	35.0
Fall semester	*33*	*78.6*
Spring semester	*15*	*35.7*
Summer semester	*5*	*11.9*
Undergraduate third year	18	15.0
Fall semester	*15*	*83.3*
Spring semester	*7*	*38.9*
Summer semester	*< 5*	*---*
Undergraduate fourth year	*< 5*	*---*
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (n = 120). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-five percent (n = 69) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified Creighton students (44%, n = 55) and current or former dating/intimate partners (21%, n = 27).

Asked where the unwanted sexual contact incidents occurred, 54% (*n* = 68) of respondents indicated that they occurred off campus and 53% (*n* = 67) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "fraternity" or "off campus housing." Respondents who experienced unwanted sexual contact on campus commented that the incident(s) occurred in places such as "dorms," specifically identifying Heider Hall, Kenefick Hall, Kiewit Hall, and Swanson Hall.

Asked how they felt in response to experiencing unwanted sexual contact, 68% each felt embarrassed (*n* = 86) or felt somehow responsible (*n* = 85), 58% (*n* = 73) felt distressed, 56% (*n* = 70) felt sad, 49% (*n* = 62) felt angry, 48% (*n* = 60) felt afraid, and 31% (*n* = 39) felt intimidated (Table 61).

Table 61. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	*n*	%
Embarrassed	86	68.3
Somehow responsible	85	67.5
Distressed	73	57.9
Sad	70	55.6
Angry	62	49.2
Afraid	60	47.6
Intimidated	39	31.0
A feeling not listed above	10	7.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 126). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 65% (n = 82) told a friend, 44% (n = 56) avoided the person/venue, 28% (n = 35) did not do anything, and 21% (n = 26) contacted a Creighton resource (Table 62). Of those respondents who contacted a Creighton resource, 81% (n = 21) contacted the Violence Intervention & Prevention Center and 39% (n = 10) contacted Student Counseling Services.

Table 62. Actions in Response to Unwanted Sexual Contact

Responses	n	%
I told a friend.	82	65.1
I avoided the person/venue.	56	44.4
I did not do anything.	35	27.8
I contacted a Creighton University resource.	26	20.6
Violence Intervention & Prevention Center	_21_	_80.8_
Student Counseling Services	_10_	_38.5_
I did not know to whom to go.	25	19.8
I told a family member.	17	13.5
I sought information online.	15	11.9
I confronted the person(s) later.	12	9.5
I sought support from off-campus hotline/advocacy services.	12	9.5
I confronted the person(s) at the time.	10	7.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (n = 126). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B90 in Appendix B.

Eighty-six percent ($n = 108$) of respondents did not report the unwanted sexual contact and 14% ($n = 18$) reported the incident(s) (Table 63). Of those respondents, 39% ($n = 7$) who reported the incident(s) felt the conduct was not addressed appropriately.

Table 63. Respondents' Reporting of Unwanted Sexual Contact

Reporting the unwanted sexual contact	*n*	%
No, I did not report it.	108	85.7
Yes, I reported the conduct.	18	14.3
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	---
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.	*< 5*	---
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*38.9*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	---
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 116$).

Qualitative Comment Analyses

Seventy-five respondents described why they did not report an unwanted sexual contact to a campus official or staff member. One theme emerged from all respondents: lack of institutional trust. From Undergraduate Student respondents, one theme emerged: victim disassociation.

<u>All respondents</u>

Lack of Institutional Trust. Respondents described a lack institutional trust in Creighton Universities response to unwanted sexual contact as a reason they did not report an incident to a staff member or campus official. A respondent shared, "I did not report it because there have been multiple instances of unwanted sexual contact and rape at our school and they all get swept under the rug because Creighton only cares about their appearance, not their students." Another respondent added, "I was also encouraged not to because the experience is so traumatizing, and Creighton never does anything about it either. Creighton hides and defends rapists." Other respondents stated, "From previous experience with on campus resources such as the VIP center, action from anyone within the university did not seem likely. It felt more like a shame as the victim to go to a university resource and not have any actual meaningful action taken (after

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seeing one of my peers go through the process and be shamed by administration and receiving retaliation for reporting)," "Because I did not believe that Creighton would do anything about it. Because I know people who have reported and nothing was done," and "Embarrassed and I felt like Creighton wouldn't do anything anyway."

<u>Undergraduate Student respondents</u>

Victim Disassociation. Undergraduate Student respondents shared that at the time of the unwanted sexual contact they did not accept what had happened to them. A respondent described, "At the time I didn't consider it rape. He had coerced me into losing my virginity to him, and then ghosted me immediately afterwards, even after 8 months of dating and not having sex and him seeming okay with it. And when I told him that I felt like his actions were not okay and that we should break up, he agreed, and we never talked again. It wasn't until close to 8-9 months later that I realized this was rape, and not just two dating people having different perspectives on sex." Another respondent added, "They were a partner at the time, and I thought that it was normal, and I should have taken it as a compliment that they wanted sexual contact with me because I was attractive. I grew up with a lot of machismos in my childhood and never had conversation about rape or unwanted sexual contact so didn't know it was happening until after." Other respondents included, "It honestly took me awhile to even accept that it wasn't wanted/my fault that it occurred," "I did not realize what had happened until recently," and "Did not realize severity until later."

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

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at Creighton University (Table 64). Ninety-nine percent (*n* = 4,224) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Consent, and 86% (*n* = 3,653) of respondents "strongly agreed" or "agreed" that they generally were aware of the role Creighton Title IX Coordinators with regard to reporting incidents of unwanted sexual contact/conduct. Seventy-nine percent (*n* = 3,347) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Eighty-one percent (*n* = 3,425) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 78% (*n* = 3,299) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the survey.

Ninety-five percent (*n* = 4,044) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-six percent (*n* = 3,642) of respondents "strongly agreed" or "agreed" that they understood that Creighton standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Eighty percent (*n* = 3,382) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the Violence Intervention & Prevention Center Annual Report. Seventy-eight percent (*n* = 3,317) of respondents "strongly agreed" or "agreed" that they knew that Creighton sends a Timely Warning to the campus community when such an incident occurs.

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

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Consent.	3,563	83.6	661	15.5	25	0.6	5	0.1	8	0.2
I am generally aware of the role of Creighton University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,109	49.6	1,544	36.3	328	7.7	230	5.4	45	1.1
I know how and where to report incidents of unwanted sexual contact/conduct.	1,762	41.4	1,585	37.3	425	10.0	419	9.8	63	1.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,825	43.0	1,600	37.7	416	9.8	346	8.2	54	1.3
I am generally aware of the campus resources listed here: https://www15.creighton.edu/office-president/campus-climate-survey.	1,579	37.4	1,720	40.7	531	12.6	341	8.1	53	1.3
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	2,850	67.1	1,194	28.1	162	3.8	30	0.7	11	0.3
I understand that Creighton University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,051	48.3	1,591	37.5	395	9.3	181	4.3	27	0.6
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Violence Intervention	1,870	44.1	1,512	35.7	442	10.4	356	8.4	60	1.4

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

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
& Prevention Center Annual Report.										
I know that Creighton University sends a Timely Warning to the campus community when such an incident occurs.	1,840	43.3	1,477	34.8	471	11.1	350	8.2	108	2.5

Summary

Eight percent (*n* = 344) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% (*n* = 44) experiencing relationship violence (e.g., ridiculing, controlling, hitting), 2% (*n* = 83) experiencing stalking (e.g., following me, on social media, texting, phone calls), 5% (*n* = 232) experiencing unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment), and 3% (*n* = 126) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the Creighton University community.

[xxxi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2 (1, N = 4,189) = 5.2, p < .05$.

[xxxii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2 (1, N = 4,132) = 11.8, p < .001$.

[xxxiii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2 (1, N = 4,189) = 35.1, p < .001$.

[xxxiv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by spiritual affiliation: $\chi^2 (4, N = 4,196) = 11.1, p < .05$.

[xxxv] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2 (1, N = 4,132) = 34.0, p < .001$.

[xxxvi] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2 (1, N = 4,189) = 98.0, p < .001$.

[xxxvii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by spiritual affiliation: $\chi^2 (4, N = 4,196) = 38.2, p < .001$.

[xxxviii] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2 (3, N = 4,132) = 146.4, p < .001$.

[xxxix] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2 (1, N = 4,189) = 48.8, p < .001$.

[xl] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by spiritual affiliation: $\chi^2 (4, N = 4,196) = 19.5, p < .001$.

[xli] A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2 (3, N = 4{,}132) = 129.6, p < .001$.

Faculty and Staff Perceptions of Climate

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

Perceptions of Employment Practices

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

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

Response		Hiring practices		Practices related to promotion, tenure, reappointment, and/or reclassification		Employment-related discipline or action	
		n	%	*n*	%	*n*	%
No		**1,249**	**81.3**	**1,227**	**81.0**	**1,361**	**89.2**
	Faculty	466	77.0	470	78.2	523	86.9
	Staff	783	84.1	757	82.9	838	90.7
Yes		**287**	**18.7**	**287**	**19.0**	**165**	**10.8**
	Faculty	139	23.0	131	21.8	79	13.1
	Staff	148	15.9	156	17.1	86	9.3

Note: Table reports responses only from Faculty and Staff respondents (*n* = 1,547).

<u>Unjust Hiring Practices</u>

Nineteen percent (*n* = 287) of Faculty and Staff respondents indicated that they had observed hiring practices at Creighton (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at Creighton, 26% (*n* = 75) noted it was based on nepotism/cronyism, 21% (*n* = 60) on racial identity, and 20% (*n* = 56) on gender/gender identity.

Subsequent analyses[76] revealed the following statistically significant differences:

- By position status, 23% ($n = 139$) of Faculty respondents and 16% ($n = 148$) of Staff respondents indicated that they had observed discriminatory hiring practices.[xlii]

- By faculty status, 27% ($n = 92$) of Tenured Faculty respondents, 18% ($n = 28$) of Tenure-Track Faculty respondents, and 17% ($n = 18$) of Instructor/Non-Tenure-Track Faculty respondents indicated that they had observed discriminatory hiring practices.[xliii]

- By staff status, 18% ($n = 107$) of Exempt Staff respondents and 12% ($n = 37$) of Non-Exempt Staff respondents indicated that they had observed discriminatory hiring practices.[xliv]

- By gender identity, 20% ($n = 189$) of Women Employee respondents and 15% ($n = 86$) of Men Employee respondents indicated that they had observed discriminatory hiring practices.[xlv]

- By racial identity, 28% ($n = 57$) of Employee Respondents of Color and 16% ($n = 205$) of White Employee respondents indicated that they had observed discriminatory hiring practices.[xlvi]

- By years of employment, 26% ($n = 123$) of Employee Respondents employed 6–15 Years, 19% ($n = 79$) of Employee Respondents employed More than 15 Years, and 13% ($n = 75$) of Employee Respondents employed 5 Years or Less indicated that they had observed discriminatory hiring practices.[xlvii]

<u>Unjust Practices Related to Promotion, Tenure, Reappointment, and/or Reclassification</u>

Nineteen percent ($n = 287$) of Faculty and Staff respondents indicated that they had observed promotion, tenure, reappointment, and/or reclassification practices at Creighton that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 22% ($n = 62$) indicated that the unjust practices were based on nepotism/cronyism, 21% ($n = 60$) on position status, and 17% ($n = 48$) on length of service at Creighton.

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[76] Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status; only significant differences are reported.

Subsequent analyses[77] revealed the following statistically significant differences:

- By position status, 22% ($n = 131$) of Faculty respondents and 17% ($n = 156$) of Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[xlviii]

- By faculty status, 28% ($n = 94$) of Tenured Faculty respondents, 15% ($n = 23$) of Tenure-Track Faculty respondents, and 13% ($n = 14$) of Instructor/Non-Tenure-Track Faculty respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[xlix]

- By staff status, 19% ($n = 113$) of Exempt Staff respondents and 13% ($n = 40$) of Non-Exempt Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[l]

- By gender identity, 21% ($n = 192$) of Women Employee respondents and 15% ($n = 86$) of Men Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[li]

- By racial identity, 24% ($n = 48$) of Employee Respondents of Color and 18% ($n = 220$) of White Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[lii]

- By years of employment, 25% ($n = 116$) of Employee Respondents employed 6-15 Years, 24% ($n = 99$) of Employee Respondents Employed More than 15 Years, and 11% ($n = 66$) of Employee Respondents Employed 5 Years or Less indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices.[liii]

Unjust Employment-Related Discipline or Action

Eleven percent ($n = 165$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, at Creighton that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses

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[77] Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status; only significant differences are reported.

indicated that of those individuals, 22% ($n = 37$) indicated that the discrimination was based on position status and 20% ($n = 33$) indicated that the discrimination was based on age.

Subsequent analyses[78] revealed the following statistically significant differences:

- By position status, 13% ($n = 79$) of Faculty respondents and 9% ($n = 86$) of Staff respondents indicated that they had observed unjust employment-related discipline or action.[liv]
- By faculty status, 16% ($n = 55$) of Tenured Faculty respondents, 12% ($n = 18$) of Tenure-Track Faculty respondents, and 6% ($n = 6$) of Instructor/Non-Tenure-Track Faculty respondents indicated that they had observed unjust employment-related discipline or action.[lv]
- By years of employment, 16% ($n = 67$) of Employee Respondents employed More than 15 Years, 13% ($n = 61$) of Employee Respondents employed 6–15 Years, and 5% ($n = 30$) of Employee Respondents employed 5 Years or Less indicated that they had observed unjust employment-related discipline or action.[lvi]
- By disability status, 27% ($n = 13$) of Employee Respondents with Multiple Disabilities, 14% ($n = 12$) of Employee Respondents with a Single Disability, and 10% ($n = 136$) of Employee Respondents with No Disability indicated that they had observed unjust employment-related discipline or action.[lvii]

Qualitative Comment Analyses

Two hundred seven Faculty and Staff respondents elaborated on their 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. Two themes emerged from Faculty and Staff respondents: lack of commitment to diversity and did not follow due process and standard protocols. Three themes emerged from Staff respondents: ageism, unjust firing, and cronyism.

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[78] Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status; only significant differences are reported.

Faculty and Staff respondents

Lack of Commitment to Diversity. Faculty and Staff respondents elaborated on Creighton University's lack of commitment to diversity in the hiring and promotion process. Respondents shared, "Once in a search committee when asked what measures would be in place to assure that we attracted a diverse pool of applicants the chair of that committee answered that he 'didn't give F_$%& about diversity,'" "There are numerous hiring processes that I have seen where the pool of candidates were extremely homogenized, and nothing was done to help recruit a diverse pool," and "The observations of unjust behavior in hiring/employment practices is evidenced by the lack of racial/ethnic diversity in leadership positions (i.e., infrequency of POC on President's Council/President's Cabinet)." Other respondents included, "There are no academic deans of color – how can we recruit students of color when we have no leaders of color? We had several dean hiring processes in the last year and I am very disappointed that only white candidates were hired," and "I see a lack of effort in my division to diversify our hiring practices, particularly in finding people of color to apply for open positions."

Did Not Follow Due Process and Standard Protocols. Faculty and Staff respondents shared observations of hiring practices that did not follow due process and standard protocols for communicating an open position. A respondent shared, "Appointment to leadership positions by administration with lack of obvious transparency that the position is open or will be available, not allowing faculty to interview for the position." Another respondent included, "There appears to be certain departments that do not post open positions. Supervisors tend to hand pick people for these positions." Other respondents added, "Hiring for positions without due process of interviewing," "Faculty hiring in Phoenix occurred without faculty interview process or faculty input," and "Guidelines aren't consistent across the university. Some are told 'you have to interview for any new position' and some are obviously promoted without going through any process."

Staff respondents

Ageism. Staff respondents elaborated on their observations of unjust dismissal of workers because of their age. Respondents shared, "A reduction in staff was 'ordered.' A staff member that was just 2 years away from retirement was let go. The newly hired staff were kept. While it was perfectly 'legal', it was terribly inconsiderate, and I feel it was unethical," "In a previous

position, in a previous department, I witnessed the unfair dismissal or demotion to the point of forcing dismissal, of four women – all over 60 years old," "Age is used against people who spend their lives invested in Creighton. I have had at least three colleagues pushed out the door because they were 'old' and not as 'relevant' for today's students. The University tries to hide this – by saying it was up to the faculty member to leave, by forcing someone to take a retirement package or get fired, or worse."

Unjust Firing. Staff respondents also shared that they observed unjust terminations of employment. Respondent stated, "A long-term employee, with no written performance problems was told his/her position was being eliminated. This person was offered a much-lower paying position and told take it or leave it right now – no opportunity to consider other options," "Executive Assistant's position was eliminated without cause, and she was given one week notice, without additional compensation for departure," and "Many positions were eliminated of people who worked very hard in their job. While others who appear not to work very diligently got to keep their jobs."

Cronyism. Staff respondents elaborated on observing cronyism in hiring decision made by the Creighton University. A respondent shared, "A few instances where faculty were hired (sometimes with tenure!) who were part of the hiring admin's network of colleagues outside of Creighton rather than someone who would have been a much better fit. Both have turned out to be expensive mistakes that ultimately hurt the program/dept." Another respondent added, "I was part of a hiring committee to bring in two resident assistant professors. One very good candidate was hired. The other candidate was hired because they played racquetball with a powerful member of the hiring committee." Other respondents added, "A lot of upper-level positions are filled by, it appears, nepotism or cronyism. Sometimes there is a lack of transparency in these decisions," "Every person our manager has hired since she started one year ago, is a friend/co-worker/subordinate of hers from another office," and "I have seen faculty hired because they were the friend of a director, not because they were the most qualified."

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

Three survey items queried Faculty respondents ($n = 610$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 37 queried Tenured and Tenure-Track Faculty respondents ($n = 498$), Question 39 addressed Non-Tenure-Track Faculty respondents ($n = 110$), and Question 41 addressed Faculty respondents ($n = 610$). Chi-square analyses were conducted by position status (Instructor/Non-Tenure-Track, Tenure-Track, Tenured), gender identity, racial identity, spiritual affiliation, years of employment at Creighton, and disability status.

<u>Tenured and Tenure-Track Faculty Respondents</u>

Table 66 illustrates that 73% ($n = 358$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. A higher percentage of Tenured Faculty respondents (31%, $n = 106$) than Tenure-Track Faculty respondents (15%, $n = 23$) "strongly agreed" that the criteria for tenure were clear. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (31%, $n = 53$) and employed More than 15 Years (30%, $n = 56$) than Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (16%, $n = 19$) "strongly agreed" that the criteria for tenure were clear.

Fifty-four percent ($n = 264$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards and promotion standards were applied equally to faculty in their schools and colleges. A higher percentage of Tenured Faculty respondents (24%, $n = 83$) than Tenure-Track Faculty respondents (9%, $n = 14$) "strongly agreed" that tenure standards/promotion standards were applied equally to faculty in their schools/colleges. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (25%, $n = 57$) than Women Tenured and Tenure-Track Faculty respondents (16%, $n = 39$) "strongly agreed" that tenure standards/promotion standards were applied equally to faculty in their schools/colleges. A higher percentage of Tenured and Tenure-Track Faculty Respondents with a Spiritual Affiliation (23%, $n = 85$) than Tenured and Tenure-Track Faculty Respondents with No Affiliation (11%, $n = 11$) "strongly agreed" that tenure standards/promotion standards were applied equally to faculty in their schools/colleges. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (13%, $n = 22$) than Tenured and Tenure-Track Faculty Respondents employed More than 15 Years (3%, $n = 5$) "strongly disagreed" that tenure standards/promotion

standards were applied equally to faculty in their schools/colleges (Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less [7%, $n = 8$] were not statistically different from the other groups).

Fifty-six percent ($n = 275$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. A higher percentage of Tenured Faculty respondents (24%, $n = 82$) than Tenure-Track Faculty respondents (12%, $n = 18$) "strongly agreed" they were supported and mentored during the tenure-track years. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (28%, $n = 64$) than Women Tenured and Tenure-Track Faculty respondents (14%, $n = 35$) "strongly agreed" that they were supported and mentored during the tenure-track years. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed More than 15 Years (45%, $n = 85$) than Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (31%, $n = 36$) and Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (30%, $n = 51$) "agreed" that they were supported and mentored during the tenure-track years.

Forty-two percent ($n = 208$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that Creighton faculty who qualify for delaying their tenure-clock felt empowered to do so. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (20%, $n = 46$) than Women Tenured and Tenure-Track Faculty respondents (12%, $n = 31$) "strongly agreed" that Creighton faculty who qualify for delaying their tenure-clock felt empowered to do so. A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability ($n < 5$) than Tenured and Tenure-Track Faculty Respondents with No Disability (1%, $n = 6$) "strongly disagreed" that Creighton faculty who qualify for delaying their tenure-clock felt empowered to do so.

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	**129**	**26.1**	**229**	**46.4**	**68**	**13.8**	**54**	**10.9**	**14**	**2.8**
Position status[lviii]										
Tenure-Track	23	15.3	65	43.3	32	21.3	22	14.7	8	5.3
Tenured	106	30.8	164	47.7	36	10.5	32	9.3	6	1.7
Years employed[lix]										
5 Years or Less	19	16.0	60	50.4	21	17.6	15	12.6	< 5	---
6–15 Years	53	31.4	65	38.5	22	13.0	24	14.2	5	3.0
More than 15 Years	56	29.5	99	52.1	20	10.5	12	6.3	< 5	---
The tenure standards/promotion standards are applied equally to faculty in my school/college.	**97**	**19.7**	**167**	**33.9**	**114**	**23.1**	**76**	**15.4**	**39**	**7.9**
Position status[lx]										
Tenure-Track	14	9.3	49	32.5	49	32.5	21	13.9	18	11.9
Tenured	83	24.3	118	34.5	65	19.0	55	16.1	21	6.1
Gender identity[lxi]										
Men	57	25.0	94	41.2	36	15.8	25	11.0	16	7.0
Women	39	15.5	68	27.1	75	29.9	48	19.1	21	8.4
Spiritual affiliation[lxii]										
Affiliation	85	22.6	129	34.3	85	22.6	57	15.2	20	5.3
No Affiliation	11	11.2	36	36.7	26	26.5	14	14.3	11	11.2
Years employed[lxiii]										
5 Years or Less	18	15.1	37	31.1	44	37.0	12	10.1	8	6.7
6–15 Years	36	21.2	53	31.2	28	16.5	31	18.2	22	12.9
More than 15 Years	43	22.9	71	37.8	37	19.7	32	17.0	5	2.7
Supported and mentored during the tenure-track years.	**100**	**20.4**	**175**	**35.7**	**116**	**23.7**	**62**	**12.7**	**37**	**7.6**

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Position status[lxiv]										
Tenure-Track	18	12.0	43	28.7	54	36.0	20	13.3	15	10.0
Tenured	82	24.1	132	38.8	62	18.2	42	12.4	22	6.5
Gender identity[lxv]										
Men	64	28.2	89	39.2	46	20.3	16	7.0	12	5.3
Women	35	14.1	80	32.1	67	26.9	45	18.1	22	8.8
Years employed[lxvi]										
5 Years or Less	17	14.7	36	31.0	44	37.9	12	10.3	7	6.0
6–15 Years	44	25.9	51	30.0	31	18.2	27	15.9	17	10.0
More than 15 Years	37	19.6	85	45.0	35	18.5	21	11.1	11	5.8
Creighton University faculty who qualify for delaying their tenure-clock feel empowered to do so.	**78**	**15.8**	**130**	**26.4**	**241**	**48.9**	**34**	**6.9**	**10**	**2.0**
Gender identity[lxvii]										
Men	46	20.1	69	30.1	104	45.4	9	3.9	< 5	---
Women	31	12.4	59	23.6	129	51.6	22	8.8	9	3.6
Disability status[lxviii]										
At Least One Disability	8	16.7	11	22.9	21	43.8	< 5	---	< 5	---
No Disability	70	15.9	118	26.8	217	49.2	30	6.8	6	1.4

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 498).

Table 67 illustrates that 73% (*n* = 361) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by Creighton. Eighty-seven percent (*n* = 432) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by Creighton. No statistically significant differences were found between groups.

Seventy-seven percent (*n* = 377) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that service contributions were valued by Creighton. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (44%, *n* = 51) than Tenured and Tenure-Track Faculty Respondents employed More than 15 Years (29%, *n* = 54) "strongly agreed" that service contributions were valued by Creighton (Tenured and Tenure-Track Faculty Respondents employed 6–15 Years [32%, *n* = 54] were not statistically different from the other groups). A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (*n* < 5) than Tenured and Tenure-Track Faculty Respondents with No Disability (2%, *n* = 8) "strongly disagreed" that service contributions were valued by Creighton.

Eighteen percent (*n* = 86) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. A higher percentage of Tenured Faculty respondents (30%, *n* = 102) than Tenure-Track Faculty respondents (17%, *n* = 25) "strongly disagreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (34%, *n* = 77) than Women Tenured and Tenure-Track Faculty respondents (19%, *n* = 47) "strongly disagreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion.

Table 67. Tenured and Tenure-Track Faculty Respondents' Perceptions of Creighton's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Research is valued by Creighton University.	**134**	**27.0**	**227**	**45.8**	**61**	**12.3**	**59**	**11.9**	**15**	**3.0**
Teaching is valued by Creighton University.	**231**	**46.5**	**201**	**40.4**	**32**	**6.4**	**25**	**5.0**	**8**	**1.6**
Service contributions are valued by Creighton University.	**162**	**33.1**	**215**	**43.9**	**57**	**11.6**	**45**	**9.2**	**11**	**2.2**
Years employed[lxix]										
5 Years or Less	51	44.3	49	42.6	11	9.6	< 5	---	0	0.0
6–15 Years	54	31.8	69	40.6	19	11.2	19	11.2	9	5.3
More than 15 Years	54	28.6	88	46.6	27	14.3	19	10.1	< 5	---
Disability status[lxx]										
At Least One Disability	13	27.7	15	31.9	12	25.5	< 5	---	< 5	---
No Disability	148	33.7	198	45.1	45	10.3	40	9.1	8	1.8
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**36**	**7.3**	**50**	**10.2**	**123**	**25.1**	**154**	**31.4**	**127**	**25.9**
Position status[lxxi]										
Tenure-Track	13	8.8	19	12.8	48	32.4	43	29.1	25	16.9
Tenured	23	6.7	31	9.1	75	21.9	111	32.5	102	29.8
Gender identity[lxxii]										
Men	16	7.0	15	6.6	45	19.8	74	32.6	77	33.9
Women	19	7.6	31	12.4	75	30.1	77	30.9	47	18.9

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 498).

Forty percent (*n* = 195) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 68). A higher percentage of Women Tenured and Tenure-Track Faculty respondents (23%, *n* = 58) than Men Tenured and Tenure-Track Faculty respondents (12%, *n* = 28) "strongly agreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (27%, *n* = 45) than Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (14%, *n* = 16) and employed More than 15 Years (13%, *n* = 25) "strongly agreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Forty-one percent (*n* = 201) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (28%, *n* = 47) than Tenured and Tenure-Track Faculty Respondents employed More than 15 Years (16%, *n* = 29) and employed 5 Years or Less (15%, *n* = 18) "strongly agreed" that they performed more work to help students than did their colleagues.

Eight percent (*n* = 37) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty members in their departments and programs who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. A higher percentage of Tenured Faculty respondents (34%, *n* = 116) than Tenure-Track Faculty respondents (21%, *n* = 31) "disagreed" that faculty members in their departments and programs who used FMLA policies were disadvantaged in promotion and tenure. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (18%, *n* = 40) than Women Tenured and Tenure-Track Faculty respondents (11%, *n* = 28) "strongly disagreed" that faculty members in their departments and programs who used FMLA policies were disadvantaged in promotion and tenure. A higher percentage of White Tenured and Tenure-Track Faculty respondents (33%, *n* = 135) than Tenured and Tenure-Track Faculty Respondents of Color (17%, *n* = 10) "disagreed" that faculty members in their departments and programs who used FMLA policies were

disadvantaged in promotion and tenure. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed More than 15 Years (39%, $n = 74$) than Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (20%, $n = 23$) "disagreed" that faculty members in their departments and programs who used FMLA policies were disadvantaged in promotion and tenure (Tenured and Tenure-Track Faculty Respondents employed 6–15 Years [29%, $n = 50$] were not statistically different from the other groups).

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/ program work assignments).	**89**	**18.2**	**106**	**21.7**	**114**	**23.3**	**135**	**27.6**	**45**	**9.2**
Gender identity[lxxiii]										
Men	28	12.3	52	22.9	46	20.3	73	32.2	28	12.3
Women	58	23.4	52	21.0	63	25.4	60	24.2	15	6.0
Years employed[lxxiv]										
5 Years or Less	16	13.7	16	13.7	35	29.9	39	33.3	11	9.4
6–15 Years	45	26.6	41	24.3	29	17.2	42	24.9	12	7.1
More than 15 Years	25	13.4	47	25.1	43	23.0	52	27.8	20	10.7
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).	**97**	**19.7**	**104**	**21.1**	**148**	**30.1**	**115**	**23.4**	**28**	**5.7**
Years employed[lxxv]										
5 Years or Less	18	15.3	24	20.3	33	28.0	32	27.1	11	9.3
6–15 Years	47	27.5	43	25.1	49	28.7	27	15.8	5	2.9
More than 15 Years	29	15.5	33	17.6	60	32.1	54	28.9	11	5.9
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	**19**	**3.9**	**18**	**3.7**	**234**	**48.0**	**147**	**30.2**	**69**	**14.2**

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Position status[lxxvi]										
Tenure-Track	< 5	---	7	4.7	92	62.2	31	20.9	14	9.5
Tenured	15	4.4	11	3.2	142	41.9	116	34.2	55	16.2
Gender identity[lxxvii]										
Men	7	3.1	6	2.7	94	41.6	79	35.0	40	17.7
Women	11	4.5	11	4.5	131	53.0	66	26.7	28	11.3
Racial identity[lxxviii]										
Respondents of Color	5	8.6	5	8.6	31	53.4	10	17.2	7	12.1
White	12	3.0	12	3.0	186	46.0	135	33.4	59	14.6
Years employed[lxxix]										
5 Years or Less	< 5	---	7	6.2	67	59.3	23	20.4	13	11.5
6–15 Years	11	6.5	7	4.1	76	44.7	50	29.4	26	15.3
More than 15 Years	5	2.7	< 5	---	78	41.5	74	39.4	28	14.9

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 498).

Forty-three percent (*n* = 212) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were taken seriously by senior administrators (Table 69). A higher percentage of Men Tenured and Tenure-Track Faculty respondents (18%, *n* = 41) than Women Tenured and Tenure-Track Faculty respondents (9%, *n* = 23) "strongly agreed" that faculty opinions were taken seriously by senior administrators. A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (31%, *n* = 15) than Tenured and Tenure-Track Faculty Respondents with No Disability (12%, *n* = 52) "strongly disagreed" that faculty opinions were taken seriously by senior administrators.

Forty-seven percent (*n* = 232) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty opinions were valued within Creighton University committees. A higher percentage of Tenured and Tenure-Track Faculty Respondents employed 5 Years or Less (17%, *n* = 20) than Tenured and Tenure-Track Faculty Respondents employed 6–15 Years (6%, *n* = 10) "strongly agreed" that faculty opinions were valued within Creighton University committees (Tenured and Tenure-Track Faculty Respondents employed More than 15 Years [9%, *n* = 17] were not statistically different from the other groups).

Table 69. Tenured and Tenure-Track Faculty Respondents' Perceptions of Faculty Opinions' Weight

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Senior administrators (e.g., dean, associate/assistant dean, vice president, provost) take faculty opinions seriously.	**65**	**13.1**	**147**	**29.7**	**117**	**23.6**	**97**	**19.6**	**69**	**13.9**
Gender identity[lxxx]										
Men	41	18.0	72	31.6	47	20.6	43	18.9	25	11.0
Women	23	9.1	71	28.1	65	25.7	52	20.6	42	16.6
Disability status[lxxxi]										
At Least One Disability	6	12.5	12	25.0	6	12.5	9	18.8	15	31.3
No Disability	58	13.1	134	30.2	111	25.1	88	19.9	52	11.7
Creighton University committees value faculty opinions.	**49**	**10.0**	**183**	**37.3**	**133**	**27.1**	**84**	**17.1**	**41**	**8.4**
Years employed[lxxxii]										
5 Years or Less	20	17.1	46	39.3	31	26.5	12	10.3	8	6.8
6–15 Years	10	5.9	68	40.2	35	20.7	36	21.3	20	11.8
More than 15 Years	17	9.0	68	36.2	60	31.9	32	17.0	11	5.9

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 498).

Qualitative Comment Analyses

One hundred fifty-seven Tenured and Tenure-Track Faculty respondents elaborated on workplace climate at Creighton University. Three themes emerged from Tenured and Tenure-Track Faculty respondents: issues with shared governance, lack of research support, and subjective tenure requirements.

Issues with Shared Governance. Tenured and Tenure-Track Faculty respondents described a Creighton University administration that was unwilling to engage with faculty and receive their recommendations for improving the institution. A respondent shared, "The University tends to say all the right things but having been on the Faculty Council and the Academic Council in the past, I know that ultimately the faculty input does not greatly influence the decisions of the university with regards to policy and planning." Another respondent added, "At the University level, I feel like there is little interest to engage with faculty, and the expectation is always that faculty and staff must bring their issues to the administrators, as opposed to administrators

coming to us will the intention to listen and learn how they can support our efforts or improve our institution." Other respondents stated, "Committee's value faculty opinions but when they go to administrators, it seems that administrators have already made decisions and hope the committees support these decisions. If they don't, they just ignore them," and "Faculty governance is a joke. It does not have to be that way. You can still govern rationally while listening to faculty. But I have the sense that administrators assume faculty are an obstacle to the mission here; that we need to be overseen and constantly directed."

Lack of Research Support. Tenured and Tenure-Track Faculty respondents also suggested that Creighton University does not support research and provides inadequate funding, resources, and training in support of faculty research. A respondent shared, "I feel close to zero support to do research in the dental school. I have met with our research dean multiple times and get promised help and there is none. I am also given ZERO time in my contracted schedule to do any research." Another respondent added, "Creighton values bringing in extramural research dollars, but the underlying infrastructure for research is far below other R1 institutions." Per the work demands of being a junior faculty member, a respondent shared, "To value research requires structural supports for faculty that include the reduction of teaching and service demands, particularly for junior faculty, or in the first year or two when faculty are simultaneously developing new courses, teaching those courses for the first time, learning institutional norms/practices/expectations, submitting applications for new courses, and working to establish a strong research foundation."

Subjective Tenure Requirements. Tenured and Tenure-Track Faculty respondents suggested that although the Faculty handbook outlines clear requirements for tenure, these guidelines are often subjective and arbitrarily applied by the granting chair and dean. A respondent shared, "It was incredibly disheartening and unjust to see a colleague denied tenure based on the arbitrary ruling that she/he had insufficient time served – a criteria not clearly articulated in the faculty handbook." Another respondent added, "There are clear cases at our college and certainly in other colleges where people seem to have been granted tenure or promotion who hardly met the criteria outlined in our faculty handbook. It is not helpful to our culture to hire people for a lifetime of service who become deadwood 25 years before retirement..." Other respondents included, "While CU claims to have clear criteria for promotion and tenure, the 'Creighton way'

appears to be that there is an exception for everything, particularly if you are a 'favorite,'" and "Having served on University Rank and Tenure for multiple 3-year appointments I have experienced (been in the room) instances where the evaluation process was unfairly applied, with a senior administrator strongly advocating for a friend successfully."

Instructor/Non-Tenure-Track Faculty Respondents

Survey Question 39 queried Instructor/Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Only significant findings for gender identity were published in this section owing to low numbers in many of the response categories for other variables. No statistically significant results emerged for Instructor/Non-Tenure-Track Faculty respondents by gender identity.

Table 70 indicates that 59% ($n = 64$) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. Forty-one percent ($n = 44$) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were applied equally to positions. Sixty-eight percent ($n = 74$) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that expectations of their responsibilities were clear.

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	21	19.3	43	39.4	16	14.7	22	20.2	7	6.4
The criteria used for contract renewal are applied equally to all positions.	16	14.8	28	25.9	50	46.3	9	8.3	5	4.6
Clear expectations of my responsibilities exist.	31	28.4	43	39.4	15	13.8	12	11.0	8	7.3

Note: Table reports responses only from Instructor/Non-Tenure-Track Faculty respondents ($n = 110$).

Table 71 illustrates that 84% (*n* = 89) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that research was valued by Creighton, and 86% (*n* = 93) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that teaching was valued by Creighton.

Table 71. Instructor/Non-Tenure-Track Faculty Respondents' Perceptions of Creighton's Valuing of Research and Teaching

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Creighton University values research.	47	44.3	42	39.6	12	11.3	5	4.7	0	0.0
Creighton University values teaching.	48	44.4	45	41.7	7	6.5	6	5.6	< 5	---

Note: Table reports responses only from Instructor/Non-Tenure-Track Faculty respondents (*n* = 110).

Seventeen percent (*n* = 18) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 72). Thirty-two percent (*n* = 34) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Thirty-five percent (*n* = 38) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. Forty-seven percent (*n* = 51) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by senior administrators. Thirty-seven percent (*n* = 40) of Instructor/Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that their opinions were taken seriously by Creighton committees.

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/ program work assignments).	5	4.6	13	12.0	39	36.1	34	31.5	17	15.7
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).	14	13.0	20	18.5	42	38.9	25	23.1	7	6.5
Pressured to do extra work that is uncompensated.	14	13.0	24	22.2	25	23.1	29	26.9	16	14.8
Senior administrators (e.g., dean, associate/assistant dean, vice president, provost) take non-tenure-track faculty opinions seriously.	20	18.3	31	28.4	32	29.4	15	13.8	11	10.1
Creighton University committees' value non-tenure-track faculty opinions.	14	12.8	26	23.9	34	31.2	21	19.3	14	12.8

Note: Table reports responses only from Instructor/Non-Tenure-Track Faculty respondents (*n* = 110).

Qualitative Comment Analyses

Forty-two Instructor/Non-Tenure-Track Faculty respondents elaborated on their experiences

related to workplace climate at Creighton University. One theme emerged from Instructor/Non-

Tenure-Track Faculty respondents: positive workplace climate.

Positive Workplace Climate. Instructor/Non-Tenure-Track Faculty respondents described their

workplace climate as positive. Respondents shared, "I love my position here at Creighton and

have never felt 'less than' because of my non-tenure track position. I think the Creighton

community of faculty and staff is special and I enjoy coming to work every day," "I am grateful

for the opportunity to teach in an organization where I am made to feel welcome and belong,"

and "I feel that I am a valued member of the Education department – specifically in the area of Catholic School Leadership."

Faculty Respondents

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 73). Chi-square analyses were conducted by faculty status (Instructor/Non-Tenure-Track, Tenure-Track, Tenured), gender identity, racial identity, spiritual affiliation, years employed, and disability status.

Twenty-five percent (n = 148) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. A higher percentage of Tenured Faculty respondents (34%, n = 116) than Tenure-Track Faculty (23%, n = 34) respondents and Instructor/Non-Tenure-Track Faculty respondents (5%, n = 5) "disagreed" that salaries for tenure-track faculty positions were competitive. A higher percentage of Faculty Respondents employed More than 15 Years (34%, n = 70) and Faculty Respondents employed 6–15 Years (30%, n = 59) than Faculty Respondents employed 5 Years or Less (12%, n = 21) "disagreed" that salaries for tenure-track faculty positions were competitive.

Twenty-four percent (n = 141) of Faculty respondents "strongly agreed" or "agreed" that salaries for non-tenure-track faculty were competitive. Forty-seven percent (n = 277) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. Eighteen percent (n = 105) of Faculty respondents "strongly agreed" or "agreed" that child care benefits were competitive. No statistically significant differences were found between groups.

Forty-eight percent (n = 284) of Faculty respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Tenured Faculty respondents (17%, n = 58) than Instructor/Non-Tenure-Track Faculty respondents (7%, n = 7) "disagreed" that retirement/supplemental benefits were competitive (Tenure-Track Faculty respondents [11%, n = 17] were not statistically different from the other groups).

Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	**22**	**3.7**	**126**	**21.2**	**241**	**40.6**	**155**	**26.1**	**50**	**8.4**
Position status[lxxxiii]										
Instructor/Non-Tenure-Track	5	4.8	15	14.3	77	73.3	5	4.8	< 5	---
Tenure-Track	5	3.4	30	20.4	62	42.2	34	23.1	16	10.9
Tenured	12	3.5	81	23.8	100	29.4	116	34.1	31	9.1
Years employed[lxxxiv]										
5 Years or Less	11	6.4	34	19.8	95	55.2	21	12.2	11	6.4
6–15 Years	5	2.5	46	23.1	72	36.2	59	29.6	17	8.5
More than 15 Years	6	2.9	42	20.3	67	32.4	70	33.8	22	10.6
Salaries for non-tenure-track faculty are competitive.	**16**	**2.7**	**125**	**21.0**	**247**	**41.6**	**148**	**24.9**	**58**	**9.8**
Health insurance benefits are competitive.	**49**	**8.3**	**228**	**38.5**	**188**	**31.8**	**90**	**15.2**	**37**	**6.3**
Child care benefits are competitive.	**18**	**3.1**	**87**	**14.9**	**367**	**62.8**	**71**	**12.2**	**41**	**7.0**
Retirement/supplemental benefits are competitive.	**53**	**9.0**	**231**	**39.1**	**194**	**32.8**	**82**	**13.9**	**31**	**5.2**
Position status[lxxxv]										
Instructor/Non-Tenure-Track	9	8.4	39	36.4	49	45.8	7	6.5	< 5	---
Tenure-Track	17	11.4	58	38.9	48	32.2	17	11.4	9	6.0
Tenured	27	8.1	133	39.9	96	28.8	58	17.4	19	5.7

Note: Table reports responses only from Faculty respondents (*n* = 610).

Thirty-three percent (*n* = 198) of Faculty respondents "strongly agreed" or "agreed" that Creighton provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 74). A higher percentage of Tenured Faculty respondents (20%, *n* = 66) than Instructor/Non-Tenure-Track Faculty respondents (8%, *n* = 8) "disagreed" that Creighton provided adequate resources to help them manage work-life balance (Tenure-Track Faculty respondents [15%, *n* = 22] were not statistically different from the other groups). A higher percentage of Faculty Respondents employed 6–15 Years (21%, *n* = 41) than Faculty Respondents employed 5 Years or Less (10%, *n* = 17) "disagreed" that Creighton provided adequate resources to help them manage work-life

balance (Faculty Respondents employed More than 15 Years [18%, $n = 36$] were not statistically different from the other groups). A higher percentage of Faculty Respondents with At Least One Disability (18%, $n = 10$) than Faculty Respondents with No Disability (6%, $n = 31$) "strongly disagreed" Creighton provided adequate resources to help them manage work-life balance.

Fifty-nine percent ($n = 354$) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position. Fifty-two percent ($n = 308$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Sixty-one percent ($n = 363$) of Faculty respondents "strongly agreed" or "agreed" that Creighton provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling). A higher percentage of Tenured Faculty respondents (50%, $n = 169$) than Instructor/Non-Tenure-Track Faculty respondents (32%, $n = 35$) "agreed" that Creighton provided them with resources to pursue professional development (Tenure-Track Faculty respondents [45%, $n = 66$] were not statistically different from the other groups). A higher percentage of Faculty Respondents with No Disability (47%, $n = 254$) than Faculty Respondents with At Least One Disability (29%, $n = 16$) "agreed" Creighton provided them with resources to pursue professional development.

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

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Creighton University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	**38**	**6.4**	**160**	**27.0**	**255**	**43.1**	**96**	**16.2**	**43**	**7.3**
Position status[lxxxvi]										
Instructor/Non-Tenure-Track	< 5	---	26	24.3	65	60.7	8	7.5	< 5	---
Tenure-Track	10	6.8	45	30.4	58	39.2	22	14.9	13	8.8
Tenured	23	6.9	89	26.6	131	39.1	66	19.7	26	7.8
Years employed[lxxxvii]										
5 Years or Less	20	11.7	41	24.0	85	49.7	17	9.9	8	4.7
6–15 Years	9	4.5	54	27.1	73	36.7	41	20.6	22	11.1
More than 15 Years	9	4.4	63	30.7	88	42.9	36	17.6	9	4.4
Disability status[lxxxviii]										
At Least One Disability	< 5	---	14	25.5	18	32.7	11	20.0	10	18.2
No Disability	35	6.6	145	27.2	237	44.5	85	15.9	31	5.8
My colleagues include me in opportunities that will help my career as much as they do others in my position.	**114**	**19.1**	**240**	**40.3**	**150**	**25.2**	**79**	**13.3**	**13**	**2.2**
The performance evaluation process is clear.	**71**	**11.9**	**237**	**39.8**	**137**	**23.0**	**111**	**18.6**	**40**	**6.7**
Creighton University provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	**91**	**15.3**	**272**	**45.7**	**95**	**16.0**	**101**	**17.0**	**36**	**6.1**
Position status[lxxxix]										
Instructor/Non-Tenure-Track	19	17.6	35	32.4	27	25.0	20	18.5	7	6.5
Tenure-Track	26	17.6	66	44.6	19	12.8	31	20.9	6	4.1
Tenured	46	13.6	169	50.1	49	14.5	50	14.8	23	6.8
Disability status[xc]										
At Least One Disability	10	18.2	16	29.1	8	14.5	12	21.8	9	16.4
No Disability	81	15.1	254	47.4	87	16.2	88	16.4	26	4.9

Note: Table reports responses only from Faculty respondents (*n* = 610).

As noted in Table 75, 61% ($n = 366$) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at Creighton. A higher percentage of Faculty Respondents employed 5 Years or Less (25%, $n = 44$) than Faculty Respondents employed More than 15 Years (12%, $n = 25$) "strongly agreed" that they felt positive about their career opportunities at Creighton (Faculty Respondents employed 6-15 Years [19%, $n = 38$] were not statistically different from the other groups). A higher percentage of Faculty Respondents with At Least One Disability (16%, $n = 9$) than Faculty Respondents with No Disability (4%, $n = 20$) "strongly disagreed" that they felt positive about their career opportunities at Creighton.

Seventy percent ($n = 422$) of Faculty respondents "strongly agreed" or "agreed" that they would recommend Creighton as a good place to work. A lower percentage of Faculty Respondents employed 6-15 Years (21%, $n = 42$) than Faculty Respondents employed 5 Years or Less (33%, $n = 58$) "strongly agreed" that they would recommend Creighton as a good place to work (Faculty Respondents employed More than 15 Years [23%, $n = 48$] were statistically different from the other groups). A higher percentage of Faculty Respondents with At Least One Disability (15%, $n = 8$) than Faculty Respondents with No Disability (2%, $n = 13$) "strongly disagreed" that they would recommend Creighton as a good place to work.

Sixty-nine percent ($n = 408$) of Faculty respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Tenured Faculty respondents (35%, $n = 199$) than Tenure-Track Faculty respondents (20%, $n = 29$) and Instructor/Non-Tenure-Track Faculty respondents (15%, $n = 16$) "strongly agreed" that they had job security. A higher percentage of Men Faculty respondents (34%, $n = 88$) than Women Faculty respondents (23%, $n = 74$) "strongly agreed" that they had job security. A higher percentage of Faculty Respondents employed More than 15 Years (34%, $n = 70$) than Faculty Respondents employed 5 Years or Less (22%, $n = 38$) "strongly agreed" that they had job security (Faculty Respondents employed 6-15 Years [28%, $n = 55$] were not statistically different from other groups).

Table 75. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Positive about my career opportunities at Creighton University.	**108**	**18.1**	**258**	**43.3**	**132**	**22.1**	**68**	**11.4**	**30**	**5.0**
Years employed[xci]										
5 Years or Less	44	25.3	70	40.2	42	24.1	10	5.7	8	4.6
6–15 Years	38	19.1	76	38.2	43	21.6	30	15.1	12	6.0
More than 15 Years	25	12.1	104	50.5	42	20.4	28	13.6	7	3.4
Disability status[xcii]										
At Least One Disability	10	18.2	19	34.5	13	23.6	< 5	---	9	16.4
No Disability	98	18.2	236	43.9	119	22.2	64	11.9	20	3.7
I would recommend Creighton University as a good place to work.	**149**	**24.8**	**273**	**45.5**	**115**	**19.2**	**41**	**6.8**	**22**	**3.7**
Years employed[xciii]										
5 Years or Less	58	33.3	72	41.4	35	20.1	7	4.0	< 5	---
6–15 Years	42	20.9	93	46.3	42	20.9	14	7.0	10	5.0
More than 15 Years	48	23.1	102	49.0	32	15.4	20	9.6	6	2.9
Disability status[xciv]										
At Least One Disability	15	27.3	20	36.4	10	18.2	< 5	---	8	14.5
No Disability	133	24.6	252	46.6	105	19.4	38	7.0	13	2.4
I have job security.	**164**	**27.6**	**244**	**41.0**	**94**	**15.8**	**62**	**10.4**	**31**	**5.2**
Position status[xcv]										
Instructor/Non-Tenure-Track	16	15.0	31	29.0	22	20.6	29	27.1	9	8.4
Tenure-Track	29	19.9	62	42.5	32	21.9	12	8.2	11	7.5
Tenured	119	35.0	150	44.1	39	11.5	21	6.2	11	3.2
Gender identity[xcvi]										
Men	88	34.0	105	40.5	39	15.1	18	6.9	9	3.5
Women	74	23.1	133	41.4	54	16.8	42	13.1	18	5.6
Years employed[xcvii]										
5 Years or Less	38	22.2	63	36.8	42	24.6	22	12.9	6	3.5
6–15 Years	55	27.6	81	40.7	21	10.6	23	11.6	19	9.5
More than 15 Years	70	33.8	92	44.4	27	13.0	16	7.7	< 5	---

Note: Table reports responses only from Faculty respondents (*n* = 610).

Twenty-one percent ($n = 123$) of Faculty respondents "strongly agreed" or "agreed" that they would like more opportunities to participate in substantive committee assignments (Table 76). A higher percentage of Faculty Respondents employed 6-15 Years (14%, $n = 28$) than Faculty Respondents employed 5 Years or Less (6%, $n = 10$) "strongly disagreed" that they would like more opportunities to participate in substantive committee assignments (Faculty Respondents employed More than 15 Years [11%, $n = 22$] were not statistically different from the other groups).

Fifty-nine percent ($n = 353$) of Faculty respondents "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments. A higher percentage of Tenure-Track Faculty respondents (26%, $n = 39$) and Tenured Faculty respondents (45%, $n = 151$) than Instructor/Non-Tenure-Track Faculty respondents (22%, $n = 23$) "agreed" that they had opportunities to participate in substantive committee assignments. A higher percentage of Faculty Respondents with At Least One Disability (11%, $n = 6$) than Faculty Respondents with No Disability (2%, $n = 13$) "strongly disagreed" that they had opportunities to participate in substantive committee assignments.

Table 76. Faculty Respondents' Perceptions of Substantive Committee Assignments

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would like more opportunities to participate in substantive committee assignments.	**30**	**5.0**	**93**	**15.6**	**246**	**41.2**	**165**	**27.6**	**63**	**10.6**
Years employed[xcviii]										
5 Years or Less	9	5.2	33	19.1	77	44.5	44	25.4	10	5.8
6–15 Years	14	7.0	33	16.5	73	36.5	52	26.0	28	14.0
More than 15 Years	5	2.4	22	10.6	94	45.4	64	30.9	22	10.6
I have opportunities to participate in substantive committee assignments.	**110**	**18.5**	**243**	**40.9**	**154**	**25.9**	**68**	**11.4**	**19**	**3.2**
Position status[xcix]										
Instructor/Non-Tenure-Track	7	6.6	23	21.7	47	44.3	26	24.5	< 5	---
Tenure-Track	21	14.1	67	45.0	39	26.2	19	12.8	< 5	---
Tenured	82	24.3	151	44.8	68	20.2	23	6.8	13	3.9
Disability status[c]										
At Least One Disability	6	11.1	22	40.7	14	25.9	6	11.1	6	11.1
No Disability	104	19.4	218	40.7	139	25.9	62	11.6	13	2.4

Note: Table reports responses only from Faculty respondents (*n* = 610).

Qualitative Comment Analyses

One hundred forty-five Faculty respondents elaborated on campus climate at Creighton University. Two themes emerged from Faculty respondents: uncompetitive benefits and uncompetitive compensation.

Uncompetitive Benefits. Faculty respondents suggested that benefit packages were not competitive with other institutions. Additionally, Faculty respondents shared that child care was not only expensive, but the closing of the child care center put additional stress on families. A respondent shared, "From a benefits perspective, Creighton is drastically behind many liberal arts institutions. Retirement matching was unnecessarily cut during COVID, and has not fully recovered, childcare benefits are weak, and employees are penalized on their health insurance if they have a working partner." Another respondent added, "Creighton's benefits are competitive in the sense that many Americans don't have any access to employer-provided benefits, but we

have some. That said, they are not competitive with the benefits I've received from other universities." Related to childcare benefits, respondents stated, "The cost of childcare, the dearth of options, the lack of flexibility for evening events, possible sick days or school holidays is a tremendous burden that falls disproportionately on single care providers and women," "CU does only the minimum to help its employees. They sold the daycare. They had no resources for those with children remote learning at home," and "The decision to sell the University's child care center therefore affects female faculty and staff as well as students who are parents most importantly…the timing of the decision when parents were already faced with difficult choices regarding child care during the pandemic was extremely poor."

