



Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Missouri -
Kansas City

Campus Climate
Research Study

September 2017



Rankin & Associates, Consulting

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Executive Summary

Introduction

History of the Project

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

UMKC also is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UMKC's vision statement, “UMKC will become a model urban research university characterized by signature graduate and professional programs, a dynamic undergraduate population, a highly diverse faculty, staff and student body, and active engagement with its city and region”¹ To better understand the campus climate, the senior administration at UMKC recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, UMKC conducted a comprehensive survey of all students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In May 2016, members of the University of Missouri – Kansas City worked with the University of Missouri System to form the Systemwide Climate Study Team (SCST). The SCST was composed of faculty, staff, and administrators across the entire University of Missouri System. Ultimately, the University of Missouri System contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled “University of Missouri – Kansas City Climate for Learning, Living, and Working.” Data gathered via reviews of relevant UMKC literature and a campus-wide survey addressing the experiences and perceptions of various constituent groups

¹<http://www.umkc.edu/chancellor/mission-vision.cfm>

will be presented to the UMKC community. The community, upon receiving the report, will then come together to develop and complete two or three action items by spring 2018.

Project Design and Campus Involvement

The conceptual model used as the foundation for UMKC's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UMKC's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

In total, 4,650 people completed the survey. In the end, UMKC's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at UMKC.

UMKC Participants

UMKC community members completed 4,650 surveys for an overall response rate of 25%. Only surveys that were at least 50% completed were included in the final data set for analyses.²: Forty-two percent ($n = 1,946$) of the sample were Undergraduate Students, 24% ($n = 1,124$) were Graduate/Professional Students, 1% ($n = 36$) were Post-Doctoral Scholars/Fellows/Residents, 12% ($n = 533$) were Faculty members (including Administrators with Faculty Rank), <1% ($n = 13$) were Emeritus Faculty, and 22% ($n = 998$) were Staff (including Administrators without Faculty Rank). Table 1 provides a summary of selected demographic characteristics of survey

²Sixty-four (64) surveys were removed because they did not complete at least 50% of the survey, and 33 duplicate submissions were removed. Surveys were also removed from the data file if the respondent did not provide consent ($n = 59$). Two additional responses were removed because they were judged to have been problematic (i.e., the respondent did not complete the survey in good faith).

respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample (*n*) for each demographic characteristic.³

Table 1. UMKC Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Position status	Undergraduate Student	1,946	41.8
	Graduate Student	1,124	24.2
	Post-doctoral scholar/fellow/resident	36	0.8
	Faculty (including Administrator With Faculty Rank)	533	11.5
	Emeritus Faculty	13	0.3
	Staff (including Administrator Without Faculty Rank)	998	21.5
Gender identity	Woman	2,828	60.8
	Man	1,693	36.4
	Transpectrum	87	1.9
Racial/ethnic identity	American Indian/Alaska Native	17	0.4
	Asian/Asian American	499	10.7
	Black/African American	503	10.8
	Hispanic/Latin@/Chican@	197	4.2
	Middle Eastern/Southwest Asian	95	2.0
	Multiracial	355	7.6
	Native Hawaiian/Pacific Islander	6	0.1
	White/European American	2,853	61.4
Sexual identity	LGBQ (including Demisexual)	552	11.9
	Heterosexual	3,833	82.4
	Asexual	19	0.4
Citizenship status	U.S. Citizen	4,100	88.2
	Visa Holder	364	7.8
	DACA/DAPA	5	0.1
	Permanent Resident	129	2.8
	Refugee Status	< 5	---
	Undocumented Resident	< 5	---

³The total *n* for each demographic characteristic may differ as a result of missing data.

Table 1. UMKC Sample Demographics

Characteristic	Subgroup	<i>n</i>	% of Sample
Disability status	Single Disability	370	8.0
	No Disability	4,074	87.6
	Multiple Disabilities	166	3.6
Religious/spiritual identity	Christian	2,338	50.3
	Additional Religious/Spiritual Affiliation	516	11.1
	No Affiliation	1,512	32.5
	Multiple Affiliations	181	3.9

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

Key Findings – Areas of Strength

1. High levels of comfort with the climate at UMKC

Climate is defined as 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.”⁴ The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 79% ($n = 3,684$) of the survey respondents were “very comfortable” or “comfortable” with the climate at UMKC.
- 72% ($n = 1,117$) of Employee respondents were “very comfortable” or “comfortable” with the climate in their primary work area.
- 84% ($n = 3,055$) of Faculty and Student respondents were “very comfortable” or “comfortable” with the climate in their classes.

2. Faculty Respondents – Positive attitudes about faculty work

- 70% ($n = 167$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by UMKC.
- 77% ($n = 181$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments.
- 76% ($n = 394$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that will help their career as much as they did others in similar positions.
- 78% ($n = 180$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued and 79% ($n = 180$) “strongly agreed” or “agreed” that service was valued by UMKC.

⁴Rankin & Reason, 2008, p. 264

3. Staff/Administrator Respondents –Positive attitudes about staff work

- 78% ($n = 770$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it.
- 81% ($n = 800$) of Staff respondents “strongly agreed” or “agreed” that they had adequate resources to perform their job duties.
- 82% ($n = 809$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department.
- 83% ($n = 826$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 86% ($n = 844$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance.
- 86% ($n = 848$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities.

4. Student Respondents – Positive attitudes about academic experiences

The way students perceive and experience their campus climate influences their performance and success in college.⁵ Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.⁶ Attitudes toward academic pursuits are one indicator of campus climate.

All Student respondents

- 71% ($n = 2,131$) of Student respondents “strongly agreed” or “agreed” that the campus climate encourages free and open discussion of difficult topics.
- 72% ($n = 2,164$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students in the classroom.
- 73% ($n = 2,201$) of Student respondents “strongly agreed” or “agree” that they had faculty whom they perceived as role models.

⁵Pascarella & Terenzini, 2005

⁶Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004

- 77% ($n = 2,339$) of Student respondents “strongly agreed” or “agreed” that they felt valued by faculty in the classroom.

Graduate Student respondents

- 82% ($n = 906$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that their advisors provided clear expectations.
- 87% ($n = 949$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they receive due credit for their research, writing, and publishing (e.g., authorship order in published articles).
- 87% ($n = 965$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they had adequate access to their advisors.
- 90% ($n = 989$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisor.
- 91% ($n = 1,014$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.
- 93% ($n = 1,038$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Student Respondents *Perceived Academic Success*

A confirmatory factor analysis was conducted on the scale, *Perceived Academic Success*, derived from Question 15 on the survey. Analyses using these scales revealed:

- A significant difference existed in the overall test for means for Students by gender identity, sexual identity, and disability status on *Perceived Academic Success*.
- Transspectrum Undergraduate Student respondents have less *Perceived Academic Success* than Man Undergraduate Student and Woman Undergraduate Student respondents.
- Transspectrum Graduate Student respondents have less *Perceived Academic Success* than Man Graduate Student and Woman Graduate Student respondents.
- LGBTQ Undergraduate and Graduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate and Graduate Student respondents.
- Single Disability and No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Multiple Disabilities Undergraduate Student respondents.
- No Disability Graduate Student respondents have greater *Perceived Academic Success* than Single Disability and Multiple Disabilities Graduate Student respondents.

Key Findings – Opportunities for Improvement

1. Members of several constituent groups indicated that they experienced 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.⁷ Research also underscores the relationship between workplace discrimination and subsequent productivity.⁸ The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 17% ($n = 785$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.⁹
 - 27% ($n = 209$) felt that it was based on their position status.
 - 21% ($n = 162$) noted that the conduct was based on ethnicity.
 - 20% ($n = 158$) felt that it was based on their age.
 - 19% ($n = 150$) felt that it was based on their gender/gender identity.
- Significant differences were observed based on position status, racial identity, age, and gender identity:
 - By position status, Faculty respondents (27%, $n = 145$) and Staff respondents (25%, $n = 251$) were significantly more likely than other respondents to indicate that they had experienced this conduct.
 - Of those respondents who noted that they had experienced this conduct, 42% ($n = 105$) of Staff respondents, 31% ($n = 45$) of Faculty respondents, 21% ($n = 30$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, 12% ($n = 29$) of Undergraduate Student respondents thought that the conduct was based on their position status.

⁷Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

⁸Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

⁹The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- By racial identity, significant differences were noted in the percentages of Black/African/African American respondents (23%, $n = 115$), White respondents (17%, $n = 469$), and Asian/Asian American respondents (11%, $n = 53$) who noted that they believed they had experienced this conduct.
 - Of those respondents who noted that they believed they had experienced this conduct, significantly lower percentages of White respondents (9%, $n = 41$) than all other racially identified respondents thought that the conduct was based on their racial identity.
- By age, a greater percentage of respondents between 45 and 54 years of age (26%, $n = 94$) and respondents between 55 and 64 years of age (27%, $n = 88$) noted they had experienced exclusionary conduct.
 - Of those respondents who noted that they believed they had experienced this conduct, higher percentages of respondents between 65 and 74 years of age (36%, $n = 5$) and respondents between 55 and 64 years of age (27%, $n = 24$) thought that the conduct was based on their age.
- By gender identity, a significantly higher percentage of Transspectrum respondents (31%, $n = 27$) than Women respondents (18%, $n = 513$) and Men respondents (14%, $n = 228$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.
 - 30% ($n = 8$) of Transspectrum respondents, 23% ($n = 116$) of Women respondents, and 11% ($n = 25$) of Men respondents who indicated that believed they had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct at UMKC. Three hundred fifty-eight respondents (students, faculty, and staff) contributed comments regarding these personal experiences. Two

themes emerged from their narratives: (1) concerns relating to inclusion of a range of identities (race, ethnicity, ability status, age, religion, and gender/gender identity) at UMKC, and (2) perceived disrespectful interactions.

2. Several constituent groups indicated that they were less comfortable with the overall campus climate, workplace climate, and classroom climate.

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation students, veterans).¹⁰ Several groups at UMKC indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

- By gender identity: Men respondents were significantly more likely to indicate that they were “very comfortable” than were Women respondents with the overall climate at UMKC and the climate in their classes.
- By racial identity: Hispanic/Latin@/Chican@ respondents and White respondents were significantly more likely to be “very comfortable” with the overall climate than were other racial groups with the overall climate at UMKC. Similarly, White respondents were also significantly more likely to be “very comfortable” with the climate in their primary work areas and the climate in their classes.
- By sexual identity: Heterosexual Faculty and Student respondents were significantly more likely to be “very comfortable” than LGBTQ respondents with the climate in their classes.
- By disability status: Respondents with No Disability were significantly more likely to be “very comfortable” than Respondents with Multiple Disabilities with the overall climate at UMKC and the climate in their classes.

3. Employee Respondents – Challenges with work-life issues

¹⁰Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- 53% ($n = 287$) of Faculty respondents and 54% ($n = 540$) of Staff respondents had seriously considered leaving UMKC in the past year.
 - 64% ($n = 527$) of those Employee respondents who seriously considered leaving did so because of a low salary/pay rate.
 - 46% ($n = 380$) of those Employee respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement.
- Salary/Administrator without Faculty Rank respondents (58%, $n = 211$) were significantly more likely to seriously consider leaving UMKC than were Hourly Staff respondents (51%, $n = 234$).
- Black/African/African American Employee respondents (60%, $n = 97$) were significantly more likely to seriously consider leaving UMKC than were Hispanic/Latin@/Chican@ Employee respondents (37%, $n = 14$).
- U.S. Citizen Employee respondents (55%, $n = 754$) were significantly more likely to seriously consider leaving UMKC than were Non-U.S. Citizen Employee respondents (44%, $n = 65$).

4. Staff and Administrators without Faculty Rank Respondents – Challenges with workplace climate

- 62% ($n = 609$) of Staff respondents “strongly agreed” or “agreed” that there is a hierarchy within staff positions that allows some voices to be valued more than others.
- 44% ($n = 426$) of Staff respondents “strongly agreed” or “agreed” that UMKC policies (e.g., FMLA) were fairly applied across UMKC.
- 42% ($n = 412$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by UMKC senior administrators (e.g., chancellor, vice chancellors, provost).
- 29% ($n = 284$) of Staff respondents “strongly agreed” or “agreed” that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours.

- 25% ($n = 241$) of Staff respondents “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations.

Four hundred fifty-seven (457) Staff respondents contributed comments regarding their employment-related experiences. Four themes emerged from these comments: positive reflections regarding their level of work-life balance and support from supervisors, a perceived sense of unreasonable workloads without appropriate levels of compensation, specific concerns related to salary, and a lack of institutional support for professional development leading to advancement opportunities for staff.

5. Faculty Respondents – Challenges with faculty work

- 25% ($n = 57$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion.
- 49% ($n = 114$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations.
- 41% ($n = 94$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated.
- 26% ($n = 126$) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct faculty were competitive.
- 32% ($n = 161$) Faculty respondents “strongly agreed” or “agreed” that salaries for non-tenure-track faculty were competitive.

One hundred twenty-one of Faculty respondents provided elaborations on their experiences regarding workplace climate concerns facing all levels of faculty. Two themes emerged from their comments: (1) concerns related to salary/benefits and faculty pay and (2) the belief that UMKC does not do enough to support faculty research or faculty professional development.

6. A small, but 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 significant issue for colleges and universities nationwide, affecting the physical health, mental health, and academic success of students. The report highlights that one in five women is sexually assaulted while in college. One section of the UMKC survey requested information regarding sexual assault.

- (5%) respondents indicated that they had experienced unwanted sexual conduct while at UMKC.
 - 1% ($n = 37$) of respondents experienced relationship violence (e.g., ridiculed, controlling, hitting) while a member of the UMKC community.
 - 1% ($n = 62$) of respondents experienced stalking (e.g., physical following, on social media, texting, phone calls) while a member of the UMKC community.
 - 2% ($n = 111$) of respondents experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) while a member of the UMKC community.
 - 1% ($n = 41$) of respondents experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the UMKC community.
- Undergraduate Student respondents, Women respondents, Heterosexual respondents, White respondents, and U.S. Citizen respondents, more often reported unwanted sexual experiences than their counterparts.
- Acquaintances/friends, UMKC students, and current or former dating/intimate partners were most often identified as sources of unwanted sexual experiences.
- The majority of respondents did not report the unwanted sexual experience.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual experiences. One theme emerged among UMKC's respondents who explained why they did not report unwanted sexual contact. The primary rationale cited for not reporting these

incidents was that they were fearful of being blamed/fearful of making the unwanted sexual contact publicly known.

Conclusion

UMKC's climate findings¹¹ were consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.¹² For example, 70% to 80% of respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A similar percentage (79%) of UMKC respondents reported that they were “very comfortable” or “comfortable” with the climate at UMKC. Likewise, 20% to 25% of respondents in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UMKC, a smaller, but still meaningful percentage of respondents (17%) indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.¹³

UMKC's climate assessment report provides baseline data on diversity and inclusion, while also addressing UMKC's mission and goals. While the findings may guide decision-making in regard to policies and practices at UMKC, 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 UMKC community with an opportunity to build upon its strengths and to develop a deeper awareness of the challenges ahead. UMKC, 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.

¹¹Additional findings disaggregated by position status and other selected demographic characteristics are provided in the full report.

¹²Rankin & Associates Consulting, 2015

¹³Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles, Cortina, Malley, & Stewart, 2006; Silverschanz et al., 2008; Yosso et al., 2009

Introduction

History of the Project

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

UMKC is committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in UMKC's vision statement, “UMKC will become a model urban research university characterized by signature graduate and professional programs, a dynamic undergraduate population, a highly diverse faculty, staff and student body, and active engagement with its city and region”¹⁴ To better understand the campus climate, the senior administration at UMKC recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff. During the fall 2016 semester, UMKC conducted a comprehensive survey of all students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

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¹⁴<http://www.umkc.edu/chancellor/mission-vision.cfm>

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The conceptual model used as the foundation for UMKC’s assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. UMKC’s assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups. This report provides an overview of the results of the campus-wide survey.

In total, 4,650 people completed the survey. In the end, the UMKC’s assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups at UMKC.

Contextual Framework and Summary of Related Literature

More than two decades ago, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education (ACE) suggested that in order to build a vital community of learning, a college or university must provide a climate where

Intellectual life is central and where faculty and students work together to strengthen teaching and learning, where freedom of expression is uncompromisingly protected and where civility is powerfully affirmed, where the dignity of all individuals is affirmed and where equality of opportunity is vigorously pursued, and where the well-being of each member is sensitively supported (Boyer, 1990).

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of creating...inclusive educational environments in which all participants are equally welcome,

equally valued, and equally heard” (p. xxi). The report suggested that, to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all individuals.

Hurtado (1992) and Harper & Hurtado (2007) focused on the history, compositional diversity, organizational structure, psychological climate, and behavioral dimensions of campus communities when considering climate. Building upon Harper’s and Hurtado’s work, Rankin and Reason (2008) defined climate as

The current attitudes, behaviors, standards, and practices of employees and students of an institution. Because in our work we are particularly concerned about the climate for individuals from traditionally underrepresented, 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).

Institutional Climate within Campus Structures

While many colleges and universities express that they are diverse, welcoming, and inclusive places for all people, the literature on the experiences of individuals from marginalized communities in the academy proposes that not all communities have felt welcomed and included on campus. For example, racial climate scholars suggest that the academy is deeply rooted in white supremacy and that higher education’s history informs current practices (Patton, 2016). Patton (2016) challenged higher education institutions to consider the ways in which their legacy of oppression, beyond race, matters now and currently affects people from marginalized groups.

Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a *process* towards better learning rather than an outcome” (p. iv). Milem et al. further suggested that for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009)

offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building a deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus Climate and Student, Faculty, and Staff Success

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggested that various identity groups may perceive the campus climate differently and that their perceptions may adversely affect working and learning outcomes (Chang, 2003; D’Augelli & Hershberger, 1993; Navarro, Worthington, Hart, & Khairallah, 2009; Nelson-Laird & Niskodé-Dossett, 2010; Rankin & Reason, 2005; Tynes, Rose, & Markoe, 2013; Worthington, Navarro, Lowey & Hart, 2008).

Several scholars found that when students of color perceive their campus environment as hostile, outcomes such as persistence and academic performance are negatively affected (Guiffrida, Gouveia, Wall, & Seward, 2008; Hurtado & Ponjuan, 2005; Johnson, Soldner, Leonard, Alvarez, Inkelas, Rowan, & Longerbeam, 2007; Solórzano, Ceja, & Yosso, 2000; Strayhorn, 2013; Yosso, Smith, Ceja & Solórzano, 2009). Several other empirical studies reinforced the importance of the perception of non-discriminatory environments to positive student learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Gurin, Dey, Hurtado, & Gurin, 2002; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research has supported the value of a diverse student body and faculty on enhancing student learning outcomes and interpersonal and psychosocial gains (Chang, Denson, Sáenz, & Misa, 2006; Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Pike & Kuh, 2006; Sáenz, Ngai, & Hurtado, 2007).

The personal and professional development of faculty, administrators, and staff also are influenced by the complex nature of the campus climate. Owing to racial discrimination within the campus environment, faculty of color often report moderate to low job satisfaction (Turner,

Myers, & Creswell, 1999), high levels of stress related to their job (Smith & Witt, 1993), feelings of isolation (Johnsrud & Sadao, 1998; Turner et al., 1999), and negative bias in the promotion and tenure process (Patton & Catching, 2009; Villalpando & Delgado Bernal, 2002). For women faculty, experiences with gender discrimination in the college environment influence their decisions to leave their institutions (Gardner, 2013; Settles, Cortina, Malley, & Stewart, 2006). Lesbian, gay, bisexual, and transgender (LGBT) faculty felt that their institutional climate forced them to hide their marginalized identities if they wanted to avoid alienation and scrutiny from colleagues (Bilimoria & Stewart, 2009). Therefore, it may come as no surprise that LGBTQ faculty members who judged their campus climate more positively felt greater personal and professional support (Sears, 2002). The literature that underscores the relationships between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower levels of life satisfaction and physical health) and greater occupation dysfunction (i.e., organizational withdrawal; lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008).

In assessing campus climate and its influence on specific populations, it is important to understand the complexities of identity and to avoid treating identities in isolation. Limited views of identity may prevent institutions from acknowledging the complexity of their faculty, staff, administration, and students. Maramba & Museus (2011) agreed that an “overemphasis on a singular dimension of students’ [and other campus constituents’] identities can also limit the understandings generated by climate and sense of belonging studies” (p. 95). Using an intersectional approach to research on campus climate allows individuals and institutions to explore how multiple systems of privilege and oppression operate within the environment to influence the perceptions and experiences of groups and individuals with intersecting identities (see Griffin, Bennett, & Harris, 2011; Maramba & Museus, 2011; Nelson-Laird & Niskodé-Dossett, 2010; Patton, 2011; Pittman, 2010; Turner, 2002).

Discussing the campus climate in higher education for faculty, staff, administration, and students requires the naming of specific identities (e.g., position within the institution, age, socioeconomic status, disability, gender identity, racial identity, spiritual affiliation, citizenship, political

affiliation, sexual identity) that may often times be avoided in the academy. In some cases, colleges and universities encourage scholars and practitioners to operate within “acceptable” definitions of social identities; such restriction, however, may maintain barriers against the possibilities of true inclusion. To move beyond defining diversity only in terms of race and gender, and to support real inclusion, each institution ought to define concepts, such as *diversity*, and the metrics by which they will recognize when progress is made and goals met.

Accessibility and Inclusivity

Currently, institutions of higher education meet the requirements from the Americans with Disabilities Act (ADA), yet many still provide the minimum support for community members of various abilities (Peña, 2014). Institutions of higher education repeatedly overlook students and employees with disabilities when addressing diversity challenges. Stodden (2015) asserts, “Often students with disabilities are not a high priority for receiving support in accessing higher education. Another indication of the anomalous position of students with disabilities among diverse subpopulations is that they are often not included in the diversity initiatives provided by many institutions of higher education to foster greater understanding of and connections between diverse student subpopulations” (p. 3). When campuses move beyond the language of *accommodations* and are accessible to all individuals, institutions then will become more inclusive of people of various abilities.

Frequently, the term *accessibility* is used only in the context of “disability.” Understanding accessibility in terms of disability alone limits the potential for institutions of higher education and their constituents. Weiner (2016) shares the need to be cognizant and critical of scholarly work in higher education, regardless of one’s position and subject matter expertise, to create the most welcoming campus climates. The possibility of positively affecting multiple constituents with one policy change or new initiative goes far beyond the disability community. When higher education understands how shifting policies – for example, by providing open housing options – influences community members’ sense of comfort and belonging; mental, physical, and emotional health; and social opportunities, then a single experience of a marginalized individual (e.g., someone with a disability, someone who is genderqueer, someone with anxiety) does not have to be used as “the reason” to resolve systemic inequity. Institutions of higher education can proactively create policies and physical spaces for the diverse array of campus constituents to

feel as safe as possible and to persist at school and at work (Wessel, Jones, Markle, & Westfall, 2009).

Campus Climate and Student Activism

Student activism in higher education is not new; rather, student activism is foundational in the history of many institutions and also a “culmination of years of activism around inequality” (Kingkade, Workneh, & Grenoble, 2015). Indeed, student activism built many advocacy and identity centers and created ethnic studies program (e.g., multicultural centers, LGBTQ centers, African American Studies, Women & Gender Studies, Latinx Studies, Queer Studies, Disability Studies).

Current national activist movements, such as #BlackLivesMatter and #NoDAPL, are deeply connected to current day activism in education. “Links between the broader social context of what is happening off-campus and students’ on-campus activism have long been a means for students to personalize, contextualize and make sense of what it means to pursue social change” (Barnhardt & Reyes, p. 1, 2016). Very recently, the website, thedemands.org, shared The Black Liberation Collective vision of “black students who are dedicated to transforming institutions of higher education through unity, coalition building, direct action and political education” (thedemands.org, 2016).

“Student activism is an opportunity to scrutinize the campus contexts, conditions and social realities that speak to underlying claims or grievances [of students, faculty members, and staff members]” (Barnhardt & Reyes, p. 3, 2016). Naming inequities allows institutions to identify challenges and opportunities to shift the institutional actions, policies, and climate so all community members feel honored, respected, and included. Additionally, naming social injustices and identifying institutions’ oppressive behaviors, policies, and exclusive practices (as well as identifying supportive behaviors, policies, and inclusive practices) exposes campuses’ responsibilities for shifting the climate toward equity and inclusion. The call to action to be resilient and authentic when working toward justice from scholars (Ahmed, 2009) is one that encourages higher education institutions to support a commitment to ensuring an evolving, intentional, and inclusive campus climate that engages, honors, and respects multiple identities of faculty, staff, administration, and student communities.

Methodology

Conceptual Framework

R&A defines diversity as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”¹⁵ The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

Research Design

Survey Instrument. The survey questions were constructed based on the results of the work of Rankin (2003) and with the assistance of the SCST. The SCST reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually more appropriate for the University of Missouri – Kansas City. The final UMKC campus-wide survey contained 120 questions,¹⁶ including 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 UMKC’s Institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and tabulated for appropriate analysis.

Sampling Procedure. The University of Missouri – Columbia’s Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB office

¹⁵Rankin & Associates Consulting (2015) adapted from AAC&U (1995).

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

acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on September 9, 2016.

Prospective participants received an invitation from Chancellor Morton that contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

Completed online surveys were submitted directly to a secure server, where any computer identification that might identify participants was deleted. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

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 to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 24.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted and those analyses were provided to UMKC 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.¹⁷ Actual percentages¹⁸ with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations 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 does 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 are noted whenever possible throughout the report.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on one scale embedded in Question 15 of the survey. 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 seven sub-questions of Question 15 of the survey reflect the questions on this scale (Table 2).

The questions on the scale were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in

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

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

the analysis. Approximately three percent (3.3%) of all potential Student respondents were removed from the analysis as a result of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.¹⁹ One question from the scale (Q15_2) did not hold with the construct and was removed. The scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale was 0.871 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach’s alpha was only 0.783.

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

Scale	Academic experience
Perceived Academic Success	I am performing up to my full academic potential.
	I am satisfied with my academic experience at UMKC.
	I am satisfied with the extent of my intellectual development since enrolling at UMKC.
	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 UMKC.

Factor Scores

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

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

¹⁹Factor 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.

Additionally, where n 's were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas (due to lower numbers, graduate students had a reduced number of categories for several demographic areas where noted):

- Gender identity (Woman, Man, Transspectrum)
- Racial identity (Asian/Asian American, Black/African/African American, Latin@/Chican@/Hispanic, Additional People of Color, Multiracial, White People)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)
- First Generation Status (First-Generation, Not-First-Generation)

When only two categories for the specified demographic variable (e.g., sexual identity) existed a t -test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's d . Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using Eta^2 and any moderate to large effects were noted.

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences on the UMKC campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed²⁰ using standard methods of thematic analysis. R&A reviewers read all comments and a list of common themes was generated based on their analyses. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

²⁰Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. This section also presents the results per the project design, which called for examining respondents' personal campus experiences, their perceptions of the campus climate, and their perceptions of UMKC's institutional actions, including administrative policies and academic initiatives regarding climate.

Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing. The narrative also provides results from descriptive analyses that were not statistically significant, yet were determined to be meaningful to the climate at UMKC.

Description of the Sample²¹

Four thousand six-hundred fifty (4,650) surveys were returned for a 25% overall response rate. The sample and population figures, chi-square analyses,²² and response rates are presented in Table 3. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by UMKC.

- Women were significantly overrepresented in the sample; Men were underrepresented. Transpectrum was provided as an option for the sample, but not for the population. There were no data for Other/Missing/Not Reported in the population.
- Multiracial individuals, American Indian/Alaskan Natives, Asian/Asian Americans, and White/European Americans were significantly overrepresented in the sample. Middle Eastern/Southwest Asian was an option for the sample, but not for the population. Native

²¹All frequency tables are provided in Appendix B.

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

Hawaiian/Pacific Islanders were present in equal proportions in the population and sample. All other groups were significantly underrepresented in the sample.

- Undergraduate Students, Faculty (non-Emeritus), and Staff were underrepresented in the sample. Graduate Students, Post-Doctoral scholar/fellow/residents, and Emeritus Faculty were significantly overrepresented in the sample.
- Permanent Residents and Missing/Unknown/Others were overrepresented in the sample. U.S. Citizens, Visa Holders, DACA/DAPA individuals, and individuals with Refugee Status were underrepresented. There was no data on Undocumented Residents in the population.

Table 3. Demographics of Population and Sample

Characteristic	Subgroup	Population		Sample		Response rate
		N	%	n	%	
Gender identity ^a	Woman	10,032	53.8	2,828	60.8	28.2
	Man	8,599	46.2	1,693	36.4	19.7
	Transpectrum	ND	ND	87	1.9	N/A
	Other/Missing/Not Reported	ND	ND	42	0.9	N/A
Racial/ethnic identity ^b	American Indian/Alaska Native	61	0.3	17	0.4	27.9
	Asian/Asian American	1,502	8.1	499	10.7	33.2
	Black/African/African American	2,161	11.6	503	10.8	23.3
	Hispanic/Latin@/Chican@	1,162	6.2	197	4.2	17.0
	Middle Eastern/Southwest Asian	ND	ND	95	2.0	N/A
	Multiracial	482	2.6	355	7.6	73.7
	Native Hawaiian/Pacific Islander	21	0.1	6	0.1	28.6
	White/European American	11,029	59.2	2,853	61.4	25.9
	Missing/Unknown/Other	2,213	11.9	125	2.7	5.6
Position status ^c	Undergraduate Student	7,705	41.4	1,946	41.8	25.3
	Graduate Student	5,099	27.4	1,124	24.2	22.0
	Post-Doctoral scholar/fellow/resident	402	2.2	36	0.8	9.0
	Faculty (including Administrator with Faculty Rank)	1,373	7.4	533	11.5	38.8
	Emeritus Faculty	278	1.5	13	0.3	4.7
	Staff (including Administrator without Faculty Rank)	3,774	20.3	998	21.5	26.4
	Missing/Unknown/Other					
Citizenship status ^d	U.S. Citizen	16,453	88.3	4,100	88.2	24.9
	Visa Holder	2,098	11.3	364	7.8	17.3
	DACA/DAPA	23	0.1	5	0.1	21.7
	Permanent Resident	47	0.3	129	2.8	> 100.0
	Refugee Status	7	0.0	< 5	---	42.9
	Undocumented Resident	ND	ND	< 5	---	N/A
	Missing/Unknown/Other	< 5	---	47	1.0	> 100.0

*ND: No Data Available

^a $\chi^2(1, N = 4,521) = 138.99, p < .001$

^b $\chi^2(7, N = 4,555) = 876.67, p < .001$

^c $\chi^2(5, N = 4,650) = 213.85, p < .001$

^d $\chi^2(5, N = 4,601) = 2958.64, p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of UMKC 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 SCST members. Construct validity - the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors- should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary, intimidating, offensive, and/or hostile conduct. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

Reliability - Internal Consistency of Responses.²³ Correlations between the responses to questions about overall campus climate for various groups (survey Question 100) and to questions that rated overall campus climate on various scales (survey Question 101) 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.

²³Internal 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).

The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients²⁴ are provided in Table 4.

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

A strong relationship (between .52 and .72) existed for all five pairs of variables: between Positive for Other People of Color and Not Racist, between Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People and Not Homophobic, between Positive for Women and Not Sexist, between Positive for People of Low-Income status and Not Classist (income status), and between Positive for People with Disabilities and Disability-Friendly (not ableist).

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

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability-Friendly
Positive for People of Color	.615*				
Positive for Lesbian, Gay, Bisexual, Queer, or Transgender People		.562*			
Positive for Women			.603*		
Positive for People of Low Socioeconomic Status				.662*	
Positive for People with Disabilities					.631*

* $p < 0.01$

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

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

Sample Characteristics²⁵

For the purposes of several analyses, demographic responses were collapsed into categories established by the Local Campus Study Team (LCST²⁶) to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a particular category totaled fewer than five ($n < 5$).

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, Faculty/Emeritus Faculty/Research Scientist/Administrator with Faculty Rank respondents, and Staff/Administrator without Faculty Rank respondents.²⁷ Of all respondents, 42% ($n = 1,946$) were Undergraduate Student respondents, 25% ($n = 1,160$) were Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, 12% ($n = 546$) were Faculty/Emeritus Faculty/Research Scientist/Administrator with Faculty Rank respondents, and 22% ($n = 998$) were Staff/Administrator without Faculty Rank respondents (Figure 1). Ninety-one percent ($n = 4,219$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 93% ($n = 1,814$) of Undergraduate Student respondents, 83% ($n = 957$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, 92% ($n = 498$) of Faculty respondents,²⁸ and 95% ($n = 950$) of Staff respondents²⁹ were full-time in their primary positions.

Ninety-four percent ($n = 1,445$) of Employee respondents³⁰ indicated that they were benefits eligible. Subsequent analyses revealed that 90% ($n = 493$) of Faculty respondents and 96% ($n = 952$) of Staff respondents were eligible for benefits. Of Faculty respondents who indicated that

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

²⁶LCST was composed of University of Missouri – Kansas City community members who served both on the SCST and were charged with leading the climate study initiative at the University of Missouri – Kansas City.

²⁷Collapsed position status variables were determined by the LCST.

²⁸The term Faculty respondents is used within this section to refer to the experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

²⁹The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

³⁰This report uses the term Employee respondents to reference Faculty, Emeritus Faculty, Research Scientist, Administrator with Faculty rank respondents, Staff, Administrator without Faculty Rank respondents.

they were not benefits eligible, 17% ($n = 40$) were Non-Tenure-Track Faculty respondents. Of Staff respondents who indicated that they were not benefits eligible, 6% ($n = 27$) were Hourly Staff respondents.

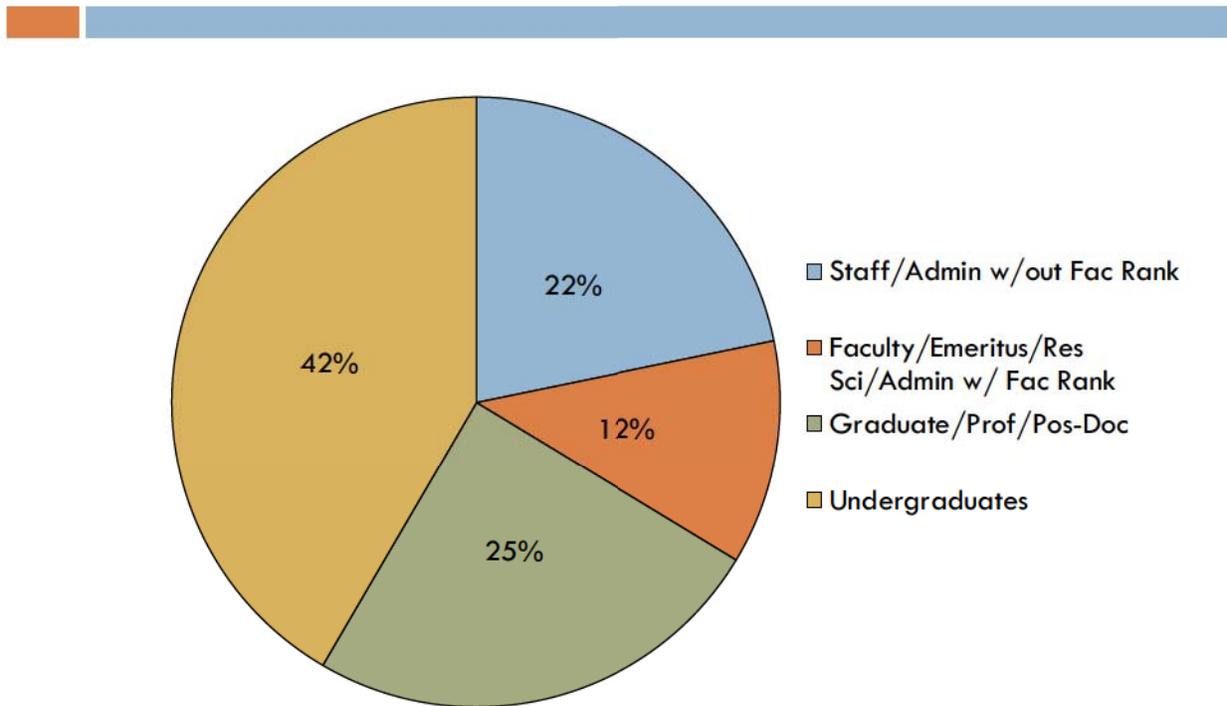


Figure 1. Respondents' Collapsed Position Status (%)

When asked their primary campus location 78% ($n = 3,640$) of respondents indicated Volker, 17% ($n = 794$) indicated Health Sciences at Hospital Hill, 4% ($n = 175$) indicated Other UMKC campus, and less than one percent each indicated Columbia ($n = 15$) or Springfield ($n = 14$). Of those who indicated that their primary campus was Volker, 89% ($n = 1,731$) were Undergraduate Student respondents, 76% ($n = 760$) were Staff respondents, 69% ($n = 794$) were Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, and 65% ($n = 355$) were Faculty respondents.

Student respondents³¹ were asked what percentage of their classes they had taken exclusively online. The majority of Student respondents (86%, $n = 2,626$) indicated that they had taken 0% - 25% of their classes exclusively online while 2% ($n = 72$) indicated that they had taken 100% of their classes exclusively online. Table 5 provides a further breakdown of the percent of classes students took exclusively online. Subsequent analyses indicated that 85% ($n = 1,659$) of Undergraduate Student respondents and 86% ($n = 997$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents had taken 0% - 25% of their classes exclusively online while 1% ($n = 27$) of Undergraduate Student respondents and 4% ($n = 47$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents had taken 100% of their classes exclusively online.

Table 5. Student Respondents' Percentage of Online Coursework

Courses online	<i>n</i>	%
100%	72	2.3
76%-99%	61	2.0
51%-75%	71	2.3
26%- 50%	235	7.7
0%-25%	2,626	85.5

Note: Table reports only Student responses ($n = 3,070$).

In terms of length of employment at UMKC, 29% ($n = 441$) of Employee respondents were employed between one and five years, 20% ($n = 309$) were employed between six and ten years, 14% ($n = 208$) were employed between 11 and 15 years, 14% ($n = 217$) were employed more than 20 years, 13% ($n = 198$) were employed less than one year, and 10% ($n = 156$) were employed between 16 and 20 years.

With regard to respondents' work unit affiliations, Table 6 indicates that Staff respondents represented various academic divisions/work units across campus. Of Staff respondents, 14% (n

³¹This report uses the term Student respondents to Undergraduate Students, Graduate/Professional Students, and Post-Doctoral Scholar/Fellow/Resident respondents.

= 143) were affiliated with Student Affairs and Enrollment Management, 9% ($n = 89$) were affiliated with the Provost’s Office and Academic Affairs (including Information Services), 7% ($n = 67$) were affiliated with the School of Medicine, and 7% ($n = 66$) were affiliated with the School of Dentistry.

Table 6. Staff Respondents’ Work Unit Affiliations

Work unit	<i>n</i>	%
Chancellor’s Office	10	1.0
College of Arts and Sciences	63	6.3
Conservatory of Music and Dance	10	1.0
Diversity and Inclusion	< 5	---
Honors College	< 5	---
Human Resources (including Title IX/Affirmative Action/EEOC Office)	16	1.6
Institute for Human Development	12	1.2
UMKC Athletics	32	3.2
Kansas City Repertory Theatre	< 5	---
University Libraries (including all sites)	43	4.3
School of Biological Sciences	10	1.0
School of Computing and Engineering	26	2.6
School of Dentistry	66	6.6
School of Education	35	3.5
School of Graduate Studies	< 5	---
School of Law	30	3.0
Henry W. Bloch School of Management	40	4.0
School of Medicine	67	6.7
School of Nursing and Health Studies	23	2.3
School of Pharmacy	22	2.2
UMKC Foundation	9	0.9

Table 6. Staff Respondents’ Work Unit Affiliations

Work unit	<i>n</i>	%
UMKC Innovation Center	12	1.2
University College	17	1.7
Provost’s Office and Academic Affairs (including Information Services)	89	8.9
Finance and Administration	62	6.2
University Advancement	19	1.9
Strategic Marketing and Communications (including KCUR)	39	3.9
Student Affairs and Enrollment Management	143	14.3
Missing	93	9.3

Note: Table reports only Staff and Administrator without Faculty Rank responses (*n* = 998).

Of Faculty respondents, 26% (*n* = 139) were affiliated with the College of Arts and Sciences, 9% (*n* = 51) with the School of Medicine, 8% (*n* = 44) with the School of Dentistry, and 8% (*n* = 41) with the School of Nursing and Health Studies (Table 7).

Table 7. Faculty Respondents’ Primary Academic Division/Department Affiliations

Academic division	<i>n</i>	%
College of Arts and Sciences	139	25.5
Conservatory of Music and Dance	25	4.6
Henry W. Bloch School of Management	37	6.8
Honors College	< 5	---
School of Biological Sciences	29	5.3
School of Computing and Engineering	22	4.0
School of Dentistry	44	8.1
School of Education	29	5.3
School of Law	33	6.0
School of Medicine	51	9.3
School of Nursing and Health Studies	41	7.5

Table 7. Faculty Respondents’ Primary Academic Division/Department Affiliations

Academic division	<i>n</i>	%
School of Pharmacy	32	5.9
School of Graduate Studies	< 5	---
University College	< 5	---
University Libraries (including all sites)	29	5.3
Institute for Human Development	6	1.1
Missing	22	4.0

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank responses (*n* = 546).