Uncompetitive Compensation. Faculty respondents also shared that their compensation was not competitive with other institutions. Respondents stated, "Salaries of counterparts at the same program at the University of Nebraska Dental school make an average of $30,000 more than I do with the same job description and experience," "Creighton is now a national university with a greater research and scholarship focus. We should be paid in line with that," and "Creighton is NOT competitive with regional and local institutions of similar caliber." Other respondents included, "Salaries are competitive only in the perception of administrators who argue they are meeting the market. Long-serving faculty are not rewarded by market adjustments when the market ratchets upward and can feel that their efforts are taken for granted," and "I can't recommend Creighton as a good place to work because the salaries are low, and people aren't highly valued."

Faculty Respondents' *Sense of Belonging* at Creighton University

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey question 107, which produced the *Faculty Sense of Belonging* factor (Table 77). The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree").

Table 77. Survey Items Included in the *Faculty Sense of Belonging* Factor Analyses

Scale	Survey question
Faculty Sense of Belonging	I feel valued by faculty in my department/program.
	I feel valued by my department/program chair.
	I feel valued by other faculty at Creighton University.
	I feel valued by students in the classroom.
	I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).
	I believe that Creighton University climate encourages open discussion of difficult topics.
	I feel that Creighton University values my **research/scholarship**.
	I feel that Creighton University values my **teaching**.
	I feel that Creighton University values my **service** contributions.

The factor score for *Faculty Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses. The internal consistency reliability (Cronbach's alpha) of the scale was .937, which is high, meaning that the scale produced consistent results.[79] Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Creighton University.

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[79] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Position status (Instructor/Non-Tenure-Track, Tenure-Track, Tenured)
- Gender identity (Men, Women)
- Racial identity (Additional Respondents of Color, African American/Black, Asian, Latinx, White)
- Years of employment (5 Years of Less, 6-15 Years, More than 15 Years)
- Disability status (Multiple Disabilities, No Disability, Single Disability)
- Spiritual affiliation (Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, No Affiliation)

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Faculty respondents (where possible).

Position Status

No significant difference existed in the overall test for means for Faculty respondents by position status. The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by position status were run (Table 78).

Table 78. Faculty Respondents' *Sense of Belonging* **by Position Status**

Position status	*n*	Mean	Std. dev.
Instructor/Non-Tenure-Track	110	3.81	0.74
Tenure-Track	154	3.74	0.77
Tenured	344	3.76	0.88

<u>Gender Identity</u>

A significant difference existed in the overall test for means for Faculty respondents by gender identity on *Faculty Sense of Belonging*, $t_{(592)} = 3.00$, $p < .01$ (Table 79). This finding suggests that Men Faculty respondents had higher *Faculty Sense of Belonging* scores than Women Faculty respondents.

Table 79. Faculty Respondents' *Sense of Belonging* **by Gender Identity**

Gender identity		*n*	Mean	Std. dev.
Men		269	3.89	0.84
Women		325	3.70	0.76
	Mean difference		0.20*	

<u>Racial Identity</u>

Owing to low numbers of African American/Black Faculty respondents and Latinx Faculty respondents, these two groups were included in the Additional Respondents of Color category. No significant difference existed in the overall test for means for Faculty respondents by position status. The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by position status were run (Table 80).

Table 80. Faculty Respondents' *Sense of Belonging* **by Racial Identity**

Racial identity	*n*	Mean	Std. dev.
Additional Respondents of Color (including African American/Black and Latinx)	32	3.93	0.78
Asian	21	3.86	0.89
Multiracial	22	3.74	0.89
White	503	3.78	0.82

Years of Employment

No significant difference existed in the overall test for means for Faculty respondents by years of employment (Table 81). The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by years of employment were run.

Table 81. Faculty Respondents' *Sense of Belonging* by Years of Employment

Years of Employment	*n*	Mean	Std. dev.
5 Years or Less	178	3.89	0.81
6 – 15 Years	204	3.70	0.82
More Than 15 Years	210	3.76	0.84

Disability Status

A significant difference existed in the overall test for means for Faculty respondents by disability status on *Faculty Sense of Belonging*, $F(2, 603) = 7.89$, $p < .001$ (Table 82).

Table 82. Faculty Respondents' *Sense of Belonging* by Disability Status

Disability status	*n*	Mean	Std. dev.
Multiple Disabilities	20	3.06	1.29
Single Disability	36	3.73	0.88
No Disability	550	3.79	0.79

Subsequent analyses on *Faculty Sense of Belonging* for Faculty respondents were significant for two comparisons: No Disability vs. Multiple Disabilities and Single Disability vs. Multiple Disabilities (Table 83). These findings suggest that Faculty respondents with No Disability had higher *Faculty Sense of Belonging* scores than those of Faculty respondents with Multiple Disabilities. They also suggest that Faculty respondents with a Single Disability had higher *Faculty Sense of Belonging* scores than those of Faculty respondents with Multiple Disabilities.

Table 83. Difference Between Means for Faculty Respondents for *Sense of Belonging* by Disability Status

Groups compared	Mean difference
No Disability vs. Multiple Disabilities	0.74*
No Disability vs. Single Disability	0.07
Single Disability vs. Multiple Disabilities	0.67*

*$p < .05$

<u>Spiritual Affiliation</u>

No significant difference existed in the overall test for means for Faculty respondents by spiritual affiliation (Table 84). The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by spiritual affiliation were run.

Table 84. Faculty Respondents' *Sense of Belonging* by Spiritual Affiliation

Spiritual affiliation	*n*	Mean	Std. dev.
Additional Affiliation	34	3.85	0.95
Catholic Affiliation	198	3.80	0.84
Christian Affiliation	191	3.87	0.77
Multiple Affiliations	42	3.65	0.83
No Affiliation	122	3.74	0.68

Faculty Respondents' Perception of Climate

Table 85 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at Creighton University. Subsequent analyses were conducted to identify significant differences in responses by position status (Instructor/Non-Tenure-Track, Tenure-Track, Tenured), gender identity, racial identity, years of employment, spiritual affiliation, and disability status. Only significant findings for gender identity[80], racial identity[81], spiritual affiliation[82], and years of employment[83] are published in this section.

Twenty percent ($n = 121$) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/programs prejudged their abilities based on their perception of their identity/background. A higher percentage of White Faculty respondents (32%, $n = 161$) than Faculty Respondents of Color (including Multiracial) (17%, $n = 13$) "disagreed" that faculty in their departments/programs prejudge their abilities based on their perception of their identity/background.

Fifteen percent ($n = 92$) of Faculty respondents "strongly agreed" or "agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background. A higher percentage of Men Faculty respondents (43%, $n = 114$) than Women Faculty respondents (30%, $n = 95$) "strongly disagreed" that their department program chairs prejudge their abilities based on their perception of their identity/background. A higher percentage of White Faculty respondents (31%, $n = 154$) than Faculty Respondents of Color (including Multiracial) (18%, $n = 13$) "disagreed" that their department program chairs prejudge their abilities based on their perception of their identity/background. A higher percentage of Faculty respondents employed 5 Years or Less (5%, $n = 9$) and Faculty respondents employed 6-15 Years (9%, $n = 18$) than Faculty respondents employed More than 15 Years ($n < 5$) "strongly

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[80] With the Climate Study Working Group's approval, gender identity was recoded as Men and Women.

[81] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color (including Multiracial) and White.

[82] Owing to low numbers in some of the response categories, this variable was further collapsed into No Affiliation and Spiritual Affiliation.

[83] With the CSWG's approval, years of employment was recoded as 5 Years or Less, 6–15 Years, and More than 15 Years.

agreed" that their department program chairs prejudge their abilities based on their perception of their identity/background.

Table 85. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	**41**	**6.8**	**80**	**13.2**	**139**	**23.0**	**181**	**30.0**	**163**	**27.0**
Racial identity[ci]										
Respondents of Color (incl Multiracial)	13	17.3	12	16.0	18	24.0	13	17.3	19	25.3
White	22	4.4	61	12.3	113	22.7	161	32.4	140	28.2
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	**28**	**4.7**	**64**	**10.6**	**125**	**20.8**	**174**	**29.0**	**210**	**34.9**
Gender identity[cii]										
Men	10	3.8	21	7.9	46	17.3	75	28.2	114	42.9
Women	16	5.0	41	12.8	75	23.4	93	29.1	95	29.7
Racial identity[ciii]										
Respondents of Color (incl Multiracial)	8	10.8	8	10.8	18	24.3	13	17.6	27	36.5
White	18	3.6	50	10.1	98	19.8	154	31.1	175	35.4
Years employed[civ]										
5 Years or Less	9	5.1	21	12.0	46	26.3	45	25.7	54	30.9
6–15 Years	18	8.8	18	8.8	36	17.6	60	29.4	72	35.3
More than 15 Years	< 5	---	23	11.2	36	17.6	65	31.7	80	39.0

Note: Table reports responses only from Faculty respondents (*n* = 610).

Nine percent (*n* = 56) of Faculty respondents "strongly agreed" or "agreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (Table 86). A higher percentage of Women Faculty respondents (39%, *n* = 127) than Men Faculty respondents (27%, *n* = 71) "disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton. A higher percentage of Faculty Respondents of Color (including Multiracial) (12%, *n* = 9) than White Faculty respondents (5%, *n* = 25) "agreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton. A higher percentage of Faculty Respondents with Spiritual Affiliation (48%, *n* = 223) than Faculty Respondents with No Affiliation (29%, *n* = 35) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton.

Table 86. Faculty Respondents' Perception of Jesuit Mission Emphasis

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	**17**	**2.8**	**39**	**6.5**	**80**	**13.2**	**203**	**33.6**	**265**	**43.9**
Gender identity[cv]										
Men	13	4.9	23	8.6	31	11.6	71	26.6	129	48.3
Women	< 5	---	16	5.0	45	14.0	127	39.4	130	40.4
Racial identity[cvi]										
Respondents of Color (incl Multiracial)	5	6.7	9	12.0	8	10.7	27	36.0	26	34.7
White	12	2.4	25	5.0	70	14.1	164	33.0	226	45.5
Spiritual affiliation[cvii]										
Affiliation	13	2.8	21	4.6	46	10.0	158	34.3	223	48.4
No Affiliation	< 5	---	16	13.1	28	23.0	39	32.0	35	28.7

Note: Table reports responses only from Faculty respondents (*n* = 610).

Three percent (*n* = 18) of Faculty respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at Creighton (Table 87). A higher percentage of White respondents (66%, *n* = 328) than Faculty Respondents of Color (including Multiracial) (43%, *n* = 32) "strongly disagreed" that their English-speaking skills limit their ability to be successful.

Three percent (*n* = 16) of Faculty respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at Creighton (Table 87). A higher percentage of White Faculty respondents (66%, *n* = 325) than Faculty Respondents of Color (including Multiracial) (42%, *n* = 31) "strongly disagreed" that their English writing skills limit their ability to be successful.

Table 87. Faculty Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	**7**	**1.2**	**11**	**1.8**	**71**	**11.8**	**132**	**21.9**	**381**	**63.3**
Racial identity[cviii]										
Respondents of Color (incl Multiracial	< 5	---	8	10.7	14	18.7	18	24.0	32	42.7
White	< 5	---	< 5	---	52	10.5	110	22.2	328	66.3
I feel that my English writing skills limit my ability to be successful at Creighton University.	**8**	**1.3**	**8**	**1.3**	**71**	**11.9**	**136**	**22.7**	**375**	**62.7**
Racial identity[cix]										
Respondents of Color (incl Multiracial)	< 5	---	< 5	---	15	20.3	20	27.0	31	41.9
White	< 5	---	< 5	---	51	10.3	111	22.5	325	65.9

Note: Table reports responses only from Faculty respondents (*n* = 610).

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at Creighton University. Frequencies and significant differences based on position status (Exempt Staff or Non-Exempt Staff), gender identity, racial identity, spiritual affiliation, years of employment at Creighton, and disability status are provided in Table 88 through Table 91.[84]

Seventy-three percent ($n = 684$) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 88). A higher percentage of Staff Respondents employed 5 Years or Less (44%, $n = 188$) than Staff Respondents employed 6–15 Years (34%, $n = 93$) and Staff Respondents employed More than 15 Years (26%, $n = 57$) "strongly agreed" that they had supervisors who gave them job/career advice or guidance when they needed it.

Seventy-eight percent ($n = 721$) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Staff Respondents employed 5 Years or Less (40%, $n = 171$) than Respondents employed More than 15 Years (27%, $n = 58$) "strongly agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it (Staff Respondents employed 6–15 Years [31%, $n = 87$] were not statistically different from other groups).

Sixty-two percent ($n = 577$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Exempt Staff respondents (31%, $n = 184$) than Non-Exempt Staff respondents (23%, $n = 70$) "strongly agreed" that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Staff Respondents employed 5 Years or Less (34%, $n = 143$) than Staff Respondents employed 6–15 Years (24%, $n = 67$) and Staff Respondents employed More than 15 Years (21%, $n = 46$) "strongly agreed" that they were included in opportunities that would help their careers as much

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[84] Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status; only significant differences are reported.

as others in similar positions. A higher percentage of Staff Respondents with At Least One Disability (10%, $n = 8$) than Staff Respondents with No Disability (3%, $n = 27$) "strongly disagreed" that they were included in opportunities that would help their careers as much as others in similar positions.

Table 88. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I have supervisors who give me job/career advice or guidance when I need it.	**339**	**36.3**	**345**	**36.9**	**147**	**15.7**	**85**	**9.1**	**19**	**2.0**
Years employed[cx]										
5 Years or Less	188	44.0	140	32.8	55	12.9	37	8.7	7	1.6
6–15 Years	93	33.5	110	39.6	44	15.8	25	9.0	6	2.2
More than 15 Years	57	26.3	88	40.6	44	20.3	22	10.1	6	2.8
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	**320**	**34.4**	**401**	**43.1**	**150**	**16.1**	**44**	**4.7**	**16**	**1.7**
Years employed[cxi]										
5 Years or Less	171	40.2	154	36.2	74	17.4	19	4.5	7	1.6
6–15 Years	87	31.4	131	47.3	38	13.7	14	5.1	7	2.5
More than 15 Years	58	26.9	108	50.0	37	17.1	11	5.1	< 5	---
I am included in opportunities that will help my career as much as others in similar positions.	**257**	**27.7**	**320**	**34.5**	**193**	**20.8**	**123**	**13.3**	**35**	**3.8**
Position status[cxii]										
Non-Exempt Staff	184	30.6	207	34.4	104	17.3	85	14.1	21	3.5
Exempt Staff	70	23.0	106	34.8	81	26.6	35	11.5	13	4.3
Years employed[cxiii]										
5 Years or Less	143	33.9	131	31.0	86	20.4	44	10.4	18	4.3
6–15 Years	67	24.1	104	37.4	59	21.2	41	14.7	7	2.5
More than 15 Years	46	21.4	81	37.7	44	20.5	35	16.3	9	4.2
Disability status[cxiv]										
At Least One Disability	18	22.2	25	30.9	19	23.5	11	13.6	8	9.9
No Disability	237	28.2	293	34.9	173	20.6	110	13.1	27	3.2

Note: Table reports responses only from Staff respondents ($n = 937$).

Table 89 illustrates that 54% ($n = 500$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Staff Respondents employed 5 Years or Less (25%, $n = 106$) than Staff Respondents employed 6–15 Years (14%, $n = 40$) and Staff Respondents employed More than 15 Years (13%, $n = 29$) "strongly agreed" that the performance evaluation process was clear. A higher percentage of Staff Respondents with At Least One Disability (29%, $n = 23$) than Staff Respondents with No Disability (17%, $n = 139$) "disagreed" that the performance evaluation process was clear.

Thirty-six percent ($n = 338$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of Staff Respondents with a Spiritual Affiliation (26%, $n = 187$) than Staff Respondents with No Affiliation (17%, $n = 32$) "agreed" that the performance evaluation was productive. A higher percentage of Staff Respondents employed 6–15 Years (29%, $n = 80$) and Staff Respondents employed More than 15 Years (30%, $n = 64$) than Staff Respondents employed 5 Years or Less (17%, $n = 73$) "disagreed" that the performance evaluation process was productive. A higher percentage of Staff Respondents with At Least One Disability (20%, $n = 16$) than Staff Respondents with No Disability (10%, $n = 83$) "strongly disagreed" that the performance evaluation process was productive.

Table 89. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The performance evaluation process is clear.	**175**	**18.8**	**325**	**34.9**	**222**	**23.9**	**164**	**17.6**	**44**	**4.7**
Years employed[cxv]										
5 Years or Less	106	25.1	129	30.6	105	24.9	64	15.2	18	4.3
6–15 Years	40	14.4	106	38.1	71	25.5	51	18.3	10	3.6
More than 15 Years	29	13.4	86	39.6	40	18.4	48	22.1	14	6.5
Disability status[cxvi]										
At Least One Disability	15	18.8	22	27.5	14	17.5	23	28.7	6	7.5
No Disability	159	18.9	300	35.6	208	24.7	139	16.5	37	4.4
The performance evaluation process is productive.	**117**	**12.6**	**221**	**23.7**	**272**	**29.2**	**221**	**23.7**	**100**	**10.7**
Spiritual affiliation[cxvii]										
Affiliation	92	13.0	187	26.3	207	29.2	157	22.1	67	9.4
No Affiliation	24	12.8	32	17.0	49	26.1	56	29.8	27	14.4
Years employed[cxviii]										
5 Years or Less	75	17.6	110	25.9	131	30.8	73	17.2	36	8.5
6–15 Years	29	10.4	57	20.5	82	29.5	80	28.8	30	10.8
More than 15 Years	13	6.0	51	23.7	55	25.6	64	29.8	32	14.9
Disability status[cxix]										
At Least One Disability	7	8.8	18	22.5	17	21.3	22	27.5	16	20.0
No Disability	110	13.0	201	23.8	254	30.1	196	23.2	83	9.8

Note: Table reports responses only from Staff respondents (*n* = 937).

Seventy-nine percent ($n = 736$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance (Table 90). A higher percentage of Staff Respondents with No Spiritual Affiliation (9%, $n = 17$) than Staff Respondents with Spiritual Affiliation (4%, $n = 30$) "disagreed" that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of Staff Respondents with At Least One Disability (9%, $n = 7$) than Staff Respondents with No Disability (3%, $n = 23$) "strongly disagreed" that their supervisors provided adequate support for them to manage work-life balance.

Forty-eight percent ($n = 447$) of Staff respondents "strongly agreed" or "agreed" that Creighton provided adequate support to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). A higher percentage of Staff Respondents with a Spiritual Affiliation (16%, $n = 112$) than Staff Respondents with No Affiliation (10%, $n = 18$) "strongly agreed" Creighton provided adequate support to help them manage work-life balance. A higher percentage of Staff Respondents employed 6–15 Years (38%, $n = 107$) and Staff Respondents employed More than 15 Years (38%, $n = 82$) than Staff Respondents employed 5 Years or Less (28%, $n = 120$) "agreed" Creighton provided adequate support to help them manage work-life balance.

Twenty-one percent ($n = 195$) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Staff Respondents employed 5 Years or Less (17%, $n = 73$) than Staff Respondents employed 6–15 Years (7%, $n = 20$) and Staff Respondents employed More than 15 Years (9%, $n = 20$) "strongly disagreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations. A higher percentage of Staff Respondents with At Least One Disability (16%, $n = 13$) than Staff Respondents with No Disability (7%, $n = 60$) "strongly agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Thirty-four percent ($n = 317$) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and

informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Staff Respondents employed 6–15 Years (26%, $n = 73$) than Staff Respondents employed 5 Years or Less (17%, $n = 72$) "agreed" that they performed more work than colleagues with similar performance expectations (Staff Respondents employed More than 15 Years [19%, $n = 40$] were not statistically different from other groups).

Table 90. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My supervisor provides adequate support for me to manage work-life balance.	**409**	**44.0**	**327**	**35.2**	**112**	**12.0**	**52**	**5.6**	**30**	**3.2**
Spiritual affiliation[cxx]										
Affiliation	327	46.1	240	33.9	88	12.4	30	4.2	24	3.4
No Affiliation	74	39.4	76	40.4	15	8.0	17	9.0	6	3.2
Disability status[cxxi]										
At Least One Disability	33	40.7	33	40.7	7	8.6	< 5	---	7	8.6
No Disability	374	44.4	290	34.4	104	12.4	51	6.1	23	2.7
Creighton University provides adequate resources to help me manage work-life balance.	**132**	**14.2**	**315**	**33.9**	**353**	**38.0**	**95**	**10.2**	**33**	**3.6**
Spiritual affiliation[cxxii]										
Affiliation	112	15.8	253	35.7	255	36.0	63	8.9	25	3.5
No Affiliation	18	9.6	55	29.4	79	42.2	27	14.4	8	4.3
Years employed[cxxiii]										
5 Years or Less	70	16.6	120	28.4	173	41.0	39	9.2	20	4.7
6–15 Years	39	14.0	107	38.4	97	34.8	30	10.8	6	2.2
More than 15 Years	23	10.7	82	38.3	78	36.4	24	11.2	7	3.3
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations.	**74**	**8.0**	**121**	**13.1**	**276**	**29.8**	**343**	**37.0**	**113**	**12.2**
Years employed[cxxiv]										
5 Years or Less	36	8.5	47	11.1	109	25.8	158	37.4	73	17.3
6–15 Years	21	7.6	45	16.4	91	33.1	98	35.6	20	7.3
More than 15 Years	17	7.9	27	12.5	72	33.3	80	37.0	20	9.3
Disability status[cxxv]										
At Least One Disability	13	16.3	9	11.3	26	32.5	29	36.3	< 5	---
No Disability	60	7.1	112	13.3	248	29.5	311	37.0	109	13.0

Table 90. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I perform more work than colleagues with similar performance expectations.	**130**	**14.0**	**187**	**20.1**	**305**	**32.8**	**239**	**25.7**	**68**	**7.3**
Years employed[cxxvi]										
5 Years or Less	59	13.9	72	17.0	122	28.8	125	29.5	46	10.8
6–15 Years	42	15.2	73	26.4	93	33.6	56	20.2	13	4.7
More than 15 Years	27	12.6	40	18.6	86	40.0	53	24.7	9	4.2

Note: Table reports responses only from Staff respondents (*n* = 937).

Fifty-eight percent (*n* = 536) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 91). A higher percentage of Non-Exempt Staff respondents (33%, *n* = 98) than Exempt Staff respondents (22%, *n* = 132) "strongly agreed" that they were able to complete their assigned duties during scheduled hours. A higher percentage of Staff Respondents employed Less than 5 Years (33%, *n* = 137) than Staff Respondents employed 6–15 Years (20%, *n* = 54) and Staff Respondents employed More than 15 Years (19%, *n* = 41) "strongly agreed" that they were able to complete their assigned duties during scheduled hours. A higher percentage of Staff Respondents with At Least One Disability (20%, *n* = 16) than Staff Respondents with No Disability (7%, *n* = 61) "strongly disagreed" that they were able to complete their assigned duties during scheduled hours.

Forty-nine percent (*n* = 459) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Staff Respondents with No Spiritual Affiliation (32%, *n* = 60) than Staff Respondents with a Spiritual Affiliation (23%, *n* = 162) "strongly agreed" that their workload increased without additional compensation as a result of other staff departures. A higher percentage of Staff Respondents employed Less than 5 Years (9%, *n* = 40) than Staff Respondents employed 6–15 Years (3%, *n* = 9) and Staff Respondents employed More than 15 Years (3%, *n* = 6) "strongly disagreed" that their workload increased without additional compensation as a result of other staff departures. A higher percentage of Staff Respondents with At Least One Disability (41%, *n* = 33) than Staff Respondents with No

Disability (24%, *n* = 198) "strongly agreed" that their workload increased without additional compensation as a result of other staff departures.

Thirty-one percent (*n* = 290) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Twenty-four percent (*n* = 142) of Exempt Staff respondents and 16% (*n* = 48) of Non-Exempt Staff respondents "agreed" that they felt pressured by departmental/program work requirements that occurred outside of normally scheduled hours. A higher percentage of Staff Respondents employed Less than 5 Years (17%, *n* = 72) than Staff Respondents employed 6–15 Years (5%, *n* = 14) and Staff Respondents employed More than 15 Years (7%, *n* = 16) "strongly disagreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. A higher percentage of Staff Respondents with At Least One Disability (24%, *n* = 19) than Staff Respondents with No Disability (9%, *n* = 77) "strongly agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours.

Seventy-three percent (*n* = 673) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff Respondents employed Less than 5 Years (28%, *n* = 118) than Staff Respondents employed 6–15 Years (18%, *n* = 51) and Staff Respondents employed More than 15 Years (17%, *n* = 37) "strongly agreed" that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff Respondents with No Disability (51%, *n* = 429) than Staff Respondents with At Least One Disability (40%, *n* = 32) "agreed" that they were given a reasonable time frame to complete assigned responsibilities.

Fifty-two percent (*n* = 483) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Exempt Staff respondents (17%, *n* = 103) than Non-Exempt Staff respondents (12%, *n* = 36) "disagreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Staff Respondents employed 6–15 Years (25%, *n* = 68) than Staff Respondents employed Less than 5 Years (15%, *n* = 63) "strongly agreed" that a hierarchy existed within staff positions that allowed some voices to be

valued more than others (Staff Respondents employed More than 15 Years [22%, $n = 48$] were not statistically different from other groups). A higher percentage of Staff Respondents with At Least One Disability (36%, $n = 29$) than Staff Respondents with No Disability (18%, $n = 153$) "strongly agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 91. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I am able to complete my assigned duties during scheduled hours.	**234**	**25.5**	**302**	**32.9**	**136**	**14.8**	**170**	**18.5**	**77**	**8.4**
Position status[cxxvii]										
Exempt	132	22.1	183	30.7	81	13.6	134	22.4	67	11.2
Non-Exempt	98	32.6	113	37.5	50	16.6	32	10.6	8	2.7
Years employed[cxxviii]										
5 Years or Less	137	32.5	131	31.1	52	12.4	66	15.7	35	8.3
6–15 Years	54	19.8	96	35.2	47	17.2	54	19.8	22	8.1
More than 15 Years	41	19.3	68	32.1	36	17.0	48	22.6	19	9.0
Disability status[cxxix]										
At Least One Disability	11	13.8	23	28.7	10	12.5	20	25.0	16	20.0
No Disability	222	26.6	275	33.0	126	15.1	150	18.0	61	7.3
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	**233**	**25.1**	**226**	**24.3**	**217**	**23.3**	**198**	**21.3**	**56**	**6.0**
Spiritual affiliation[cxxx]										
Affiliation	162	22.8	174	24.5	167	23.6	165	23.3	41	5.8
No Affiliation	60	31.9	45	23.9	41	21.8	28	14.9	14	7.4
Years employed[cxxxi]										
5 Years or Less	101	23.8	88	20.8	105	24.8	90	21.2	40	9.4
6–15 Years	81	29.1	75	27.0	59	21.2	54	19.4	9	3.2
More than 15 Years	51	23.7	58	27.0	49	22.8	51	23.7	6	2.8

Table 91. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability status[cxxxii]										
At Least One Disability	33	40.7	17	21.0	14	17.3	13	16.0	< 5	---
No Disability	198	23.5	207	24.6	201	23.9	184	21.9	52	6.2
Pressured by departmental /program work requirements that occur outside of my normally scheduled hours.	**96**	**10.3**	**194**	**20.9**	**241**	**25.9**	**295**	**31.8**	**103**	**11.1**
Position status[cxxxiii]										
Exempt	73	12.1	142	23.6	144	24.0	184	30.6	58	9.7
Non-Exempt	20	6.5	48	15.7	90	29.4	105	34.3	43	14.1
Years employed[cxxxiv]										
5 Years or Less	50	11.8	75	17.8	105	24.9	120	28.4	72	17.1
6–15 Years	28	10.1	70	25.3	69	24.9	96	34.7	14	5.1
More than 15 Years	18	8.3	46	21.2	63	29.0	74	34.1	16	7.4
Disability status[cxxxv]										
At Least One Disability	19	23.5	23	28.4	16	19.8	18	22.2	5	6.2
No Disability	77	9.2	170	20.2	223	26.5	274	32.6	97	11.5
I am given a reasonable time frame to complete assigned responsibilities.	**208**	**22.4**	**465**	**50.1**	**164**	**17.7**	**63**	**6.8**	**29**	**3.1**
Years employed[cxxxvi]										
5 Years or Less	118	27.8	203	47.8	60	14.1	30	7.1	14	3.3
6–15 Years	51	18.3	140	50.4	62	22.3	18	6.5	7	2.5
More than 15 Years	37	17.4	116	54.5	39	18.3	13	6.1	8	3.8
Disability status[cxxxvii]										
At Least One Disability	14	17.3	32	39.5	19	23.5	8	9.9	8	9.9
No Disability	192	22.8	429	51.0	144	17.1	55	6.5	21	2.5
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**183**	**19.7**	**300**	**32.4**	**246**	**26.5**	**143**	**15.4**	**55**	**5.9**
Position status[cxxxviii]										
Exempt	126	21.0	197	32.8	142	23.6	103	17.1	33	5.5
Non-Exempt	51	16.8	100	32.9	97	31.9	36	11.8	20	6.6

Table 91. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Years employed[cxxxix]										
5 Years or Less	63	14.9	134	31.7	116	27.4	73	17.3	37	8.7
6–15 Years	68	24.5	88	31.7	69	24.8	38	13.7	15	5.4
More than 15 Years	48	22.4	74	34.6	60	28.0	29	13.6	< 5	---
Disability status[cxl]										
At Least One Disability	29	35.8	25	30.9	16	19.8	11	13.6	0	0.0
No Disability	153	18.2	272	32.4	227	27.1	132	15.7	55	6.6

Note: Table reports responses only from Staff respondents (*n* = 937).

Qualitative Comment Analyses

Two hundred ninety-one Staff respondents elaborated on campus climate at Creighton University. Five themes emerged from Staff respondents: insufficient child care benefits, uncompetitive compensation, work equity, issues with the performance evaluation process, and overworked/undercompensated.

Insufficient Child Care Benefits. Staff respondents shared that current wellness benefits at Creighton University did not support the demands of affordable childcare. Respondents suggested that while there was daycare provided on campus, the waitlist was long and the transition to the YMCA has been problematic. A respondents shared, "As a parent of a child at the childcare center, I have continued to be disappointed with the university's decision to sell the center to the YMCA. The management transition has been horrible and promises from the Y have not been kept. The staffing issues are so severe right now that the Infant rooms are not able to operate at capacity which means they aren't able to take young infants off waitlists, which puts new parents in a bind in finding safe and reliable childcare…It is a huge mistake of the university to have done this to save a buck." Another respondent added, "The University's decision to outsource the childcare center to the YMCA was incredibly disheartening. It was done without transparency or input from RCDC leadership or parents. The center has already seen significant turnover in tenured, highly educated staff. Long term the decline of the center will hinder our ability to recruit top talent to the University. It was a poor business decision and has negatively impacted my perception of University Leadership."

Uncompetitive Compensation. Staff respondents suggested that low salaries and annual merit increases were not competitive and did not meet cost of living adjustments. A respondent shared, "I have been at Creighton for over 15 years and pay increases have always been less than 3% and at least 5 years with no merit increase at all, which causes the need for a part time job. In these 15+ years the cost of living has continued to increase but our pay has not." Another respondent included, "I am at the top of my job grade salary-wise. I can't get a raise of any amount due to that. My life expenses increase, I get 'Exceeds Expectations' on my review since I'm now doing two people's work, yet I get minimal raises and HR REFUSES to bump me to the next job grade at the same pay despite my supervisor petitioning for it."

Work Equity. Staff respondents indicated that duties and responsibilities were not equally distributed amongst Staff personnel, leaving respondents feeling like they are carrying a larger workload. Respondents described, "There are some coworkers who rarely attend meetings, volunteer for duties/committees, or come to the office now that working from home is acceptable," and "There's a theme among staff that those who do their jobs well continue to get 'dumped on,' while those who do an average or sub-par job continue to get by with being lazy and not taking on additional responsibilities." A respondent added, "There is a significant issue with the workload balance being skewed amongst our staff. There is no reprimanding or corrections given to a single individual, but rather the entirely of the team is punished for one person's actions. If one person is inefficient at something, the protocols change to cater to them rather than fixing the issue they have."

Issues with the Performance Evaluation Process. Staff respondents shared that the performance evaluation process is unclear, burdensome, and does not lead to merit increases or advancement. Respondents stated, "The performance evaluation process is very cumbersome and doesn't lead to an actual merit. Merit should be able to be awarded at any time based on performance, not once a year and parameters in place to restrict how the merit pool is divided amongst the staff," and "Performance evaluation here is a joke. There are no meaningful goals from campus, department, or division. It is basically an afterthought done once a year and never discussed." Another respondent shared, "The review process is very unclear. Clear expectations on how I am able get to the 'next level' of my career have never been received. It seems as though those doing the minimum of my job requirement and those going above and beyond are rated the same."

Overworked/Undercompensated. High turnover and limited hiring resources has increased Staff respondent roles and responsibilities, yet fair compensation for this added workload has remained stagnant. A respondent shared, "We take too long to fill vacancies, and this work still needs to be done, so we are often asked pick up the slack without any additional compensation." Another respondent suggested, "I think staff is grossly underpaid for the amount of work expected of them. Many departments are understaffed, and people are expected to do the work of three people but not getting compensated for it. It almost feels like a joke anymore, as in how many more people can leave before someone will finally be hired, or will there be one remaining person forced to do the work of the entire department?" Other respondents added, "We currently have three positions open that won't be filled, and the team is being asked to take on more, without additional compensation. All people want is to feel valued for their work," and "The workloads and work demands have increased substantially without additional staffing or compensation. Many in my department feel over-taxed, overworked, and burnt out."

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the institution. Table 92 to Table 98 illustrate Staff responses to these items. Analyses were conducted by position status (Exempt Staff or Non-Exempt Staff), gender identity, racial identity, spiritual affiliation, years employed at Creighton, and disability status. Significant differences are presented in the following tables.[85]

Sixty-seven percent ($n = 628$) of Staff respondents "strongly agreed" or "agreed" that Creighton provided them with resources to pursue training/professional development opportunities (Table 92). A higher percentage of Staff Respondents with No Spiritual Affiliation (15%, $n = 28$) than Staff Respondents with a Spiritual Affiliation (10%, $n = 68$) "disagreed" that Creighton provided them with resources to pursue training/professional development opportunities.

Sixty-six percent ($n = 610$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. A higher percentage of Staff Respondents employed 5 Years or Less (29%, $n = 121$) than Staff Respondents employed More than 15 Years (17%, $n = 36$) "strongly agreed" that their supervisors provided them with resources to pursue training/professional development opportunities (Staff Respondents employed 6–15 Years [23%, $n = 64$] were not statistically different from other groups).

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[85] Chi-square analyses were conducted by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status; only significant differences are reported.

Table 92. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Creighton University provides me with resources to pursue training/professional development opportunities.	**179**	**19.2**	**449**	**48.2**	**184**	**19.7**	**99**	**10.6**	**21**	**2.3**
Spiritual affiliation[cxli]										
Affiliation	148	20.8	351	49.4	132	18.6	68	9.6	12	1.7
No Affiliation	28	14.9	83	44.1	42	22.3	28	14.9	7	3.7
My supervisor provides me with resources to pursue training/professional development opportunities.	**221**	**23.8**	**389**	**41.8**	**203**	**21.8**	**98**	**10.5**	**19**	**2.0**
Years employed[cxlii]										
5 Years or Less	121	28.6	164	38.8	85	20.1	45	10.6	8	1.9
6–15 Years	64	23.0	123	44.2	52	18.7	31	11.2	8	2.9
More than 15 Years	36	16.7	99	45.8	59	27.3	20	9.3	< 5	---

Note: Table reports responses only from Staff respondents (*n* = 937).

Sixty-five percent (*n* = 606) of Staff respondents "strongly agreed" or "agreed" that Creighton was supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability) (Table 93). A higher percentage of Staff Respondents with a Spiritual Affiliation (25%, *n* = 177) than Staff Respondents with No Affiliation (14%, *n* = 27) "strongly agreed" that Creighton was supportive of their taking extended leave.

Seventy-three percent (*n* = 676) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking extended leave (e.g., vacation, family leave, personal, short-term disability). A higher percentage of Staff Respondents with No Disability (42%, *n* = 353) than Staff Respondents with At Least One Disability (29%, *n* = 23) "agreed" that their supervisors were supportive of their taking extended leave.

Six percent of (*n* = 53) of Staff respondents "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. A higher percentage of Staff Respondents employed 6–15 Years (36%, *n* = 98) and Staff Respondents employed More than 15 Years (32%, *n* = 69) than Staff

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Respondents employed 5 Years or Less (21%, *n* = 89) "disagreed" that staff in their department/program who used FMLA were disadvantaged in promotion or evaluations. A higher percentage of Staff Respondents with No Disability (29%, *n* = 243) than Staff Respondents with At Least One Disability (18%, *n* = 14) "disagreed" that staff in their department/program who used FMLA were disadvantaged in promotion or evaluations.

Forty-nine percent (*n* = 451) of Staff respondents "strongly agreed" or "agreed" that Creighton policies (e.g., vacation, family leave, personal, short-term disability) were fairly applied across Creighton. A higher percentage of Staff Respondents with No Disability (37%, *n* = 308) than Staff Respondents with At Least One Disability (25%, *n* = 20) "agreed" that Creighton policies (e.g., vacation, family leave, personal, short-term disability) were fairly applied across the University.

Table 93. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Creighton University is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	**210**	**22.6**	**396**	**42.6**	**246**	**26.5**	**60**	**6.5**	**18**	**1.9**
Spiritual affiliation[cxliii]										
Affiliation	177	24.9	306	43.1	174	24.5	42	5.9	11	1.5
No Affiliation	27	14.4	82	43.9	58	31.0	13	7.0	7	3.7
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	**297**	**32.2**	**379**	**41.1**	**198**	**21.5**	**37**	**4.0**	**11**	**1.2**
Disability status[cxliv]										
At Least One Disability	25	31.3	23	28.7	26	32.5	< 5	---	< 5	---
No Disability	270	32.3	353	42.2	171	20.5	34	4.1	8	1.0
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	**18**	**2.0**	**35**	**3.8**	**488**	**52.9**	**258**	**28.0**	**123**	**13.3**
Years employed[cxlv]										
5 Years or Less	14	3.3	21	5.0	246	58.6	89	21.2	50	11.9
6–15 Years	0	0.0	8	2.9	133	48.5	98	35.8	35	12.8
More than 15 Years	< 5	---	5	2.3	100	46.5	69	32.1	37	17.2
Disability status[cxlvi]										
At Least One Disability	5	6.3	< 5	---	53	66.3	14	17.5	6	7.5
No Disability	13	1.6	33	3.9	432	51.7	243	29.1	115	13.8
Creighton University policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Creighton University.	**120**	**12.9**	**331**	**35.7**	**379**	**40.9**	**71**	**7.7**	**26**	**2.8**
Disability status[cxlvii]										
At Least One Disability	9	11.1	20	24.7	37	45.7	10	12.3	5	6.2
No Disability	111	13.2	308	36.7	340	40.5	61	7.3	20	2.4

Note: Table reports responses only from Staff respondents (*n* = 937).

Sixty-six percent of Staff respondents (n = 613) "strongly agreed" or "agreed" that Creighton was supportive of flexible work schedules (Table 94). A higher percentage of Staff Respondents with a Spiritual Affiliation (46%, n = 327) than Staff Respondents with No Affiliation (34%, n = 64) "agreed" that Creighton was supportive of flexible work schedules. A higher percentage of Staff Respondents employed 5 Years or Less (29%, n = 121) than Staff Respondents employed 6–15 Years (18%, n = 49) and employed More than 15 Years (18%, n = 39) "strongly agreed" that Creighton was supportive of flexible work schedules.

Seventy-eight percent (n = 721) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. A significantly higher percentage of Staff Respondents employed 5 Years or Less (44%, n = 187) than Staff Respondents employed 6–15 Years (35%, n = 97) and employed More than 15 Years (29%, n = 62) "strongly agreed" that their supervisors were supportive of flexible work schedules.

Table 94. Staff Respondents' Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Creighton University is supportive of flexible work schedules.	**210**	**22.6**	**403**	**43.4**	**189**	**20.3**	**99**	**10.7**	**28**	**3.0**
Spiritual affiliation[cxlviii]										
Affiliation	162	22.8	327	46.1	130	18.3	73	10.3	17	2.4
No Affiliation	45	24.1	64	34.2	47	25.1	21	11.2	10	5.3
Years employed[cxlix]										
5 Years or Less	121	28.5	172	40.6	74	17.5	44	10.4	13	3.1
6–15 Years	49	17.6	124	44.4	66	23.7	29	10.4	11	3.9
More than 15 Years	39	18.3	104	48.8	43	20.2	23	10.8	< 5	---
My supervisor is supportive of flexible work schedules.	**348**	**37.4**	**373**	**40.1**	**116**	**12.5**	**70**	**7.5**	**24**	**2.6**
Years employed[cl]										
5 Years or Less	187	44.1	152	35.8	43	10.1	31	7.3	11	2.6
6–15 Years	97	34.9	112	40.3	40	14.4	22	7.9	7	2.5
More than 15 Years	62	28.7	105	48.6	28	13.0	16	7.4	5	2.3

Note: Table reports responses only from Staff respondents (n = 937).

Queried about salary and benefits, 21% ($n = 199$) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 95). A higher percentage of Exempt Staff respondents (19%, $n = 115$) than Non-Exempt Staff respondents (10%, $n = 29$) "agreed" that staff salaries were competitive. A higher percentage of Staff Respondents with No Spiritual Affiliation (28%, $n = 53$) than Staff Respondents with a Spiritual Affiliation (19%, $n = 136$) "strongly disagreed" that staff salaries were competitive. A significantly higher percentage of Staff Respondents employed 5 Years or Less (20%, $n = 85$) than Staff Respondents employed More than 15 Years (11%, $n = 24$) "agreed" that staff salaries were competitive (Staff Respondents employed 6–15 Years [14%, $n = 38$] were not statistically different from other groups).

Sixty-four percent ($n = 590$) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time benefits were competitive. A higher percentage of Exempt Staff respondents (50%, $n = 302$) than Non-Exempt Staff respondents (40%, $n = 120$) "agreed" that vacation and personal time benefits were competitive. A higher percentage of White Staff respondents (49%, $n = 371$) than Staff Respondents of Color (32%, $n = 42$) "agreed" that vacation and personal time benefits were competitive. A higher percentage of Staff Respondents with No Spiritual Affiliation (17%, $n = 32$) than Staff Respondents with a Spiritual Affiliation (9%, $n = 67$) "disagreed" that vacation and personal time benefits were competitive. A higher percentage of Staff Respondents employed 6–15 Years (51%, $n = 142$) than Staff Respondents employed 5 Years or Less (42%, $n = 176$) "agreed" that vacation and personal time benefits were competitive (Staff Respondents employed More than 15 Years [51%, $n = 108$] were not statistically different from other groups).

Fifty-six percent ($n = 521$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. A higher percentage of Staff Respondents with Spiritual Affiliation (14%, $n = 100$) than Staff Respondents with No Affiliation (9%, $n = 16$) "strongly agreed" that health insurance benefits were competitive. A higher percentage of Staff Respondents employed More than 15 Years (52%, $n = 113$) than Staff Respondents employed 5 Years or Less (37%, $n = 158$) "agreed" that health insurance benefits were competitive (Staff Respondents employed 6–15 Years [46%, $n = 129$] were not statistically different from other groups). A higher percentage of Staff Respondents with No Disability (45%, $n = 378$) than Staff

Respondents with At Least One Disability (28%, $n = 22$) "agreed" that health insurance benefits were competitive.

Nineteen percent ($n = 177$) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive. A higher percentage of Staff Respondents employed 6–15 Years (19%, $n = 51$) than Staff Respondents employed 5 Years or Less (11%, $n = 44$) "agreed" that child care benefits were competitive (Staff Respondents employed More than 15 Years [14%, $n = 29$] were not statistically different from other groups).

Fifty-nine percent ($n = 546$) of Staff respondents "strongly agreed" or "agreed" that retirement and supplemental benefits were competitive. A higher percentage of Non-Exempt Staff respondents (38%, $n = 113$) than Exempt Staff respondents (27%, $n = 162$) "neither agreed nor disagreed" that retirement and supplemental benefits were competitive. A higher percentage of White Staff respondents (47%, $n = 353$) than Staff Respondents of Color (33%, $n = 44$), and a higher percentage of Staff Respondents with No Disability (47%, $n = 390$) than Staff Respondents with At Least One Disability (29%, $n = 23$) "agreed" that retirement and supplemental benefits were competitive.

Table 95. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff salaries are competitive.	**50**	**5.4**	**149**	**16.0**	**218**	**23.5**	**313**	**33.7**	**199**	**21.4**
Position status[cli]										
Exempt	33	5.5	115	19.1	129	21.5	201	33.4	123	20.5
Non-Exempt	16	5.2	29	9.5	80	26.1	111	36.3	70	22.9
Spiritual affiliation[clii]										
Affiliation	37	5.2	126	17.8	175	24.7	235	33.1	136	19.2
No Affiliation	12	6.4	21	11.2	33	17.6	68	36.4	53	28.3
Years employed[cliii]										
5 Years or Less	40	9.4	85	20.0	89	20.9	127	29.8	85	20.0
6–15 Years	7	2.5	38	13.8	69	25.0	99	35.9	63	22.8
More than 15 Years	< 5	---	24	11.2	56	26.2	83	38.8	48	22.4
Vacation and personal time benefits are competitive.	**159**	**17.1**	**431**	**46.4**	**192**	**20.7**	**103**	**11.1**	**43**	**4.6**
Position status[cliv]										
Exempt	106	17.6	302	50.2	101	16.8	65	10.8	28	4.7
Non-Exempt	51	16.8	120	39.5	82	27.0	37	12.2	14	4.6
Racial identity[clv]										
Respondents of Color	21	15.9	42	31.8	42	31.8	20	15.2	7	5.3
White	135	17.8	371	48.9	138	18.2	82	10.8	32	4.2
Spiritual affiliation[clvi]										
Affiliation	127	17.9	347	48.9	140	19.7	67	9.4	28	3.9
No Affiliation	29	15.6	78	41.9	36	19.4	32	17.2	11	5.9
Years employed[clvii]										
5 Years or Less	76	17.9	176	41.5	84	19.8	60	14.2	28	6.6
6–15 Years	44	15.8	142	51.1	59	21.2	23	8.3	10	3.6
More than 15 Years	38	17.8	108	50.7	42	19.7	20	9.4	5	2.3
Health insurance benefits are competitive.	**118**	**12.7**	**403**	**43.3**	**255**	**27.4**	**113**	**12.2**	**41**	**4.4**

Table 95. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Spiritual affiliation[clviii]										
Affiliation	100	14.1	325	45.8	182	25.6	77	10.8	26	3.7
No Affiliation	16	8.6	71	38.0	57	30.5	32	17.1	11	5.9
Years employed[clix]										
5 Years or Less	63	14.9	158	37.4	120	28.4	58	13.7	24	5.7
6–15 Years	32	11.5	129	46.4	76	27.3	28	10.1	13	4.7
More than 15 Years	22	10.2	113	52.3	52	24.1	25	11.6	< 5	---
Disability status[clx]										
At Least One Disability	9	11.3	22	27.5	28	35.0	14	17.5	7	8.8
No Disability	109	12.9	378	44.8	224	26.6	99	11.7	33	3.9
Child care benefits are competitive.	**51**	**5.6**	**126**	**13.8**	**640**	**69.9**	**59**	**6.4**	**39**	**4.3**
Years employed[clxi]										
5 Years or Less	32	7.6	44	10.5	303	72.3	20	4.8	20	4.8
6–15 Years	12	4.4	51	18.8	171	62.9	25	9.2	13	4.8
More than 15 Years	7	3.3	29	13.7	155	73.5	14	6.6	6	2.8
Retirement/supplemental benefits are competitive.	**130**	**14.1**	**416**	**45.1**	**287**	**31.1**	**69**	**7.5**	**21**	**2.3**
Position status[clxii]										
Exempt	88	14.6	285	47.4	162	27.0	52	8.7	14	2.3
Non-Exempt	40	13.3	125	41.7	113	37.7	15	5.0	7	2.3
Racial identity[clxiii]										
Respondents of Color	18	13.6	44	33.3	56	42.4	9	6.8	5	3.8
White	111	14.7	353	46.8	223	29.6	53	7.0	14	1.9
Disability status[clxiv]										
At Least One Disability	10	12.5	23	28.7	31	38.8	9	11.3	7	8.8
No Disability	120	14.4	390	46.7	253	30.3	60	7.2	13	1.6

Note: Table reports responses only from Staff respondents (*n* = 937).

Thirty-nine percent ($n = 358$) of Staff respondents "strongly agreed" or "agreed" that Creighton committees value staff opinions (Table 96). A higher percentage of Staff Respondents with a Spiritual Affiliation (34%, $n = 237$) than Staff Respondents with No Affiliation (23%, $n = 42$) "agreed" that Creighton committees value staff opinions. A lower percentage of Staff Respondents employed 6–15 Years (5%, $n = 15$) and employed More than 15 Years (3%, $n = 7$) than Staff Respondents employed 5 Years or Less (12%, $n = 51$) "strongly agreed" that Creighton committees value staff opinions. A higher percentage of Staff Respondents with At Least One Disability (16%, $n = 13$) than Staff Respondents with No Disability (5%, $n = 45$) "strongly disagreed" that Creighton committees value staff opinions.

Thirty-five percent ($n = 317$) of Staff respondents "strongly agreed" or "agreed" that Creighton faculty value staff opinions (Table 96). A higher percentage of Staff Respondents with a Spiritual Affiliation (30%, $n = 211$) than Staff Respondents with No Affiliation (18%, $n = 33$) "agreed" that Creighton faculty value staff opinions. A lower percentage of Staff Respondents employed 6–15 Years (6%, $n = 15$) and employed More than 15 Years (3%, $n = 6$) than Staff Respondents employed 5 Years or Less (11%, $n = 48$) "strongly agreed" that Creighton faculty value staff opinions. A higher percentage of Staff Respondents with At Least One Disability (24%, $n = 19$) than Staff Respondents with No Disability (15%, $n = 129$) "disagreed" that Creighton faculty value staff opinions.

Forty percent ($n = 367$) of Staff respondents "strongly agreed" or "agreed" that Creighton senior administrators (e.g., dean, associate/assistant dean, vice president, provost) value staff opinions. A lower percentage of Non-Exempt Staff respondents (26%, $n = 79$) than Exempt Staff respondents (34%, $n = 206$) "agreed" that Creighton senior administrators value staff opinions. A higher percentage of Staff Respondents with No Spiritual Affiliation (26%, $n = 48$) than Staff Respondents with Spiritual Affiliation (15%, $n = 106$) "disagreed" that Creighton senior administrators value staff opinions. A higher percentage of Staff Respondents employed 6–15 Years (21%, $n = 59$) and employed More than 15 Years (23%, $n = 48$) than Staff respondents employed 5 Years or Less (12%, $n = 49$) "disagreed" that Creighton senior administrators value staff opinions.

Table 96. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Creighton University committees value staff opinions.	**73**	**7.9**	**285**	**30.8**	**366**	**39.6**	**141**	**15.3**	**59**	**6.4**
Spiritual affiliation[clxv]										
Affiliation	64	9.0	237	33.5	274	38.7	94	13.3	39	5.5
No Affiliation	8	4.4	42	23.0	77	42.1	41	22.4	15	8.2
Years employed[clxvi]										
5 Years or Less	51	12.1	127	30.1	175	41.5	46	10.9	23	5.5
6–15 Years	15	5.4	88	31.7	105	37.8	52	18.7	18	6.5
More than 15 Years	7	3.3	66	31.3	83	39.3	38	18.0	17	8.1
Disability status[clxvii]										
At Least One Disability	< 5	---	19	23.8	33	41.3	12	15.0	13	16.3
No Disability	70	8.4	262	31.3	332	39.6	129	15.4	45	5.4
Creighton University faculty value staff opinions.	**69**	**7.5**	**248**	**27.0**	**394**	**42.8**	**148**	**16.1**	**61**	**6.6**
Spiritual affiliation[clxviii]										
Affiliation	59	8.4	211	30.1	291	41.5	104	14.8	37	5.3
No Affiliation	9	4.9	33	17.8	88	47.6	37	20.0	18	9.7
Years employed[clxix]										
5 Years or Less	48	11.4	131	31.2	171	40.7	45	10.7	25	6.0
6–15 Years	15	5.5	63	22.9	123	44.7	54	19.6	20	7.3
More than 15 Years	6	2.8	50	23.6	96	45.3	45	21.2	15	7.1
Disability status[clxx]										
At Least One Disability	< 5	---	17	21.5	29	36.7	19	24.1	10	12.7
No Disability	65	7.8	226	27.1	364	43.6	129	15.4	51	6.1
Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost) value staff opinions.	**76**	**8.2**	**291**	**31.4**	**336**	**36.3**	**158**	**17.1**	**65**	**7.0**
Position status[clxxi]										
Exempt	50	8.3	206	34.3	193	32.2	110	18.3	41	6.8
Non-Exempt	24	7.9	79	26.0	131	43.1	47	15.5	23	7.6

Table 96. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Spiritual affiliation[clxxii]										
Affiliation	66	9.3	240	33.9	252	35.6	106	15.0	43	6.1
No Affiliation	8	4.3	47	25.3	67	36.0	48	25.8	16	8.6
Years employed[clxxiii]										
5 Years or Less	52	12.3	143	33.7	155	36.6	49	11.6	25	5.9
6–15 Years	15	5.4	81	29.2	104	37.5	59	21.3	18	6.5
More than 15 Years	9	4.2	64	30.2	71	33.5	48	22.6	20	9.4

Note: Table reports responses only from Staff respondents (*n* = 937).

Sixty-nine percent (*n* = 637) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed (Table 97). A higher percentage of Staff Respondents with No Disability (20%, *n* = 165) than Staff Respondents with At Least One Disability (10%, *n* = 8) "strongly agreed" that clear expectations of their responsibilities existed.

Twenty-seven percent (*n* = 247) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at Creighton. A higher percentage of Staff Respondents with No Spiritual Affiliation (21%, *n* = 39) than Staff Respondents with Spiritual Affiliation (13%, *n* = 91) "strongly disagreed" that clear procedures existed on how they could advance at Creighton. A higher percentage of Staff Respondents with At Least One Disability (23%, *n* = 18) than Staff Respondents with No Disability (13%, *n* = 113) "strongly disagreed" that clear procedures existed on how they could advance at Creighton.

Forty-two percent (*n* = 389) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at Creighton. A higher percentage of Exempt Staff respondents (33%, *n* = 197) than Non-Exempt Staff respondents (24%, *n* = 74) "agreed" that they felt positive about their career opportunities at Creighton. A lower percentage of Staff Respondents with No Spiritual Affiliation (22%, *n* = 41) than Staff Respondents with a Spiritual Affiliation (32%, *n* = 230) "agreed" that they felt positive about their career opportunities at Creighton. A higher percentage of Staff Respondents employed 5 Years or Less (17%, *n* = 71) than Staff Respondents employed 6–15 Years (9%, *n* = 25) and Staff Respondents employed

More than 15 Years (7%, *n* = 15) "strongly agreed" that they felt positive about their career opportunities at Creighton. A higher percentage of Staff Respondents with At Least One Disability (15%, *n* = 12) than Staff Respondents with No Disability (6%, *n* = 48) "strongly disagreed" that they felt positive about their career opportunities at Creighton.

Table 97. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
Clear expectations of my responsibilities exist.	**174**	**18.7**	**463**	**49.8**	**146**	**15.7**	**116**	**12.5**	**31**	**3.3**
Disability status[clxxiv]										
At Least One Disability	8	10.0	36	45.0	16	20.0	14	17.5	6	7.5
No Disability	165	19.6	422	50.1	130	15.4	101	12.0	25	3.0
Clear procedures exist on how I can advance at Creighton University.	**65**	**7.0**	**182**	**19.6**	**290**	**31.2**	**260**	**28.0**	**132**	**14.2**
Spiritual affiliation[clxxv]										
Affiliation	54	7.6	150	21.2	228	32.2	186	26.2	91	12.8
No Affiliation	10	5.3	28	15.0	51	27.3	59	31.6	39	20.9
Disability status[clxxvi]										
At Least One Disability	< 5	---	13	16.3	16	20.0	31	38.8	18	22.5
No Disability	63	7.5	165	19.6	273	32.4	228	27.1	113	13.4
Positive about my career opportunities at Creighton University	**112**	**12.1**	**277**	**29.8**	**308**	**33.2**	**172**	**18.5**	**60**	**6.5**
Position status[clxxvii]										
Exempt	70	11.6	197	32.6	180	29.8	117	19.4	40	6.6
Non-Exempt	40	13.2	74	24.4	120	39.6	49	16.2	20	6.6
Spiritual affiliation[clxxviii]										
Affiliation	95	13.4	230	32.3	233	32.8	114	16.0	39	5.5
No Affiliation	16	8.6	41	22.2	62	33.5	48	25.9	18	9.7

Table 97. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Years employed[clxxix]										
5 Years or Less	71	16.7	134	31.5	127	29.9	63	14.8	30	7.1
6–15 Years	25	9.1	75	27.2	100	36.2	61	22.1	15	5.4
More than 15 Years	15	7.0	63	29.3	79	36.7	44	20.5	14	6.5
Disability status[clxxx]										
At Least One Disability	7	8.8	20	25.0	23	28.7	18	22.5	12	15.0
No Disability	105	12.5	254	30.1	283	33.6	153	18.1	48	5.7

Note: Table reports responses only from Staff respondents (*n* = 937).

Sixty-eight percent (*n* = 637) of Staff respondents "strongly agreed" or "agreed" that they would recommend Creighton University as a good place to work (Table 98). A higher proportion of Staff Respondents with No Spiritual Affiliation (10%, *n* = 18) than Staff Respondents with a Spiritual Affiliation (4%, *n* = 31) "disagreed" that they would recommend Creighton University as a good place to work. A higher percentage of Staff Respondents employed 5 Years or Less (27%, *n* = 115) than Staff Respondents employed 6–15 Years (17%, *n* = 46) and Staff Respondents employed More than 15 Years (17%, *n* = 36) "strongly agreed" that they would recommend Creighton University as a good place to work. A higher percentage of Staff Respondents with At Least One Disability (6%, *n* = 5) than Staff Respondents with No Disability (2%, *n* = 16) "strongly disagreed" that they would recommend Creighton University as a good place to work.

Sixty-eight percent (*n* = 636) of Staff respondents "strongly agreed" or "agreed" that they had job security. A higher proportion of Exempt Staff respondents (51%, *n* = 308) than Non-Exempt Staff respondents (41%, *n* = 126) "agreed" that they had job security. A higher percentage of Staff Respondents employed 6–15 Years (10%, *n* = 29) than Staff Respondents employed 5 Years or Less (5%, *n* = 23) "disagreed" that they had job security (Staff Respondents employed More than 15 Years [7%, *n* = 15] were not statistically different from other groups). A significantly higher percentage of Staff Respondents with At Least One Disability (13%, *n* = 10) than Staff Respondents with No Disability (2%, *n* = 14) "strongly disagreed" that they had job security.

Table 98. Staff Respondents' Perceptions of Creighton University and Job Security

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I would recommend Creighton University as a good place to work.	**199**	**21.3**	**438**	**46.9**	**224**	**24.0**	**52**	**5.6**	**21**	**2.2**
Spiritual affiliation[clxxxi]										
Affiliation	165	23.1	346	48.5	159	22.3	31	4.3	13	1.8
No Affiliation	31	16.6	79	42.2	53	28.3	18	9.6	6	3.2
Years employed[clxxxii]										
5 Years or Less	115	27.0	192	45.1	83	19.5	23	5.4	13	3.1
6–15 Years	46	16.5	136	48.7	75	26.9	19	6.8	< 5	---
More than 15 Years	36	16.7	106	49.1	59	27.3	10	4.6	5	2.3
Disability status[clxxxiii]										
At Least One Disability	13	16.0	32	39.5	25	30.9	6	7.4	5	6.2
No Disability	186	22.0	400	47.3	198	23.4	46	5.4	16	1.9
I have job security.	**192**	**20.6**	**444**	**47.6**	**204**	**21.9**	**69**	**7.4**	**24**	**2.6**
Position status[clxxxiv]										
Exempt	123	20.3	308	50.8	113	18.6	43	7.1	19	3.1
Non-Exempt	68	22.3	126	41.3	84	27.5	23	7.5	< 5	---
Years employed[clxxxv]										
5 Years or Less	102	23.9	208	48.8	85	20.0	23	5.4	8	1.9
6–15 Years	52	18.7	135	48.6	55	19.8	29	10.4	7	2.5
More than 15 Years	37	17.1	96	44.4	59	27.3	15	6.9	9	4.2
Disability status[clxxxvi]										
At Least One Disability	11	13.8	32	40.0	18	22.5	9	11.3	10	12.5
No Disability	181	21.4	408	48.2	184	21.7	59	7.0	14	1.7

Note: Table reports responses only from Staff respondents (*n* = 937).

Qualitative Comment Analyses

Two hundred fifty-eight Staff respondents elaborated on previous responses related to workplace climate at Creighton University. Six themes emerged from Staff respondents: limited career advancement, uncompetitive vacation benefits, ignored input in decision-making, limited training/development opportunities, and hard to take time off.

Limited Career Advancement. Staff respondents suggested they have limited career advancement options at Creighton University. A respondent shared, "I would recommend Creighton University generally as a good place to work, but likely only short term. There are just not opportunities for growth–in pay or promotion–for staff. It is clear that the university views staff as replaceable." Another respondent added, "Creighton and my supervisors have not provided anything in terms of career advancement opportunities. This is despite every effort I have made to state very clearly my intentions, 'I would like to advance in my career, how do I do that?' the most common responses, 'Wait out these coming changes, there may be opportunities that come of them.'" Other respondents included, "While I love my job, I sometimes feel like I'm stuck. I can't go up and don't see opportunities for me to use my degrees as I would like to. I've been asking for YEARS what I need to do to advance and have gotten nothing but shrugs from my supervisor," and "The advancement piece is terrible. Although my supervisor does a good job at looking at possible opportunities for advancement, we have had this conversation for over (2) years now and still nothing."

Uncompetitive Vacation Benefits. Staff respondents also shared that the vacation accrual policy at Creighton University was outdated and not competitive with other institutions. A respondent stated, "The vacation accrual process is extremely outdated and not competitive with other employers." Another respondent added, "The biggest disappointment I have at Creighton is there seems to be no flexibility for vacation time allotted for someone of my age and experience. I was earning two days of vacation a month at my previous job plus the week between Christmas and New Year's. At Creighton I'm accumulating 2/3's of a day per month." Other respondents included, "I almost turned down the job when I found out about the vacation time for employees 0–5 years. Ten days, that's it. I was coming from a play with 20 days, and so it was a deterrent. The vacation benefits are beginning to feel quickly outdated compared to other organizations at least in Omaha," and "As a new employee, providing 6-ish hours of vacation time per month? That doesn't even equal an entire day per month. For those people not from Omaha/Nebraska/Iowa, sometimes it takes an entire day to fly how given Omaha's airport limitations. 6-hours of vacation per month is sad."

Ignored Input in Decision-Making. Staff respondents shared that their input was often ignored in the decision-making process. A respondent shared, "Sometimes I feel CU requests staff opinions,

just so they can say they asked, but will make important decisions like benefits based on what admin/mgmt. want anyway without seriously considering what is best for their employees." Another respondent added, "As a staff member who has a lot of student-to-student interaction, I feel like I provide feedback up the chain of command, and it falls by the wayside. It seems like there are only a small number of people at this university who make the decisions that then have a major, and often negative impact, on the staff that then need to make their vision happen."

Limited Training/Development Opportunities. Staff respondents suggested that on-campus training and development opportunities were limited, and they were not allocated sufficient resources to attend professional development conferences. A respondent shared, "I do get support to attend training/workshops/conferences outside of Creighton but receive significantly less resources than my former institution. There are not a lot of high-quality professional development opportunities provided internally." Other respondents added, "I feel as though I have had minimal opportunities to participate in in-person professional development opportunities," and "Creighton does provide training opportunities, many of which are around the mission, which is valuable and personally enriching, but there is not as much offered around more technical skills. It's not clear where to get training that would help me advance or improve my department beyond mission, or what that training should be."

Hard to Take Time Off. Staff respondents suggested that although they accrue vacation time, job demands and understaffing prevent them from taking a necessary break from work. A respondent shared, "Creighton is an environment where staff earn reasonable amounts of vacation and sick time, but there is not an environment of using it and actually disconnecting from work. A colleague of mine is on vacation right now and is instantly responding to messages she receives, because that is the unspoken expectation that even when you aren't here, you are needed, and you are expected to be connected to your work." Another respondent added, "In my area, extended leave is difficult. Most of our areas have limited staff members and losing one staff member for extended leave creates a large imbalance in responsibilities. It can often mean the difference between a 40–50-hour work week and a 50–60-hour work week. I believe that because of this issue, extended leave is something rarely used and when used is frowned upon." Other respondents included, "While Creighton supports taking vacation or other leave, job demands, and time constraints mean I have to work during that time," and "The biggest

disadvantage to taking time off is no one does my work....so yes, I can take time off, but when I come back, I'm buried alive in backed up work/email with more coming. It is so stressful if you do not keep up on work/email while attempting to take time off."

Staff Respondents' *Sense of Belonging* **at Creighton University**

The survey also contained an outcome for staff related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology

A confirmatory factor analysis was conducted on the nine sub-items of survey question 108, which produced the *Staff Sense of Belonging* factor (Table 99). The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree").

Table 99. Survey Items Included in the *Staff Sense of Belonging* Factor Analyses

Scale	Survey question
Staff Sense of Belonging	I feel valued by coworkers in my department.
	I feel valued by coworkers outside my department.
	I feel valued by my supervisor/manager.
	I feel valued by Creighton University students.
	I feel valued by Creighton University faculty.
	I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).
	I believe that Creighton University climate encourages open discussion of difficult topics.
	I feel that Creighton University values my skills.
	I feel that Creighton University values my work.

The factor score for *Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses. The internal consistency reliability (Cronbach's alpha) of the scale was .974, which is high, meaning that the scale produced consistent results.[86] Higher scores on the *Staff Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Creighton University.

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[86] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Position status (Exempt, Non-Exempt)
- Gender identity (Men, Women)
- Racial identity (Additional Respondents of Color, African American/Black, Asian, Latinx, White)
- Years of employment (5 Years or Less, 6-15 Years, More than 15 Years)
- Disability status (Multiple Disabilities, No Disability, Single Disability)
- Spiritual affiliation (Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, No Affiliation)

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Staff respondents (where possible).

Position Status

No significant difference existed in the overall test for means for Staff respondents by position status on *Staff Sense of Belonging* (Table 100).

Table 100. Staff Respondents' *Sense of Belonging* by Position Status

Position status	*n*	Mean	Std. dev.
Exempt	606	3.79	0.74
Non-Exempt	309	3.75	0.77
Mean difference		0.04	

Gender Identity

No significant difference existed in the overall test for means for Staff respondents by gender identity on *Staff Sense of Belonging* (Table 101).

Table 101. Staff Respondents' *Sense of Belonging* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Men	307	3.76	0.78
Women	608	3.79	0.73
Mean difference		-0.03	

Racial Identity

Owing to the low number of Additional Staff Respondents of Color, this group was excluded from analyses. No significant difference existed in the overall test for means for Staff respondents by racial identity. The overall test was not significant, so no subsequent analyses on *Staff Sense of Belonging* by racial identity were run (Table 102).

Table 102. Staff Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
African American/Black	36	3.71	0.81
Asian	17	4.18	0.85
Latinx	36	3.78	0.80
Multiracial	34	3.58	0.68
White	767	3.80	0.73

Years of Employment

A significant difference existed in the overall test for means for Staff respondents by years of employment at Creighton on *Staff Sense of Belonging*, $F(2, 921) = 3.60$, $p < .05$ (Table 103).

Table 103. Staff Respondents' *Sense of Belonging* by Years of Employment

Years of employment	*n*	Mean	Std. dev.
5 Years or Less	428	3.84	0.79
6-15 Years	279	3.71	0.72
More than 15 Years	217	3.72	0.68

Subsequent analyses on *Staff Sense of Belonging* for Staff respondents were significant for one comparison: 5 Years or Less vs. 6-15 Years (Table 104). These findings suggest that Staff Respondents employed 5 Years or Less had higher *Staff Sense of Belonging* scores than those of Staff Respondents employed at Creighton 6-15 Years.

Table 104. Difference Between Means for Staff Respondents for *Sense of Belonging* by Years of Employment

Groups compared	Mean difference
5 Years or Less vs. 6-15 Years	0.14*
5 Years or Less vs. More than 15 Years	0.12
6-15 Years vs. More than 15 Years	-0.02

*p < .05

Disability Status

A significant difference existed in the overall test for means for Staff respondents by disability status on *Staff Sense of Belonging*, $F(2, 927) = 4.11$, $p < .05$ (Table 105).

Table 105. Staff Respondents' *Sense of Belonging* by Disability Status

Disability status	*n*	Mean	Std. dev.
Multiple Disabilities	32	3.47	0.85
Single Disability	49	3.61	0.55
No Disability	849	3.79	0.75

Subsequent analyses on *Staff Sense of Belonging* for Staff respondents were significant for one comparison: No Disability vs. Multiple Disabilities (Table 106). These findings suggest that Staff Respondents with No Disability had higher *Staff Sense of Belonging* scores than those of Staff Respondents with Multiple Disabilities.

Table 106. Difference Between Means for Staff Respondents for *Sense of Belonging* by Disability Status

Groups compared	Mean difference
No Disability vs. Multiple Disabilities	0.32*
No Disability vs. Single Disability	0.18
Single Disability vs. Multiple Disabilities	0.14

*p < .05

Spiritual Affiliation

A significant difference existed in the overall test for means for Staff respondents by spiritual affiliation on *Staff Sense of Belonging*, $F(4, 899) = 5.63$, $p < .001$ (Table 107).

Table 107. Staff Respondents' *Sense of Belonging* by Spiritual Affiliation

Citizenship status	*n*	Mean	Std. dev.
Additional Affiliation	24	3.76	0.78
Catholic Affiliation	334	3.86	0.72
Christian Affiliation	300	3.86	0.69
Multiple Affiliations	58	3.66	0.84
No Affiliation	188	3.59	0.77

Subsequent analyses on *Staff Sense of Belonging* for Staff respondents were significant for two comparisons: Catholic Affiliation vs. No Affiliation and Christian Affiliation vs. No Affiliation (Table 108). These findings suggest that Catholic Staff respondents and Christian Staff respondents had higher *Staff Sense of Belonging* scores than those of Staff Respondents with No Affiliation.

Table 108. Difference Between Means for Staff Respondents for *Sense of Belonging* by Spiritual Affiliation

Groups compared	Mean difference
Catholic Affiliation vs. Additional Affiliation	0.11
Catholic Affiliation vs. Christian Affiliation	0.01
Catholic Affiliation vs. Multiple Affiliations	0.20
Catholic Affiliation vs. No Affiliation	0.28*
Christian Affiliation vs. Additional Affiliation	0.10
Christian Affiliation vs. Multiple Affiliations	0.20
Christian Affiliation vs. No Affiliation	0.27*
Additional Affiliation vs. Multiple Affiliations	0.10
Additional Affiliation vs. No Affiliation	0.17
Multiple Affiliations vs. No Affiliation	0.08

*$p < .05$

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Staff Respondents' Perception of Climate

Table 109 to Table 111 depict Staff respondents' attitudes about certain aspects of the climate in their departments/work units at Creighton University. Subsequent analyses were conducted to identify significant differences in responses by position status (Exempt or Non-Exempt), gender identity[87], racial identity[88], years of employment[89], spiritual affiliation[90], and disability status and only significant findings are published in this section.

Four percent ($n = 33$) of Staff respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at Creighton (Table 109). No statistically significant differences were found between groups.

Four percent ($n = 36$) of Staff respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at Creighton. A higher percentage of Staff Respondents employed 5 Years or Less (3%, $n = 14$) than Staff Respondents employed 6–15 Years (0%, $n = 0$) "strongly agreed" that their English writing skills limit their ability to be successful (Staff respondents employed More than 15 Years [$n < 5$] were not statistically different from the other groups).

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[87] With the Climate Study Working Group's approval, gender identity was recoded as Men and Women.

[88] Owing to low numbers in some of the response categories, this variable was further collapsed into Respondents of Color (including Multiracial) and White.

[89] With the CSWG's approval, years of employment was recoded as 5 Years or Less, 6–15 Years, and More than 15 Years.

[90] With the CSWG's approval, spiritual affiliation was recoded as Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, and No Affiliation.

Table 109. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	**16**	**1.8**	**17**	**1.9**	**150**	**16.5**	**255**	**28.0**	**473**	**51.9**
I feel that my English writing skills limit my ability to be successful at Creighton University.	**15**	**1.6**	**21**	**2.3**	**147**	**16.1**	**260**	**28.4**	**472**	**51.6**
Years employed[clxxxvii]										
5 Years or Less	14	3.3	8	1.9	69	16.4	108	25.7	222	52.7
6–15 Years	0	0.0	8	3.0	46	17.2	80	29.9	134	50.0
More than 15 Years	< 5	---	< 5	---	30	14.1	67	31.5	111	52.1

Note: Table reports responses only from Staff respondents (*n* = 937).

Nine percent (*n* = 84) of Staff respondents "strongly agreed" or "agreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (Table 110). A higher percentage of Exempt Staff respondents (37%, *n* = 219) than Non-Exempt Staff respondents (30%, *n* = 91) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton. A higher percentage of Staff Respondents with Catholic Affiliation (46%, *n* = 151) than Staff Respondents with Christian Affiliation (30%, *n* = 89) and Staff Respondents with No Affiliation (24%, *n* = 44) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (Staff Respondents with Additional Spiritual Affiliation [29%, *n* = 7] and Staff Respondents with Multiple Affiliations [34%, *n* = 19] were not statistically different from the other groups).

Table 110. Staff Respondents' Feelings on Jesuit Mission Emphasis

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	**26**	**2.8**	**58**	**6.3**	**158**	**17.2**	**359**	**39.1**	**316**	**34.5**
Position status[clxxxviii]										
Exempt	14	2.4	37	6.3	81	13.7	240	40.6	219	37.1
Non-Exempt	12	3.9	18	5.9	71	23.4	112	36.8	91	29.9
Spiritual affiliation[clxxxix]										
Additional Affiliation	0	0.0	< 5	---	6	25.0	9	37.5	7	29.2
Catholic Affiliation	13	4.0	12	3.7	35	10.7	116	35.5	151	46.2
Christian Affiliation	< 5	---	17	5.8	47	16.0	138	47.1	89	30.4
Multiple Affiliations	< 5	---	< 5	---	13	23.2	19	33.9	19	33.9
No Affiliation	7	3.8	22	11.9	43	23.2	69	37.3	44	23.8

Note: Table reports responses only from Staff respondents (*n* = 937).

Thirteen percent ($n = 118$) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 111). A higher percentage of Exempt Staff respondents (43%, $n = 258$) than Non-Exempt Staff respondents (36%, $n = 111$) "disagreed" that coworkers in their work units prejudged their abilities based on their perception of their identity/background. A higher percentage of White Staff respondents (43%, $n = 326$) than Staff Respondents of Color (including Multiracial) (31%, $n = 41$) "disagreed" that coworkers in their work units prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents employed 5 Years or Less (5%, $n = 22$) than Staff Respondents employed More than 15 Years (0%, $n = 0$) "strongly agreed" that coworkers in their work units prejudged their abilities based on their perception of their identity/background (Staff Respondents employed 6-15 Years [3%, $n = 7$] were not statistically different from other groups).

Nine percent ($n = 87$) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents employed 5 Years or Less (5%, $n = 22$) than Staff Respondents employed 6–15 Years ($n < 5$) and employed More than 15 Years ($n < 5$) "strongly agreed" that coworkers in their work units prejudged their abilities based on their perception of their identity/background.

Fourteen percent ($n = 123$) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. No statistically significant differences were found between groups.

Table 111. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	**29**	**3.1**	**89**	**9.6**	**200**	**21.6**	**377**	**40.8**	**229**	**24.8**
Position status[cxc]										
Exempt	20	3.4	63	10.6	107	17.9	258	43.2	149	25.0
Non-Exempt	9	2.9	22	7.2	87	28.4	111	36.3	77	25.2
Racial identity[cxci]										
Respondents of Color (including Multiracial)	10	7.6	19	14.4	27	20.5	41	31.1	35	26.5
White	18	2.4	66	8.7	160	21.1	326	43.1	187	24.7
Years employed[cxcii]										
5 Years or Less	22	5.2	42	9.9	85	20.0	161	38.0	114	26.9
6-15 Years	7	2.6	26	9.5	68	24.8	116	42.3	57	20.8
16 Years or More	0	0.0	19	8.9	43	20.2	94	44.1	57	26.8
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**25**	**2.7**	**62**	**6.7**	**195**	**21.1**	**348**	**37.7**	**294**	**31.8**
Years employed[cxciii]										
5 Years or Less	22	5.2	28	6.6	82	19.2	154	36.2	140	32.9
6-15 Years	< 5	---	19	7.0	64	23.5	107	39.3	80	29.4
16 Years or More	< 5	---	13	6.1	44	20.7	83	39.0	72	33.8
I think that faculty prejudge my abilities based on their perception of my identity/background.	**29**	**3.2**	**94**	**10.3**	**272**	**29.7**	**313**	**34.1**	**209**	**22.8**

Note: Table reports responses only from Staff respondents (*n* = 937).

Faculty and Staff Respondents Who Have Seriously Considered Leaving Creighton University

Thirty-five percent ($n = 1,474$) of respondents had seriously considered leaving Creighton University. With regard to employee respondents, forty-seven percent ($n = 287$) of Faculty respondents and 51% ($n = 477$) of Staff respondents had seriously considered leaving Creighton within the past year (Figure 50).
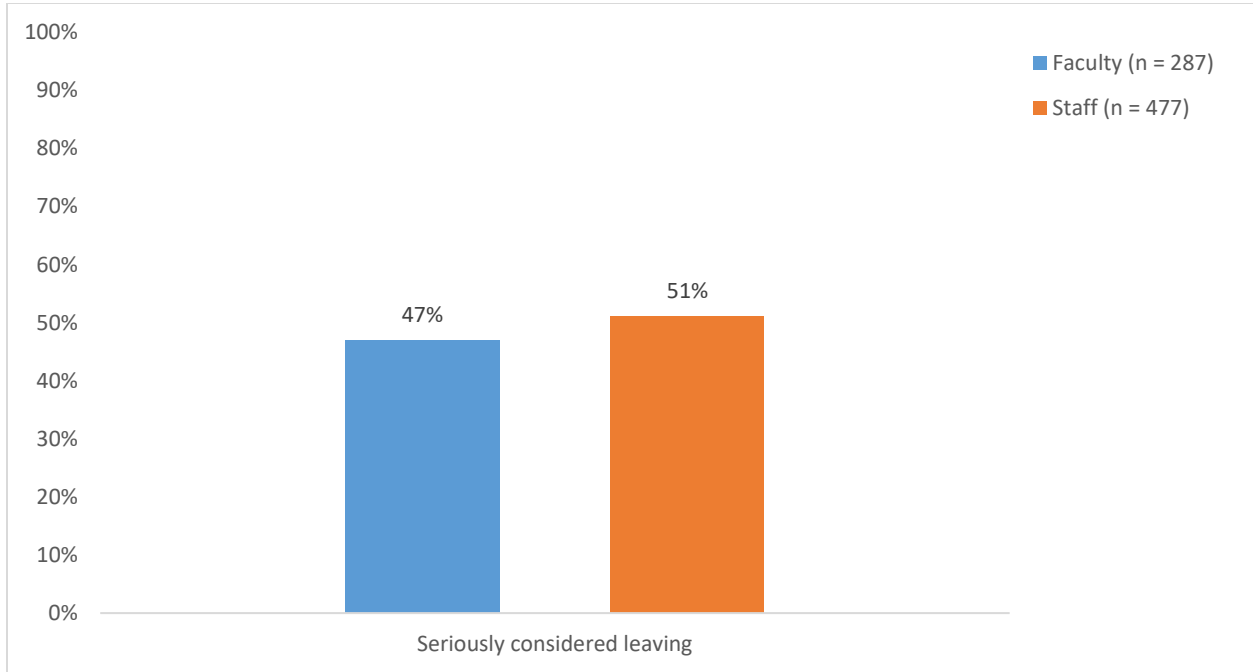
Figure 50. Employee Respondents Who Had Seriously Considered Leaving Creighton University (%)

Sixty-five percent ($n = 311$) of those Staff respondents who seriously considered leaving did so based on low salary/pay rate and 44% ($n = 212$) did so based on limited opportunities for advancement (Table 112). Forty-two percent ($n = 202$) of those Staff respondents who seriously considered leaving did so based on increased workload. Other reasons included tension with their supervisors/managers (25%, $n = 121$), lack of professional development opportunities (24%, $n = 113$), and a lack of sense of belonging (21%, $n = 98$). "Response choices not listed" submitted by respondents included "furloughs," "toxic work environment," "micromanaged," and "not being able to stay remote."

Table 112. Reasons Why Staff Respondents Seriously Considered Leaving Creighton University

Reason	n	%
Low salary/pay rate	311	65.2
Limited advancement opportunities	212	44.4
Increased workload	202	42.3
Tension with supervisor/manager	121	25.4
Lack of professional development opportunities	113	23.7
Lack of sense of belonging	98	20.5
Recruited or offered a position at another institution/organization	97	20.3
Tension with coworkers	93	19.5

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving Creighton University ($n = 477$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Staff respondents by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status. Higher percentages of Staff Respondents employed 6–15 Years (61%, $n = 170$) and Staff Respondents employed More than 15 Years (56%, $n = 121$) than Staff Respondents employed 5 Years or Less (42%, $n = 180$) seriously considered leaving Creighton.[cxciv] Sixty-one percent ($n = 114$) of Staff Respondents with No Spiritual Affiliation, compared with 47% ($n = 157$) of Catholic Staff respondents seriously considered leaving Creighton (Staff Respondents with Additional Affiliation (50%, $n = 12$), Christian Staff respondents (49%, $n = 146$), and Staff Respondents with Multiple Affiliations (47%, $n = 27$) were not statistically different from the other groups).[cxcv]

Forty-six percent ($n = 133$) of those Faculty respondents who seriously considered leaving did so because of a low salary/pay rate and 40% ($n = 115$) based on increased workload (Table 113). Thirty percent each of those Faculty respondents who seriously considered leaving did so because of lack of institutional resources ($n = 85$) and lack of sense of belonging ($n = 85$). Other reasons included that they were recruited or offered a position at another institution/organization (27%, $n = 78$), institutional support (27%, $n = 76$), and they were interested in a position at another institution (26%, $n = 74$). "Response choices not listed" submitted by respondents included "sexism."

Table 113. Reasons Why Faculty Respondents Seriously Considered Leaving Creighton University

Reason	n	%
Low salary/pay rate	133	46.3
Increased workload	115	40.1
Lack of institutional resources	85	29.6
Lack of sense of belonging	85	29.6
Recruited or offered a position at another institution/organization	78	27.2
Institutional support (e.g., technical support, laboratory space/equipment)	76	26.5
Interested in a position at another institution	74	25.8
Limited advancement opportunities	73	25.4
Tension with supervisor/manager	68	23.7

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving Creighton University ($n = 287$). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent analyses were run for Faculty respondents by position status, gender identity, racial identity, years of employment, spiritual affiliation, and disability status. Fifty-two percent ($n = 178$) of Tenured Faculty respondents, compared with 43% ($n = 66$) of Tenure-Track Faculty respondents and 39% ($n = 43$) of Instructor/Non-Tenure-Track Faculty respondents seriously considered leaving Creighton University.[cxcvi] Higher percentages of Faculty Respondents employed More than 15 Years (54%, $n = 113$) and Faculty Respondents employed 6-15 Years (51%, $n = 104$) than Faculty Respondents employed 5 Years or Less (32%, $n = 56$) seriously considered leaving Creighton University.[cxcvii]

Qualitative Comment Analyses

Five hundred nine Employee respondents elaborated on why they had seriously considered leaving Creighton University. Six themes emerged from all Employee respondents: limited

career advancement, uncompetitive compensation, perception that institutional commitment to Jesuit values was insincere, asked to do more with less, lack of diversity, and voids in leadership. Two themes emerged from Staff respondents specifically: supervisor tension and disrespected/undervalued.

<u>Employee respondents</u>

Limited Career Advancement. Employee respondents shared that limited career advancement opportunities at Creighton University were a reason they considered leaving the institution. A respondent shared, "When I share my interests in moving up the career ladder at Creighton, I've been told I should be happy where I'm at; that there are no opportunities right now; or Creighton won't hire for upper administration internally – only looking for someone from the outside." Another respondent included, "There is so little opportunity to advance at Creighton. The running joke is you have to wait for someone to become deceased in order to advance. No one advances because the people above you are unable to be promoted." Other respondents added, "I feel like I have been doing the same thing for many years and while I thought there might be opportunity for advancement or expanded duties, that is not the case," "If one desires to move up, to see increased pay or responsibilities, leaving Creighton is generally the best option to achieve that goal," and "In my current position I've likely advanced as far as I can within Creighton. There are not resources available for me to learn or participate in administrative duties above my current position."

Uncompetitive Compensation. According to Employee respondents, current salaries are not competitive within the academic market and annual merit adjustments do not cover the increase in cost of living. Respondents shared, "The university underpays faculty. There were no raises last year, and even when there are raises, the maximum merit of raise of 3% is not enough to keep up with the high inflation we are currently experiencing," "I consider myself underpaid, compared to other colleagues in similar positions/institutions even in Omaha…Retention cannot happen if workers can find more value assigned to their work elsewhere," and "I am making $30,000 less than I would be working outside of CU with fewer responsibilities than I currently have." Other respondents added, "Yearly raises don't take into consideration increased cost of living," "My department is lacking competitive pay even after 'market adjustment'…The cost of

living continues to go up but raises are called 'merit increases' when there is no cost-of-living increase," and "My acquaintances have used Creighton University as a stepping stone to a more prominent and/or sizable higher educational institution. Often these new opportunities brought with them a corresponding promotion and pay increase (sometimes quite significant), a new title, a broader span and/or sphere of influence, and prestige."

Perception that Institutional Commitment to Jesuit Values was Insincere. Employee respondents also shared that Creighton University's commitment to Jesuit Values was insincere. A respondent stated, "The current administration has adopted a dictatorial approach toward students. This embarrasses me. It does not respect their human dignity or personal situations. Our university is now run by bureaucrats who do not understand *cura personalis* or the priorities of a Catholic university." Another respondent added, "The university must remain faithful to the Jesuit charisms upon which the university was built. While the business aspect of running a university is very important, it should not be the primary driver of decisions–and it is." Other respondents included, "We are a Catholic institution that doesn't follow the teachings of the Catholic faith," "It can feel uncomfortable to work in an environment that preaches certain morals and then does not live up to those morals," and "Mission is always at the forefront of our verbiage, but not always our actions. We talk a lot about justice and equity in our public statements, but that's not apparent in the standards we hold for faculty/staff DEI training and engagement."

Asked to do More with Less. Employee respondents shared that they have been asked to do more with less available resources and have not been compensated for this increase in workload. A respondent described, "The workload has increased with our high student enrollment and the pay has not increased accordingly. The management in our department seem to have more and more worker bees doing their job but the rest of the faculty have more responsibilities with very large class sizes and not enough faculty to fill the roles." Another respondent included, "Work load and responsibilities continue to increase, with no raise. We continue to lose employees to UNMC because of pay." Other respondents added, "I have had more job duties and responsibility placed on me due to support staff leaving the University and the University not willing to replace staff. With the higher workload there has not been an adjustment to job description or pay rate," "Workload is not reasonable. Often feel that I'm left to fend for myself without feeling

supported. Increased responsibility and not recognized or compensated for work," and "In my experience, Creighton tends to expect more from their faculty each year with no compensation for the extra work. This builds up over the years. Most faculty I know are past the point of burn out."

Lack of Diversity. A lack of diversity at the University of Creighton made Employee respondents consider leaving the institution. Respondents shared, "Creighton is a wonderful place but lacks in diversity in faith, race, and international presence on campus. This limits possibilities," "It is extremely uncomfortable being the only person of color in the room, which is the case many times at Creighton. It is also baffling that in the twenty-first century, Creighton's demographics do not match the demographics of the wider population," and "There is a serious lack of diversity on my team, and I have previously worked on teams at other institutions that were very diverse in terms of sexual identity, race/ethnicity and other viewpoints." Other respondents added, "It shows through the department and through Creighton as a whole that they do not care about diversity or race or people that are not white and cisgender," and "There is a lack of diversity within the staff, faculty and student body."

Voids in Leadership. Employee respondents shared that Creighton University is currently void of leadership within the administrative ranks. A respondent stated, "Turnover and administrative changes make the institution feel as if there isn't anyone at the 'helm' and that the focus of the institution has changed…A lot of administrative turnover, apparent 'politics' with more concern about power, prestige and control, rather than the long-term viability of the institution." Another respondent included, "Leadership at Creighton is often vague and secretive. Expectations are unclear, leading to confusion and distrust. When expectations are not met, it often leads to finger-pointing and accusations, rather than leading to a discussion of growth and improvement." Other respondents described, "Upper administration not accountable for the poor leadership of unit administration; passivity has led to destructive decisions for professional programs as well as career advancement for talented faculty," "Creighton teaches leadership and forming a culture deeply rooted in Ignatian values. I've experienced poor leadership from a few people in middle and upper management roles. They were more concerned about themselves vs. helping team players," and "Lack of leadership in my department – leader with lack of emotional/social

intelligence, lack of anticipating issues for faculty and showing value and regard to faculty skills and talents…"

<u>Staff respondents</u>

Supervisor Tension. Staff respondents shared that supervisor tension was a reason they considered leaving Creighton University. A respondent shared, "I felt that my manager was always trying to find fault in my work, and they never acknowledged my accomplishments. Many times, I experienced being disrespected in meetings by this manager, even when other members of my team were in attendance." Another respondent added, "I have seriously considered leaving Creighton twice and both were due to being managed by persons who had no real concern for me. They were only concerned about how they looked and their own ambitions." Other respondents included, "I worked for a supervisor that I could never please. Always made me feel worthless and not good enough for the position. They never gave me praise and always evaluated me low on my job evaluations," "Have endured emotional and psychological abuse from supervisor over several months during the past year," and "The manager I had at the time of wanting to leave was deceitful and untrustworthy, so I thought about leaving."

Disrespected/Undervalued. Staff respondents also shared feeling disrespected and undervalued in their roles. Respondents stated, "I did not feel respected or valued. I worked at a company with hundreds of thousands of employees and felt more respected and valued there than I did at this Jesuit university," "While I feel very valued and accepted within my department, I cannot say the same about the administration of Creighton. Financial decisions by the administration and even micromanaging by the President of the University have made me feel very un-valued and unwelcome in this university," and "It is important to me that I help make things better in the workplace, but it is hard to make change at Creighton and I often feel the work is not valued." Other respondents added, "There was not an appreciation for the work done. If something went wrong, I was blamed. If it went well, I did not receive the credit," and "There is a bias towards faculty. Staff are considered less than important and low on the totem pole. There is not a sense of team work. Lots of 'I' members. No respect to each other."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about Creighton University policies and processes. With regard to discriminatory employment practices, 19% ($n = 287$) of Faculty and Staff respondents had observed unfair or unjust hiring, 11% ($n = 165$) had observed unfair or unjust disciplinary actions, and 19% ($n = 287$) had observed unfair or unjust promotion, tenure, and/or reclassification. Nepotism/cronyism, racial identity, gender/gender identity, position status, and age were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had supervisors or colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; that they were given a reasonable time frame to complete assigned responsibilities; that their supervisors were supportive of their taking leave and having flexible work schedules. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures and that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. Significant differences also existed between Staff respondents by position status (Exempt vs. Non-Exempt), years employed at Creighton, disability status, and spiritual affiliation.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that their research, teaching, and service contributions were valued by Creighton, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. Non-Tenure-Track Faculty respondents, in particular, indicated that they performed more work to help students than did their colleagues and that they felt pressured to do extra work that was uncompensated. Most Faculty respondents felt valued by faculty in their department/college/school, by their department/program chairs, by their college/school dean, and by students in the classroom. Also, Faculty respondents perceived salaries for tenure-track faculty, adjunct faculty, and non-tenure-track faculty as not competitive.

Half of Faculty respondents (47%, $n = 287$) and Staff respondents (51%, $n = 477$) had seriously considered leaving Creighton within the past year. The top reasons why Faculty and Staff respondents had seriously considered leaving included low salary/pay rate, increased workload, limited opportunities for advancement, and lack of institutional resources.

[xlii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by position status: $\chi^2(1, N = 1,536) = 12.1, p < .001$.

[xliii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by position status: $\chi^2(2, N = 603) = 7.1, p < .05$.

[xliv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they observed unfair hiring practices by position status: $\chi^2(1, N = 910) = 5.1, p < .05$.

[xlv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by gender identity: $\chi^2(1, N = 1,499) = 6.6, p < .05$.

[xlvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(1, N = 1,468) = 16.5, p < .001$.

[xlvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by years employed: $\chi^2(2, N = 1,507) = 31.3, p < .001$.

[xlviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by position status: $\chi^2(1, N = 1,514) = 5.2, p < .05$.

[xlix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by position status: $\chi^2(2, N = 599) = 14.9, p < .001$.

[l] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by position status: $\chi^2(1, N = 893) = 4.5, p < .05$.

[li] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by gender identity: $\chi^2(1, N = 1,479) = 7.8, p < .01$.

[lii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by racial identity: $\chi^2(1, N = 1,452) = 4.2, p < .05$.

[liii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices by years employed: $\chi^2(2, N = 1,489) = 39.3, p < .001$.

[liv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by position status: $\chi^2(1, N = 1,526) = 5.5, p < .05$.

[lv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed employment-related discipline or action by position status: $\chi^2(2, N = 600) = 8.0, p < .05$.

[lvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by years employed: $\chi^2(2, N = 1,500) = 34.5, p < .001$.

[lvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed employment-related discipline or action by disability status: $\chi^2(2, N = 1,515) = 15.7, p < .001$.

[lviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by position status: $\chi^2(4, N = 494) = 26.5, p < .001$.

[lix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that the criteria for tenure were clear by years employed: $\chi^2(8, N = 478) = 20.7, p < .01$.

[lx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the tenure standards/promotion standards were applied equally to faculty in their college or school by position status: $\chi^2(4, N = 493) = 25.0, p < .001$.

[lxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the tenure standards/promotion standards were applied equally to faculty in their college or school by gender identity: $\chi^2(4, N = 479) = 28.1, p < .001$.

[lxii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the tenure standards/promotion standards were applied equally to faculty in their college or school by spiritual affiliation: $\chi^2(4, N = 474) = 9.8, p < .05$.

[lxiii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated the tenure standards/promotion standards were applied equally to faculty in their college or school by years employed: $\chi^2(8, N = 477) = 34.2, p < .001$.

[lxiv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt supported and mentored during the tenure-track years by position status: $\chi^2(4, N = 490) = 26.2, p < .001$.

[lxv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt supported and mentored during the tenure-track years by gender identity: $\chi^2(4, N = 476) = 28.6, p < .001$.

[lxvi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated they felt supported and mentored during the tenure-track years by years employed: $\chi^2(8, N = 475) = 30.3, p < .001$.

[lxvii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Creighton University faculty who qualified for delaying their tenure-clock felt empowered to do so by gender identity: $\chi^2(4, N = 479) = 17.3, p < .01$.

[lxviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that Creighton University faculty who qualified for delaying their tenure-clock felt empowered to do so by disability status: $\chi^2(4, N = 489) = 11.0, p < .05$.

[lxix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that service contributions were valued by Creighton University by years employed: $\chi^2(8, N = 474) = 25.7, p < .01$.

[lxx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that service contributions were valued by Creighton University by disability status: $\chi^2(4, N = 486) = 14.5, p < .01$.

[lxxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who were pressured to change their research/scholarship agenda to achieve tenure/promotion by position status: $\chi^2(4, N = 490) = 13.6, p < .01$.

[lxxii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who were pressured to change their research/scholarship agenda to achieve tenure/promotion by gender identity: $\chi^2(4, N = 476) = 19.7, p < .001$.

[lxxiii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(4, N = 475) = 17.4, p < .01$.

[lxxiv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by years employed: $\chi^2(8, N = 473) = 23.3, p < .01$.

[lxxv] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that they performed more work to help students than did their colleagues by years employed: $\chi^2(8, N = 476) = 23.3, p < .01$.

[lxxvi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt Faculty members in their department who used FMLA policies were disadvantaged in promotion and tenure by position status: $\chi^2(4, N = 487) = 19.6, p < .001$.

[lxxvii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt Faculty members in their department who used FMLA policies were disadvantaged in promotion and tenure by gender identity: $\chi^2(4, N = 473) = 10.8, p < .05$.

[lxxviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt Faculty members in their department who used FMLA policies were disadvantaged in promotion and tenure by racial identity: $\chi^2(4, N = 462) = 13.9, p < .01$.

[lxxix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt Faculty members in their department who used FMLA policies were disadvantaged in promotion and tenure by years employed: $\chi^2 (8, N = 471) = 22.5, p < .01$.

[lxxx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that faculty opinions were taken seriously by senior administrators by gender identity: $\chi^2 (4, N = 481) = 11.9, p < .05$.

[lxxxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that faculty opinions were taken seriously by senior administrators by disability status: $\chi^2 (4, N = 491) = 15.4, p < .01$.

[lxxxii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who indicated that faculty opinions were valued by Creighton University committees by years employed: $\chi^2 (8, N = 474) = 22.8, p < .01$.

[lxxxiii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by position status: $\chi^2 (8, N = 592) = 74.6, p < .001$.

[lxxxiv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that salaries for tenure-track faculty positions were competitive by years employed: $\chi^2 (8, N = 578) = 38.9, p < .001$.

[lxxxv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that retirement/supplemental benefits were competitive by position status: $\chi^2 (8, N = 589) = 18.0, p < .05$.

[lxxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated Creighton University provided adequate resources to help them manage work-life balance by position status: $\chi^2 (8, N = 590) = 21.9, p < .01$.

[lxxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated Creighton University provided adequate resources to help them manage work-life balance by years employed: $\chi^2 (8, N = 575) = 29.6, p < .001$.

[lxxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who indicated Creighton University provided adequate resources to help them manage work-life balance by disability status: $\chi^2 (4, N = 588) = 13.8, p < .01$.

[lxxxix] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that Creighton University provided them with resources to pursue professional development by position status: $\chi^2 (8, N = 593) = 17.7, p < .05$.

[xc] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that Creighton University provided them with resources to pursue professional development by disability status: $\chi^2 (4, N = 591) = 16.1, p < .01$.

[xci] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at Creighton University by years employed: $\chi^2 (8, N = 579) = 22.9, p < .01$.

[xcii] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at Creighton University by disability status: $\chi^2 (4, N = 592) = 18.3, p < .01$.

[xciii] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend Creighton University as a good place to work by years employed: $\chi^2 (8, N = 583) = 18.2, p < .05$.

[xciv] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend Creighton University as a good place to work by disability status: $\chi^2 (4, N = 596) = 23.1, p < .001$.

[xcv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by position status: $\chi^2 (8, N = 593) = 71.0, p < .001$.

[xcvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had job security by gender identity: $\chi^2 (4, N = 580) = 13.0, p < .05$.

[ci] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudge their abilities based on a perception of their identity/background by racial identity: $\chi^2 (4, N = 572) = 23.5, p < .001$.

[cii] A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair prejudges their abilities based on a perception of their identity/background by gender identity: $\chi^2 (4, N = 586) = 13.6, p < .01$.

[ciii] A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair prejudges their abilities based on a perception of their identity/background by racial identity: $\chi^2 (4, N = 569) = 12.0, p < .05$.

[civ] A chi-square test was conducted to compare percentages of Faculty respondents who thought that their department/program chair prejudges their abilities based on a perception of their identity/background by years employed: $\chi^2 (8, N = 584) = 23.4, p < .01$.

[cv] A chi-square test was conducted to compare percentages of Faculty respondents who thought that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by gender identity: $\chi^2 (4, N = 589) = 19.5, p < .001$.

[cvi] A chi-square test was conducted to compare percentages of Faculty respondents who thought that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by racial identity: $\chi^2 (4, N = 572) = 11.8, p < .05$.

[cvii] A chi-square test was conducted to compare percentages of Faculty respondents who thought the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by spiritual affiliation: $\chi^2 (4, N = 583) = 32.6, p < .001$.

[cviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt their English-speaking skills limit their ability to be successful at Creighton University by racial identity: $\chi^2 (4, N = 570) = 60.2, p < .001$.

[cix] A chi-square test was conducted to compare percentages of Faculty respondents who felt their English writing skills limit their ability to be successful at Creighton University by racial identity: $\chi^2 (4, N = 567) = 36.8, p < .001$.

[cx] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by years employed: $\chi^2 (8, N = 922) = 23.1, p < .01$.

[cxi] A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who give them job/career advice or guidance when they needed it by years employed: $\chi^2 (8, N = 918) = 20.2, p < .01$.

[cxii] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by position status: $\chi^2 (4, N = 906) = 14.1, p < .01$.

[cxiii] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by years employed: $\chi^2 (8, N = 915) = 19.0, p < .05$.

[cxiv] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will helped their careers as much as others in similar positions by disability status: $\chi^2 (4, N = 921) = 10.2, p < .05$.

[cxv] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was clear by years employed: $\chi^2 (8, N = 917) = 29.0, p < .001$.

[cxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was clear by disability status: $\chi^2 (4, N = 923) = 10.7, p < .05$.

[cxvii] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by spiritual affiliation: $\chi^2 (4, N = 898) = 12.9, p < .05$.

[cxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by years employed: $\chi^2 (8, N = 918) = 39.7, p < .001$.

[cxxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt Creighton University provided adequate support to help them manage work-life balance by years employed: $\chi^2(8, N = 915) = 15.8$, $p < .05$.

[cxxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by years employed: $\chi^2(8, N = 914) = 23.8$, $p < .01$.

[cxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by disability status: $\chi^2(4, N = 920) = 13.2$, $p < .05$.

[cxxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by years employed: $\chi^2(8, N = 916) = 32.0$, $p < .001$.

[cxxvii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by position status: $\chi^2(4, N = 898) = 45.4$, $p < .001$.

[cxxviii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by years employed: $\chi^2(8, N = 906) = 23.2$, $p < .01$.

[cxxix] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by disability status: $\chi^2(4, N = 914) = 21.4$, $p < .001$.

[cxxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by spiritual affiliation: $\chi^2(4, N = 897) = 10.7$, $p < .05$.

[cxxxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by years employed: $\chi^2(8, N = 917) = 23.4$, $p < .01$.

[cxxxii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that their workload was increased without additional compensation due to other staff departures by disability status: $\chi^2(4, N = 923) = 11.9$, $p < .05$.

[cxxxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by position status: $\chi^2(4, N = 907) = 19.1$, $p < .001$.

[cxxxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by years employed: $\chi^2(8, N = 916) = 35.2$, $p < .001$.

[cxxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by disability status: $\chi^2(4, N = 922) = 22.6$, $p < .001$.

[cxxxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by years employed: $\chi^2(8, N = 916) = 18.5$, $p < .05$.

[cxxxvii] A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by disability status: $\chi^2(4, N = 922) = 18.6$, $p < .001$.

[cxxxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by position status: $\chi^2(4, N = 905) = 11.1$, $p < .05$.

[cxxxix] A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by years employed: $\chi^2(8, N = 915) =$

[cxlii] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by years employed: χ^2 (8, $N = 917$) = 18.4, $p < .05$.

[cxliii] A chi-square test was conducted to compare percentages of Staff respondents who felt Creighton University is supportive of taking extended leave by spiritual affiliation: χ^2 (4, $N = 897$) = 13.4, $p < .01$.

[cxliv] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of their taking leave by disability status: χ^2 (4, $N = 916$) = 12.9, $p < .05$.

[cxlv] A chi-square test was conducted to compare percentages of Staff respondents who felt Staff in their department/program who used FMLA were disadvantaged in promotion or evaluations by years employed: χ^2 (8, $N = 909$) = 35.1, $p < .001$.

[cxlvi] A chi-square test was conducted to compare percentages of Staff respondents who felt Staff in their department/program who used FMLA were disadvantaged in promotion or evaluations by disability status: χ^2 (4, $N = 916$) = 17.2, $p < .01$.

[cxlvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Creighton University policies were fairly applied across Creighton University by disability status: χ^2 (4, $N = 921$) = 10.1, $p < .05$.

[cxlviii] A chi-square test was conducted to compare percentages of Staff respondents who felt Creighton University was supportive of flexible work schedules by spiritual affiliation: χ^2 (4, $N = 896$) = 12.8, $p < .05$.

[cxlix] A chi-square test was conducted to compare percentages of Staff respondents who felt Creighton University was supportive of flexible work schedules by years employed: χ^2 (8, $N = 916$) = 18.6, $p < .05$.

[cl] A chi-square test was conducted to compare percentages of Staff respondents who indicated their supervisor was supportive of flexible work schedules by years employed: χ^2 (8, $N = 918$) = 18.4, $p < .05$.

[cli] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by position status: χ^2 (4, $N = 907$) = 14.9, $p < .01$.

[clii] A chi-square test was conducted to compare percentages of Staff respondents who that staff salaries were competitive by spiritual affiliation: χ^2 (4, $N = 896$) = 13.7, $p < .01$.

[cliii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that staff salaries were competitive by years employed: χ^2 (8, $N = 916$) = 37.8, $p < .001$.

[cliv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by position status: χ^2 (4, $N = 906$) = 15.8, $p < .01$.

[clv] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by racial identity: χ^2 (4, $N = 890$) = 19.8, $p < .001$.

[clvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by spiritual affiliation: χ^2 (4, $N = 895$) = 11.3, $p < .05$.

[clvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that vacation and personal time packages were competitive by years employed: χ^2 (8, $N = 915$) = 17.5, $p < .05$.

[clviii] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by spiritual affiliation: χ^2 (4, $N = 897$) = 13.4, $p < .05$.

[clix] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by years employed: χ^2 (8, $N = 917$) = 18.6, $p < .05$.

[clx] A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by disability status: χ^2 (4, $N = 923$) = 13.0, $p < .05$.

[clxi] A chi-square test was conducted to compare percentages of Staff respondents who thought child care benefits were competitive by years employed: χ^2 (8, $N = 902$) = 22.8, $p < .01$.

[clxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated Creighton University committees value staff opinions by disability status: $\chi^2(4, N = 918) = 17.0, p < .01$.

[clxviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated Creighton University faculty value staff opinions by spiritual affiliation: $\chi^2(4, N = 887) = 18.8, p < .001$.

[clxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated Creighton University faculty value staff opinions by years employed: $\chi^2(8, N = 907) = 36.3, p < .001$.

[clxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated Creighton University faculty value staff opinions by disability status: $\chi^2(4, N = 914) = 10.3, p < .05$.