More than half of the sample (61%, *n* = 2,828) were Women; 36% (*n* = 1,693) were Men.³² The LCST decided to collapse Transgender, Genderqueer, Non-Binary, and a “gender not listed above” into the “Transspectrum” category (2%, *n* = 87). One percent (*n* = 28) of respondents identified as Genderqueer and 1% (*n* = 25) of respondents identified as Non-binary. Six respondents (<1%) identified as Transgender.³³ Forty-two respondents (1%) marked “a gender not listed here” and offered identities such as “goldfish,” “werewolf,” “potato,” “attack helicopter,” “RainbowUnicornCatfish,” “Zerg,” and “space Indian.”

³²The majority of respondents identified their birth sex as female (62%, *n* = 2,874), while 37% (*n* = 1,734) of respondents identified as male and less than 1% (*n* = 6) identified as intersex. Additionally, 60% (*n* = 2,785) identified their gender expression as feminine, 36% (*n* = 1,674) as masculine, 2% (*n* = 69) as androgynous, and 1% (*n* = 41) as “a gender expression not listed here.”

³³Self-identification as transgender/trans* does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because transgender respondents numbered fewer than five, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.

Figure 2 illustrates that more Women Undergraduate Student respondents (66%, $n = 1,277$) than Men Undergraduate Student respondents (31%, $n = 609$) and Transpectrum Undergraduate Student respondents (3%, $n = 52$) completed the survey. A greater percentage of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents were Women (54%, $n = 627$) than were Men (44%, $n = 514$) or Transpectrum (1%, $n = 16$). Additionally, more Women Faculty respondents (52%, $n = 278$) than Men Faculty respondents (47%, $n = 247$) and Transpectrum Faculty respondents (1%, $n = 6$) completed the survey. Further, a greater percentage of Staff respondents identified as Women (66%, $n = 646$) than identified as Men (33%, $n = 323$) or Transpectrum (1%, $n = 13$).

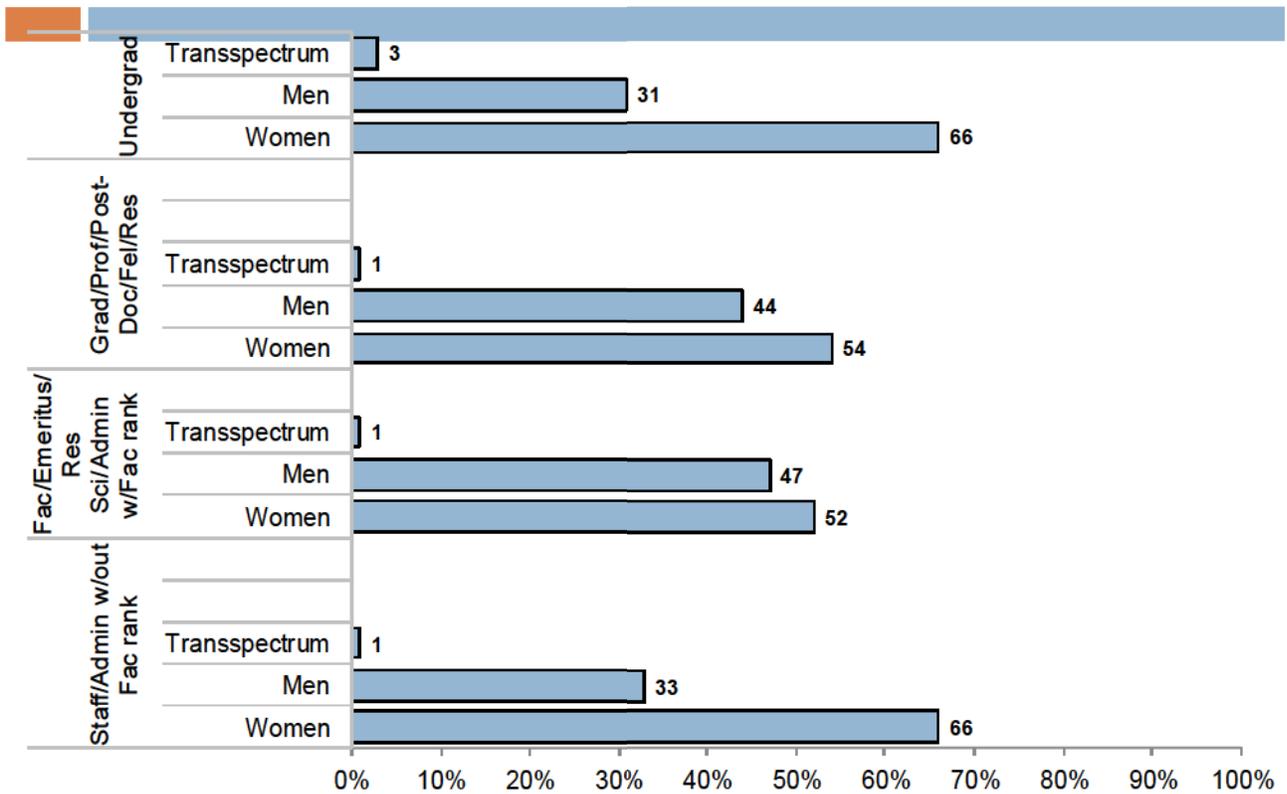


Figure 2. Respondents by Gender Identity and Position Status (%)

The majority of respondents identified as Heterosexual³⁴ (82%, $n = 3,833$) and 12% ($n = 552$) identified as LGBQ (i.e., lesbian, gay, bisexual, demisexual, pansexual, queer, or questioning) and less than one percent ($n = 19$) identified as Asexual (Figure 3).

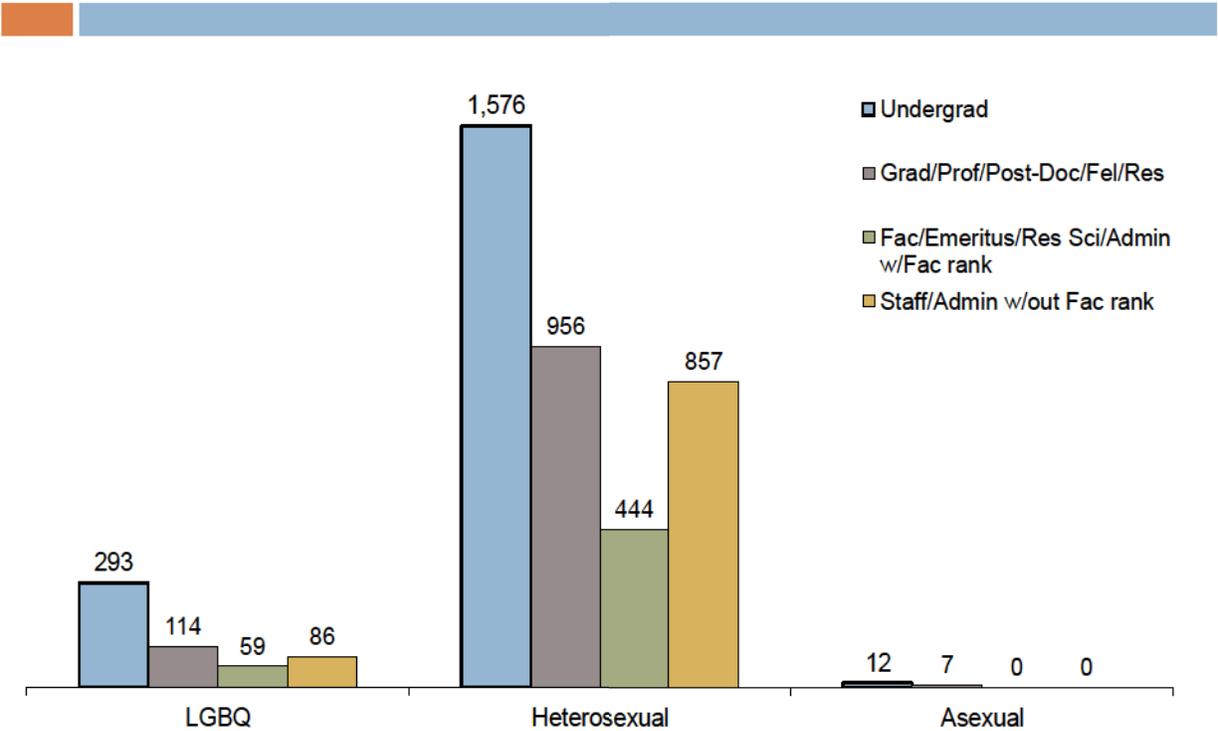
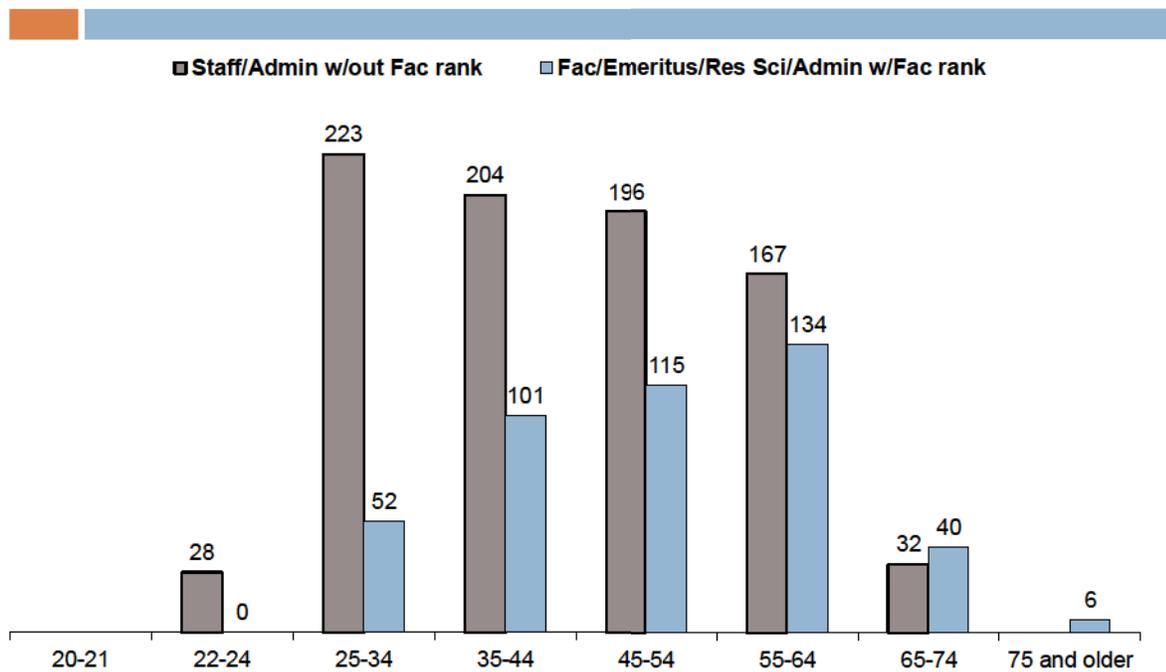


Figure 3. Respondents by Sexual Identity and Position Status (n)

³⁴Respondents who answered “other” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, as well as those who wrote in “other” terms such as “demisexual,” “asexual,” “biromantic,” “grey-asexual,” and “homoromantic asexual.”

Of Faculty respondents, 30% ($n = 134$) were between 55 and 64 years old, 26% ($n = 115$) were between 45 and 54 years old, 22% ($n = 101$) were between 35 and 44 years old, 12% ($n = 52$) were between 25 and 34 years old, 9% ($n = 40$) were between 65 and 74 years old, 1% ($n = 6$) were 75 and older, and less than five respondents were between 20 and 24 years old (Figure 4).

Of Staff respondents, 26% ($n = 223$) were between 25 and 34 years old, 24% ($n = 204$) were between 35 and 44 years old, 23% ($n = 196$) were between 45 and 54 years old, 20% ($n = 167$) were between 55 and 64 years old, 4% ($n = 32$) were between 65 and 74 years old, 3% ($n = 28$) were between 22 and 24 years old, and less than five respondents each were between 20 and 21 years old or 75 years old and older (Figure 4).



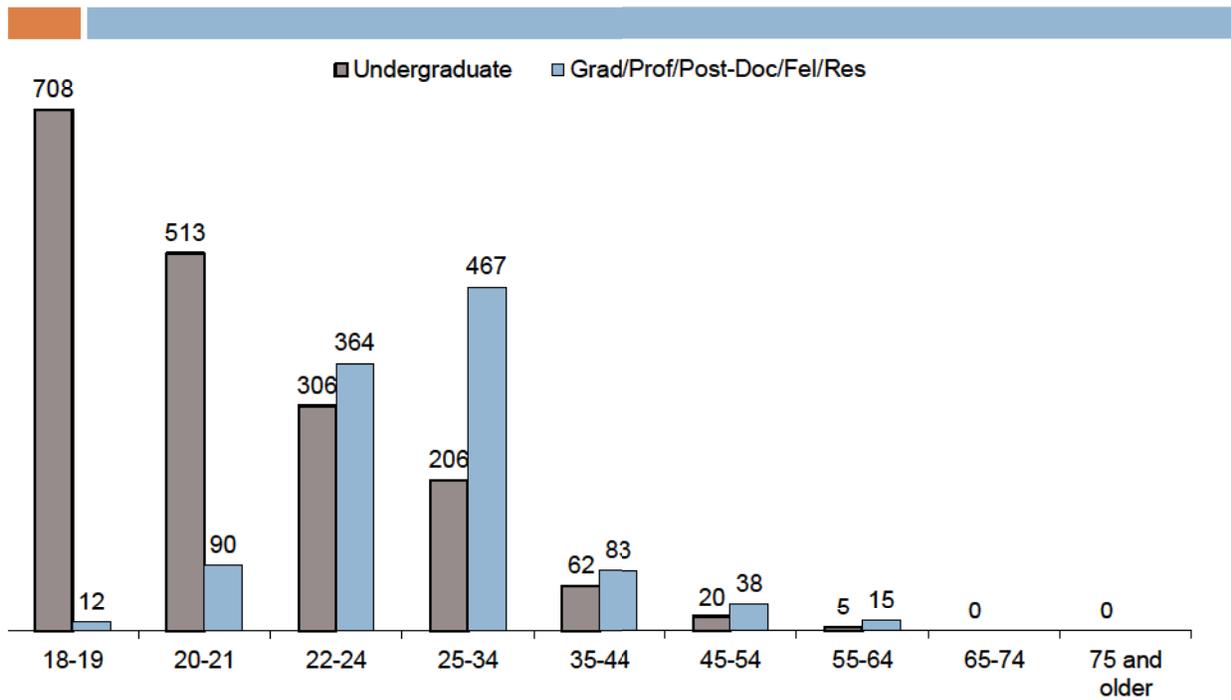
Note: Responses with $n < 5$ are not presented in the figure.

Figure 4. Employee³⁵ Respondents by Age and Position Status (n)

³⁵Throughout the report, the term “employee respondents” refers to all respondents who indicated that they were staff, administrators, or faculty members.

Of Undergraduate Student respondents, 39% ($n = 708$) were 18 to 19 years old, 28% ($n = 513$) were 20 to 21 years old, 17% ($n = 306$) were between 22 and 24 years old, 11% ($n = 206$) were between 25 and 34 years old, 3% ($n = 62$) were between 35 and 44 years old, 1% ($n = 20$) were between 45 and 54 years old, and less than one percent ($n = 5$) were between 55 and 64 years old (Figure 5).

Of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, 44% ($n = 467$) were between 25 and 34 years old, 34% ($n = 364$) were between 22 and 24 years old, 8% ($n = 90$) were 20 to 21 years old, 8% ($n = 83$) were between 35 and 44 years old, 4% ($n = 38$) were between 45 and 54 years old, 1% ($n = 15$) were between 55 and 64 years old, 1% ($n = 12$) were 18 to 19 years old, and less than five respondents were 65 years old or older



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

Figure 5. Student Respondents by Age (n)

With regard to racial identity, 67% ($n = 3,142$) of the respondents identified as White/European American (Figure 6). Thirteen percent ($n = 612$) of respondents identified as Black/African/African American, 12% ($n = 570$) identified as Asian/Asian American, 7% ($n = 327$) identified as Hispanic/Latin@/Chican@, 3% each identified as Native American/Native ($n = 128$) or Middle Eastern/Southwest Asian ($n = 128$), 1% ($n = 23$) identified as Pacific Islander and less than one percent each identified as Alaska Native ($n = 6$) or Native Hawaiian ($n = 6$). Some individuals marked the response category “a racial/ethnic identity not listed here” and wrote “alien,” “human,” “ginger,” “American,” “mixed,” or identified with a specific country.

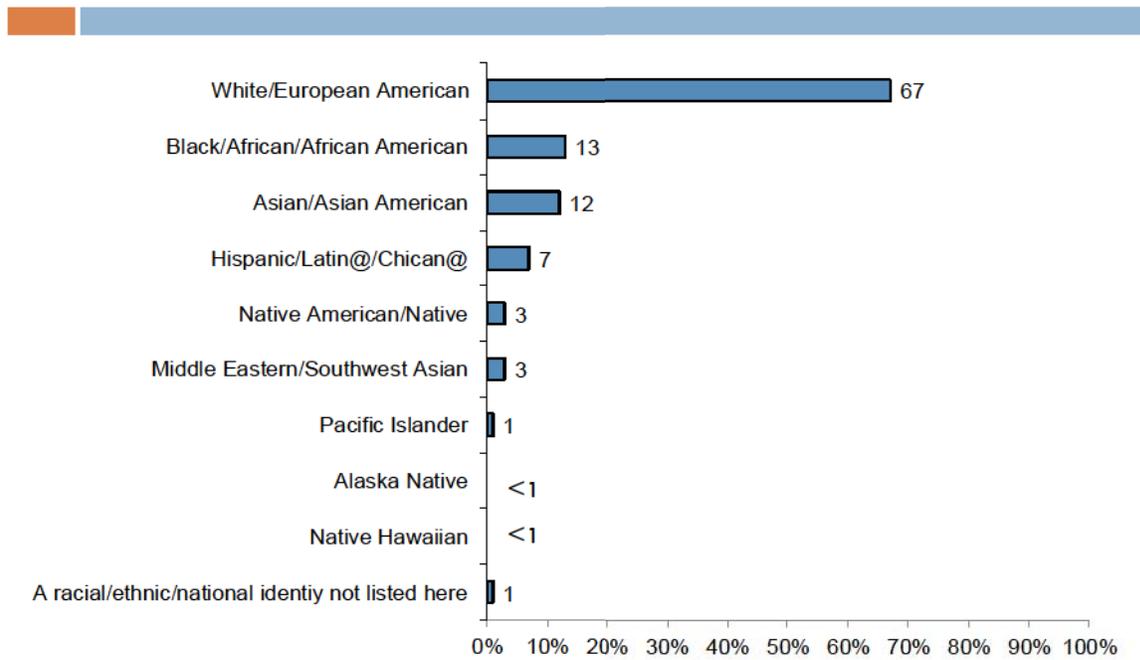


Figure 6. Respondents by Racial/Ethnic Identity (%), Inclusive of Multiracial and/or Multiethnic

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,³⁶ allowing them to identify as Multiracial. For the purposes of some analyses, the LCST created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (61%, $n = 2,853$) as their identity (Figure 7). Other respondents identified as Black/African/African American (11%, $n = 503$), Asian/Asian American (11%, $n = 499$), Multiracial³⁷ (8%, $n = 355$), Hispanic/Latin@/Chican@ (4%, $n = 197$), and Additional People of Color³⁸ (3%, $n = 118$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (3%, $n = 125$).

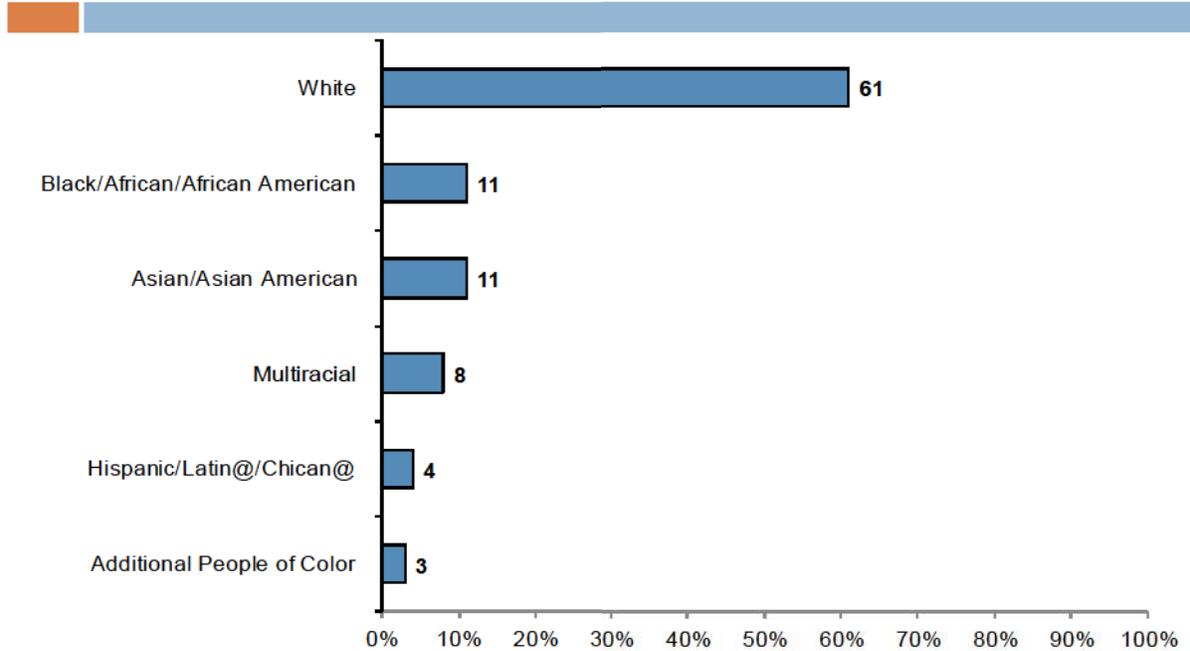


Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

³⁶While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

³⁷Per the LCST, respondents who identified as more than one racial identity were recoded as Multiracial.

³⁸Per the LCST, the Additional People of Color category included respondents who identified as American Indian/Native, Alaskan Native, Middle Eastern/Southwest Asian, Native Hawaiian, or Pacific Islander.

The survey question that queried respondents about their religious or spiritual identities provided a multitude of responses. For the purposes of this report, the responses were collapsed into four categories. Fifty-one percent ($n = 2,338$) of respondents identified as having a Christian Religious/Spiritual Identity. Thirty-three percent ($n = 1,512$) of respondents reported No Religious/Spiritual Identity (Figure 8). Eleven percent ($n = 516$) of respondents chose Another Religious/Spiritual Identity and 4% ($n = 181$) of respondents identified with Multiple Religious/Spiritual Identities.

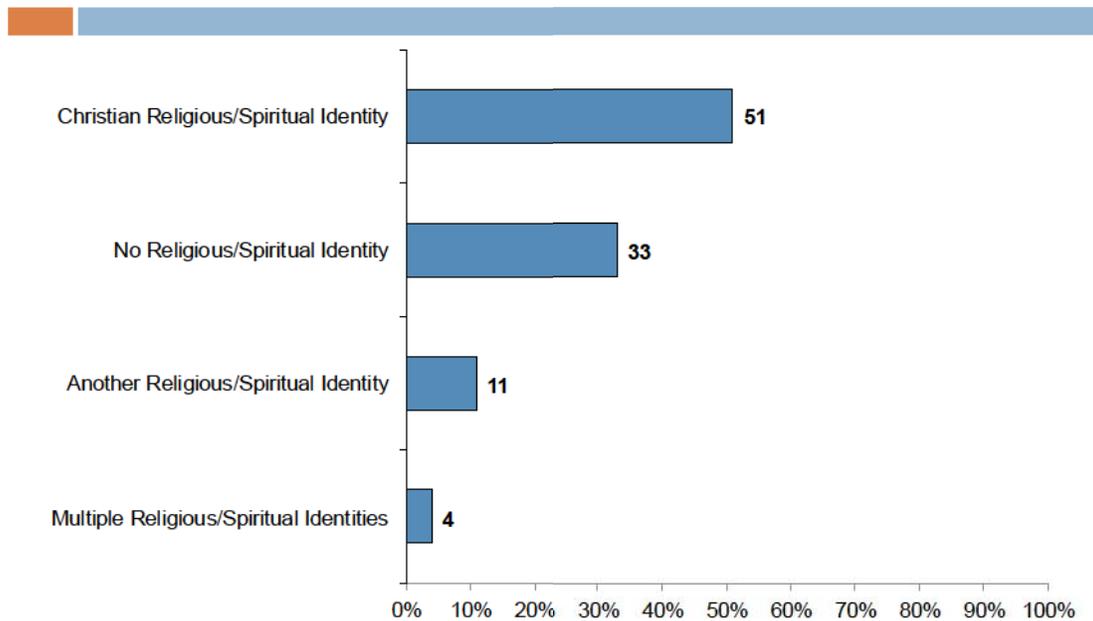


Figure 8. Respondents by Religious/Spiritual Identity (%)

Seventy-six percent ($n = 3,528$) of respondents had no parenting or caregiving responsibilities. Eighty-eight percent ($n = 2,700$) of Student respondents had no dependent care responsibilities. Ninety-one percent ($n = 1,757$) of Undergraduate Student respondents and 83% ($n = 943$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents had no dependent care responsibilities (Figure 9).

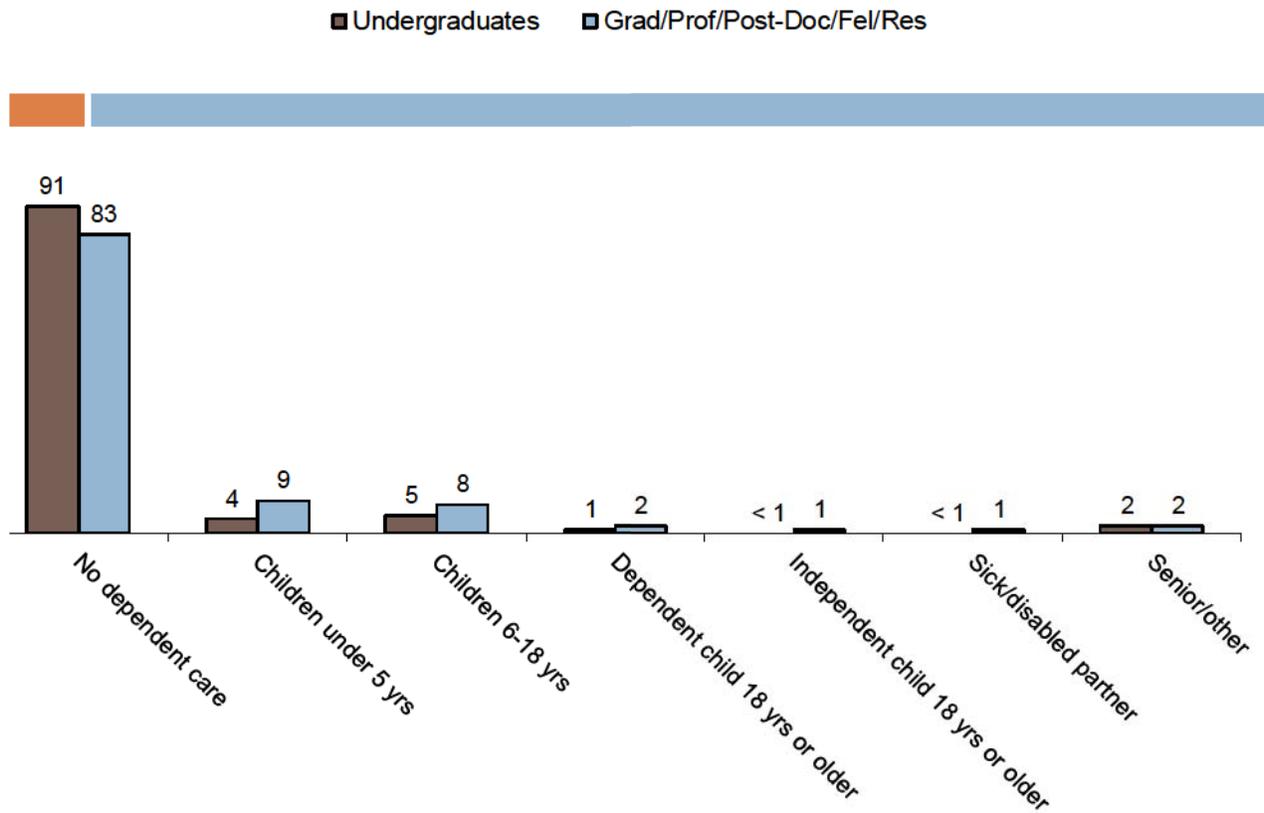


Figure 9. Student Respondents' Dependent Care Responsibilities by Student Status (%)

Fifty-seven percent ($n = 556$) of Staff respondents and 50% ($n = 272$) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 10). Sixteen percent ($n = 85$) of Faculty respondents and 15% ($n = 149$) of Staff respondents were caring for children under the age of five years. Twenty-six percent ($n = 142$) of Faculty respondents and 21% ($n = 207$) of Staff respondents were caring for children ages 6 to 18. Nine percent ($n = 51$) of Faculty respondents and 7% ($n = 70$) of Staff respondents were caring for children over the age of 18 years, but still legally dependent. Four percent ($n = 42$) of Staff respondents and 3% ($n = 18$) of Faculty respondents had independent children over the age of 18. Three percent ($n = 15$) of Faculty respondents and 2% ($n = 15$) of Staff respondents were caring for sick and disabled partners. Eleven percent ($n = 114$) of Staff respondents and 11% ($n = 58$) of Faculty respondents were caring for senior or other family members.

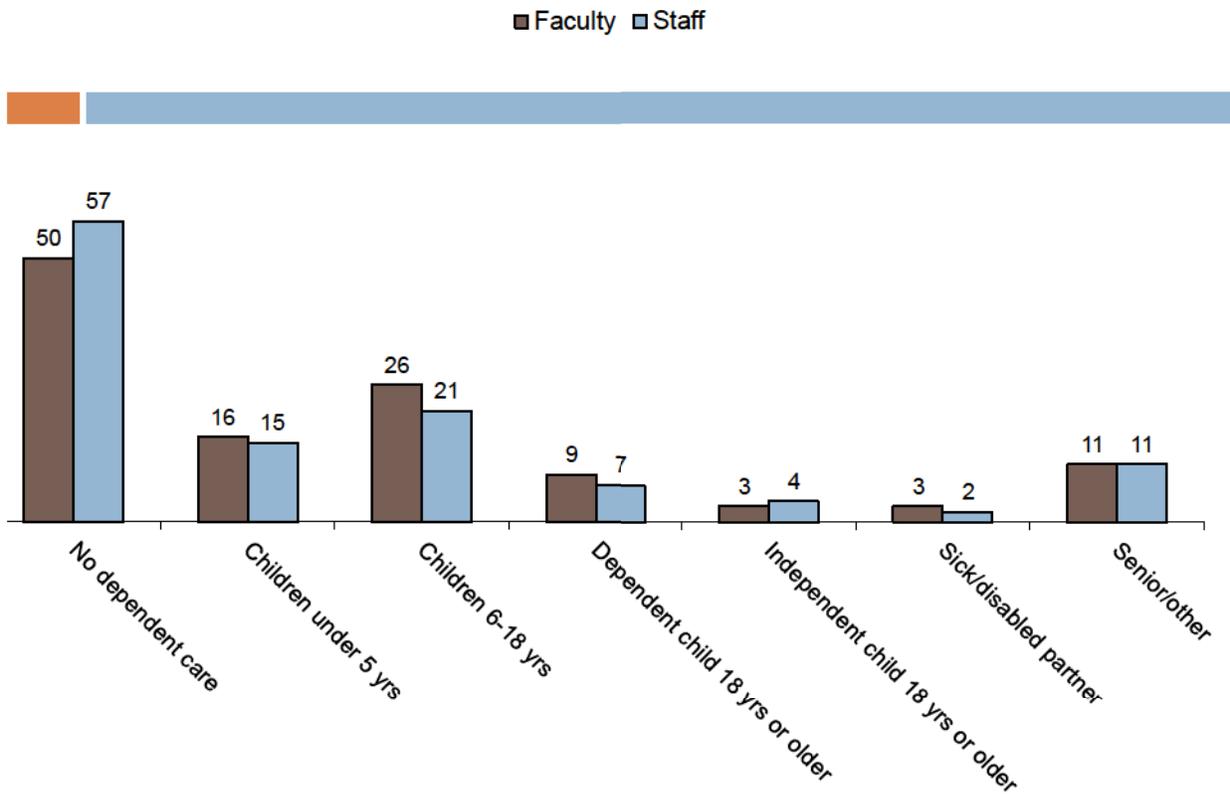


Figure 10. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Twelve percent ($n = 565$) of respondents had conditions that substantially influenced learning, working, or living activities. Forty-six percent ($n = 262$) of respondents had mental health/psychological conditions, (e.g., anxiety, depression), 29% ($n = 165$) had chronic health diagnoses or medical conditions (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia), and 28% ($n = 160$) had development/learning difference/disability (e.g., Asperger’s/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, cognitive/language-based) (Table 8). Subsequent analyses indicated that 8% ($n = 370$) of respondents had a single condition that substantially influenced learning, working, or living activities and 4% ($n = 166$) had multiple conditions that substantially influenced learning, working, or living activities.

Of note, only 30% ($n = 122$) of Student respondents, who indicated that they had a condition that impacted their learning, working, or living activities, indicated that they were registered with UMKC’s Office for Services for Students with Disabilities. Additionally, only 29% ($n = 47$) of Employee respondents indicated that they were receiving accommodations for their condition.

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

Conditions	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	262	46.4
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	165	29.2
Developmental/Learning difference/Disability (e.g., Asperger’s/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, cognitive/language-based)	160	28.3
Physical/mobility condition that affects walking	51	9.0
Hard of hearing or deaf	29	5.1
Physical/mobility condition that does not affect walking	27	4.8
Acquired/Neurological/Traumatic Brain Injury	23	4.1
Low vision or blind	23	4.1
Speech/communication condition	10	1.8
<u>A disability/condition not listed here</u>	<u>13</u>	<u>2.3</u>

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

Table 9 depicts how respondents answered the survey item, “What is your citizenship status in the U.S.? Mark all that apply.” For the purposes of analyses, the LCST created two citizenship categories:³⁹ 84% ($n = 3,871$) of respondents were U.S. Citizens and 16% ($n = 737$) were Non-U.S. Citizens.

Table 9. Respondents’ Citizenship Status (Duplicated Totals)

Citizenship	<i>n</i>	%
U.S. citizen, birth	3,871	83.2
A visa holder (such as J-1, H1-B, and U)	364	7.8
U.S. citizen, naturalized	229	4.9
Permanent resident	129	2.8
DACA (Deferred Action for Childhood Arrival)	5	0.1
Other legally documented status	< 5	---
Refugee status	< 5	---
Undocumented resident	< 5	---
Currently under a withholding of removal status	< 5	---
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	42	0.9

Eighty-eight percent ($n = 4,083$) of respondents reported that English was their primary language. Twelve percent ($n = 546$) indicated that a language other than English was their primary language.

Additional analyses revealed that 92% ($n = 4,290$) of respondents had never served in the military. Twenty-nine respondents (1%) were on active duty (including Reserved/National

³⁹For the purposes of analyses, the collapsed categories for citizenship are U.S. Citizen and Non-U.S. Citizen (includes naturalized U.S. Citizens, permanent residents; F-1, J-1, H1-B, and U visa holders; DACA, DAPA, refugee status, other legally documented status, currently under a withholding of removal status, and undocumented residents).

Guard) and 117 respondents (3%) were formerly on active duty. Less than 1% ($n = 19$) of respondents were in ROTC.

Thirty-three percent ($n = 324$) of Staff respondents indicated that the highest level of education they had completed was a master’s degree, 28% ($n = 277$) had completed a bachelor’s degree, 11% ($n = 109$) had completed some college, 10% ($n = 100$) had completed some graduate work, 5% ($n = 46$) had completed high school/GED, 4% ($n = 42$) had finished an associate’s degree, 4% ($n = 38$) had completed a doctoral degree, and 1% each had completed a professional degree ($n = 11$), a specialist degree ($n = 9$), and some high school ($n = 5$) (Table 10).

Fifty-seven percent ($n = 310$) of Faculty respondents indicated that the highest level of education they had completed was a doctoral degree, 22% ($n = 117$) had a professional degree, 19% ($n = 101$) had a master’s degree, and 1% ($n = 5$) had a bachelor’s degree. Less than five respondents each had completed some college, some graduate work, or a specialist degree.

Table 10. Employee Respondents’ Highest Level of Education

Level of education	Staff Respondents		Faculty Respondents	
	<i>n</i>	%	<i>n</i>	%
No high school	< 5	---	0	0.0
Some high school	5	0.5	0	0.0
Completed high school/GED	46	4.6	0	0.0
Some college	109	11.0	< 5	---
Business/technical certificate/degree	30	3.0	0	0.0
Associate’s degree	42	4.2	0	0.0
Bachelor’s degree	277	27.9	5	0.9
Some graduate work	100	10.1	< 5	---
Master’s degree (MA, MS, MBA)	324	32.6	101	18.6
Specialist degree (EdS)	9	0.9	< 5	---
Doctoral degree (PhD., EdD)	38	3.8	310	57.1
Professional degree (MD, JD)	11	1.1	117	21.5

Note: Table reports only Employee responses ($n = 1,544$).

Table 11 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 41% ($n = 1,246$) of Student respondents were First-Generation Students.⁴⁰

Table 11. Student Respondents’ Parents’/Guardians’ Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	106	3.5	115	3.7
Some high school	143	4.7	167	5.4
Completed high school/GED	503	16.4	547	17.8
Some college	414	13.5	434	14.1
Business/technical certificate/degree	118	3.8	160	5.2
Associate’s degree	183	6.0	194	6.3
Bachelor’s degree	712	23.2	699	22.8
Some graduate work	54	1.8	42	1.4
Master’s degree (MA, MS, MBA)	494	16.1	340	11.1
Specialist degree (EdS)	24	0.8	16	0.5
Doctoral degree (PhD., EdD)	107	3.5	62	2.0
Professional degree (MD, JD)	163	5.3	110	3.6
Unknown	16	0.5	58	1.9
Not applicable	27	0.9	108	3.5
Missing	6	0.2	18	0.6

Note: Table reports only Student responses ($n = 3,070$).

⁴⁰With the LCST’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 an associate’s degree.

As indicated in Table 12, 35% ($n = 674$) of Undergraduate Student respondents had been at UMKC for less than one semester, 17% ($n = 338$) had been at UMKC for 3 semesters, 11% ($n = 215$) had been at UMKC for 5 semesters, and 7% ($n = 132$) had been at UMKC for 7 semesters.

Table 12. Semesters in College Career

Semesters at UMKC	<i>n</i>	%
Less than one	674	34.6
1	108	5.5
2	113	5.8
3	338	17.4
4	140	7.2
5	215	11.0
6	93	4.8
7	132	6.8
8	52	2.7
9	33	1.7
10	18	0.9
11	10	0.5
12	9	0.5
13 or more	9	0.5
Missing	< 5	---

Note: Table reports only Undergraduate Student responses ($n = 1,946$).

Table 13 reveals that 15% ($n = 297$) of Undergraduate Student respondents were majoring in Biology, 12% ($n = 231$) of Undergraduate Student respondents were majoring in Business Administration, and 8% ($n = 157$) of Undergraduate Student respondents were majoring in Nursing.

Table 13. Undergraduate Student Respondents’ Current or Intended Academic Divisions/Majors

Academic division/major	<i>n</i>	%
Accounting	52	2.7
Architectural Studies	16	0.8
Art History	7	0.4
Biology	297	15.3
Business Administration	231	11.9
Chemistry	99	5.1
Civil Engineering	27	1.4
Communication Studies	78	4.0
Computer Science BS	62	3.2
Counseling & Guidance	0	0.0
Criminal Justice & Criminology	63	3.2
Dance	11	0.6
Dental Hygiene	14	0.7
Early Childhood Education	15	0.8
Economics	23	1.2
Educational Administration	< 5	---
Electrical & Comp Engineering	49	2.5
Elementary Education	17	0.9
English	44	2.3
Environmental Science	18	0.9
Environmental Studies	< 5	---
English as a Second Language - Non-Degree	5	0.3
Exploratory (Undecided)	24	1.2
French	13	0.7
Geography	5	0.3
Geology	7	0.4
German	< 5	---
Health Sciences	113	5.8
History	25	1.3
Information Technology	12	0.6
Languages and Literatures	6	0.3
Liberal Arts	47	2.4
Mathematics & Statistics	21	1.1

Table 13. Undergraduate Student Respondents’ Current or Intended Academic Divisions/Majors

Academic division/major	<i>n</i>	%
Mechanical Engineering	31	1.6
Middle School Education	16	0.8
Music	13	0.7
Music Composition	< 5	---
Music Education	9	0.5
Music	18	0.9
Music Theory	< 5	---
Non-Degree, Arts & Sciences	9	0.5
Non-Degree, Bloch School of Management	5	0.3
Non-Degree, Biological Sciences	< 5	---
Non-Degree, Education	< 5	---
Non-Degree, Nursing	< 5	---
Non-Degree, School of Computing & Engineering	< 5	---
Nursing	157	8.1
Performance	13	0.7
Pharmacy-D	9	0.5
Philosophy	16	0.8
Physics	11	0.6
Political Science	27	1.4
Pre Early Childhood	< 5	---
Pre Education Middle School	< 5	---
Pre Pharm	59	3.0
Pre-Dental Hygiene, Arts & Sciences	10	0.5
Pre-Dentistry	28	1.4
Pre-Elementary Education	< 5	---
Pre-Health Sciences, Arts & Sciences	15	0.8
Pre-Law, Arts & Sciences	14	0.7
Pre-Med Liberal Arts/MD	52	2.7
Pre-Med Biosciences/MD	64	3.3
Pre-Med Chemistry/MD	28	1.4
Pre-Secondary Education	6	0.3
Psychology	112	5.8
Secondary Education	25	1.3

Table 13. Undergraduate Student Respondents’ Current or Intended Academic Divisions/Majors

Academic division/major	<i>n</i>	%
Sociology	28	1.4
Spanish	19	1.0
Studio Art	29	1.5
Theatre	14	0.7
Urban Planning & Design	11	0.6
Urban Studies	12	0.6

Note: Table reports only Undergraduate Student responses (*n* = 1,9846). Table does not report majors where *n* < 5. Sum does not total 100% as a result of multiple response choices.