[clxxi] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Creighton University senior administrators (e.g., dean, vice president, provost) value staff opinions by position status: $\chi^2(4, N = 904) = 12.3, p < .05$.

[clxxii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Creighton University senior administrators (e.g., dean, vice president, provost) value staff opinions by spiritual affiliation: $\chi^2(4, N = 893) = 19.4, p < .001$.

[clxxiii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that Creighton University senior administrators (e.g., dean, vice president, provost) value staff opinions by years employed: $\chi^2(8, N = 913) = 33.7, p < .001$.

[clxxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by disability status: $\chi^2(4, N = 923) = 11.2, p < .05$.

[clxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at Creighton University by spiritual affiliation: $\chi^2(4, N = 896) = 13.1, p < .05$.

[clxxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at Creighton University by disability status: $\chi^2(4, N = 922) = 14.4, p < .01$.

[clxxvii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Creighton University by position status: $\chi^2(4, N = 907) = 12.0, p < .05$.

[clxxviii] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Creighton University by spiritual affiliation: $\chi^2(4, N = 896) = 19.8, p < .001$.

[clxxix] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Creighton University by years employed: $\chi^2(8, N = 916) = 24.5, p < .01$.

[clxxx] A chi-square test was conducted to compare percentages of Staff respondents who indicated that they felt positive about their career opportunities at Creighton University by disability status: $\chi^2(4, N = 923) = 12.5, p < .05$.

[clxxxi] A chi-square test was conducted to compare percentages of Staff respondents who would recommend Creighton University as a good place to work by spiritual affiliation: $\chi^2(4, N = 901) = 15.4, p < .01$.

[clxxxii] A chi-square test was conducted to compare percentages of Staff respondents who would recommend Creighton University as a good place to work by years employed: $\chi^2(8, N = 921) = 22.0, p < .01$.

[clxxxiii] A chi-square test was conducted to compare percentages of Staff respondents who would recommend Creighton University as a good place to work by disability status: $\chi^2(4, N = 927) = 10.4, p < .05$.

[clxxxiv] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by position status: $\chi^2(4, N = 911) = 14.4, p < .01$.

[clxxxv] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by years employed: $\chi^2(8, N = 920) = 17.7, p < .05$.

[clxxxvi] A chi-square test was conducted to compare percentages of Staff respondents who indicated they had job security by disability status: $\chi^2(4, N = 926) = 38.1, p < .001$.

[cxc] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by position status: χ^2 (4, $N =$ 903) = 15.3, $p < .01$.

[cxci] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by racial identity: χ^2 (4, N = 889) = 17.5, $p < .01$.

[cxcii] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by years employed: χ^2 (8, N = 911) = 19.0, $p < .05$.

[cxciii] A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by years employed: χ^2 (8, N = 911) = 20.2, $p < .05$.

[cxciv] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Creighton University by years employed: χ^2 (2, N = 921) = 27.6, $p < .001$.

[cxcv] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving Creighton University by spiritual affiliation: χ^2 (4, N = 901) = 9.9, $p < .05$.

[cxcvi] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Creighton University by position status: χ^2 (2, N = 608) = 6.9, $p < .05$.

[cxcvii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving Creighton University by years employed: χ^2 (2, N = 592) = 22.3, $p < .001$.

Student Perceptions of Campus Climate

This section of the report reviews survey items that were specific to Creighton University students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Respondents' *Perceived Academic Success*

Factor Analysis Methodology. As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 14 of the survey.[91] The scale, termed *Perceived Academic Success* for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale (Table 114).

Table 114. Survey Items Included in the Perceived Academic Success Factor Analyses

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

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .939, which is high, meaning that the scale produced consistent results.[92] Higher scores on the *Perceived Academic Success* factor suggest a student or constituent group perceives themselves as more academically successful.

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

[92] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

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

- Position status (Undergraduate Student, Graduate/Professional Student)
- Gender identity (Men, Women)
- Racial identity (Additional Respondents of Color, African American/Black, Asian, Latinx, Multiracial, White)
- Income status (Low-Income, Not-Low-Income)
- Sexual identity (Asexual, Bisexual, Heterosexual, Queer-Spectrum)
- Spiritual affiliation (Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, No Affiliation)

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate/Professional Student respondents (where possible).

Position Status

A significant difference existed in the overall test for means for Student respondents by position status on *Perceived Academic Success*, $t_{(2696)} = 4.14$, $p < .001$ (Table 115). This finding suggests that Graduate/Professional Student respondents had higher *Perceived Academic Success* scores than Undergraduate Student respondents.

Table 115. Student Respondents' *Sense of Belonging* **by Position Status**

Position status	*n*	Mean	Std. dev.
Undergraduate	1,730	3.97	0.71
Graduate/Professional	968	4.09	0.71
Mean difference	-0.12*		

*$p < .001$

Gender Identity

No significant difference existed in the overall test for means for Undergraduate Student respondents or Graduate/Professional Student respondents by gender identity on *Perceived Academic Success* (Table 116).

Table 116. Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	Undergraduate Student respondents			Graduate/Professional Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
Men	605	3.96	0.69	401	4.05	0.75
Women	1,093	3.98	0.72	579	4.10	0.67
Mean difference	-0.02			-0.05		

Racial Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success*, $F(5, 1702) = 7.57$, $p < .001$ (Table 117).

Table 117. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Additional Respondents of Color	50	3.73	0.89
African American/Black	29	3.59	0.83
Asian	123	3.83	0.72
Latinx	71	4.01	0.67
Multiracial	222	3.83	0.75
White	1,213	4.03	0.68

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for four comparisons: White vs. Additional Respondents of Color, White vs. African American/Black, White vs. Asian, and White vs. Multiracial (Table 118). These findings suggest that White Undergraduate Student respondents had higher *Perceived Academic Success* scores than those of Additional Undergraduate Student Respondents of Color, African American/Black Undergraduate Student respondents, Asian Undergraduate Student respondents, and Multiracial Undergraduate Student respondents.

Table 118. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Racial Identity

Groups compared	Mean difference
White vs. Additional Respondents of Color	0.30*
White vs. African American/Black	0.45*
White vs. Asian	0.20*
White vs. Latinx	0.03
White vs. Multiracial	0.20*
Additional Respondents of Color vs. African American/Black	0.14
Additional Respondents of Color vs. Asian	-0.10
Additional Respondents of Color vs. Latinx	-0.28
Additional Respondents of Color vs. Multiracial	-0.10
African American/Black vs. Asian	-0.25
African American/Black vs. Latinx	-0.42
African American/Black vs. Multiracial	-0.25
Asian vs. Latinx	-0.17
Asian vs. Multiracial	0.00
Latinx vs. Multiracial	0.18

*$p < .05$

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A significant difference existed in the overall test for means for Graduate/Professional Student respondents by racial identity on *Perceived Academic Success*, $F(5, 960) = 3.06$, $p < .05$ (Table 119).

Table 119. Graduate/Professional Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Additional Respondents of Color	51	3.89	0.76
African American/Black	22	3.89	0.79
Asian	76	4.01	0.59
Latinx	40	3.88	0.92
Multiracial	89	4.02	0.85
White	688	4.14	0.66

Subsequent analyses on *Perceived Academic Success* for Graduate/Professional Student

respondents did not reveal any significant comparisons (Table 120).

**Table 120. Difference Between Means for Graduate/Professional Student
Respondents for *Perceived Academic Success* by Racial Identity**

Groups compared	Mean difference
White vs. Additional Respondents of Color	0.25
White vs. African American/Black	0.25
White vs. Asian	0.13
White vs. Latinx	0.27
White vs. Multiracial	0.12
Additional Respondents of Color vs. African American/Black	0.00
Additional Respondents of Color vs. Asian	-0.12
Additional Respondents of Color vs. Latinx	0.02
Additional Respondents of Color vs. Multiracial	-0.13
African American/Black vs. Asian	-0.11
African American/Black vs. Latinx	0.02
African American/Black vs. Multiracial	-0.13
Asian vs. Latinx	0.13
Asian vs. Multiracial	-0.02
Latinx vs. Multiracial	-0.15

Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*, $t_{(225)} = 3.32$, $p < .001$ (Table 121). This finding suggests that Not-Low-Income Undergraduate Student respondents had higher *Perceived Academic Success* scores than Low-Income Undergraduate Student respondents. A significant difference existed in the overall test for means for Graduate/Professional Student respondents by income status on *Perceived Academic Success*, $t_{(733)} = 4.05$, $p < .001$. This finding suggests that Not-Low-Income Graduate/Professional Student respondents had higher *Perceived Academic Success* scores than those of Low-Income Graduate/Professional Student respondents.

Table 121. **Student Respondents' *Perceived Academic Success* by Income Status**

Income status	Undergraduate Student respondents			Graduate/Professional Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
Low-Income	192	3.79	0.83	352	3.97	0.70
Not-Low-Income	1,481	4.00	0.68	581	4.17	0.69
Mean difference		-0.21*			-0.19*	

*$*p < .001$

Sexual Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by sexual identity on *Perceived Academic Success*, $F(3, 1703) = 8.42$, $p < .001$ (Table 122).

Table 122. Undergraduate Student Respondents' *Perceived Academic Success* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Asexual	22	3.71	0.93
Bisexual	141	3.78	0.80
Heterosexual	1,400	4.01	0.68
Queer-spectrum	144	3.80	0.75

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Heterosexual vs. Bisexual and Heterosexual vs. Queer-spectrum (Table 123). These findings suggest that Heterosexual Undergraduate Student

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respondents had higher *Perceived Academic Success* scores than those of Bisexual

Undergraduate Student respondents and Queer-spectrum Undergraduate Student respondents.

Table 123. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* **by Sexual Identity**

Groups compared	Mean difference
Heterosexual vs. Asexual	0.29
Heterosexual vs. Bisexual	0.22*
Heterosexual vs. Queer-spectrum	0.21*
Asexual vs. Bisexual	-0.07
Asexual vs. Queer-spectrum	-0.08
Bisexual vs. Queer-spectrum	-0.01

*$p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student

respondents by sexual identity on *Perceived Academic Success* (Table 124). Accordingly, no

subsequent analyses were run.

Table 124. Graduate/Professional Student Respondents' *Perceived Academic Success* **by Sexual Identity**

Sexual identity	*n*	Mean	Std. dev.
Asexual	17	4.16	0.77
Bisexual	57	4.05	0.76
Heterosexual	861	4.09	0.69
Queer-spectrum	35	4.18	0.66

Spiritual Affiliation

A significant difference existed in the overall test for means for Undergraduate Student respondents by spiritual affiliation on *Perceived Academic Success*, $F(4, 1712) = 6.70$, $p < .001$ (Table 125).

Table 125. Undergraduate Student Respondents' *Perceived Academic Success* by Spiritual Affiliation

Spiritual affiliation	*n*	Mean	Std. dev.
Additional Affiliation	40	3.88	0.83
Catholic Affiliation	695	4.06	0.65
Christian Affiliation	423	3.97	0.74
Multiple Affiliations	172	3.92	0.68
No Affiliation	387	3.84	0.74

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for one comparison: Catholic Affiliation vs. No Affiliation (Table 126). These findings suggest that Catholic Affiliation Undergraduate Student respondents had higher *Perceived Academic Success* scores than those of Undergraduate Student Respondents with No Spiritual Affiliation.

Table 126. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Spiritual Affiliation

Groups compared	Mean difference
Catholic Affiliation vs. Additional Affiliation	0.18
Catholic Affiliation vs. Christian Affiliation	0.10
Catholic Affiliation vs. Multiple Affiliations	0.15
Catholic Affiliation vs. No Affiliation	0.22*
Additional Affiliation vs. Christian Affiliation	-0.09
Additional Affiliation vs. Multiple Affiliations	-0.04
Additional Affiliation vs. No Affiliation	0.04
Christian Affiliation vs. Multiple Affiliations	0.05
Christian Affiliation vs. No Affiliation	0.13
Multiple Affiliations vs. No Affiliation	0.08

*$p < .05$

No significant difference existed in the overall test for means for Graduate/Professional Student respondents by spiritual affiliation on *Perceived Academic Success* (Table 127). Accordingly, no subsequent analyses were run.

Table 127. Graduate/Professional Student Respondents' *Perceived Academic Success* by Spiritual Affiliation

Spiritual affiliation	*n*	Mean	Std. dev.
Additional Affiliation	58	3.87	0.78
Catholic Affiliation	301	4.16	0.71
Christian Affiliation	323	4.09	0.64
Multiple Affiliations	89	4.09	0.71
No Affiliation	215	4.03	0.75

Student Respondents' *Sense of Belonging* **at Creighton University**

Similar to the previous section, this section of the report describes another student outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of students' sense of belonging.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on the nine sub-items of survey question 106, which produced the *Student Sense of Belonging* factor (Table 128). The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree").

Table 128. Survey Items Included in the *Student Sense of Belonging* Factor Analyses

Scale	Survey question
Student Sense of Belonging	I feel valued by Creighton University **faculty**.
	I feel valued by Creighton University **staff**.
	I feel valued by Creighton University **senior administrators** (e.g., dean, associate/assistant dean, vice president, provost).
	I feel valued by faculty in the classroom.
	I feel valued by other students in the classroom.
	I feel valued by other students outside of the classroom.
	I believe that Creighton University climate encourages open discussion of difficult topics.
	I have faculty whom I perceive as role models.
	I have staff whom I perceive as role models.

The factor score for *Student Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses. The internal consistency reliability (Cronbach's alpha) of the scale was .957, which is high, meaning that the scale produced consistent results.[93] Higher scores on the *Student Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at Creighton University.

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[93] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Position status (Undergraduate Student, Graduate/Professional Student)
- Gender identity (Men, Women)
- Racial identity (Additional Respondents of Color, African American/Black, Asian, Latinx, Multiracial, White)
- Income status (Low-Income, Not-Low-Income)
- Sexual identity (Asexual, Bisexual, Heterosexual, Queer-spectrum)
- Spiritual affiliation (Additional Affiliation, Catholic Affiliation, Christian Affiliation, Multiple Affiliations, No Affiliation)

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

Position Status

No significant difference existed in the overall test for means for Student respondents by position status on *Student Sense of Belonging* (Table 127).

Table 129. Student Respondents' *Sense of Belonging* **by Position Status**

Position status	*n*	Mean	Std. dev.
Undergraduate	1,696	3.97	0.69
Graduate/Professional	940	3.97	0.79
Mean difference	-0.01		

Gender Identity

No significant difference existed in the overall test for means for Student respondents by gender identity on *Student Sense of Belonging* (Table 130).

Table 130. Student Respondents' *Sense of Belonging* **by Gender Identity**

Gender identity	*n*	Mean	Std. dev.
Men	967	4.01	0.74
Women	1,649	3.95	0.72

Racial Identity

A significant difference existed in the overall test for means for Student respondents by racial identity on *Student Sense of Belonging*, $F(5, 2611) = 7.51$, $p < .001$ (Table 131).

Table 131. Student Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
Additional Respondents of Color	98	3.68	0.87
African American/Black	50	3.73	0.88
Asian	195	3.93	0.70
Latinx	109	3.90	0.72
Multiracial	305	3.89	0.79
White	1,860	4.03	0.70

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for four comparisons: Asian vs. Additional Respondents of Color, White vs. Additional People of Color, White vs. African American/Black, and White vs. Multiracial (Table 132). These findings suggest that Asian Student respondents had higher *Student Sense of Belonging* scores than Additional Student Respondents of Color. They also suggest that White Student respondents had higher *Student Sense of Belonging* scores than those of Additional Student Respondents of Color, African American/Black Student respondents, and Multiracial Student respondents.

Table 132. Difference Between Means for Student Respondents for *Sense of Belonging* by Racial Identity

Groups compared	Mean difference
White vs. Additional Respondents of Color	0.35*
White vs. African American/Black	0.30*
White vs. Asian	0.09
White vs. Latinx	0.12
White vs. Multiracial	0.13*
Additional Respondents of Color vs. African American/Black	-0.05
Additional Respondents of Color vs. Asian	-0.26*
Additional Respondents of Color vs. Latinx	-0.23
Additional Respondents of Color vs. Multiracial	-0.22
African American/Black vs. Asian	-0.20
African American/Black vs. Latinx	-0.18
African American/Black vs. Multiracial	-0.16
Asian vs. Latinx	0.03
Asian vs. Multiracial	0.04
Latinx vs. Multiracial	0.01

*$p < .05$

Income Status

A significant difference existed in the overall test for means for Student respondents by income status on *Student Sense of Belonging*, $t_{(758)} = 3.44$, $p < .001$ (Table 115). This finding suggests that Not-Low-Income Student respondents had higher *Student Sense of Belonging* scores than Low-Income Student respondents.

Table 133. Student Respondents' *Sense of Belonging* by Income Status

Income status	*n*	Mean	Std. dev.
Low-Income	532	3.88	0.80
Not-Low-Income	2,017	4.01	0.70
Mean difference	-0.13*		

*$p < .001$

Sexual Identity

A significant difference existed in the overall test for means for Student respondents by sexual identity on *Student Sense of Belonging*, $F(3, 2613) = 10.55$, $p < .001$ (Table 131).

Table 134. Student Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Asexual	37	3.67	0.99
Bisexual	196	3.79	0.79
Heterosexual	2,211	4.01	0.72
Queer-spectrum	173	3.82	0.67

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for three comparisons: Heterosexual vs. Asexual, Heterosexual vs. Bisexual, and Heterosexual vs. Queer-spectrum (Table 132). These findings suggest that Heterosexual Student respondents had higher *Student Sense of Belonging* scores than those of Asexual Student respondents, Bisexual Student respondents, and Queer-spectrum Student respondents.

Table 135. Difference Between Means for Student Respondents for *Sense of Belonging* by Sexual Identity

Groups compared	Mean difference
Heterosexual vs. Asexual	0.34*
Heterosexual vs. Bisexual	0.21*
Heterosexual vs. Queer-spectrum	0.19*
Asexual vs. Bisexual	-0.13
Asexual vs. Queer-spectrum	-0.15
Bisexual vs. Queer-spectrum	-0.02

*$p < .05$

Spiritual Affiliation

A significant difference existed in the overall test for means for Student respondents by spiritual affiliation on *Student Sense of Belonging*, $F(4, 2636) = 11.74$, $p < .001$ (Table 136).

Table 136. Student Respondents' *Sense of Belonging* by Spiritual Affiliation

Spiritual affiliation	*n*	Mean	Std. dev.
Additional Affiliation	94	3.89	0.87
Catholic Affiliation	976	4.06	0.73
Christian Affiliation	730	4.01	0.72
Multiple Affiliations	255	3.91	0.64
No Affiliation	586	3.82	0.71

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for three comparisons: Catholic Affiliation vs. Multiple Affiliations, Catholic Affiliation vs. No Affiliation, and Christian Affiliation vs. No Affiliation (Table 137). These findings suggest that Catholic Affiliation Student respondents had higher *Student Sense of Belonging* scores than those of Student respondents with Multiple Affiliations and Student respondents with No Affiliation. They also suggest that Christian Affiliation Student respondents had higher *Student Sense of Belonging* scores than Student respondents with No Affiliation.

Table 137. Difference Between Means for Student Respondents for *Sense of Belonging* by Religious Affiliation

Groups compared	Mean difference
Catholic Affiliation vs. Additional Affiliation	0.18
Catholic Affiliation vs. Christian Affiliation	0.05
Catholic Affiliation vs. Multiple Affiliations	0.15*
Catholic Affiliation vs. No Affiliation	0.24*
Additional Affiliation vs. Christian Affiliation	-0.12
Additional Affiliation vs. Multiple Affiliations	-0.03
Additional Affiliation vs. No Affiliation	0.06
Christian Affiliation vs. Multiple Affiliations	0.10
Christian Affiliation vs. No Affiliation	0.19*
Multiple Affiliations vs. No Affiliation	0.09

*$p < .05$

Student Respondents' Perception of Climate

One survey item asked Student respondents the degree to which they agreed with a series of statements about their interactions with faculty, other students, staff members, and senior administrators at Creighton University. Significant differences were found by position status, gender identity, racial identity, spiritual affiliation, sexual identity, and income status.

Twenty-six percent ($n = 685$) of Student respondents "strongly agreed" or "agreed" that they believed faculty prejudged their abilities based on their perception of their identity/background (Table 138). A higher percentage of Undergraduate Student respondents (33%, $n = 558$) than Graduate/Professional Student respondents (28%, $n = 261$) and a higher percentage of Women Student respondents (33%, $n = 537$) than Men Student respondents (28%, $n = 264$) "disagreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of White Student respondents (21%, $n = 391$) than Asian Student respondents (11%, $n = 22$) "strongly disagreed" that faculty prejudged their abilities based on their perception of their identity/background (Multiracial Student respondents [21%, $n = 60$], Additional Student Respondents of Color [16%, $n = 15$], African American/Black Student respondents [16%, $n = 8$], and Latinx Student respondents [11%, $n = 12$] were not statistically different from the other groups). A higher percentage of Student Respondents with an Additional Spiritual Affiliation (30%, $n = 27$) than Catholic Student respondents (16%, $n = 151$), Christian Student respondents (16%, $n = 113$), and Student Respondents with No Affiliation (16%, $n = 94$) "agreed" that faculty prejudged their abilities based on their perception of their identity/background (Student Respondents with Multiple Affiliations [17%, $n = 44$] were not statistically different from other groups). Finally, a higher percentage of Asexual Student respondents (22%, $n = 8$) than Queer-spectrum Student respondents (6%, $n = 10$) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background (Heterosexual Student respondents [10%, $n = 223$] and Bisexual Student respondents [8%, $n = 15$] were not statistically different from other groups).

Table 138. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I think that faculty prejudge my abilities based on their perception of my identity/background.	**258**	**9.9**	**427**	**16.4**	**597**	**22.9**	**811**	**31.1**	**512**	**19.7**
Position status[cxcviii]										
Undergraduate	165	9.8	277	16.4	375	22.2	558	33.1	312	18.5
Graduate/Professional	96	10.1	157	16.6	229	24.2	261	27.6	203	21.5
Gender identity[cxcix]										
Men	120	12.6	168	17.6	206	21.6	264	27.7	195	20.5
Women	139	8.5	258	15.8	384	23.5	537	32.9	314	19.2
Racial identity[cc]										
Additional People of Color	14	14.7	21	22.1	20	21.1	25	26.3	15	15.8
African American/Black	< 5	---	11	22.0	18	36.0	10	20.0	8	16.0
Asian	20	10.4	43	22.3	54	28.0	54	28.0	22	11.4
Latinx	13	12.3	22	20.8	30	28.3	29	27.4	12	11.3
White	173	9.4	285	15.5	398	21.6	592	32.2	391	21.3
Multiracial	34	11.3	43	14.2	70	23.2	95	31.5	60	19.9
Spiritual affiliation[cci]										
Additional Affiliation	10	11.0	27	29.7	22	24.2	19	20.9	13	14.3
Catholic Affiliation	117	12.1	151	15.6	183	19.0	305	31.6	209	21.7
Christian Affiliation	57	7.9	113	15.7	174	24.2	220	30.6	156	21.7
Multiple Affiliations	25	9.9	44	17.4	50	19.8	95	37.5	39	15.4
No Affiliation	48	8.3	94	16.2	170	29.3	174	29.9	95	16.4
Sexual identity[ccii]										
Asexual	8	21.6	8	21.6	13	35.1	6	16.2	< 5	---
Bisexual	15	7.8	33	17.1	43	22.3	69	35.8	33	17.1
Heterosexual	223	10.2	346	15.8	490	22.4	677	31.0	448	20.5
Queer-spectrum	10	5.8	36	20.9	44	25.6	56	32.6	26	15.1

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents (*n* = 2,700).

Twenty-four percent (*n* = 621) of Student respondents "strongly agreed" or "agreed" that they believed the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton University. (Table 138). A higher percentage of Graduate/Professional Student respondents (30%, *n* = 284) than Undergraduate Student respondents (24%, *n* = 408) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton. A higher percentage of White Student respondents (28%, *n* = 522) and Multiracial Student respondents (24%, *n* = 74) than Asian Student respondents (13%, *n* = 25) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (African American/Black Student respondents [26%, *n* = 13], Latinx Student respondents [26%, *n* = 28], and Additional Students of Color [20%, *n* = 19] were not statistically different from other groups). A higher percentage of Catholic Student respondents (35%, *n* = 335) than Christian Student respondents (26%, *n* = 189), and a higher percentage of Student Respondents with Multiple Affiliations (26%, *n* = 66) than Student Respondents with No Affiliation (16%, *n* = 94) and Student Respondents with Additional Affiliation (9%, *n* = 8) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton. Finally, a higher percentage of Heterosexual Student respondents (28%, *n* = 612) than Bisexual Student respondents (16%, *n* = 31) and Queer-spectrum Student respondents (16%, *n* = 28) "strongly disagreed" that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton (Asexual Student respondents [24%, *n* = 9] were not statistically different from the other groups).

Table 139. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	**255**	**9.7**	**366**	**14.0**	**538**	**20.6**	**770**	**29.4**	**689**	**26.3**
Position status[cciii]										
Undergraduate	179	10.6	236	14.0	362	21.4	503	29.8	408	24.2
Graduate/Professional	79	8.2	137	14.3	184	19.2	274	28.6	284	29.6
Racial identity[cciv]										
Additional People of Color	15	15.6	13	13.5	23	24.0	26	27.1	19	19.8
African American/Black	0	0.0	6	12.0	17	34.0	14	28.0	13	26.0
Asian	23	11.9	39	20.1	48	24.7	59	30.4	25	12.9
Latinx	11	10.2	12	11.1	25	23.1	32	29.6	28	25.9
White	180	9.7	251	13.6	352	19.1	542	29.3	522	28.3
Multiracial	25	8.3	44	14.5	70	23.1	90	29.7	74	24.4
Spiritual affiliation[ccv]										
Additional Affiliation	9	9.8	21	22.8	28	30.4	26	28.3	8	8.7
Catholic Affiliation	108	11.2	108	11.2	131	13.5	285	29.5	335	34.6
Christian Affiliation	55	7.6	91	12.5	158	21.7	235	32.3	189	26.0
Multiple Affiliations	26	10.2	33	12.9	55	21.6	75	29.4	66	25.9
No Affiliation	57	9.8	117	20.1	163	28.0	152	26.1	94	16.1
Sexual identity[ccvi]										
Asexual	< 5	---	8	21.6	8	21.6	8	21.6	9	24.3
Bisexual	15	7.7	35	18.0	47	24.2	66	34.0	31	16.0
Heterosexual	220	10.0	289	13.2	434	19.8	641	29.2	612	27.9
Queer-spectrum	15	8.7	30	17.4	47	27.3	52	30.2	28	16.3

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents (*n* = 2,700).

Twelve percent ($n = 313$) of Student respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at Creighton (Table 140). A higher percentage of Men Student respondents (8%, $n = 78$) than Undergraduate Student respondents (5%, $n = 81$) "strongly agreed" that their English-speaking skills limit their ability to be successful. A higher percentage of Asian Student respondents (15%, $n = 28$) than White Student respondents (5%, $n = 92$) and Multiracial Student respondents (5%, $n = 14$) "agreed" that their English-speaking skills limit their ability to be successful (Additional Student Respondents of Color [10%, $n = 10$], Latinx Student respondents [9%, $n = 10$], and African American/Black Student respondents [$n < 5$] were not statistically different from other groups).

Thirteen percent ($n = 335$) of Student respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at Creighton (Table 140). A higher percentage of Men Student respondents (9%, $n = 82$) than Women respondents (5%, $n = 81$) "strongly agreed" that their English writing skills limit their ability to be successful. A higher percentage of Asian Student respondents (14%, $n = 26$) than White Student respondents (6%, $n = 107$) and Multiracial Student respondents (6%, $n = 17$) "agreed" that their English writing skills limit their ability to be successful at Creighton (Additional Student Respondents of Color [10%, $n = 10$], Latinx Student respondents [10%, $n = 11$], and African American/Black Student respondents [$n < 5$] were not statistically different from other groups).

Table 140. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	**158**	**6.1**	**155**	**5.9**	**302**	**11.6**	**517**	**19.8**	**1,475**	**56.6**
Gender identity[ccvii]										
Men	78	8.2	77	8.1	96	10.1	186	19.5	516	54.1
Women	81	5.0	82	5.0	200	12.2	331	20.3	939	57.5
Racial identity[ccviii]										
Additional People of Color	5	5.2	10	10.4	16	16.7	25	26.0	40	41.7
African American/Black	0	0.0	< 5	---	10	20.0	13	26.0	24	48.0
Asian	15	7.8	28	14.5	28	14.5	54	28.0	68	35.2
Latinx	7	6.5	10	9.3	21	19.4	30	27.8	40	37.0
White	109	5.9	92	5.0	177	9.6	328	17.9	1,131	61.6
Multiracial	21	6.9	14	4.6	40	13.2	66	21.8	162	53.5
I feel that my English writing skills limit my ability to be successful at Creighton University.	**163**	**6.3**	**172**	**6.6**	**319**	**12.2**	**559**	**21.5**	**1,392**	**53.4**
Gender identity[ccix]										
Men	82	8.6	84	8.8	111	11.6	199	20.8	479	50.2
Women	81	5.0	91	5.6	202	12.4	359	22.0	898	55.1
Racial identity[ccx]										
Additional People of Color	5	5.2	10	10.4	13	13.5	26	27.1	42	43.8
African American/Black	0	0.0	< 5	---	10	20.0	14	28.0	23	46.0
Asian	19	9.9	26	13.5	34	17.7	55	28.6	58	30.2
Latinx	8	7.5	11	10.3	21	19.6	29	27.1	38	35.5
White	109	5.9	107	5.8	184	10.0	372	20.3	1,064	58.0
Multiracial	21	6.9	17	5.6	47	15.5	62	20.4	157	51.6

Note: Table reports responses only from Undergraduate Student and Graduate/Professional Student respondents (*n* = 2,700).

Student Use of Creighton University Resources

The survey asked Undergraduate Student respondents and Graduate/Professional Student respondents which Creighton University resources they consistently used to support themselves within the past year. Table 141 illustrates that Undergraduate Student and Graduate/Professional Student respondents most often used their major advisor (28%, $n = 768$), the Academic Success Office within Creighton EDGE (25%, $n = 682$), and 21% each most often used their RSP faculty advisor ($n = 559$) or their faculty/research mentor ($n = 557$) as academic support resources within the past year. Undergraduate Student and Graduate/Professional Student respondents most often used Campus Recreation and Wellness (21%, $n = 568$), Student Counseling Services (14%, $n = 378$), and Residential Life (12%, $n = 334$) as non-academic support resources within the past year.

Table 141. Student Use of Creighton University Resources Within the Past Year

Office/resource	Academic support		Non-academic support		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Academic coach	521	19.3	104	3.9	1,569	58.1
Academic and Student Affairs (SPAHP)	124	4.6	53	2.0	1,863	69.0
Academic department centers (Writing Center; Communication Center)	336	12.4	22	0.8	1,670	61.9
Academic Success (within the Creighton EDGE)	682	25.3	46	1.7	1,402	51.9
Academic Success (within Health Science Schools)	275	10.2	53	2.0	1,715	63.5
Campus Ministry	68	2.5	303	11.2	1,660	61.5
Campus Recreation and Wellness	123	4.6	568	21.0	1,380	51.1
College/school dean's office	344	12.7	139	5.1	1,591	58.9
Community Standards and Well-being	35	1.3	96	3.6	1,837	68.0
Creighton Intercultural Center	50	1.9	113	4.2	1,819	67.4
Disability Services	198	7.3	78	2.9	1,747	64.7
Faculty/research mentor	557	20.6	255	9.4	1,396	51.7
Fahey Career Center	268	9.9	99	3.7	1,648	61.0
Global Engagement Office/Study Abroad	188	7.0	79	2.9	1,735	64.3
HS MACA	29	1.1	25	0.9	1,899	70.3
Housing and Auxiliary Services	54	2.0	151	5.6	1,761	65.2
Lieben Center for Women	26	1.0	43	1.6	1,877	69.5
Major advisor	768	28.4	212	7.9	1,240	45.9
Office of Equity and Inclusion/Title IX	27	1.0	68	2.5	1,859	68.9
Parker Academic Resource Center (Athletics)	51	1.9	22	0.8	1,881	69.7
Pre-Professional Advising (within the Creighton EDGE)	334	12.4	46	1.7	1,627	60.3
Public Safety	93	3.4	215	8.0	1,665	61.7
Residential Life	144	5.3	334	12.4	1,551	57.4
RSP faculty advisor	559	20.7	245	9.1	1,383	51.2
Schlegel Center for Service and Justice	70	2.6	150	5.6	1,759	65.1
Student Affairs (Dental School)	42	1.6	30	1.1	1,885	69.8
Student Affairs (Medical School)	49	1.8	36	1.3	1,887	69.9

Student Care Clinic	55	2.0	211	7.8	1,712	63.4
Student Counseling Services	109	4.0	378	14.0	1,583	58.6
Student Health and Compliance	62	2.3	129	4.8	1,774	65.7
Student Leadership and Involvement Center (SLIC)	85	3.1	210	7.8	1,694	62.7
Student Life	81	3.0	200	7.4	1,724	63.9
Student Retention (within the Creighton EDGE)	86	3.2	54	2.0	1,851	68.6
Student Support Services	106	3.9	96	3.6	1,814	67.2
VIP (Violence Intervention and Prevention) Center	29	1.1	119	4.4	1,821	67.4

Note: Table reports responses only from Undergraduate Students and Graduate/Professional Student respondents ($n = 2,700$).

Qualitative Comment Analyses

One thousand nine Student respondents provided written comments on spaces where they felt safe and supported on campus. Four themes emerged from Student respondents: everywhere, campus ministry, counseling services, and dorm room. Responses populated on the survey were overwhelmingly one- or two-word descriptions (i.e., everywhere, campus ministry). A summary of each theme, including quotes from respondents, did not provide further insights into why respondents felt safe and supported in these areas.

Graduate/Professional Student Respondents' Perceptions of Department

The survey queried Graduate/Professional Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Seventy-two percent ($n = 690$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they were satisfied with the quality of advising they have received from their departments (Table 142). Significant differences were found by student status. A higher percentage of Master's Student respondents (49%, $n = 57$) than Doctoral/Terminal Degree Student respondents (34%, $n = 281$) "strongly agreed" that they were satisfied with the quality of advising they have received from their departments.

Seventy-five percent ($n = 717$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they had adequate access to their advisors. A higher percentage of Master's Student respondents (52%, $n = 59$) than Doctoral/Terminal Degree Student respondents (38%, $n = 311$) "strongly agreed" that they had adequate access to their advisors.

Sixty-eight percent ($n = 649$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their advisors provided clear expectations. A higher percentage of Master's Student respondents (46%, $n = 53$) than Doctoral/Terminal Degree Student respondents (33%, $n = 275$) "strongly agreed" that their advisors provided clear expectations.

Seventy-five percent ($n = 704$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their advisors responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of Master's Student respondents (57%, $n = 66$) than Doctoral/Terminal Degree Student respondents (39%, $n = 321$) "strongly agreed" their advisors responded to their emails, calls, or voicemails in a prompt manner.

Fifty-eight percent ($n = 553$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they received support from their advisors to pursue personal research interests. No significant differences were found between groups.

Eighty-one percent ($n = 765$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they felt comfortable sharing their professional goals with their advisors. A higher percentage of Men Student respondents (4%, $n = 14$) than Women Student respondents ($n < 5$)

"strongly disagreed" that they felt comfortable sharing their professional goals with their advisors.

Table 142. Graduate/Professional Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	**340**	**35.5**	**350**	**36.5**	**158**	**16.5**	**76**	**7.9**	**35**	**3.6**
Student status[ccxi]										
Doctoral/Terminal Degree Student	281	33.7	309	37.1	144	17.3	67	8.0	32	3.8
Master's Student	57	49.1	36	31.0	12	10.3	9	7.8	< 5	---
I have adequate access to my advisor.	**373**	**39.2**	**344**	**36.2**	**148**	**15.6**	**57**	**6.0**	**29**	**3.0**
Student status[ccxii]										
Doctoral/Terminal Degree Student	311	37.6	299	36.2	138	16.7	53	6.4	26	3.1
Master's Student	59	51.8	39	34.2	9	7.9	< 5	---	< 5	---
My advisor provides clear expectations.	**330**	**34.8**	**319**	**33.6**	**195**	**20.5**	**73**	**7.7**	**32**	**3.4**
Student status[ccxiii]										
Doctoral/Terminal Degree Student	275	33.4	278	33.7	180	21.8	62	7.5	29	3.5
Master's Student	53	46.1	36	31.3	14	12.2	10	8.7	< 5	---
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**391**	**41.4**	**313**	**33.1**	**195**	**20.6**	**30**	**3.2**	**16**	**1.7**
Student status[ccxiv]										
Doctoral/Terminal Degree Student	321	39.1	273	33.3	186	22.7	27	3.3	14	1.7
Master's Student	66	57.4	36	31.3	8	7.0	< 5	---	< 5	---
I receive support from my advisor to pursue personal research interests.	**268**	**28.1**	**285**	**29.9**	**277**	**29.1**	**80**	**8.4**	**43**	**4.5**
I am comfortable sharing my professional goals with my advisor.	**419**	**44.4**	**346**	**36.7**	**132**	**14.0**	**26**	**2.8**	**20**	**2.1**

Table 142. Graduate/Professional Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Gender identity[ccxv]										
Men	179	45.8	137	35.0	54	13.8	7	1.8	14	3.6
Women	246	43.5	217	38.4	80	14.2	18	3.2	< 5	---

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 968).

Most Graduate/Professional Student respondents "strongly agreed" or "agreed" that their department faculty members (86%, *n* = 820) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 143). A higher percentage of Master's Student respondents (57%, *n* = 66) than Doctoral/Terminal Degree Student respondents (41%, *n* = 340) "strongly agreed" their department faculty members (other than advisors) responded to their emails, calls, or voicemails in a prompt manner.

Eighty-six percent (*n* = 822) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their department staff members (other than advisors) responded to their emails, calls, or voicemails in a prompt manner. A higher percentage of Low-Income Student respondents (3%, *n* = 12) than Not-Low-Income Student respondents (1%, *n* = 7) "disagreed" their department staff members (other than advisors) responded to their emails, calls, or voicemails in a prompt manner.

Sixty-two percent (*n* = 590) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that adequate opportunities existed for them to interact with other university faculty outside of their departments, and 55% (*n* = 521) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their department faculty members encouraged them to produce publications and present research. No significant differences were found between groups.

Sixty percent (*n* = 565) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Doctoral/Terminal Degree Student respondents (33%, *n* = 270) than Master's Student

respondents (24%, *n* = 27) "agreed" their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 143. Graduate/Professional Student Respondents' Perceptions of Department

Perception	Strongly agree *n*	Strongly agree %	Agree *n*	Agree %	Neither agree nor disagree *n*	Neither agree nor disagree %	Disagree *n*	Disagree %	Strongly disagree *n*	Strongly disagree %
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**409**	**42.8**	**411**	**43.0**	**90**	**9.4**	**32**	**3.4**	**13**	**1.4**
Student status[ccxvi]										
Doctoral/Terminal Degree Student	340	41.0	367	44.2	80	9.6	30	3.6	13	1.6
Master's Student	66	57.4	38	33.0	9	7.8	< 5	---	0	0.0
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	**420**	**43.9**	**402**	**42.1**	**103**	**10.8**	**21**	**2.2**	**10**	**1.0**
Income status[ccxvii]										
Low-Income	142	40.7	156	44.7	33	9.5	12	3.4	6	1.7
Not-Low-Income	271	47.2	226	39.4	66	11.5	7	1.2	< 5	---
Adequate opportunities exist for me to interact with other university faculty outside of my department.	**273**	**28.6**	**317**	**33.2**	**211**	**22.1**	**120**	**12.6**	**33**	**3.5**
My department faculty members encourage me to produce publications and present research.	**243**	**25.4**	**278**	**29.1**	**281**	**29.4**	**111**	**11.6**	**42**	**4.4**
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	**264**	**27.8**	**301**	**31.7**	**246**	**25.9**	**89**	**9.4**	**50**	**5.3**
Student status[ccxviii]										
Doctoral/Terminal Degree Student	230	27.9	270	32.7	212	25.7	68	8.2	45	5.5
Master's Student	32	27.8	27	23.5	33	28.7	19	16.5	< 5	---

Note: Table reports responses only from Graduate/Professional Student respondents (*n* = 968).

Qualitative Comment Analyses

Two hundred eighty-nine Graduate/Professional Student respondents elaborated on the support they received at Creighton University. Three themes emerged from Graduate/Professional Student respondents: advising, faculty support, and want more research opportunities.

Advising. Graduate/Professional Student respondents suggested a range of experiences they've come across related to advising at Creighton University. Respondents shared not knowing who their advisor was or never having met with them. Respondents stated, "I have no idea who my advisor is or who to go to with questions," "Don't even know who my advisor is/have never met them or been told who they are," and "I'm not sure who my advisor is, never met them and never spoke to them." Respondents also suggested their advisor was either unresponsive or took an unreasonable amount of time to respond to their requests to meet. Respondents shared, "My academic coach is almost non-existent. She registers me for classes and then disappears. I have attempted to contact her with minor questions, but it seems that she does not have time," "I reached out to my advisor and never heard back. I have never even met my advisor, and this is my second year in school," and "I have had a hard time getting ahold of my advisor and if I send out information I'd like reviewed before our meeting so we can discuss it I don't feel the advisor was prepared."

Respondents also described their advisors as supportive and helpful. A respondent stated, "My advisor has been very helpful throughout the process of getting adjusted to dental school. I feel comfortable asking questions and know that if I have any questions or problems, they will help me form a solution as quickly as possible." Other respondents shared, "My advisor is very supportive of my professional goals and makes the effort to ensure I feel comfortable sharing my goals and reflecting with them," and "I felt welcomed, and my advisor was extremely helpful and easy to communicate with."

Faculty Support. Graduate/Professional Student respondents also shared they felt supported by Creighton University faculty. A respondent stated, "Professor interaction is fantastic, doors are generally open, and the faculty seem to all like each other, and want to support each other, which makes the academic environment for research more positive." Another respondent shared, "The faculty & staff make it abundantly clear how much they stand behind us as students and take

every chance to help us succeed in school and as we transition to the workforce. They have made my time in school amazing." Other respondents included, "I have had a lot of positive interactions with all faculty and staff in the dept. All the professors and faculty are very kind and care about us as people as well as students," and "My professors have been extremely accessible and welcoming."

Want More Research Opportunities. Graduate/Professional Student respondents indicated they would like more research opportunities made available to them. A respondent shared, "I wish there was more emphasis on research by faculty with concrete opportunities presented. I do my research through a different school as a result." Another respondent included, "I feel as if research opportunities are difficult to come by. I had to try multiple professors and doctor before finding one I could do research with and even then, they were not easy to communicate with." Other respondents added, "I would like to see more research opportunities for students in the School of Medicine. Research projects have been more difficult to find than I expected," and "I have tried to do research or find out about projects since I started school, and I got told there was a 'list' by faculty. I am still waiting for that list while trying to find research projects."

Students Who Have Seriously Considered Leaving Creighton University

Thirty-five percent ($n = 1,474$) of respondents had seriously considered leaving Creighton University. With regard to Student respondents, 30% ($n = 526$) of Undergraduate Student respondents and 18% ($n = 184$) of Graduate/Professional Student respondents had seriously considered leaving Creighton University (Figure 51).
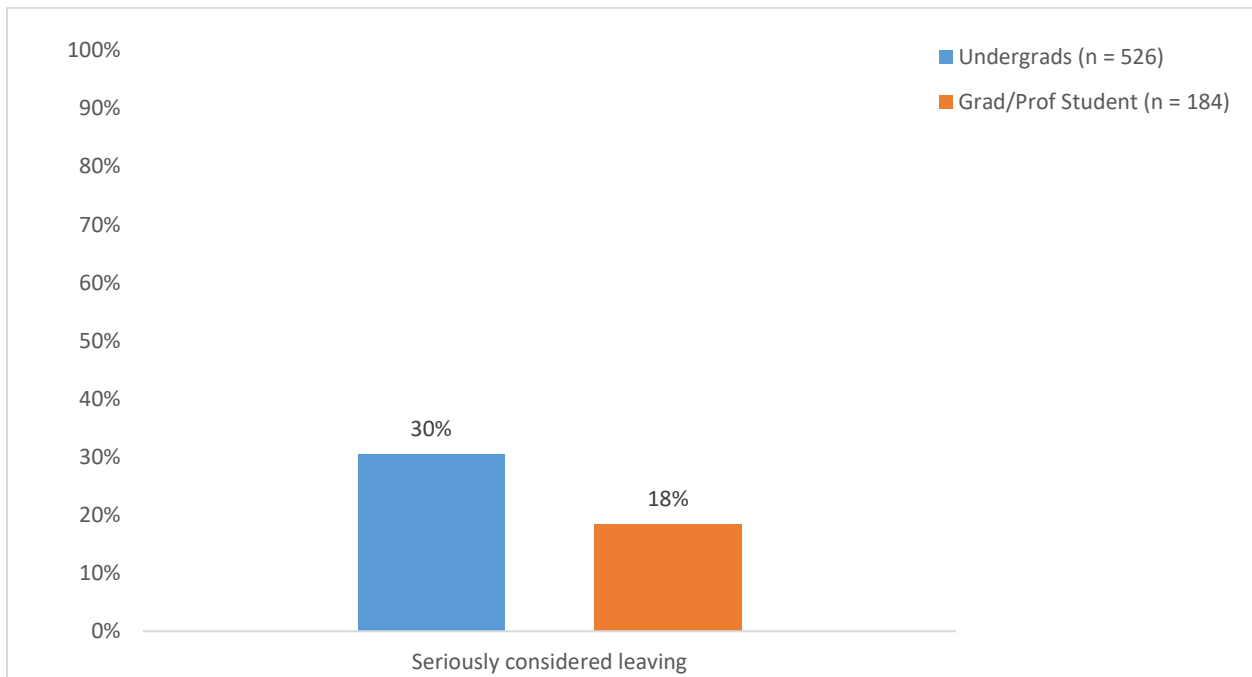
Figure 51. Student Respondents Who Had Seriously Considered Leaving Creighton University (%)

Of the Student respondents who seriously considered leaving, 74% ($n = 522$) considered leaving in their first year as a student, 47% ($n = 336$) in their second year, 20% ($n = 139$) in their third year, and 8% ($n = 54$) in their fourth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Professional Student respondents who had seriously considered leaving Creighton by gender identity, racial identity, spiritual affiliation, sexual identity, and income status.

Significant results for Undergraduate Student respondents indicated that:

- By racial identity, 45% (*n* = 13) of African American/Black Undergraduate Student respondents, 44% (*n* = 22) of Additional Undergraduate Student Respondents of Color, 37% (*n* = 83) of Multiracial Undergraduate Student respondents, 30% (*n* = 21) of Latinx Undergraduate Student respondents, 29% (*n* = 348) of White Undergraduate Student respondents, and 22% (*n* = 27) of Asian Undergraduate Student respondents seriously considered leaving the institution.[ccxix]

- By spiritual affiliation, 37% (*n* = 143) of Undergraduate Student Respondents with No Affiliation, 33% (*n* = 13) of Undergraduate Student Respondents with Additional Spiritual Affiliations, 31% each of Undergraduate Student Respondents with Christian Affiliations (*n* = 131) and Undergraduate Student Respondents with Multiple Affiliations (*n* = 53), and 26% (*n* = 182) of Undergraduate Student Respondents with Catholic Affiliations seriously considered leaving the institution.[ccxx]

- By sexual identity, 48% (*n* = 68) of Bisexual Undergraduate Student respondents, 42% (*n* = 61) of Queer-spectrum Undergraduate Student respondents, 27% (*n* = 382) of Heterosexual Undergraduate Student respondents, and 23% (*n* = 5) of Asexual Undergraduate Student respondents seriously considered leaving the institution.[ccxxi]

- By income status, 38% (*n* = 72) of Low-Income Undergraduate Student respondents and 29% (*n* = 429) of Not-Low-Income Undergraduate Student respondents seriously considered leaving the institution.[ccxxii]

Significant results for Graduate/Professional Student respondents indicated that:

- By racial identity, 32% (*n* = 7) of African American/Black Graduate/Professional Student respondents, 30% (*n* = 12) of Latinx Graduate/Professional Student respondents, 26% (*n* = 13) of Additional Graduate/Professional Student Respondents of Color, 21% (*n* = 19) of Multiracial Graduate/Professional Student respondents, 16% (*n* = 108) of White Graduate/Professional Student respondents,

and 12% (*n* = 9) of Asian Graduate/Professional Student respondents seriously considered leaving the institution.[ccxxiii]

Fifty-eight percent (*n* = 304) of Undergraduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at Creighton (Table 144). Others considered leaving for personal reasons (45%, *n* = 234), because they wanted to transfer to another institution (41%, *n* = 217), because they lacked a social life at Creighton (35%, *n* = 185), because of financial reasons (35%, *n* = 182), because the climate was not welcoming (28%, *n* = 146), because they were homesick (27%, *n* = 140), and/or because they lacked a support group at Creighton University (25%, *n* = 131).

Table 144. Top Reasons Why Undergraduate Student Respondents Seriously Considered Leaving Creighton University

Reason	*n*	%
Lack of a sense of belonging	304	57.8
Personal reasons (e.g., medical, mental health, family emergencies)	234	44.5
Wanted to transfer to another institution	217	41.3
Lack of social life at Creighton University	185	35.2
Financial reasons	182	34.6
Climate not welcoming	146	27.8
Homesick	140	26.6
Lack of support group	131	24.9

Note: Table reports only Undergraduate Student respondents who indicated that they seriously considered leaving Creighton University (*n* = 526). Percentages may not sum to 100 as a result of multiple response choices.

Forty percent ($n = 73$) of Graduate/Professional Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at Creighton (Table 145). Others contemplated leaving owing to the climate not being welcoming (34%, $n = 63$), wanting to transfer to another institution (32%, $n = 59$), lacking a support group (27%, $n = 50$), for academic reasons (24%, $n = 44$), for financial reasons (23%, $n = 43$), and/or for personal reasons (23%, $n = 42$).

Table 145. Reasons Why Graduate/Professional Student Respondents Seriously Considered Leaving Creighton University

Reason	n	%
Lack of a sense of belonging	73	39.7
Climate not welcoming	63	34.2
Wanted to transfer to another institution	59	32.1
Lack of support group	50	27.2
Academic reasons	44	23.9
Financial reasons	43	23.4
Personal reasons (e.g., medical, mental health, family emergencies)	42	22.8
A reason not listed above	39	21.2

Note: Table reports only Graduate/Professional Student respondents who indicated that they seriously considered leaving Creighton University ($n = 184$). Percentages may not sum to 100 as a result of multiple response choices.

Undergraduate Student respondents were asked two additional questions about their intent to persist at Creighton. Responses were analyzed by gender identity, racial identity, spiritual affiliation, sexual identity, and income status.

Table 146 illustrates that 95% (*n* = 1,619) of Undergraduate Student respondents "strongly agreed" or "agreed"' that they intended to graduate from Creighton. A higher percentage of Low-Income Undergraduate Student respondents (*n* < 5) than Not-Low-Income Undergraduate Student respondents (<1%, *n* = 5) "strongly disagreed" that they intended to graduate from Creighton.

Eighty-five percent (*n* = 1,473) of Undergraduate Student respondents "strongly disagreed" or "disagreed" that, thinking ahead, it was likely that they would leave Creighton without meeting their academic goal. No statistically significant differences were found between groups.

Table 146. Undergraduate Student Respondents' Intent to Graduate From Creighton University

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I intend to graduate from Creighton University.	**1,188**	**69.7**	**431**	**25.3**	**70**	**4.1**	**7**	**0.4**	**9**	**0.5**
Income status[ccxxiv]										
Low-Income	132	69.8	44	23.3	9	4.8	0	0.0	< 5	---
Not-Low-Income	1,017	69.7	371	25.4	59	4.0	7	0.5	5	0.3
Thinking ahead, it is likely that I will leave Creighton University without meeting my academic goal.	**59**	**3.4**	**68**	**3.9**	**127**	**7.4**	**442**	**25.6**	**1,031**	**59.7**

Note: Table reports responses only from Undergraduate Student respondents (*n* = 1,732).

Ninety-seven percent ($n = 966$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that they intended to graduate from Creighton. Eight percent ($n = 81$) of Graduate/Professional Student respondents "strongly agreed" or "agreed" that it was likely that they would leave Creighton before they graduated. No statistically significant differences were found between groups.

Table 147. Graduate/Professional Student Respondents' Intent to Graduate From Creighton University

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I intend to graduate from Creighton University.	727	73.3	239	24.1	18	1.8	< 5	---	< 5	---
Thinking ahead, it is likely that I will leave Creighton University without meeting my academic goal.	39	3.9	42	4.2	39	3.9	195	19.5	684	68.5

Note: Table reports responses only from Graduate/Professional Student respondents ($n = 999$).

Qualitative Comment Analyses

Four hundred thirty-three Student respondents elaborated on why they had seriously considered leaving Creighton University. Six themes emerged from Student respondents: perception that commitment to Jesuit values was insincere, academic struggles, mandated COVID vaccination, lack of institutional support, lack of diversity, and experiencing and/or observing microaggressions. From Undergraduate Student respondents, three themes emerged: financial stress, mental health struggles, and homesickness.