Forty-six percent (*n* = 521) of Graduate/Professional Students were master’s students, 31% (*n* = 351) were professional degree candidates, and 19% (*n* = 218) were doctoral degree students.

Thirteen percent (*n* = 150) of Graduate/Professional Students were in the Professional-Law program, 12% (*n* = 138) were in Computer Sciences, and 8% (*n* = 94) were in the 6 Year Combined Bachelor/MD program. (Table 14).

Table 14. Graduate/Professional Student Respondents’ Academic Programs

Academic program	<i>n</i>	%
Masters		
Accounting	40	3.6
Anesthesia	< 5	---
Art History	< 5	---
Bioinformatics	7	0.6
Business Administration	54	4.8
Cell & Molecular Biology	13	1.2
Chemistry	10	0.9
Civil Engineering	10	0.9
Computer Sciences	138	12.3
Conducting	0	0.0

Table 14. Graduate/Professional Student Respondents’ Academic Programs

Academic program	<i>n</i>	%
Counseling & Guidance	32	2.8
Creative Writing & Media Arts	5	0.4
Criminal Justice & Criminology	11	1.0
Curriculum & Instruction	11	1.0
Dental Hygiene	8	0.7
Economics	8	0.7
Education Administration	25	2.2
English	14	1.2
Entrepreneurial Real Estate	< 5	---
Finance	10	0.9
History	16	1.4
Language & Literacy	< 5	---
Liberal Studies	8	0.7
Health Professional Education	12	1.1
Law	55	4.9
Mathematics	< 5	---
Mathematics and Statistics	< 5	---
Mechanical Engineering	7	0.6
Music	23	2.0
Music Education	< 5	---
Music Theory	< 5	---
Musicology	5	0.4
Nursing	32	2.8
Performance	5	0.4
Physics	9	0.8
Political Science	< 5	---

Table 14. Graduate/Professional Student Respondents' Academic Programs

Academic program	<i>n</i>	%
Public Administration	28	2.5
Romance Languages and Literature	5	0.4
Social Work	25	2.2
Sociology	7	0.6
Special Education	5	0.4
Statistics	< 5	---
Studio Art	< 5	---
Teaching	7	0.6
Theater	14	1.2
Certificate		
Advanced Education in General Dentistry	< 5	---
Black Studies	< 5	---
Clinical Research	< 5	---
Community College Leadership	< 5	---
Educational Foundations	6	0.5
Endodontics	< 5	---
Geographic Information Systems	5	0.4
Gerontology	< 5	---
Health Professions Education	5	0.4
Interdisciplinary Leadership Disability Studies	< 5	---
Music	< 5	---
Nonprofit Management and Innovation	5	0.4
Performance	< 5	---
Periodontics	< 5	---
Reading Intervention	0	0.0

Doctoral

Table 14. Graduate/Professional Student Respondents’ Academic Programs

Academic program	<i>n</i>	%
Conducting	< 5	---
Counseling Psychology	22	2.0
Curriculum & Instruction	6	0.5
Education	10	0.9
Electrical & Computer Engineering	34	3.0
Entrepreneurship & Innovation	< 5	---
Interdisciplinary Studies	76	6.8
Nursing	12	1.1
Nursing Practice	12	1.1
Psychology	14	1.2
Professional (Law, Medical, Dentistry)		
Dentistry	56	5.0
Law	150	13.3
Master of Law	5	0.4
6 Year Combined Bachelor/MD	94	8.4
4 Year Medical	11	1.0
Nursing	9	0.8
Orthodontists/Maxillofacial	< 5	---
Pharmacy	61	5.4
Taxation	< 5	---
Urban Affairs	0	0.0

Note: Table reports only Graduate/Professional Student responses ($n = 1,124$). Table does not report majors where $n < 5$. Sum does not total 100% as a result of multiple response choices.

Analyses revealed that 37% ($n = 715$) of Undergraduate Student respondents and 40% ($n = 461$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents were not employed on-campus or off-campus during the academic year. Subsequent analyses indicated that 29% ($n = 331$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident

respondents and 17% ($n = 332$) of Undergraduate Student respondents were employed on-campus, while 48% ($n = 926$) of Undergraduate Student respondents and 33% ($n = 384$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents were employed off-campus (Table 15).

Table 15. Student Employment

Employed	Undergraduate Student respondents		Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident	
	<i>n</i>	%	<i>n</i>	%
No	715	36.7	461	39.7
Yes, I work on-campus				
1-10 hours/week	88	27.4	76	23.9
11-20 hours/week	189	58.9	168	52.8
21-30 hours/week	42	13.1	26	8.2
31- 40 hours/week	< 5	---	20	6.3
More than 40 hours/week	< 5	---	28	8.8
Yes, I work off-campus				
1-10 hours/week	154	17.4	67	18.2
11-20 hours/week	299	3.7	108	29.3
21-30 hours/week	249	28.1	39	10.6
31- 40 hours/week	128	14.4	86	23.4
More than 40 hours/week	57	6.4	68	18.5

Note: Table reports only Student responses ($n = 3,106$).

Fifty percent ($n = 1,544$) of Student respondents experienced financial hardship while attending UMKC, including 54% ($n = 1,043$) of Undergraduate Student respondents and 45% ($n = 501$) of Graduate/Professional Student respondents. Of these 1,544 Student respondents, 65% ($n = 1,002$) had difficulty affording tuition, 55% ($n = 847$) had difficulty purchasing books/course materials, 43% ($n = 670$) had difficulty affording housing, 36% ($n = 560$) had difficulty affording food, 31% ($n = 471$) had difficulty participating in social events, and 30% ($n = 460$) had difficulty

affording health care (Table 16). “Other” responses included “affording child support,” “car problems,” “day to day expenses,” “discrimination for Federal WORK STUDY,” “GTA Stipend (\$10,500) for 9 months barely allows you to live in KC for 12 months,” “Rainy Day Misfortunes,” “Expense,” and “Utilities.”

Table 16. Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty affording tuition	1,002	64.9
Difficulty purchasing my books/course materials	847	54.9
Difficulty in affording housing	670	43.4
Difficulty affording food	560	36.3
Difficulty participating in social events	471	30.5
Difficulty in affording health care	460	29.8
Difficulty in affording other campus fees	399	25.8
Difficulty affording commuting to campus (e.g., transportation, parking)	361	23.4
Difficulty affording academic related activities (e.g., study abroad, service learning)	358	23.2
Difficulty affording travel to and from UMKC	303	19.6
Difficulty finding employment	287	18.6
Difficulty in affording unpaid internships/research opportunities	280	18.1
Difficulty affording co-curricular events or activities	275	17.8
Difficulty in affording alternative spring breaks	209	13.5
Difficulty in affording childcare	88	5.7
A financial hardship not listed here	87	5.6

Note: Table reports only responses of Undergraduate Student and Graduate/Professional Student who indicated on the survey that they experienced financial hardship (*n* = 1,544).

When Undergraduate Student and Graduate/Professional Student respondents were asked how they were paying for their education at UMKC, 53% (*n* = 1,626) of indicated that they relied upon loans to pay for their education (Table 17). Fifty-four percent (*n* = 603) of

Graduate/Professional Student respondents and 53% ($n = 1,023$) of Undergraduate Student respondents relied upon loans to pay for their education. Subsequent analyses indicated that 61% ($n = 569$) of Low-Income Student⁴¹ respondents,⁴² 50% ($n = 1,028$) of Not-Low-Income Student⁴³ respondents, 59% ($n = 733$) of First-Generation Student⁴⁴ respondents, and 49% ($n = 890$) of Not-First-Generation Student⁴⁵ respondents depended on loan contributions. Additionally, 63% ($n = 291$) of First-Generation and Low-Income Student⁴⁶ compared with 51% ($n = 1,335$) of Not-First-Generation and Not-Low-Income Student⁴⁷ respondents relied upon loans to pay for their education.

Thirty-five percent ($n = 1,075$) of Student respondents relied on family contributions to pay for their education. Forty percent ($n = 773$) of Undergraduate Student respondents and 27% ($n = 302$) of Graduate/Professional Student respondents relied on family contributions to pay for their education. By income status, the data revealed that 42% ($n = 878$) of Not-Low-Income Student respondents and 17% ($n = 160$) of Low-Income Student respondents relied on family contributions to help pay for college. Likewise, 41% ($n = 747$) of Not-First-Generation Student respondents and 26% ($n = 326$) of First-Generation Student respondents depended on family contributions. Additionally, 39% ($n = 1,009$) of Not-First-Generation Low-Income Student respondents compared with 14% ($n = 66$) of First-Generation Low-Income Student respondents relied on family contributions to pay for their education.

Twenty-eight percent ($n = 849$) of Student respondents relied on non-need based scholarships (e.g., Curators, Chancellor's Scholar Award) to pay for their education. Thirty-five percent ($n =$

⁴¹This report uses the term Low-Income Student to refer only to Low-Income Undergraduate and Graduate/Professional Students.

⁴²The LCST defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

⁴³This report uses the term Not-Low-Income Student to refer only to Not-Low-Income Undergraduate and Graduate/Professional Students.

⁴⁴This report uses the term First-Generation Student to refer only to First-Generation Undergraduate and Graduate/Professional Students.

⁴⁵This report uses the term Not-First-Generation to refer only to Not-First-Generation Undergraduate and Graduate/Professional Students.

⁴⁶This report uses the term First-Generation and Low-Income Student to refer only to First-Generation and Low-Income Undergraduate and Graduate/Professional Students.

⁴⁷This report uses the term Not-First-Generation and Not-Low-Income Student to refer only to Not-First-Generation and Not-Low-Income Undergraduate and Graduate/Professional Students.

688) of Undergraduate Student respondents and 14% ($n = 161$) of Graduate/Professional Student respondents relied on non-need based scholarships to pay for their education. When analyzed by income status, the data indicated that 30% ($n = 612$) of Not-Low-Income Student respondents and 23% ($n = 217$) of Low-Income Student respondents relied on non-need based scholarships to help pay for college. Similarly, 28% ($n = 510$) of Not-First-Generation Student respondents and 27% ($n = 338$) of First-Generation Student respondents depended on non-need based scholarships. And again, 28% ($n = 737$) of Not-First-Generation Low-Income Student respondents compared with 24% ($n = 112$) of First-Generation Low-Income Student respondents relied on non-need based scholarships to pay for their education.

Overall, 55% ($n = 1,673$) of Student respondents received support for living/educational expenses from a family member or guardian (i.e., they were financially dependent). Sixty-two percent ($n = 1,141$) of Undergraduate Student respondents and 50% ($n = 532$) of Graduate/Professional Student respondents received support for living/educational expenses from a family member or guardian. Subsequent analyses indicated that 66% ($n = 1,291$) of Not-Low-Income Student respondents,⁴⁸ 36% ($n = 317$) of Low-Income Student respondents, 64% ($n = 1,111$) of Not-First-Generation Student respondents, 48% ($n = 558$) of First-Generation Student, 62% ($n = 1,527$) of Not-First-Generation Low-Income Student respondents, and 34% ($n = 146$) of First-Generation Low-Income Student respondents received support for living/educational expenses from a family member or guardian.

Table 17. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Loans	1,626	53.0
Family contribution	1,075	35.0
Non-need based scholarship (e.g., Curators, Chancellor’s Scholar Award)	849	27.7
Off Campus employment	805	26.2

⁴⁸The LCST defined Low-Income Student respondents as those students whose families earn less than \$30,000 annually.

Table 17. How Student Respondents Were Paying for College

Source of funding	<i>n</i>	%
Grant (e.g., Pell)	703	22.9
Personal contribution	618	20.1
Need-based scholarship (e.g., Access Missouri)	428	13.9
On Campus employment	392	12.8
Credit card	257	8.4
Graduate/Research assistantship	146	4.8
Money from home country	144	4.7
GI Bill/Veterans benefits	71	2.3
Graduate fellowship	34	1.1
Dependent tuition (e.g., family member works at UMKC)	23	0.7
Resident assistant	23	0.7
<u>A method of payment not listed here</u>	<u>160</u>	<u>5.2</u>

Note: Table reports only Undergraduate Student and Graduate/Professional Student responses ($n = 3,070$).

Forty percent ($n = 1,221$) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 50% ($n = 534$) of Graduate/Professional Student respondents, 38% ($n = 687$) of Undergraduate Student respondents, 64% ($n = 556$) of Low-Income Student respondents, 34% ($n = 669$) of Not-Low-Income Student respondents, 52% ($n = 607$) of First-Generation students, 36% ($n = 613$) of Not-First-Generation Student respondents, 67% ($n = 290$) of First-Generation Low-Income Student respondents, and 38% ($n = 931$) of Not-First-Generation Low Income Student respondents were financially independent.

Employee respondents were also asked if they had experienced any financial hardship while at UMKC. Thirty-nine percent ($n = 596$) of Employee respondents indicated that they had experienced a financial hardship while at UMKC. Of these 596 Employee respondents, 43% ($n = 258$) had difficulty affording housing, 33% ($n = 197$) had difficulty affording other campus fees

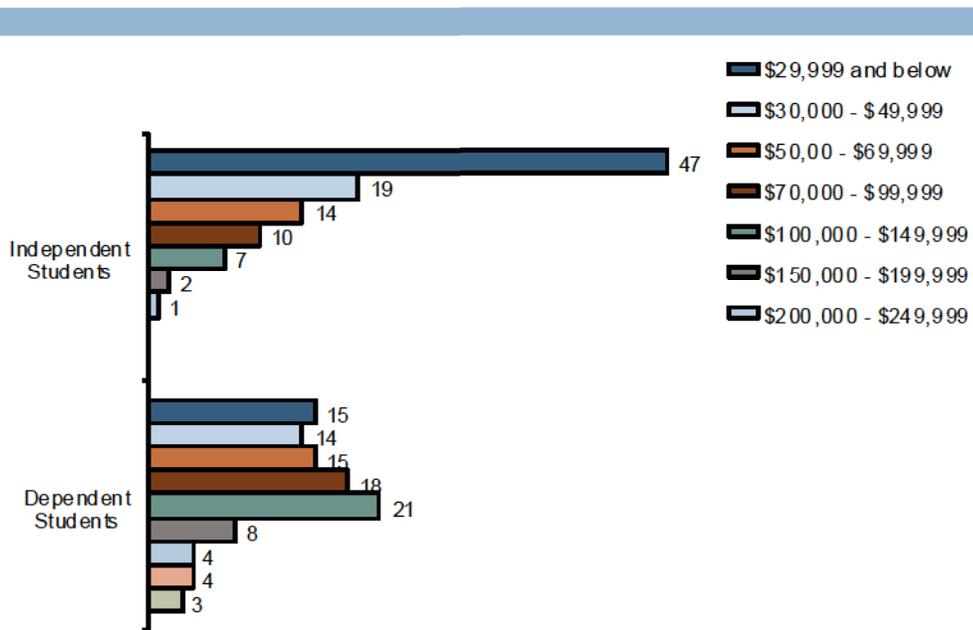
(e.g., parking), 32% ($n = 193$) had difficulty affording professional development (e.g., travel, training, research), and 31% ($n = 184$) had difficulty affording health care (Table 18).

Table 18. Employees Who Experienced Financial Hardship

Financial hardship	<i>n</i>	%
Difficulty in affording housing	258	43.3
Difficulty in affording other campus fees (e.g., parking)	197	33.1
Difficulty in affording professional development (e.g., travel, training, research)	193	32.4
Difficulty in affording health care	184	30.9
Difficulty affording food	153	25.7
Difficulty in affording childcare	142	23.8
Difficulty affording travel to and from UMKC	124	20.8
Difficulty in affording benefits	118	19.8
A financial hardship not listed here	137	23.0

Note: Table reports only responses of Employees who indicated on the survey that they experienced financial hardship ($n = 596$).

Twenty-eight percent ($n = 518$) of Undergraduate Student respondents reported that they or their families had annual incomes of \$29,999 or below. Seventeen percent ($n = 310$) reported annual incomes between \$30,000 and \$49,999; 15% ($n = 284$) between \$50,000 and \$69,999; 14% ($n = 272$) between \$70,000 and \$99,999; and 14% ($n = 266$) reported an annual income between \$100,000 and \$149,999; and 14% ($n = 266$) reported an annual income between \$150,000 and \$199,999; and 14% ($n = 266$) reported an annual income between \$200,000 and \$249,999.⁴⁹ This information is provided in Figure 11 for those 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.



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

Figure 11. Undergraduate Student Respondents' Income by Dependency Status (Dependent, Independent) (%)

⁴⁹Refer to Table B73 in Appendix B for the combined Student respondent data.

Of the Undergraduate Students and Graduate/Professional Students completing the survey, 19% ($n = 589$) lived in campus housing, 79% ($n = 2,424$) lived in non-campus housing, and 1% ($n = 17$) indicated that they were housing insecure (Table 19). Subsequent analyses indicated that 70% ($n = 1,349$) of Undergraduate Student respondents lived in non-campus housing, while 97% ($n = 1,075$) of Graduate/Professional Student respondents lived in non-campus housing. Additionally, 1% ($n = 13$) of Undergraduate Student respondents indicated that they were housing insecure.

Table 19. Undergraduate Student and Graduate/Professional Student Respondents' Residence

Residence	<i>n</i>	%
Campus housing	589	19.2
Residence Halls (Johnson/Oak Street)	309	66.5
Apartments (Oak Place/Hospital Hill)	156	33.5
Non-campus housing	2,424	79.0
Non-University affiliated apartment/house	1,311	64.5
Living with family member/guardian	626	30.8
University affiliated apartment/house	96	4.7
Fraternity/sorority	0	0.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	17	0.6
Missing	40	1.3

Note: Table reports only Undergraduate Student and Graduate/Professional Student responses ($n = 3,070$).

Forty-one percent ($n = 1,274$) of Student respondents did not participate in any clubs or organizations at UMKC (Table 20). Twenty-one percent ($n = 658$) of Student respondents participated in academic and academic honorary organizations, 19% ($n = 580$) were involved in professional or pre-professional organizations, and 12% ($n = 354$) were involved with a Greek letter organization.

Table 20. Undergraduate Student and Graduate/Professional Student Respondents' Participation in Clubs/Organizations at UMKC

Club/organization	<i>n</i>	%
I do not participate in any clubs or organizations at UMKC	1,274	40.6
Academic and academic honorary organizations	658	21.4
Professional or pre-professional organization	580	18.6
Greek letter organization	354	11.5
Service or philanthropic organization	295	9.6
Culture-specific organization	290	9.4
Faith or spirituality-based organization	241	7.9
Governance organization (e.g., SGA, SFC, Councils)	223	7.3
Recreational organization	213	6.9
Health and wellness organization	193	6.3
Political or issue-oriented organization	142	4.6
Intercollegiate athletic team	127	4.1
Publication/media organization	53	1.7
A student organization not listed above	219	7.1

Note: Table reports only Undergraduate Student and Graduate/Professional Student responses ($n = 3,070$). Percentages may not sum to 100% as a result of multiple response choices.

Table 21 indicates that most Student respondents earned passing grades. Sixty-one percent ($n = 1,817$) of Student respondents earned above a 3.5 grade point average (G.P.A.). Subsequent analyses revealed that 56% ($n = 1,058$) of Undergraduate Student respondents and 70% ($n = 759$) of Graduate/Professional Student respondents earned above a 3.5 G.P.A.

Table 21. Undergraduate Student and Graduate/Professional Student Respondents' Cumulative G.P.A. at the End of Last Semester

G.P.A.	Undergraduate Student respondents		Graduate Student respondents	
	<i>n</i>	%	<i>n</i>	%
3.75 – 4.00	728	38.5	526	48.7
3.50 – 3.74	330	17.4	233	21.6
3.25 – 3.49	265	14.0	145	13.4
3.00 – 3.24	251	13.3	92	8.5
2.75 - 2.99	161	8.5	52	4.8
2.50 – 2.74	71	3.8	15	1.4
2.25 – 2.49	35	1.8	9	0.8
2.00 – 2.24	32	1.7	6	0.6
1.99 and below	20	1.1	< 5	---

Note: Table reports only Undergraduate Student and Graduate/Professional Student responses ($n = 3,070$).

Campus Climate Assessment Findings⁵⁰

The following section reviews the major findings of this study.⁵¹ The review explores the climate at UMKC through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity and status of the respondents.

Comfort with the Climate at UMKC

The survey posed questions regarding respondents’ levels of comfort with UMKC’s campus climate. Table 22 illustrates that 79% ($n = 3,684$) of the survey respondents were “very comfortable” or “comfortable” with the climate at UMKC. Seventy-two percent ($n = 1,117$) of Employee respondents were “very comfortable” or “comfortable” with the climate in their primary work areas. Eighty-four percent ($n = 3,055$) of Student respondents and Faculty respondents were “very comfortable” or “comfortable” with the climate in their classes.

Table 22. Respondents’ Comfort With the Climate at UMKC

Level of comfort	Comfort with overall climate		Comfort with climate in primary work area*		Comfort with climate in class**	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	1,356	29.2	543	35.2	1,287	35.5
Comfortable	2,328	50.1	574	37.2	1,768	48.8
Neither comfortable nor uncomfortable	669	14.4	203	13.2	422	11.6
Uncomfortable	236	5.1	162	10.5	125	3.4
Very uncomfortable	59	1.3	60	3.9	24	0.7

* Faculty, Emeritus Faculty, Research Scientist, Administrator with Faculty rank respondents, Staff, or Administrator without Faculty Rank responses ($n = 1,544$) only.

**Student, Faculty, Emeritus Faculty, Research Scientist, Administrator with Faculty rank responses ($n = 3,652$) only.

⁵⁰Frequency 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.

⁵¹The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual item).

Figure 12 illustrates that Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (35%, $n = 400$) and Undergraduate Student respondents (30%, $n = 583$) were significantly more likely to have felt “very comfortable” with the overall climate at UMKC than were Staff respondents (22%, $n = 222$).⁵² Subsequent analysis revealed no significant difference between the level of comfort with the overall climate at UMKC among Faculty respondents.⁵³ Specifically, Tenured/Administrator with Faculty Rank respondents (24%, $n = 51$), Tenure-Track Faculty respondents (26%, $n = 18$), and Non-Tenure-Track Faculty respondents (32%, $n = 75$) were equally proportionately likely to be “very comfortable” with the overall climate at UMKC. Additionally, no significant difference between the level of comfort with the overall climate at UMKC emerged among Staff respondents.⁵⁴ Hourly Staff respondents (24%, $n = 108$) were equally proportionately likely to be “very comfortable” with the overall climate as were Salary/Administrator without Faculty Rank respondents (21%, $n = 106$).

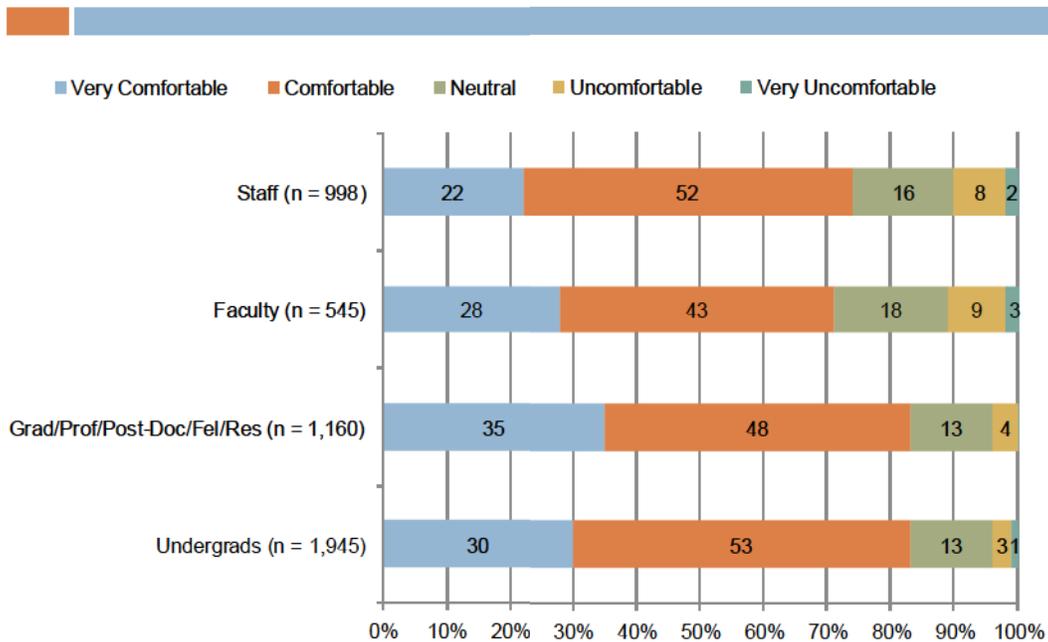


Figure 12. Respondents’ Comfort With Overall Climate by Position Status (%)

⁵²In several places throughout the report narrative, the figure may not provide the exact total noted in the narrative as a result of rounding the numbers in the figure to the nearest whole number.

⁵³The term Faculty respondents is used within this section to refer specifically to experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

⁵⁴The term Staff respondents is used within this section to refer specifically to experiences of Hourly Staff respondents and Salary/Administrator without Faculty Rank respondents.

Figure 13 illustrates that there were no significant differences in the percentages of Faculty respondents (36%, $n = 196$) or Staff respondents (35%, $n = 347$) that were “very comfortable” with the climate in their primary work area at UMKC. Additionally, no significant differences emerged between the proportions of Faculty respondents or Staff respondents who were “very comfortable” with the climate in their primary work areas.

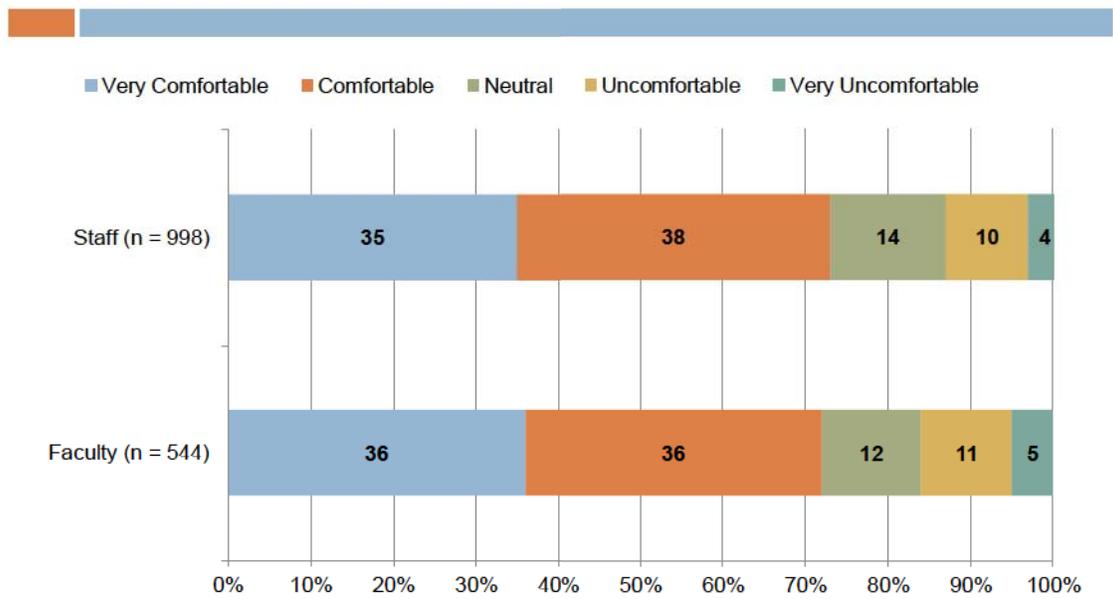


Figure 13. Faculty and Staff/Administrator Respondents’ Comfort With Climate in Primary Work Area by Position Status (%)

When analyzed by position status, Faculty respondents (42%, $n = 220$) were significantly more likely to indicate that they were “very comfortable” with the climate in their classes at UMKC than were Student respondents (34%, $n = 1,067$)ⁱⁱ (Figure 14). Additional analyses also revealed that significantly greater percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (40%, $n = 460$) than Undergraduate Student respondents (31%, $n = 607$) were “very comfortable” with the climate in their classes at UMKC.ⁱⁱⁱ There were no significant differences among Faculty respondents level of comfort with the climate in their classes at UMKC.

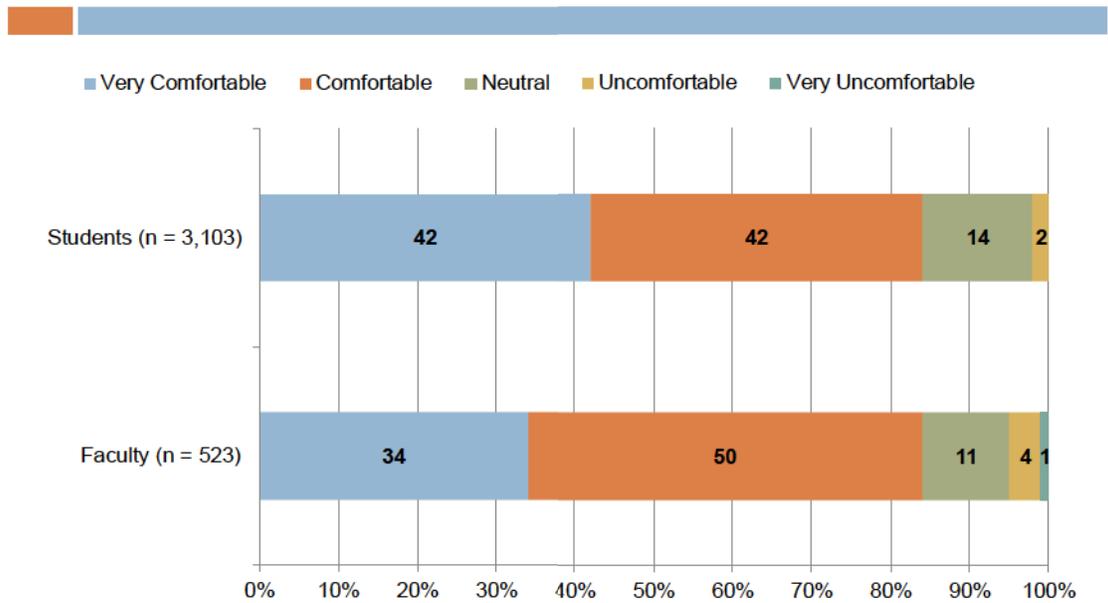
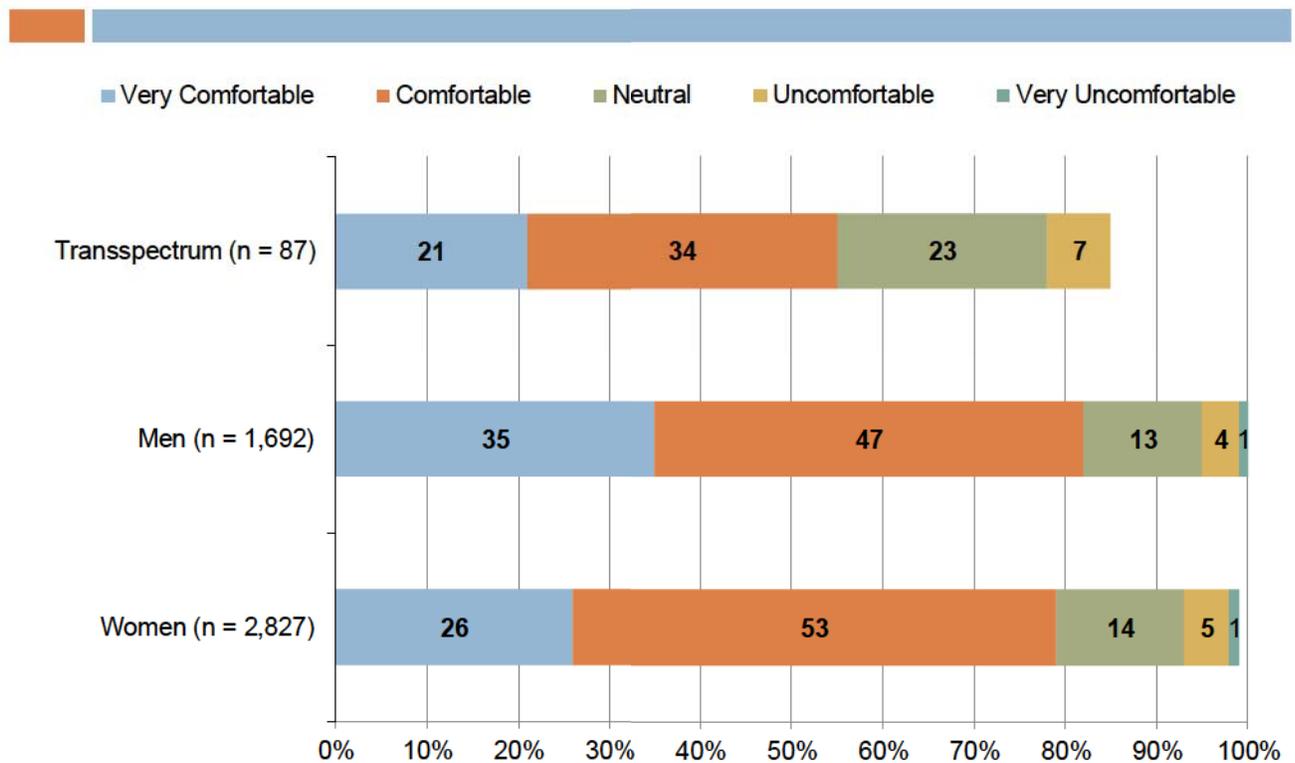


Figure 14. Faculty and Student Respondents’ Comfort With Climate in Classes by Position Status (%)

Several analyses were conducted to determine whether respondents’ levels of comfort with the overall climate, the climate in their departments/work units, or the climate in their classes differed based on various demographic characteristics.⁵⁵

By gender identity,⁵⁶ 35% ($n = 586$) of Men respondents compared with 26% ($n = 741$) of Women respondents felt “very comfortable” with the overall climate at UMKC (Figure 15).^{iv}



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

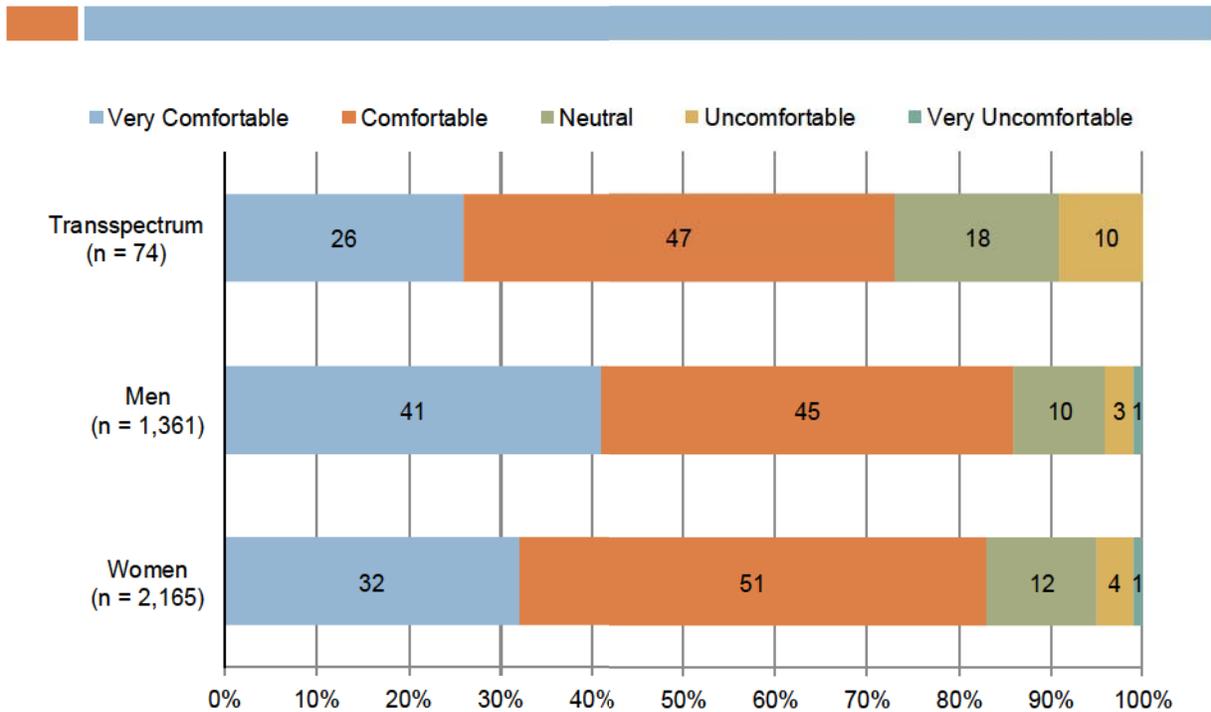
Figure 15. Respondents’ Comfort With Overall Climate by Gender Identity (%)

⁵⁵Figures 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%.

⁵⁶Per the LCST, gender identity was recoded into the categories Women ($n = 2,828$), Men ($n = 1,693$), Transspectrum ($n = 87$), where Transspectrum respondents included those individuals who marked “transgender,” “genderqueer,” “non-binary,” or “a gender not listed here” for the question, “What is your gender/gender identity (mark all that apply)?” Transspectrum/Missing/Unknown respondents were not included to maintain the confidentiality of their responses.

No significant differences existed between Men and Women Employee respondents’ level of comfort with the climate in their work areas.

A significantly higher percentage of Men Faculty and Student respondents (41%, $n = 560$) than both Women Faculty and Student respondents (32%, $n = 698$) and Transpectrum Faculty and Student respondents (26%, $n = 19$) felt “very comfortable” with the climate in their classes (Figure 16).^v



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

Figure 16. Faculty and Student Respondents’ Comfort With Climate in Classes by Gender Identity (%)

By racial identity,⁵⁷ Hispanic/Latin@/Chican@ respondents (33%, $n = 64$) and White respondents (31%, $n = 879$) were significantly more likely to be “very comfortable” with the overall climate at UMKC than were Black/African/African American respondents (21%, $n = 106$) (Figure 17).^{vi}

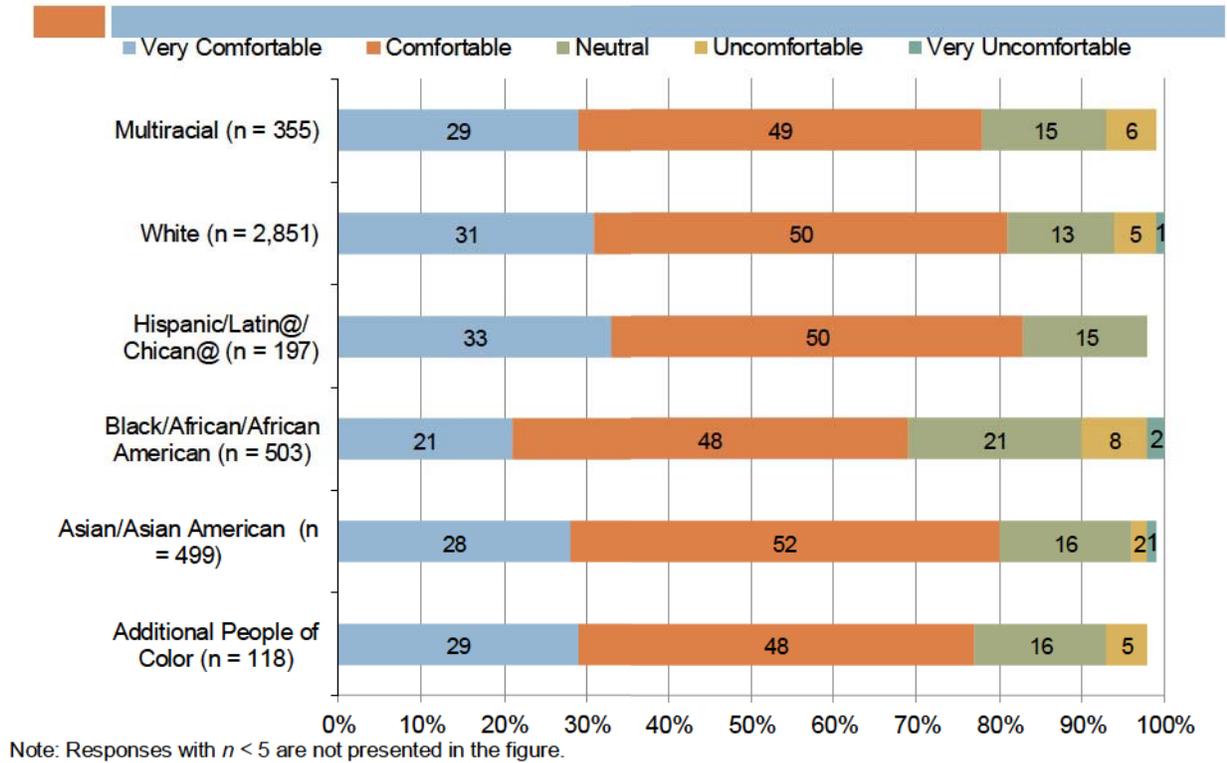
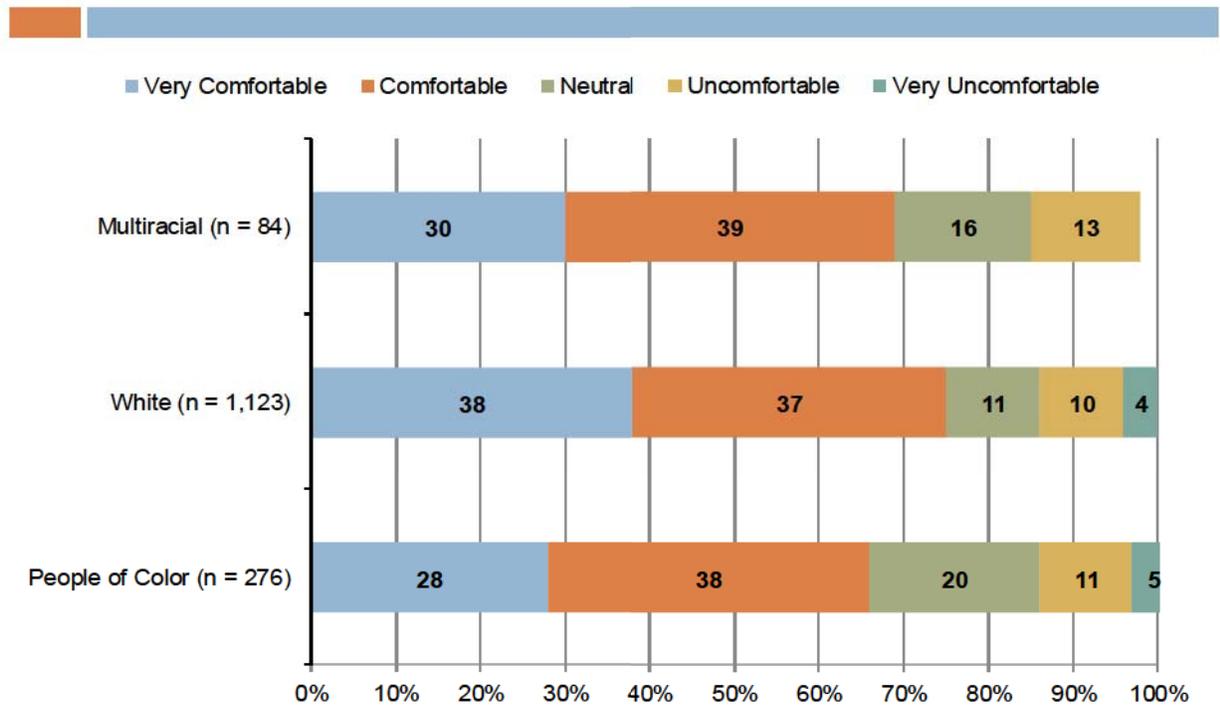


Figure 17. Respondents’ Comfort With Overall Climate by Racial Identity (%)

⁵⁷The LCST proposed six collapsed racial identity categories (Asian/Asian American, Black/African/African American, Hispanic/Latin@/Chican@, Additional People of Color, Multiracial, and White). For the purposes of some analyses, this report further collapses racial identity into three categories (White, People of Color, and Multiracial), where the Asian/Asian American, Black/African/African American, Hispanic/Latin@/Chican@, and Additional People of Color were collapsed into one People of Color category.

By racial identity, People of Color Employee respondents (28%, $n = 76$) were significantly less likely to feel “very comfortable” with the climate in their primary work areas than were White Employee respondents (38%, $n = 428$) (Figure 18).^{vii}



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

Figure 18. Employee Respondents’ Comfort With Climate in Primary Work Areas by Racial Identity (%)

Figure 19 illustrates that White Faculty and Student respondents (39%, $n = 831$) were significantly more likely to be “very comfortable” with the climate in their classes than were People of Color Faculty and Student Respondents (29%, $n = 325$).^{viii}

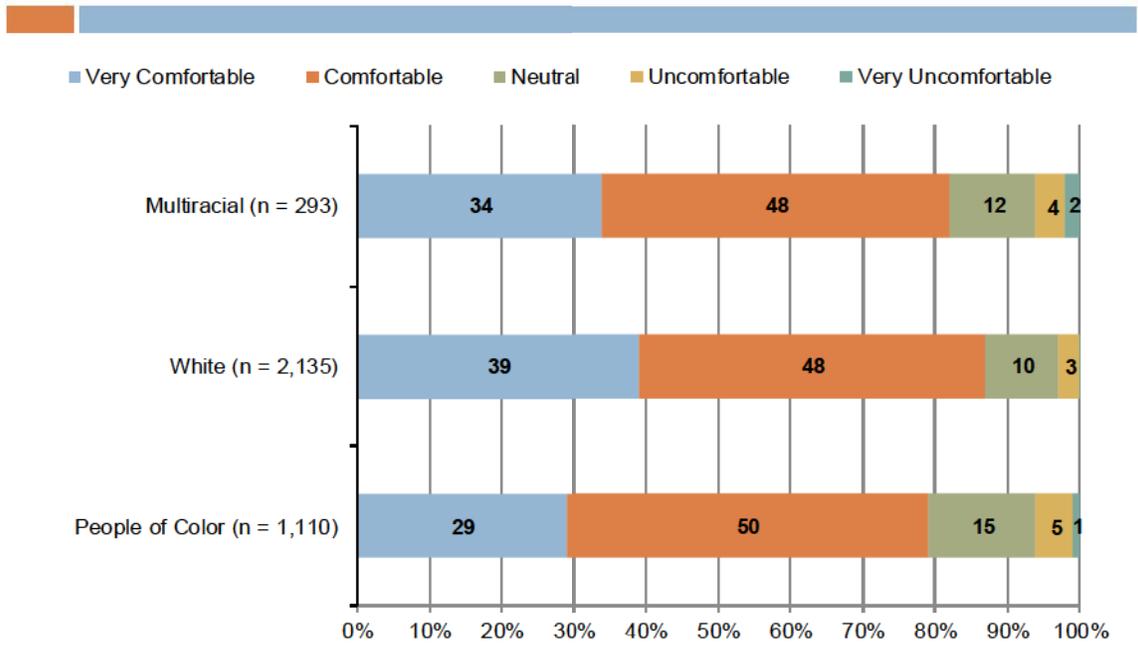
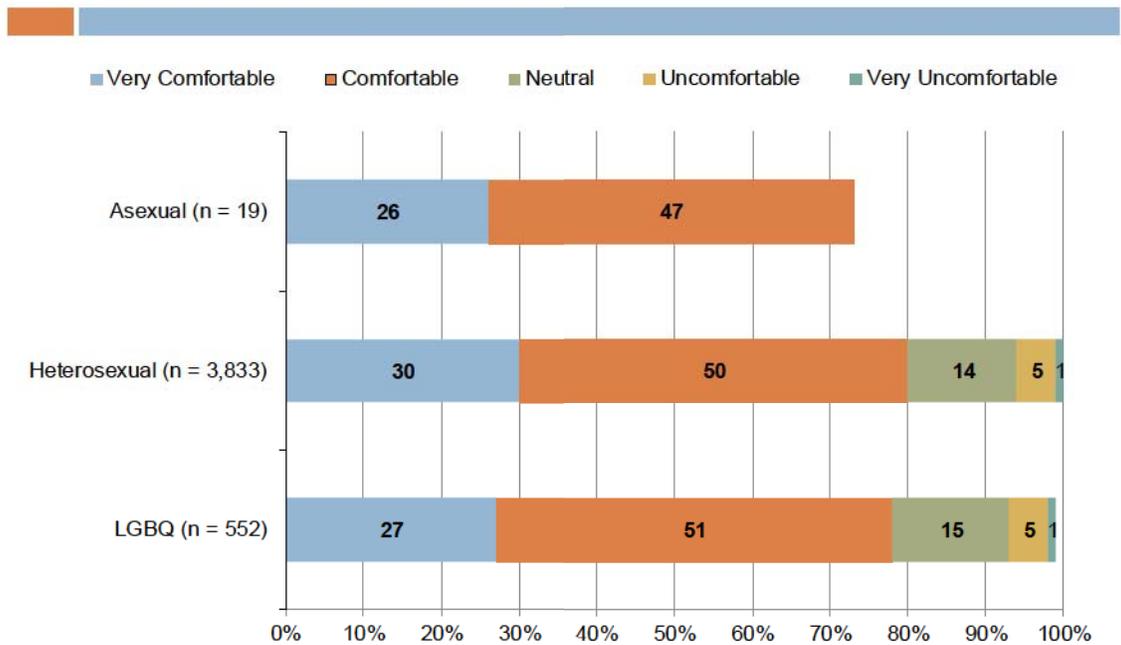


Figure 19. Faculty and Student Respondents’ Comfort With Climate in Classes by Racial Identity (%)

Significant differences did not occur in respondents’ levels of comfort with the overall climate based on sexual identity. Figure 20 presents the meaningful, but not significant, representation that LGBQ respondents⁵⁸ (27%, $n = 148$) and Asexual respondents (26%, $n = 5$) were less likely to feel “very comfortable” with the overall climate than were Heterosexual respondents (30%, $n = 1,139$).



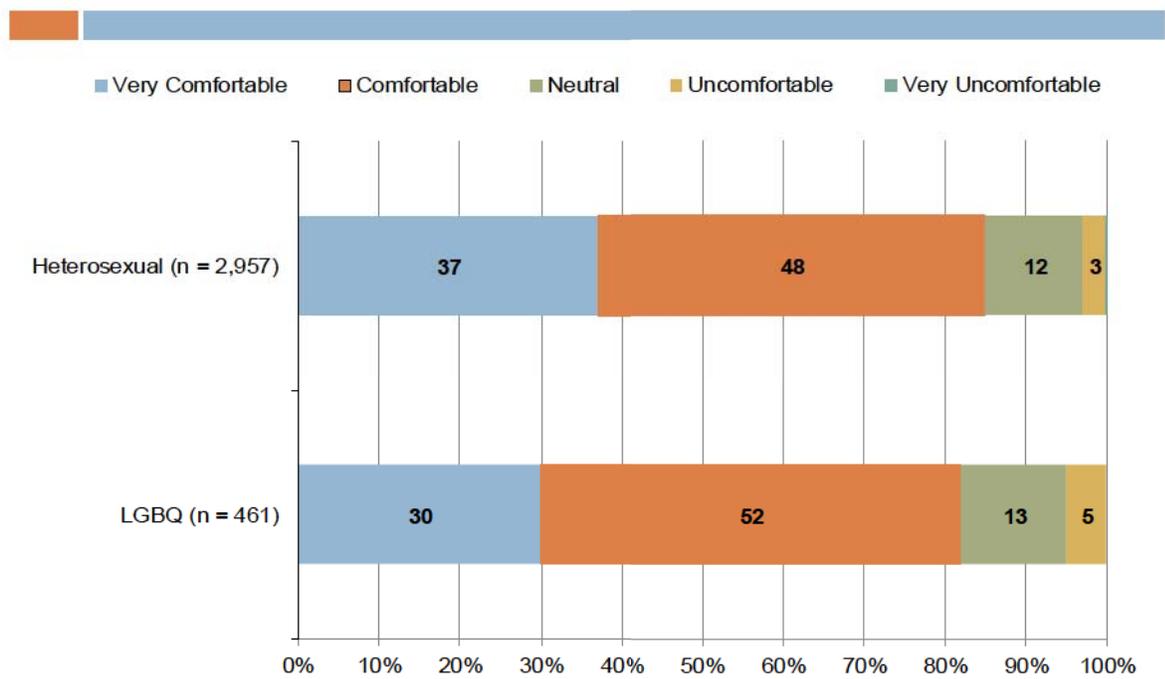
Note: Responses with $n < 5$ are not presented in the figure.

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

⁵⁸Throughout this report the term LGBQ respondents is inclusive of respondents who identified as Pansexual and Demisexual.

No significant differences in Employee respondents’ levels of comfort with the climate in their primary work area occurred based on sexual identity.

However, Heterosexual Faculty and Student respondents (37%, $n = 1,081$) were significantly more likely to indicate that they were “very comfortable” with the climate in their classes than LGBQ Faculty and Student respondents (30%, $n = 138$) (Figure 21).^{59ix}



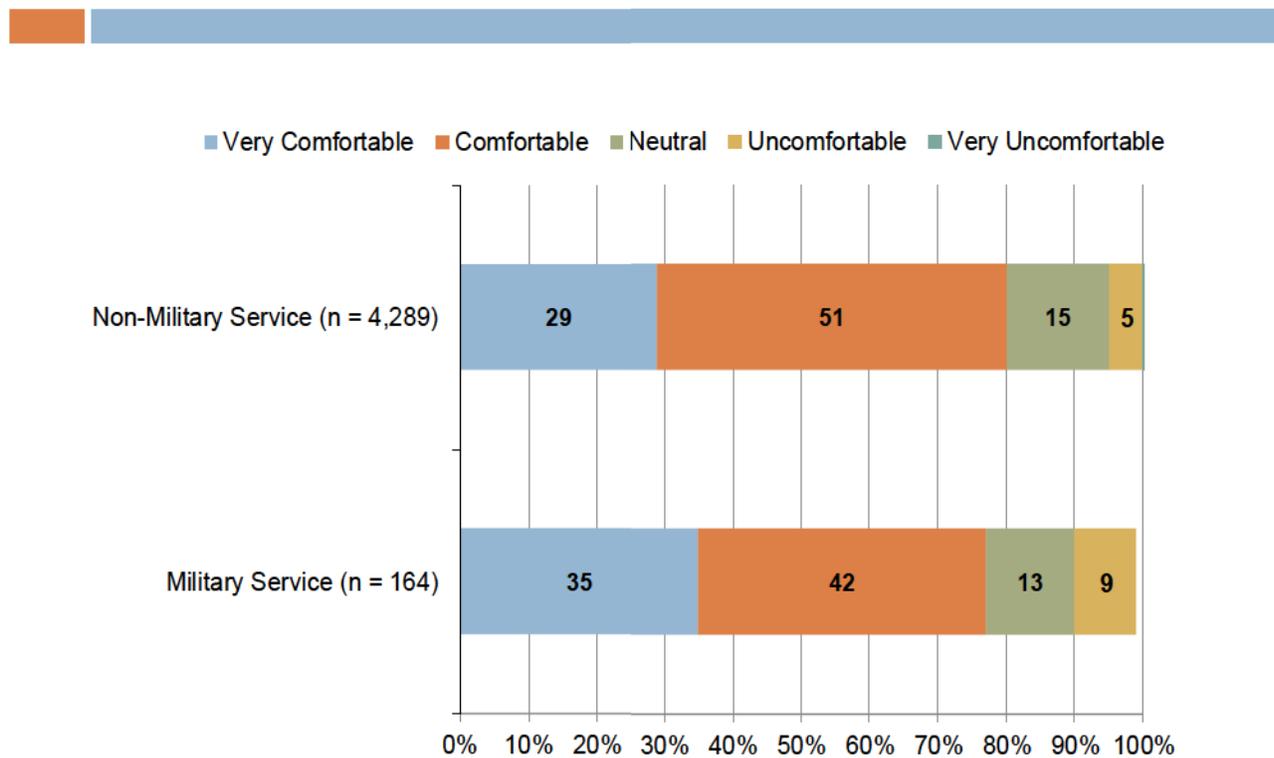
Note: Responses with $n < 5$ are not presented in the figure.

Figure 21. Faculty and Student Respondents’ Comfort With Classroom Climate by Sexual Identity (%)

⁵⁹Asexual Faculty and Student respondents were intentionally not included within this analyses as their numbers ($n = 19$) were too few to ensure their confidentiality.

No significant difference existed in respondents’ levels of comfort with the overall climate, work area climate, or classroom climate based on citizenship status.

Figure 22 illustrates that Non-Military Service respondents (51%, $n = 2,164$) were significantly more likely to be “comfortable” with the overall climate than were Military Service respondents (42%, $n = 68$).^x No significant differences existed in respondents’ levels of comfort with work area climate or classroom climate by military status.



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

Figure 22. Respondents’ Comfort With Overall Climate by Military Status (%)

By disability status, No Disability respondents (30%, $n = 1,225$) were significantly more likely to perceive the overall climate as “very comfortable” than were Multiple Disabilities respondents (19%, $n = 31$) (Figure 23).^{xi}

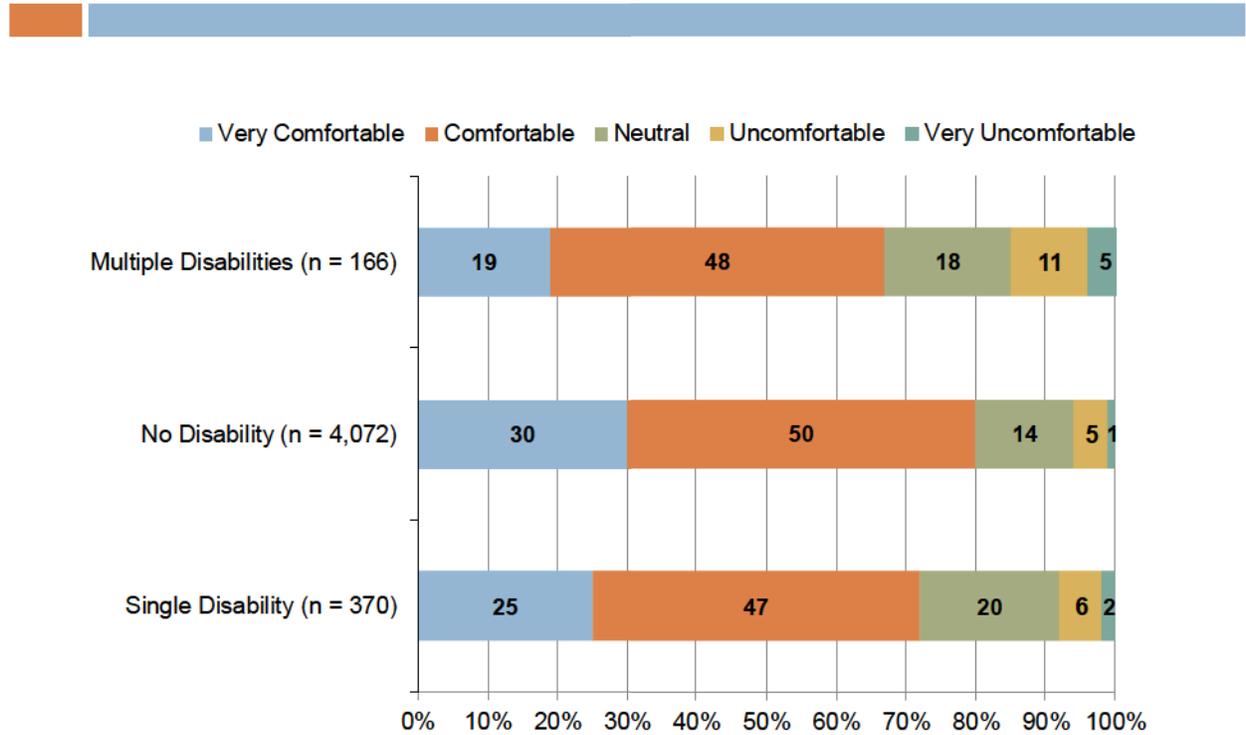
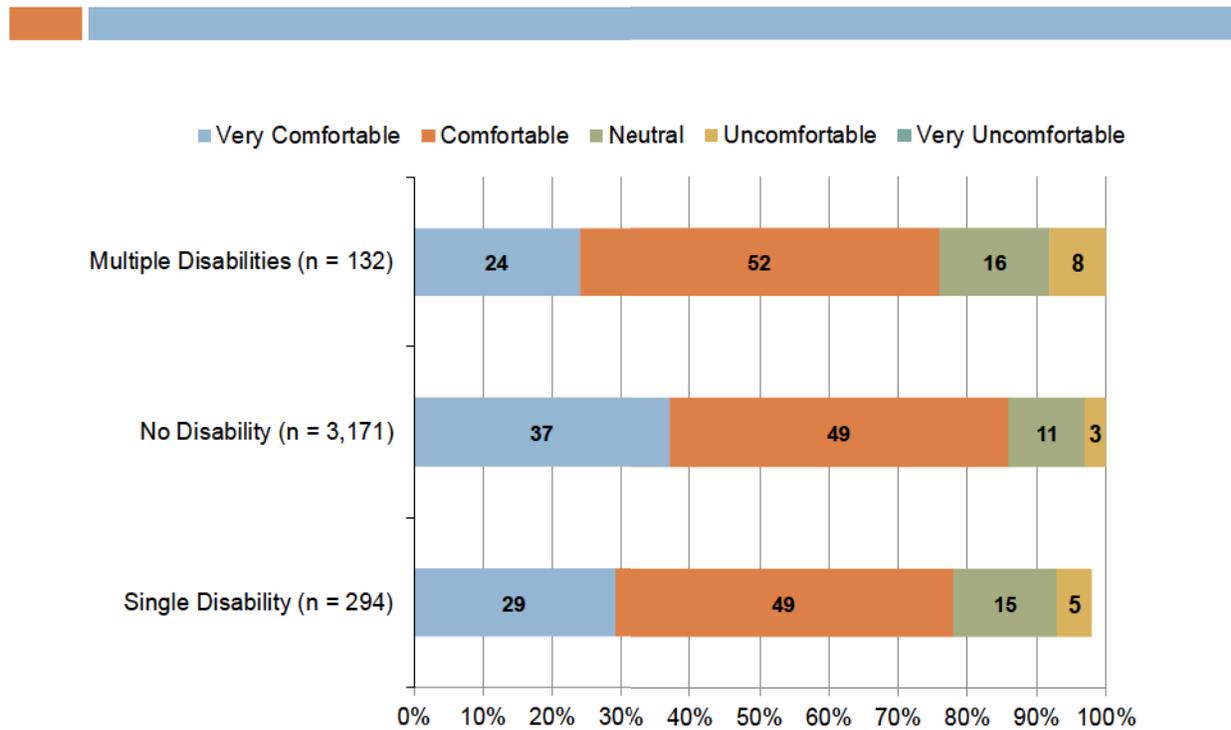


Figure 23. Respondents’ Comfort With Overall Climate by Disability Status (%)

No significant differences emerged in Employee respondents’ levels of comfort with the climate in their primary work area by disability status.

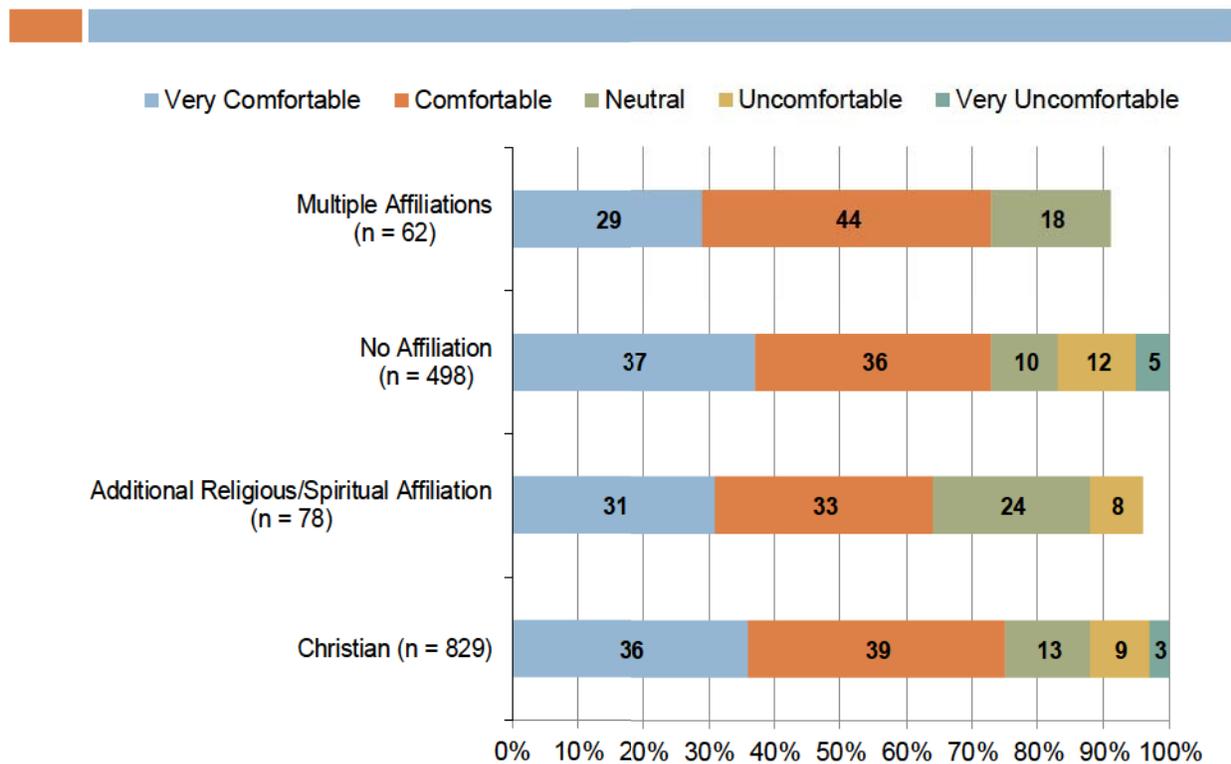
A significant difference did emerge, by disability status, based on classroom climate (Figure 24). No Disability Faculty and Student respondents (37%, $n = 1,161$) were significantly more likely to be “very comfortable” with the classroom climate than were both Single Disability Faculty and Student respondents (29%, $n = 85$) and Multiple Disabilities Faculty and Student respondents (24%, $n = 31$).^{xiii}



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

Figure 24. Respondents’ Comfort With Classroom Climate by Disability Status (%)

In terms of religious/spiritual identity, significant differences were only noticed by climate within employees’ primary work area and were not noticed with the overall climate nor the classroom climate. Figure 25 illustrates that Additional Religious/Spiritual Affiliation Employee respondents (24%, $n = 19$) were significantly more likely to indicate that they were “neither comfortable nor uncomfortable” with the climate in their primary work area compared with both Christian Affiliation Employee respondents (13%, $n = 110$) and No Affiliation Employee respondents⁶⁰ (10%, $n = 50$).^{xiii}

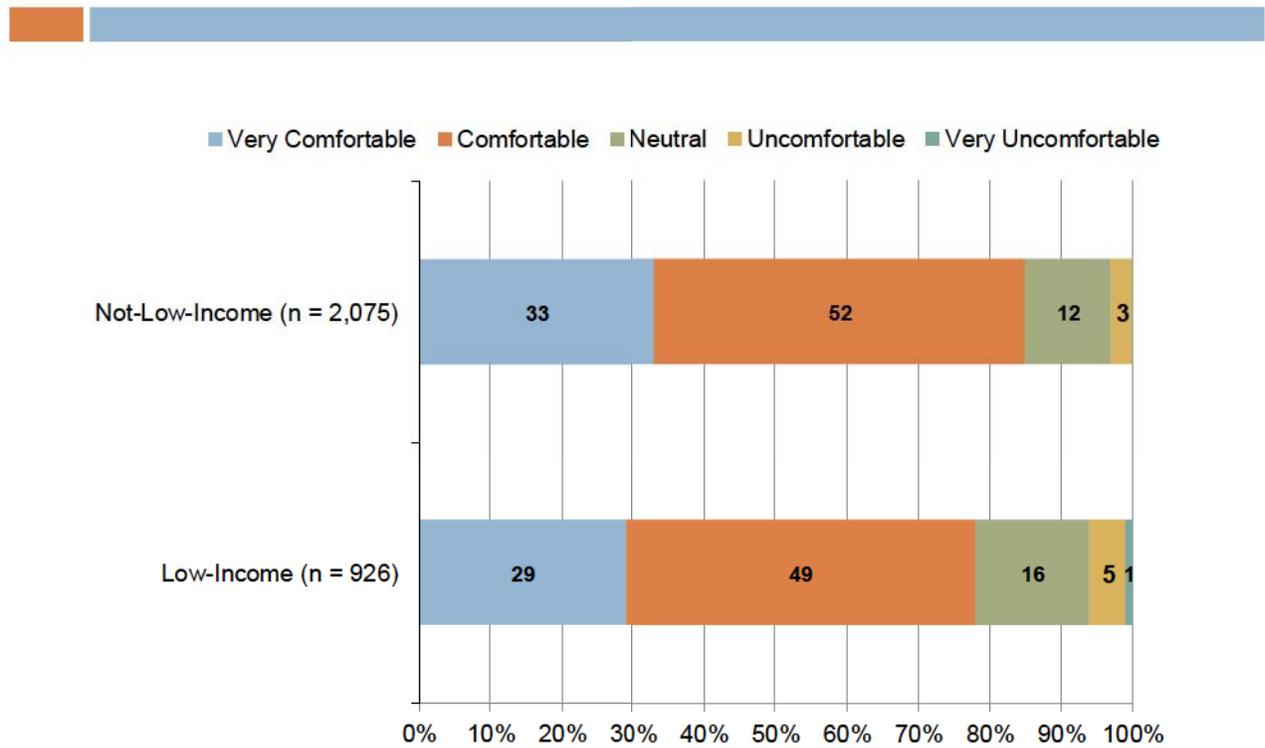


Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Employee Respondents’ Comfort With Primary Work Area Climate by Religious/Spiritual Affiliation (%)

⁶⁰This report uses the term “No Affiliation” to include the experiences of respondents who also did not list a religious/spiritual affiliation.

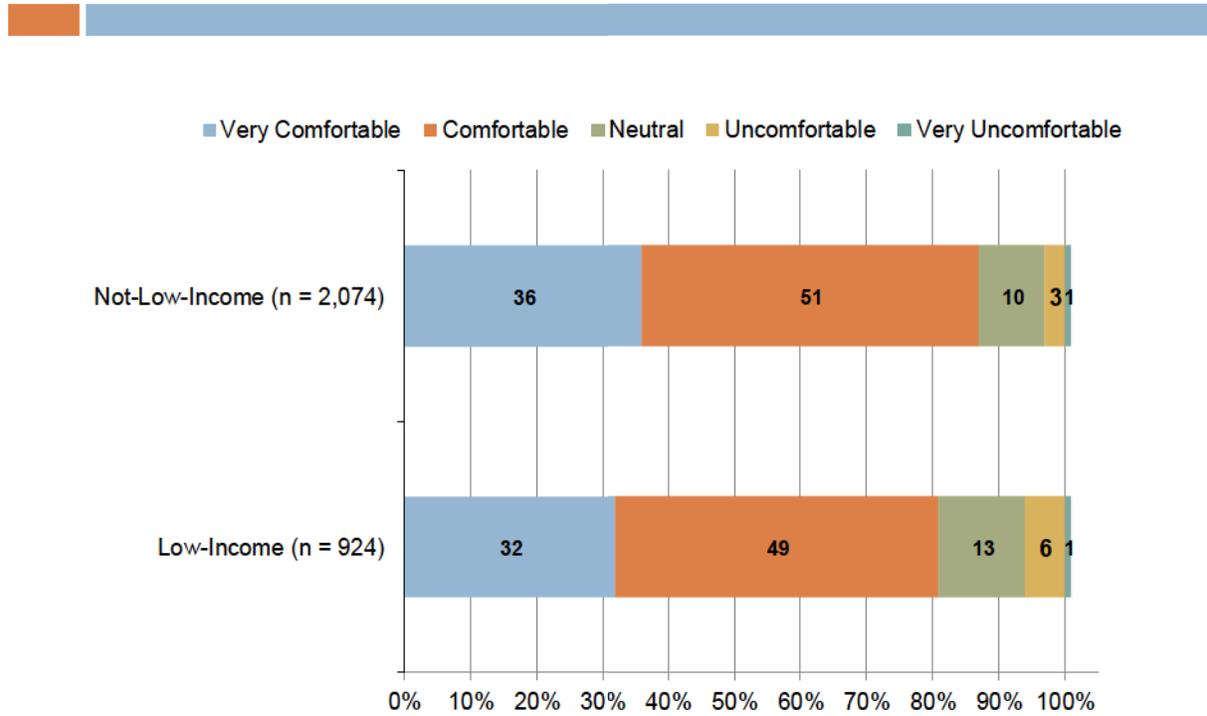
Significant differences emerged in Student respondents’ income status and comfort with the overall climate on campus (Figure 26). Low-Income Student respondents (29%, $n = 270$) were significantly less likely to feel “very comfortable” with the overall climate than were Not-Low-Income Student respondents (33%, $n = 685$).^{xiv}



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

Figure 26. Student Respondents’ Comfort With Overall Climate by Income Status (%)

Additionally, in terms of the climate within their classes, Not- Low-Income Student respondents (36%, $n = 741$) were significantly more likely to feel “very comfortable” with the climate in their classes than were Low-Income Student respondents (32%, $n = 294$) (Figure 27).^{xv}



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

Figure 27. Student Respondents’ Comfort With Climate in Their Classes by Income Status (%)

No significant differences were observed by Students’ first-generation status, with regards to either overall campus climate or with the climate in their classes.

ⁱA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2(12, N = 4,648) = 119.7, p < .001$.

ⁱⁱA 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: $\chi^2(4, N = 3,626) = 22.4, p < .001$.

ⁱⁱⁱA chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the climate in their classes by student status: $\chi^2(4, N = 3,103) = 23.9, p < .001$.

^{iv}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2(8, N = 4,606) = 52.6, p < .001$.

^vA 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: $\chi^2(8, N = 3,600) = 42.5, p < .001$.

^{vi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: $\chi^2(20, N = 4,523) = 63.5, p < .001$.

^{vii}A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with the climate in their primary work area by racial identity: $\chi^2(8, N = 1,483) = 22.7, p < .01$.

^{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 racial identity: $\chi^2(8, N = 3,538) = 56.2, p < .001$.

^{ix}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 sexual identity: $\chi^2(4, N = 3,418) = 12.4, p < .05$.

^xA chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by military status: $\chi^2(4, N = 4,453) = 10.2, p < .05$.

^{xi}A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: $\chi^2(8, N = 4,608) = 55.6, p < .001$.

^{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 disability status: $\chi^2(8, N = 3,597) = 29.7, p < .001$.

^{xiii}A chi-square test was conducted to compare percentages of Employee respondents by degree of comfort with the climate in their primary work area by religious/spiritual identity: $\chi^2(12, N = 1,467) = 25.0, p < .05$.

^{xiv}A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: $\chi^2(4, N = 3,001) = 26.0, p < .001$.

^{xv}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: $\chi^2(4, N = 2,998) = 23.6, p < .001$.

Barriers at UMKC for Respondents With Disabilities

One survey item asked respondents with disabilities if they had experienced barriers in facilities, technology, identity, and instructional/campus materials at UMKC within the past year. Tables 23 through 26 highlight where respondents with one or more disabilities experienced barriers at UMKC.⁶¹ With regard to campus facilities, 14% ($n = 72$) of respondents with disabilities experienced temporary barriers as a result of campus transportation/parking, 13% ($n = 71$) experienced barriers with classroom buildings, 12% ($n = 66$) experienced barriers with office furniture (e.g., chair, desk), and 12% ($n = 63$) experienced barriers with classrooms or labs (including computer labs) within the past year.

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	25	4.6	281	51.7	238	43.8
Classroom buildings	71	13.0	337	61.8	137	25.1
Classrooms, labs (including computer labs)	63	11.6	324	59.9	154	28.5
University housing	23	4.3	241	44.5	277	51.2
Student Union/Center	32	5.9	353	65.2	156	28.8
Student Health Center	24	4.5	295	54.9	218	40.6
Testing Services	41	7.6	587	53.3	210	39.0
Disability Center/Services	35	6.5	299	55.9	201	37.6
Counseling Services	32	6.0	311	58.0	193	36.0
Dining facilities	31	5.8	304	56.7	201	37.5
Doors	39	7.3	352	65.9	143	26.8
Elevators/lifts	32	6.0	366	68.3	138	25.7
Emergency preparedness	25	4.7	347	65.2	160	30.1
Office furniture (e.g., chair, desk)	66	12.4	338	63.5	128	24.1
Campus transportation/parking	72	13.5	319	59.7	143	26.8
Other campus buildings	35	6.6	345	64.7	153	28.7
Podium	15	2.8	335	63.0	182	34.2
Restrooms	43	8.1	361	67.6	130	24.3
Signage	15	2.8	367	69.0	150	28.2

⁶¹See Appendix B, Table B114 for all responses to the question, “As a person with a self-identified disability, have you experienced a barrier in any of the following areas at UMKC within the past year?”

Table 23. Facilities Barriers Experienced by Respondents With Disabilities

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Studios/performing arts spaces	16	3.0	299	55.9	220	41.1
Temporary barriers due to construction or maintenance	56	10.5	316	59.5	159	29.9
Walkways, pedestrian paths, crosswalks	50	9.5	340	64.5	137	26.0

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 565).

Table 24 illustrates that, in terms of the technological or online environment, 8% (*n* = 43) of respondents with one or more disabilities had difficulty with an accessible electronic format, 7% (*n* = 34) had difficulty with computer equipment (e.g., screens, mouse, keyboard), 6% (*n* = 33) had difficulty Moodle/Blackboard/Canvas, 6% (*n* = 32) had difficulty with software (e.g., voice recognition/audiobooks/close captioning), and 6% (*n* = 31) experienced barriers with a website.

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

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Accessible electronic format	43	8.2	355	67.4	129	24.5
Clickers	21	4.0	305	58.0	200	38.0
Computer equipment (e.g., screens, mouse, keyboard)	34	6.5	368	70.5	120	23.0
Electronic forms	23	4.4	375	71.6	126	24.0
Electronic signage	15	2.9	376	71.9	132	25.2
Electronic surveys (including this one)	17	3.2	385	73.5	122	23.3
Kiosks	18	3.4	345	65.7	162	30.9
Library database	23	4.4	354	67.7	146	27.9
Moodle/Blackboard/Canvas	33	6.3	350	66.7	142	27.0

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

Technology/online environment	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Phone/phone equipment	30	5.7	351	67.1	142	27.0
Software (e.g., voice recognition/audiobooks/close captioning)	32	6.1	343	65.3	150	28.6
Video/video audio description	25	4.8	347	66.7	148	28.5
Website	31	6.0	366	70.9	119	23.1

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 565).

In terms of identity, 7% (*n* = 37) of respondents with one or more disabilities had difficulty with electronic databases and 7% (*n* = 35) had difficulty with learning technology (Table 25).

Table 25. Barriers In Identity Experienced by Respondents With Disabilities

Identity	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	37	7.1	378	72.6	106	20.3
Email account	22	4.2	395	76.3	101	19.5
Intake forms (e.g., Student Health)	26	5.0	349	66.7	148	28.3
Course change forms (e.g., add-drop forms)	24	4.6	343	65.8	154	29.6
Learning technology	35	6.7	360	69.0	127	24.3
Surveys	25	4.8	387	74.9	105	20.3

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 565).

In terms of instructional/campus materials, 6% (*n* = 31) of respondents with one or more disabilities had difficulty with textbooks and 5% (*n* = 26) had difficulty with food menus (Table 26).

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

Instructional/Campus Materials	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Brochures	14	2.7	370	71.2	136	26.2
Food menus	26	5.0	332	64.0	161	31.0
Forms	16	3.1	375	72.3	128	24.7
Journal articles	18	3.5	356	68.6	145	27.9
Library books	15	2.9	353	68.1	150	29.0
Other publications	13	2.5	360	69.5	145	28.0
Syllabi	22	4.2	356	68.3	143	27.4
Textbooks	31	6.0	341	65.7	147	28.3
Video-closed captioning and text description	19	3.7	329	64.0	166	32.3

Note: Table reports responses from individuals who indicated on the survey that they had a disability (*n* = 565).

One hundred twenty-five respondents elaborated on their experiences with regard to their self-identified ability status. Forty-one respondents described their personal abilities and challenges in more details, but did not offer reflections on their experiences with UMKC. Remaining respondents noted challenges with receiving appropriate accommodations and a lack of physical accessibility at UMKC.

Challenges with Accommodations & Accessibility — Respondents who elaborated on their experiences with regard to their self-identified ability status noted challenges with accommodations and physical accessibility. One respondent reported, “I have run into a couple of issues with accommodations not be met by instructors.” More specifically, other respondents noted, “It is very hard to keep up in classes when I have a hard time reading textbooks and most book companies don't have PDF options,” “Many times, professors would not show videos with closed captioning available,” and “My service animal (a dog) has frequently been denied access to UMKC buildings and classrooms, a CLEAR violation of the ADA.” Regarding physical accessibility, respondents elaborated, “Doors that are heavy or with mechanical systems that are broken” were of concern for them with others noting that they “have difficulty adjusting the height on the chairs in the preclinical laboratory.” Another respondent explained, “Furniture that accommodates adults and larger body dis/abilities and sizes is scarce.” Similarly, another

respondent shared, “I am a person of size and most of my classes are in large rooms with lines of fold-over desks.” Challenges with accommodations and physical accessibility were noted by respondents who elaborated on their experiences in relation to their self-identified ability status at UMKC.

Barriers at UMKC for Transspectrum Respondents

One survey item asked Transspectrum respondents if they had experienced barriers in facilities and identity accuracy at UMKC within the past year. Tables 27 and 28 highlight where respondents experienced barriers at UMKC.⁶² With regard to campus facilities, 32% ($n = 25$) of Transspectrum respondents experienced barriers to restrooms within the past year. Other barriers experienced by Transspectrum respondents included: changing rooms/locker rooms (23%, $n = 18$) and university housing (21%, $n = 16$).