<u>All Student respondents</u>

Perception that Institutional Commitment to Jesuit Values was Insincere. Student respondents suggested Creighton University's commitment to Jesuit values were insincere. A respondent shared, "I sought out Creighton as a Catholic school, but it has failed to stand for Catholic teaching and embrace dogma in its policies and procedures. I cannot continue to support an institution that is hypocritical and insincere in its beliefs of the Catholic Church." Another

respondent added, "I find that this institution prioritizes anyone with money while having a stated mission of serving others and being diverse and welcome." Other respondents included, "Creighton uses the Catholic name for show and attraction and lacks the reverence that the faith deserves. In a world that is slowly turning faithless, I thought I would be able to cling to my faith at my place of education, instead I have been met with spineless Catholics who are afraid to defend the faith and what the faith teaches," and "The atmosphere at Creighton can often be troubling. The administration is very image based and does not stay true to its Jesuit values."

Academic Struggles. Student respondents also indicated that academic struggles made them consider leaving Creighton University. Respondents shared, "My program is extremely difficult, so occasionally I consider how my life could be different if I wasn't at Creighton," "Graduate school is very difficult, dropping out and starting my career often seems like an easy out," and "Dental school is extremely stressful and overall wearing on my mental health and I feel as if I shouldn't be doing it." Other respondents stated, "I felt like I had such high standards set for me and when I took my first test here, and I didn't receive the score that I wanted, I felt like I wasn't smart enough to be here," and "I felt that I was really struggling with classes in ways that I shouldn't be and felt like I would be a failure."

Mandated COVID Vaccination. Creighton Universities COVID vaccination mandate left Student respondents feeling like the institution had infringed on their personal liberties. A respondent stated, "Creighton completely took away my right to choose when they instituted the mandatory vaccination policy." Another respondent included, "The university overstepped their bounds when they mandated vaccinations and essentially coerced an entire student body into getting a vaccine that, at the time, was still experimental." Other respondents added, "Being forced to get the Covid Vaccine that contains fetal cells in it obtained via abortion is against my religious beliefs and I am very upset with the school's decision to mandate this and not offer religious exemption," "I do not agree with mandates for a vaccine in this situation because it is starting to impede on civil liberties nationwide," and "The fact that Creighton mandated the covid vaccine without any personal or religious exemption was wrong. This infringed on my personal right, and someone should not be coerced into doing something against their will."

Lack of Institutional Support. Student respondents shared that a lack of institutional support made them consider leaving Creighton University. A respondents stated, "I was having a difficult time with a serious illness with my mom and was struggling in school because I could not concentrate. I tried to seek help from faculty but was told that maybe I was not cut out for that type of degree and that maybe I should just do something else." Another respondent added, "When I struggled with personal things freshman year such as mental health and some other issues I struggled in my classes. I had a professor and an academic advisor tell me that since I struggled in those classes, I wouldn't succeed in getting a degree in my current major." Other respondents included, "Creighton doesn't seem to care about whether I'm actually supported but more so only provides support to make sure they keep their diversity numbers up," "I had a really hard time adjusting to Creighton and didn't feel supported so I considered leaving," and "A professor told me regularly I wasn't good enough to be at Creighton and my writing was unoriginal and I couldn't be a marketing major….For claiming that Creighton is a place where no one should feel like a number, I have never felt more betrayed by an organization."

Lack of Diversity. Student respondents reported that a lack of diversity on campus made them consider leaving Creighton University. A respondent shared, "There is a tremendous lack of diversity at Creighton, specifically with Black and brown students along with faculty. It is mentally and emotionally exhausting to be in an environment where no one looks like you, understands your culture, is ignorant to your social identity and/or blatantly racist. Then you, a student, are expected to just deal with all of this and conform to majority (white) culture." Another respondent added, "Creighton felt like it was just meant to for white people and if I left the bubble, it was worse in the general Omaha area. I felt a lot of pressure from other students to assimilate and still do as a senior so I keep to myself until I graduate and can go to more diverse and inclusive communities." Other respondents stated, "Once I got here, the culture shock really got to me, and seeing the lack of diversity scared me especially being like the odd person out for many things," "The Creighton environment although speaks about diversity and inclusion it is nothing like that for students of color. We are lost in crowds and overlooked in the community," and "I feel Creighton has made some changes, but still greatly lacks in creating space for students of color. Especially for indigenous students coming from poor backgrounds. In the business school especially is a lack of BIPOC spaces and offices that make it easy for BIPOC students to feel accepted and comfortable."

Experiencing and/or Observing Microaggressions. Student respondents reported being targeted or observing microaggressions while on campus at Creighton University. Respondents shared, "Some of my professors have been hostile towards me based on my race and made me feel very unwelcomed and unsupported," "There can be a lot of sexism, harassment, racism, classism, and homophobia on campus, and that has been my experience since my first year. It isn't limited to a student population problem I've either seen or experienced it through faculty as well," and "Creighton is a racist campus. This is not a safe space for minority students. Reflective of the students they recruit every year, it is evident that Creighton does not have any interest in increasing their minority numbers – especially in the black community." Other respondents added, "The black students pushed for the admin to make changes to teach people that using racial slurs or racial charged statements should not be allowed by faculty and staff, but our request was taken very lightly, and no change was made," and "A lot of the individuals are mildly racist and not at all open to accepting people from different backgrounds."

Undergraduate Student respondents

Financial Stress. Undergraduate Student respondents shared that they considered leaving Creighton University due to financial reasons. A respondent stated, "I considered leaving my freshman year because after my financial aid was processed, the remaining balance was extremely high for me to pay." Another respondent added, "I knew I didn't want to be in hundreds of thousands of dollars in debt, so I thought about transferring to either a state or community college." Other respondents suggested, "I had anxiety when I was changing my major, and whether or not I could graduate in time with the expenses I already had," "I was struggling to receive enough financial aid for school, and I didn't want to spend a few more years at Creighton accumulating debt," and "I am a financially independent student, and first semester freshmen year I was working 23 hours a week just to pay my tuition bills."

Mental Health Struggles. Undergraduate Student respondents also shared that mental health struggles made them consider leaving Creighton University. Respondents described, "I was in a bad place mentally and was having difficulty adjusting to a new environment and degree and challenge of the coursework," "Freshman year I was struggling with mental health and did not make any genuine relationships," and "There were not enough mental health check-ins." Other

respondents added, "It was during COVID, and I was depressed and felt that I wasn't academically capable to be at Creighton," and "I had some serious mental health issues this semester."

Homesickness. Undergraduate Student respondents reported feeling homesick and considered leaving Creighton University to be closer to friends and family. A respondent shared, "I was and still am very homesick, also all of my family is back home, and I would like to be closer to them." Another respondent added, "During the first semester of my freshman year I was extremely homesick and struggling with anxiety." Other respondents added, "I felt homesick, and knew that at other schools I had mass amounts of friends already there," "Mostly because I missed my high school friends and considered transferring so I could be with them," and "Friends and family were back home."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by position status, racial identity, spiritual affiliation, sexual identity, and income status. Graduate/Professional Student respondents had higher *Perceived Academic Success* scores than Undergraduate Student respondents. White Undergraduate Student respondents had higher *Perceived Academic Success* scores than those of Additional Undergraduate Student Respondents of Color, African American/Black Undergraduate Student respondents, Asian Undergraduate Student respondents, and Multiracial Undergraduate Student respondents. Not-Low-Income Undergraduate Student respondents had higher *Perceived Academic Success* scores than Low-Income Undergraduate Student respondents. Further, Not-Low-Income Graduate/Professional Student respondents had higher *Perceived Academic Success* scores than those of Low-Income Graduate/Professional Student respondents. Heterosexual Undergraduate Student respondents had higher *Perceived Academic Success* scores than those of Bisexual Undergraduate Student respondents and Queer-spectrum Undergraduate Student respondents. Catholic Undergraduate Student respondents had higher *Perceived Academic Success* scores than those of Undergraduate Student Respondents with No Spiritual Affiliation.

Factor analysis was also conducted to explore the *Sense of Belonging* of Student respondents. Significant differences existed by racial identity, spiritual affiliation, sexual identity, and income status. Asian Student respondents had higher *Student Sense of Belonging* scores than Additional Student Respondents of Color. Further, White Student respondents had higher *Student Sense of Belonging* scores than those of Additional Student Respondents of Color, African American/Black Student respondents, and Multiracial Student respondents. Not-Low-Income Student respondents had higher *Student Sense of Belonging* scores than Low-Income Student respondents. Heterosexual Student respondents had higher *Student Sense of Belonging* scores than those of Asexual Student respondents, Bisexual Student respondents, and Queer-spectrum Student respondents. Catholic Student respondents had higher *Student Sense of Belonging* scores than those of Student Respondents with a Multiple Affiliations and Student Respondents with No Affiliation. Christian Student respondents had higher *Student Sense of Belonging* scores than Student Respondents with No Affiliation.

Thirty percent (*n* = 526) of Undergraduate Student respondents and 18% (*n* = 184) of Graduate/Professional Student respondents had seriously considered leaving Creighton. A majority of those Student respondents (74%, *n* = 522) considered leaving in their first year as a student at Creighton. Also, a majority of those Student respondents (53%, *n* = 377) attributed a lack of a sense of belonging as the main reason why they seriously considered leaving Creighton University.

[cxcviii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by position status: χ^2 (4, *N* = 2,633) = 9.7, *p* < .05.
[cxcix] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by gender identity: χ^2 (4, *N* = 2,585) = 17.9, *p* < .01.
[cc] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by racial identity: χ^2 (20, *N* = 2,585) = 41.6, *p* < .01.
[cci] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by spiritual affiliation: χ^2 (16, *N* = 2,610) = 55.4, *p* < .001.
[ccii] A chi-square test was conducted to compare percentages of Student respondents who thought faculty prejudged their abilities based on a perception of their identity/background by sexual identity: χ^2 (12, *N* = 2,586) = 26.7, *p* < .01.
[cciii] A chi-square test was conducted to compare percentages of Student respondents who felt that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by position status: χ^2 (4, *N* = 2,646) = 12.3, *p* < .05.
[cciv] A chi-square test was conducted to compare percentages of Student respondents who felt that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by racial identity: χ^2 (20, *N* = 2,598) = 44.2, *p* < .01.

[ccv] A chi-square test was conducted to compare percentages of Student respondents who felt that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by spiritual affiliation: χ^2 (16, $N = 2,625$) = 140.4, $p < .001$.

[ccvi] A chi-square test was conducted to compare percentages of Student respondents who felt that the emphasis on the Jesuit mission interfered with their sense of belonging at Creighton by sexual identity: χ^2 (12, $N = 2,599$) = 32.2, $p < .01$.

[ccvii] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Creighton University by gender identity: χ^2 (4, $N = 2,586$) = 23.2, $p < .001$.

[ccviii] A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at Creighton University by racial identity: χ^2 (20, $N = 2,587$) = 108.5, $p < .001$.

[ccix] A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at Creighton University by gender identity: χ^2 (4, $N = 2,586$) = 25.1, $p < .001$.

[ccx] A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at Creighton University by racial identity: χ^2 (20, $N = 2,585$) = 95.6, $p < .001$.

[ccxi] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt satisfied with the quality of advising they received from their department by student status: χ^2 (4, $N = 949$) = 12.1, $p < .05$.

[ccxii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had adequate access to their advisor by student status: χ^2 (4, $N = 941$) = 11.6, $p < .05$.

[ccxiii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who their advisor provides clear expectations by student status: χ^2 (4, $N = 939$) = 10.6, $p < .05$.

[ccxiv] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that their advisor responded to their emails, calls, or voicemails in a prompt manner by student status: χ^2 (4, $N = 936$) = 20.4, $p < .001$.

[ccxv] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who felt comfortable sharing their professional goals with their advisor by gender identity: χ^2 (4, $N = 956$) = 12.8, $p < .05$.

[ccxvi] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that their department faculty members responded to their emails, calls, or voicemails in a prompt manner by student status: χ^2 (4, $N = 945$) = 12.5, $p < .05$.

[ccxvii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that their department staff members responded to their emails, calls, or voicemails in a prompt manner by income status: χ^2 (4, $N = 923$) = 11.7, $p < .05$.

[ccxviii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who indicated that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by student status: χ^2 (4, $N = 940$) = 11.3, $p < .05$.

[ccxix] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Creighton University by racial identity: χ^2 (5, $N = 1,710$) = 18.3, $p < .01$.

[ccxx] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Creighton University by spiritual affiliation: χ^2 (4, $N = 1,719$) = 13.8, $p < .01$.

[ccxxi] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Creighton University by sexual identity: χ^2 (4, $N = 1,708$) = 38.1, $p < .001$.

[ccxxii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving Creighton University by income status: χ^2 (4, $N = 1,675$) = 6.0, $p < .05$.

[ccxxiii] A chi-square test was conducted to compare percentages of Graduate/Professional Student respondents who had seriously considered leaving Creighton University by racial identity: χ^2 (5, $N = 965$) = 14.1, $p < .05$.

[ccxxiv] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who indicated that they intend to graduate from Creighton University by income status: χ^2 (4, $N = 1,648$) = 11.1, $p < .05$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which Creighton University does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at Creighton University and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at Creighton, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 148).

Seventy-three percent (*n* = 369) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 27% (*n* = 137) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-nine percent (*n* = 254) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 83% (*n* = 114) of Faculty respondents who did not think that it was available believed that it would positively influence the climate if it were available.

Fifty-four percent (*n* = 284) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 46% (*n* = 241) of Faculty respondents thought that they were not available. Sixty-eight percent (*n* = 192) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 71% (*n* = 172) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Seventy-nine percent (*n* = 417) of Faculty respondents thought that diversity, equity, and inclusivity training for faculty was available and 21% (*n* = 112) of Faculty respondents thought

that such training for faculty was not available. Seventy-two percent ($n = 298$) of Faculty respondents who thought that diversity and inclusivity training for faculty was available believed that it positively influenced the climate and 71% ($n = 80$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-seven percent ($n = 457$) of Faculty respondents thought that mission training for faculty was available and 13% ($n = 70$) of Faculty respondents thought that such training for faculty was not available. Seventy-three percent ($n = 335$) of the Faculty respondents who thought that mission training for faculty was available believed that it positively influenced the climate and 60% ($n = 42$) of Faculty respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Fifty-eight percent ($n = 303$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 42% ($n = 218$) of Faculty respondents thought that such toolkits were not available. Sixty-eight percent ($n = 207$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 85% ($n = 185$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Fifty-nine percent ($n = 300$) of Faculty respondents thought that supervisory training for faculty was available and 41% ($n = 209$) of Faculty respondents thought that it was not available. Sixty-four percent ($n = 192$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 73% ($n = 153$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Eighty-three percent ($n = 432$) of Faculty respondents thought that access to counseling for people who had experienced harassment was available and 17% ($n = 86$) of Faculty respondents thought that such counseling was not available. Ninety-one percent ($n = 391$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 91% ($n = 78$) of Faculty

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 395$) of Faculty respondents thought that mentorship for new faculty was available and 26% ($n = 139$) of Faculty respondents thought that faculty mentorship was not available. Ninety percent ($n = 356$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 95% ($n = 132$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 327$) of Faculty respondents thought that clear processes to resolve conflicts were available and 37% ($n = 189$) of Faculty respondents thought that such processes were not available. Seventy-eight percent ($n = 256$) of the Faculty respondents who thought that clear processes to resolve conflicts were available believed they positively influenced the climate and 96% ($n = 182$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Sixty-four percent ($n = 325$) of Faculty respondents thought that fair processes to resolve conflicts were available and 36% ($n = 183$) of Faculty respondents thought that such processes were not available. Eighty-one percent ($n = 264$) of Faculty respondents who thought that fair processes to resolve conflicts were available believed they positively influenced the climate and 97% ($n = 177$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-five percent ($n = 286$) of Faculty respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 45% ($n = 232$) of Faculty respondents thought that it was not available at Creighton. Sixty-eight percent ($n = 194$) of Faculty respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 63% ($n = 146$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-five percent ($n = 277$) of Faculty respondents thought that affordable child care was available and 45% ($n = 230$) of Faculty respondents thought that it was not available at Creighton. Eighty percent ($n = 221$) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 95% ($n = 219$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 246$) of Faculty respondents thought that support/resources for spouse/partner employment were available and 51% ($n = 258$) of Faculty respondents thought that they were not available at Creighton. Seventy-six percent ($n = 186$) of Faculty respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 88% ($n = 227$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Sixty-two percent ($n = 311$) of Faculty respondents thought that accessible lactation/family facilities were available and 38% ($n = 190$) of Faculty respondents thought that they were not available at Creighton. Eighty percent ($n = 249$) of Faculty respondents who thought that accessible lactation/family facilities were available believed that they positively influenced the climate and 92% ($n = 175$) of Faculty respondents who did not think they were available thought that they would positively influence the climate if they were available.

Table 148. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	254	68.8	104	28.2	11	3.0	369	72.9	114	83.2	14	10.2	9	6.6	137	27.1
Recognition and rewards for including diversity issues in courses across the curriculum	192	67.6	70	24.6	22	7.7	284	54.1	172	71.4	57	23.7	12	5.0	241	45.9
Diversity, equity, and inclusivity training for faculty	298	71.5	92	22.1	27	6.5	417	78.8	80	71.4	28	25.0	< 5	---	112	21.2
Mission training for faculty	335	73.3	106	23.2	16	3.5	457	86.7	42	60.0	26	37.1	< 5	---	70	13.3
Toolkits for faculty to create an inclusive classroom environment	207	68.3	79	26.1	17	5.6	303	58.2	185	84.9	27	12.4	6	2.8	218	41.8
Supervisory training for faculty	192	64.0	97	32.3	11	3.7	300	58.9	153	73.2	50	23.9	6	2.9	209	41.1
Access to counseling for people who have experienced harassment	391	90.5	37	8.6	< 5	---	432	83.4	78	90.7	5	5.8	< 5	---	86	16.6
Mentorship for new faculty	356	90.1	36	9.1	< 5	---	395	74.0	132	95.0	6	4.3	< 5	---	139	26.0
Clear processes to resolve conflicts	256	78.3	62	19.0	9	2.8	327	63.4	182	96.3	6	3.2	< 5	---	189	36.6
Fair processes to resolve conflicts	264	81.2	56	17.2	5	1.5	325	64.0	177	96.7	5	2.7	< 5	---	183	36.0

Table 148. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	194	67.8	60	21.0	32	11.2	286	55.2	146	62.9	43	18.5	43	18.5	232	44.8
Affordable child care	221	79.8	50	18.1	6	2.2	277	54.6	219	95.2	9	3.9	< 5	---	230	45.4
Support/resources for spouse/partner employment	186	75.6	53	21.5	7	2.8	246	48.8	227	88.0	27	10.5	< 5	---	258	51.2
Accessible lactation/family facilities	249	80.1	58	18.6	< 5	---	311	62.1	175	92.1	13	6.8	< 5	---	190	37.9

Note: Table reports responses only from Faculty respondents (*n* = 610). Owing to an error in programming, Faculty respondents received the institutional initiative, "Recognition and rewards for including diversity issues in courses across the curriculum" twice. Table reports results only from the first instance.

Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 937$) to respond regarding similar initiatives, which are listed in Table 149. Eighty-six percent ($n = 758$) of the Staff respondents thought that diversity, equity, and inclusivity training for staff was available at Creighton University and 14% ($n = 120$) of Staff respondents thought that it was not available. Eighty-two percent ($n = 622$) of the Staff respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 87% ($n = 104$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Ninety-one percent ($n = 781$) of Staff respondents thought that access to counseling for people who had experienced harassment was available at Creighton and 9% ($n = 80$) of Staff respondents thought that such access to counseling was not available. Ninety-one percent ($n = 710$) of Staff respondents who thought that access to counseling for people who had experienced harassment was available believed that it positively influenced the climate and 94% ($n = 75$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 642$) of Staff respondents thought that supervisory training for supervisors/managers was available and 24% ($n = 206$) of Staff respondents thought that such training was not available. Eighty-one percent ($n = 519$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 97% ($n = 200$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-six percent ($n = 537$) of Staff respondents thought that supervisory training for faculty supervisors was available and 34% ($n = 276$) of Staff respondents thought that such training was not available. Eighty percent ($n = 428$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 94% ($n = 258$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-two percent ($n = 442$) of Staff respondents thought that mentorship for new staff was available and 48% ($n = 405$) of Staff respondents thought that staff mentorship was not available. Eighty-six percent ($n = 379$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 95% ($n = 383$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-three percent ($n = 522$) of Staff respondents thought that clear processes to resolve conflicts were available at Creighton and 37% ($n = 303$) of Staff respondents thought that such processes were not available. Eighty-six percent ($n = 447$) of Staff respondents who thought that clear processes to resolve conflicts were available believed that they positively influenced the climate and 95% ($n = 288$) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Eighty percent ($n = 664$) of Staff respondents thought that mission training for staff was available and 21% ($n = 171$) of Staff respondents thought that such training was not available. Seventy-seven percent ($n = 513$) of Staff respondents who thought that mission training for staff was available believed that it positively influenced the climate and 81% ($n = 139$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-nine percent ($n = 555$) of Staff respondents thought that fair processes to resolve conflicts were available at Creighton and 31% ($n = 248$) of Staff respondents thought that such processes were not available. Eighty-six percent ($n = 478$) of Staff respondents who thought that fair processes to resolve conflicts were available believed that they positively influenced the climate and 97% ($n = 241$) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Fifty-nine percent ($n = 490$) of Staff respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff was available and 41% ($n = 339$) of Staff respondents thought that it was not available. Seventy-four percent ($n = 362$) of Staff respondents who thought that including diversity, equity, inclusivity-related professional experiences as one of the criteria for hiring of staff was available believed that it

positively influenced the climate and 71% (n = 242) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-seven percent (n = 470) of Staff respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria in performance reviews was available and 43% (n = 354) of Staff respondents thought that it was not available. Sixty-nine percent (n = 325) of Staff respondents who thought that including diversity, equity, inclusivity-related professional experiences as one of the criteria in performance reviews was available believed that it positively influenced the climate and 72% (n = 254) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-one percent (n = 604) of Staff respondents thought that career development opportunities for staff were available and 29% (n = 247) of Staff respondents thought that they were not available. Eighty-eight percent (n = 529) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 96% (n = 238) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Sixty-six percent (n = 539) of Staff respondents thought that affordable child care was available at Creighton and 34% (n = 277) of Staff respondents thought that it was not available. Eighty-one percent (n = 436) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 93% (n = 257) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-six percent (n = 453) of Staff respondents thought that support/resources for spouse/partner employment were available and 44% (n = 354) of Staff respondents thought that they were not available. Seventy-seven percent (n = 349) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 81% (n = 288) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Seventy-eight percent ($n = 637$) of Staff respondents thought that lactation/family facilities were available and 22% ($n = 184$) of Staff respondents thought that they were not available at Creighton. Eighty-five percent ($n = 544$) of Staff respondents who thought that lactation/family facilities were available believed that they positively influenced the climate and 95% ($n = 174$) of Staff respondents who did not think they were available thought that they would positively influence the climate if they were available.

Table 149. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for staff	622	82.1	106	14.0	30	4.0	758	86.3	104	86.7	16	13.3	0	0.0	120	13.7
Access to counseling for people who have experienced harassment	710	90.9	68	8.7	< 5	---	781	90.7	75	93.8	5	6.3	0	0.0	80	9.3
Supervisory training for supervisors/managers	519	80.8	120	18.7	< 5	---	642	75.7	200	97.1	6	2.9	0	0.0	206	24.3
Supervisory training for faculty	428	79.7	107	19.9	< 5	---	537	66.1	258	93.5	18	6.5	0	0.0	276	33.9
Mentorship for new staff	379	85.7	62	14.0	< 5	---	442	52.2	383	94.6	22	5.4	0	0.0	405	47.8
Clear processes to resolve conflicts	447	85.6	75	14.4	0	0.0	522	63.3	288	95.0	14	4.6	< 5	---	303	36.7
Mission training for staff	513	77.3	143	21.5	8	1.2	664	79.5	139	81.3	28	16.4	< 5	---	171	20.5
Fair processes to resolve conflicts	478	86.1	77	13.9	0	0.0	555	69.1	241	97.2	7	2.8	0	0.0	248	30.9
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	362	73.9	94	19.2	34	6.9	490	59.1	242	71.4	66	19.5	31	9.1	339	40.9

Table 149. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria in performance reviews	325	69.1	106	22.6	39	8.3	470	57.0	254	71.8	68	19.2	32	9.0	354	43.0
Career development opportunities for staff	529	87.6	69	11.4	6	1.0	604	71.0	238	96.4	9	3.6	0	0.0	247	29.0
Affordable child care	436	80.9	97	18.0	6	1.1	539	66.1	257	92.8	18	6.5	< 5	---	277	33.9
Support/resources for spouse/partner employment	349	77.0	102	22.5	< 5	---	453	56.1	288	81.4	60	16.9	6	1.7	354	43.9
Available lactation/family facilities	544	85.4	90	14.1	< 5	---	637	77.6	174	94.6	9	4.9	< 5	---	184	22.4

Note: Table reports responses only from Staff respondents (n = 937).

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Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents ($n = 2,731$) to consider a similar list of initiatives, provided in Table 150. Eighty-four percent ($n = 1,913$) of the Student respondents thought that diversity, equity, and inclusivity training for students was available at Creighton University and 16% ($n = 377$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,505$) of the Student respondents who thought that diversity, equity, and inclusivity training for students was available believed that it positively influenced the climate and 83% ($n = 314$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 1,918$) of Student respondents thought that diversity, equity, and inclusivity training for faculty was available and 15% ($n = 343$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,562$) of the Student respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 89% ($n = 304$) of the Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-five percent ($n = 1,904$) of Student respondents thought that diversity, equity, and inclusivity training for staff was available at Creighton and 15% ($n = 341$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,543$) of Student respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 89% ($n = 302$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-two percent ($n = 1,608$) of Student respondents thought that a process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories) was available and 28% ($n = 640$) of Student respondents thought that such a process was not available. Eighty-two percent ($n = 1,313$) of Student respondents who thought that a process to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 89% ($n = 569$) of Student

respondents who did not think such a process was available thought one would positively influence the climate if one were available.

Seventy percent ($n = 1,570$) of Student respondents thought that a process to address student complaints of bias by other students in learning environments was available and 30% ($n = 675$) of Student respondents thought that such a process was not available. Eighty percent ($n = 1,256$) of the Student respondents who thought that a process to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 87% ($n = 584$) of Student respondents who did not think such a process was available thought one would positively influence the climate if one were available.

Eighty-two percent ($n = 1,844$) of Student respondents thought that increasing opportunities for intergroup/interfaith dialogue among students was available at Creighton and 18% ($n = 398$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-two percent ($n = 1,514$) of Student respondents who thought that increasing opportunities for intergroup/interfaith dialogue among students was available believed that it positively influenced the climate and 82% ($n = 327$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 1,749$) of Student respondents thought that increasing opportunities for intergroup/interfaith dialogue among faculty, staff, and students was available 22% ($n = 479$) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-one percent ($n = 1,416$) of Student respondents who thought that increasing opportunities for intergroup/interfaith dialogue among faculty, staff, and students was available believed that they positively influenced the climate and 83% ($n = 396$) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 1,651$) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available and 26% ($n = 577$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,308$) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively

influenced the climate and 85% (*n* = 488) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-six percent (*n* = 1,931) of Student respondents thought that effective faculty mentorship of students was available and 14% (*n* = 314) of Student respondents thought that it was not available. Ninety percent (*n* = 1,732) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 92% (*n* = 289) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Ninety-one percent (*n* = 2,035) of Student respondents thought that effective academic advising was available at Creighton and 9% (*n* = 204) of Student respondents thought that it was not available. Ninety-one percent (*n* = 1,848) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 93% (*n* = 189) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-three percent (*n* = 1,836) of Student respondents thought that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) was available and 17% (*n* = 386) of Student respondents thought that it was not available. Eighty-two percent (*n* = 1,502) of Student respondents who thought that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate and 85% (*n* = 328) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-four percent (*n* = 1,204) of Student respondents thought that affordable child care was available and 46% (*n* = 1,010) of Student respondents thought that it was not available. Seventy-two percent (*n* = 865) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 86% (*n* = 871) of Student respondents who did not think it was available thought that affordable child care would positively influence the climate if it were available.

Fifty-seven percent ($n = 1,249$) of Student respondents thought that lactation/family facilities were available and 43% ($n = 955$) of Student respondents thought that they were not available at Creighton. Seventy-three percent ($n = 910$) of Student respondents who thought that lactation/family facilities were available believed that they positively influenced the climate and 83% ($n = 790$) of Student respondents who did not think they were available thought that lactation/family facilities would positively influence the climate if they were available.

Table 150. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	1,505	78.7	314	16.4	94	4.9	1,913	83.5	314	83.3	53	14.1	10	2.7	377	16.5
Diversity, equity, and inclusivity training for faculty	1,562	81.4	270	14.1	86	4.5	1,918	84.8	304	88.6	33	9.6	6	1.7	343	15.2
Diversity, equity, and inclusivity training for staff	1,543	81.0	278	14.6	83	4.4	1,904	84.8	302	88.6	34	10.0	5	1.5	341	15.2
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,313	81.7	246	15.3	49	3.0	1,608	71.5	569	88.9	55	8.6	16	2.5	640	28.5
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,256	80.0	260	16.6	54	3.4	1,570	69.9	584	86.5	63	9.3	28	4.1	675	30.1
Opportunities for intergroup/interfaith dialogue among students	1,514	82.1	301	16.3	29	1.6	1,844	82.2	327	82.2	63	15.8	8	2.0	398	17.8

Table 150. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at Creighton University								Initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Opportunities for intergroup/interfaith dialogue among faculty, staff, and students	1,416	81.0	309	17.7	24	1.4	1,749	78.5	396	82.7	75	15.7	8	1.7	479	21.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,308	79.2	265	16.1	78	4.7	1,651	74.1	488	84.6	62	10.7	27	4.7	577	25.9
Effective faculty mentorship of students	1,732	89.7	175	9.1	24	1.2	1,931	86.0	289	92.0	21	6.7	< 5	---	314	14.0
Effective academic advising	1,848	90.8	167	8.2	20	1.0	2,035	90.9	189	92.6	14	6.9	< 5	---	204	9.1
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	1,502	81.8	247	13.5	87	4.7	1,836	82.6	328	85.0	48	12.4	10	2.6	386	17.4
Affordable child care	865	71.8	317	26.3	22	1.8	1,204	54.4	871	86.2	124	12.3	15	1.5	1,010	45.6
Available lactation/family facilities	910	72.9	318	25.5	21	1.7	1,249	56.7	790	82.7	153	16.0	12	1.3	955	43.3

Note: Table reports responses only from Student respondents (*n* = 2,731).

Qualitative Comment Analyses

Two thousand one hundred sixty-nine (2,169) respondents elaborated on how the Jesuit, Catholic mission informed their sense of belonging at Creighton University. Three themes emerged from all respondents: *cura personalis*, inclusivity, and no effect. Four themes emerged from Faculty respondents: administrative lip service, pedagogy, social justice, and informed service. One theme emerged from Student respondents: exclusion.

All respondents

Cura Personalis. Respondents shared that *cura personalis*, Latin for "care for the whole person," was central to their experience at Creighton University. A respondents stated, "*Cura personalis* encourages faculty to think about and care for their students and support them when things are going well and when they are not going well. Listen, accept and support others - not just the students but faculty as well." Another respondent added, "For me, *cura personalis* is at the center of what I do and it's what I hope Creighton will continue to really aspire to." Other respondents included, "Honestly, I love being able to use *Cura personalis* to be able to care for my students through flexibility in my classes," "I embrace all the Jesuit Values. If I were to choose the most dominate force in my daily life at Creighton it would be *Cura Personalis*. This especially ties back to how I was raised, to care for others," and "I greatly appreciate *cura personalis* and finding God in all things. These two Jesuit characteristics in particular really speak to me."

Inclusivity. Respondents also suggested that the Jesuit mission informed their sense of inclusiveness. Respondents stated, "I find it to be applied in expansive and inclusive ways. I think that it contributes positively to my sense of belonging," "I think it's inclusive and I love how it applies to my area of expertise," and "I think it is inclusive by nature and encourages everyone to feel included." Other respondents included, "I feel the Jesuit, Catholic mission is inclusive of all people," "The inclusivity of the Jesuits is paramount to our mission. While I am Catholic, I appreciate the mission driven work that we do and that we are welcoming to individuals of all backgrounds," and "inclusive of people from all backgrounds allows me to be me."

No Effect. Respondents shared that the Jesuit mission had no effect on their sense of belonging at Creighton University. Respondents shared, "It doesn't. I rarely give it any thought. I'm too busy

working and running from clinic session to lecture to labs," "I don't even know that the Jesuit, Catholic mission is," and "I don't feel it informs it all. Many of my fellow students, and staff I've spoken to have noted that it hardly feels like a Catholic school at all." Other respondents noted, "It doesn't really, it seems rare that people make much of an emphasis on the Jesuit mission besides when we go to mandatory meetings or trainings. Never really mentioned otherwise," and "It does not in any way inform any sense of belonging as it does not apply to my personal beliefs or help with my career."

Faculty respondents

Administrative Lip Service. Faculty respondents suggested that Creighton University's administration had strayed from its Jesuit identity. A respondent shared, "I feel Creighton understands how to brand itself as Jesuit. I don't feel Creighton is being honest with this mission when it seems only interested in more students irrespective of whether the quality of the education is impacted." Another respondent added, "I completely agree with the mission and try to incorporate it in my work with students and in my life. The hypocrisy of its implementation at the administrative level is troubling, however." Other respondents included, "I worry that the mission has become advertising copy. I find it to be one of the best things about Creighton, and also one of the most disappointing. The flow of *cura personalis* seems entirely directed to students as customers now," and "I feel that Creighton University talks the talk of Jesuit, Catholic mission but does not walk the walk."

Pedagogy. Faculty respondents also shared that the Jesuit mission informs their practice in the classroom. A respondent shared, "Having only taught at state universities before, I was pleasantly surprised by how much positive impact the Jesuit mission has in the classroom, in that it encourages students to think and speak about their values, and how those values impact their learning, frequently." Another respondent added, "I feel liberated to offer values-infused content in the classroom, and students expect values-infused content." Other respondents included, "It guides my pedagogy - I feel it is my responsibility to engage with students in discussing social justice, charisms, and reflective practice," and "It has provided a language to anchor my teaching, moral values, and research."

Social Justice. Faculty respondents were appreciative of the emphasis the Jesuit mission placed on social justice. A respondent shared, "I appreciate the opportunity to be grounded in the Ignatian traditional of social justice and solidarity," "I'm glad to be affiliated with an institution that cares about social justice," and "I believe in social justice and advocacy for people who need it." Other respondents included, "This emphasis on social justice is one of the main reasons I want to stay," and "I also appreciate the emphasis on social justice and preferential treatment for those with fewer resources."

Informed Service. Faculty respondents suggested the Jesuit mission informed their sense of service to others. A respondent shared, "I appreciate that Creighton exists for students and learning. I believe in service for others." Other respondents included, "Service is at the heart of Christ's teachings, and it is the backbone of my beliefs," and "Service for and with others is one of the tenets I try to ascribe to every day."

Student respondents

Exclusion. Student respondents suggested feeling excluded from campus life because they were not Catholic and were not part of the Jesuit community. A respondent shared, "As a student with no Catholic background, it can feel overwhelming to be surrounded by what seems to be a predominantly Catholic population of students and faculty. It can even limit my sense of belonging sometimes because it is so heavily involved, and I feel like I am not a part of it because I have no catholic background or affiliation." Another respondent added, "I am not Catholic, and the Catholic beliefs are embedded in many people and assignments. For example, I must write Jesuit journals even though I do not follow that faith, and I do not feel welcome at school mass. I sometimes feel like I do not fit in." Other respondents included, "It just makes me feel weird and excluded in some ways as someone who isn't religious and finds it condescending," "It makes me feel like I do not belong because of my identity as whole," and "I was not raised Catholic, and the university's mission is often carried out in a way that feels exclusionary to me.

The survey question that queried respondents on how effectively Creighton University cultivated a campus culture rooted in the values of its Jesuit, Catholic mission also generated many responses. Two thousand one hundred twenty-three (2,123) respondents elaborated on their

perceptions of the effectiveness. Five themes emerged from all respondents: Jesuit mission/values, *cura personalis*, words not action, pedagogy, and mission-driven culture. One theme emerged from Undergraduate Student respondents: campus resources.

All respondents

Jesuit Mission/Values. Respondents suggested that Creighton University had a strong connection with the Ignatian Jesuit mission and its stated values. A respondent shared, "I routinely witness the application of Ignatian values and practices by my program leadership. This gives me strength and instills in me a strong sense of belonging." Another respondent added, "Creighton effectively establishes the values of the Jesuit, Catholic mission. They take the time to introduce each value in depth and show people examples of how to attain this value. I believe they do a great job of making the mission known and how people can effectively go about their day by performing these values." Other respondents added, "I have been impressed by the degree to which mission and values in the Jesuit, Catholic tradition inform the daily experience at Creighton," and Creighton is very effective with cultivating a campus rooted by Jesuit and Catholic values. Through mass, values all over the walls, and through the staff."

Cura Personalis. Respondents shared that Creighton University is rooted in the Jesuit value of *cura personalis*. A respondent stated, "Overall, I think Creighton is quite effective with cultivating a culture rooted in the Jesuit values. I think we are most successful with creating a sense of community and providing holistic care and services (*cura personalis*) for our students." Another respondent added, "I definitely feel the Jesuit values in my day-to-day work and how our department focuses on *Cura Personalis*." Other respondents noted, "Creighton faculty and staff do seem to care about each other beyond everyone 'just working here.' In times of need, they do reach out to us with good solutions to our problems so that we don't feel so alone. Again CURA - care of the person. Taking an interest in our well-being," and "I believe the school does an effective with sticking to a lot of the Jesuit charisms. The one I see the most is *cura personalis* and then men and women with and for others. Especially with the staff because I feel heard in a classroom and that my opinion and input matters and is valued. I also feel like I am cared about by most of my professors, and I get to have a strong relationship with them."

Word not Action. Respondents suggested that Creighton University's promotion of Ignatian values is merely imaged based and not practiced by the administration. A respondent stated, "Creighton loves to promote the mission when it is a positive selling point, but routinely ignores it when it comes to other aspects of university life (e.g., fair hiring processes and reliance on adjunct labor, commitment to shared governance, commitment to racial justice). In that sense, Creighton is very good at talking about mission but not as good at embodying it in all domains of university life." Another respondent added, "Creighton really hits the mission with a heavy hammer for knowing it, but the application of the mission is often lacking. The administration doesn't necessarily treat the faculty/staff by the ideals of the mission…" Other respondents included, "I think that the faculty bring the mission and values to life in meaningful and genuine ways every single day. I have been disappointed to find lately, though, that genuine engagement with the mission and values seem to be declining in administration, with more 'lip service' being paid than genuine attention to and enactment of the Ignatian charisms," and "I think the Jesuit values are strongly discussed but not always intentionally demonstrated. I wish the actions of our upper leadership were more in line with what we preach and advertise to our students."

Pedagogy. Respondents shared that Creighton University cultivates Jesuit mission and values in the classroom. Respondents shared, "I feel this is seamlessly injected into classroom activities in appropriate ways. I also identify as a student and found this aspect of my learning to be quite strong - stronger than my experiences at other Jesuit universities," "Creighton cultivates a campus culture in the classroom that is rooted in the Jesuit, Catholic mission," and "Not only do they remind students of the importance of the Jesuit values, but they also do a terrific job of incorporating these values inside the classroom and at all various activities." Other respondents included, "I think the teaching that is done in the classroom contributes significantly to this culture. All of this is rooted in what is taught by the faculty," "I think within classrooms, most faculty does a great job to be the reason most people come and stay at Creighton. Having a personal connection with students and bringing a great sense of welcome and safeness in classrooms," and "I believe that the incorporation of Jesuit values into many of my courses whether they are magis core courses or major courses actively cultivate the campus culture rooted in the Catholic mission."

Mission Effectively Driving Culture. Respondents shared that Creighton University's culture is rooted in the values of the Jesuit mission. A respondent shared, "I think Creighton does an excellent job of cultivating a culture of the Catholic/Jesuit mission by promoting serving the underserved and to ensure staff, faculty, and students are educated regarding the values and mission of Creighton as a whole." Another respondent included, "I believe Creighton has effectively cultivated a culture rooted in Jesuit values and the Catholic mission by involving our Jesuit members and our leadership to play a major role in expressing concepts relating to the Jesuit values." Other respondent noted, "Creighton's campus culture, rooted in the Jesuit values (Men and Women for & with others, magi's, etc.) inform the work that each of us at the University do, regardless of faith background," and "Creighton has effectively cultivated a campus culture rooted in the Jesuit Catholic mission by implementing the Characteristics of a Jesuit Education: *Cura personalis*, men and women for and with each other, unity of heart mind and soul, AMDG, forming and educating agents of change, finding God in all things and Magis."

Undergraduate Student respondents.

Campus Resources. Undergraduate Student respondents shared that Creighton University creates opportunities for the campus community to connect with its mission-driven roots through campus resources and activities. A respondent noted, "Creighton does this very well with their campus involvement and activities driven by the numerous faith-based clubs/organizations on campus." Another respondent added, "Creighton offers so many opportunities to get involved in the college community itself and also participate in outreach in the wider community." Other respondents stated, "There are tons of opportunities given to students and a path of success can easily be found to grow and find your potential," and "I think Creighton does this effectively, especially with the wide variety of resources for students and the general welcoming environment on campus."

One thousand two hundred thirteen (1,213) respondents shared specific recommendations on how Creighton University could improve how it lives its Jesuit, Catholic mission. Four themes emerged from respondents: institutional brand, diversity, acceptance of all, and Catholic identity. Two themes emerged from Graduate/Professional and Undergraduate Student respondents: curriculum and dialogue.

<u>All respondents</u>

Institutional Brand. Respondents suggested the Creighton University administration be less concerned about their brand and act upon the Jesuit ideals they project to the campus community. A respondent shared, "Sincerely and fervently act on Ignatian principles. Fewer banners and more sincere and personal effort." Another respondent added, "Practice it; do not waste time and resources in putting banners and advertising throughout campus." Other respondents included, "Senior administration being less concerned about protecting the Creighton brand and more concerned about practicing the mission," "Live the values, don't just talk them up and do something counter to them behind closed doors. Be genuine, everyone recognizes a performance for what it is, you're not fooling anyone," and "I would just like to see Creighton live the Jesuit value of 'care for the whole person' more in their practices and behaviors."

Diversity. Respondents also suggested Creighton University's need to improve its diversity of faculty, staff, and students to better live out its Jesuit values. Respondents stated, "I think it would be great if Creighton could work on recruiting more diverse students, faculty, and staff," "I think it would be great if more effort were made to give scholarships to people of color and low socioeconomic status so that more students of diversity can be included on Creighton's campus," and "I have noticed that there is no diversity on campus among faculty. Most of them are male white American. Need to increase the percentage of women, black, and international faculty." Other respondents included, "Increase diversity in the student, staff, and faculty population so that our POC students don't feel as though they stick out so much in a crowd and that they have professors and admin and staff that look like them," and "Creighton really needs to focus on diversity, equity, and inclusion. If we are going to be for and with others, we need to be for and with EVERYONE."

Acceptance of All. Respondents suggested that Creighton University could improve its acceptance and support toward the LGBTQ community. A respondent shared, "LGBTQ students need to be treated fairly and with more welcome by student life and by Mission and Ministry. Trans students especially often face hostile and unaccommodating practices." Another respondent added, "Voice your unequivocal support for your queer, trans, and nonbinary students, and then hold yourself accountable to making this campus a safe environment for them. This means taking instances of discrimination seriously and actually dealing out appropriate

consequences to people who are vehemently trans/homophobic, instead of copping out and saying it's their freedom to believe that." Other respondents included, "Tell LGBTQ students they are loved, accepted, not judged and don't need to change," "The campus has a lot of work to do to affirm LGBTQ students," and "Be more inclusive to the LGBTQ+ community."

Catholic Identity. Respondents recommended that Creighton University remain strong and hold steadfast to the Jesuit mission and Catholic doctrine. A respondent shared, "We can't back down from our Jesuit, Catholic identity and mission. It may lead us to difficult conversations, and that's okay. We need to be willing to say, 'If you can't get on board with our Jesuit identity and mission, you need to find somewhere else to live out your vocation.' Hiring for mission should be as prominent as hiring for diversity." Another respondent added, "Support and defend the teachings/doctrine of the Catholic faith and those who choose to fully live out their Catholic faith!" Other respondents included, "Live more like Christ and less like society. Stop being worried if you offend someone with your religious beliefs, you're a catholic school, it's okay to have traditional Christian values," and "Are the outcomes of this mission rooted in the Bible? If so, I think they should be continued. If not, I think they should be reconsidered."

Student respondents

Curriculum. Student respondents suggested integrating more of the Jesuit mission and values into the curriculum. Respondents shared, "More integration of Jesuit values in the classroom. Maybe not explicitly but woven in to generate bigger picture thinking," "Have professors reflect on what Jesuit values their courses connect to and encourage them to highlight them as they come up in the course," and "Incorporate it more in the way classes are taught, as those core principles can be applied to any class."

Dialogue. Student respondents also recommended having space for open discussion around difficult topics. A respondent shared, "Don't be reluctant about discussing difficult issues in proper public events. We know that not everyone agrees with our Jesuit, Catholic mission/ commitments, but we ought to be able to discuss them with others in respectful ways that make all of us better." Another respondent included, "Continue to have more open forums for talking and incorporating more inclusion and equity in how we operate. We all have bias, and we could use more help to identify how it impacts us in the work environment. Jesuit, Catholic mission

should help us learn to respect and care for others not just those that think and want the same things as we do." Other respondents included, "Jesuit education involves dialogue in and out of the classroom. Stop preventing this ability for students to live according to their own desires and purposely removing this diversity of thought," and "Continued, open conversation that extends past the Jesuit, Catholic mission. Apply these missions to an interfaith, and intercultural perspective."

The final question in the survey queried respondents about their specific recommendations for improving campus climate at Creighton University. One thousand two hundred twenty (1,220) respondents shared specific recommendations. Seven themes emerged from respondents: campus events, dialogue, diversity education, diverse hiring, LGBTQ+, student diversity, and sexual assault.

Campus Events. Respondents suggested that more events that brought the Creighton community together would improve campus climate. Respondents shared, "I think having more events that bring us together…maybe have a family picnic day where everyone can bring their family, have food, and just spend a few hours socializing and getting to know people from across campus," "Events in the past that have brought the student community together have shown me the brightest side of campus. Examples of those include food trucks on campus, the giveaways on the mall, etc.," and "I feel like there should be ways to get the whole campus involved. The campus feels pretty isolated with everything being separate from graduate programs and undergraduate programs."

Dialogue. Respondents also recommended having open forums and discussions which welcomed different perspectives and ideas that both informed and challenged the campus community. Respondents shared, "Have open forums that promote an understanding of different perspectives on political, cultural, and religious stances," "I wish we could have more healthy arguments and be comfortable confronting ideas different than our own. We get in echo chamber surrounded only by people who think like us (especially politically) and go out to the world unprepared and fragile when we are faced with others who don't agree with us," and "I would love if we could have more open dialogue either outside or inside the classroom over current events/global issues in order to be more aware and open-minded students." Other respondents added, "Letting

everyone feel safe to freely speak about issues and have discussions involving critical thinking," and "More conversation potentially about opposing viewpoints and how people got there so we can better understand those who do not have the same beliefs or thoughts as us."

Diversity Education. Increasing and mandating diversity education programs for faculty, students, and staff would improve campus climate according to respondents. A respondent shared, "I think DEI training should be required for everyone on campus and that its importance should be talked about more in the classroom and in all parts of campus life." Another respondent added, "I think there needs to be more education on diversity, inclusion, and disability; along with supports in those areas here at Creighton." Other respondents included, "I think that there should be yearly required information sessions about campus diversity and how to respect everyone," "I believe implementing mandatory diversity and inclusion activities, initiatives, etc. may be helpful in improving the campus climate," and "Diversity and inclusion training for all."

Diverse Hiring. If Creighton University is committed to diversity, respondents recommended a change in hiring practices and making a more concerted effort to recruit and hire diverse candidates. Respondents shared, "Diversify leadership, faculty and staff. All the deans are white, few are women. With diverse leadership we can diversify the faculty pool and then diversify the students that attend the university," "I think Creighton should make more of an effort to hire job candidates from diverse backgrounds," and "I think our biggest issue is how generally white a campus we are. Overcoming that has been a challenge I think in part because when people of color do come as students or faculty, they may not feel a sense of community or belonging…to push past that may require years of specific effort to hire faculty and staff from a more diverse background, and special programs to attract underrepresented students."

LGBTQ+. Respondents recommended Creighton University be more welcoming and inclusive of the LGBTQ+ community. A respondent shared, "I think that putting out more positive messages about transgender, homosexual, and more gender norms would be helpful to change the community to be more inclusive and less judgmental." Another respondent added, "More support for our LGBTQ community [faculty, staff, and students] …To not have resources, staff, and classes dedicated to this engagement is a disservice to those that come here and those that exist

here." Other respondents included, "On a campus of this size there should be more resources for LGBTQ+ students," "Maybe display flags on certain pride days to show support," and "Because Creighton is religious and religion is often critical of LGBTQ folks, I think it is especially important that the Creighton administration, faculty, and staff are welcoming. There should be more signs of inclusiveness around campus, more programming, and make sure that students/staff know that religion is not an excuse for prejudice."

Student Diversity. Respondents would like to see a more diverse student population at Creighton University. Respondents shared, "I think to improve the climate at Creighton we need to have more diversity. There's only so much that we can do by talking about it. In most of my classes, all the students are white and middle class, and this affects the culture. Different voices could change things," "More diversity at every level, especially African American and Latin X. We need scholarships for first generation students, undocumented students, refugee students, and Native American students," and "Some student recruitment initiatives seem to limit expansion of diversity in our programs, such as the Pre-Professional Scholars program. While this program helps our undergraduate enrollment, it is rewarding students of privileged backgrounds and creating less diversity (ethnic, socioeconomic, religious, educational perspectives, etc.) in our professional schools."

Sexual Assault. Respondents recommend Creighton University take a stand against sexual assault by protecting victims and taking quick action to remove offenders from campus. A respondent shared, "Punish and expel rapists without taking a year. Tell people when there has been a reported rape or sexual assault or any act of violence towards another student." Another respondent included, "Do not allow students who are under investigation for sexual assault to be present on campus. Why would someone report a sexual assault if they know they'll still have to sit in class with their aggressor for a year or more while the school does absolutely nothing other than inform the aggressor that a report has been made about them?" Other respondents included, "Addressing the amount of violence on campus directed towards women and other. Specifically, actual consequences for committing rape and harassment," "Hold students, staff, and faculty accountable for their actions. I see too often that individuals, clubs, groups, staff, faculty, and nearly anyone get away with things from the most minor of things all the way up to serious things like sexual assault," "It makes me sad when I hear women saying that they do not want to

report an assault because they are worried about the fact that nothing will be done about it. When someone comes forward with this information, immediate action should be taken."

Summary

Perceptions of Creighton University's actions and initiatives contribute to the way individuals think and feel about the climate in which they learn and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on Creighton's campus. If, in fact, these initiatives are available, Creighton would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of Creighton University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within Creighton and to shed light on respondents' personal experiences and observations of learning and working at Creighton. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the Creighton community.

As part of its response to COVID-19, the federal government designated colleges and universities as essential and, as such, higher education must continue to serve its students and employees and society at-large. The university's "*Surveying Creighton's Learning & Working Environment*" was undertaken during the throes of the COVID-19 pandemic as colleges and universities shuttered their campuses or adapted to hybrid models of learning and working. Certainly, these circumstances have influenced the recent experiences of Creighton's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to bring about change. Developing a strategic actions and implementation plan is critical to improving the campus climate, even as institutions of higher education grapple with emotional as well as financial and other operational challenges resulting from the COVID-19 pandemic. Creighton will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the Climate Study Working Group and the Creighton community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, Creighton may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey: *Surveying Creighton's Learning & Working Environment*

Appendix A – Cross Tabulations by Selected Demographics

Table 151. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Gender identity	Men	606	35.0	401	40.1	269	44.1	307	32.8	1,583	37.0
	Trans-spectrum	23	1.3	8	0.8	3	0.5	6	0.6	40	0.9
	Women	1,094	63.2	579	58.0	325	53.3	608	64.9	2,606	60.9
	Missing/Another	9	0.5	11	1.1	13	2.1	16	1.7	49	1.1
Racial identity	Additional People of Color	50	2.9	51	5.1	15	2.5	9	1.0	125	2.9
	African American/Black	29	1.7	22	2.2	6	1.0	36	3.8	93	2.2
	Asian	123	7.1	76	7.6	21	3.4	17	1.8	237	5.5
	Latinx	71	4.1	40	4.0	11	1.8	36	3.8	158	3.7
	Multiracial	222	12.8	89	8.9	22	3.6	34	3.6	367	8.6
	White	1,215	70.2	688	68.9	503	82.5	767	81.9	3,173	74.2
	Missing/Another	22	1.3	33	3.3	32	5.2	38	4.1	125	2.9
Sexual identity	Asexual	22	1.3	17	1.7	6	1.0	6	0.6	51	1.2
	Bisexual	141	8.1	57	5.7	17	2.8	20	2.1	235	5.5
	Heterosexual	1,401	80.9	861	86.2	517	84.8	823	87.8	3,602	84.2
	Queer-spectrum	144	8.3	35	3.5	31	5.1	34	3.6	244	5.7
	Missing/Another	24	1.4	29	2.9	39	6.4	54	5.8	146	3.4
Citizenship status	Non-U.S. Citizen	39	2.3	50	5.0	28	4.6	18	1.9	135	3.2
	U.S. Citizen-Birth	1,618	93.4	893	89.4	542	88.9	883	94.2	3,936	92.0

Table 151. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate/ Professional Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
	U.S. Citizen-Naturalized	55	3.2	41	4.1	30	4.9	25	2.7	151	3.5
	Missing	20	1.2	15	1.5	10	1.6	11	1.2	56	1.3
Disability status	Multiple Disabilities	109	6.3	62	6.2	20	3.3	32	3.4	223	5.2
	No Disability	1,471	85.1	841	84.6	550	90.8	849	91.3	3,711	87.2
	Single Disability	148	8.6	91	9.2	36	5.9	49	5.3	324	7.6
	Missing	4	0.2	5	0.5	4	0.7	7	0.7	20	0.5
Spiritual affiliation	Additional Affiliation	40	2.3	58	5.8	34	5.6	24	2.6	156	3.6
	Catholic Affiliation	695	40.1	301	30.1	198	32.5	334	35.6	1,528	35.7
	Christian Affiliation	423	24.4	323	32.3	191	31.3	300	32.0	1,237	28.9
	Multiple Affiliations	174	10.0	89	8.9	42	6.9	58	6.2	363	8.5
	No Affiliation	387	22.3	215	21.5	122	20.0	188	20.1	912	21.3
	Missing	13	0.8	13	1.3	23	3.8	33	3.5	82	1.9

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

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Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your <u>primary</u> position at Creighton University? (Question 1)

Position	*n*	%
Undergraduate student	**1,732**	**40.5**
Started at Creighton University as a first-year student	1,637	94.5
Transferred from another institution	77	4.4
Certificate/non-degree	18	1.0
Graduate/professional student	**968**	**22.6**
Master's degree student	117	12.1
Doctoral/terminal degree student (e.g., PhD, PharmD, EdD, MD, JD, DBA, DD)	841	86.9
Certificate/non-degree	10	1.0
Post-doctoral fellow	**2**	**0.0**
Resident/fellow	**31**	**0.7**
Faculty	**608**	**14.2**
Assistant professor/clinical assistant professor	154	25.3
Creighton employee	*144*	*93.5*
Not a Creighton employee (e.g., clinical affiliate)	*10*	*6.5*
Associate professor/clinical associate professor	176	28.9
Creighton employee	*163*	*92.6*
Not a Creighton employee (e.g., clinical affiliate)	*13*	*7.4*
Professor/clinical professor	168	27.6
Creighton employee	*157*	*93.5*
Not a Creighton employee (e.g., clinical affiliate)	*11*	*6.5*
Instructor/non-tenure-track faculty	110	18.1
Staff/administrator	**937**	**21.9**
Exempt (salary)	606	64.7
Non-exempt (hourly)	289	30.8
Part-time non-exempt (hourly)	20	2.1
Contract employees (e.g., Sodexo, Barnes & Noble, Canon, St. John's Parish Staff, Jesuits, Credit Union, YMCA child care, Athletics)	22	2.3

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. Are you full-time or part-time in that <u>primary</u> position? (Question 2)

Status	n	%
Full-time	3,616	84.5
Part-time	231	5.4
Missing	431	10.1

Table B3. At what Creighton University location do you spend the majority of your time? (Question 3)

Campus	n	%
Omaha Main Campus	3,681	86.0
A location not listed above (e.g., working remotely, DR, all classes online)	310	7.2
Phoenix	148	3.5
CHI Health Creighton University Medical Center - Bergan Mercy	107	2.5
Anchorage	10	0.2
Denver	9	0.2
Grand Island	4	0.1
Idaho State University Co-Op Program	0	0.0
Missing	9	0.2

Table B4. Students only: How many of your classes have you taken exclusively online at Creighton University? (Question 4)

Online classes	n	%
None	804	29.4
Some	1,521	55.7
Most	131	4.8
All	273	10.0
Missing	2	0.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 2,731$).

Table B5. Students only: Was your reasoning for taking online classes due to the COVID-19 pandemic? (Question 5)

Online classes	n	%
No	285	70.5
Yes	117	29.0
Missing	2	0.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 and took "most" or "all" of their classes exclusively online at Creighton (*n* = 404).

Table B6. What was your assigned birth sex? (Question 49)

Birth sex	n	%
Female	2,657	62.1
Male	1,586	37.1
Intersex	1	0.0
Missing	34	0.8

Table B7. What is your current gender/gender identity? (Question 50)

Gender identity	n	%
Woman	2,606	60.9
Man	1,583	37.0
Nonbinary	26	0.6
Genderqueer	12	0.3
A gender not listed here	7	0.2
Transgender	2	0.0
Missing	42	1.0

Table B8. What is your current gender expression? (Question 51)

Gender expression	n	%
Feminine	2,542	59.4
Masculine	1,546	36.1
Genderfluid	56	1.3
Androgynous	33	0.8
A gender expression not listed here	6	0.1
Missing	95	2.2

Table B9. What is your citizenship/immigrant status in U.S.? (Question 52)

Citizenship/immigrant status	*n*	%
U.S. citizen, birth	3,936	92.0
U.S. citizen, naturalized	151	3.5
Temporary resident – International student (e.g., F-1, OPT)	49	1.1
Permanent immigrant status (e.g., legal resident, refugee, asylee, T visa, VAWA)	42	1.0
Temporary resident – H-1B, J-1 visa holder, or other temporary worker status	28	0.7
Legally documented status not listed above	11	0.3
Deferred Action Status (e.g., DACA)	5	0.1
Unprotected status (e.g., undocumented)	0	0.0
Missing	56	1.3

Table B10. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 53)

Racial/ethnic identity	*n*	%
White	3,455	80.8
Asian	350	8.2
Hispanic/Latinx/Chicanx	302	7.1
Black/African American	155	3.6
Native American/Indigenous	70	1.6
African	57	1.3
Southeast Asian	49	1.1
Middle Eastern	46	1.1
South Asian	46	1.1
Native Hawaiian	35	0.8
Pacific Islander	33	0.8
Alaska Native	0	0.0
A racial/ethnic identity not listed here	32	0.7

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B11. What is your age? (Question 54)

Age	*n*	%
19 or younger	767	17.9
20–21	817	19.1
22–24	521	12.2
25–34	623	14.6
35–44	435	10.2
45–54	403	9.4
55–64	318	7.4
65–74	141	3.3
75 and older	14	0.3
Missing	239	5.6

Table B12. What is your current political party affiliation? (Question 55)

Political affiliation	*n*	%
Democrat	1,506	35.2
Republican	947	22.1
No political affiliation	918	21.5
Independent	652	15.2
Libertarian	82	1.9
Political affiliation not listed above	48	1.1
Green	14	0.3
Missing	111	2.6

Table B13. How would you describe your current political views? (Question 56)

Political views	*n*	%
Very conservative	148	3.5
Conservative	714	16.7
Moderate/middle of the road	1,678	39.2
Progressive/liberal	1,185	27.7
Very progressive/very liberal	431	10.1
Missing	122	2.9

Table B14. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity. (Question 57)

Sexual identity	*n*	%
Heterosexual/straight	3,602	84.2
Bisexual	235	5.5
Gay	76	1.8
Questioning	67	1.6
Asexual/ao	51	1.2
Lesbian	35	0.8
Pansexual	33	0.8
Queer	33	0.8
A sexual identity not listed here	13	0.3
Missing	133	3.1

Table B15. Do you have substantial parenting or caregiving responsibility? (<u>Mark all that apply.</u>)(Question 58)

Parenting or caregiving responsibility	*n*	%
No	3,233	75.6
Yes	987	23.1
Children/child 6–18 years old	*554*	*56.1*
Children/child 5 years old or younger	*305*	*30.9*
Senior or other family member	*194*	*19.7*
Children/child over 18 years old, but still legally dependent (e.g., in college, disabled)	*171*	*17.3*
Independent adult children over 18 years old	*97*	*9.8*
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending, community member)	*45*	*4.6*
Partner with a disability or illness	*38*	*3.9*
Missing	58	1.4

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B16. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? If so, please indicate your primary status. (Question 59)

Military status	*n*	%
I have never served in the U.S. Armed Forces.	3,728	87.1
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	229	5.4
I am not currently serving, but have served (i.e., retired/veteran).	107	2.5
I am in ROTC.	25	0.6
I am currently a member of the Reserves (but not in ROTC).	16	0.4
I am currently on active duty.	7	0.2
I am currently a member of the National Guard (but not in ROTC).	9	0.2
Missing	157	3.7

Table B17. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 60)

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
No high school	73	1.7	65	1.5
Some high school	90	2.1	83	1.9
Completed high school/GED	529	12.4	673	15.7
Some college	393	9.2	425	9.9
Business/technical certificate/degree	122	2.9	163	3.8
Associate degree	183	4.3	240	5.6
Bachelor's degree	1,200	28.1	1,317	30.8
Some graduate work	86	2.0	89	2.1
Master's degree (e.g., MA, MS, MBA)	851	19.9	641	15.0
Specialist degree (e.g., EdS)	26	0.6	36	0.8
Doctoral degree (e.g., PhD, EdD)	278	6.5	117	2.7
Professional degree (e.g., MD, JD)	339	7.9	207	4.8
Unknown	17	0.4	44	1.0
Not applicable	57	1.3	110	2.6
Missing	34	0.8	68	1.6

Table B18. Staff only: What is <u>your</u> highest level of education? (Question 61)

Level of education	n	%
No high school	0	0.0
Some high school	4	0.4
Completed high school/GED	15	1.6
Some college	86	9.2
Business/Technical certificate/degree	32	3.4
Associate degree	50	5.3
Bachelor's degree	237	25.3
Some graduate work	73	7.8
Master's degree (e.g., MA, MS, MBA, MLS)	335	35.8
Specialist degree (e.g., EdS)	4	0.4
Doctoral degree (e.g., PhD, EdD)	52	5.5
Professional degree (e.g., MD, JD)	30	3.2
Missing	19	2.0

Note: Table includes responses only from only those respondents who indicated that they were Staff in Question 1 ($n = 937$).

Table B19. Faculty/Staff only: How long have you been employed or contracted to work at Creighton University? (Question 62)

Length of employment	n	%
Less than 1 year	156	10.1
1–3 years	277	17.9
4–5 years	173	11.2
6–10 years	290	18.7
11–15 years	193	12.5
16–20 years	133	8.6
More than 20 years	294	19.0
Missing	31	2.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 ($n = 1,547$).

Table B20. Undergraduate Students only: How many years have you attended Creighton University? (Question 63)

Years attended Creighton University	*n*	%
Less than one year	501	28.9
One year	292	16.9
Two years	281	16.2
Three years	469	27.1
Four years	170	9.8
Five years	16	0.9
Six or more years	3	0.2

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,732).

Table B21. Graduate/Professional Students only: Where are you in your graduate/professional studies program at Creighton University? (Question 64)

Where in graduate/professional studies program	*n*	%
Master's degree student	110	11.4
First year	*52*	*47.3*
Second year	*41*	*37.3*
Third year	*3*	*2.7*
Fourth year or more	*6*	*5.5*
Missing	*8*	*7.3*
Doctoral/Law degree student (e.g., PhD, EdD, JD, MD, PharmD)	843	87.1
First year	*272*	*32.3*
Second year	*269*	*31.9*
Third year	*166*	*19.7*
Fourth year or more	*89*	*10.6*
Missing	*47*	*5.6*
Certificate student/non-degree	13	1.3
Missing	2	0.2

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 968).

Table B22. Faculty only: With which academic college/school are you <u>primarily affiliated</u>? (Question 65)

Academic college/school	*n*	%
College of Arts and Sciences	208	34.1
School of Medicine	93	15.2
School of Pharmacy and Health Professions	87	14.3
School of Dentistry	53	8.7
College of Nursing	45	7.4
Heider College of Business	45	7.4
Graduate School	30	4.9
School of Law	18	3.0
College of Professional Studies	7	1.1
Missing	24	3.9

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 610).

Table B23. Staff only: With which college/school or division are you <u>primarily affiliated</u> at this time? (Question 66)

College/school or division	*n*	%
School of Medicine	101	10.8
University Relations	71	7.6
Student Life	68	7.3
Enrollment Management	67	7.2
Information Technology	57	6.1
Office of the Provost	56	6.0
Athletics	52	5.5
School of Dentistry	45	4.8
School of Pharmacy and Health Professions	38	4.1
University Communications and Marketing	35	3.7
Facilities Management	33	3.5
College of Arts and Sciences	32	3.4
Academic Administration and Operations	29	3.1
Public Safety/Shuttle Services	21	2.2
Finance	19	2.0
School of Law	18	1.9
Heider College of Business	16	1.7
Arizona Health Education Alliance	15	1.6
Graduate School	15	1.6
Mission and Ministry	15	1.6
College of Nursing	14	1.5
Human Resources	14	1.5
Global Engagement	13	1.4
General Counsel and Corporate Secretary	7	0.7
Institutional Diversity and Inclusion	5	0.5
Office of the Executive Vice President (e.g., Internal Audit, Enterprise Risk Management)	5	0.5
Mail Center	4	0.4
College of Professional Studies	3	0.3
Office of the President	3	0.3
Missing	66	7.0

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (n = 937).

Table B24. Undergraduate Students only: What is the college of your major? (<u>Mark all that apply</u>.) (Question 67)

College	n	%
College of Arts and Sciences	1,001	57.8
Heider College of Business	510	29.4
College of Nursing	239	13.8
College of Professional Studies	25	1.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (n = 1,732). Percentages may not sum to 100 as a result of multiple response choices.

Table B25. Graduate/Professional Students only: What is your college or school? (<u>Mark all that apply</u>.) (Question 68)

College or school	n	%
School of Pharmacy and Health Professions	263	27.2
School of Medicine	179	18.5
School of Law	176	18.2
School of Dentistry	141	14.6
Graduate School	106	11.0
Heider College of Business	53	5.5
College of Nursing	43	4.4
College of Arts and Sciences	34	3.5

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (n = 968). Percentages may not sum to 100 as a result of multiple response choices.

Table B26. Do you have a condition/disability that influences your learning, living, or working activities? (Question 69)

Condition/disability	n	%
No	3,711	86.7
Yes	555	13.0
Missing	12	0.3

Table B27. Which, if any, of the conditions listed below influence your learning, living, or working activities? (Mark all that apply.) (Question 70)

Condition	*n*	%
Mental health/psychological condition (e.g., anxiety, depression)	265	47.7
Attention deficit/hyperactivity disorder	208	37.5
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	147	26.5
Learning difference/disability (e.g., cognitive/language-based)	64	11.5
Hard of hearing or deaf	34	6.1
Physical/mobility condition that affects walking	30	5.4
Acquired/traumatic brain injury	24	4.3
Physical/mobility condition that does not affect walking	19	3.4
Low vision or blind	16	2.9
Asperger's/autism spectrum	15	2.7
Speech/communication condition	7	1.3
A disability/condition not listed here	24	4.3

Note: Table includes responses only from those respondents who indicated that they have a condition/disability in Question 69 (*n* = 555). Percentages may not sum to 100 as a result of multiple response choices.

Table B28. Students only: Are you registered with Disabilities Services? (Question 71)

Registered	*n*	%
No	225	54.2
Yes	188	45.3
Missing	2	0.5

Note: Table includes responses only from those Student respondents who indicated that they have a condition/disability in Question 69 (*n* = 415).

Table B29. Faculty/Staff only: Have you requested accommodations at Creighton University for your condition/disability? (Question 72)

Requested accommodations	*n*	%
No, I have not requested accommodations for my condition/disability.	103	73.6
Yes	35	25.0
Yes, I requested accommodations and am satisfied with the accommodations I am receiving.	*12*	*34.3*
Yes, I requested accommodations and while the accommodations are not what I had hoped for, I felt as though my request was received appropriately.	*8*	*22.9*
Yes, I requested accommodations, but felt they were not met appropriately.	*11*	*31.4*
Yes, I have requested accommodations and am still waiting to receive them.	*3*	*8.6*
Missing	*1*	*2.9*
Missing	2	1.4

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a condition/disability in Question 69 (*n* = 140).

Table B30. Please select the option that most closely describes your native language. (Question 73)

Native language	*n*	%
English is my native language.	3,842	89.8
English is my native language, and I learned/grew up speaking another language(s) simultaneously.	183	4.3
English is not my native language.	121	2.8
English is not my native language, but I learned/grew up speaking it alongside my native language.	103	2.4
Missing	29	0.7

Table B31. What is your religious or spiritual identity? (<u>Mark all that apply</u>.)
(Question 74)

Religious/spiritual identity	*n*	%
Catholic	1,768	41.3
Christian	1,465	34.2
Lutheran	*320*	*21.6*
Nondenominational Christian	*281*	*18.9*
United Methodist	*129*	*8.7*
Baptist	*121*	*8.2*
A Christian affiliation not listed here	*109*	*7.3*
Presbyterian	*85*	*5.7*
Protestant	*82*	*5.5*
The Church of Jesus Christ of Latter-day Saints	*61*	*4.1*
Evangelical	*58*	*3.9*
Church of Christ	*47*	*3.2*
Episcopalian	*44*	*3.0*
Christian Orthodox	*23*	*1.6*
United Church of Christ	*22*	*1.5*
Assembly of God	*15*	*1.0*
Pentecostal	*15*	*1.0*
Greek Orthodox	*11*	*0.7*
Protestant Reformed Church (PR)	*11*	*0.7*
Church of God in Christ	*10*	*0.7*
Reformed Church of America (RCA)	*8*	*0.5*
Christian Reformed Church (CRC)	*6*	*0.4*
Christian Methodist Episcopal	*4*	*0.3*
Mennonite	*4*	*0.3*
Seventh Day Adventist	*4*	*0.3*
Jehovah's Witness	*3*	*0.2*
Russian Orthodox	*3*	*0.2*
African Methodist Episcopal	*2*	*0.1*
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	*2*	*0.1*
Quaker	*2*	*0.1*
African Methodist Episcopal Zion	*1*	*0.1*
Moravian	*0*	*0.0*
Agnostic	399	9.3
No affiliation	392	9.2

Table B31. What is your religious or spiritual identity? (<u>Mark all that apply</u>.) (Question 74)

Religious/spiritual identity	*n*	%
Spiritual but no religious affiliation	293	6.8
Atheist	174	4.1
Buddhist	57	1.3
Hindu	51	1.2
Jewish	34	0.8
Reform	*22*	*59.5*
A Jewish affiliation not listed here	*7*	*18.9*
Conservative	*6*	*16.2*
Orthodox	*1*	*2.7*
Reconstructionist	*1*	*2.7*
Muslim	31	0.7
Sunni	*27*	*84.4*
A Muslim affiliation not listed here	*3*	*9.4*
Shi'ite	*1*	*3.1*
Sufi	*1*	*3.1*
Ahmadi	*0*	*0.0*
Secular Humanist	19	0.4
Pagan	15	0.4
Unitarian Universalist	15	0.4
Wiccan	14	0.3
Native American Traditional Practitioner or Ceremonial	7	0.2
Confucianist	5	0.1
Shinto	3	0.1
Rastafarian	2	0.0
Sikh	2	0.0
Taoist	2	0.0
Jain	1	0.0
Baha'i	0	0.0
Druid	0	0.0
Scientologist	0	0.0
Tenrikyo	0	0.0
A religious affiliation or spiritual identity not listed above	36	0.8

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B32. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 75)

Receive financial support	*n*	%
Yes	1,730	64.1
No	898	33.3
Missing	72	2.7

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B33. Students only: What is your _best estimate_ of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 76)

Income	*n*	%
$29,999 and below	368	13.6
$30,000–$49,999	176	6.5
$50,000–$69,999	210	7.8
$70,000–$99,999	319	11.8
$100,000–$149,999	563	20.9
$150,000–$199,999	325	12.0
$200,000–$249,999	254	9.4
$250,000–$499,999	223	8.3
$500,000 or more	170	6.3
Missing	92	3.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B34. Students only: Where do you live? (Question 77)

Residence	*n*	%
Campus housing	932	34.5
Swanson Hall	*161*	*17.3*
Kiewit Hall	*143*	*15.3*
Opus Hall	*91*	*9.8*
McGloin Hall	*83*	*8.9*
Kenefick Hall	*70*	*7.5*
Davis Square	*68*	*7.3*
Deglman Hall	*56*	*6.0*
Heider Hall	*51*	*5.5*
Missing	*209*	*22.4*
Non-campus housing	1,739	64.4
Independently in an apartment/house	*1,211*	*69.6*
Living with family member/guardian	*178*	*10.2*
Missing	*350*	*20.1*
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/laboratory)	5	0.2
Missing	24	0.9

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B35. Students only: Have you been a member of or participated in any of the following student activities sponsored by Creighton? (<u>Mark all that apply</u>.) (Question 78)

Clubs/organizations	*n*	%
Professional or pre-professional organization	793	29.4
Service, leadership, or philanthropic organization (e.g., APO-Service Fraternity, Cortina, FLP, Student Center for the Public Trust, Service & Justice Trips)	679	25.1
Fraternity and Sorority Life	634	23.5
I do not participate in any clubs or organizations at Creighton University.	542	20.1
Intramural sports	510	18.9
Academic and academic honorary organizations (e.g., Alpha Sigma Nu, Phi Beta Kappa)	450	16.7
Religious or spirituality-based organization (e.g., Interfaith Group, Campus Ministry, CLC, Wisdom Groups, Choirs)	415	15.4
Recreational organization (e.g., Mental Health Club, Swing Dance Club)	289	10.7
Club sport (e.g., Hockey, Frisbee)	266	9.9
Political or issue-oriented organization (e.g., Mock Trial, College Democrats, College Republicans)	244	9.0
Governance organization (e.g., CSU, IRHG)	237	8.8
Justice-based organizations (e.g., IFTJ, Creighton Students for Climate Change, Lieben Center for Women)	224	8.3
Culture-specific organization (e.g., CUASA, CULSA)	221	8.2
Performance organization (e.g., Theater, Music, Art History)	141	5.2
Health and wellness organization (e.g., Ignatian Yoga)	119	4.4
Intercollegiate athletic team	93	3.4
Publication/media organization (Creightonian)	38	1.4
A student organization not listed above	253	9.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700). Percentages may not sum to 100 as a result of multiple response choices.

Table B36. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 79)

GPA	*n*	%
No GPA at this time—first semester at Creighton University	688	25.5
3.75 – 4.00	808	29.9
3.50 – 3.74	435	16.1
3.25 – 3.49	340	12.6
3.00 – 3.24	209	7.7
2.75 – 2.99	105	3.9
2.50 – 2.74	46	1.7
2.25 – 2.49	21	0.8
2.00 – 2.24	11	0.4
Below 2.00	10	0.4
Missing	27	1.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B37. Students only: Have you experienced financial hardship while attending Creighton University? (Question 80)

Financial hardship	n	%
No	1,760	65.2
Yes, I have had difficulty affording…	916	33.9
Tuition	*620*	*67.7*
Books/course materials	*516*	*56.3*
Housing	*428*	*46.7*
Food	*269*	*29.4*
Other campus fees	*249*	*27.2*
Participation in social events	*220*	*24.0*
Travel to and from Creighton University (e.g., returning home during break)	*202*	*22.1*
Technology (e.g., laptops, internet access)	*184*	*20.1*
Health care/health insurance	*183*	*20.0*
Clothing	*166*	*18.1*
Cocurricular events or activities	*160*	*17.5*
Fall/spring breaks service trips/retreats	*158*	*17.2*
Studying abroad	*139*	*15.2*
Commuting to campus	*131*	*14.3*
Unpaid internships/research opportunities	*89*	*9.7*
A financial hardship not listed here	*36*	*3.9*
Child care	*30*	*3.3*
Missing	24	0.9

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700). Percentages for sub-categories are valid percentages and do not include missing responses. Percentages for sub-categories may not sum to 100 as a result of multiple response choices.

Table B38. Students only: How are you currently paying for your education at Creighton University? (<u>Mark all that apply.</u>) (Question 81)

Source of funding	*n*	%
Loans	1,439	53.3
Family contribution	1,437	53.2
Non-need-based scholarship (e.g., athletic, merit, ROTC)	961	35.6
Personal contribution/job	560	20.7
Grant (e.g., Pell, Creighton University Grant)	545	20.2
Campus employment	360	13.3
Need-based scholarship (e.g., Gates)	293	10.9
Credit card	214	7.9
Employer tuition reimbursement/assistance	130	4.8
Internship	101	3.7
Military educational benefits (e.g., GI Bill, NGEAP)	70	2.6
Graduate assistantship/research assistantship	49	1.8
Resident advisor	43	1.6
Fellowship	31	1.1
Home country contribution	6	0.2
A method of payment not listed here	83	3.1

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700). Percentages may not sum to 100 as a result of multiple response choices.

Table B39. Students only: Are you employed on campus, off campus, or both during the academic year? (<u>Mark all that apply</u>.) (Question 82)

Employed	*n*	%
No	1,262	46.7
Yes, I work on campus	699	25.9
1–10 hours/week	*395*	*56.5*
11–20 hours/week	*232*	*33.2*
21–30 hours/week	*38*	*5.4*
31–40 hours/week	*11*	*1.6*
More than 40 hours/week	*9*	*1.3*
Missing	*14*	*2.0*
Yes, I work off campus	872	32.3
1–10 hours/week	*270*	*31.0*
11–20 hours/week	*335*	*38.4*
21–30 hours/week	*110*	*12.6*
31–40 hours/week	*62*	*7.1*
More than 40 hours/week	*81*	*9.3*
Missing	*14*	*1.6*
Missing	20	0.7

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700). Percentages for main categories may not sum to 100 as a result of multiple response choices.

Table B40. How many minutes do you commute to Creighton University one-way? (Question 83)

Minutes	*n*	%
10 or fewer	2,205	51.5
11–20	872	20.4
21–30	650	15.2
31–40	217	5.1
41–50	57	1.3
51–60	39	0.9
60 or more	105	2.5
Missing	133	3.1

Table B41. What is your primary method of transportation to Creighton University? (Question 84)

Method of transportation	*n*	%
Personal vehicle	2,705	63.2
Walk	1,143	26.7
Carpool (e.g., private pool)	120	2.8
University shuttle	68	1.6
Bicycle	41	1.0
Public transportation	21	0.5
Ride-sharing services (e.g., Lyft, Uber)	7	0.2
Missing	173	4.0

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B42. Overall, how comfortable are you with the climate at Creighton University? (Question 6)

Comfort	*n*	%
Very comfortable	1,080	25.3
Comfortable	2,199	51.4
Neither comfortable nor uncomfortable	627	14.7
Uncomfortable	299	7.0
Very uncomfortable	72	1.7

Table B43. Faculty/Staff only: Overall, how comfortable are you with the climate in your department/program or work unit at Creighton University? (Question 7)

Comfort	*n*	%
Very comfortable	572	37.0
Comfortable	608	39.4
Neither comfortable nor uncomfortable	183	11.9
Uncomfortable	141	9.1
Very uncomfortable	40	2.6

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,547).

Table B44. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at Creighton University? (Question 8)

Comfort	*n*	%
Very comfortable	1,044	31.4
Comfortable	1,704	51.2
Neither comfortable nor uncomfortable	403	12.1
Uncomfortable	132	4.0
Very uncomfortable	42	1.3

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,341).

Table B45. Have you ever <u>seriously considered</u> leaving Creighton University? (Question 9)

Considered leaving	*n*	%
No	2,799	65.5
Yes	1,474	34.5

Table B46. Students only: When did you seriously consider leaving Creighton University? (Mark all that apply.) (Question 10)

Year	n	%
During my first year as a student	522	73.5
During my second year as a student	336	47.3
During my third year as a student	139	19.6
During my fourth year as a student	54	7.6
During my fifth year as a student	8	1.1
After my fifth year as a student	2	0.3

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 ($n = 710$). Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Students only: Why did you seriously consider leaving Creighton University? (Mark all that apply). (Question 11)

Reasons	n	%
Lack of a sense of belonging	377	53.1
Personal reasons (e.g., medical, mental health, family emergencies)	276	38.9
Wanted to transfer to another institution	276	38.9
Financial reasons	225	31.7
Lack of social life at Creighton University	217	30.6
Climate not welcoming	209	29.4
Lack of support group	181	25.5
Homesick	163	23
Academic reasons	153	21.5
Lack of support services	101	14.2
Course availability/scheduling	71	10
Did not like major	38	5.4
COVID-related policies	37	5.2
Did not have my major	26	3.7
My marital/relationship status	16	2.3
DEI-related issues	12	1.7
Did not meet the selection criteria for a major	9	1.3
A reason not listed above	84	11.8

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 ($n = 710$). Percentages may not sum to 100 as a result of multiple response choices. The COVID-related policies and DEI-related issues response categories emerged from recoding the responses not listed above.

Table B48. Faculty/Staff only: Why did you seriously consider leaving Creighton University? (<u>Mark all that apply</u>.) (Question 12)

Reasons	*n*	%
Low salary/pay rate	444	58.1
Increased workload	317	41.5
Limited advancement opportunities	285	37.3
Tension with supervisor/manager	189	24.7
Lack of sense of belonging	183	24.0
Recruited or offered a position at another institution/organization	175	22.9
Interested in a position at another institution	162	21.2
Tension with coworkers	153	20.0
Lack of professional development opportunities	152	19.9
Lack of institutional resources	143	18.7
Institutional support (e.g., technical support, laboratory space/equipment)	124	16.2
Campus climate unwelcoming	120	15.7
Leaving higher education for a better opportunity	115	15.1
Lack of benefits	75	9.8
Personal reasons (e.g., medical, mental health, family emergencies)	69	9.0
Cost of living	63	8.2
Family responsibilities	55	7.2
Commute	49	6.4
Relocation	37	4.8
Local community climate not welcoming	32	4.2
Leadership issue	28	3.7
Local community did not meet my (my family) needs	19	2.5
Spouse or partner unable to find suitable employment	13	1.7
Mission-related reasons	11	1.4
A reason not listed above	95	12.4

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 9 (*n* = 764). Percentages may not sum to 100 as a result of multiple response choices. The leadership issue and mission-related reasons response categories emerged from recoding the responses not listed above.

Table B49. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at Creighton University. (Question 14)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	749	27.5	1,427	52.3	298	10.9	227	8.3	27	1.0
I am satisfied with my academic experience at Creighton University.	785	28.8	1,451	53.2	306	11.2	152	5.6	31	1.1
I am satisfied with the extent of my intellectual development since enrolling at Creighton University.	965	35.7	1,382	51.1	263	9.7	74	2.7	20	0.7
I have performed academically as well as I anticipated I would.	649	23.9	1,148	42.3	506	18.6	342	12.6	69	2.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	982	36.2	1,309	48.2	310	11.4	84	3.1	28	1.0
My interest in ideas and intellectual matters has increased since coming to Creighton University.	996	36.8	1,199	44.4	388	14.4	94	3.5	26	1.0
I intend to graduate from Creighton University.	1,915	71.0	670	24.8	88	3.3	11	0.4	13	0.5
Thinking ahead, it is likely that I will leave Creighton University before I graduate.	98	3.6	110	4.0	166	6.1	637	23.4	1,715	62.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,731).

Table B50. <u>Within the past year</u>, 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 Creighton University? (Question 15)

Personally experienced conduct	*n*	%
No	3,518	82.4
Yes	754	17.6

Table B51. What do you believe was the basis of the conduct? (<u>Mark all that apply.</u>) (Question 16)

Basis	*n*	%
Political views	174	23.1
Position (e.g., staff, faculty, student)	167	22.1
Gender/gender identity	154	20.4
Racial identity	128	17.0
Age	111	14.7
Ethnicity	107	14.2
Philosophical views	100	13.3
Religious/spiritual views	99	13.1
Mental health/psychological disability/condition	82	10.9
Do not know	73	9.7
Educational credentials (e.g., BS, MS, PhD, MD)	66	8.8
Socioeconomic status	66	8.8
Academic performance	62	8.2
Sexual identity	62	8.2
Length of service at Creighton University	59	7.8
Major field of study	54	7.2
Participation in an organization/team	52	6.9
Disability status	43	5.7
Gender expression	35	4.6
Immigrant/citizen status	29	3.8
English language proficiency/accent	28	3.7
Marital status (e.g., single, married, partnered)	21	2.8
Parental status (i.e., having children)	21	2.8
International status/national origin	13	1.7
COVID-related reason	11	1.5
Pregnancy	10	1.3
Military/veteran status	4	0.5
A reason not listed above	91	12.1

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices. The COVID-related reason response category emerged from recoding the reasons not listed above.

Table B52. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 17)

Instances	*n*	%
1 instance	139	18.8
2 instances	193	26.1
3 instances	144	19.5
4 instances	47	6.4
5 or more instances	216	29.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754).

Table B53. How would you describe what happened? (<u>Mark all that apply</u>.) (Question 18)

Form	*n*	%
I was ignored or excluded.	341	45.2
I was silenced/I felt silenced.	314	41.6
I was isolated or left out.	301	39.9
I was intimidated/bullied.	212	28.1
I was the target of derogatory verbal remarks.	180	23.9
I experienced a hostile work environment.	151	20.0
I felt others staring at me.	149	19.8
I experienced a hostile classroom environment.	119	15.8
The conduct made me fear I would get a poor grade.	93	12.3
I was the target of workplace incivility.	92	12.2
I was singled out as the spokesperson for my identity group.	90	11.9
I was the target of racial/ethnic profiling.	71	9.4
I received a low or unfair performance evaluation.	57	7.6
I received derogatory phone calls/text messages/email.	56	7.4
I received derogatory written comments.	55	7.3
Someone assumed I was admitted/hired/promoted due to my identity group.	41	5.4
Twitter, Snapchat, Instagram).	38	5.0
I was the target of unwanted sexual contact.	38	5.0
I was not fairly evaluated in the promotion and tenure process.	35	4.6
I received derogatory/unsolicited messages through social media (e.g., Facebook).	32	4.2
I received threats of physical violence.	16	2.1
I was the target of physical violence.	10	1.3
An experience not listed above	72	9.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices. Owing to an error in programming, respondents received the following response item separated into two incomplete response choices, "I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat, Instagram." Table presents both choices as they appeared in the survey instrument.

Table B54. Where did the conduct occur? (<u>Mark all that apply.</u>) (Question 19)

Location	*n*	%
In a class	209	27.7
In a meeting with a group of people	193	25.6
While working at a Creighton University job	171	22.7
On phone calls/text messages/email	133	17.6
In campus housing	121	16.0
In other public spaces at Creighton University	120	15.9
In a virtual environment (e.g., Zoom, Teams)	120	15.9
In a meeting with one other person	109	14.5
Off campus	91	12.1
While walking on campus	89	11.8
At a Creighton University event/program	87	11.5
In a Creighton University administrative office	66	8.8
On social media sites (e.g., Facebook, Twitter, Snapchat)	55	7.3
In a faculty office	44	5.8
In off-campus housing	37	4.9
In a clinical setting	36	4.8
In a Creighton University dining facility	31	4.1
In a laboratory	21	2.8
In a Creighton University library	15	2.0
In athletic facilities	15	2.0
Simulated patient (SP) encounter	5	0.7
A venue not listed above	19	2.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. Who/what was the source of the conduct? (<u>Mark all that apply</u>.)
(Question 20)

Source	*n*	%
Student	330	43.8
Faculty member/clinical faculty/other instructional staff	205	27.2
Coworker/colleague	138	18.3
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	127	16.8
Staff member	127	16.8
Friend	98	13.0
Supervisor or manager	69	9.2
Department/program chair	62	8.2
Stranger	55	7.3
Student staff	37	4.9
Healthcare professional (e.g., nurse, tech)	18	2.4
Do not know source	16	2.1
Social networking site	15	2.0
Public Safety	12	1.6
Academic advisor	9	1.2
Medical resident	8	1.1
Direct report (i.e., person who reports to me)	7	0.9
Preceptor/clinical supervisor	7	0.9
Chaplain/campus minister	5	0.7
Patient/patient family member	5	0.7
Proctor	3	0.4
Athletic coach/trainer	1	0.1
A source not listed above	28	3.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. How did you feel after experiencing the conduct? (<u>Mark all that apply</u>.) (Question 21)

Emotional response	*n*	%
Angry	459	60.9
Distressed	369	48.9
Sad	366	48.5
Intimidated	262	34.7
Embarrassed	255	33.8
Afraid	146	19.4
Somehow responsible	137	18.2
Frustrated	14	1.9
A feeling not listed above	109	14.5

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices. The frustrated emotional response category emerged from recoding the feelings not listed above.

Table B57. What was your response to experiencing this conduct? (<u>Mark all that apply.</u>) (Question 22)

Response	*n*	%
I told a family member.	304	40.3
I avoided the person/venue.	284	37.7
I did not do anything.	278	36.9
I did not know to whom to go.	175	23.2
I contacted a Creighton University resource.	167	22.1
Faculty member	*56*	*33.5*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*43*	*25.7*
Supervisor/manager	*43*	*25.7*
Student Counseling Services	*26*	*15.6*
Equity & Inclusion	*24*	*14.4*
Staff person (e.g., Residential Life staff, Student Life staff)	*19*	*11.4*
Violence Intervention & Prevention Center	*19*	*11.4*
Human Resources	*17*	*10.2*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*16*	*9.6*
Campus Ministry/Chaplain	*6*	*3.6*
Institutional Diversity and Inclusion/HS-MACA/CIC	*6*	*3.6*
Student Support Services	*6*	*3.6*
Disability Services	*4*	*2.4*
Public Safety	*3*	*1.8*
Employee Assistance Program	*2*	*1.2*
Health Sciences Multicultural Community Affairs	*2*	*1.2*
Schlegel Center for Service and Justice	*2*	*1.2*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*2*	*1.2*
Bias Education Support Team	*1*	*0.6*
Creighton University Safety and Security	*1*	*0.6*
I confronted the person(s) later.	102	13.5
I confronted the person(s) at the time.	89	11.8
I sought information online.	35	4.6
I sought support from off-campus hot-line/advocacy services.	27	3.6
I submitted a bias incident report or a report through the "Tell Someone" website.	20	2.7
I told a friend.	12	1.6

I told colleague(s).	12	1.6
A response not listed above.	68	9.0

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices. The I told colleague(s) response category emerged from recoding the responses not listed above.

Table B58. Did you officially report the conduct? (Question 23)

Reported conduct	*n*	%
No, I did not report it.	660	88.5
Yes, I reported it.	86	11.5
Yes, I reported the conduct and was satisfied with the outcome.	*14*	*17.7*
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.	*7*	*8.9*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*37*	*46.8*
Yes, I reported the conduct and the outcome is still pending.	*7*	*8.9*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*17.7*

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 754).

Table B59. <u>While a member of the Creighton University community</u>, have you experienced unwanted sexual contact/conduct (including relationship violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate)? (<u>Mark all that apply</u>.) (Question 26).

Unwanted sexual contact/conduct	*n*	%
No	3,924	91.7
Yes – relationship violence (e.g., ridiculing, controlling, hitting)	44	1.0
Yes – stalking (e.g., following me, on social media, texting, phone calls)	83	1.9
Yes – unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment)	232	5.4
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	126	2.9

Note: Percentages may not sum to 100 as a result of multiple response choices.

Table B60. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Mark all that apply.) (Question 27rv)

When incident(s) occurred	n	%
Less than 6 months ago	10	22.7
6–12 months ago	18	40.9
13–23 months ago	14	31.8
2–4 years ago	14	31.8
5–10 years ago	2	4.5
11–20 years ago	1	2.3
More than 20 years ago	1	2.3

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculed, controlling, hitting) in Question 26 (n = 44). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 28rv)

Semester	n	%
During my time as a graduate/professional student at Creighton University	7	18.4
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	8	21.1
Undergraduate first year	21	55.3
Fall semester	*20*	*95.2*
Spring semester	*14*	*66.7*
Summer semester	*6*	*28.6*
Undergraduate second year	15	39.5
Fall semester	*13*	*86.7*
Spring semester	*8*	*53.3*
Summer semester	*5*	*33.3*
Undergraduate third year	7	18.4
Fall semester	*7*	*100.0*
Spring semester	*6*	*85.7*
Summer semester	*2*	*28.6*
Undergraduate fourth year	2	5.3
Fall semester	*2*	*100.0*
Spring semester	*2*	*100.0*
Summer semester	*1*	*50.0*
After my fourth year as an undergraduate	1	2.6

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (n = 38). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Who did this to you? (<u>Mark all that apply.</u>) (Question 29rv)

Source	*n*	%
Current or former dating/intimate partner	35	79.5
Creighton University student	9	20.5
Acquaintance/friend	6	13.6
Stranger	3	6.8
Creighton University staff member	2	4.5
Family member	1	2.3
Creighton University faculty member	0	0.0
Other role/relationship not listed above	0	0.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (<u>Mark all that apply.</u>) (Question 30rv)

Location	*n*	%
Off campus	35	79.5
On campus	15	34.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44). Percentages may not sum to 100 as a result of multiple response choices.

Table B64. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculing, controlling, hitting) you experienced? (Question 31rv)

Alcohol and/or drugs involved	*n*	%
No	34	79.1
Yes	9	20.9
Alcohol only	*4*	*50.0*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*4*	*50.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44).

Table B65. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? (<u>Mark all that apply</u>.) (Question 32rv)

Emotional response	*n*	%
Distressed	32	72.7
Sad	32	72.7
Angry	29	65.9
Somehow responsible	27	61.4
Embarrassed	25	56.8
Afraid	23	52.3
Intimidated	17	38.6
A feeling not listed above	3	6.8

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. What was your response to experiencing this conduct? (<u>Mark all that apply.</u>)
(Question 33rv)

Response	*n*	%
I told a friend.	24	54.5
I avoided the person/venue.	20	45.5
I contacted a Creighton University resource	16	36.4
Violence Intervention & Prevention Center	*10*	*62.5*
Student Support Services	*4*	*25.0*
Student Counseling Services	*3*	*18.8*
Disability Services	*2*	*12.5*
Faculty member	*2*	*12.5*
Bias Education Support Team	*1*	*6.3*
Campus Ministry/Chaplain	*1*	*6.3*
Human Resources	*1*	*6.3*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*1*	*6.3*
Staff person (e.g., Residential Life staff, Student Life staff)	*1*	*6.3*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*1*	*6.3*
Supervisor/manager	*1*	*6.3*
Creighton University Safety and Security	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Equity & Inclusion	*0*	*0.0*
Health Sciences Multicultural Community Affairs	*0*	*0.0*
Institutional Diversity and Inclusion/HS-MACA/CIC	*0*	*0.0*
Public Safety	*0*	*0.0*
Schlegel Center for Service and Justice	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I did not know to whom to go.	13	29.5
I confronted the person(s) later.	12	27.3
I told a family member.	12	27.3
I confronted the person(s) at the time.	11	25.0
I did not do anything.	10	22.7
I sought information online.	10	22.7
I sought support from off-campus hot-line/advocacy services.	7	15.9

I submitted a bias incident report or a report through the "Tell Someone" website.	1	2.3
A response not listed above.	4	9.1

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44). Percentages may not sum to 100 as a result of multiple response choices.

Table B67. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 34rv)

Reported conduct	*n*	%
No, I did not report it.	36	81.8
Yes, I reported the conduct.	8	18.2
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
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.	*4*	*57.1*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*1*	*14.3*
Yes, I reported the conduct and the outcome is still pending.	*1*	*14.3*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*14.3*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 26 (*n* = 44).

Table B68. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 27stlk)

When incident(s) occurred	*n*	%
Less than 6 months ago	33	39.8
6–12 months ago	32	38.6
13–23 months ago	21	25.3
2–4 years ago	19	22.9
5–10 years ago	4	4.8
11–20 years ago	0	0.0
More than 20 years ago	1	1.2

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (<u>Mark all that apply</u>.) (Question 28stlk)

Semester	*n*	%
During my time as a graduate/professional student at Creighton University	7	9.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	6	7.7
Undergraduate first year	39	50.0
Fall semester	*34*	*87.2*
Spring semester	*16*	*41.0*
Summer semester	*2*	*5.1*
Undergraduate second year	23	29.5
Fall semester	*19*	*82.6*
Spring semester	*13*	*56.5*
Summer semester	*3*	*13.0*
Undergraduate third year	19	24.4
Fall semester	*16*	*84.2*
Spring semester	*11*	*57.9*
Summer semester	*3*	*15.8*
Undergraduate fourth year	8	10.3
Fall semester	*4*	*50.0*
Spring semester	*3*	*37.5*
Summer semester	*3*	*37.5*
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced stalking in Question 26 (*n* = 78). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Who did this to you? (<u>Mark all that apply</u>.) (Question 29stlk)

Source	*n*	%
Creighton University student	45	54.2
Acquaintance/friend	36	43.4
Current or former dating/intimate partner	15	18.1
Stranger	15	18.1
Family member	2	2.4
Creighton University staff member	2	2.4
Creighton University faculty member	1	1.2
Other role/relationship not listed above	2	2.4

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 30stlk)

Location	n	%
Off campus	40	48.2
On campus	66	79.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83). Percentages may not sum to 100 as a result of multiple response choices.

Table B72. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 31stlk)

Alcohol and/or drugs involved	n	%
No	73	91.3
Yes	7	8.8
Alcohol only	*6*	*85.7*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*1*	*14.3*

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83).

Table B73. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 32stlk)

Emotional response	n	%
Distressed	44	53.0
Afraid	39	47.0
Angry	36	43.4
Embarrassed	30	36.1
Intimidated	29	34.9
Somehow responsible	21	25.3
Sad	18	21.7
A feeling not listed above	12	14.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83).

Table B74. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33stlk)

Response	n	%
I told a friend.	53	63.9
I avoided the person/venue.	45	54.2
I contacted a Creighton University resource.	22	26.5
Violence Intervention & Prevention Center	*15*	*68.2*
Equity & Inclusion	*7*	*31.8*
Public Safety	*6*	*27.3*
Student Counseling Services	*6*	*27.3*
Creighton University Safety and Security	*3*	*13.6*
Faculty member	*3*	*13.6*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*3*	*13.6*
Staff person (e.g., Residential Life staff, Student Life staff)	*3*	*13.6*
Student Support Services	*3*	*13.6*
Bias Education Support Team	*1*	*4.5*
Disability Services	*1*	*4.5*
Human Resources	*1*	*4.5*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*1*	*4.5*
Supervisor/manager	*1*	*4.5*
Campus Ministry/Chaplain	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Health Sciences Multicultural Community Affairs	*0*	*0.0*
Institutional Diversity and Inclusion/HS-MACA/CIC	*0*	*0.0*
Schlegel Center for Service and Justice	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I told a family member.	22	26.5
I did not do anything.	21	25.3
I confronted the person(s) at the time.	13	15.7
I sought information online.	10	12.0
I did not know to whom to go.	9	10.8
I confronted the person(s) later.	7	8.4
I submitted a bias incident report or a report through the "Tell Someone" website.	4	4.8
I sought support from off-campus hot-line/advocacy services.	3	3.6
A response not listed above.	2	2.4

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 (*n* = 83). Percentages may not sum to 100 as a result of multiple response choices.

Table B75. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 34stlk)

Reported conduct	n	%
No, I did not report it.	63	75.9
Yes, I reported the conduct.	20	24.1
Yes, I reported the conduct and was satisfied with the outcome.	*10*	*52.6*
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.	*3*	*15.8*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*5*	*26.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*5.3*

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 26 ($n = 83$).

Table B76. When did the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 27si)

When incident(s) occurred	n	%
Less than 6 months ago	80	34.5
6–12 months ago	91	39.2
13–23 months ago	75	32.3
2–4 years ago	55	23.7
5–10 years ago	13	5.6
11–20 years ago	8	3.4
More than 20 years ago	3	1.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 ($n = 232$). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)

Semester	*n*	%
During my time as a graduate/professional student at Creighton University	19	9.0
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	16	7.5
Undergraduate first year	124	58.5
Fall semester	*108*	*87.1*
Spring semester	*71*	*57.3*
Summer semester	*6*	*4.8*
Undergraduate second year	109	51.4
Fall semester	*94*	*86.2*
Spring semester	*58*	*53.2*
Summer semester	*6*	*5.5*
Undergraduate third year	41	19.3
Fall semester	*32*	*78.0*
Spring semester	*25*	*61.0*
Summer semester	*3*	*7.3*
Undergraduate fourth year	18	8.5
Fall semester	*16*	*88.9*
Spring semester	*9*	*50.0*
Summer semester	*3*	*16.7*
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) in Question 26 (*n* = 212). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Who did this to you? (<u>Mark all that apply</u>.) (Question 29si)

Source	*n*	%
Stranger	102	44.0
Creighton University student	96	41.4
Acquaintance/friend	79	34.1
Current or former dating/intimate partner	25	10.8
Creighton University faculty member	13	5.6
Creighton University staff member	8	3.4
Family member	2	0.9
Other role/relationship not listed above	6	2.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Where did the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) occur? (<u>Mark all that apply</u>.) (Question 30si)

Location	*n*	%
Off campus	130	56.0
On campus	140	60.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232). Percentages may not sum to 100 as a result of multiple response choices.

Table B80. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) you experienced? (Question 31si)

Alcohol and/or drugs involved	*n*	%
No	135	60.5
Yes	88	39.5
Alcohol only	*74*	*88.1*
Drugs only	*0*	*0.0*
Both alcohol and drugs	*10*	*11.9*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232).

Table B81. How did you feel after experiencing the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment? (<u>Mark all that apply</u>.) (Question 32si)

Emotional response	*n*	%
Embarrassed	125	53.9
Angry	115	49.6
Distressed	98	42.2
Afraid	90	38.8
Somehow responsible	88	37.9
Sad	71	30.6
Intimidated	65	28.0
Annoyed	12	0.3
A feeling not listed above	21	9.1

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232). Percentages may not sum to 100 as a result of multiple response choices. The annoyed response category emerged from recoding the feelings not listed above.

Table B82. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33si)

Response	*n*	%
I told a friend.	147	63.4
I avoided the person/venue.	88	37.9
I did not do anything.	75	32.3
I told a family member.	42	18.1
I contacted a Creighton University resource.	32	13.8
Violence Intervention & Prevention Center	*17*	*54.8*
Equity & Inclusion	*8*	*25.8*
Faculty member	*8*	*25.8*
Student Counseling Services	*6*	*19.4*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*6*	*18.8*
Public Safety	*3*	*9.7*
Student Support Services	*3*	*9.7*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*3*	*9.7*
Schlegel Center for Service and Justice	*3*	*9.7*
Creighton University Safety and Security	*2*	*6.5*
Staff person (e.g., Residential Life staff, Student Life staff)	*2*	*6.5*
Supervisor/manager	*2*	*6.5*
Human Resources	*1*	*3.2*
Campus Ministry/Chaplain	*1*	*3.2*
Employee Assistance Program	*1*	*3.2*
Institutional Diversity and Inclusion/HS-MACA/CIC	*1*	*3.2*
Bias Education Support Team	*0*	*0.0*
Disability Services	*0*	*0.0*
Health Sciences Multicultural Community Affairs	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I did not know to whom to go.	31	13.4
I confronted the person(s) at the time.	27	11.6
I confronted the person(s) later.	18	7.8
I sought information online.	16	6.9
I sought support from off-campus hot-line/advocacy services.	8	3.4

I submitted a bias incident report or a report through the "Tell Someone" website.	3	1.3
A response not listed above.	8	3.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232). Percentages may not sum to 100 as a result of multiple response choices.

Table B83. Did you officially report the unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment)? (Question 34si)

Reported conduct	*n*	%
No, I did not report it.	209	90.1
Yes, I reported the conduct.	23	9.9
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*25.0*
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.	*2*	*10.0*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*13*	*65.0*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., catcalls, repeated sexual advances, sexual harassment) in Question 26 (*n* = 232).

Table B84. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (<u>Mark all that apply.</u>) (Question 27sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	25	19.8
6–12 months ago	33	26.2
13–23 months ago	47	37.3
2–4 years ago	43	34.1
5–10 years ago	2	1.6
11–20 years ago	1	0.8
More than 20 years ago	3	2.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 126). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (<u>Mark all that apply</u>.) (Question 28sc)

Semester	*n*	%
During my time as a graduate/professional student at Creighton University	5	4.2
Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)	8	6.7
Undergraduate first year	65	54.2
Fall semester	*54*	*83.1*
Spring semester	*22*	*33.8*
Summer semester	*6*	*9.2*
Undergraduate second year	42	35.0
Fall semester	*33*	*78.6*
Spring semester	*15*	*35.7*
Summer semester	*5*	*11.9*
Undergraduate third year	18	15.0
Fall semester	*15*	*83.3*
Spring semester	*7*	*38.9*
Summer semester	*2*	*11.1*
Undergraduate fourth year	3	2.5
Fall semester	*2*	*66.7*
Spring semester	*1*	*33.3*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 120). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Who did this to you? (<u>Mark all that apply</u>.) (Question 29sc)

Source	*n*	%
Acquaintance/friend	69	54.8
Creighton University student	55	43.7
Current or former dating/intimate partner	27	21.4
Stranger	23	18.3
Creighton University staff member	3	2.4
Family member	2	1.6
Creighton University faculty member	2	1.6
Other role/relationship not listed above	3	2.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 126). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (<u>Mark all that apply</u>.) (Question 30sc)

Location	*n*	%
Off campus	68	54.0
On campus	67	53.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 126). Percentages may not sum to 100 as a result of multiple response choices.

Table B88. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 31sc)

Alcohol and/or drugs involved	*n*	%
No	46	37.7
Yes	76	62.3
Alcohol only	*67*	*89.3*
Drugs only	*1*	*1.3*
Both alcohol and drugs	*7*	*9.3*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 126).

Table B89. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (<u>Mark all that apply</u>.) (Question 32sc)

Emotional response	*n*	%
Embarrassed	86	68.3
Somehow responsible	85	67.5
Distressed	73	57.9
Sad	70	55.6
Angry	62	49.2
Afraid	60	47.6
Intimidated	39	31.0
A feeling not listed above	10	7.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 (*n* = 126). Percentages may not sum to 100 as a result of multiple response choices.