Table 27. Barriers Experienced by Transgender Respondents

Facilities	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic and recreational facilities	15	18.8	26	32.5	39	48.8
Changing rooms/locker rooms	18	23.1	19	24.4	41	52.6
University housing	16	20.5	22	28.2	40	51.3
Dining facilities	10	12.7	36	45.6	33	41.8
Counseling Center	6	7.6	32	40.5	41	51.9
Student Health Center	5	6.3	33	41.8	41	51.9
Testing Services	< 5	---	33	42.3	41	52.6
Disability Center	< 5	---	28	35.4	47	59.5
Campus transportation/parking	6	7.6	36	45.6	37	46.8
Other campus buildings	8	10.4	38	49.4	31	40.3
Restrooms	25	31.6	36	45.6	18	22.8
Studios/performing arts spaces	5	6.4	28	35.9	45	57.7

Note: Table reports responses from individuals who indicated on the survey who identified as Transspectrum ($n = 89$).

⁶²See Appendix B, Table B115 for all responses to the question, “As a person who identifies as genderqueer, gender non-binary, or trans have you experienced a barrier in any of the following areas at UMKC within the past year?”

In terms of identity accuracy, 23% ($n = 18$) of Transspectrum respondents experienced difficulty with electronic databases (e.g., PeopleSoft). Additional difficulties related to identity accuracy experienced by Transspectrum respondents included: email account (22%, $n = 17$), Moodle/Blackboard (19%, $n = 15$), surveys (19%, $n = 15$), college ID card (19%, $n = 15$), and forms (19%, $n = 15$).

Table 28. Barriers Experienced by Transgender Respondents

Identity Accuracy	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Moodle/Blackboard	15	19.2	36	46.2	27	34.6
College ID card	15	19.0	38	48.1	26	32.9
Electronic databases (e.g., PeopleSoft)	18	22.8	38	48.1	23	29.1
Email account	17	21.8	37	47.4	24	30.8
Intake forms (e.g., Student Health)	11	13.9	32	40.5	36	45.6
Learning technology	11	13.9	36	45.6	32	40.5
Surveys	15	19.2	38	48.7	25	32.1
Forms	15	19.0	40	50.6	24	30.4
Syllabi	14	17.7	42	53.2	23	29.1

Note: Table reports responses from individuals who indicated on the survey who identified as Transspectrum ($n = 89$).

Twenty-four respondents elaborated on their experiences in relation to their identity as Transspectrum. Respondents primarily described a desire for more trans-inclusive policies and practices.

Restrooms, Preferred Names, and Pronouns — Respondents who elaborated on their experiences in relation to their Transspectrum identity noted a desire of more gender-inclusive restrooms and attention to preferred names and pronouns. One respondent shared, “The only problem I kind of have is restrooms. I wish there were more restrooms that catered to n/b or genderqueer people.” Other respondents echoed, “Very few buildings have gender neutral bathrooms” and “Having private, gender-neutral restrooms is important to me, and as far as I can tell, the buildings I use do not have any.” Regarding pronouns and preferred names, one respondent noted, “The only problem I faced were pronouns and preferred names. These problems were fixed quickly.” Another respondent added, “I need to be able to change my name

on everything without changing it legally, I need the faculty to know my pronouns on the 1st day of class, I need gender neutral restrooms in EVERY building.” One respondent, who seemingly did not share a transgender and or gender queer identity, took this opportunity to share the following, “Transgender people are confused and should seek help.” Restrooms, preferred names and pronouns were noted as the primary concerns by respondents who elaborated on their experiences in relation to their Transspectrum identity.

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct⁶³

Seventeen percent ($n = 785$) 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 work, learn, or live at UMKC within the past year.⁶⁴ Table 29 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who experienced such conduct, 27% ($n = 209$) indicated that the conduct was based on their position status at UMKC (e.g., staff, faculty, student). Twenty-one percent ($n = 162$) noted that the conduct was based on their ethnicity, 20% ($n = 158$) felt that it was based on age, and 19% ($n = 150$) felt that it was based on their gender/gender identity. “Reasons not listed above” included responses such as “narcissism,” “xenophobia,” “jealousy,” “a forced merger with boss’ office was unwelcomed,” “a generic version of a bully,” “accused of cheating,” “a weak chair who was controlled by a narcissist with more grant money than I and who wanted my space,” “defamation,” “eating disorder,” “facial piercings and tattoos,” “hostility of Dean,” “I filed a grade appeal and it started there,” “nepotism,” “not being a tenured faculty member,” “poor manager,” “power differential,” “transfer students,” “weight,” and “woman in the work place.”

Table 29. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Position (e.g., staff, faculty, student)	209	26.6
Ethnicity	162	20.6
Age	158	20.1
Gender/Gender identity	150	19.1
Racial identity	114	14.5
Educational credentials (e.g., MS, PhD)	93	11.8
Length of service at UMKC	74	9.4
Academic performance	73	9.3
Religious/spiritual views	62	7.9

⁶³This report uses the phrases “conduct” and “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version of conduct that someone has “personally experienced” including “exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct.”

⁶⁴The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

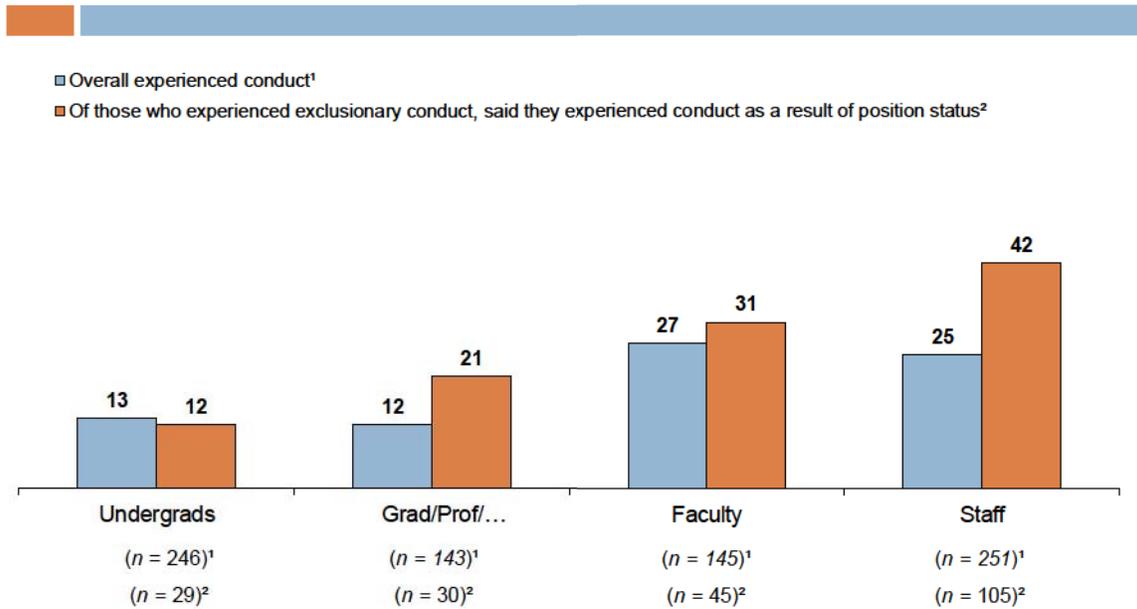
Table 29. Bases of Experienced Conduct

Basis of conduct	<i>n</i>	%
Major field of study	60	7.6
Philosophical views	60	7.6
Political views	53	6.8
Sexual identity	49	6.2
Physical characteristics	46	5.9
Mental health/psychological disability/condition	41	5.2
Socioeconomic status	41	5.2
International status/national origin	38	4.8
English language proficiency/accent	29	3.7
Immigrant/citizen status	26	3.3
Learning disability/condition	24	3.1
Medical disability/condition	23	2.9
Parental status (e.g., having children)	22	2.8
Marital status (e.g., single, married, partnered)	21	2.7
Participation in an organization	21	2.7
Gender expression	19	2.4
Physical disability/condition	17	2.2
Military/veteran status	12	1.5
Pregnancy	6	0.8
Don't know	109	13.9
A reason not listed above	178	22.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 785). Percentages do not sum to 100% as a result of multiple response choices.

The following figures depict the responses by selected characteristics (gender/gender identity, position status, and ethnicity) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UMKC?”

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 28). Significantly greater percentages of Faculty respondents⁶⁵ (27%, $n = 145$) and Staff respondents⁶⁶ (25%, $n = 251$) indicated that they believed they had experienced this conduct than did Undergraduate Student respondents (13%, $n = 246$) and Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (12%, $n = 143$).^{xvi} Of those respondents who noted that they had experienced this conduct, 42% ($n = 105$) of Staff respondents, 31% ($n = 45$) of Faculty respondents, 21% ($n = 30$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, and 12% ($n = 29$) of Undergraduate Student respondents believed that the conduct was based on their position status.^{xvii}



¹ Percentages are based on total n split by group.

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

Figure 28. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

⁶⁵The term Faculty respondents is used within this section to refer specifically to experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

⁶⁶The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

In terms of racial identity/ethnicity, significant differences were noted in the percentages of Black/African/African American respondents (23%, $n = 115$), White respondents (17%, $n = 469$), and Asian/Asian American respondents (11%, $n = 53$) who indicated that they believed they had experienced this conduct (Figure 29).^{xviii} Of those respondents who noted that they believed they had experienced this conduct, significantly lower percentages of White respondents (9%, $n = 41$) than all other peer respondent groups thought that the conduct was based on their ethnicity.^{xix}

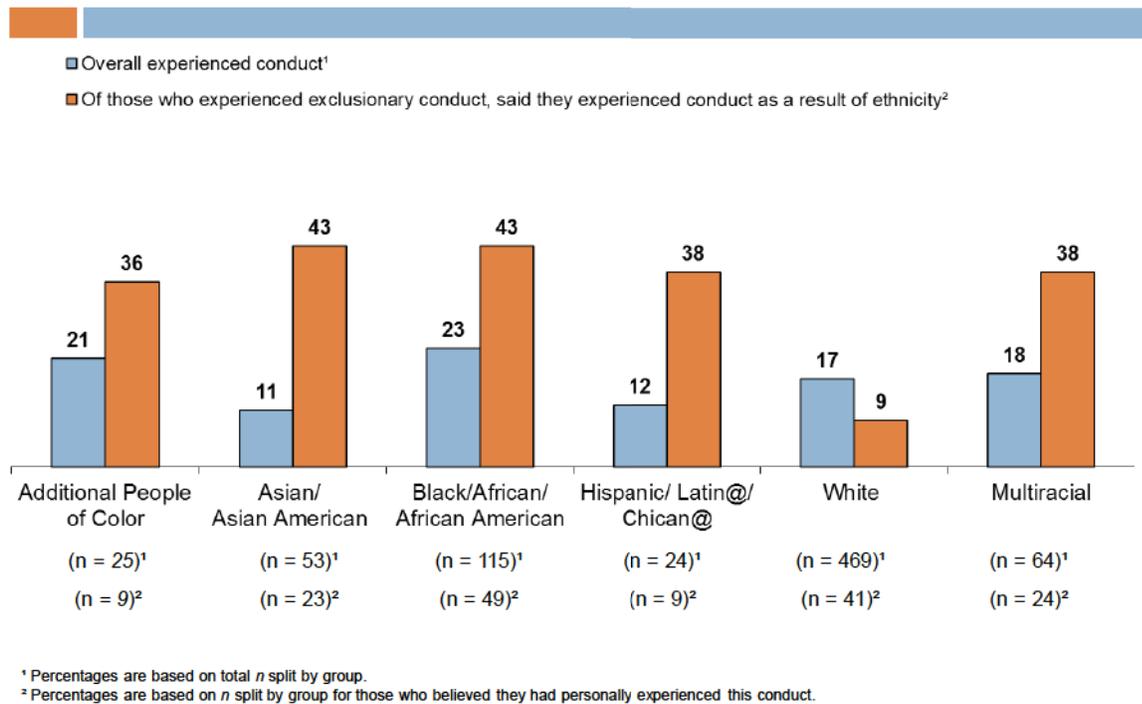


Figure 29. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Ethnicity (%)

By age, significantly greater percentages of respondents between 45 and 54 years of age (26%, $n = 94$) and respondents between 55 and 64 years of age (27%, $n = 88$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year than respondents between 22 and 24 years of age (11%, $n = 78$) and respondents between 18 and 19 years of age (9%, $n = 63$) (Figure 30).^{xx} Additionally, although not significant, a greater percentage of respondents between 65 and 74 years of age (36%, $n = 5$) and respondents between 55 and 64 years of age (27%, $n = 24$) than respondents between 18 and 19 years of age (16%, $n = 10$) noted that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their age.

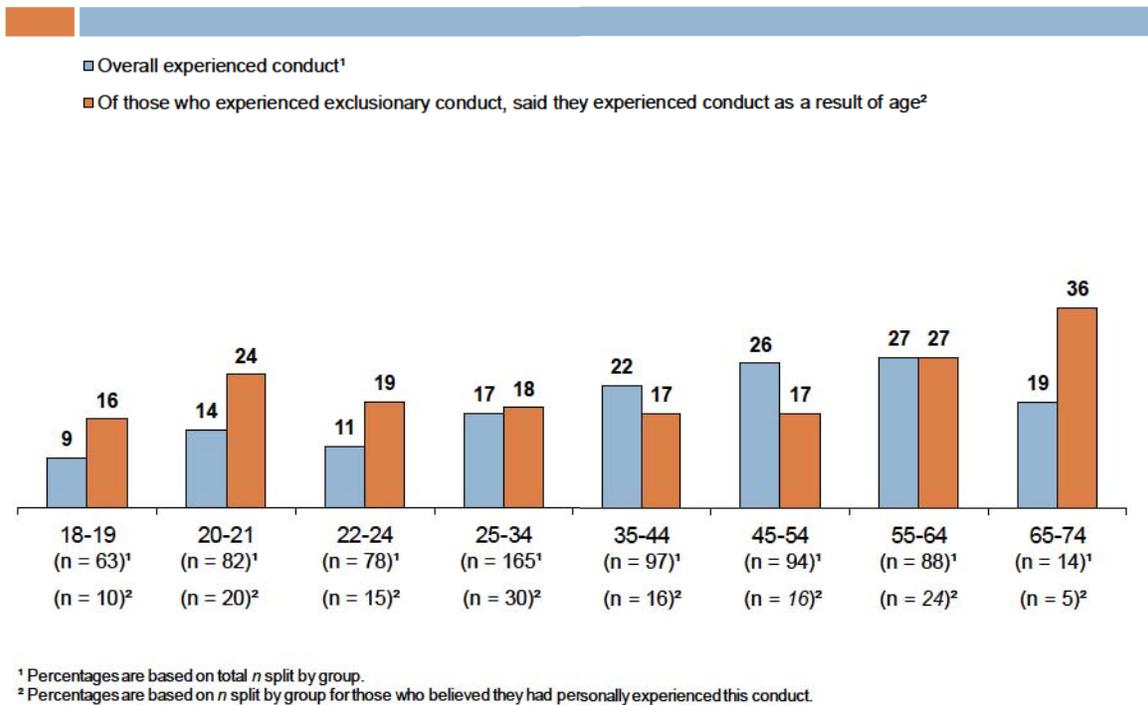


Figure 30. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

By gender identity, a significantly greater percentage of Transspectrum respondents (31%, $n = 27$) than Women respondents (18%, $n = 513$) and Men respondents (14%, $n = 228$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 31).^{xxi} Of note, Women respondents were also significantly more likely to note that they experienced this conduct than their Men respondent counterparts. When noting whether the exclusionary conduct they experienced was based on their gender identity, significantly greater percentages of Transspectrum respondents (30%, $n = 8$) and Women respondents (23%, $n = 116$) than Men respondents (11%, $n = 25$) noted that the conduct they experienced was based on their gender identity.^{xxii}

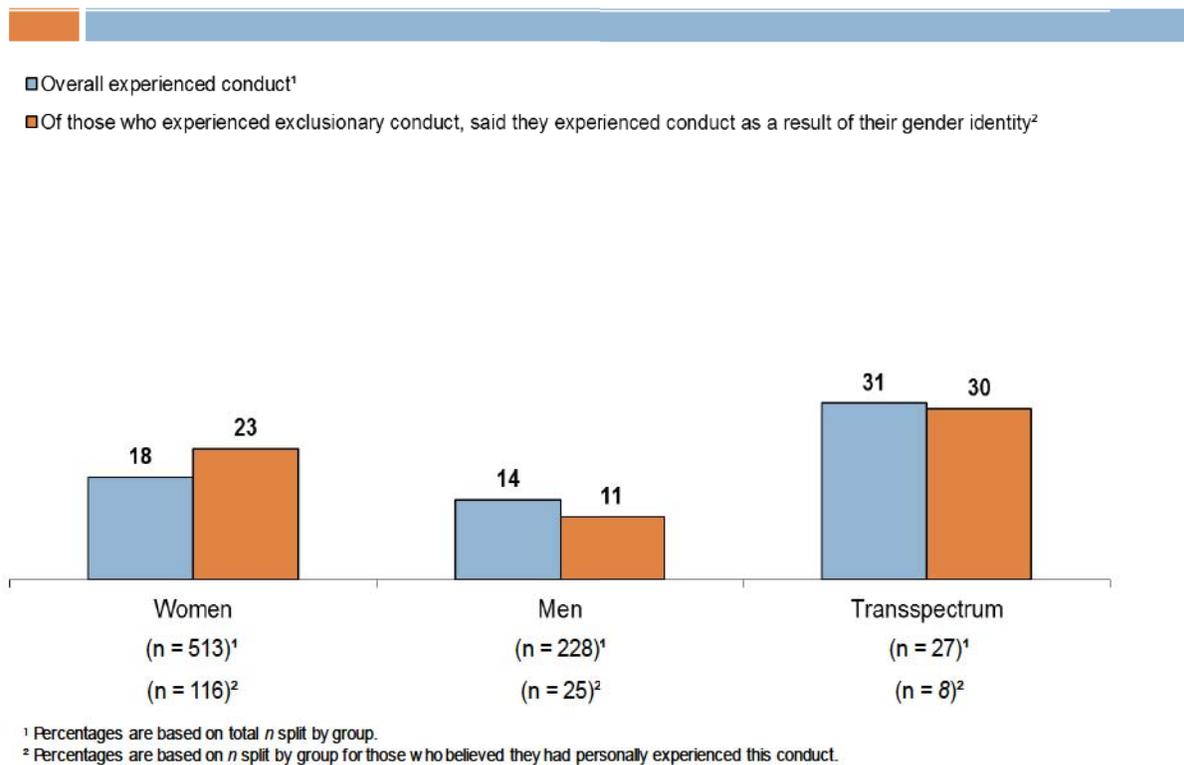


Figure 31. Respondents’ Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

Table 30 illustrates the manners in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Thirty-nine percent ($n = 306$) felt ignored or excluded, 37% ($n = 287$) felt intimidated and bullied, 35% ($n = 274$) felt isolated or left out, and 28% ($n = 222$) experienced a hostile work environment. Other forms of such conduct included “a statement made with other men-my wife is a stay at home mom like it should be,” “aggressive demeaning street preaching,” “angry customer/student that yelled at me,” “being spoken ‘down’ to; feel like people think I am stupid,” “I was disregarded/minimized,” “I was surrounded by a group who verbally assaulted me for being white-they pushed me around and I had to use my own voice to stop the harassment,” “I was treated badly and had my leadership ability taken from me,” “inappropriate jokes,” “obvious favoritism in the workplace,” “offensive comment made in class that targeted at-home mothers,” “sexual harassment,” “students smoking right outside of buildings know others have to get by and I am pregnant,” “theft and retaliation,” and “was made the butt of a joke by two different professors for my intellectual pursuits and philosophical views.”

Table 30. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
I was ignored or excluded	306	39.0
I was intimidated/bullied	287	36.6
I was isolated or left out	274	34.9
I experienced a hostile work environment	222	28.3
I was the target of derogatory verbal remarks	187	23.8
I was the target of workplace incivility	143	18.2
I felt others staring at me	110	14.0
I experienced a hostile classroom environment	101	12.9
I received a low or unfair performance evaluation	100	12.7
The conduct made me fear that I would get a poor grade	83	10.6
I received derogatory written comments	60	7.6
I received derogatory phone calls/text messages/email	54	6.9
I was singled out as the spokesperson for my identity group	49	6.2
I was the target of racial/ethnic profiling	47	6.0
I was not fairly evaluated in the promotion and tenure process	34	4.3

Table 30. Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of those who experienced the conduct
The conduct threatened my physical safety	29	3.7
Someone assumed I was admitted/hired/promoted due to my identity group	23	2.9
I received threats of physical violence	15	1.9
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	12	1.5
I was the target of stalking	12	1.5
Someone assumed I was not admitted/hired/promoted due to my identity group	9	1.1
I was the target of graffiti/vandalism	7	0.9
I was the target of physical violence	5	0.6
The conduct threatened my family's safety	< 5	---
An experience not listed above	115	14.6

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 785). Percentages do not sum to 100% as a result of multiple response choices.

Twenty-eight percent (*n* = 217) of respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred in a class/lab/clinical setting, 22% (*n* = 175) while working at a UMKC job, 22% (*n* = 170) in a meeting with a group of people, and 20% (*n* = 158) in a staff office (Table 31). Many respondents who marked “a location not listed above” described settings such as, email, social media, fraternity house, and faculty department meetings. Respondents also noted the specific office, meeting, building, campus location, or event where the incidents occurred.

Table 31. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
In a class/lab/clinical setting	217	27.6
While working at a UMKC job	175	22.3
In a meeting with a group of people	170	21.7
In a staff office	158	20.1
In a meeting with one other person	108	13.8

Table 31. Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who experienced conduct
In a faculty office	100	12.7
In other public spaces at UMKC	98	12.5
On phone calls/text messages/e-mail	94	12.0
In a(n) UMKC administrative office	93	11.8
At a UMKC event/program	76	9.7
Off-campus	54	6.9
While walking on campus	50	6.4
In a campus residence hall/apartment	37	4.7
In a(n) UMKC library	23	2.9
In a(n) UMKC dining facility	19	2.4
On social media (Facebook/Twitter/Yik-Yak)	18	2.3
In the Student Union	17	2.2
In off-campus housing	9	1.1
In an on-line learning environment	8	1.0
In athletic facilities	7	0.9
In Counseling Services	7	0.9
In the Health Center	6	0.8
In a fraternity house	< 5	---
In a sorority house	< 5	---
In an experiential learning environment (e.g., study abroad, retreat, externship, internship)	< 5	---
On a campus shuttle	< 5	---
In a religious center	0	0.0
A location not listed above	56	7.1

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 785$). Percentages do not sum to 100% as a result of multiple response choices.

Twenty-eight percent ($n = 223$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified faculty members/other instructional staff as the source of the conduct, 27% ($n = 214$) identified students as the sources of the conduct, and 25% ($n = 193$) identified coworkers/colleagues as the sources of the conduct (Table 32). Sources of exclusionary, intimidating, offensive, and/or hostile conduct “not listed above” included “campus level administrators,” “Dean/Associate Dean,” “enrollment,” “evangelical Christians,” “KC Rep,” “occupational therapist,” “patient,” “professor,” “roommate,” “teacher,” and “volunteer/Alumnus.”

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

Source of conduct	<i>n</i>	% of respondents who experienced conduct
Faculty member/Other instructional staff	223	28.4
Student	214	27.3
Co-worker/colleague	193	24.6
Supervisor or manager (including experiential sites)	104	13.2
Staff member	103	13.1
Department/Program/Division Chair	94	12.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	77	9.8
Academic/Scholarship/Fellowship Advisor	54	6.9
Friend	50	6.4
Stranger	31	3.9
Student staff	22	2.8
UMKC Police/Security	16	2.0
Student Organization	14	1.8
Direct Report (e.g., person who reports to you)	11	1.4
Off campus community member	11	1.4
On social media (e.g., Facebook, Twitter, Yik-Yak)	11	1.4
Student Teaching Assistant/Student Lab Assistant/Student Tutor	8	1.0
Alumnus/a	5	0.6
Athletic coach/trainer	5	0.6
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	5	0.6
Donor	< 5	---
Don't know source	24	3.1
A source not listed above	34	4.3

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 785$). Percentages do not sum to 100% as a result of multiple response choices.

Figures 32 through 35 display the perceived source of experienced exclusionary conduct by position status. Students were the greatest source of reported exclusionary conduct for Undergraduate Student respondents and Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents. Additionally, both Undergraduate Student respondents and Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents identified faculty members or other instructional staff as the second greatest source of reported exclusionary conduct.

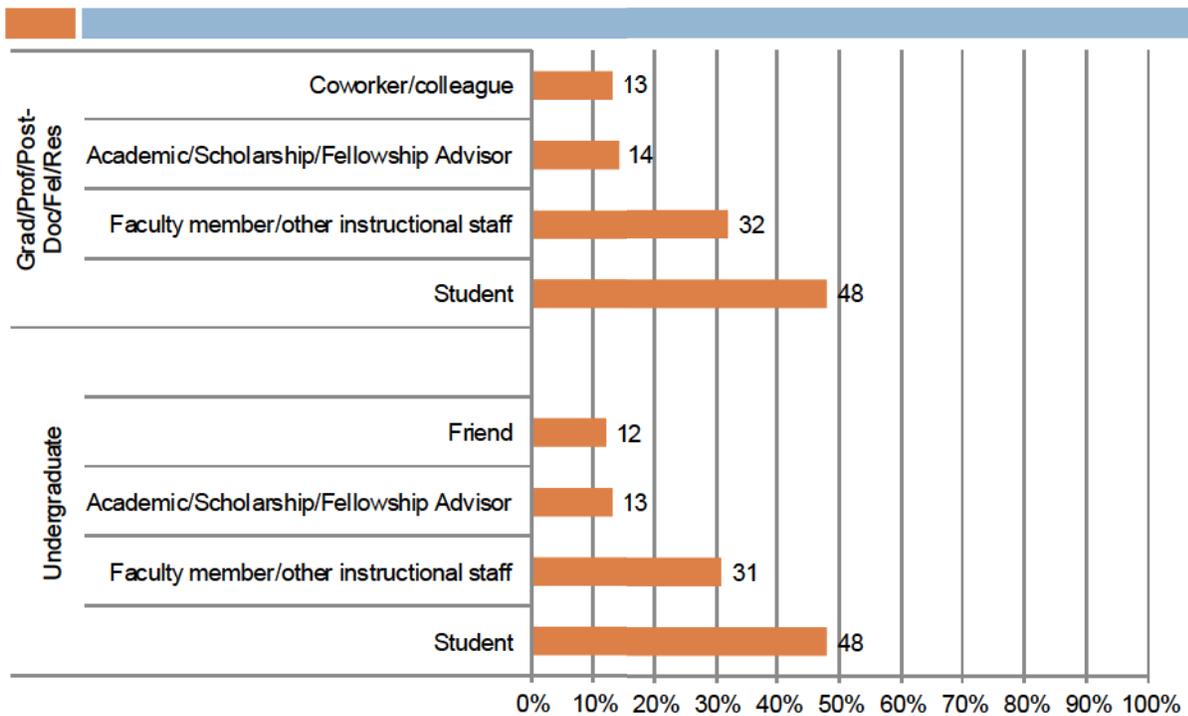


Figure 32. Student Respondents' Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct (%)

Faculty respondents most often cited faculty members and other instructional staff, coworkers and colleagues, department/program/division chairs, and senior administrators as the source of the exclusionary conduct. Staff respondents most often cited coworkers and colleagues, supervisors or managers, staff members, and faculty members and other instructional staff as the source of the exclusionary conduct (Figure 33).

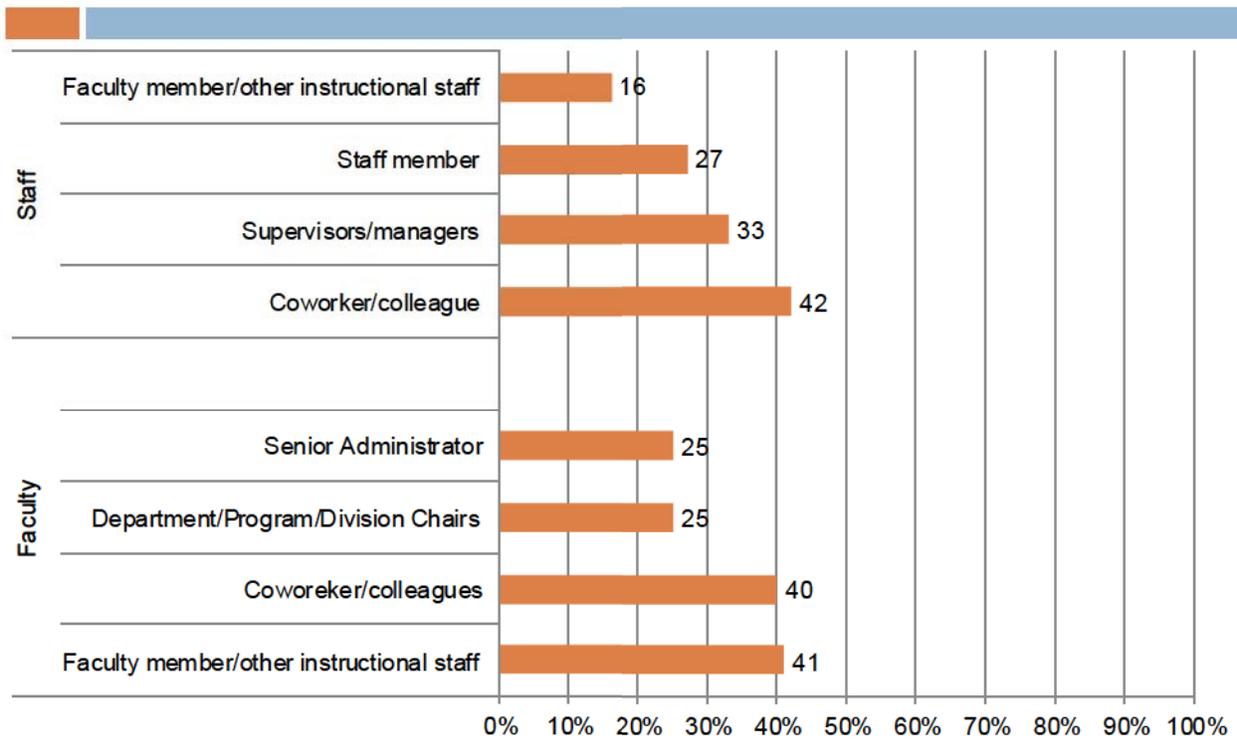


Figure 33. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Employee Position Status (%)

Hourly Staff respondents identified coworkers and colleagues, supervisors or managers, staff members, and faculty members and other instructional staff as their greatest sources of exclusionary conduct (Figure 34). Salary/Administrator without Faculty Rank respondents identified coworkers and colleagues, supervisors or managers, senior administrators, staff members, and faculty members and other instructional staff.

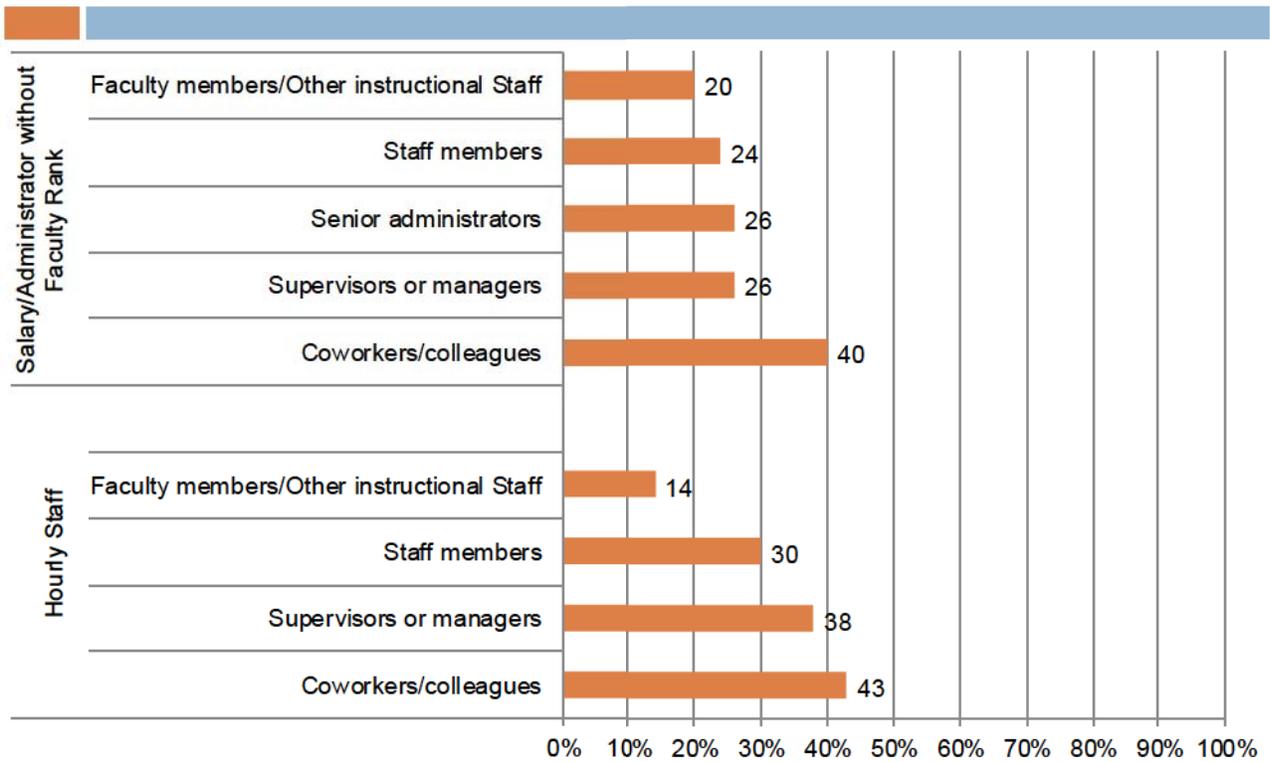


Figure 34. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Staff/Senior Administrator without Faculty Rank Status (%)

Tenured/Administrators with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents each identified coworkers and colleagues, senior administrators, staff members, and faculty members and other instructional staff as the greatest sources of exclusionary conduct (Figure 35).

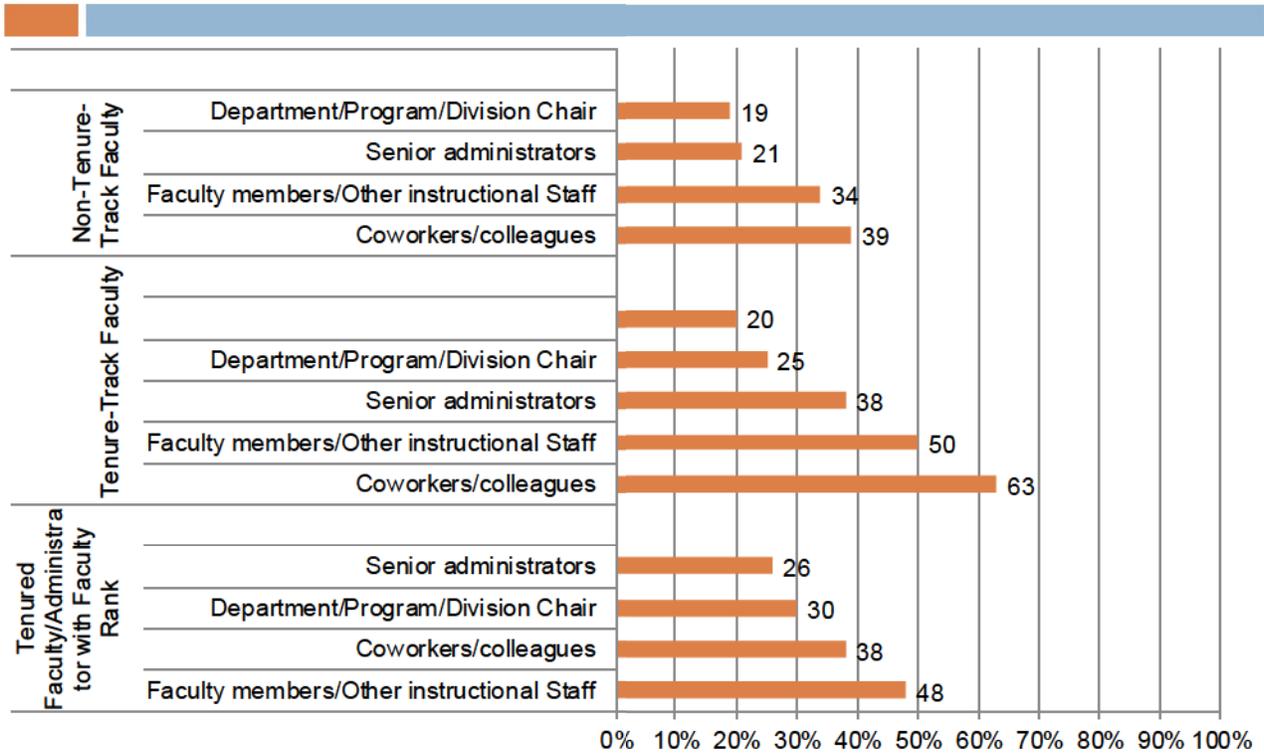


Figure 35. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Faculty/Administrator with Faculty Rank Status (%)

In response to this conduct, 61% ($n = 476$) of respondents felt angry, 41% ($n = 324$) felt embarrassed, 27% ($n = 210$) ignored it, 24% ($n = 185$) were afraid, and 16% ($n = 126$) felt somehow responsible (Table 33). Of respondents who indicated their experience was not listed, several added comments that indicated many respondents felt, “almost suicidal,” “an overall dread,” “annoyed,” “intimidated,” “ashamed that I came back to school at my age,” “alone in the world,” “belittled,” “confused,” “defensive/not understood/undervalued,” “depressed,” “disappointed,” “discouraged,” “excluded,” “helpless,” “hurt,” “judged,” “like I did something wrong,” “powerless,” “like crap,” “marginalized,” “offended,” “outraged,” “worried,” and “worthless.”

Table 33. Respondents’ Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	<i>n</i>	% of respondents who experienced conduct
I was angry.	476	60.6
I felt embarrassed.	324	41.3
I ignored it.	210	26.8
I was afraid.	185	23.6
I felt somehow responsible.	126	16.1
<u>A feeling not listed above</u>	<u>193</u>	<u>24.6</u>

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 785$). Percentages do not sum to 100% as a result of multiple response choices.

Also in response to experiencing the conduct, 37% ($n = 291$) told a friend, 33% ($n = 259$) avoided the person/venue, 32% ($n = 250$) told a family member, and 30% ($n = 237$) did not do anything (Table 34). Of the 20% ($n = 157$) of respondents who sought support from a UMKC resource, 28% ($n = 44$) sought support from a senior administrator (e.g., chancellor, vice chancellor, dean, provost), 27% ($n = 43$) sought help from a faculty member, and 26% ($n = 41$) sought help from a supervisor. Some “response not listed above” comments were “went to HR,” “a counselor which I paid for,” “asked a co-worker for advice,” “contacted ass. Provost and others,” “contacted attorney,” “discussed with Chair,” “dropped the class,” “I am planning on leaving,” “I continued to do my job,” “I don’t have time,” “I dropped out of the sorority,” “I dropped the faculty member’s class,” “I sought legal counsel,” “informed the teachers,”

“resigned as GRA,” “prayer,” “sought support from Health Educator,” “Title IX,” “UMKC O.D.I.,” and “working alone with the knowledge that I possess.”

Table 34. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I told a friend	291	37.1
I avoided the person/venue	259	33.0
I told a family member	250	31.8
I did not do anything	237	30.2
I contacted a UMKC resource	157	20.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	44	28.0
<i>Faculty member</i>	43	27.4
<i>Supervisor</i>	41	26.1
<i>Human Resources</i>	35	22.3
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	26	16.6
<i>Staff person (e.g., Residential Life staff, program director)</i>	17	10.8
<i>Counseling Services</i>	16	10.2
<i>Departmental Human Resources Facilitator</i>	12	7.6
<i>Faculty or staff ombudsperson</i>	11	7.0
<i>Diversity and Inclusion</i>	10	6.4
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	9	5.7
<i>UMKC Police Department</i>	8	5.1
<i>Campus Mediation Services</i>	< 5	---
<i>Employee Assistance Program</i>	< 5	---
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	< 5	---
<i>UMKC Helpline</i>	< 5	---
<i>Multicultural Student Affairs Office</i>	< 5	---
<i>Violence Prevention and Response Office (VPR)</i>	< 5	---
<i>Women’s Center</i>	0	0.0
I did not know who to go to	133	16.9
I confronted the person(s) at the time	117	14.9

Table 34. Respondents’ Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	<i>n</i>	% of respondents who experienced conduct
I confronted the person(s) later	79	10.1
I sought information online	30	3.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	28	3.6
I sought support from off-campus hot-line/advocacy services	17	2.2
I contacted a local law enforcement official	12	1.5
A response not listed above	186	23.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 785$). Percentages do not sum to 100% as a result of multiple response choices.

Table 35 illustrates that 83% ($n = 628$) of respondents did not report the incident and 18% ($n = 133$) of respondents did report the incident. Of the respondents who reported the incident, 17% ($n = 20$) were satisfied with the outcome, 34% ($n = 39$) felt that the complaint received an appropriate response, and 49% ($n = 56$) felt that the incident did not receive an appropriate response.