Table B90. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 33sc)

Response	*n*	%
I told a friend.	82	65.1
I avoided the person/venue.	56	44.4
I did not do anything.	35	27.8
I contacted a Creighton University resource.	26	20.6
Violence Intervention & Prevention Center	*21*	*80.8*
Student Counseling Services	*10*	*38.5*
Equity & Inclusion	*4*	*15.4*
Faculty member	*4*	*15.4*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*3*	*11.5*
Campus Ministry/Chaplain	*2*	*7.7*
Public Safety	*2*	*7.7*
Staff person (e.g., Residential Life staff, Student Life staff)	*2*	*7.7*
Student Support Services	*2*	*7.7*
Creighton University Safety and Security	*1*	*3.8*
Bias Education Support Team	*0*	*0.0*
Disability Services	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Health Sciences Multicultural Community Affairs	*0*	*0.0*
Human Resources	*0*	*0.0*
Institutional Diversity and Inclusion/HS-MACA/CIC	*0*	*0.0*
Schlegel Center for Service and Justice	*0*	*0.0*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*0*	*0.0*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
Supervisor/manager	*0*	*0.0*
I did not know to whom to go.	25	19.8
I told a family member.	17	13.5
I sought information online.	15	11.9
I confronted the person(s) later.	12	9.5
I sought support from off-campus hot-line/advocacy services.	12	9.5
I confronted the person(s) at the time.	10	7.9

I submitted a bias incident report or a report through the "Tell Someone" website.	1	0.8
A response not listed above.	7	5.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 ($n = 126$). Percentages may not sum to 100 as a result of multiple response choices.

Table B91. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 34sc)

Reported conduct	n	%
No, I did not report it.	108	85.7
Yes, I reported the conduct.	18	14.3
Yes, I reported the conduct and was satisfied with the outcome.	*3*	*16.7*
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.	*4*	*22.2*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*7*	*38.9*
Yes, I reported the conduct and the outcome is still pending.	*3*	*16.7*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*5.6*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 26 ($n = 126$).

Table B92. Please indicate the extent to which you agree or disagree with each of the following statements. (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Consent.	3,563	83.6	661	15.5	25	0.6	5	0.1	8	0.2
I am generally aware of the role of Creighton University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	2,109	49.6	1,544	36.3	328	7.7	230	5.4	45	1.1
I know how and where to report incidents of unwanted sexual contact/conduct.	1,762	41.4	1,585	37.3	425	10.0	419	9.8	63	1.5
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,825	43.0	1,600	37.7	416	9.8	346	8.2	54	1.3
I am generally aware of the campus resources listed here: https://www15.creighton.edu/office-president/campus-climate-survey.	1,579	37.4	1,720	40.7	531	12.6	341	8.1	53	1.3
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	2,850	67.1	1,194	28.1	162	3.8	30	0.7	11	0.3
I understand that Creighton University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,051	48.3	1,591	37.5	395	9.3	181	4.3	27	0.6
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Violence Intervention & Prevention Center Annual Report.	1,870	44.1	1,512	35.7	442	10.4	356	8.4	60	1.4
I know that Creighton University sends a Timely Warning to the campus community when such an incident occurs.	1,840	43.3	1,477	34.8	471	11.1	350	8.2	108	2.5

Table B93. Tenured and Tenure-Track Faculty only: As a faculty member at Creighton University, I feel… (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	129	26.1	229	46.4	68	13.8	54	10.9	14	2.8
The tenure standards/promotion standards are applied equally to faculty in my school/college.	97	19.7	167	33.9	114	23.1	76	15.4	39	7.9
Supported and mentored during the tenure-track years.	100	20.4	175	35.7	116	23.7	62	12.7	37	7.6
Creighton University faculty who qualify for delaying their tenure-clock feel empowered to do so.	78	15.8	130	26.4	241	48.9	34	6.9	10	2.0
Creighton University values research.	134	27.0	227	45.8	61	12.3	59	11.9	15	3.0
Creighton University values teaching.	231	46.5	201	40.4	32	6.4	25	5.0	8	1.6
Creighton University values service contributions.	162	33.1	215	43.9	57	11.6	45	9.2	11	2.2
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	36	7.3	50	10.2	123	25.1	154	31.4	127	25.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	89	18.2	106	21.7	114	23.3	135	27.6	45	9.2
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).	97	19.7	104	21.1	148	30.1	115	23.4	28	5.7
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	19	3.9	18	3.7	234	48.0	147	30.2	69	14.2
Senior administrators (e.g., dean, associate/assistant dean, vice president, provost) take faculty opinions seriously.	65	13.1	147	29.7	117	23.6	97	19.6	69	13.9
Creighton University committees value faculty opinions.	49	10.0	183	37.3	133	27.1	84	17.1	41	8.4

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 498).

Table B94. Non-Tenure-Track Faculty only*: As an employee with a non-tenure-track appointment at Creighton University, I feel… (Question 39)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	21	19.3	43	39.4	16	14.7	22	20.2	7	6.4
The criteria used for contract renewal are applied equally to all positions.	16	14.8	28	25.9	50	46.3	9	8.3	5	4.6
Clear expectations of my responsibilities exist.	31	28.4	43	39.4	15	13.8	12	11.0	8	7.3
Creighton University values research.	47	44.3	42	39.6	12	11.3	5	4.7	0	0.0
Creighton University values teaching.	48	44.4	45	41.7	7	6.5	6	5.6	2	1.9
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	5	4.6	13	12.0	39	36.1	34	31.5	17	15.7
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).	14	13.0	20	18.5	42	38.9	25	23.1	7	6.5
Pressured to do extra work that is uncompensated.	14	13.0	24	22.2	25	23.1	29	26.9	16	14.8
Senior administrators (e.g., dean, associate/assistant dean, vice president, provost) take non-tenure-track faculty opinions seriously.	20	18.3	31	28.4	32	29.4	15	13.8	11	10.1
Creighton University committees' value non-tenure-track faculty opinions.	14	12.8	26	23.9	34	31.2	21	19.3	14	12.8

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 110).

Table B95. Faculty only: As a faculty member at Creighton University, I feel... (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	22	3.7	126	21.2	241	40.6	155	26.1	50	8.4
Salaries for non-tenure-track faculty are competitive.	16	2.7	125	21.0	247	41.6	148	24.9	58	9.8
Health insurance benefits are competitive.	49	8.3	228	38.5	188	31.8	90	15.2	37	6.3
Child care benefits are competitive.	18	3.1	87	14.9	367	62.8	71	12.2	41	7.0
Retirement/supplemental benefits are competitive.	53	9.0	231	39.1	194	32.8	82	13.9	31	5.2
Creighton University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	38	6.4	160	27.0	255	43.1	96	16.2	43	7.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	114	19.1	240	40.3	150	25.2	79	13.3	13	2.2
The performance evaluation process is clear.	71	11.9	237	39.8	137	23.0	111	18.6	40	6.7
Creighton University provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	91	15.3	272	45.7	95	16.0	101	17.0	36	6.1
Positive about my career opportunities at Creighton University.	108	18.1	258	43.3	132	22.1	68	11.4	30	5.0
I would recommend Creighton University as a good place to work.	149	24.8	273	45.5	115	19.2	41	6.8	22	3.7
I have job security.	164	27.6	244	41.0	94	15.8	62	10.4	31	5.2
I would like more opportunities to participate in **substantive** committee assignments.	30	5.0	93	15.6	246	41.2	165	27.6	63	10.6
I have opportunities to participate in **substantive** committee assignments.	110	18.5	243	40.9	154	25.9	68	11.4	19	3.2

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 610).

Table B96. Staff only: As a staff member at Creighton University, I feel… (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	339	36.3	345	36.9	147	15.7	85	9.1	19	2.0
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	320	34.4	401	43.1	150	16.1	44	4.7	16	1.7
I am included in opportunities that will help my career as much as others in similar positions.	257	27.7	320	34.5	193	20.8	123	13.3	35	3.8
The performance evaluation process is clear.	175	18.8	325	34.9	222	23.9	164	17.6	44	4.7
The performance evaluation process is productive.	117	12.6	221	23.7	272	29.2	221	23.7	100	10.7
My supervisor provides adequate support for me to manage work-life balance.	409	44.0	327	35.2	112	12.0	52	5.6	30	3.2
I am able to complete my assigned duties during scheduled hours.	234	25.5	302	32.9	136	14.8	170	18.5	77	8.4
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	233	25.1	226	24.3	217	23.3	198	21.3	56	6.0
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	96	10.3	194	20.9	241	25.9	295	31.8	103	11.1
I am given a reasonable time frame to complete assigned responsibilities.	208	22.4	465	50.1	164	17.7	63	6.8	29	3.1
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	74	8.0	121	13.1	276	29.8	343	37.0	113	12.2
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).	130	14.0	187	20.1	305	32.8	239	25.7	68	7.3

Table B96. Staff only: As a staff member at Creighton University, I feel… (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	183	19.7	300	32.4	246	26.5	143	15.4	55	5.9
Creighton University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	132	14.2	315	33.9	353	38.0	95	10.2	33	3.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 937).

Table B97. Staff only: As a staff member at Creighton University, I feel… (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Creighton University provides me with resources to pursue training/professional development opportunities.	179	19.2	449	48.2	184	19.7	99	10.6	21	2.3
My supervisor provides me with resources to pursue training/professional development opportunities.	221	23.8	389	41.8	203	21.8	98	10.5	19	2.0
Creighton University is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	210	22.6	396	42.6	246	26.5	60	6.5	18	1.9
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	297	32.2	379	41.1	198	21.5	37	4.0	11	1.2
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	18	2.0	35	3.8	488	52.9	258	28.0	123	13.3
Creighton University policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Creighton University.	120	12.9	331	35.7	379	40.9	71	7.7	26	2.8
Creighton University is supportive of flexible work schedules.	210	22.6	403	43.4	189	20.3	99	10.7	28	3.0
My supervisor is supportive of flexible work schedules.	348	37.4	373	40.1	116	12.5	70	7.5	24	2.6
Staff salaries are competitive.	50	5.4	149	16.0	218	23.5	313	33.7	199	21.4
Vacation and personal time benefits are competitive.	159	17.1	431	46.4	192	20.7	103	11.1	43	4.6
Health insurance benefits are competitive.	118	12.7	403	43.3	255	27.4	113	12.2	41	4.4
Child care benefits are competitive.	51	5.6	126	13.8	640	69.9	59	6.4	39	4.3
Retirement/supplemental benefits are competitive.	130	14.1	416	45.1	287	31.1	69	7.5	21	2.3
Creighton University committees value staff opinions.	73	7.9	285	30.8	366	39.6	141	15.3	59	6.4
Creighton University faculty value staff opinions.	69	7.5	248	27.0	394	42.8	148	16.1	61	6.6
Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost) value staff opinions.	76	8.2	291	31.4	336	36.3	158	17.1	65	7.0
Clear expectations of my responsibilities exist.	174	18.7	463	49.8	146	15.7	116	12.5	31	3.3

Table B97. Staff only: As a staff member at Creighton University, I feel… (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Clear procedures exist on how I can advance at Creighton University.	65	7.0	182	19.6	290	31.2	260	28.0	132	14.2
Positive about my career opportunities at Creighton University.	112	12.1	277	29.8	308	33.2	172	18.5	60	6.5
I would recommend Creighton University as a good place to work.	199	21.3	438	46.9	224	24.0	52	5.6	21	2.2
I have job security.	192	20.6	444	47.6	204	21.9	69	7.4	24	2.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 937).

Table B98. Graduate/Professional Students only: As a graduate/professional student, I feel… (Question 47)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	340	35.5	350	36.5	158	16.5	76	7.9	35	3.6
I have adequate access to my advisor.	373	39.2	344	36.2	148	15.6	57	6.0	29	3.0
My advisor provides clear expectations.	330	34.8	319	33.6	195	20.5	73	7.7	32	3.4
My advisor responds to my emails, calls, or voicemails in a prompt manner.	391	41.4	313	33.1	195	20.6	30	3.2	16	1.7
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	409	42.8	411	43.0	90	9.4	32	3.4	13	1.4
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	420	43.9	402	42.1	103	10.8	21	2.2	10	1.0
Adequate opportunities exist for me to interact with other university faculty outside of my department.	273	28.6	317	33.2	211	22.1	120	12.6	33	3.5
I receive support from my advisor to pursue personal research interests.	268	28.1	285	29.9	277	29.1	80	8.4	43	4.5
My department faculty members encourage me to produce publications and present research.	243	25.4	278	29.1	281	29.4	111	11.6	42	4.4
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	264	27.8	301	31.7	246	25.9	89	9.4	50	5.3
I am comfortable sharing my professional goals with my advisor.	419	44.4	346	36.7	132	14.0	26	2.8	20	2.1

Note: Table includes responses only from those respondents who indicated that they were Graduate/Professional Students in Question 1 (*n* = 968).

Table B99. <u>Within the past year, have you OBSERVED</u> 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 Creighton University? (Question 85)

Observed conduct	*n*	%
No	3,378	79.3
Yes	884	20.7

Table B100. Who/what was the <u>target</u> of the conduct? (<u>Mark all that apply</u>.) (Question 86)

Target	*n*	%
Student	555	62.8
Friend	239	27.0
Coworker/colleague	104	11.8
Staff member	99	11.2
Faculty member/clinical faculty/other instructional staff	98	11.1
Stranger	74	8.4
Student staff	42	4.8
Social networking site	19	2.1
Do not know source	19	2.1
Patient/patient family member	15	1.7
Supervisor or manager	14	1.6
Department/program chair	13	1.5
Medical resident	13	1.5
Healthcare professional (e.g., nurse, tech)	10	1.1
Athletic coach/trainer	9	1.0
Direct report (i.e., person who reports to me)	9	1.0
Public Safety	9	1.0
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	9	1.0
Preceptor/clinical supervisor	7	0.8
Chaplain/campus minister	6	0.7
Academic advisor	5	0.6
Proctor	2	0.2
A target not listed above	34	3.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices.

Table B101. Who/what was the <u>source</u> of the conduct? (<u>Mark all that apply</u>.)
(Question 87)

Source	*n*	%
Student	448	50.7
Faculty member/clinical faculty/other instructional staff	184	20.8
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	106	12.0
Staff member	98	11.1
Stranger	86	9.7
Coworker/colleague	81	9.2
Friend	56	6.3
Supervisor or manager	46	5.2
Department/program chair	43	4.9
Do not know source	36	4.1
Social networking site	20	2.3
Student staff	20	2.3
Athletic coach/trainer	15	1.7
Public Safety	14	1.6
Academic advisor	12	1.4
Healthcare professional (e.g., nurse, tech)	11	1.2
Patient/patient family member	9	1.0
Preceptor/clinical supervisor	9	1.0
Direct report (i.e., person who reports to me)	6	0.7
Medical resident	4	0.5
Chaplain/campus minister	3	0.3
Proctor	1	0.1
A source not listed above	35	4.0

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices.

Table B102. Within the past year, how many instances of exclusionary (e.g.,
shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing)
conduct did you observe? (Question 88)

Instances	*n*	%
1 instance	187	21.8
2 instances	213	24.8
3 instances	166	19.3
4 instances	48	5.6
5 or more instances	244	28.4

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884).

Table B103. Which of the target's characteristics do you believe was/were the basis for the conduct? (<u>Mark all that apply</u>.) (Question 89)

Basis	*n*	%
Racial identity	265	30.0
Political views	256	29.0
Gender/gender identity	213	24.1
Ethnicity	178	20.1
Sexual identity	173	19.6
Gender expression	121	13.7
Religious/spiritual views	120	13.6
Position (e.g., staff, faculty, student)	117	13.2
Do not know	116	13.1
Philosophical views	92	10.4
Mental health/psychological disability/condition	86	9.7
Socioeconomic status	79	8.9
Academic performance	77	8.7
Age	71	8.0
Immigrant/citizen status	66	7.5
Disability status	55	6.2
Major field of study	51	5.8
Educational credentials (e.g., BS, MS, PhD)	48	5.4
English language proficiency/accent	46	5.2
International status/national origin	44	5.0
Participation in an organization/team	32	3.6
Length of service at Creighton University	24	2.7
Parental status (e.g., having children)	20	2.3
Marital status (e.g., single, married, partnered)	14	1.6
Pregnancy	10	1.1
Military/veteran status	5	0.6
A reason not listed above	69	7.8

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Which of the following did you observe because of the target's identity? (<u>Mark all that apply</u>.) (Question 90)

Form of observed conduct	*n*	%
Person isolated or left out	305	34.5
Derogatory verbal remarks	304	34.4
Person ignored or excluded	295	33.4
Person intimidated/bullied	267	30.2
Person was silenced	249	28.2
Racial/ethnic profiling	177	20.0
Person was stared at	162	18.3
Person experienced a hostile classroom environment	142	16.1
Person experienced a hostile work environment	119	13.5
Singled out as the spokesperson for their identity group	104	11.8
Person was the target of workplace incivility	98	11.1
Derogatory written comments	80	9.0
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat, Instagram)	73	8.3
Person was the target of unwanted sexual contact.	66	7.5
Derogatory phone calls/text messages/e-mail	60	6.8
Assumption that someone was admitted/hired/promoted based on his/her identity	57	6.4
Person received a low or unfair performance evaluation	46	5.2
Person received a poor grade	26	2.9
Threats of physical violence	26	2.9
Person was unfairly evaluated in the promotion and tenure process	21	2.4
Person was the target of physical violence	20	2.3
Something not listed above	45	5.1

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. Where did this conduct occur? (<u>Mark all that apply.</u>) (Question 91)

Location	*n*	%
In a class	223	25.2
In a meeting with a group of people	169	19.1
In other public spaces at Creighton University	167	18.9
In campus housing	162	18.3
Off campus	118	13.3
While walking on campus	114	12.9
On phone calls/text messages/email	105	11.9
While working at a Creighton University job	105	11.9
In a virtual environment (e.g., Zoom, Teams)	97	11.0
On social media sites (e.g., Facebook, Twitter, Snapchat)	95	10.7
At a Creighton University event/program	90	10.2
In off-campus housing	67	7.6
In a meeting with one other person	54	6.1
In a clinical setting	49	5.5
In a Creighton University administrative office	42	4.8
In a Creighton University dining facility	37	4.2
In a faculty office	31	3.5
In a laboratory	28	3.2
In athletic facilities	25	2.8
In a Creighton University library	17	1.9
Simulated patient (SP) encounter	5	0.6
A venue not listed above	22	2.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. How did you feel after observing the conduct? (<u>Mark all that apply</u>.) (Question 92)

Emotional response	*n*	%
Angry	547	61.9
Sad	382	43.2
Distressed	309	35.0
Embarrassed	201	22.7
Intimidated	121	13.7
Somehow responsible	93	10.5
Afraid	80	9.0
Frustrated	11	1.2
A feeling not listed above	53	6.0

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices. The frustrated response category emerged from recoding the feelings not listed above.

Table B107. What was your response to observing this conduct? (Mark all that apply.) (Question 93)

Response	n	%
I told a friend.	311	35.2
I did not do anything.	202	22.9
I told a family member.	181	20.5
I did not know to whom to go.	144	16.3
I avoided the person/venue.	139	15.7
I confronted the person(s) at the time.	120	13.6
I contacted a Creighton University resource.	118	13.3
Faculty member	*32*	*27.1*
Supervisor/manager	*32*	*27.1*
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)	*28*	*23.7*
Equity & Inclusion	*25*	*21.2*
Staff person (e.g., Residential Life staff, Student Life staff)	*18*	*15.3*
Violence Intervention & Prevention Center	*16*	*13.6*
Student Counseling Services	*14*	*11.9*
Student staff (e.g., resident advisor, student coordinators, building managers, event staff)	*13*	*11.0*
Human Resources	*11*	*9.3*
Bias Education Support Team	*4*	*3.4*
Institutional Diversity and Inclusion/HS-MACA/CIC	*4*	*3.4*
Student Support Services	*4*	*3.4*
Campus Ministry/Chaplain	*3*	*2.5*
Public Safety	*3*	*2.5*
Creighton University Safety and Security	*2*	*1.7*
Employee Assistance Program	*2*	*1.7*
Disability Services	*1*	*0.8*
Health Sciences Multicultural Community Affairs	*1*	*0.8*
Schlegel Center for Service and Justice	*1*	*0.8*
Student teaching assistant (e.g., tutor, graduate teaching assistant)	*0*	*0.0*
I confronted the person(s) later.	115	13.0
I supported the target.	53	6.0
I sought information online.	42	4.8
I submitted a bias incident report or a report through the "Tell Someone" website.	21	2.4

I sought support from off-campus hot-line/advocacy services.	10	1.1
A response not listed above.	116	13.1

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884). Percentages may not sum to 100 as a result of multiple response choices. The supported the target response category emerged from recoding the responses not listed above.

Table B108. Did you officially report the conduct? (Question 94)

Reported conduct	*n*	%
No, I didn't report it.	774	90.5
Yes, I reported it.	81	9.5
Yes, I reported the conduct and was satisfied with the outcome.	*15*	*28.3*
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.	*7*	*13.2*
Yes, I reported the conduct, but felt that it was not addressed appropriately.	*14*	*26.4*
Yes, I reported the conduct and the outcome is still pending.	*3*	*5.7*
Yes, I reported the conduct, but the outcome was not shared.	*14*	*26.4*

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 85 (*n* = 884).

Table B109. Faculty/Staff only: Have you observed <u>hiring</u> practices at Creighton University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 96)

Observed	*n*	%
No	1,249	81.3
Yes	287	18.7

Note: Table includes responses only from those respondents who indicated that they were Post-Doctoral Fellows, Faculty, or Staff in Question 1 (*n* = 1,547).

Table B110. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon… (<u>Mark all that apply</u>.) (Question 97)

Characteristic	*n*	%
Nepotism/cronyism	75	26.1
Racial identity	60	20.9
Gender/gender identity	56	19.5
Position (e.g., staff, faculty, student)	46	16.0
Ethnicity	39	13.6
Educational credentials (e.g., BS, MS, PhD)	38	13.2
Age	29	10.1
Length of service at Creighton University	27	9.4
Do not know	18	6.3
Philosophical views	15	5.2
Religious/spiritual views	13	4.5
Political views	12	4.2
Sexual identity	12	4.2
International status	9	3.1
Major field of study	8	2.8
Immigrant/citizen status	7	2.4
Disability status	6	2.1
Parental status (e.g., having children)	6	2.1
English language proficiency/accent	5	1.7
Marital status (e.g., single, married, partnered)	5	1.7
Mental health/psychological disability/condition	4	1.4
Participation in an organization/team	4	1.4
Socioeconomic status	4	1.4
Gender expression	3	1.0
Military/veteran status	3	1.0
Pregnancy	2	0.7
A reason not listed above	52	18.1

Note: Table includes responses only from those Post-Doctoral Fellows, Faculty, or Staff respondents who indicated that they observed unjust hiring practices in Question 96 (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Faculty/Staff only: Have you observed <u>promotion, tenure, reappointment, and/or reclassification</u> practices at Creighton University that you perceive to be unjust? (Question 98)

Observed	*n*	%
No	1,227	81.0
Yes	287	19.0

Note: Table includes responses only from those respondents who indicated that they were Post-Doctoral Fellows, Faculty, or Staff in Question 1 (*n* = 1,547).

Table B112. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to promotion, tenure, reappointment, and/or reclassification were based upon… (Mark all that apply.) (Question 99)

Characteristic	*n*	%
Nepotism/cronyism	62	21.6
Position (e.g., staff, faculty, student)	60	20.9
Length of service at Creighton University	48	16.7
Gender/gender identity	42	14.6
Do not know	40	13.9
Educational credentials (e.g., BS, MS, PhD)	30	10.5
Age	24	8.4
Racial identity	24	8.4
Philosophical views	21	7.3
Ethnicity	19	6.6
Political views	13	4.5
Major field of study	12	4.2
Parental status (e.g., having children)	8	2.8
Participation in an organization/team	8	2.8
Sexual identity	8	2.8
English language proficiency/accent	6	2.1
Gender expression	5	1.7
Socioeconomic status	5	1.7
Disability status	4	1.4
Religious/spiritual views	4	1.4
Marital status (e.g., single, married, partnered)	3	1.0
Pregnancy	3	1.0
Mental health/psychological disability/condition	2	0.7
Immigrant/citizen status	1	0.3
International status	1	0.3
Military/veteran status	1	0.3
A reason not listed above	64	22.3

Note: Table includes responses only from those Post-Doctoral Fellows, Faculty, or Staff respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices in Question 98 (*n* = 287). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. Faculty/Staff only: Have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at Creighton University that you perceive to be unjust? (Question 100)

Observed	*n*	%
No	1,361	89.2
Yes	165	10.8

Note: Table includes responses only from those respondents who indicated that they were Post-Doctoral Fellows, Faculty, or Staff in Question 1 (*n* = 1,547).

Table B114. Faculty/Staff only: I believe that the unjust <u>employment-related disciplinary actions, up to and including dismissal,</u> were based upon… (<u>Mark all that apply</u>.) (Question 101)

Characteristic	n	%
Position (e.g., staff, faculty, student)	37	22.4
Age	33	20.0
Gender/gender identity	24	14.5
Do not know	24	14.5
Philosophical views	22	13.3
Length of service at Creighton University	18	10.9
Racial identity	15	9.1
Nepotism/cronyism	14	8.5
Ethnicity	9	5.5
Political views	9	5.5
Educational credentials (e.g., BS, MS, PhD)	8	4.8
Sexual identity	8	4.8
Disability status	6	3.6
Gender expression	5	3.0
Mental health/psychological disability/condition	4	2.4
Religious/spiritual views	4	2.4
International status	3	1.8
Participation in an organization/team	3	1.8
English language proficiency/accent	2	1.2
Parental status (e.g., having children)	2	1.2
Socioeconomic status	2	1.2
Immigrant/citizen status	1	0.6
Major field of study	1	0.6
Pregnancy	1	0.6
Marital status (e.g., single, married, partnered)	0	0.0
Military/veteran status	0	0.0
A reason not listed above	43	26.1

Note: Table includes responses only from those Post-Doctoral Fellows, Faculty, or Staff respondents who indicated that they observed unjust disciplinary actions in Question 100 ($n = 165$). Percentages may not sum to 100 as a result of multiple response choices.

Table B115. Using a scale of 1–5, please rate the overall campus climate at Creighton University on the following dimensions: (Question 103)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Friendly/Hostile	2,134	50.3	1,550	36.5	436	10.3	95	2.2	29	0.7	**1.7**	**0.8**
Inclusive/Exclusive	1,343	31.7	1,570	37.1	885	20.9	359	8.5	75	1.8	**2.1**	**1.0**
Improving/Regressing	1,295	30.8	1,678	39.9	943	22.4	219	5.2	70	1.7	**2.1**	**0.9**
Positive for persons with disabilities/Negative	1,247	29.7	1,425	34.0	1,174	28.0	281	6.7	69	1.6	**2.2**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, or queer/Negative	1,067	25.4	1,463	34.8	1,208	28.7	367	8.7	104	2.5	**2.3**	**1.0**
Positive for people who identify as transgender and/or gender fluid/Negative	966	23.0	1,186	28.3	1,407	33.6	457	10.9	175	4.2	**2.4**	**1.1**
Positive for people of various religious/spiritual backgrounds/Negative	1,449	34.3	1,471	34.8	914	21.6	309	7.3	83	2.0	**2.1**	**1.0**
Positive for People of Color/Negative	1,280	30.4	1,377	32.7	977	23.2	461	10.9	121	2.9	**2.2**	**1.1**
Positive for men/Negative	2,335	55.4	1,220	28.9	521	12.4	92	2.2	50	1.2	**1.6**	**0.9**
Positive for women/Negative	1,557	37.0	1,590	37.7	732	17.4	277	6.6	57	1.4	**2.0**	**1.0**
Positive for nonnative English speakers/Negative	1,044	24.9	1,242	29.6	1,402	33.5	430	10.3	73	1.7	**2.3**	**1.0**
Positive for people who are not U.S. citizens/Negative	1,195	28.5	1,336	31.9	1,301	31.0	314	7.5	47	1.1	**2.2**	**1.0**
Welcoming/Not welcoming	2,010	47.5	1,603	37.9	458	10.8	116	2.7	48	1.1	**1.7**	**0.8**
Respectful/Disrespectful	1,800	42.7	1,684	39.9	529	12.5	150	3.6	55	1.3	**1.8**	**0.9**
Positive for people of high socioeconomic status/Negative	2,736	64.9	977	23.2	439	10.4	34	0.8	30	0.7	**1.5**	**0.8**
Positive for people of low socioeconomic status/Negative	985	23.4	1,084	25.7	1,100	26.1	747	17.7	298	7.1	**2.6**	**1.2**
Positive for people of various political affiliations/Negative	964	22.9	1,221	29.0	1,293	30.7	513	12.2	219	5.2	**2.5**	**1.1**

Table B115. Using a scale of 1–5, please rate the overall campus climate at Creighton University on the following dimensions: (Question 103)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	*n*	%	*n*	%	*n*	%	*n*	%		
Positive for people in active military/veterans status/Negative	1,644	39.2	1,367	32.6	1,113	26.5	53	1.3	21	0.5	**1.9**	**0.9**

Table B116. Students only: In the past year, which of the following resources have you <u>consistently</u> used to support you at Creighton University? (<u>Mark all that apply</u>.). (Question 104)

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Academic coach	521	19.3	104	3.9	1,569	58.1
Academic and Student Affairs (SPAHP)	124	4.6	53	2.0	1,863	69.0
Academic department centers (Writing Center; Communication Center)	336	12.4	22	0.8	1,670	61.9
Academic Success (within the Creighton EDGE)	682	25.3	46	1.7	1,402	51.9
Academic Success (within Health Science Schools)	275	10.2	53	2.0	1,715	63.5
Campus Ministry	68	2.5	303	11.2	1,660	61.5
Campus Recreation and Wellness	123	4.6	568	21.0	1,380	51.1
College/school dean's office	344	12.7	139	5.1	1,591	58.9
Community Standards and Wellbeing	35	1.3	96	3.6	1,837	68.0
Creighton Intercultural Center	50	1.9	113	4.2	1,819	67.4
Disability Services	198	7.3	78	2.9	1,747	64.7
Faculty/research mentor	557	20.6	255	9.4	1,396	51.7
Fahey Career Center	268	9.9	99	3.7	1,648	61.0
Global Engagement Office/Study Abroad	188	7.0	79	2.9	1,735	64.3
HS MACA	29	1.1	25	0.9	1,899	70.3
Housing and Auxiliary Services	54	2.0	151	5.6	1,761	65.2
Lieben Center for Women	26	1.0	43	1.6	1,877	69.5
Major advisor	768	28.4	212	7.9	1,240	45.9
Office of Equity and Inclusion/Title IX	27	1.0	68	2.5	1,859	68.9
Parker Academic Resource Center (Athletics)	51	1.9	22	0.8	1,881	69.7
Pre-Professional Advising (within the Creighton EDGE)	334	12.4	46	1.7	1,627	60.3

Table B116. Students only: In the past year, which of the following resources have you <u>consistently</u> used to support you at Creighton University? (<u>Mark all that apply</u>.). (Question 104)

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Public Safety	93	3.4	215	8.0	1,665	61.7
Residential Life	144	5.3	334	12.4	1,551	57.4
RSP Faculty advisor	559	20.7	245	9.1	1,383	51.2
Schlegel Center for Service and Justice	70	2.6	150	5.6	1,759	65.1
Student Affairs (Dental School)	42	1.6	30	1.1	1,885	69.8
Student Affairs (Medical School)	49	1.8	36	1.3	1,887	69.9
Student Care Clinic	55	2.0	211	7.8	1,712	63.4
Student Counseling Services	109	4.0	378	14.0	1,583	58.6
Student Health and Compliance	62	2.3	129	4.8	1,774	65.7
Student Leadership and Involvement Center (SLIC)	85	3.1	210	7.8	1,694	62.7
Student Life	81	3.0	200	7.4	1,724	63.9
Student Retention (within the Creighton EDGE)	86	3.2	54	2.0	1,851	68.6
Student Support Services	106	3.9	96	3.6	1,814	67.2
VIP (Violence Intervention & Prevention) Center	29	1.1	119	4.4	1,821	67.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B117. Undergraduate Students and Graduate/Professional Students only: Please indicate the extent to which you agree with each of the following statements. (Question 106)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by Creighton University faculty.	977	37.1	1,255	47.6	274	10.4	93	3.5	36	1.4
I feel valued by Creighton University staff.	897	34.3	1,241	47.4	354	13.5	90	3.4	34	1.3
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	704	26.9	899	34.4	630	24.1	246	9.4	134	5.1
I feel valued by faculty in the classroom.	1,040	39.7	1,202	45.9	290	11.1	65	2.5	22	0.8
I feel valued by other students in the classroom.	801	30.6	1,204	46.0	467	17.9	109	4.2	34	1.3
I feel valued by other students outside of the classroom.	799	30.7	1,109	42.6	517	19.8	138	5.3	42	1.6
I believe that Creighton University climate encourages open discussion of difficult topics.	721	27.5	1,011	38.6	514	19.6	261	10.0	112	4.3
I have faculty whom I perceive as role models.	1,161	44.4	978	37.4	351	13.4	102	3.9	20	0.8
I have staff whom I perceive as role models.	904	34.8	899	34.6	622	23.9	140	5.4	34	1.3
I think that faculty prejudge my abilities based on their perception of my identity/background.	258	9.9	427	16.4	597	22.9	811	31.1	512	19.7
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	255	9.7	366	14.0	538	20.6	770	29.4	689	26.3
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	158	6.1	155	5.9	302	11.6	517	19.8	1,475	56.6
I feel that my English writing skills limit my ability to be successful at Creighton University.	163	6.3	172	6.6	319	12.2	559	21.5	1,392	53.4

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students or Graduate/Professional Students in Question 1 (*n* = 2,700).

Table B118. Faculty only: Please indicate the extent to which you agree with each of the following statements. (Question 107)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by faculty in my department/program.	275	45.5	215	35.5	54	8.9	41	6.8	20	3.3
I feel valued by my department/program chair.	301	49.9	181	30.0	52	8.6	42	7.0	27	4.5
I feel valued by other faculty at Creighton University.	212	35.1	235	38.9	112	18.5	36	6.0	9	1.5
I feel valued by students in the classroom.	281	47.1	261	43.8	43	7.2	9	1.5	2	0.3
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	127	21.0	173	28.6	158	26.2	87	14.4	59	9.8
I believe that Creighton University climate encourages open discussion of difficult topics.	103	17.1	165	27.4	140	23.3	129	21.4	65	10.8
I feel that Creighton University values my research/scholarship.	100	16.7	218	36.5	182	30.4	66	11.0	32	5.4
I feel that Creighton University values my teaching.	184	30.4	282	46.6	77	12.7	45	7.4	17	2.8
I feel that Creighton University values my service contributions.	148	24.8	243	40.7	137	22.9	51	8.5	18	3.0
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	41	6.8	80	13.2	139	23.0	181	30.0	163	27.0
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	28	4.7	64	10.6	125	20.8	174	29.0	210	34.9
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	17	2.8	39	6.5	80	13.2	203	33.6	265	43.9
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	7	1.2	11	1.8	71	11.8	132	21.9	381	63.3
I feel that my English writing skills limit my ability to be successful at Creighton University.	8	1.3	8	1.3	71	11.9	136	22.7	375	62.7

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 610).

Table B119. Staff only: Please indicate the extent to which you agree with the following statements. (Question 108)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel valued by coworkers in my department.	411	44.1	407	43.7	66	7.1	41	4.4	6	0.6
I feel valued by coworkers outside my department.	256	27.6	460	49.6	158	17.0	49	5.3	5	0.5
I feel valued by my supervisor/manager.	432	46.7	345	37.3	85	9.2	49	5.3	14	1.5
I feel valued by Creighton University students.	244	26.5	322	35.0	316	34.3	32	3.5	6	0.7
I feel valued by Creighton University faculty.	178	19.3	348	37.7	300	32.5	79	8.6	18	2.0
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	165	17.8	320	34.6	285	30.8	122	13.2	34	3.7
I believe that Creighton University climate encourages open discussion of difficult topics.	152	16.4	342	37.0	259	28.0	137	14.8	35	3.8
I feel that Creighton University values my skills.	192	20.7	423	45.6	181	19.5	106	11.4	26	2.8
I feel that Creighton University values my work.	207	22.4	415	45.0	180	19.5	98	10.6	23	2.5
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	29	3.1	89	9.6	200	21.6	377	40.8	229	24.8
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	25	2.7	62	6.7	195	21.1	348	37.7	294	31.8
I think that faculty prejudge my abilities based on their perception of my identity/background.	29	3.2	94	10.3	272	29.7	313	34.1	209	22.8
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	26	2.8	58	6.3	158	17.2	359	39.1	316	34.5
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	16	1.8	17	1.9	150	16.5	255	28.0	473	51.9
I feel that my English writing skills limit my ability to be successful at Creighton University.	15	1.6	21	2.3	147	16.1	260	28.4	472	51.6

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 937).

Table B120. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 111)

Dimension	1 *n*	%	2 *n*	%	3 *n*	%	4 *n*	%	5 *n*	%	Mean	Standard Deviation
Not racist/Racist	1,341	32.4	1,382	33.4	931	22.5	404	9.8	76	1.8	**2.2**	**1.0**
Not sexist/Sexist	1,335	32.4	1,292	31.4	959	23.3	433	10.5	101	2.5	**2.2**	**1.1**
Not homophobic/Homophobic	1,356	33.2	1,319	32.3	939	23.0	390	9.6	79	1.9	**2.1**	**1.0**
Not biphobic/Biphobic	1,389	34.1	1,303	32.0	1,002	24.6	320	7.9	60	1.5	**2.1**	**1.0**
Not transphobic/Transphobic	1,323	32.5	1,202	29.5	995	24.4	426	10.5	130	3.2	**2.2**	**1.1**
Not ageist/Ageist	1,560	38.2	1,375	33.7	880	21.6	219	5.4	48	1.2	**2.0**	**1.0**
Not classist (socioeconomic status)/Classist	1,092	26.7	1,049	25.7	982	24.0	724	17.7	242	5.9	**2.5**	**1.2**
Not classist (position: faculty, staff, student)/Classist	1,275	31.2	1,151	28.2	960	23.5	510	12.5	192	4.7	**2.3**	**1.2**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	1,524	37.4	1,293	31.8	864	21.2	299	7.3	92	2.3	**2.1**	**1.0**
Not xenophobic/Xenophobic	1,591	39.0	1,342	32.9	905	22.2	185	4.5	52	1.3	**2.0**	**1.0**
Not ethnocentric/Ethnocentric	1,532	37.6	1,272	31.2	900	22.1	275	6.8	92	2.3	**2.0**	**1.0**
Not Islamophobic/Islamophobic	1,605	39.3	1,318	32.3	899	22.0	205	5.0	52	1.3	**2.0**	**1.0**
Not antisemitic/Antisemitic	1,724	42.3	1,365	33.5	853	20.9	107	2.6	31	0.8	**1.9**	**0.9**

Table B121. 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 Creighton University in the past year? (Question 112)

Barrier	Yes n	Yes %	No n	No %	Not applicable n	Not applicable %
Facilities						
Athletic facilities (e.g., Morrison stadium)	12	2.5	230	47.3	244	50.2
Campus transportation/parking	54	11.3	237	49.7	186	39.0
CHI Student Care Clinic	16	3.3	231	47.8	236	48.9
Classroom buildings	74	15.3	238	49.2	172	35.5
Classrooms, laboratories (including computer labs)	74	15.2	227	46.7	185	38.1
College housing	48	10.0	191	39.6	243	50.4
Dining facilities	28	5.8	221	45.9	232	48.2
Doors	31	6.5	253	53.0	193	40.5
Elevators/lifts	26	5.5	258	54.2	192	40.3
Emergency preparedness (e.g., Crisis Response Team)	22	4.6	234	49.3	219	46.1
Office furniture (e.g., chair, desk)	37	7.8	251	52.6	188	39.5
Other campus buildings	24	5.0	255	53.6	197	41.4
Podium	11	2.3	250	52.6	214	45.1
Recreational facilities (e.g., fitness center)	22	4.6	239	50.3	214	45.1
Restrooms	28	5.9	260	54.7	187	39.4
Saint John's	10	2.1	235	49.5	230	48.4
Signage	13	2.7	262	55.0	201	42.2
Studios/performing arts spaces	5	1.1	222	46.7	248	52.2
Temporary barriers because of construction or maintenance	30	6.3	250	52.5	196	41.2
Walkways, pedestrian paths, crosswalks	28	6.0	256	54.7	184	39.3
Technology/online environment						
Accessible electronic formats	49	10.5	297	63.5	122	26.1
Blueline/Canvas	47	10.1	291	62.4	128	27.5
Clickers	7	1.5	274	59.1	183	39.4
Computer equipment (e.g., screens, mouse, keyboard)	21	4.5	303	65.0	142	30.5
Electronic forms	19	4.1	311	67.0	134	28.9
Electronic signage	15	3.2	313	67.5	136	29.3
Electronic surveys (including this one)	26	5.6	311	66.7	129	27.7
Library databases	18	3.9	305	66.0	139	30.1

Table B121. 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 Creighton University in the past year? (Question 112)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Phone/phone equipment	19	4.1	304	65.8	139	30.1
Software (e.g., voice recognition, audiobooks)	30	6.5	289	62.3	145	31.3
Testing software (e.g., Examplify, Respondus)	48	10.2	266	56.7	155	33.0
University recommended apps	18	3.9	300	64.5	147	31.6
Video/video audio descriptions	27	5.8	299	64.7	136	29.4
Websites	21	4.6	312	67.7	128	27.8
Resources						
Electronic databases (e.g., Banner)	13	2.8	297	64.1	153	33.0
Email account	19	4.1	321	69.2	124	26.7
Intake forms (e.g., Health Center)	13	2.8	288	62.2	162	35.0
Learning technology	33	7.1	290	62.6	140	30.2
Surveys	19	4.1	318	68.7	126	27.2
Virtual environments (e.g., Zoom, Teams)	61	13.2	286	62.0	114	24.7
Instructional/campus materials						
Brochures	10	2.1	297	63.7	159	34.1
Food menus	21	4.5	268	57.8	175	37.7
Forms	13	2.8	300	64.5	152	32.7
Handbooks	11	2.4	301	64.9	152	32.8
Journal articles	13	2.8	295	63.7	155	33.5
Library books	10	2.2	294	63.4	160	34.5
Other publications	10	2.2	297	64.1	156	33.7
Syllabi	15	3.2	292	63.1	156	33.7
Textbooks	28	6.0	287	62.0	148	32.0
Video-closed captioning and text descriptions	26	5.7	280	61.1	152	33.2
Support services						
Accommodations from faculty	52	11.1	273	58.1	145	30.9
Aide Support	12	2.6	269	57.4	188	40.1
Lighting	32	6.8	272	57.7	167	35.5
Translating/Interpreting	9	1.9	258	55.1	201	42.9

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 69 (*n* = 555).

Table B122. Respondents who identify as transgender/genderqueer/gender nonbinary only: As a person who identifies as transgender, genderqueer, and/or gender nonbinary have you experienced a barrier in any of the following areas at Creighton University in the past year? (Question 114)

Barrier	Yes *n*	Yes %	No *n*	No %	Not applicable *n*	Not applicable %
Facilities						
Athletic and recreational facilities	0	0.0	19	52.8	17	47.2
Changing rooms/locker rooms	3	8.1	16	43.2	18	48.6
Residence halls	7	18.9	17	45.9	13	35.1
Restrooms	11	28.9	20	52.6	7	18.4
Signage	8	22.2	21	58.3	7	19.4
Identity accuracy						
Creighton University ID Card	6	15.8	25	65.8	7	18.4
Electronic databases (e.g., Banner, Nest, Slate, myHR, Teamworks)	6	16.2	25	67.6	6	16.2
Email account	5	13.2	27	71.1	6	15.8
Intake forms (e.g., Health Center)	5	13.9	23	63.9	8	22.2
Learning technology	2	5.6	26	72.2	8	22.2
Pronouns	13	35.1	20	54.1	4	10.8
Public Affairs	3	8.3	23	63.9	10	27.8
Surveys	7	19.4	23	63.9	6	16.7

Note: Table includes responses only from those respondents who self-identified as transgender, genderqueer, or nonbinary in Question 50 (*n* = 40).

Table B123. 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 Creighton University. (Question 116)

Institutional initiatives	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	254	68.8	104	28.2	11	3.0	369	72.9	114	83.2	14	10.2	9	6.6	137	27.1
Recognition and rewards for including diversity issues in courses across the curriculum	192	67.6	70	24.6	22	7.7	284	54.1	172	71.4	57	23.7	12	5.0	241	45.9
Diversity, equity, and inclusivity training for faculty	298	71.5	92	22.1	27	6.5	417	78.8	80	71.4	28	25.0	4	3.6	112	21.2
Mission training for faculty	335	73.3	106	23.2	16	3.5	457	86.7	42	60.0	26	37.1	2	2.9	70	13.3
Toolkits for faculty to create an inclusive classroom environment	207	68.3	79	26.1	17	5.6	303	58.2	185	84.9	27	12.4	6	2.8	218	41.8
Supervisory training for faculty	192	64.0	97	32.3	11	3.7	300	58.9	153	73.2	50	23.9	6	2.9	209	41.1
Access to counseling for people who have experienced harassment	391	90.5	37	8.6	4	0.9	432	83.4	78	90.7	5	5.8	3	3.5	86	16.6
Mentorship for new faculty	356	90.1	36	9.1	3	0.8	395	74.0	132	95.0	6	4.3	1	0.7	139	26.0
Clear processes to resolve conflicts	256	78.3	62	19.0	9	2.8	327	63.4	182	96.3	6	3.2	1	0.5	189	36.6
Fair processes to resolve conflicts	264	81.2	56	17.2	5	1.5	325	64.0	177	96.7	5	2.7	1	0.5	183	36.0

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Table B123. 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 Creighton University. (Question 116)

	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	194	67.8	60	21.0	32	11.2	286	55.2	146	62.9	43	18.5	43	18.5	232	44.8
Affordable child care	221	79.8	50	18.1	6	2.2	277	54.6	219	95.2	9	3.9	2	0.9	230	45.4
Support/resources for spouse/partner employment	186	75.6	53	21.5	7	2.8	246	48.8	227	88.0	27	10.5	4	1.6	258	51.2
Accessible lactation/family facilities	249	80.1	58	18.6	4	1.3	311	62.1	175	92.1	13	6.8	2	1.1	190	37.9

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 610). Owing to an error in programming, Faculty respondents received the institutional initiative, "Recognition and rewards for including diversity issues in courses across the curriculum" twice. Table reports results only from the first instance.

Table B124. 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 Creighton University. (Question 117)

	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for staff	622	82.1	106	14.0	30	4.0	758	86.3	104	86.7	16	13.3	0	0.0	120	13.7
Access to counseling for people who have experienced harassment	710	90.9	68	8.7	3	0.4	781	90.7	75	93.8	5	6.3	0	0.0	80	9.3
Supervisory training for supervisors/managers	519	80.8	120	18.7	3	0.5	642	75.7	200	97.1	6	2.9	0	0.0	206	24.3
Supervisory training for faculty	428	79.7	107	19.9	2	0.4	537	66.1	258	93.5	18	6.5	0	0.0	276	33.9
Mentorship for new staff	379	85.7	62	14.0	1	0.2	442	52.2	383	94.6	22	5.4	0	0.0	405	47.8
Clear processes to resolve conflicts	447	85.6	75	14.4	0	0.0	522	63.3	288	95.0	14	4.6	1	0.3	303	36.7
Mission training for staff	513	77.3	143	21.5	8	1.2	664	79.5	139	81.3	28	16.4	4	2.3	171	20.5
Fair processes to resolve conflicts	478	86.1	77	13.9	0	0.0	555	69.1	241	97.2	7	2.8	0	0.0	248	30.9
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	362	73.9	94	19.2	34	6.9	490	59.1	242	71.4	66	19.5	31	9.1	339	40.9
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria in performance reviews	325	69.1	106	22.6	39	8.3	470	57.0	254	71.8	68	19.2	32	9.0	354	43.0

Table B124. 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 Creighton University. (Question 117)

	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Career development opportunities for staff	529	87.6	69	11.4	6	1.0	604	71.0	238	96.4	9	3.6	0	0.0	247	29.0
Affordable child care	436	80.9	97	18.0	6	1.1	539	66.1	257	92.8	18	6.5	2	0.7	277	33.9
Support/resources for spouse/partner employment	349	77.0	102	22.5	2	0.4	453	56.1	288	81.4	60	16.9	6	1.7	354	43.9
Available lactation/family facilities	544	85.4	90	14.1	3	0.5	637	77.6	174	94.6	9	4.9	1	0.5	184	22.4

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 937).

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Table B125. 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 Creighton University. (Question 118)

	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	1,505	78.7	314	16.4	94	4.9	1,913	83.5	314	83.3	53	14.1	10	2.7	377	16.5
Diversity, equity, and inclusivity training for faculty	1,562	81.4	270	14.1	86	4.5	1,918	84.8	304	88.6	33	9.6	6	1.7	343	15.2
Diversity, equity, and inclusivity training for staff	1,543	81.0	278	14.6	83	4.4	1,904	84.8	302	88.6	34	10.0	5	1.5	341	15.2
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,313	81.7	246	15.3	49	3.0	1,608	71.5	569	88.9	55	8.6	16	2.5	640	28.5
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,256	80.0	260	16.6	54	3.4	1,570	69.9	584	86.5	63	9.3	28	4.1	675	30.1
Opportunities for intergroup/interfaith dialogue among students	1,514	82.1	301	16.3	29	1.6	1,844	82.2	327	82.2	63	15.8	8	2.0	398	17.8
Opportunities for intergroup/interfaith dialogue among faculty, staff, and students	1,416	81.0	309	17.7	24	1.4	1,749	78.5	396	82.7	75	15.7	8	1.7	479	21.5

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Table B125. 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 Creighton University. (Question 118)

	This initiative IS available at Creighton University								This initiative IS NOT available at Creighton University							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,308	79.2	265	16.1	78	4.7	1,651	74.1	488	84.6	62	10.7	27	4.7	577	25.9
Effective faculty mentorship of students	1,732	89.7	175	9.1	24	1.2	1,931	86.0	289	92.0	21	6.7	4	1.3	314	14.0
Effective academic advising	1,848	90.8	167	8.2	20	1.0	2,035	90.9	189	92.6	14	6.9	1	0.5	204	9.1
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	1,502	81.8	247	13.5	87	4.7	1,836	82.6	328	85.0	48	12.4	10	2.6	386	17.4
Affordable child care	865	71.8	317	26.3	22	1.8	1,204	54.4	871	86.2	124	12.3	15	1.5	1,010	45.6
Available lactation/family facilities	910	72.9	318	25.5	21	1.7	1,249	56.7	790	82.7	153	16.0	12	1.3	955	43.3

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 2,731).

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SURVEYING CREIGHTON'S LEARNING AND WORKING ENVIRONMENT
SHARE YOUR VOICE
WITH OTHERS, FOR OTHERS.

Creighton University

Surveying Creighton's Learning & Working Environment

(Administered by Rankin & Associates Consulting, LLC)

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

ir@creighton.edu

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

ir@creighton.edu

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

ir@creighton.edu

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

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If you need the survey translated into Karenni, please contact:

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Purpose

You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at Creighton 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 Creighton University and provide us with specific information about how the environment for learning, living, and working at Creighton University can be improved.

Procedures

You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take on average between 20 and 30 minutes to complete. You must be 19 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:

https://www15.creighton.edu/office-president/campus-climate-survey

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 Creighton 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. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey was reviewed and acknowledged by the Creighton University Institutional Review Board.

Statement of Anonymity for Comments

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

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:
Susan R. Rankin, PhD
President/Owner
Rankin & Associates Consulting, LLC
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:
Eileen Burke-Sullivan, STD
Vice President for Mission and Ministry
402-280-3056
e_burkesullivan@creighton.edu

Erika L. Dakin Kirby, Ph.D.
A.F. Jacobson Chair in Communication
Professor of Communication Studies
402-280-2630 (office)
ekirby@creighton.edu

Sarah Singletary Walker, Ph.D.
Interim Vice President for Institutional Diversity and Inclusion
402-280-2618 (office)
sarahwalker1@creighton.edu

PLEASE MAKE A COPY OF THIS DOCUMENT FOR YOUR RECORDS. IF YOU DO NOT HAVE COPYING CAPABILITIES, YOU MAY CONTACT THE CONSULTANT TO OBTAIN A COPY.

By submitting this survey, you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the 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.

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.

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

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.

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.

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

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.

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

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

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

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

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

Transphobia: An 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

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 on average 20 and 30 minutes to complete.