Table 35. Respondents’ Reporting Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the conduct	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	628	82.5
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)	133	17.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	20	17.4
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	39	33.9
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	56	48.7

Note: Table reports responses from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 785$). Percentages do not sum to 100% as a result of multiple response choices.

Three hundred fifty-eight respondents elaborated on conduct that they experienced while at UMKC. Respondents noted inclusion concerns and described disrespectful interactions in their reflections on conduct at UMKC.

Inclusion Concerns — Respondents described inclusion concerns from a range of identities including race, ethnicity, ability status, age, religion, and gender identity. Narratives referencing race included, “I have experienced a number of microaggressions in the workplace due to my ethnic and racial identity. I also often feel tokenized when we need someone to serve as a diversity liaison.” Another respondent noted having observed people, “imitating how they believe black women behave and mimicking speech.” Also, noting race, another respondent reported, “Most of the time I am the only one of my race in class, and I tend to receive stares.” Regarding religious and spiritual identities, one respondent shared, “I am a Wiccan Staff member and I have been treated differently just because of my looks. I have never felt comfortable on campus revealing my religion, and throughout the year often hear negative remarks about minority religions.” Other respondents noted inclusion concerns based on ability status and shared, “discriminated against due to my disability” and “I felt looked down upon because of either race, age, or my disability.” Regarding gender identity, respondents elaborated, “Men in the office assume that women are secretaries” and “[UMKC] is run like an ‘old boys’ network.” Finally, one respondent noted concern for multiple identities, stating, “A fellow classmate is constantly making prejudiced or biased or discriminatory remarks. Against races, against Trans, and complained about bringing gun to campus and being told he was not allowed to have it.” Respondents who elaborated on the conduct they experienced while at UMKC noted inclusion concerns for a wide range of identities.

Disrespect — Respondents who elaborated on conduct that they directly experienced noted disrespectful interactions as a theme at UMKC. One respondent shared, “Felt disrespected and underperforming. I felt like my work and effort is not appreciated enough.” Another respondent reported, “was incredibly rude and disrespectful via email and during classroom interactions this past summer semester.” Other respondents reported, “In one incident I received an extremely unprofessional and insulting email from the professor immediately after the classroom incident.” and “I was spoken to in a demeaning way.” Respondents also specifically mentioned disrespect

from faculty, including, “faculty member was uncivil during a meeting” and “faculty co-workers have been demeaning and rude.” Similarly, another respondent added, “Faculty are allowed to treat staff poorly--I sense the philosophy of the school is to kiss up and kick down... Just so depressing.” Respondents who elaborated on conduct that they directly experienced at UMKC noted disrespectful interactions, particularly with faculty.

^{xvi}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position: $\chi^2(3, N = 4,640) = 127.8, p < .001$.

^{xvii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their position by position status: $\chi^2(3, N = 785) = 61.2, p < .001$.

^{xviii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their racial identity: $\chi^2(5, N = 4,515) = 32.2, p < .001$.

^{xix}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their racial identity by ethnic identity: $\chi^2(5, N = 750) = 109.9, p < .001$.

^{xx}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their age: $\chi^2(8, N = 4,189) = 111.0, p < .001$.

^{xxi}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender identity: $\chi^2(2, N = 4,598) = 29.8, p < .001$.

^{xxii}A chi-square test was conducted to compare percentages of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct based on their gender identity by gender identity: $\chi^2(2, N = 768) = 15.6, p < .001$.

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 percent ($n = 908$) of survey respondents observed conduct directed toward a person or group of people on campus that they believed created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working, living, or learning environment at UMKC⁶⁷ within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on ethnicity (25%, $n = 231$), racial identity (22%, $n = 199$), gender/gender identity (19%, $n = 175$), and position status (staff, faculty, student) (16%, $n = 147$). Fifteen percent ($n = 139$) of respondents indicated that they did not know the basis (Table 36) of the conduct.

Table 36. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Ethnicity	231	25.4
Racial identity	199	21.9
Gender/gender identity	175	19.3
Position (staff, faculty, student)	147	16.2
Religious/spiritual views	125	13.8
Age	99	10.9
Political views	86	9.5
Sexual identity	85	9.4
Gender expression	84	9.3
Philosophical views	71	7.8
Academic Performance	70	7.7
Educational credentials (e.g., BS, MS, PhD)	63	6.9
English language proficiency/accents	58	6.4
International status/national origin	56	6.2
Immigrant/citizen status	49	5.4

⁶⁷This report uses “conduct” and the phrase “exclusionary, intimidating, offensive, and/or hostile conduct” as a shortened version conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working, learning, or living environment at UMKC.”

Table 36. Bases of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Characteristic	<i>n</i>	% of respondents who observed conduct
Socioeconomic status	47	5.2
Physical characteristics	46	5.1
Mental Health/Psychological disability/condition	42	4.6
Learning disability/condition	39	4.3
Major field of study	33	3.6
Length of service at UMKC	30	3.3
Marital status (e.g., single, married, partnered)	22	2.4
Participation in an organization/team	22	2.4
Physical disability/condition	18	2.0
Pregnancy	17	1.9
Medical disability/condition	16	1.8
Parental status (e.g., having children)	15	1.7
Military/veteran status	7	0.8
Don't know	139	15.3
A reason not listed above	89	9.8

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 908). Percentages do not sum to 100% as a result of multiple response choices.

Figures 36 and 37 separate by demographic categories (i.e., racial identity, gender/gender identity, sexual identity, and position status) the noteworthy responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

No significant differences were noted in the percentages of respondents who indicated on the survey that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year by military status, first-generation status, or Student respondents' income status.

A significantly higher percentage of Black/African/African American respondents (23%, $n = 114$) than Asian/Asian American respondents (15%, $n = 75$) observed exclusionary, intimidating, offensive and/or hostile conduct within the past year (Figure 36).^{xxiii} Transspectrum respondents (30%, $n = 26$) and Women respondents (20%, $n = 574$) were significantly more likely than Men respondents (17%, $n = 293$) to have observed such conduct.^{xxiv} Additionally, significantly higher percentages of Asexual respondents (42%, $n = 8$) and LGBQ respondents (27%, $n = 146$) indicated on the survey that they observed such conduct than did Heterosexual respondents (18%, $n = 703$).^{xxv}

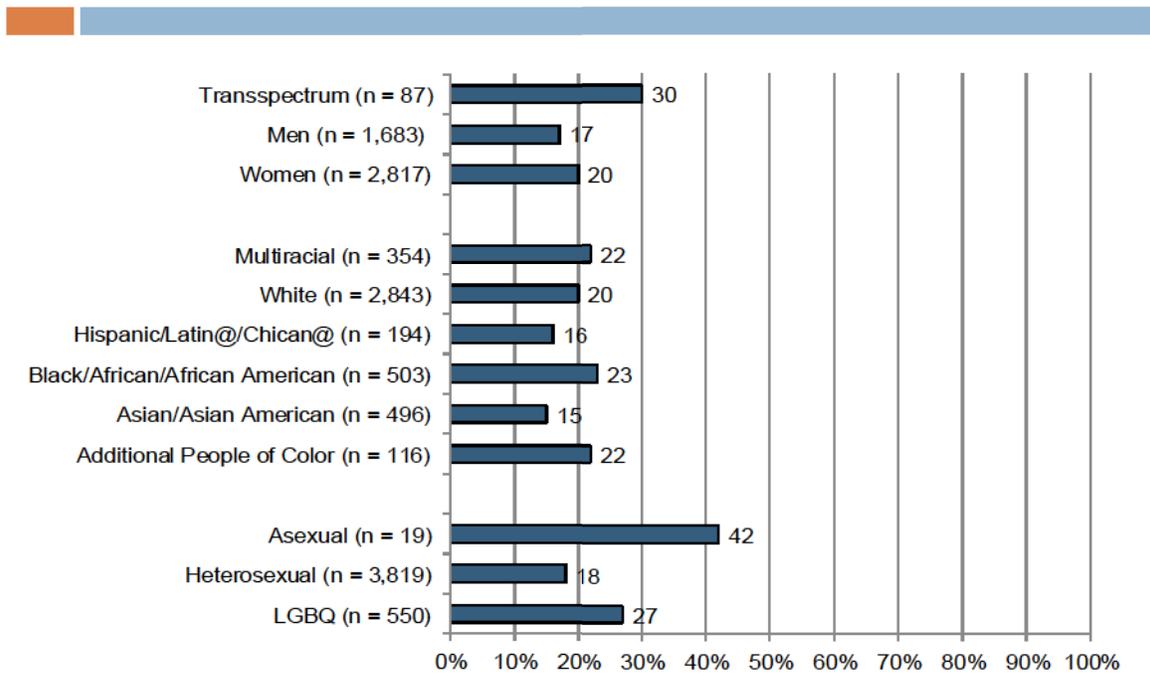


Figure 36. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Gender Identity, Racial Identity, and Sexual Identity (%)

Significantly higher percentages of Multiple Disabilities respondents (33%, $n = 54$) and Single Disability respondents (26%, $n = 95$) than No Disability respondents (19%, $n = 750$) indicated that they had observed such conduct (Figure 37). Additionally, significantly higher percentages of U.S. Citizen respondents (21%, $n = 790$) than Non-U.S. Citizen respondents⁶⁸ (15%, $n = 108$) indicated that they had observed exclusionary conduct.^{xxvi} In terms of religious/spiritual identity, No Affiliation respondents (20%, $n = 304$) and Christian Affiliation respondents (20%, $n = 461$) were significantly more likely to have witnessed such conduct than were Additional Religious/Spiritual Affiliation respondents (15%, $n = 74$).^{xxvii}

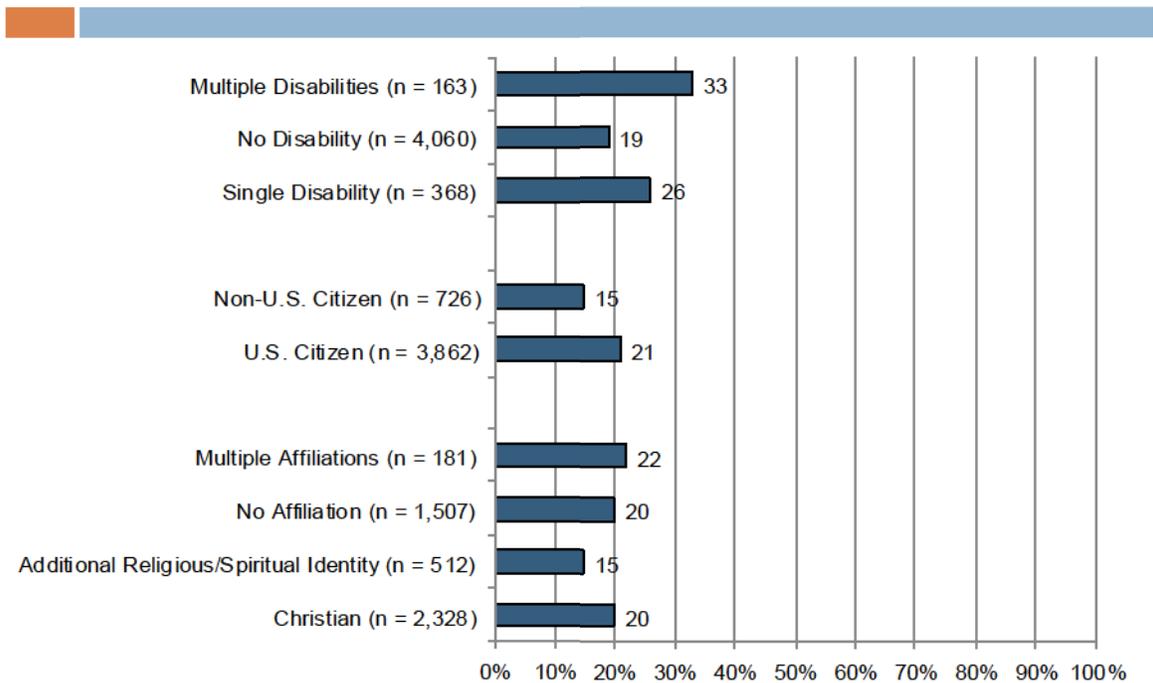


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Disability Status, Citizenship Status, and Religious/Spiritual Identity (%)

⁶⁸Per the LCST, Non-U.S. Citizen respondents are all respondents who identified as Permanent Residents, A visa holder, DACA, DAPA, Refugee status, Other legally status, Currently under a withholding of removal status, and Undocumented resident. Additionally, the LCST combined the experiences of U.S. Citizen, naturalized respondents with those of Non-U.S. Citizens, as such this term is inclusive of their experiences as well.

In terms of position status at UMKC, significantly fewer Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (16%, $n = 183$) and Undergraduate Student respondents (16%, $n = 304$) indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year than did Faculty respondents (27%, $n = 148$) or Staff respondents (28%, $n = 273$) (Figure 38).

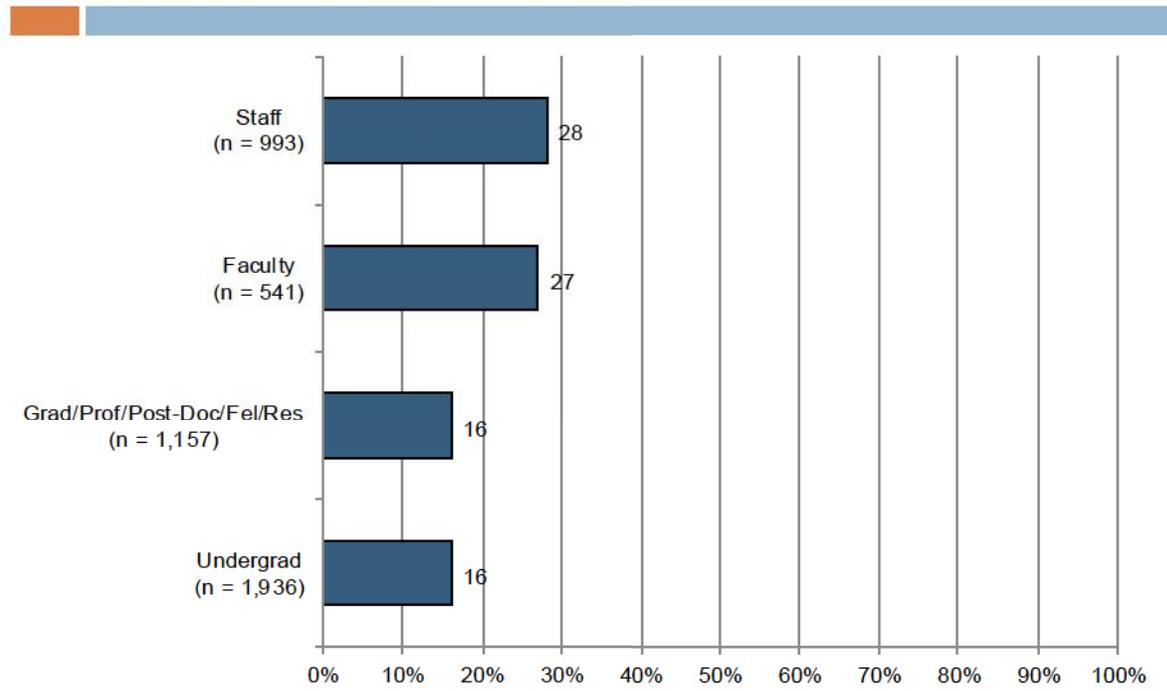


Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position Status (%)

Table 37 illustrates that respondents most often observed this conduct in the form of someone being the target of derogatory verbal remarks (48%, $n = 436$), deliberately ignored or excluded (32%, $n = 293$), being intimidated/bullied (30%, $n = 273$), or being isolated or left out (28%, $n = 253$).

Table 37. Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	<i>n</i>	% of respondents who observed conduct
Derogatory verbal remarks	436	48.0
Person ignored or excluded	293	32.3
Person intimidated/bullied	273	30.1
Person isolated or left out	253	27.9
Person experienced a hostile work environment	187	20.6
Person was the target of workplace incivility	153	16.9
Racial/ethnic profiling	146	16.1
Person experiences a hostile classroom environment	120	13.2
Person being stared at	111	12.2
Person received a low or unfair performance evaluation	94	10.4
Derogatory written comments	74	8.1
Derogatory phone calls/text messages/e-mail	73	8.0
Assumption that someone was admitted/hired/promoted based on his/her identity	72	7.9
Singled out as the spokesperson for their identity group	62	6.8
Assumption that someone was not admitted/hired/promoted based on his/her identity	48	5.3
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	40	4.4
Person received a poor grade	36	4.0
Person was unfairly evaluated in the promotion and tenure process	35	3.9
Threats of physical violence	30	3.3
Person was stalked	26	2.9
Physical violence	25	2.8
Graffiti/vandalism	16	1.8
Derogatory phone calls	12	1.3
Something not listed above	77	8.5

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 908$). Percentages do not sum to 100% as a result of multiple response choices.

Additionally, 26% ($n = 238$) of the respondents who indicated on the survey that they observed exclusionary conduct noted that it happened in a class/lab/clinical setting at UMKC (Table 38). Some respondents noted that the incidents occurred in other public spaces at UMKC (20%, $n = 184$), in a staff office (16%, $n = 145$), in a meeting with a group of people (15%, $n = 138$), while working at a UMKC job (13%, $n = 120$), or at a UMKC event/program (13%, $n = 116$).

Table 38. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In a class/lab/clinical setting	238	26.2
In other public spaces at UMKC	184	20.3
In a staff office	145	16.0
In a meeting with a group of people	138	15.2
While working at a UMKC job	120	13.2
At a UMKC event/program	116	12.8
While walking on campus	87	9.6
In a faculty office	62	6.8
In a(n) UMKC library	58	6.4
In a(n) UMKC administrative office	55	6.1
On phone calls/text messages/e-mail	54	5.9
Off-campus	51	5.6
In a meeting with one other person	49	5.4
In a campus residence hall/apartment	45	5.0
On social media (Facebook/Twitter/Yik-Yak)	43	4.7
In a(n) UMKC dining facility	28	3.1
In the Student Success Center/Student Union	27	3.0
In off-campus housing	16	1.8
In a fraternity house	10	1.1
In a sorority house	10	1.1
In athletic facilities	9	1.0
In an on-line learning environment	8	0.9

Table 38. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	<i>n</i>	% of respondents who observed conduct
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	5	0.6
In the Health Center	< 5	---
On a campus shuttle	< 5	---
In a religious center	< 5	---
In Counseling Services	< 5	---
A location not listed above	55	6.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 908$). Percentages do not sum to 100% as a result of multiple response choices.

Fifty percent ($n = 451$) 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 39). Other respondents identified coworkers/colleagues (20%, $n = 185$), staff members (20%, $n = 184$), faculty members/other instructional staff (15%, $n = 138$), and friends (15%, $n = 133$) as targets. “Other sources not listed” included, “a racial group,” “all students,” “American Indians,” “anyone not Muslim,” “minority groups,” “patient,” “religious group,” “Graduate Teaching Assistant,” “the lgbtqia community,” “white students-faculty-staff,” and “women in general.”

Table 39. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Student	451	49.7
Co-worker/colleague	185	20.4
Staff member	184	20.3
Faculty member/Other instructional staff	138	15.2
Friend	133	14.6
Stranger	73	8.0
Student staff	46	5.1
Department/Program/Division chair	27	3.0
Student Organization	18	2.0

Table 39. Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	<i>n</i>	% of respondents who observed conduct
Academic/Scholarship/Fellowship advisor	14	1.5
Supervisor or manager (including experiential sites)	14	1.5
Off campus community member	13	1.4
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	13	1.4
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	12	1.3
UMKC Police/Security	11	1.2
Direct Report (e.g., person who reports to you)	11	1.2
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	7	0.8
Alumnus/a	6	0.7
Athletic coach/trainer	6	0.7
Donor	0	0.0
Don't know target	39	4.3
A target not listed above	43	4.7

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 908$). Percentages do not sum to 100% as a result of multiple response choices.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 37% ($n = 333$) noted that students were the sources of the conduct (Table 40). Respondents identified additional sources as faculty members/other instructional staff (22%, $n = 197$), coworkers/colleagues (13%, $n = 120$), and staff members (13%, $n = 116$).

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

Source	<i>n</i>	% of respondents who observed conduct
Student	333	36.7
Faculty member/Other instructional staff	197	21.7
Co-worker/colleague	120	13.2

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

Source	<i>n</i>	% of respondents who observed conduct
Staff member	116	12.8
Supervisor or manager (including experiential sites)	93	10.2
Stranger	83	9.1
Department/Program/Division chair	64	7.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	57	6.3
Friend	37	4.1
Off campus community member	30	3.3
Academic/Scholarship/Fellowship advisor	23	2.5
Student staff	21	2.3
Student Organization	19	2.1
Social media	16	1.8
UMKC Police/Security	10	1.1
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	9	1.0
Direct Report (e.g., person who reports to you)	9	1.0
Athletic coach/trainer	8	0.9
Alumnus/a	7	0.8
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	6	0.7
Donor	< 5	---
Don't know target	55	6.1
A source not listed above	43	4.7

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 908). Percentages do not sum to 100% as a result of multiple response choices.

In response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 30% (*n* = 265) did not do anything, 20% (*n* = 181) told a friend, 18% (*n* = 161) confronted the person(s) at the time, and 16% (*n* = 146) avoided the person/venue (Table 41). Of the respondents (13%, *n* = 118) who contacted a UMKC resource, 26% (*n* = 31) sought support from a supervisor, 22% (*n* = 26) sought support from a senior administrator, 20% (*n* = 24) sought

support from a faculty member, and 20% ($n = 23$) sought support from the Title IX Coordinator/Clery Act Compliance Officer.

Table 41. Respondents’ Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I did not do anything	265	29.2
I told a friend	181	19.9
I confronted the person(s) at the time	161	17.7
I avoided the person/venue	146	16.1
I contacted a UMKC resource	118	13.0
<i>Supervisor</i>	31	26.3
<i>Senior administrator (e.g., chancellor, vice chancellor, dean)</i>	26	22.0
<i>Faculty member</i>	24	20.3
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	23	19.5
<i>Human Resources</i>	15	12.7
<i>Diversity and Inclusion</i>	12	10.2
<i>Staff person (e.g., Residential Life staff, program director)</i>	12	10.2
<i>UMKC Police Department</i>	10	8.5
<i>Departmental Human Resources Facilitator</i>	7	5.9
<i>Counseling Services</i>	7	5.9
<i>Faculty or staff ombudsperson</i>	5	4.2
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	5	4.2
<i>Violence Prevention and Response Office (VPR)</i>	< 5	---
<i>Multicultural Student Affairs Office</i>	< 5	---
<i>Women’s Center</i>	< 5	---
<i>Campus Mediation Services</i>	< 5	---
<i>UMKC Helpline</i>	< 5	---
<i>Employee Assistance Program</i>	< 5	---
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	< 5	---
I did not know who to go to	114	12.6
I told a family member	114	12.6
I confronted the person(s) later	91	10.0
I sought information online	27	3.0

Table 41. Respondents’ Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	<i>n</i>	% of respondents who observed conduct
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	14	1.5
I contacted a local law enforcement official	13	1.4
I sought support from off-campus hot-line/advocacy services	12	1.3
A response not listed above	155	17.1

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 908$). Percentages do not sum to 100% as a result of multiple response choices.

Table 42 illustrates that 87% ($n = 758$) of respondents did not report the incident and that 13% ($n = 116$) of respondents did report the incident. Of the respondents who reported the incident, 29% ($n = 22$) were satisfied with the outcome, 25% ($n = 19$) felt that the complaint received an appropriate response, and 45% ($n = 34$) felt that the incident did not receive an appropriate response.

Table 42. Respondents’ Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	<i>n</i>	% of respondents who observed conduct
No, I didn’t report it.	758	86.7
Yes, I reported it.	116	13.3
Yes, I reported the incident and was satisfied with the outcome.	22	29.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	19	25.3
Yes, I reported the incident, but felt that it was not responded to appropriately.	34	45.3

Note: Table reports responses from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 908$). Percentages do not sum to 100% as a result of multiple response choices.

Two hundred sixty respondents described their observations of conduct directed toward a person or group. The primary themes to emerge from the responses were related to identity based exclusion and antagonism, observed hostility and disrespect, and concerns about reporting.

Identity Based Exclusion & Antagonism — Respondents described incidents that were exclusionary and hostile to different perceived minorities on campus. Regarding Black students and professors, respondents noted, “Students as well as faculty seem hostile to Black academics” and “An older black man in one of my undergraduate classes last year was treated poorly by other students in the class.” Gender and sexual identity minorities were noted with concern also. “Every now and then religious nutters will come on campus and tell the religious minorities and LGBT people that they're going to hell.” Another respondent reported, “A professor who has since retired from the school of pharmacy during class referred to a transgendered student as ‘him or her or whatever you are.’” Other layers of identity such as, nationality, gender identity and ability status were noted as well. Regarding nationality, one respondent shared, “International students are being denied teaching assistant positions because they must first demonstrate English proficiency even if they are clearly capable English speakers.” Another respondent noted concerns related to gender identity and offered, “The culture of the program to which I belong occasionally allows for derogatory remarks about women or subtly undermining women; however, it is seldom blatant enough to report.” Regarding multiple identities, including ability status, another respondent elaborated, “my friend is in a wheelchair and the other three classmates did not want to work with her on their project due to her lack of physical mobility. They assumed that she was ‘Dumb’ and because she was black they assumed she was poor and thought she was basically irrelevant.” Similarly addressing multiple identities, another respondent noted, “Bathroom graffiti has been the most vile and violent content both racist and homophobic stuff.” Overall, many respondents elaborated on their observations of exclusionary conduct based on the target’s identity.

Hostility & Disrespect — Respondents described hostility and disrespect on campus from both internal and external sources. Hostility was described internally in departments, for example, one department was reported to “have a long way to go to become a non-hostile environment” and leadership in another department had “not properly addressed the hostile learning environment” according to another respondent. Others offered, “I have witnessed hostile exchanges in our unit, the bullies have not been addressed and staff feel powerless to drive change.” One respondent described the external source of hostility and disrespect on campus as “Basically some guy was trying to force his sexist/homophobic religion on people and was verbally attacking people who

fell outside of his religion's idea of pure.” Respondents shared, “the religiously affiliated people are offensive and sometimes hostile toward me and others.” Yet another respondent reported, “the man was preaching on our campus through a bullhorn while students of all backgrounds were trying to get to class. he was pacing and talking about hellfire. it seemed inappropriate.” Respondents who elaborated on their observations of conduct reported hostility and disrespect.

Reporting Concerns — Respondents who reflected on their perceptions of reporting did so with a perceived lack of faith in the reporting process. One respondent noted, “Others have reported and nothing happens. HR does not support staff and seems to thrive on breaking people down.” Another respondent shared a similar narrative that concluded with, “Don't want this crap coming back on me.” The sentiment that, “Nothing seems to get done when things are reported to administration and gets ignored and the behavior continues, so most people don't bother any longer,” was widely echoed among respondents who noted reporting in their elaboration of problematic conduct. Fear of retaliation upon reporting was also offered by respondents. These individuals described it as, “if you report the incident the administrator would take action against you” and “We have discussed going to HR but she is afraid there will be retaliation.” Another respondent added, “This behavior is clearly condoned and accepted by this individual and I do not want to damage my career in a futile attempt.” Respondents who were concerned about reporting expressed that it had to do with a belief that nothing would occur or that something would occur and it would be retaliation against themselves.

^{xxiii}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: $\chi^2(5, N = 4,506) = 12.5, p < .05$.

^{xxiv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: $\chi^2(2, N = 4,587) = 12.1, p < .01$.

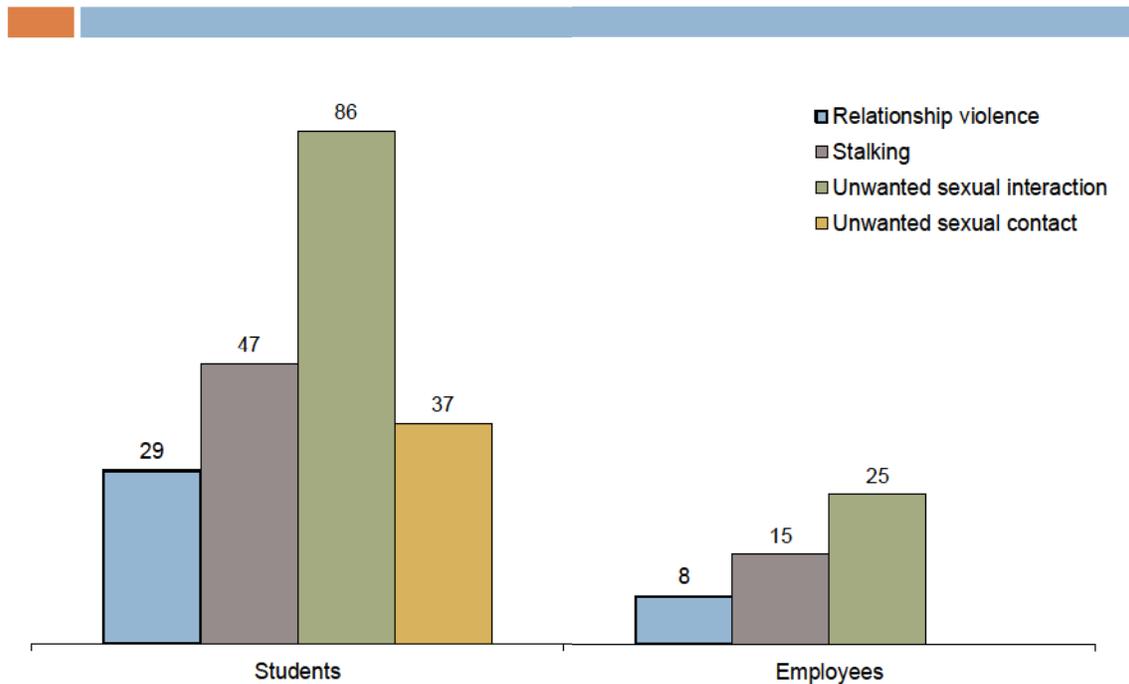
^{xxv}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(2, N = 4,388) = 26.4, p < .001$.

^{xxvi}A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: $\chi^2(1, N = 4,588) = 12.1, p < .01$.

^{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 religious/spiritual identity: $\chi^2(3, N = 4,528) = 9.7, p < .05$.

Unwanted Sexual Experiences

Five percent ($n = 218$) of respondents indicated on the survey that they had experienced unwanted sexual conduct,⁶⁹ with 1% ($n = 37$) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 1% ($n = 62$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 2% ($n = 111$) experiencing sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment), and 1% ($n = 41$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of the UMKC community (Figure 39).



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

Figure 39. Respondents Experiences of Unwanted Sexual Conduct by Position Status (n)

⁶⁹The survey used the term “unwanted sexual conduct” to depict any unwanted sexual experiences and defined it as “unwelcome 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.”

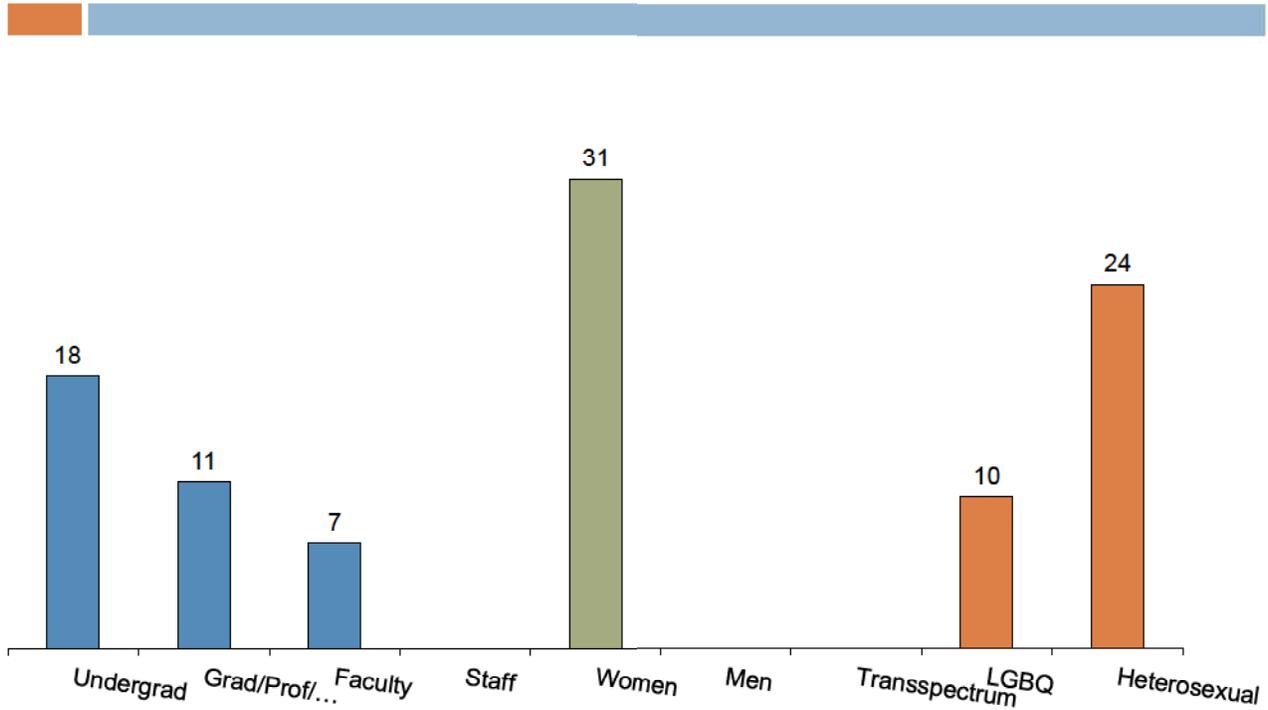
Relationship Violence

Subsequent analyses of the data revealed no proportionately significant differences between the percentages of Faculty respondents⁷⁰ (1%, $n = 7$), Undergraduate Student respondents (1%, $n = 18$), Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (1%, $n = 11$), or Staff respondents⁷¹ ($n < 5$) experiencing relationship violence (e.g., ridiculed, controlling, hitting) (Figure 40).^{xxviii} Women respondents (1%, $n = 31$) were significantly more likely than were Men respondents ($n < 5$) and Transspectrum respondents ($n < 5$) to experience relationship violence.^{xxix} Similarly, LGBTQ respondents (2%, $n = 10$) were more likely than were Heterosexual respondents (1%, $n = 24$) to have experienced relationship violence;⁷² these differences were not significant.

⁷⁰The term Faculty respondents is used within this section to refer specifically to experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

⁷¹The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

⁷²Asexual respondents were not included in these analyses because zero Asexual respondents indicated they had experienced relationship violence.



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

Figure 40. Respondents' Experiences of Relationship Violence While at UMKC by Position Status, Gender/Gender Identity, and Sexual Identity (n)

Student respondents⁷³ were asked if alcohol and/or drugs were involved in the relationship violence and 24% ($n = 7$) indicated “yes.” Of those who indicated drugs and alcohol were involved, less than five respondents each reported it was alcohol only or both alcohol and drugs. Zero respondents reported it was drugs only.

Student respondents were also asked to share what year in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind typically happened each fall semester. Of Undergraduate Student respondents who

⁷³Analysis of Undergraduate and Graduate Student responses were combined.

indicated that they experienced relationship violence, 38% ($n = 11$) noted that it occurred within their first year, 24% ($n = 7$) noted that it occurred in their second year, and less than five respondents each noted that it occurred in their third or fourth year (Table 43). Thirty-one percent ($n = 9$) of Student respondents who experienced relationship violence indicated that it occurred during their time as a Graduate Student at UMKC.

Table 43. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	<i>n</i>	%
During my time as a student at UMKC	9	31.0
Undergraduate first year	11	37.9
<i>Fall semester</i>	6	54.5
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate second year	7	24.1
<i>Fall semester</i>	6	85.7
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	0	0.0

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 29$). Percentages do not sum to 100% as a result of multiple response choices.

Sixty percent ($n = 22$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partner as the perpetrators of the conduct. Respondents also identified other sources as UMKC students (38%, $n = 14$) and acquaintances/friends (16%, $n = 6$).

Asked where the relationship violence incidents occurred, 62% ($n = 23$) of respondents indicated that they occurred off-campus and 54% ($n = 20$) indicated they occurred on campus.

Respondents who experienced relationship violence off-campus indicated that the incidents occurred in places such as “apartment,” “at his home,” “home,” “in public,” “at parties,” “at home,” “my apartment,” “out in public,” “person’s house,” and “The Plaza.” Respondents who experienced relationship violence on campus commented that the instances happened in “classroom,” “dorm,” “dorm room,” “mostly all buildings,” “Oak Street Dorm,” “office,” “OPA and OSH,” “Residential Hall,” “Royal Hall garage,” and “within dept and at faculty meeting.”

Asked how they felt in response to experiencing relationship violence, 70% ($n = 26$) felt angry, 57% ($n = 21$) felt afraid, and 51% ($n = 19$) each felt embarrassed and somehow responsible (Table 44).

Table 44. Emotional Reaction to Relationship Violence

Emotional reaction	<i>n</i>	%
I felt angry.	26	70.3
I felt afraid.	21	56.8
I felt embarrassed.	19	51.4
I felt somehow responsible.	19	51.4
I ignored it.	10	27.0
A feeling not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 37$).

In response to experiencing relationship violence, 13 respondents (35%) contacted a UMKC resource (Table 45). Most respondents told a friend (57%, $n = 21$), avoided the person/venue (41%, $n = 15$), told a family member (38%, $n = 14$), and confronted the person(s) at the time (35%, $n = 13$).

Table 45. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I told a friend	21	56.8
I avoided the person/venue.	15	40.5
I told a family member	14	37.8
I confronted the person(s) at the time.	13	35.1

Table 45. Actions in Response to Relationship Violence

Action	<i>n</i>	%
I contacted a UMKC resource.	13	35.1
<i>Faculty member</i>	< 5	---
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Campus Mediation Services</i>	< 5	---
<i>Counseling Services</i>	< 5	---
<i>Violence Prevention and Response Office (VPR)</i>	< 5	---
<i>Student Health and Wellness</i>	< 5	---
<i>UMKC Police Department</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Faculty or staff ombudsperson</i>	< 5	---
<i>Women’s Center</i>	< 5	---
<i>Supervisor</i>	< 5	---
<i>UMKC Helpline</i>	< 5	---
<i>Departmental Human Resources Facilitator</i>	< 5	---
<i>Employee Assistance Program</i>	< 5	---
<i>Multicultural Student Affairs Office</i>	< 5	---
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	< 5	---
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Diversity and Inclusion</i>	0	0.0
<i>Human Resources</i>	0	0.0
I didn’t do anything.	11	29.7
I contacted a local law enforcement official.	7	18.9
I confronted the person(s) later.	7	18.9
I didn’t know who to go to.	7	18.9
I sought information online.	6	16.2
I sought support from off-campus hot-line/advocacy services.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence ($n = 37$).

Seventy-five percent ($n = 27$) of respondents did not report the relationship violence and 25% ($n = 9$) reported the incident (Table 46).

Table 46. Respondents’ Reporting Relationship Violence

Reporting the relationship violence	<i>n</i>	% of respondents who experienced conduct
No, I didn’t report it.	27	75.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	9	25.0
<i>Yes, I reported the incident and was satisfied with the outcome</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	<i>< 5</i>	<i>---</i>

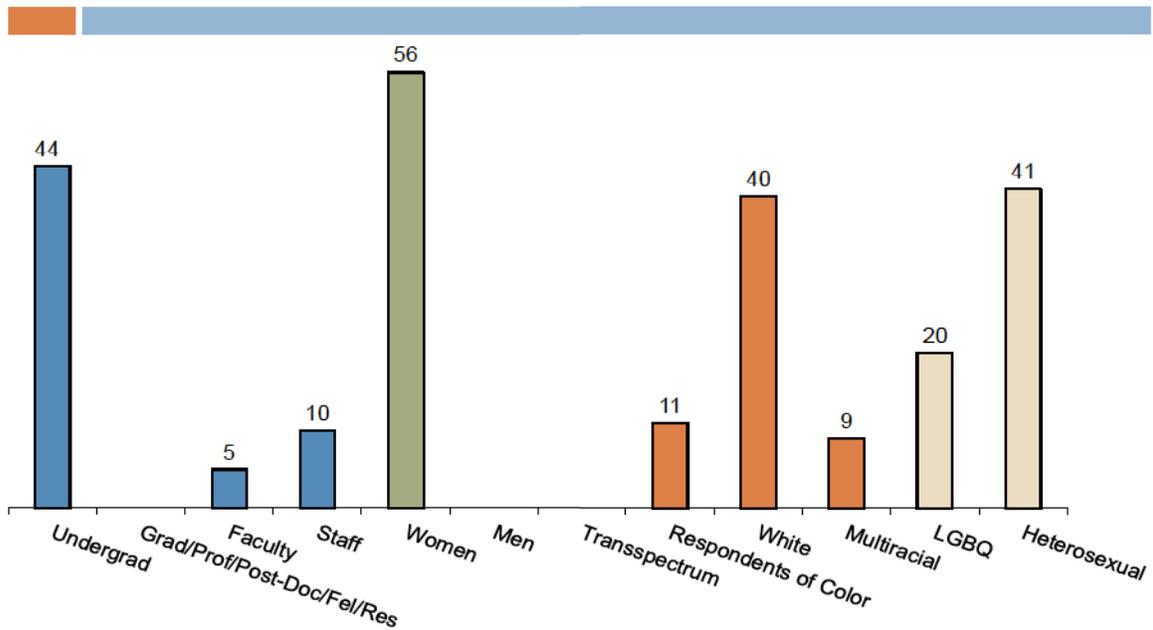
Note: Table reports responses from individuals who indicated on the survey that they experienced relationship violence (*n* = 37).
 Note: Percentages may not sum to 100% as a result of multiple response choices.