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at Creighton University?
- ○ Undergraduate Student
  - ○ Started at Creighton University as a first-year student
  - ○ Transferred from another institution
  - ○ Certificate/Non-Degree
- ○ Graduate/Professional Student
  - ○ Master's degree student
  - ○ Doctoral/Terminal degree student (e.g., PhD, PharmD, EdD, MD, JD, DBA, DD)
  - ○ Certificate/Non-Degree
- ○ Post-Doctoral Fellow
- ○ Resident/Fellow
- ○ Faculty
  - ○ Assistant Professor/Clinical Assistant Professor
    - ○ Creighton employee
    - ○ Not a Creighton employee (e.g., Clinical Affiliate)
  - ○ Associate Professor/Clinical Associate Professor
    - ○ Creighton employee
    - ○ Not a Creighton employee (e.g., Clinical Affiliate)
  - ○ Professor/Clinical Professor
    - ○ Creighton employee
    - ○ Not a Creighton employee (e.g., Clinical Affiliate)
  - ○ Instructor/Non-Tenure-Track Faculty
- ○ Staff/Administrator
  - ○ Exempt (salary)
  - ○ Non-Exempt (hourly)
  - ○ Part-Time Non-Exempt (hourly)
  - ○ Contract employees (e.g., Sodexo, Barnes & Noble, Canon, St. John's Parish Staff, Jesuits, Credit Union, YMCA child care, Athletics)

2. Are you full-time or part-time in that **primary** position?
- ○ Full-time
- ○ Part-time

3. At what Creighton University location do you spend the majority of your time?
- ○ Anchorage
- ○ Denver
- ○ Grand Island
- ○ Idaho State University Co-Op Program
- ○ CHI Health Creighton University Medical Center - Bergan Mercy
- ○ Omaha Main Campus
- ○ Phoenix
- ○ A location not listed above (e.g., working remotely, DR, all classes on-line)

4. **Students Only:** How many of your classes have you taken exclusively online at Creighton University?
- ○ None [Goto question Q6]
- ○ Some [Goto question Q6]
- ○ Most [Goto question Q5]
- ○ All [Goto question Q5]

5. **Students Only:** Was your reasoning for taking online classes due to the COVID-19 pandemic?
- ○ No
- ○ Yes

Part 1: Personal Experiences

When responding to questions 6-8, think about your experiences during the past year at **Creighton University.**

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

9. Have you ever **seriously considered** leaving Creighton University?
   - ○ No **(Students skip to Q14; Faculty/Staff skip to Q16)**
   - ○ Yes **(Faculty/Staff skip to Q12)**

10. **Students only:** When did you seriously consider leaving Creighton University? **(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 Creighton University? **(Mark all that apply.)**
    - ❑ Academic reasons
    - ❑ Climate not welcoming
    - ❑ Course availability/scheduling
    - ❑ Did not like major
    - ❑ Did not have my major
    - ❑ Did not meet the selection criteria for a major
    - ❑ Financial reasons
    - ❑ Homesick
    - ❑ Lack of a sense of belonging
    - ❑ Lack of social life at Creighton University
    - ❑ Lack of support group
    - ❑ Lack of support services
    - ❑ My marital/relationship status
    - ❑ 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 Creighton University? **(Mark all that apply.)**
   - ❑ Campus climate unwelcoming
   - ❑ Commute
   - ❑ Cost of living
   - ❑ Family responsibilities
   - ❑ Institutional support (e.g., technical support, laboratory space/equipment)
   - ❑ Increased workload
   - ❑ Interested in a position at another institution
   - ❑ Lack of benefits
   - ❑ Lack of institutional resources
   - ❑ Lack of professional development opportunities
   - ❑ Lack of sense of belonging
   - ❑ Leaving higher education for a better opportunity
   - ❑ Limited advancement opportunities
   - ❑ Local community did not meet my (my family) needs
   - ❑ Local community climate not welcoming
   - ❑ Low salary/pay rate
   - ❑ Personal reasons (e.g., medical, mental health, family emergencies)
   - ❑ Recruited or offered a position at another institution/organization
   - ❑ Relocation
   - ❑ Spouse or partner unable to find suitable employment
   - ❑ Tension with supervisor/manager
   - ❑ Tension with coworkers
   - ❑ A reason not listed above (Please specify.) _____

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

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

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

15. **Within the past year**, 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 Creighton University?
    - ❍ No **(Skip to Q26)**
    - ❍ Yes

16. What do you believe was the basis of the conduct? **(Mark all that apply.)**
    - ❑ Academic performance
    - ❑ Age
    - ❑ Disability status
    - ❑ Educational credentials (e.g., 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 Creighton University
    - ❑ 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 identity
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

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

18. How would you describe what happened? **(Mark all that apply.)**
- ❏ I experienced a hostile classroom environment.
- ❏ I experienced a hostile work 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/unsolicited 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 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.)**
- ❏ At a Creighton University event/program
- ❏ In a class
- ❏ In a laboratory
- ❏ In a clinical setting
- ❏ Simulated patient (SP) encounter
- ❏ In a Creighton University administrative office
- ❏ In a Creighton University dining facility
- ❏ In a Creighton University library
- ❏ In a faculty office
- ❏ In a meeting with a group of people
- ❏ In a meeting with one other person
- ❏ In athletic facilities
- ❏ In campus housing
- ❏ In off-campus housing
- ❏ In other public spaces at Creighton University
- ❏ In a virtual environment (e.g., Zoom, Teams)
- ❏ Off campus
- ❏ On phone calls/text messages/email
- ❏ On social media sites (e.g., Facebook, Twitter, Snapchat)
- ❏ While walking on campus
- ❏ While working at a Creighton University job
- ❏ A venue not listed above (Please specify.) _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**
   - ❑ Academic advisor
   - ❑ Athletic coach/trainer
   - ❑ Chaplain/Campus Minister
   - ❑ Coworker/colleague
   - ❑ Department/program chair
   - ❑ Direct report (i.e., person who reports to me)
   - ❑ Faculty member/Clinical faculty/other instructional staff
   - ❑ Friend
   - ❑ Healthcare Professional (e.g., nurse, tech)
   - ❑ Medical resident
   - ❑ Patient/Patient family member
   - ❑ Preceptor/Clinical supervisor
   - ❑ Proctor
   - ❑ Public Safety
   - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
   - ❑ Social networking site
   - ❑ Staff member
   - ❑ Stranger
   - ❑ Student
   - ❑ Student staff
   - ❑ Supervisor or manager
   - ❑ Do not know source
   - ❑ A source not listed above (Please specify.) _____

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**
   - ❑ Afraid
   - ❑ Angry
   - ❑ Distressed
   - ❑ Embarrassed
   - ❑ Intimidated
   - ❑ Sad
   - ❑ Somehow responsible
   - ❑ A feeling not listed above (Please specify.) _____

22. What was your response to experiencing this conduct? **(Mark all that apply.)**
   - ❑ I avoided the person/venue.
   - ❑ I confronted the person(s) at the time.
   - ❑ I confronted the person(s) later.
   - ❑ I contacted a Creighton University resource
      - ❑ Bias Education Support Team
      - ❑ Campus Ministry/Chaplain
      - ❑ Creighton University Safety and Security
      - ❑ Disability Services
      - ❑ Employee Assistance Program
      - ❑ Equity & Inclusion
      - ❑ Faculty member
      - ❑ Health Sciences Multicultural Community Affairs
      - ❑ Human Resources
      - ❑ Institutional Diversity and Inclusion/HS-MACA/CIC
      - ❑ Public Safety
      - ❑ Schlegel Center for Service and Justice
      - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
      - ❑ Staff person (e.g., Residential Life staff, Student Life staff)
      - ❑ Student Counseling Services
      - ❑ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
      - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
      - ❑ Student Support Services
      - ❑ Supervisor/Manager
      - ❑ Violence Intervention Prevention Center

❑   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 or a report through the "Tell Someone" website
❑   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.

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:

https://www15.creighton.edu/office-president/campus-climate-survey

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 that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

https://www15.creighton.edu/office-president/campus-climate-survey

26. **While a member of the Creighton University community,** have you experienced unwanted sexual contact/conduct (including relationship violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs/alcohol to incapacitate)?
- ❑ No **(Skip to Q36)**
- ❑ Yes – relationship violence (e.g., ridiculing, controlling, hitting)
  [Skip to Q27rv)
- ❑ Yes – stalking (e.g., following me, on social media, texting, phone calls)
  [Skip to Q27stlk)
- ❑ Yes – unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)
  (Skip to Q27si)
- ❑ Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
  (Skip to Q27sc)

27rv. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

28rv. **Students only:** What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at Creighton University
- ❑ Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

29rv. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Creighton University faculty member
- ❑ Creighton University staff member
- ❑ Stranger
- ❑ Creighton University student
- ❑ Other role/relationship not listed above

30rv. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? **(Mark all that apply.**)
- ❏ Off campus (Please specify location.) _____
- ❏ On campus (Please specify location.) _____

31rv. Were alcohol and/or drugs involved in the [insert appropriate experience from Q#XX]?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

32rv. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? **(Mark all that apply.)**
- ❏ Afraid
- ❏ Angry
- ❏ Distressed
- ❏ Embarrassed
- ❏ Intimidated
- ❏ Sad
- ❏ Somehow responsible
- ❏ A feeling not listed above (Please specify.) _____

33rv. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❏ I avoided the person/venue.
- ❏ I confronted the person(s) at the time.
- ❏ I confronted the person(s) later.
- ❏ I contacted a Creighton University resource
  - ❏ Bias Education Support Team
  - ❏ Campus Ministry/Chaplain
  - ❏ Creighton University Safety and Security
  - ❏ Disability Services
  - ❏ Employee Assistance Program
  - ❏ Equity & Inclusion
  - ❏ Faculty member
  - ❏ Health Sciences Multicultural Community Affairs
  - ❏ Human Resources
  - ❏ Institutional Diversity and Inclusion/HS-MACA/CIC
  - ❏ Public Safety
  - ❏ Schlegel Center for Service and Justice
  - ❏ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
  - ❏ Staff person (e.g., Residential Life staff, Student Life staff)
  - ❏ Student Counseling Services
  - ❏ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
  - ❏ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❏ Student Support Services
  - ❏ Supervisor/Manager
  - ❏ Violence Intervention Prevention Center
- ❏ 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 or a report through the "Tell Someone" website
- ❏ I told a family member.
- ❏ I told a friend.
- ❏ A response not listed above (Please specify.) _____

34rv. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)?
- ○ No, I did not report it.
- ○ Yes, I reported the conduct.
  - ○ 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.

35rv. You indicated that you **DID NOT** report the relationship violence (e.g., ridiculing, controlling, hitting) to a campus official or staff member. Please explain why you did not.

27stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

28stlk. **Students only:** What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at Creighton University
- ❑ Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

29stlk. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Creighton University faculty member
- ❑ Creighton University staff member
- ❑ Stranger
- ❑ Creighton University student
- ❑ Other role/relationship not listed above

30stlk. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? **(Mark all that apply.**)
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

31stlk. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

32stlk. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**
- ❏ Afraid
- ❏ Angry
- ❏ Distressed
- ❏ Embarrassed
- ❏ Intimidated
- ❏ Sad
- ❏ Somehow responsible
- ❏ A feeling not listed above (Please specify.) _____

33stlk. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❏ I avoided the person/venue.
- ❏ I confronted the person(s) at the time.
- ❏ I confronted the person(s) later.
- ❏ I contacted a Creighton University resource
  - ❏ Bias Education Support Team
  - ❏ Campus Ministry/Chaplain
  - ❏ Creighton University Safety and Security
  - ❏ Disability Services
  - ❏ Employee Assistance Program
  - ❏ Equity & Inclusion
  - ❏ Faculty member
  - ❏ Health Sciences Multicultural Community Affairs
  - ❏ Human Resources
  - ❏ Institutional Diversity and Inclusion/HS-MACA/CIC
  - ❏ Public Safety
  - ❏ Schlegel Center for Service and Justice
  - ❏ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
  - ❏ Staff person (e.g., Residential Life staff, Student Life staff)
  - ❏ Student Counseling Services
  - ❏ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
  - ❏ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❏ Student Support Services
  - ❏ Supervisor/Manager
  - ❏ Violence Intervention Prevention Center
- ❏ 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 or a report through the "Tell Someone" website
- ❏ I told a family member.
- ❏ I told a friend.
- ❏ A response not listed above (Please specify.) _____

34stlk. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)?
- ❍ No, I did not report it.
- ❍ Yes, I reported the conduct.
  - ❍ 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.

35stlk. You indicated that you **DID NOT** report the stalking (e.g., following me, on social media, texting, phone calls) to a campus official or staff member. Please explain why you did not.

27si. When did the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

28si. **Students only:** What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at Creighton University
- ❑ Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

29si. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Creighton University faculty member
- ❑ Creighton University staff member
- ❑ Stranger
- ❑ Creighton University student
- ❑ Other role/relationship not listed above

30si. Where did the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.**)
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

31si. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

32si. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Intimidated
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

33si. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Creighton University resource
  - ❑ Bias Education Support Team
  - ❑ Campus Ministry/Chaplain
  - ❑ Creighton University Safety and Security
  - ❑ Disability Services
  - ❑ Employee Assistance Program
  - ❑ Equity & Inclusion
  - ❑ Faculty member
  - ❑ Health Sciences Multicultural Community Affairs
  - ❑ Human Resources
  - ❑ Institutional Diversity and Inclusion/HS-MACA/CIC
  - ❑ Public Safety
  - ❑ Schlegel Center for Service and Justice
  - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
  - ❑ Staff person (e.g., Residential Life staff, Student Life staff)
  - ❑ Student Counseling Services
  - ❑ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student Support Services
  - ❑ Supervisor/Manager
  - ❑ Violence Intervention Prevention Center
- ❑ 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 or a report through the "Tell Someone" website
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

34si. Did you officially report the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment)?
- ❍ No, I did not report it.
- ❍ Yes, I reported the conduct.
  - ❍ 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.

35si. You indicated that you **DID NOT** report the unwanted sexual interaction (e.g., cat-calls, repeated sexual advances, sexual harassment) to a campus official or staff member. Please explain why you did not.

27sc. When did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**
- ❑ Less than 6 months ago
- ❑ 6 - 12 months ago
- ❑ 13 - 23 months ago
- ❑ 2 - 4 years ago
- ❑ 5 - 10 years ago
- ❑ 11 - 20 years ago
- ❑ More than 20 years ago

28sc. **Students only:** What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ During my time as a graduate/professional student at Creighton University
- ❑ Prior to my first semester (e.g., orientation, pre-collegiate program at Creighton University)
- ❑ Undergraduate first year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate second year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate third year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ Undergraduate fourth year
  - ❑ Fall semester
  - ❑ Spring semester
  - ❑ Summer semester
- ❑ After my fourth year as an undergraduate

29sc. Who did this to you? **(Mark all that apply.)**
- ❑ Acquaintance/friend
- ❑ Current or former dating/intimate partner
- ❑ Family member
- ❑ Creighton University faculty member
- ❑ Creighton University staff member
- ❑ Stranger
- ❑ Creighton University student
- ❑ Other role/relationship not listed above

30sc. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? **(Mark all that apply.)**
- ❑ Off campus (Please specify location.) _____
- ❑ On campus (Please specify location.) _____

31sc. Were alcohol and/or drugs involved in the [insert appropriate experience from Q#XX]?
- ❍ No
- ❍ Yes
  - ❍ Alcohol only
  - ❍ Drugs only
  - ❍ Both alcohol and drugs

32sc. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? **(Mark all that apply.)**
- ❑ Afraid
- ❑ Angry
- ❑ Distressed
- ❑ Embarrassed
- ❑ Intimidated
- ❑ Sad
- ❑ Somehow responsible
- ❑ A feeling not listed above (Please specify.) _____

33sc. What was your response to experiencing this conduct? **(Mark all that apply.)**
- ❑ I avoided the person/venue.
- ❑ I confronted the person(s) at the time.
- ❑ I confronted the person(s) later.
- ❑ I contacted a Creighton University resource
  - ❑ Bias Education Support Team
  - ❑ Campus Ministry/Chaplain
  - ❑ Creighton University Safety and Security
  - ❑ Disability Services
  - ❑ Employee Assistance Program
  - ❑ Equity & Inclusion
  - ❑ Faculty member
  - ❑ Health Sciences Multicultural Community Affairs
  - ❑ Human Resources
  - ❑ Institutional Diversity and Inclusion/HS-MACA/CIC
  - ❑ Public Safety
  - ❑ Schlegel Center for Service and Justice
  - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
  - ❑ Staff person (e.g., Residential Life staff, Student Life staff)
  - ❑ Student Counseling Services
  - ❑ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
  - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
  - ❑ Student Support Services
  - ❑ Supervisor/Manager
  - ❑ Violence Intervention Prevention Center
- ❑ 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 or a report through the "Tell Someone" website
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

34sc. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)?
- ○ No, I did not report it.
- ○ Yes, I reported the conduct.
  - ○ 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.

35sc. You indicated that you **DID NOT** report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) to a campus official or staff member. Please explain why you did not.

36. Please indicate the extent to which 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.	❍	❍	❍	❍	❍
I am generally aware of the role of Creighton University Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	❍	❍	❍	❍	❍
I know how and where to report incidents of unwanted sexual contact/conduct.	❍	❍	❍	❍	❍
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	❍	❍	❍	❍	❍
I am generally aware of the campus resources listed here: https://www15.creighton.edu/office-president/campus-climate-survey.	❍	❍	❍	❍	❍
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	❍	❍	❍	❍	❍
I understand that Creighton University standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	❍	❍	❍	❍	❍
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Violence Intervention Prevention Center Annual Report.	❍	❍	❍	❍	❍
I know that Creighton University sends a Timely Warning to the campus community when such an incident occurs.	❍	❍	❍	❍	❍

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

https://www15.creighton.edu/office-president/campus-climate-survey

Part 2: Workplace Climate

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	❍	❍	❍	❍	❍
The tenure standards/promotion standards are applied equally to faculty in my school/college.	❍	❍	❍	❍	❍
Supported and mentored during the tenure-track years.	❍	❍	❍	❍	❍
Creighton University faculty who qualify for delaying their tenure-clock feel empowered to do so.	❍	❍	❍	❍	❍
Creighton University values research.	❍	❍	❍	❍	❍
Creighton University values teaching.	❍	❍	❍	❍	❍
Creighton University values service contributions.	❍	❍	❍	❍	❍
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
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).	❍	❍	❍	❍	❍
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	❍	❍	❍	❍	❍
Senior administrator (e.g., dean, associate/assistant dean, vice president, provost) take faculty opinions seriously.	❍	❍	❍	❍	❍
Creighton University committees value faculty opinions.	❍	❍	❍	❍	❍

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.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	❍	❍	❍	❍	❍
The criteria used for contract renewal are applied equally to all positions.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Creighton University values research.	❍	❍	❍	❍	❍
Creighton University values teaching.	❍	❍	❍	❍	❍
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
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).	❍	❍	❍	❍	❍
Pressured to do extra work that is uncompensated.	❍	❍	❍	❍	❍
Senior administrators (e.g., dean, associate/assistant dean, vice president, provost) take non-tenure-track faculty opinions seriously.	❍	❍	❍	❍	❍
Creighton University committees' value non-tenure-track faculty opinions.	❍	❍	❍	❍	❍

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.

41. **All Faculty**: As a faculty member at Creighton University, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure-track faculty positions are competitive.	❍	❍	❍	❍	❍
Salaries for non-tenure-track faculty are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
Creighton University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍
My colleagues include me in opportunities that will help my career as much as they do others in my position.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
Creighton University provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	❍	❍	❍	❍	❍
Positive about my career opportunities at Creighton University.	❍	❍	❍	❍	❍
I would recommend Creighton University as a good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍
I would like more opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍
I have opportunities to participate in **substantive** committee assignments.	❍	❍	❍	❍	❍

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.

43. **Staff only**: As a staff member at Creighton University, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	❍	❍	❍	❍	❍
I am included in opportunities that will help my career as much as others in similar positions.	❍	❍	❍	❍	❍
The performance evaluation process is clear.	❍	❍	❍	❍	❍
The performance evaluation process is productive.	❍	❍	❍	❍	❍
My supervisor provides adequate support for me to manage work-life balance.	❍	❍	❍	❍	❍
I am able to complete my assigned duties during scheduled hours.	❍	❍	❍	❍	❍
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	❍	❍	❍	❍	❍
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	❍	❍	❍	❍	❍
I am given a reasonable time frame to complete assigned responsibilities.	❍	❍	❍	❍	❍
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	❍	❍	❍	❍	❍
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).	❍	❍	❍	❍	❍
A hierarchy exists within staff positions that allows some voices to be valued more than others.	❍	❍	❍	❍	❍
Creighton University provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	❍	❍	❍	❍	❍

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.

45. **Staff only**: As a staff member at Creighton University, I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Creighton University provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
My supervisor provides me with resources to pursue training/professional development opportunities.	❍	❍	❍	❍	❍
Creighton University is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	❍	❍	❍	❍	❍
My supervisor is supportive of my taking extended leave (e.g., vacation, family leave, personal, short-term disability).	❍	❍	❍	❍	❍
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	❍	❍	❍	❍	❍
Creighton University policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across Creighton University.	❍	❍	❍	❍	❍
Creighton University is supportive of flexible work schedules.	❍	❍	❍	❍	❍
My supervisor is supportive of flexible work schedules.	❍	❍	❍	❍	❍
Staff salaries are competitive.	❍	❍	❍	❍	❍
Vacation and personal time benefits are competitive.	❍	❍	❍	❍	❍
Health insurance benefits are competitive.	❍	❍	❍	❍	❍
Child care benefits are competitive.	❍	❍	❍	❍	❍
Retirement/supplemental benefits are competitive.	❍	❍	❍	❍	❍
Creighton University committees value staff opinions.	❍	❍	❍	❍	❍
Creighton University faculty value staff opinions.	❍	❍	❍	❍	❍
Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost) value staff opinions.	❍	❍	❍	❍	❍
Clear expectations of my responsibilities exist.	❍	❍	❍	❍	❍
Clear procedures exist on how I can advance at Creighton University.	❍	❍	❍	❍	❍
Positive about my career opportunities at Creighton University.	❍	❍	❍	❍	❍
I would recommend Creighton University as a good place to work.	❍	❍	❍	❍	❍
I have job security.	❍	❍	❍	❍	❍

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.

47. **Graduate/Professional Students only**: As a graduate/professional student I feel…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	❍	❍	❍	❍	❍
I have adequate access to my advisor.	❍	❍	❍	❍	❍
My advisor provides clear expectations.	❍	❍	❍	❍	❍
My advisor responds to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	❍	❍	❍	❍	❍
Adequate opportunities exist for me to interact with other university faculty outside of my department.	❍	❍	❍	❍	❍
I receive support from my advisor to pursue personal research interests.	❍	❍	❍	❍	❍
My department faculty members encourage me to produce publications and present research.	❍	❍	❍	❍	❍
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	❍	❍	❍	❍	❍
I am comfortable sharing my professional goals with my advisor.	❍	❍	❍	❍	❍

48. **Graduate/Professional Student only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.

Part 3: Demographic Information

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

49. What was your assigned birth sex?
   - ○ Female
   - ○ Intersex
   - ○ Male

50. What is your current gender/gender identity?
   - ○ Genderqueer
   - ○ Man
   - ○ Nonbinary
   - ○ Transgender
   - ○ Woman
   - ○ A gender not listed here (Please specify.) _____

51. What is your current gender expression?
   - ○ Androgynous
   - ○ Feminine
   - ○ Genderfluid
   - ○ Masculine
   - ○ A gender expression not listed here (Please specify.) _____

52. What is your citizenship/immigrant status in the U.S.?
   - ○ Deferred Action Status (e.g., DACA)
   - ○ Permanent immigrant status (e.g., legal resident, refugee, asylee, T visa, VAWA)
   - ○ Temporary resident – International student (e.g., F-1, OPT)
   - ○ Temporary resident – H-1B, J-1 visa holder, or other temporary worker status
   - ○ Unprotected status (e.g., undocumented)
   - ○ U.S. citizen, birth
   - ○ U.S. citizen, naturalized
   - ○ Legally documented status not listed above

53. 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.) _____
   - ❏ Native American/Indigenous (If you wish, please specify your enrolled or principal tribe.) _____
   - ❏ Asian (If you wish, please specify.) _____
   - ❏ Black/African American (If you wish, please specify.) _____
   - ❏ Hispanic/Latinx/Chicanx (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.) _____
   - ❏ South Asian (If you wish, please specify.) _____
   - ❏ Southeast Asian (If you wish, please specify.) _____
   - ❏ White (If you wish, please specify.) _____
   - ❏ A racial/ethnic identity not listed here (If you wish, please specify.) _____

54. What is your age?

❍ 17	❍ 38	❍ 59	❍ 80
❍ 18	❍ 39	❍ 60	❍ 81
❍ 19	❍ 40	❍ 61	❍ 82
❍ 20	❍ 41	❍ 62	❍ 83
❍ 21	❍ 42	❍ 63	❍ 84
❍ 22	❍ 43	❍ 64	❍ 85
❍ 23	❍ 44	❍ 65	❍ 86
❍ 24	❍ 45	❍ 66	❍ 87
❍ 25	❍ 46	❍ 67	❍ 88
❍ 26	❍ 47	❍ 68	❍ 89
❍ 27	❍ 48	❍ 69	❍ 90
❍ 28	❍ 49	❍ 70	❍ 91
❍ 29	❍ 50	❍ 71	❍ 92
❍ 30	❍ 51	❍ 72	❍ 93
❍ 31	❍ 52	❍ 73	❍ 94
❍ 32	❍ 53	❍ 74	❍ 95
❍ 33	❍ 54	❍ 75	❍ 96
❍ 34	❍ 55	❍ 76	❍ 97
❍ 35	❍ 56	❍ 77	❍ 98
❍ 36	❍ 57	❍ 78	❍ 99
❍ 37	❍ 58	❍ 79	

55. What is your current political party affiliation?
- ❍ No political affiliation
- ❍ Democrat
- ❍ Green
- ❍ Independent
- ❍ Libertarian
- ❍ Republican
- ❍ Political affiliation not listed above (Please specify.) _____

56. How would you describe your current political views?
- ❍ Very conservative
- ❍ Conservative
- ❍ Moderate/Middle of the Road
- ❍ Progressive/Liberal
- ❍ Very progressive/Very liberal

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

58. Do you have substantial parenting or caregiving responsibility?
- ❍ No
- ❍ Yes **(Mark all that apply.)**
  - ❑ Children/child 5 years old or younger
  - ❑ Children/child 6 - 18 years old
  - ❑ Children/child over 18 years old, but still legally dependent (e.g., in college, disabled)
  - ❑ Independent adult 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, community member) (Please specify.) _____

59. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, family member)? 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.

60. 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:
   ○ 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

61. **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)

62. **Faculty/Staff only:** How long have you been employed or contracted to work at Creighton University?
   ○ Less than 1 year
   ○ 1 - 3 years
   ○ 4 - 5 years
   ○ 6 - 10 years
   ○ 11 - 15 years
   ○ 16 - 20 years
   ○ More than 20 years

63. **Undergraduate Students only:** How many years have you attended Creighton University?
   ○ Less than one year
   ○ One year
   ○ Two years
   ○ Three years
   ○ Four years
   ○ Five years
   ○ Six or more years

64. **Graduate/Professional Students only:** Where are you in your graduate/professional studies program at Creighton University?
   - ❍ Master's degree student
     - ❍ First year
     - ❍ Second year
     - ❍ Third year
     - ❍ Fourth year or more
   - ❍ Doctoral/Law degree student (e.g., PhD, EdD, JD, MD, PharmD)
     - ❍ First year
     - ❍ Second year
     - ❍ Third year
     - ❍ Fourth year or more
   - ❍ Certificate student/Non-Degree

65. **Faculty only**: With which academic college/school are you **primarily affiliated**?
   - ❍ College of Arts and Sciences
   - ❍ College of Nursing
   - ❍ College of Professional Studies
   - ❍ Graduate School
   - ❍ Heider College of Business
   - ❍ School of Dentistry
   - ❍ School of Law
   - ❍ School of Medicine
   - ❍ School of Pharmacy and Health Professions

66. **Staff only**: With which college/school or division are you **primarily affiliated** at this time?
   - ❍ Academic Administration and Operations
   - ❍ Arizona Health Education Alliance
   - ❍ Athletics
   - ❍ College of Arts and Sciences
   - ❍ College of Nursing
   - ❍ College of Professional Studies
   - ❍ Enrollment Management
   - ❍ Facilities Management
   - ❍ Finance
   - ❍ General Counsel and Corporate Secretary
   - ❍ Global Engagement
   - ❍ Graduate School
   - ❍ Heider College of Business
   - ❍ Human Resources
   - ❍ Information Technology
   - ❍ Institutional Diversity and Inclusion
   - ❍ Mail center
   - ❍ Mission and Ministry
   - ❍ Office of the Executive Vice President (e.g., Internal Audit, Enterprise Risk Management)
   - ❍ Office of the President
   - ❍ Office of the Provost
   - ❍ Public Safety/Shuttle Services
   - ❍ School of Dentistry
   - ❍ School of Law
   - ❍ School of Medicine
   - ❍ School of Pharmacy and Health Professions
   - ❍ Student Life
   - ❍ University Communications and Marketing
   - ❍ University Relations

67. **Undergraduate Students only**: What is the college of your major? **(Mark all that apply.)**
- ❑ College of Arts and Sciences
- ❑ College of Nursing
- ❑ College of Professional Studies
- ❑ Heider College of Business

68. **Graduate/Professional Students only**: What is your college or school? **(Mark all that apply.)**
- ❑ College of Arts and Sciences
- ❑ College of Nursing
- ❑ Graduate School
- ❑ Heider College of Business
- ❑ School of Dentistry
- ❑ School of Law
- ❑ School of Medicine
- ❑ School of Pharmacy and Health Professions

69. Do you have a condition/disability that influences your learning, living, or working activities?
- ❍ No **(Skip to Q73)**
- ❍ Yes

70. Which, if any, of the conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
- ❑ Acquired/traumatic brain injury
- ❑ Asperger's/autism spectrum
- ❑ Attention deficit/hyperactivity disorder
- ❑ Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
- ❑ Hard of hearing or deaf
- ❑ Learning difference/disability (e.g., 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
- ❑ A disability/condition not listed here (Please specify.) _____

71. **Students only:** Are you registered with Disabilities Services?
- ❍ No
- ❍ Yes

72. **Faculty/Staff:** Have you requested accommodations at Creighton University for your condition/disability?
- ❍ 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.

73. Please select the option that most closely describes your native language.
- ❍ English is my native language.
- ❍ English is my native language, and I learned/grew up speaking another language(s) simultaneously. (Please specify other language(s).) _____
- ❍ English is not my native language. (Please specify native language.) _____
- ❍ English is not my native language, but I learned/grew up speaking it alongside my native language. (Please specify native language.) _____

74. What is your religious or spiritual identity? **(Mark all that apply.)**
- ❑ Agnostic
- ❑ Atheist
- ❑ Baha'i
- ❑ Buddhist
- ❑ Catholic
- ❑ Christian
  - ❑ African Methodist Episcopal
  - ❑ African Methodist Episcopal Zion
  - ❑ Assembly of God
  - ❑ Baptist
  - ❑ 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
  - ❑ 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
  - ❑ 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.) _____

75. **Students only**: Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
○ No
○ Yes

76. **Students only**: What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
○ $29,999 and below
○ $30,000 - $49,999
○ $50,000 - $69,999
○ $70,000 - $99,999
○ $100,000 - $149,999
○ $150,000 - $199,999
○ $200,000 - $249,999
○ $250,000 - $499,999
○ $500,000 or more

77. **Students only**: Where do you live?
○ Campus housing
  ○ Kiewit Hall
  ○ Swanson Hall
  ○ Deglman Hall
  ○ McGloin Hall
  ○ Heider Hall
  ○ Kenefick Hall
  ○ Davis Square
  ○ Opus Hall
○ Non-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)

78. **Students only**: Have you been a member of or participated in any of the following student activities sponsored by Creighton? **(Mark all that apply.)**
❑ I do not participate in any clubs or organizations at Creighton University.
❑ Academic and academic honorary organizations (e.g., Alpha Sigma Nu, Phi Beta Kappa)
❑ Club sport (e.g., Hockey, Frisbee)
❑ Culture-specific organization (e.g., CUASA, CULSA)
❑ Religious or spirituality-based organization (e.g., Interfaith Group, Campus Ministry, CLC, Wisdom Groups, Choirs)
❑ Governance organization (e.g., CSU, IRHG)
❑ Fraternity and Sorority Life
❑ Health and wellness organization (e.g., Ignatian Yoga)
❑ Justice-based organizations (e.g., IFTJ, Creighton Students for Climate Change, Lieben Center for Women)
❑ Intercollegiate athletic team
❑ Intramural Sports
❑ Performance organization (e.g., Theater, Music, Art History)
❑ Political or issue-oriented organization (e.g., Mock Trial, College Democrats, College Republicans)
❑ Professional or pre-professional organization
❑ Publication/media organization (Creightonian)
❑ Recreational organization (e.g., Mental Health Club, Swing Dance Club)
❑ Service, leadership, or philanthropic organization (e.g., APO-Service Fraternity, Cortina, FLP, Student Center for the Public Trust, Service & Justice Trips)
❑ A student organization not listed above (Please specify.) _____

79. **Students only:** At the end of your last semester, what was your cumulative grade point average?
    - ○ No GPA at this time – first semester at Creighton University
    - ○ 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

80. **Students only**: Have you experienced financial hardship while attending Creighton University?
    - ○ No
    - ○ Yes **(Mark all that apply.)**
        - ❑ Books/course materials
        - ❑ Child care
        - ❑ Cocurricular events or activities
        - ❑ Clothing
        - ❑ Commuting to campus
        - ❑ Fall/spring breaks service trips/retreats
        - ❑ Food
        - ❑ Health care/health insurance
        - ❑ Housing
        - ❑ Other campus fees
        - ❑ Participation in social events
        - ❑ Studying abroad
        - ❑ Technology (e.g., laptops, internet access)
        - ❑ Travel to and from Creighton University (e.g., returning home during break)
        - ❑ Tuition
        - ❑ Unpaid internships/research opportunities
        - ❑ A financial hardship not listed here (Please specify.) _____

81. **Students only**: How are you currently paying for your education at Creighton University? **(Mark all that apply.)**
    - ❑ Campus employment
    - ❑ Credit card
    - ❑ Employer tuition reimbursement/assistance
    - ❑ Family contribution
    - ❑ Graduate assistantship/research assistantship
    - ❑ Grant (e.g., Pell, Creighton University Grant)
    - ❑ Fellowship
    - ❑ Home country contribution
    - ❑ Internship
    - ❑ Loans
    - ❑ Military educational benefits (e.g., GI Bill, NGEAP)
    - ❑ Need-based scholarship (e.g., Gates)
    - ❑ Non-need-based scholarship (e.g., athletic, merit, ROTC)
    - ❑ Personal contribution/job
    - ❑ Resident advisor
    - ❑ A method of payment not listed here (Please specify.) _____

82. **Students only**: Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
    - ❑ No
    - ❑ Yes, I work **on campus** – (Please indicate total number of hours you work)
        - ❍ 1 - 10 hours/week
        - ❍ 11 - 20 hours/week
        - ❍ 21 - 30 hours/week
        - ❍ 31 - 40 hours/week
        - ❍ More than 40 hours/week
    - ❑ Yes, I work **off campus** – (Please indicate total number of hours you work)
        - ❍ 1 - 10 hours/week
        - ❍ 11 - 20 hours/week
        - ❍ 21 - 30 hours/week
        - ❍ 31 - 40 hours/week
        - ❍ More than 40 hours/week

83. How many minutes do you commute to Creighton University one-way?
    - ❍ 10 or fewer
    - ❍ 11-20
    - ❍ 21-30
    - ❍ 31-40
    - ❍ 41-50
    - ❍ 51-60
    - ❍ 60 or more

84. What is your primary method of transportation to Creighton University?
    - ❍ Bicycle
    - ❍ Carpool (e.g., private pool)
    - ❍ Personal vehicle
    - ❍ Public transportation
    - ❍ Ride-sharing services (e.g., Lyft, Uber)
    - ❍ University shuttle
    - ❍ Walk

Part 4: Perceptions of Campus Climate

85. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at Creighton University?
    - ○ No (**Students skip to Q103; Faculty/Staff skip to Q96)**
    - ○ Yes

86. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    - ❑ Academic advisor
    - ❑ Athletic coach/trainer
    - ❑ Chaplain/Campus Minister
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (i.e., person who reports to me)
    - ❑ Faculty member/Clinical faculty/other instructional staff
    - ❑ Friend
    - ❑ Healthcare Professional (e.g., nurse, tech)
    - ❑ Medical resident
    - ❑ Patient/Patient family member
    - ❑ Preceptor/Clinical supervisor
    - ❑ Proctor
    - ❑ Public Safety
    - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
    - ❑ Social networking site
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Supervisor or manager
    - ❑ Do not know source
    - ❑ A target not listed above (Please specify.) _____

87. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    - ❑ Academic advisor
    - ❑ Athletic coach/trainer
    - ❑ Chaplain/Campus Minister
    - ❑ Coworker/colleague
    - ❑ Department/program chair
    - ❑ Direct report (i.e., person who reports to me)
    - ❑ Faculty member/Clinical faculty/other instructional staff
    - ❑ Friend
    - ❑ Healthcare Professional (e.g., nurse, tech)
    - ❑ Medical resident
    - ❑ Patient/Patient family member
    - ❑ Preceptor/Clinical supervisor
    - ❑ Proctor
    - ❑ Public Safety
    - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
    - ❑ Social networking site
    - ❑ Staff member
    - ❑ Stranger
    - ❑ Student
    - ❑ Student staff
    - ❑ Supervisor or manager
    - ❑ Do not know source
    - ❑ A source not listed above (Please specify.) _____

88. Within the past year, 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

89. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**
   - ❑ Academic performance
   - ❑ Age
   - ❑ Disability status
   - ❑ Educational credentials (e.g., BS, MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ International status/national origin
   - ❑ Length of service at Creighton University
   - ❑ Major field of study
   - ❑ Marital status (e.g., single, married, partnered)
   - ❑ Mental health/psychological disability/condition
   - ❑ Military/veteran status
   - ❑ 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 identity
   - ❑ Socioeconomic status
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

90. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
   - ❑ Assumption that someone was admitted/hired/promoted based on his/her identity
   - ❑ 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 ignored or excluded
   - ❑ Person intimidated/bullied
   - ❑ Person isolated or left out
   - ❑ Person received a low or unfair performance evaluation
   - ❑ Person received a poor grade
   - ❑ 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.) _____

91. Where did this conduct occur? **(Mark all that apply.)**
   - ❑ At a Creighton University event/program
   - ❑ In a class
   - ❑ In a laboratory
   - ❑ In a clinical setting
   - ❑ Simulated patient (SP) encounter
   - ❑ In a Creighton University administrative office
   - ❑ In a Creighton University dining facility
   - ❑ In a Creighton University library
   - ❑ In a faculty office
   - ❑ In a meeting with a group of people
   - ❑ In a meeting with one other person
   - ❑ In athletic facilities
   - ❑ In campus housing
   - ❑ In off-campus housing
   - ❑ In other public spaces at Creighton University
   - ❑ In a virtual environment (e.g., Zoom, Teams)
   - ❑ Off campus
   - ❑ On phone calls/text messages/email
   - ❑ On social media sites (e.g., Facebook, Twitter, Snapchat)
   - ❑ While walking on campus
   - ❑ While working at a Creighton University job
   - ❑ A venue not listed above (Please specify.) _____

92. How did you feel after observing the conduct? **(Mark all that apply.)**
   - ❑ Afraid
   - ❑ Angry
   - ❑ Distressed
   - ❑ Embarrassed
   - ❑ Intimidated
   - ❑ Sad
   - ❑ Somehow responsible
   - ❑ A feeling not listed above (Please specify.) _____

93. What was your response to observing this conduct? **(Mark all that apply.)**
   - ❑ I avoided the person/venue.
   - ❑ I confronted the person(s) at the time.
   - ❑ I confronted the person(s) later.
   - ❑ I contacted a Creighton University resource
       - ❑ Bias Education Support Team
       - ❑ Campus Ministry/Chaplain
       - ❑ Creighton University Safety and Security
       - ❑ Disability Services
       - ❑ Employee Assistance Program
       - ❑ Equity & Inclusion
       - ❑ Faculty member
       - ❑ Health Sciences Multicultural Community Affairs
       - ❑ Human Resources
       - ❑ Institutional Diversity and Inclusion/HS-MACA/CIC
       - ❑ Public Safety
       - ❑ Schlegel Center for Service and Justice
       - ❑ Senior administrator (e.g., dean, associate/assistant dean, vice president, provost)
       - ❑ Staff person (e.g., Residential Life staff, Student Life staff)
       - ❑ Student Counseling Services
       - ❑ Student staff (e.g., resident advisor, student coordinators, building managers, event staff)
       - ❑ Student teaching assistant (e.g., tutor, graduate teaching assistant)
       - ❑ Student Support Services
       - ❑ Supervisor/Manager
       - ❑ Violence Intervention Prevention Center
   - ❑ 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 or a report through the "Tell Someone" website
- ❑ I told a family member.
- ❑ I told a friend.
- ❑ A response not listed above (Please specify.) _____

94. 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.

95. 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.

96. **Faculty/Staff only**: Have you observed **hiring** practices at Creighton University (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
    - ○ No **(Skip to Q98)**
    - ○ Yes

97. **Faculty/Staff only**: I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.)**
    - ❑ Age
    - ❑ 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 Creighton University
    - ❑ 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 identity
    - ❑ Socioeconomic status
    - ❑ Do not know
    - ❑ A reason not listed above (Please specify.) _____

98. **Faculty/Staff only**: Have you observed **promotion, tenure, reappointment, and/or reclassification** practices at Creighton University that you perceive to be unjust?
   - ○ No **(Skip to Q100)**
   - ○ Yes

99. **Faculty/Staff only**: I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**
   - ❑ Age
   - ❑ Disability status
   - ❑ Educational credentials (e.g., BS, MS, PhD)
   - ❑ English language proficiency/accent
   - ❑ Ethnicity
   - ❑ Gender/gender identity
   - ❑ Gender expression
   - ❑ Immigrant/citizen status
   - ❑ International status
   - ❑ Length of service at Creighton University
   - ❑ 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 identity
   - ❑ Socioeconomic status
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

100. **Faculty/Staff only**: Have you observed **employment-related discipline or action, up to and including dismissal,** at Creighton University that you perceive to be unjust?
   - ○ No **(Skip to Q103)**
   - ○ Yes

101. **Faculty/Staff only**: I believe that the unjust **employment-related disciplinary actions up to and including dismissal,** were based upon **(Mark all that apply.)**
   - ❑ Age
   - ❑ 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 Creighton University
   - ❑ 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 identity
   - ❑ Socioeconomic status
   - ❑ Do not know
   - ❑ A reason not listed above (Please specify.) _____

102. **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.

103. Using a scale of 1–5, please rate the overall campus climate at Creighton University on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

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

104. **Students only:** In the past year, which of the following resources have you **consistently** used to support you at Creighton University? **(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
Academic Coach	❏	❏	❏
Academic and Student Affairs (SPAHP)	❏	❏	❏
Academic Department Centers (Writing Center; Communication Center)	❏	❏	❏
Academic Success (within the Creighton EDGE)	❏	❏	❏
Academic Success (within Health Science Schools)	❏	❏	❏
Campus Ministry	❏	❏	❏
Campus Recreation and Wellness	❏	❏	❏
College/School Dean's Office	❏	❏	❏
Community Standards and Wellbeing	❏	❏	❏
Creighton Intercultural Center	❏	❏	❏
Disability Services	❏	❏	❏
Faculty/Research Mentor	❏	❏	❏
Fahey Career Center	❏	❏	❏
Global Engagement Office / Study Abroad	❏	❏	❏
HS MACA	❏	❏	❏
Housing and Auxiliary Services	❏	❏	❏
Lieben Center for Women	❏	❏	❏
Major Advisor	❏	❏	❏
Office of Equity and Inclusion / Title IX	❏	❏	❏
Parker Academic Resource Center (Athletics)	❏	❏	❏
Pre-Professional Advising (within the Creighton EDGE)	❏	❏	❏
Public Safety	❏	❏	❏
Residential Life	❏	❏	❏
RSP Faculty Advisor	❏	❏	❏
Schlegel Center for Service and Justice	❏	❏	❏
Student Affairs (Dental School)	❏	❏	❏
Student Affairs (Medical School)	❏	❏	❏
Student Care Clinic	❏	❏	❏
Student Counseling Services	❏	❏	❏
Student Health and Compliance	❏	❏	❏
Student Leadership and Involvement Center (SLIC)	❏	❏	❏
Student Life	❏	❏	❏
Student Retention (within the Creighton EDGE)	❏	❏	❏
Student Support Services	❏	❏	❏
VIP (Violence Intervention & Prevention) Center	❏	❏	❏

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

106. **Undergraduate Students and Graduate/Professional 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 Creighton University faculty.	❍	❍	❍	❍	❍
I feel valued by Creighton University staff.	❍	❍	❍	❍	❍
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	❍	❍	❍	❍	❍
I feel valued by faculty in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students in the classroom.	❍	❍	❍	❍	❍
I feel valued by other students outside of the classroom.	❍	❍	❍	❍	❍
I believe that Creighton University climate encourages open discussion of difficult topics.	❍	❍	❍	❍	❍
I have faculty whom I perceive as role models.	❍	❍	❍	❍	❍
I have staff whom I perceive as role models.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	❍	❍	❍	❍	❍
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	❍	❍	❍	❍	❍
I feel valued by my department/program chair.	❍	❍	❍	❍	❍
I feel valued by other faculty at Creighton University.	❍	❍	❍	❍	❍
I feel valued by students in the classroom.	❍	❍	❍	❍	❍
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	❍	❍	❍	❍	❍
I believe that Creighton University climate encourages open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that Creighton University values my research/scholarship.	❍	❍	❍	❍	❍
I feel that Creighton University values my teaching.	❍	❍	❍	❍	❍
I feel that Creighton University values my service contributions.	❍	❍	❍	❍	❍
I think that faculty in my department/program prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my department/program chair prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	❍	❍	❍	❍	❍
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍

108. **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.	❍	❍	❍	❍	❍
I feel valued by coworkers outside my department.	❍	❍	❍	❍	❍
I feel valued by my supervisor/manager.	❍	❍	❍	❍	❍
I feel valued by Creighton University students.	❍	❍	❍	❍	❍
I feel valued by Creighton University faculty.	❍	❍	❍	❍	❍
I feel valued by Creighton University senior administrators (e.g., dean, associate/assistant dean, vice president, provost).	❍	❍	❍	❍	❍
I believe that Creighton University climate encourages open discussion of difficult topics.	❍	❍	❍	❍	❍
I feel that Creighton University values my skills.	❍	❍	❍	❍	❍
I feel that Creighton University values my work.	❍	❍	❍	❍	❍
I think that coworkers in my work unit prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that my supervisor/manager prejudges my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I think that faculty prejudge my abilities based on their perception of my identity/background.	❍	❍	❍	❍	❍
I feel that the emphasis on the Jesuit mission interferes with my sense of belonging at Creighton.	❍	❍	❍	❍	❍
I feel that my English-speaking skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍
I feel that my English writing skills limit my ability to be successful at Creighton University.	❍	❍	❍	❍	❍

109. How does the Jesuit, Catholic mission inform your sense of belonging at Creighton?

110. How effectively does Creighton cultivate a campus culture rooted in the values of our Jesuit, Catholic mission?

111. 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)*

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

112. **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 Creighton University in the past year?

	Yes	No	Not applicable
Facilities			
Athletic facilities (e.g., Morrison stadium)	❍	❍	❍
CHI Student Care Clinic	❍	❍	❍
Classroom buildings	❍	❍	❍
Classrooms, laboratories (including computer labs)	❍	❍	❍
College housing	❍	❍	❍
Dining facilities	❍	❍	❍
Doors	❍	❍	❍
Elevators/lifts	❍	❍	❍
Emergency preparedness (e.g., Crisis Response Team)	❍	❍	❍
Office furniture (e.g., chair, desk)	❍	❍	❍
Campus transportation/parking	❍	❍	❍
Other campus buildings	❍	❍	❍
Podium	❍	❍	❍
Recreational facilities (e.g., fitness center)	❍	❍	❍
Restrooms	❍	❍	❍
Saint John's	❍	❍	❍
Signage	❍	❍	❍
Studios/performing arts spaces	❍	❍	❍
Temporary barriers because of construction or maintenance	❍	❍	❍
Walkways, pedestrian paths, crosswalks	❍	❍	❍
Technology/Online Environment			
Accessible electronic formats	❍	❍	❍
Blueline/Canvas	❍	❍	❍
Clickers	❍	❍	❍
Computer equipment (e.g., screens, mouse, keyboard)	❍	❍	❍
Electronic forms	❍	❍	❍
Electronic signage	❍	❍	❍
Electronic surveys (including this one)	❍	❍	❍
Library databases	❍	❍	❍
Phone/phone equipment	❍	❍	❍
Software (e.g., voice recognition, audiobooks)	❍	❍	❍
Testing software (e.g., Examplify. Resopndus)	❍	❍	❍
University recommended apps	❍	❍	❍
Video/video audio descriptions	❍	❍	❍
Websites	❍	❍	❍

Resources			
Electronic databases (e.g., Banner)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Surveys	❍	❍	❍
Virtual Environments (e.g., Zoom. Teams)	❍	❍	❍
Instructional/Campus Materials			
Brochures	❍	❍	❍
Food menus	❍	❍	❍
Forms	❍	❍	❍
Handbooks	❍	❍	❍
Journal articles	❍	❍	❍
Library books	❍	❍	❍
Other publications	❍	❍	❍
Syllabi	❍	❍	❍
Textbooks	❍	❍	❍
Video-closed captioning and text descriptions	❍	❍	❍
Support Services			
Lighting	❍	❍	❍
Aide Support	❍	❍	❍
Translating/Interpreting	❍	❍	❍
Accommodations from faculty	❍	❍	❍

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

114. **(Respondents who identify as transgender/genderqueer/gender nonbinary only)** As a person who identifies as transgender, genderqueer, and/or gender nonbinary have you experienced a barrier in any of the following areas at Creighton University in the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	❍	❍	❍
Changing rooms/locker rooms	❍	❍	❍
Residence halls	❍	❍	❍
Restrooms	❍	❍	❍
Signage	❍	❍	❍
Identity Accuracy			
Creighton University ID Card	❍	❍	❍
Electronic databases (e.g., Banner, Nest, Slate, myHR, Teamworks)	❍	❍	❍
Email account	❍	❍	❍
Intake forms (e.g., Health Center)	❍	❍	❍
Learning technology	❍	❍	❍
Pronouns	❍	❍	❍
Public Affairs	❍	❍	❍
Surveys	❍	❍	❍

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

Part 5: Institutional Actions Relative to Climate Issues

116. **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 Creighton University.

	This Initiative IS Available at Creighton University			This initiative IS NOT Available at Creighton University		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Flexibility for calculating the tenure clock	○	○	○	○	○	○
Recognition and rewards for including diversity issues in courses across the curriculum	○	○	○	○	○	○
Recognition and rewards for including diversity issues in courses across the curriculum	○	○	○	○	○	○
Diversity, equity, and inclusivity training for faculty	○	○	○	○	○	○
Mission training for faculty	○	○	○	○	○	○
Toolkits for faculty to create an inclusive classroom environment	○	○	○	○	○	○
Supervisory training for faculty	○	○	○	○	○	○
Access to counseling for people who have experienced harassment	○	○	○	○	○	○
Mentorship for new faculty	○	○	○	○	○	○
Clear processes to resolve conflicts	○	○	○	○	○	○
Fair processes to resolve conflicts	○	○	○	○	○	○
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	○	○	○	○	○	○
Affordable child care	○	○	○	○	○	○
Support/resources for spouse/partner employment	○	○	○	○	○	○
Accessible lactation/family facilities	○	○	○	○	○	○

117. **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 Creighton University.

	This Initiative IS Available at Creighton University			This initiative IS NOT Available at Creighton University		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for staff	❍	❍	❍	❍	❍	❍
Access to counseling for people who have experienced harassment	❍	❍	❍	❍	❍	❍
Supervisory training for supervisors/managers	❍	❍	❍	❍	❍	❍
Supervisory training for faculty	❍	❍	❍	❍	❍	❍
Mentorship for new staff	❍	❍	❍	❍	❍	❍
Clear processes to resolve conflicts	❍	❍	❍	❍	❍	❍
Mission training for staff	❍	❍	❍	❍	❍	❍
Fair processes to resolve conflicts	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria in performance reviews	❍	❍	❍	❍	❍	❍
Career development opportunities for staff	❍	❍	❍	❍	❍	❍
Affordable child care	❍	❍	❍	❍	❍	❍
Support/resources for spouse/partner employment	❍	❍	❍	❍	❍	❍
Available lactation/family facilities	❍	❍	❍	❍	❍	❍

118. **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 Creighton University.

	This Initiative IS Available at Creighton University			This initiative IS NOT Available at Creighton University		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Diversity, equity, and inclusivity training for students	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for faculty	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for staff	❍	❍	❍	❍	❍	❍
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	❍	❍	❍	❍	❍	❍
Opportunities for intergroup/interfaith dialogue among students	❍	❍	❍	❍	❍	❍
Opportunities for intergroup/interfaith dialogue among faculty, staff, and students	❍	❍	❍	❍	❍	❍
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	❍	❍	❍	❍	❍	❍
Effective faculty mentorship of students	❍	❍	❍	❍	❍	❍
Effective academic advising	❍	❍	❍	❍	❍	❍
Diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants)	❍	❍	❍	❍	❍	❍
Affordable child care	❍	❍	❍	❍	❍	❍
Available lactation/family facilities	❍	❍	❍	❍	❍	❍

119. We are interested in knowing if you have specific recommendations for improving how we live our Jesuit, Catholic mission at Creighton?

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

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

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

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

To be eligible to win a survey award, offer the information requested below. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held after the climate survey concludes. Individuals who elect to participate in the drawing have an opportunity to win one of four monetary awards.

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information you provided.

Name: _____

E-mail address: _____

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.
We recognize that answering some of the questions on this survey may have been difficult for people.

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

https://www15.creighton.edu/office-president/campus-climate-survey