Twenty-three respondents elaborated on why they did not report relationship violence. Respondents cited feared undesirable consequences they if they completed the reporting process.

Undesirable Consequences Of Reporting — Respondents who elaborated on why they did not report relationship violence reported to have passed on reporting in order to avoid undesirable consequences. Some respondents shared that they feared being blamed, “I knew the police would file the report away and nothing would happen. I also knew that courts blame victims and most sexual assault perpetrators don’t even serve jail time.” Other respondents noted that they would have to relive their trauma to some degree, “I do not want to get into contact with him or see him.” Lastly, some respondents feared being retaliated against. One such respondent noted, “the person who harassed me was a tenured member of my department who would vote on my tenure and promotion.” Overall, there was a sense that respondents were anxious and uncomfortable with the inadvertent side effects associated with reporting in their narratives.

Stalking

Subsequent analyses of the data suggested that Undergraduate Student respondents (2%, $n = 44$) were significantly more likely to experience stalking (e.g., following me, on social media, texting, phone calls) than were Graduate respondents ($n < 5$)^{xxx} (Figure 41). Women respondents (2%, $n = 56$) and Transspectrum respondents ($n < 5$) were significantly more likely than were Men respondents ($n < 5$) to experience stalking.^{xxxi} Multiracial respondents (3%, $n = 9$) were significantly more likely than Respondents of Color⁷⁴ (1%, $n = 11$) to experience stalking.^{xxxii} LGBQ respondents (4%, $n = 20$) were significantly more likely than were Heterosexual respondents (1%, $n = 41$) to have experienced stalking.^{75xxxiii}



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

Figure 41. Respondents' Experiences of Stalking While at UMKC by Position Status, Gender/Gender Identity, Racial Identity, and Sexual Identity (n)

⁷⁴All non-white monoracial categories were combined for analyses, because there were too few respondents in the non-white monoracial categories to generate significance. As such, the term Respondents of Color is used here to refer to Additional People of Color respondents, Asian/Asian American respondents, Black/African/African American respondents, and Hispanic/Latin@/Chican@ respondents.

⁷⁵Asexual respondents were not included in these analyses because zero Asexual respondents indicated they had experienced stalking.

Student respondents⁷⁶ were asked if alcohol and/or drugs were involved in the stalking and 19% ($n = 9$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 56% ($n = 5$) reported it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced stalking. Of Undergraduate Student respondents who indicated that they experienced stalking, 55% ($n = 26$) noted that it occurred within their first year, 34% ($n = 16$) noted that it occurred in their second year, 17% ($n = 8$) noted that it occurred in their third year, less than five respondents each indicated that it occurred during or after their fourth year (Table 47). Less than five respondents who experienced stalking indicated that it occurred during their time as a Graduate Student at UMKC.

Table 47. Year in Which Student Respondents Experienced Stalking

Year experience occurred	<i>n</i>	%
During my time as a student at UMKC	< 5	---
Undergraduate first year	26	55.3
<i>Fall semester</i>	17	65.4
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	< 5	---
Undergraduate second year	16	34.0
<i>Fall semester</i>	11	68.8
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	8	17.0
<i>Fall semester</i>	6	75.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 47$). Percentages do not sum to 100% as a result of multiple response choices.

⁷⁶Analysis of Undergraduate and Graduate Student responses were combined

Fifty-two percent ($n = 32$) of the respondents who indicated on the survey that they experienced stalking identified a UMKC student as the perpetrators of the conduct. Respondents also identified other sources as strangers (13%, $n = 8$), current or former dating/intimate partners (13%, $n = 8$), and acquaintances/friends (10%, $n = 6$).

Asked where the stalking incidents occurred, 60% ($n = 37$) of respondents indicated that they occurred off-campus and 66% ($n = 41$) indicated they occurred on campus. Respondents who experienced stalking off-campus indicated that the incidents occurred in places such as, “all around dude-come on,” “apartment and workplace,” “followed my car,” “home,” “cyber-stalking,” “Kansas City,” “Kansas university,” “Loose Park,” “Crows Coffee,” “online, phone calls,” “Riot Room,” and “texting.” Respondents who experienced stalking on campus commented that the instances happened in “Biology and Flarsheim buildings, cafeteria, department, Student Union, Henry Bloch executive building, Johnson dorm, Oak Street Hall, SOD & SOM, Volker Campus, and would stand outside the dorms and wait for me.”

Asked how they felt in response to experiencing stalking, 57% ($n = 35$) of respondents felt afraid, 52% ($n = 32$) felt angry, and 26% ($n = 16$) ignored it (Table 48).

Table 48. Emotional Reaction to Stalking

Emotional reaction	<i>n</i>	%
I felt afraid.	35	56.5
I felt angry.	32	51.6
I ignored it.	16	25.8
I felt embarrassed.	15	24.2
I felt somehow responsible.	10	16.1
<u>An experience not listed above</u>	<u>10</u>	<u>16.1</u>

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking ($n = 62$).

In response to experiencing stalking, fourteen respondents (23%) contacted a UMKC resource (Table 49). Most respondents avoided the person/venue (61%, $n = 38$), told a friend (57%, $n = 35$), told a family member (39%, $n = 24$), and confronted the person(s) at the time (23%, $n = 14$).

Table 49. Actions in Response to Stalking

Action	<i>n</i>	%
I avoided the person/venue.	38	61.3
I told a friend	35	56.5
I told a family member	24	38.7
I confronted the person(s) at the time.	14	22.6
I contacted a UMKC resource.	14	22.6
<i>Violence Prevention and Response Office (VPR)</i>	6	42.9
<i>Supervisor</i>	< 5	---
<i>Faculty member</i>	< 5	---
<i>UMKC Police Department</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Women’s Center</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Departmental Human Resources Facilitator</i>	< 5	---
<i>UMKC Helpline</i>	< 5	---
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Counseling Services</i>	< 5	---
<i>Faculty or staff ombudsperson</i>	< 5	---
<i>Campus Mediation Services</i>	0	0.0
<i>Student Health and Wellness</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
I confronted the person(s) later.	12	19.4
I didn’t know who to go to.	9	14.5
I didn’t do anything.	8	12.9
I contacted a local law enforcement official.	8	12.9
I sought information online.	6	9.7
I sought support from off-campus hot-line/advocacy services.	< 5	---

Table 49. Actions in Response to Stalking

Action	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 62).

Eighty-one percent (*n* = 48) of respondents did not report the stalking and 19% (*n* = 11) reported the incident (Table 50).

Table 50. Respondents' Reporting Stalking

Reporting the stalking	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	48	81.4
Yes, I reported the incident (e.g., bias incident report, Title IX)	11	18.6
<i>Yes, I reported the incident and was satisfied with the outcome</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	< 5	---

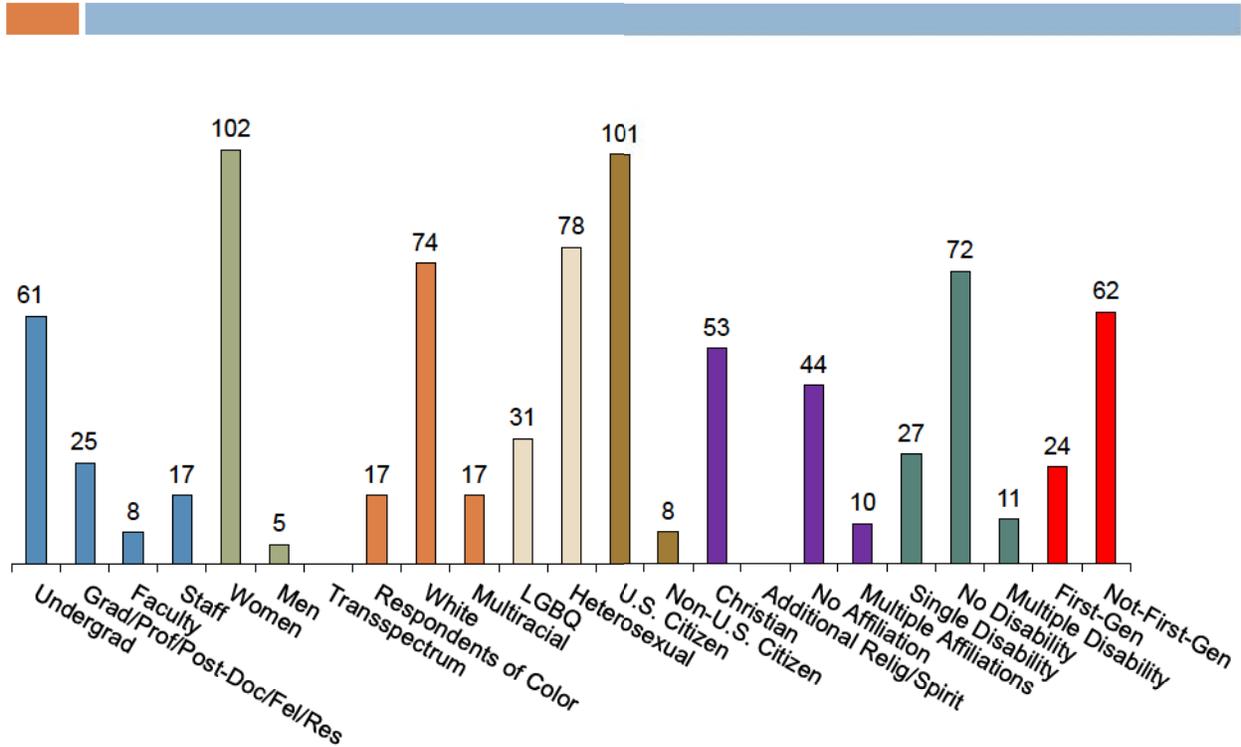
Note: Table reports responses from individuals who indicated on the survey that they experienced stalking (*n* = 62). Percentages may not sum to 100% as a result of multiple response choices.

Too few respondents offered comments relating to why they did or did not report the unwanted stalking. In order to protect their confidentiality, their narratives are not shared here.

Unwanted Sexual Interaction

Analyses of the data suggested that Undergraduate Student respondents (3%, $n = 61$) were proportionately more likely to have experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) than were Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (2%, $n = 25$), Staff respondents (2%, $n = 17$), and Faculty respondents (2%, $n = 8$)^{xxxiv} (Figure 42). Again Woman respondents (4%, $n = 102$) and Transpectrum respondents ($n < 5$) were significantly more likely than were Men respondents (< 1%, $n = 5$) to experience unwanted sexual interaction.^{xxxv} Multiracial respondents (5%, $n = 17$) and White respondents (3%, $n = 74$) were significantly more likely than were Respondents of Color (1%, $n = 17$) to experience sexual interaction.^{xxxvi} LGBTQ respondents (6%, $n = 31$) were significantly more likely than were Heterosexual respondents (2%, $n = 78$) to have experienced sexual interaction.^{77xxxvii} U.S. Citizen respondents (3%, $n = 101$) were significantly more likely than were Non-U.S. Citizen respondents (1%, $n = 8$) to have experienced sexual interactions.^{xxxviii} Multiple Affiliations respondents (6%, $n = 10$) were significantly more likely than were Christian respondents (2%, $n = 53$) to have experienced sexual interaction.^{xxxix} Higher percentages of Single Disability respondents (7%, $n = 27$) and Multiple Disabilities respondents (7%, $n = 11$) than No Disability respondents (2%, $n = 72$) experienced unwanted sexual interaction.^{xl} Lastly, by student income status, significantly a higher percentage of Not-First-Generation respondents (3%, $n = 62$) than First-Generation respondents (2%, $n = 24$) experienced unwanted sexual interactions.^{xli}

⁷⁷Asexual respondents were not included in these analyses because zero Asexual respondents indicated they had experienced unwanted sexual interaction.



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

Figure 42. Respondents’ Experiences of Unwanted Sexual Interaction While at UMKC by Position Status, Gender/Gender Identity, Sexual Identity, Racial Identity, Disability Status, Religious/Spiritual Affiliation, Citizenship Status, and Student First-Generation Status(n)

Student respondents⁷⁸ were asked if alcohol and/or drugs were involved in the sexual interaction and 20% ($n = 17$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 75% ($n = 12$) reported it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced sexual interaction. Of Undergraduate Student respondents who indicated that they experienced

⁷⁸Analysis of Undergraduate and Graduate Student responses were combined.

sexual interaction, 48% ($n = 41$) noted that it occurred within their first year, 30% ($n = 26$) noted that it occurred in their second year, 21% ($n = 18$) noted that it occurred in their third year, 11% ($n = 9$) noted that it occurred during their fourth year, and less than five respondents noted that it occurred after their fourth year as an undergraduate (Table 51). Twenty-three percent ($n = 20$) of Student respondents who experienced sexual interaction indicated that it occurred during their time as a Graduate Student at UMKC.

Table 51. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	<i>n</i>	%
During my time as a student at UMKC	20	23.3
Undergraduate first year	41	47.7
<i>Fall semester</i>	33	80.5
<i>Spring semester</i>	6	14.6
<i>Summer semester</i>	< 5	---
Undergraduate second year	26	30.2
<i>Fall semester</i>	20	76.9
<i>Spring semester</i>	7	26.9
<i>Summer semester</i>	< 5	---
Undergraduate third year	18	20.9
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	5	27.8
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	9	10.5
<i>Fall semester</i>	7	77.8
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	0	0.0
After fourth year as undergraduate	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 86$). Percentages may not sum to 100 as a result of multiple response choices.

Forty-nine percent ($n = 54$) of the respondents who indicated on the survey that they experienced sexual interaction identified the source as a stranger. Respondents also identified other sources as UMKC students (41%, $n = 45$), acquaintances/friends (14%, $n = 16$), and UMKC staff members (16%, $n = 14$).

Asked where the unwanted sexual interaction incidents occurred, 44% ($n = 49$) of respondents indicated that they occurred off-campus and 74% ($n = 82$) indicated they occurred on campus.

Respondents who experienced unwanted sexual interaction off-campus indicated that the incidents occurred in places such as “Aldi,” “The Plaza,” “Westport,” “Apartment,” “bar,” “between 43 and 45 Paseo,” “Country club plaza,” “everywhere,” “home,” “my neighborhood,” “on the drive home,” “party,” “pizza place by oak apartments,” “plaza,” “Rockhurst,” “sahara café,” “The Point,” “walking to school,” and “work.” Respondents who experienced unwanted sexual interaction on campus commented that the instances happened in “5000 Oak,” “ASSC,” “behind Johnson hall,” “campus,” “campus event,” “computer labs,” “Dental school,” “dorms,” “cafeteria,” “anywhere really,” “faculty offices,” “greek circle,” “in class,” “Law school,” “oak dorms,” “office,” “outside Grant Hall,” “parking garage,” “quad,” “residence hall,” “TMC clinic,” “Volker campus,” “walkway,” and “Swinney Recreation Center.”

Asked how they felt in response to experiencing sexual interaction, 59% ($n = 65$) felt angry, 48% ($n = 53$) felt embarrassed, and 41% ($n = 45$) ignored it (Table 52).

Table 52. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	<i>n</i>	%
I felt angry.	65	58.6
I felt embarrassed.	53	47.7
I ignored it.	45	40.5
I felt afraid.	35	31.5
I felt somehow responsible.	22	19.8
An experience not listed above	21	18.9

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 111$).

In response to experiencing unwanted sexual interaction, fourteen respondents (13%) contacted a UMKC resource (Table 53). Most respondents told a friend (46%, $n = 51$), did not do anything (43%, $n = 48$), avoided the person/venue (43%, $n = 48$), or told a family member (23%, $n = 25$).

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I told a friend	51	45.9
I didn't do anything.	48	43.2
I avoided the person/venue.	48	43.2
I told a family member	25	22.5
I confronted the person(s) at the time.	17	15.3
I contacted a UMKC resource.	14	12.6
<i>Faculty member</i>	5	35.7
<i>Supervisor</i>	5	4.5
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	< 5	---
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Departmental Human Resources Facilitator</i>	< 5	---
<i>UMKC Police Department</i>	< 5	---
<i>Counseling Services</i>	< 5	---
<i>Student Health and Wellness</i>	< 5	---
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	< 5	---
<i>Campus Mediation Services</i>	0	0.0
<i>UMKC Helpline</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Violence Prevention and Response Office (VPR)</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I didn't know who to go to.	10	9.0
I confronted the person(s) later.	8	7.2
I sought information online.	5	4.5
I contacted a local law enforcement official.	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---

Table 53. Actions in Response to Unwanted Sexual Interaction

Action	<i>n</i>	%
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above	8	7.2

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual interaction (*n* = 111).

Eighty-six percent (*n* = 95) of respondents did not report the unwanted sexual interaction and 14% (*n* = 16) reported the incident(s) (Table 54).

Table 54. Respondents' Reporting Sexual Interaction

Reporting the sexual interaction	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	95	85.6
Yes, I reported the incident (e.g., bias incident report, Title IX)	16	14.4
<i>Yes, I reported the incident and was satisfied with the outcome</i>	<i>< 5</i>	<i>---</i>
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	6	42.9
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	<i>< 5</i>	<i>---</i>

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

Eighty-two respondents elaborated why they did not report unwanted sexual interactions. Several respondents simply noted that they did not think the incidents were reportable and thus did not report. However, two more meaningful themes emerged suggesting that others felt that the commonplace nature of the interactions was such that reporting them all seemed impractical and that they did not have much faith in the reporting process.

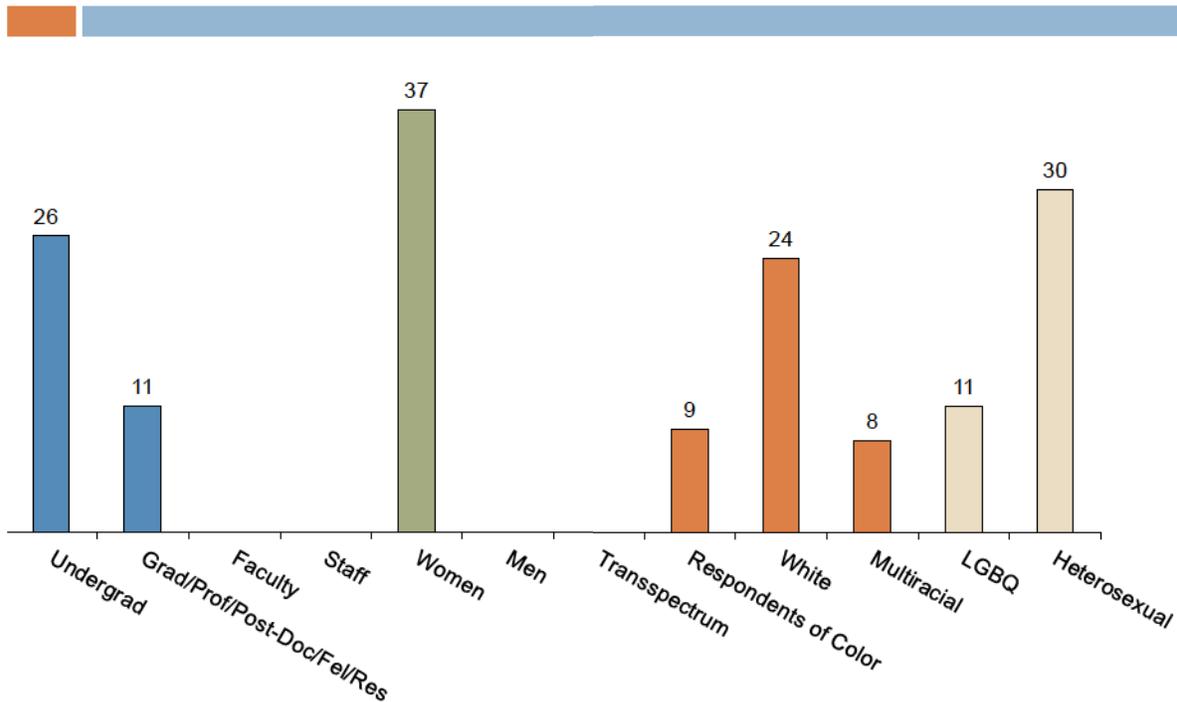
Commonplace — Respondents described unwanted sexual interactions as commonplace. They felt that reporting each incident would be an overwhelming task. Respondents reported, “It happens all the time, that's a lot of reports” and “It happens everyday.” Another respondent added, “Cat calling happens frequently.” One respondent noted several experiences and

explained that “It would usually occur so quickly that capturing any identification of the person/vehicle would have been difficult,” pointing out both the commonplace nature of such incidents and other challenges in reporting. Another respondent elaborated, “Sexual harassment is often a part of my life. To only try to select and speak on a single shows the lack of understanding of being a young woman in America.” The frequency and perceived commonplace nature of these types of interactions was cited as a rationale for why some respondents did not report these incidents.

No Faith in Reporting Process — Respondents who did not report unwanted sexual interactions described a lack of faith in reporting and a fear associated with reporting. Respondents noted general observations, for example, “I felt like it would not be taken seriously” and “Environment was not open to report at the time.” Other respondents related it to their observations of other incidents on campus. One respondent noted, “Faculty member had been reported numerous times to administration without any response. One more report was not going to change anything.” Another respondent shared, “Because I tried to talk to the police before about something that happen to me and nothing was done.” Regarding fears, respondents cited, “Job could be in jeopardy,” “fear of retribution,” and “Felt I would be blamed instead of perpetrator.” Similarly, another respondent explained, “The person was a tutor and I felt that I would not get the help that I needed in a class that I was failing. I also did not want them to get expelled from school.” The perceived lack of faith in the reporting processes available to respondents at UMKC was one of the primary reasons respondents did not report the unwanted sexual interaction.

Unwanted Sexual Contact

Analyses of the data suggested that Undergraduate Student respondents (1%, $n = 23$) were significantly more likely to have experienced unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) than were Staff respondents ($n < 5$)^{xlii} (Figure 43). Women respondents (1%, $n = 37$) and Transspectrum respondents ($n < 5$) were significantly more likely than were Men respondents ($n < 5$) to have experienced unwanted sexual contact.^{xliii} Multiracial respondents (2%, $n = 8$) were significantly more likely than were White respondents (1%, $n = 24$) and Respondents of Color (1%, $n = 9$) to experience unwanted sexual contact.^{xliiv} LGBQ respondents (2%, $n = 11$) were significantly more likely than were Heterosexual respondents (1%, $n = 30$) to have experienced unwanted sexual contact.^{79xlv}



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

Figure 43. Respondents' Experiences of Unwanted Sexual Contact While at UMKC by Position Status, Gender/Gender Identity, Sexual Identity, and Racial Identity (n)

⁷⁹Asexual respondents were not included in these analyses because zero Asexual respondents indicated they had experienced unwanted sexual contact.

Student respondents⁸⁰ were asked if alcohol and/or drugs were involved in the unwanted sexual contact and 53% ($n = 19$) indicated “yes.” Of those who indicated drugs and alcohol were involved, 88% ($n = 15$) reported it was alcohol only.

Student respondents were also asked to share what year in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact of any kind happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced sexual contact, 50% ($n = 18$) noted that it occurred within their first year, 19% ($n = 7$) noted that it occurred in their second year, 17% ($n = 6$) noted that it occurred in their third year, and less than five respondents each noted that it occurred during or after their fourth year (Table 55). Fourteen percent ($n = 5$) of Student respondents who experienced unwanted sexual contact indicated that it occurred during their time as a Graduate Student at UMKC.

Table 55. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	<i>n</i>	%
During my time as a student at UMKC	5	13.9
Undergraduate first year	18	50.0
<i>Fall semester</i>	9	50.0
<i>Spring semester</i>	8	44.4
<i>Summer semester</i>	< 5	---
Undergraduate second year	7	19.4
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate third year	6	16.7
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
Undergraduate fourth year	< 5	---
<i>Fall semester</i>	< 5	---
<i>Spring semester</i>	< 5	---
<i>Summer semester</i>	< 5	---
After fourth year as undergraduate	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 41$). Percentages may not sum to 100 as a result of multiple response choices.

⁸⁰Analysis of Undergraduate and Graduate Student responses were combined.

Thirty-seven percent ($n = 15$) of the respondents who indicated on the survey that they experienced sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified UMKC students (27%, $n = 11$) and strangers (25%, $n = 10$).

Asked where the unwanted sexual contact incidents occurred, 56% ($n = 24$) of respondents indicated that they occurred off-campus and 42% ($n = 17$) indicated they occurred on-campus. Respondents who experienced unwanted sexual contact off-campus indicated that the incidents occurred in places such as “a house on Tracy St. about 1 min from campus,” “a party,” “apartment,” “home,” “home of student on Rockhill,” “house,” “my neighborhood,” “River Market,” and “The person’s house.” Respondents who experienced unwanted sexual contact on campus commented that the instances happened in “Campus apartment,” “Cherry Dorm Room,” “classroom,” “dental school,” “Dorms,” “hallway of oak street residence hall right outside of an RA’s door,” “Henry Block executive building,” “Hospital Hill apartments,” “oak apartments,” “oak street hall,” and “residence hall.”

Asked how they felt in response to experiencing sexual contact, 61% ($n = 25$) felt embarrassed, 59% ($n = 24$) felt somehow responsible, and 54% ($n = 22$) felt angry (Table 56).

Table 56. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	<i>n</i>	%
I felt embarrassed.	25	61.0
I felt somehow responsible.	24	58.5
I felt angry.	22	53.7
I felt afraid.	14	34.1
I ignored it.	11	26.8
An experience not listed above	6	14.6

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact ($n = 41$).

In response to experiencing unwanted sexual contact, nine respondents (22%) contacted a UMKC resource (Table 57). Most respondents told a friend (68%, $n = 28$), avoided the

person/venue (49%, $n = 20$), did not do anything (27%, $n = 11$), and/or told a family member (24%, $n = 10$).

Table 57. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I told a friend	28	68.3
I avoided the person/venue.	20	48.8
I didn't do anything.	11	26.8
I told a family member	10	24.4
I contacted a UMKC resource.	9	22.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	5	55.6
<i>Student Health and Wellness</i>	< 5	---
<i>Counseling Services</i>	< 5	---
<i>Departmental Human Resources Facilitator</i>	< 5	---
<i>Human Resources</i>	< 5	---
<i>Staff person (e.g., Residential Life staff, program director)</i>	< 5	---
<i>Campus Mediation Services</i>	0	0.0
<i>UMKC Helpline</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>UMKC Police Department</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Violence Prevention and Response Office (VPR)</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Supervisor</i>	0	0.0
I confronted the person(s) later.	5	12.2
I sought information online.	5	12.2
I contacted a local law enforcement official.	< 5	---
I confronted the person(s) at the time.	< 5	---

Table 57. Actions in Response to Unwanted Sexual Contact

Action	<i>n</i>	%
I didn't know who to go to.	< 5	---
I sought support from off-campus hot-line/advocacy services.	< 5	---
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	< 5	---
A response not listed above	< 5	---

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 41).

Seventy percent (*n* = 28) of respondents did not report the sexual contact, while 30% (*n* = 12) of respondents did report the incident(s) (Table 58).

Table 58. Respondents' Reporting Unwanted Sexual Contact

Reporting the unwanted sexual contact	<i>n</i>	% of respondents who experienced conduct
No, I didn't report it.	28	70.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	12	30.0
<i>Yes, I reported the incident and was satisfied with the outcome</i>	< 5	---
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	< 5	---
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	5	45.5

Note: Table reports responses from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 41). Percentages may not sum to 100 as a result of multiple response choices.

Twenty-two respondents elaborated on why they did not report unwanted sexual contact. Respondents cited fearing being blamed or not being believed in their responses as to why they did not report unwanted sexual contact.

Fears Associated with Reporting — Respondents who described their rationales for not reporting unwanted sexual contact noted fears as a reason, in particular the fear of being blamed. One respondent elaborated, “he said, she said situation. Title IX is aware of the situation, but I am too

traumatized to go forward in official report involving having to tell my story to strangers when I am not in the position to tell individuals close to me.” Another respondent described a fear of not being believed, “I waited too long. I didn't think anyone would believe me without evidence.” Noting the fear of being blamed, one respondent shared, “I was a freshman, I felt scared and partially responsible. I didn't even think about telling anyone. I was too embarrassed that it happened in the first place.” Similarly, another respondent added, “I was too drunk, shouldn't have let myself get to that point” in an explanation about why they felt they would be perceived as responsible for the incident. Yet, another respondent added, “I didn't technically say ‘no’ and I had wouldn't have had a case against the offending party.” Respondents who elaborated on why they did not report unwanted sexual contact generally indicated an unwillingness to do so because of a variety of fears associated with not being believed, or for being blamed for the incident.

^{xxviii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by position status: $\chi^2(3, N = 4,650) = 8.5, p < .05$.

^{xxix}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: $\chi^2(2, N = 4,608) = 14.2, p < .01$.

^{xxx}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position status: $\chi^2(3, N = 4,650) = 24.5, p < .001$.

^{xxxi}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 4,608) = 28.9, p < .001$.

^{xxxii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by racial identity: $\chi^2(2, N = 4,525) = 6.5, p < .05$.

^{xxxiii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(1, N = 4,385) = 22.9, p < .001$.

^{xxxiv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position status: $\chi^2(3, N = 4,650) = 8.9, p < .05$.

^{xxxv}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 4,608) = 50.3, p < .001$.

^{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 racial identity: $\chi^2(2, N = 4,525) = 16.1, p < .001$.

^{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 sexual identity: $\chi^2(1, N = 4,385) = 25.5, p < .001$.

^{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 citizenship status: $\chi^2(1, N = 4,608) = 6.2, p < .05$.

^{xxxix}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by religious/spiritual identity: $\chi^2(3, N = 4,547) = 16.6, p < .01$.

^{xl}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 4,610) = 57.8, p < .001$.

^{xli}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by income status: $\chi^2(1, N = 3,064) = 6.0, p < .05$.

^{xlii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position status: $\chi^2(3, N = 4,650) = 11.6, p < .01$.

^{xliii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 4,608) = 19.0, p < .001$.

^{xliii}A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: $\chi^2(2, N = 4,525) = 8.0, p < .05$.

^{xliii}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: $\chi^2(1, N = 4,385) = 7.6, p < .01$.

Summary

Seventy-nine percent ($n = 3,684$) of respondents were “very comfortable” or “comfortable” with the climate at UMKC, and 72% ($n = 1,117$) of Employee respondents were “very comfortable” or “comfortable” with the climate in their work areas. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of respondents found the campus climate to be “comfortable” or “very comfortable,” suggests a similar range for UMKC respondents (79%) as “very comfortable” or “comfortable” with the climate at UMKC.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At UMKC, 17% ($n = 785$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where generally members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty percent ($n = 908$) of UMKC survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at UMKC that they noted that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Significantly greater percentages of Black/African/African American respondents (23%, $n = 114$) than Asian/Asian American respondents (15%, $n = 75$) had observed some form of exclusionary conduct. Additionally, among other significant findings, Asexual respondents (42%, $n = 8$) and LGBQ respondents (27%, $n = 146$) more so than Heterosexual respondents (18%, $n = 703$) observed such conduct.

In addition, 5% ($n = 218$) of all respondents indicated that they had experienced a form of unwanted sexual conduct, with 1% ($n = 37$) experiencing relationship violence (e.g., ridiculed,

controlling, hitting), 1% ($n = 62$) experiencing stalking (e.g., following me, on social media, texting, phone calls), 1% ($n = 41$) experiencing unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) and 1% ($n = 41$) experiencing unwanted sexual contact (e.g. fondling, rape, sexual assault, penetration without consent, or gang rape) while a member of UMKC. Of particular note, students most often cited the first semester of each year as the semester they experienced the greatest incidents of each form of unwanted sexual conduct.

Employee Perceptions of Climate

This section of the report describes Employee responses to survey items focused on certain employment practices at UMKC (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 Employee respondents about whether they had observed discriminatory employment practices at UMKC. No significant differences were found between Faculty respondents⁸¹ and Staff respondents⁸² who indicated on the survey that they had observed hiring practices at UMKC (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 59).

Table 59. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust, or That Would Inhibit Diversifying the Community

	Hiring practices		Employment-related disciplinary actions		Practices related to promotion, tenure, reappointment and/or reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
No	1,237	80.8	1,327	87.1	1,202	78.8
Faculty respondents	441	80.9	477	88.5	409	75.6
Staff respondents	796	80.7	850	86.3	793	80.6
Yes	294	19.2	197	12.9	323	21.2
Faculty respondents	104	19.1	62	11.5	132	24.4
Staff respondents	190	19.3	135	13.7	191	19.4

Note: Table reports only Employee responses (*n* = 1,544).

⁸¹The term Faculty respondents is used within this section to refer specifically to experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

⁸²The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

Of those Employee respondents who indicated that they had observed discriminatory hiring at UMKC, 30% ($n = 87$) noted that it was based on ethnicity, 21% ($n = 62$) on age, 20% ($n = 59$) on racial identity, 19% ($n = 55$) on nepotism/cronyism, and 17% ($n = 51$) on gender/gender identity.

Subsequent analyses⁸³ indicated the following:

- By racial identity: 36% ($n = 59$) of Black/African/African American Employee respondents, 34% ($n = 28$) of Multiracial Employee respondents, and 30% ($n = 17$) of Asian/Asian American Employee respondents indicated that they had observed discriminatory hiring practices significantly more than the 14% ($n = 161$) of White Employee respondents.^{xlvi}
- By disability status: 36% ($n = 15$) of Multiple Disabilities Employee respondents and 33% ($n = 34$) of Single Disability Employee respondents indicated that they had observed discriminatory hiring practices than did 18% ($n = 242$) of No Disability Employee respondents.^{xlvii}
- By citizenship status: 26% ($n = 38$) of Non-U.S. Citizen Employee respondents compared with 19% ($n = 255$) of U.S. Citizen Employee respondents had observed discriminatory hiring practices.^{xlviii}
- By religious/spiritual affiliation: 32% ($n = 25$) of Additional Religious/Spiritual Affiliation Employee respondents were significantly more likely to have observed discriminatory hiring practices compared with 18% ($n = 147$) of Christian Employee respondents and 18% ($n = 87$) of No Affiliation Employee respondents.^{xlix}

Ninety-three Employee respondents elaborated on their opinions and observations of unjust hiring practices at UMKC. Two themes emerged: inclusion concerns and reports of nepotism and cronyism.

⁸³Chi-square analyses were conducted by faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, disability status, and age; only significant differences are reported.

Exclusion in Recruitment, Retention Efforts & Hiring — Respondents who elaborated on their opinions and observations of unjust hiring practices at UMKC described concerns with recruitment and retention of perceived minorities as well as exclusionary hiring. Respondents noted recruitment concerns and hopes such as, “I think we didn’t do enough in the hiring process to attract underrepresented groups to apply” and “Certain units at UMKC need to focus on recruiting women and minorities.” Another respondent echoed, “We do not work hard enough to identify and recruit faculty and staff of Color nor do we provide them with sufficient support to succeed at UMKC.” Other respondents elaborated on retention as well, for example, “Several faculty of minority status have resigned positions in past 3 years due to change in administration. Retention of diverse faculty is a real concern.” Regarding hiring, exclusionary behavior was reported, “A white male was hired over a more qualified person of color, and he was hired against the advice of the committee.” Another respondent shared, “I don’t believe people of color are seriously considered for leadership positions within the health professions.” Respondents who elaborated on their opinions and observations of hiring practices noted inclusion concerns in recruitment, retention, and hiring.

Nepotism & Cronyism — Respondents also elaborated unjust hiring practices citing incidents of nepotism and cronyism. One respondent shared, “I believe qualified individuals of color and older individuals were overlooked for positions to allow for hiring of past colleagues or friends.” Another respondent elaborated, “Search committee recommendations overridden on more than one occasion, one of these certainly on the basis of cronyism.” Similarly, another respondent reported, “Where I work, people’s children have been hired and paid a higher wage than others doing similar work. They have been hired into positions without a proper search.” Some narratives noted both cronyism and nepotism, for example, “There were five members of the supervisor friends and family hired.” Other concerns included, “Hiring from very narrow pool of applicants; hiring co-authors” and “Positions are inside jobs; not fully advertised so that administration can select their friends and supporters.” Respondents who noted that they had observed unjust hiring practices thematically noted nepotism and cronyism as the primary forms of this behavior.

Thirteen percent ($n = 197$) of Employee respondents indicated, within the past year/hiring cycle at UMKC, that they had observed unjust employment-related disciplinary actions, up to and including dismissal that they perceived to be unjust or that would inhibit diversifying the community. Subsequent analyses indicated that of those individuals, 22% ($n = 43$) indicated that they believed the discrimination was based on job duties, 17% ($n = 34$) on age, 13% ($n = 26$) on ethnicity, 13% ($n = 26$) on position status (staff, faculty, student), and 12% ($n = 24$) on racial identity.

Subsequent analyses⁸⁴ indicated the following:

- By gender identity: 14% ($n = 130$) of Woman Employee respondents were significantly more likely to indicate that they had observed unjust employment-related disciplinary actions, than were the 10% ($n = 54$) of Men Employee respondents.ⁱ
- By sexual identity: 20% ($n = 29$) of LGBTQ Employee respondents compared with only 12% ($n = 150$) of Heterosexual Employee respondents indicated that they had observed unjust employment-related disciplinary actions.ⁱⁱ
- By racial identity: 23% ($n = 38$) of Black/African/African American Employee respondents were significantly more likely to have observed unjust employment-related disciplinary actions than were 10% ($n = 115$) of White Employee respondents.ⁱⁱⁱ
- By religious/spiritual affiliation: 24% ($n = 15$) of Multiple Affiliations Employee respondents were significantly more likely to have observed unjust employment-related disciplinary actions compared with 12% ($n = 100$) of Christian Employee respondents and 12% ($n = 58$) of No Affiliation Employee respondents.ⁱⁱⁱⁱ

Sixty Employee respondents described their observations of unjust employment-related discipline or action, up to and including dismissal at UMKC. Respondents noted a lack of due process in tandem with a fear of retaliation.

Lack of Due Process — Respondents addressed concerns related to due process in conjunction with a fear of retaliation. One respondent shared, “A former supervisor fired an employee

⁸⁴Chi-square analyses were conducted by faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, disability status, and age; only significant differences are reported.

because a female co-worker claimed that this employee ‘scared her’. I was familiar with both individuals, and neither were great employees, but the accusation by the female was based on her desire for his desk.” Other respondents reported, “I witnessed the firing of a male staff member because he wasn’t liked,” “Sometimes how a transfer or re-assignment is handled can be very shabby,” and “Instructor dismissed without explanation.” Specifically noting fear of retaliation, a respondent explained, “One of my colleagues filed a labor complaint and initiated a lawsuit over health-related discrimination and failure of his supervisors to provide reasonable accommodations. They retaliated by targeting his performance and ultimately eliminated his position citing ‘budget’ issues.” Another respondent noted, “I have witnessed employee dismissals because this person spoke up about injustices they were facing or that they witnessed on campus.” Lastly, one respondent simply stated, “Again, retaliation.”

Twenty-one percent ($n = 323$) of Employee respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification practices at UMKC. Subsequent analyses indicated that of those individuals, 18% ($n = 58$) indicated that they believed the unjust practices were based on military/veteran status and 17% ($n = 54$) on position status (staff, faculty, student).

Subsequent analyses⁸⁵ indicated the following:

- By position status: 24% ($n = 132$) of Faculty respondents compared with 19% ($n = 191$) of Staff respondents indicated that they had observed unjust promotion, tenure, reappointment, and/or reclassification, practices.^{liv}
- By faculty status: 34% ($n = 73$) of Tenured/Administrator with Faculty Rank respondents were significantly more likely to have observed unjust promotion, tenure, reappointment, and/or reclassification practices than were 18% ($n = 42$) of Non-Tenure-Track Faculty respondents and 16% ($n = 11$) of Tenure-Track Faculty respondents.^{lv}
- By disability status: 37% ($n = 16$) of Multiple Disabilities Employee respondents were significantly more likely to have observed unjust promotion, tenure, reappointment, and/or reclassification practices than were, 20% ($n = 273$) of No Disability Employee respondents.^{lvi}

Ninety-three Employee respondents elaborated on their observations of unjust promotion, tenure, reappointment and/or reclassification practices at UMKC. Respondents cited inconsistencies, particularly with regards to exclusionary practices and favoritism.

Favoritism & Exclusionary Advancement Practices — Employee respondents described favoritism and other exclusionary practices related to promotion, tenure, reappointment and/or reclassification. These inconsistent practices were often aligned with experiences of favoritism and cronyism. “Dept chair hired a friend to serve as adjunct faculty,” “Executive leadership that hires or surrounds herself with friends,” and “There is an inner circle of ‘chosen’ individuals who

⁸⁵Chi-square analyses were conducted by faculty status, staff status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, disability status, and age; only significant differences are reported.

get top level positions ‘created’ for them.” Other respondents reported exclusionary practices, specifically incidences of perceived gender identity bias. “How can a position be for 88,000.00 for a man, and when a woman applies the salary goes down to 40,000.00 with the same responsibilities.” Similarly, another respondent noted, “white men are frequently reclassified to higher paying positions while doing the same job. I have not seen this happen to a woman.” Another respondent shared, “I have seen a Latino NTT faculty with excellent qualifications and job performance called 'useless' by tenured faculty in the department and given no opportunities to advance into a tenure-track position.” One respondent suggested, “I believe that all positions should be posted through HR in order to have an equal and just hiring process so that all who are eligible and interested can compete for position. In this case an employee was internally hired without going through hiring process.” Another respondent noted, “I don’t feel that the PTT criteria have been applied consistently.” Lastly, one respondent described the culture of both favoritism and exclusion in more broad terms, “Within our division, you are either in the circle of influence, or you are out. If you do not drink the kool-aid of our leadership or attended UMKC, you are considered an outsider.”

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

Several survey items queried Staff respondents⁸⁶ about their opinions regarding work-life issues, support, and resources available at UMKC. Frequencies and significant differences based on staff status (Hourly or Salary/Administrator without Faculty Rank) gender identity⁸⁷, sexual identity, racial identity,⁸⁸ disability status, citizenship status, military status, and religious/spiritual identity are provided in Tables 60 through 63.

Seventy-eight percent ($n = 770$) of Staff respondents “strongly agreed” or “agreed” that they had supervisors who gave them job/career advice or guidance when they needed it (Table 60). Salary Staff respondents⁸⁹ (37%, $n = 185$) were significantly more likely to “strongly agree” that they had supervisors who gave them job/career advice or guidance when they needed it than were Hourly Staff respondents (29%, $n = 132$). Woman Staff respondents (35%, $n = 226$) were significantly more likely to “strongly agree” that they had supervisors who gave them job/career advice or guidance when they needed it than were Men Staff respondents (28%, $n = 91$). Additionally, Black/African/African American Staff respondents (22%, $n = 32$) were significantly less likely to “strongly agree” that they had supervisors who gave them job/career advice or guidance when they needed it than were White Staff respondents (35%, $n = 245$).

Eighty-three percent ($n = 826$) of Staff respondents “strongly agreed” or “agreed” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. By gender identity, Men Staff respondents (26%, $n = 82$) were significantly less likely to “strongly agree” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it than were Women Staff respondents (35%, $n = 223$). Once again, Black/African/African American Staff respondents (21%, $n = 30$) were significantly less likely to

⁸⁶The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

⁸⁷Transpectrum Staff respondents were not included in these analyses because the numbers ($n = 13$) were too few to ensure confidentiality.

⁸⁸As a result of small numbers of Additional People of Color Staff respondents ($n = 11$), Asian/Asian American Staff respondents ($n = 20$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 27$), these three categories were combined to create a new variable ASFR was created. Black/African/African American Staff respondents ($n = 144$) were not included within this newly created variable.

⁸⁹The term Salary Staff respondents is used to denote respondents all Staff respondents who were either Salaried Staff or Administrators without Faculty Rank.

“strongly agree” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it than were White Staff respondents (33%, $n = 232$). By military status, Military Service Staff respondents (16%, $n = 7$) were also significantly less likely to “strongly agree” that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it than were Non-Military Service Staff respondents (32%, $n = 293$).

Seventy-three percent ($n = 720$) 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. No statistically significant differences were found between groups.

Sixty-two percent ($n = 609$) of Staff respondents “strongly agreed” or “agreed” that there is a hierarchy within staff positions that allows some voices to be valued more than others. No statistically significant differences were found between groups.

Table 60. Staff respondents’ Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have supervisors who give me job/career advice or guidance when I need it.	326	32.9	444	44.8	155	15.6	66	6.7
Staff status ^{lvii}								
Hourly Staff	132	29.3	199	44.1	84	18.6	36	8.0
Salary Staff	185	37.1	225	45.1	64	12.8	25	5.0
Gender identity ^{lviii}								
Woman	226	35.3	257	40.1	115	17.9	43	6.7
Man	91	28.3	175	54.5	34	10.6	21	6.5
Racial identity ^{lix}								
Additional Staff of Color	18	31.0	35	60.3	< 5	---	< 5	---
Black/African/African American	32	22.2	64	44.4	33	22.9	15	10.4
White	245	35.3	304	43.7	104	15.0	42	6.0
Multiracial	21	36.2	26	44.8	6	10.3	5	8.6
I have colleagues/coworkers who give me job/career advice or guidance when I need it.	310	31.3	516	52.1	132	13.3	33	3.3
Gender identity ^{lx}								
Woman	223	34.8	311	48.6	82	12.8	24	3.8
Man	82	25.5	190	59	43	13.4	7	2.2
Racial identity ^{lxi}								
Additional Staff of Color	18	31.0	31	53.4	8	13.8	< 5	---
Black/African/African American	30	21.0	74	51.7	28	19.6	11	7.7

Table 60. Staff respondents’ Perceptions of Workplace Climate

Perception		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Military status ^{lxii}	White	232	33.4	362	52.1	84	12.1	17	2.4
	Multiracial	21	35.6	29	49.2	6	10.2	< 5	---
	Military Service	7	15.6	27	60.0	7	16.5	< 5	---
	Non-Military Service	293	32.2	467	51.3	122	13.4	29	3.2

I am included in opportunities that will help my career as much as others in similar positions.

234 23.8 486 49.3 190 19.3 75 7.6

There is a hierarchy within staff positions that allows some voices to be valued more than others.

229 23.2 380 38.6 291 29.5 85 8.6

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Table 61 illustrates that 78% (*n* = 772) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was clear. No statistically significant differences were found between groups.

Fifty-eight percent (*n* = 564) of Staff respondents “strongly agreed” or “agreed” that the performance evaluation process was productive. Hourly Staff respondents (48%, *n* = 214) were significantly more likely to “agree” that the performance evaluation process was productive than were Salary Staff respondents (38%, *n* = 189). Similarly, Non-U.S. Citizen Staff respondents (55%, *n* = 36) were significantly more likely to “agree” that the performance evaluation process was productive than were U.S. Citizen Staff respondents (42%, *n* = 385).

Table 61. Staff respondents’ Perceptions of Performance Evaluation Process

Perception		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.									
		221	22.3	551	55.7	166	16.8	51	5.2
The performance evaluation process is effective.									
		143	14.6	421	43.0	298	30.4	118	12.0
Staff status ^{lxiii}	Hourly Staff	67	14.9	214	47.6	114	25.3	55	12.2
	Salary Staff	73	14.8	189	38.4	172	35.0	58	11.8
	Citizenship status ^{lxiv}								

Table 61. Staff respondents’ Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. Citizen	127	14.0	385	42.3	285	31.3	113	12.4
Non-U.S. Citizen	14	21.5	36	55.4	11	16.9	< 5	---

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Eighty-six percent (*n* = 844) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided adequate support for them to manage work-life balance (Table 62). By racial identity Black/African/African American Staff respondents (8%, *n* = 40) were significantly less likely to “strongly agree” that their supervisors provided adequate support for them to manage work-life balance than did White Staff respondents (44%, *n* = 305) and Multiracial Staff respondents (49%, *n* = 28).

Two-thirds of Staff respondents (66%, *n* = 637) “strongly agreed” or “agreed” that UMKC provided adequate resourced to help them manage work-life balance. Men Staff respondents (63%, *n* = 194) were significantly more like to “agree” that UMKC provided adequate resourced to help them manage work-life balance than were Women Staff respondents (52%, *n* = 327).

Eighty-one percent (*n* = 800) of Staff respondents “strongly agreed” or “agreed” that they had adequate resources to perform their job duties. Salary Staff respondents (19%, *n* = 92) were significantly more likely to “disagree” that they had adequate resources to perform their job duties that were Hourly Staff respondents (12%, *n* = 52). Additionally, Multiracial Staff respondents (30%, *n* = 17) were significantly more likely to “disagree” that they had adequate resources to perform their job duties that were White Staff respondents (15%, *n* = 101).

Seventy-three percent (*n* = 713) of Staff respondents “strongly agreed” or “agreed” that they were able to complete their assigned duties during scheduled hours. Hourly Staff respondents (31%, *n* = 138) were significantly more likely to “strongly agree” that they were able to complete their assigned duties during scheduled hours than were Salary Staff respondents (21%, *n* = 106). Men Staff respondents (54%, *n* = 171) were more likely to “agree” that they were able to complete their assigned duties during scheduled hours than were Women Staff respondents (43%, *n* = 272).

Fifty percent ($n = 493$) of Staff respondents “strongly agreed” or “agreed” that their workload was increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). No statistically significant differences were found between groups.

Twenty-nine percent ($n = 284$) of Staff respondents “strongly agreed” or “agreed” that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours. Hourly Staff respondents (24%, $n = 110$) were significantly more likely to “strongly disagree” that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours than were Salary Staff respondents (14%, $n = 69$). Multiple Disabilities Staff respondents (36%, $n = 11$) were significantly more likely to “strongly disagree” that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours than were Single Disability Staff respondents (9%, $n = 12\%$).

Eighty-six percent ($n = 848$) of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities. Salary Staff respondents (21%, $n = 105$) were significantly less likely to “strongly agree” that they are given a reasonable time frame to complete assigned responsibilities than were Hourly Staff respondents (27%, $n = 121$). By gender, Women Staff respondents (14%, $n = 92$) were significantly more likely to “disagree” that they are given a reasonable time frame to complete assigned responsibilities than were Men Staff respondents (7%, $n = 23$).

Table 62. Staff respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor provides adequate support for me to manage work-life balance.	407	41.3	437	44.4	100	10.2	41	4.2
Racial identity ^{lxv}								
Additional Staff of Color	22	38.6	30	52.6	< 5	---	< 5	---

Table 62. Staff respondents’ Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Black/African/African American	40	08.4	77	54.6	17	12.1	7	5.0
White	305	43.9	298	42.9	65	9.4	27	3.9
Multiracial	28	49.1	18	31.6	8	14.0	< 5	---
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	101	10.4	536	55.4	255	26.4	75	7.8
Gender identity ^{lxvi}								
Woman	68	10.8	327	52.1	184	29.3	49	7.8
Man	30	9.6	194	62.2	64	20.5	24	7.7
I have adequate resources to perform my job duties.	181	18.4	619	62.9	153	15.5	31	3.2
Staff status ^{lxvii}								
Hourly Staff	91	20.3	296	65.9	52	11.6	10	2.2
Salary Staff	82	16.5	304	61.2	92	18.5	19	3.8
Racial identity ^{lxviii}								
Additional Staff of Color	7	12.3	41	71.9	7	12.3	< 5	---
Black/African/African American	26	18.4	90	63.8	22	15.6	< 5	---
White	130	18.7	440	63.4	101	14.6	23	3.3
Multiracial	15	26.3	25	43.9	17	29.8	0	0.0
I am able to complete my assigned duties during scheduled hours.	254	25.8	459	46.7	212	21.6	58	5.9
Staff status ^{lxix}								
Hourly Staff	138	30.8	235	52.5	59	13.2	16	3.6
Salary Staff	106	21.4	207	41.8	140	28.3	42	8.5
Gender identity ^{lxx}								
Woman	170	26.7	272	42.7	152	23.9	43	6.8
Man	78	24.5	171	53.6	57	17.9	13	4.1
My workload was increased without additional compensation (e.g., retirement positions not filled).	242	24.7	251	25.6	386	39.4	101	10.3
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	62	6.3	222	22.5	519	52.5	185	18.7
Staff status ^{lxxi}								
Hourly Staff	25	5.5	74	16.3	245	54.0	110	24.2
Salary Staff	36	7.3	136	27.6	252	51.1	69	14.0
Disability status ^{lxxii}								
Single Disability	7	9.6	23	31.5	34	46.6	9	12.3
No Disability	52	6.0	192	22.0	465	53.3	164	18.8
Multiple Disabilities	< 5	---	< 5	---	16	51.6	11	35.5
I am given a reasonable time frame to complete assigned responsibilities.	236	24.0	612	62.2	123	12.5	13	1.3
Staff status ^{lxxiii}								

Table 62. Staff respondents’ Perceptions of Work-Life Issues

Perception		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Gender identity ^{lxxiv}	Hourly Staff	121	26.9	280	62.2	44	9.8	5	1.1
	Salary Staff	105	21.3	308	62.5	72	14.6	8	1.6
	Woman	160	25.1	377	59.2	92	14.4	8	1.3
	Man	71	22.3	221	69.3	23	7.2	< 5	---

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Only 19% (*n* = 183) of Staff respondents “strongly agreed” or “agreed” that people who do not have children were burdened with work responsibilities beyond those who do have children (Table 63). Significantly greater percentages of Women Staff respondents (27%, *n* = 168) “strongly disagree” that people who do not have children were burdened with work responsibilities beyond those who do have children than did Men Staff respondents (18%, *n* = 59). Additionally, Heterosexual Staff respondents (25%, *n* = 212) were significantly more likely to “strongly disagree” that people who do not have children were burdened with work responsibilities beyond those who do have children than were LGBTQ Staff respondents (15%, *n* = 13).

One quarter of Staff respondents (25%, *n* = 241) “strongly agreed” or “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations. Once again significance emerged by gender identity, a significantly greater percentage of Women Staff respondents (19%, *n* = 122) “strongly disagree” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations than did Men Staff respondents (12%, *n* = 37). By disability status, significantly greater percentages of Single Disability Staff respondents (33%, *n* = 24) “agreed” that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations than did No Disability Staff respondents (18%, *n* = 153).

Forty-two percent (*n* = 412) of Staff respondents “strongly agreed” or “agreed” that they performed more work than colleagues with similar performance expectations. Hourly Staff respondents (14%, *n* = 64) were significantly more likely to “strongly disagree” that they performed more work than colleagues with similar performance expectations than were Salary

Staff respondents (9%, $n = 43$). Additionally, Women Staff respondents (14%, $n = 88$) were significantly more likely to “strongly disagree” that they performed more work than colleagues with similar performance expectations than were Men Staff respondents (7%, $n = 23$).

Thirty-nine percent ($n = 380$) of Staff respondents “strongly agreed” or “agreed” that people who have children or elder care are burdened with balancing work and family responsibilities. Significantly greater percentages of Salary Staff respondents (36%, $n = 176$) “agreed” that people who have children or elder care are burdened with balancing work and family responsibilities than did Hourly Staff respondents (28%, $n = 123$). Men Staff respondents (5%, $n = 14$) were significantly less likely to “strongly agree” that people who have children or elder care are burdened with balancing work and family responsibilities than were Women Staff respondents (9%, $n = 54$).

Table 63. Staff respondents’ Perceptions of Workload

Perception	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	47	4.8	136	13.8	570	57.9	231	23.5
Gender identity ^{lxxv}								
Woman	27	4.3	89	14.0	350	55.2	168	26.5
Man	17	5.3	42	13.1	203	63.2	59	18.4
Sexual identity ^{lxxvi}								
LGBQ	7	8.1	18	20.9	8	55.8	13	15.1
Heterosexual	37	4.4	106	12.5	490	58.0	212	25.1
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	55	5.6	186	19.0	576	58.9	161	16.5
Gender identity ^{lxxvii}								
Woman	39	6.2	126	19.9	346	54.7	122	19.3
Man	15	4.7	55	17.4	209	66.1	37	11.7
Disability status ^{lxxviii}								
Single Disability	< 5	---	24	32.9	33	45.2	12	16.4
No Disability	47	5.4	153	17.7	517	59.8	147	17.0
Multiple Disabilities	< 5	---	5	16.1	20	64.5	< 5	---
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising,	112	11.3	300	30.4	463	46.9	113	11.4

Table 63. Staff respondents’ Perceptions of Workload

Perception		Strongly agree		Agree		Disagree		Strongly disagree	
		n	%	n	%	n	%	n	%
helping with student groups and activities, providing other support).									
Staff status ^{lxxxix}									
	Hourly Staff	54	12.0	129	28.6	204	45.2	64	14.2
	Salary Staff	54	10.9	157	31.7	242	48.8	43	8.7
Gender identity ^{lxxx}									
	Woman	74	11.6	183	28.7	292	45.8	88	13.8
	Man	34	10.6	108	33.5	157	48.8	23	7.1

People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).

		70	7.2	310	32.0	478	49.4	110	11.4
Staff status ^{lxxxix}									
	Hourly Staff	28	6.4	123	28.0	226	51.4	63	14.3
	Salary Staff	41	8.4	176	36.0	230	47.0	42	8.6
Gender identity ^{lxxxii}									
	Woman	54	8.6	209	33.3	288	45.9	77	12.3
	Man	14	4.5	94	30.2	172	55.3	31	10.0

Note: Table reports only Staff/Administrator without Faculty Rank responses (n = 998).

Two hundred forty-six Staff respondents elaborated on their supervisors, workload sense of value, and access to support and resources at UMKC. Respondents noted workload compensation as one of the primary themes and while others described positive experiences and offered positive reflections on UMKC.

Workload & Compensation — Staff respondents who elaborated on their employment experiences described unreasonable workloads and a consistent trend in increasing workload without any changes in compensation. One respondent shared, “You can’t keep expecting one person to do the job of 3 people and still keep them on the lower end of the pay scale for that position!!!” Another respondent echoed, “When taking on 2 jobs, you do what is necessary to get by but I am not able to perform to the best of my ability on a regular work week.” Other respondents reported workload increases as result of staff not being replaced. For example, “When people leave you are then assigned their duties while still responsible for your current ones and not given any compensation.” Similarly, another respondent elaborated, “Work load increased (but salary did not) after staff departures but positions were not replaced, instead went to other units.” Another respondent noted workload increases as a result of underperforming

peers, “Workload is taken away from low performing staff and given as additional workload to higher performing staff.” Family status was also noted as a variable in workload discrepancies, for example, “Within my department, individuals without children are burdened by extra responsibilities and passed by on promotions.” One respondent shared enthusiasm for their added responsibility, but with a desire for better compensation, “I have been given extra work with no compensation. I enjoy the extra responsibility but feel I should be compensated especially after demonstrating ability and proficiency.” Overall Staff respondents expressed concerns regarding the increased workload and the subsequent lack of increase in compensation.

Positive Reflections — Several other Staff respondents elaborated provided positive reflections on work-life balance, supervisors, and their immediate work environments. One respondent noted, “The culture at my workplace is highly supportive of work-life balance and is a positive and affirming environment overall.” Another respondent added, “I think our dept is provided with excellent leadership and she affords us opportunities and times to make sure we have a good voice in the dept as well as the ability to participate in our family lives.” Regarding, immediate supervisors and workplaces, one respondent wrote, “The climate in my office, with my immediate supervisor and colleagues, is very good.” Another shared, “My immediate work environment is very supportive and provides extensive professional development.” Another respondent noted, “My immediate supervisor is very flexible and understanding with regards to family-related scheduling and I'm grateful for that.” Lastly, one respondent shared, “I think UMKC is the best workplace environment of my career.”

^{xlvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2(5, N = 1,475) = 64.6, p < .001$.

^{xlvii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2(2, N = 1,515) = 21.6, p < .001$.

^{xlviii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by citizenship status: $\chi^2(1, N = 1,520) = 4.5, p < .05$.

^{xlix}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unfair hiring practices by religious/spiritual affiliation: $\chi^2(3, N = 1,459) = 10.3, p < .05$.

^lA chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust disciplinary actions by gender identity: $\chi^2(2, N = 1,496) = 10.0, p < .01$.

^{li}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust disciplinary actions by sexual identity: $\chi^2(1, N = 1,432) = 8.3, p < .01$.

- ^{lii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust disciplinary actions by racial identity: $\chi^2(5, N = 1,468) = 26.5, p < .001$.
- ^{liii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust disciplinary actions by religious/spiritual affiliation: $\chi^2(3, N = 1,456) = 8.2, p < .05$.
- ^{liv}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by position status: $\chi^2(1, N = 1,525) = 5.2, p < .05$.
- ^{lv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by faculty position status: $\chi^2(2, N = 517) = 18.0, p < .001$.
- ^{lvi}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they observed unjust promotion, tenure, reappointment, and/or reclassification practices by disability status: $\chi^2(2, N = 1,509) = 12.3, p < .01$.
- ^{lvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had supervisors who gave them job/career advice or guidance when they need it by staff position status: $\chi^2(3, N = 950) = 12.7, p < .01$.
- ^{lviii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had supervisors who gave them job/career advice or guidance when they need it by gender identity: $\chi^2(3, N = 962) = 20.5, p < .001$.
- ^{lix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had supervisors who gave them job/career advice or guidance when they need it by racial identity: $\chi^2(9, N = 955) = 24.7, p < .01$.
- ^{lx}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it by gender identity: $\chi^2(3, N = 962) = 12.1, p < .01$.
- ^{lxi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it by racial identity: $\chi^2(9, N = 955) = 22.5, p < .01$.
- ^{lxii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it by military status: $\chi^2(3, N = 956) = 8.6, p < .05$.
- ^{lxiii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that the performance evaluation process was effective by staff position status: $\chi^2(3, N = 942) = 11.8, p < .01$.
- ^{lxiv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that the performance evaluation process was effective by citizenship status: $\chi^2(3, N = 975) = 10.9, p < .05$.
- ^{lxv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that their supervisors provided adequate support for them to manage work-life balance by racial identity: $\chi^2(9, N = 950) = 18.0, p < .05$.
- ^{lxvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that UMKC provided adequate resourced to help them manage work-life balance by gender identity: $\chi^2(3, N = 940) = 10.2, p < .05$.
- ^{lxvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had adequate resources to perform their job duties by staff position status: $\chi^2(3, N = 946) = 12.1, p < .01$.
- ^{lxviii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they had adequate resources to perform their job duties by racial identity: $\chi^2(9, N = 949) = 17.8, p < .05$.
- ^{lxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey t that they were able to complete their assigned duties during scheduled hours by staff position status: $\chi^2(3, N = 943) = 48.4, p < .001$.
- ^{lxx}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they were able to complete their assigned duties during scheduled hours by gender identity: $\chi^2(3, N = 956) = 12.0, p < .01$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours by staff position status: $\chi^2(3, N = 947) = 28.2, p < .001$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they are pressured by departmental/program work requirements that occur outside of their normally scheduled hours by disability status: $\chi^2(3, N = 977) = 13.7, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they were given a reasonable time frame to complete assigned responsibilities by staff position status: $\chi^2(3, N = 943) = 8.0, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they were given a reasonable time frame to complete assigned responsibilities by gender identity: $\chi^2(3, N = 956) = 13.4, p < .01$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that people who do not have children were burdened with work responsibilities beyond those who do have children by gender identity: $\chi^2(3, N = 955) = 8.9, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that people who do not have children were burdened with work responsibilities beyond those who do have children by sexual identity: $\chi^2(3, N = 931) = 9.7, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2(3, N = 949) = 13.4, p < .01$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations by disability status: $\chi^2(3, N = 968) = 15.9, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they performed more work than colleagues with similar performance expectations by staff position status: $\chi^2(3, N = 947) = 8.0, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they performed more work than colleagues with similar performance expectations by gender identity: $\chi^2(3, N = 959) = 10.5, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that people who have children or elder care are burdened with balancing work and family responsibilities by staff position status: $\chi^2(3, N = 929) = 13.5, p < .01$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that people who have children or elder care are burdened with balancing work and family responsibilities by gender identity: $\chi^2(3, N = 939) = 10.2, p < .05$.

Staff respondents' Feelings of Support at UMKC

One question (Question 47) in the survey queried Staff respondents⁹⁰ about their opinions on various topics, including professional development, support from supervisors and the institution, as well as, compensation and benefits at UMKC. Tables 64 to 68 illustrate Staff respondents responses to these items. Analyses were conducted by staff status (Hourly or Salary/Administrator without Faculty Rank) gender identity⁹¹, sexual identity, racial identity,⁹² disability status, citizenship status, military status, and religious/spiritual identity.

Sixty-nine percent ($n = 683$) of Staff respondents “strongly agreed” or “agreed” that UMKC provided them with resources to pursue training/professional development opportunities (Table 64). By gender identity, Women Staff respondents (24%, $n = 150$) were significantly more likely than Men Staff respondents (15%, $n = 49$) to “strongly agree” that UMKC provided them with resources to pursue training/professional development opportunities. Subsequent analyses also revealed that 59% ($n = 84$) of Black/African/African American Staff respondents were significantly more likely to “agree” that UMKC provided them with resources to pursue training/professional development opportunities compared with 35% ($n = 20$) of Multiracial Staff respondents.

Sixty-five percent ($n = 638$) of Staff respondents “strongly agreed” or “agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. A significantly greater percentage of Women Staff respondents (26%, $n = 166$) than Men Staff respondents (18%, $n = 57$) “strongly agreed” that their supervisors provided them with resources to pursue training/professional development opportunities. Additionally, Military Services Staff respondents (16%, $n = 7$) were significantly more likely to “strongly disagree” that

⁹⁰The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

⁹¹Transpectrum Staff respondents were not included in these analyses because the numbers ($n = 13$) were too few to ensure confidentiality.

⁹²As a result of small numbers of Additional People of Color Staff respondents ($n = 11$), Asian/Asian American Staff respondents ($n = 20$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 27$), these three categories were combined to create a new variable ASFR was created. Black/African/African American Staff respondents ($n = 144$) were not included within this newly created variable.

their supervisors provided them with resources to pursue training/professional development opportunities than were Non-Military Service Staff respondents (5%, $n = 44$).

Table 64. Staff respondents’ Perceptions of Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UMKC provides me with resources to pursue training/professional development opportunities.	200	20.2	483	48.9	176	17.8	96	9.7	33	3.3
Gender identity ^{lxxxiii}										
Woman	150	23.5	291	45.7	1122	17.6	64	10.0	20	3.1
Man	49	15.2	177	55.0	53	16.5	31	9.6	12	3.7
Racial identity ^{lxxxiv}										
Additional Staff of Color	8	14.3	33	58.9	10	17.9	< 5	---	< 5	---
Black/African/African American	31	21.8	84	59.2	13	9.2	10	7.0	< 5	---
White	144	20.7	331	47.6	125	18.0	72	10.3	24	3.4
Multiracial	11	19.0	20	34.5	19	32.8	6	10.3	< 5	---
My supervisor provides me with resources to pursue training/professional development opportunities.	226	23.0	412	42.0	183	18.6	109	11.1	52	5.3
Gender identity ^{lxxxv}										
Woman	166	26.2	228	36.0	128	20.2	76	12.0	35	5.5
Man	57	17.8	167	52.2	48	15.0	32	10.0	16	5.0
Military status ^{lxxxvi}										
Military Service	5	11.4	23	52.3	6	13.6	< 5	---	7	15.9
Non-Military Service	213	23.5	373	41.2	174	19.2	101	11.2	44	4.9

Note: Table reports only Staff/Administrator without Faculty Rank responses ($n = 998$).

Sixty-two percent ($n = 609$) of Staff respondents “strongly agreed” or “agreed” that UMKC was supportive of taking extended leave (e.g., FMLA, parental) (Table 65). Hourly Staff respondents (47%, $n = 212$) were significantly more likely than Salary Staff respondents (40%, $n = 198$) to “agree” that UMKC was supportive of taking extended leave. Additionally, significantly greater percentages of Women Staff respondents (3%, $n = 19$) than Men Staff respondents ($n < 5$) “strongly disagreed” that UMKC was supportive of taking extended leave.

Eighty percent ($n = 773$) of Staff respondents “strongly agreed” or “agreed” that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability). Salary Staff respondents (38%, $n = 184$) were significantly more likely to “strongly agree” that

their supervisors were supportive of their taking leave than were Hourly Staff respondents (30%, $n = 132$).

Few Staff respondents (13%, $n = 124$) “strongly agreed” or “agreed” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. Hourly Staff respondents (12%, $n = 55$) more so than Salary Staff respondents (6%, $n = 28$) were significantly more likely to “agree” that staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations. Additionally, Black/African/African American Staff respondents (15%, $n = 21$) were significantly more likely to “agree” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations than were White Staff respondents (7%, $n = 50$). Significance was also observed by citizenship status with significantly greater percentages of Non-U.S. Citizen Staff respondents (19%, $n = 13$) selecting that they “agree” that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations than did U.S. Citizen Staff respondents (9%, $n = 77$).

Only 44% ($n = 426$) of Staff respondents “strongly agreed” or “agreed” that UMKC policies (e.g., FMLA) were fairly applied across UMKC. No statistically significant differences were found between groups.

Table 65. Staff respondents’ Perceptions of Leave

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
UMKC is supportive of taking extended leave (e.g., FMLA, parental).	182	18.5	427	43.5	306	31.2	46	4.7	21	2.1
Staff status ^{bxxxvii}										
Hourly Staff	79	17.5	212	47.0	125	27.7	27	6.0	8	1.8
Salary Staff	100	20.4	198	40.3	165	33.6	16	3.3	12	2.4
Gender identity ^{bxxxviii}										
Woman	122	19.2	265	41.8	194	30.6	34	5.4	19	3.0
Man	56	17.5	148	46.3	104	32.5	11	3.4	< 5	---

Table 65. Staff respondents’ Perceptions of Leave

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	324	33.4	449	46.3	128	13.2	48	4.9	21	2.2
Staff status ^{bxix}										
Hourly Staff	132	29.7	212	47.6	61	13.7	26	5.8	14	3.1
Salary Staff	184	37.7	222	45.5	9	12.1	18	3.7	5	1.0
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	34	3.5	90	9.2	433	44.1	275	28.0	149	15.2
Staff status ^{xc}										
Hourly Staff	17	3.8	55	12.3	198	44.4	116	26.0	60	13.5
Salary Staff	14	2.8	28	5.7	217	43.8	153	30.9	83	16.8
Racial identity ^{xci}										
Additional Staff of Color	< 5	---	9	16.4	19	34.5	20	36.4	< 5	---
Black/African/African American	8	5.7	21	15.0	55	39.3	38	27.1	18	12.9
White	20	2.9	50	7.2	315	45.6	198	28.7	108	15.6
Multiracial	< 5	---	< 5	---	29	49.2	13	22.0	11	18.6
Citizenship status ^{xcii}										
U.S. Citizen	31	3.4	77	8.5	405	44.6	256	28.2	140	15.4
Non-U.S. Citizen	< 5	---	13	19.4	26	38.8	18	26.9	7	10.4
UMKC policies (e.g., FMLA) are fairly applied across UMKC.	112	11.5	314	32.2	453	46.5	65	6.7	31	3.2

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

More than half of Staff respondents (52%, *n* = 513) “strongly agreed” or “agreed” that they believed UMKC was supportive of flexible work schedules (Table 66). No statistically significant differences were found between groups.

Two-thirds of Staff respondents (67%, *n* = 654) “strongly agreed” or “agreed” that their supervisors were supportive of flexible work schedules. Once again, no statistically significant differences were found between groups.

When asked about staff salaries, less than one-fourth of Staff respondents (23%, *n* = 229) “agreed” or “strongly agreed” that staff salaries were competitive. Significantly greater percentages of Salary Staff respondents (38%, *n* = 189) “disagreed” that staff salaries were

competitive than did Hourly Staff respondents (26%, $n = 116$). Women Staff respondents (27%, $n = 173$) were significantly more likely to “strongly disagree” that staff salaries were competitive than were Men Staff respondents (17%, $n = 56$). By citizenship status, Non-U.S. Citizen Staff respondents (9%, $n = 6$) compared with U.S. Citizen Staff respondents (4%, $n = 32$) “strongly agreed” that staff salaries were competitive.

Seventy percent ($n = 688$) of Staff respondents “strongly agreed” or “agreed” that vacation and personal time benefits were competitive. Salary Staff respondents (23%, $n = 114$) were significantly more likely to “strongly agree” that vacation and personal time benefits were competitive than were Hourly Staff respondents (15%, $n = 65$).

Sixty-one percent ($n = 604$) of Staff respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. Hourly Staff respondents (6%, $n = 26$) were significantly more likely to “strongly disagree” than were Salary Staff respondents (3%, $n = 15$) that health insurance benefits were competitive. By racial identity, Multiracial Staff respondents (32%, $n = 18$) and Black/African/African American Staff respondents (38%, $n = 54$) were significantly less likely to “agree” that health insurance benefits were competitive than were White Staff respondents (50%, $n = 346$).

Only 19% ($n = 186$) of Staff respondents “strongly agreed” or “agreed” that child care benefits were competitive. Women Staff respondents (10%, $n = 62$) were significantly less likely to “agree” than were Men Staff respondents (20%, $n = 65$) that child care benefits were competitive. Once again significance emerged by citizenship status with 25% ($n = 16$) of Non-U.S. Citizen Staff respondents indicating that they “agree” that child care benefits were competitive than did U.S. Citizen Staff respondents (13%, $n = 115$).

Forty-seven percent ($n = 461$) of Staff respondents “strongly agreed” or “agreed” that retirement benefits were competitive. Men Staff respondents (44%, $n = 138$) were significantly more likely to “agree” that retirement benefits were competitive than were Women Staff respondents (33%, $n = 211$).

Table 66. Staff respondents’ Perceptions of Work Schedule and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
UMKC is supportive of flexible work schedules.	145	14.7	368	37.4	268	27.2	132	13.4	71	7.2
My supervisor is supportive of flexible work schedules.	264	27.0	390	39.8	162	16.5	93	9.5	70	7.2
Staff salaries are competitive.	38	3.8	191	19.3	201	20.3	322	32.6	237	24.0
Staff status ^{xciii}										
Hourly Staff	21	4.7	93	20.7	106	23.6	116	25.8	114	25.3
Salary Staff	15	3.0	89	17.9	90	18.1	189	38.0	115	23.1
Gender identity ^{xciv}										
Woman	22	3.4	115	18.0	130	20.3	199	31.1	173	27.1
Man	14	4.4	72	22.4	66	20.6	113	35.2	56	17.4
Citizenship status ^{xcv}										
U.S. Citizen	32	3.5	174	19.0	188	20.5	308	33.6	215	23.4
Non-U.S. Citizen	6	9.0	17	25.4	13	19.4	13	19.4	18	26.9
Vacation and personal time benefits are competitive.	184	18.7	504	51.2	192	19.5	73	7.4	32	3.2
Staff status ^{xcvi}										
Hourly Staff	65	14.5	215	48.1	109	24.4	37	8.3	21	4.7
Salary Staff	114	22.9	270	54.3	71	14.3	33	6.6	9	1.8
Health insurance benefits are competitive.	147	14.9	457	46.4	242	24.6	95	9.6	44	4.5
Staff status ^{xcvii}										
Hourly Staff	61	13.6	194	43.3	131	29.2	36	8.0	26	5.8
Salary Staff	82	16.5	248	50.0	96	19.4	55	11.1	15	3.0
Racial identity ^{xcviii}										
Additional Staff of Color	11	19.6	23	41.1	16	28.6	< 5	---	< 5	---
Black/African/African American	15	10.5	54	37.8	44	30.8	22	15.4	8	5.6
White	109	15.7	346	49.9	152	21.9	60	8.7	26	3.8
Multiracial	10	17.5	18	31.6	18	31.6	6	10.5	5	8.8
Childcare benefits are competitive.	54	5.5	132	13.6	615	63.2	98	10.1	74	7.6
Gender identity ^{xcix}										
Woman	30	4.8	62	9.9	412	65.8	68	10.9	54	8.6
Man	22	6.9	65	20.4	186	58.3	27	8.5	19	6.0
Citizenship status ^c										
U.S. Citizen	48	5.3	115	12.7	581	64.2	91	10.1	70	7.7
Non-U.S. Citizen	6	9.5	16	25.4	30	47.6	7	11.1	< 5	---
Retirement benefits are competitive.	104	10.6	357	36.5	362	37.0	107	10.9	49	5.0
Gender identity ^{ci}										
Woman	68	10.7	211	33.3	241	38.1	79	12.5	34	5.4
Man	35	11.0	138	43.5	108	34.1	23	7.3	13	4.1

Note: Table reports only Staff/Administrator without Faculty Rank responses ($n = 998$).

Only 43% ($n = 427$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued on UMKC committees (Table 67). No statistically significant differences were found between groups.

A smaller percentage (30%, $n = 290$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by UMKC faculty. Salary Staff respondents (19%, $n = 96$) were significantly less likely to “agree” that staff opinions were valued by UMKC faculty than were Hourly Staff respondents (26%, $n = 116$). Multiracial Staff respondents (14%, $n = 8$) and White Staff respondents (22%, $n = 149$) were significantly less likely to “agree” that staff opinions were valued by UMKC faculty than were Black/African/African American Staff respondents (32%, $n = 45$). Additionally, U.S. Citizen Staff respondents (6%, $n = 56$) were significantly less likely to “strongly agree” that staff opinions were valued by UMKC faculty than were Non-U.S. Citizen Staff respondents (14%, $n = 9$).

Only 41% ($n = 398$) of Staff respondents “strongly agreed” or “agreed” that staff opinions were valued by UMKC administration. No statistically significant differences were found between groups.

Table 67. Staff respondents’ Perceptions of Staff Opinion Value

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Staff opinions are valued on UMKC committees.	78	7.9	349	35.5	342	34.8	136	13.8	78	7.9
Staff opinions are valued by UMKC faculty.	65	6.6	225	22.9	345	35.1	207	21.1	140	14.3
Staff status ^{cii}										
Hourly Staff	36	8.1	116	26.0	153	34.3	81	18.2	60	13.5
Salary Staff	24	4.8	96	19.3	178	35.8	122	24.5	77	15.5
Racial identity ^{ciii}										
Additional Staff of Color	5	9.1	20	36.4	17	30.9	11	20.0	< 5	---
Black/African/African American	10	7.2	45	32.4	45	32.4	19	13.7	20	14.4
White	46	6.6	149	21.5	242	34.9	155	22.4	101	14.6

Table 67. Staff respondents’ Perceptions of Staff Opinion Value

Perception		Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Citizenship status ^{civ}	Multiracial	< 5	---	8	13.6	26	44.1	13	22.0	10	16.9
	U.S. Citizen	56	6.1	203	22.3	323	35.5	196	21.5	133	14.6
	Non-U.S. Citizen	9	13.6	21	31.8	21	31.8	10	15.2	5	7.6
Staff opinions are valued by UMKC administration.		70	7.2	328	33.5	295	30.2	180	18.4	105	10.7

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Seventy-four percent (*n* = 724) of Staff respondents “strongly agreed” or “agreed” that there were clear expectations of their responsibilities (Table 68). No statistically significant differences were found between groups.

Twenty-nine percent (*n* = 284) of Staff respondents “strongly agreed” or “agreed” that there were clear procedures on how they can advance at UMKC. Significantly greater percentages of Hourly Staff respondents (9%, *n* = 38) than Salary Staff respondents (5%, *n* = 25) “strongly agreed” that there were clear procedures on how they can advance at UMKC. Additionally, significantly greater percentages of Men Staff respondents (26%, *n* = 84) than Women Staff respondents (20%, *n* = 128) “agreed” that there were clear procedures on how they can advance at UMKC.

Forty-one percent (*n* = 405) of Staff respondents “strongly agreed” or “agreed” that they felt positive about their career opportunities at UMKC. No statistically significant differences were found between groups.

Sixty-one percent (*n* = 602) of Staff respondents “strongly agreed” or “agreed” that they would recommend UMKC as a good place to work. No statistically significant differences were found between groups.

Lastly, 62% (*n* = 606) of Staff respondents “strongly agreed” or “agreed” that they had job security. Once again, no statistically significant differences were found between groups.

Table 68. Staff respondents’ Perceptions of Work Life and Career Potential

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
There are clear expectations of my responsibilities.	199	20.3	525	53.5	118	12.0	109	11.1	31	3.2
There are clear procedures on how I can advance at UMKC.	65	6.6	219	22.3	280	28.5	270	27.5	149	15.2
Staff status ^{cv}										
Hourly Staff	38	8.5	113	25.2	119	26.5	110	24.5	69	15.4
Salary Staff	25	5.1	98	19.8	152	30.7	147	29.7	73	14.7
Gender identity ^{vi}										
Woman	42	6.6	128	20.3	165	26.1	206	32.6	91	14.4
Man	21	6.5	84	26.1	104	32.3	58	18.0	55	17.1
Positive about my career opportunities at UMKC.	112	11.4	293	29.8	291	29.6	173	17.6	114	11.6
I would recommend UMKC as a good place to work.	168	17.1	434	44.1	253	25.7	89	9.0	40	4.1
I have job security.	158	16.1	448	45.7	240	24.5	100	10.2	35	3.6

Note: Table reports only Staff/Administrator without Faculty Rank responses (n = 998).

Two hundred eleven Staff respondents elaborated on their experiences with advancement, professional development, resources, and benefits. Respondents noted concerns with salary, as well as, a lack of support for advancement opportunities.

Salary Concerns — Several respondents shared concerns regarding salaries at UMKC. Respondents shared, “Pay needs to be better” and “It is hard to attract people to UMKC as a result of the salary structure.” Another respondent added, “Salaries are under the competition. I took a 30% decrease in my salary to accept my hire offer.” In relation to their workload and responsibilities, one respondent noted, “I enjoy working at UMKC and I am content in my role, however I feel like for what I do the pay is not competitive and the title I have is not reflective of my responsibilities.” Regarding benefits, one respondent shared, “Our insurance is terrible and gets worse each year. UMKC does just enough to have the image of caring but doesn't do much past that.” Another respondent noted, “Inflation goes up our pay goes up very little and then you

sock it to us with increased insurance premiums.” Overall Staff respondents expressed extreme discontent with their compensation at UMKC.

Lack of Support for Advancement — Respondents also elaborated on the lack of institutional support for professional development and advancement. One respondent shared, “No advancement opportunities between staff and top managers show little or no desire/initiative to change that.” Another respondent added, “It is extremely difficult and rare for someone in a support staff position to be promoted to a non-support staff position despite advanced education, expert skills, and demonstrated professional development.” Other respondents echoed, “room for advancement and growth within my job/department are limited at best” and “The training/professional development is always scheduled during working hours. The position I am in I cannot go to any of them.” Salary concerns were particularly prominent with Women Staff respondents, “I would like to think that I could advance in the dept, but I'm unsure that would happen as promotions tend to favor men.” Overall, Staff respondents expressed concerns with the lack of opportunities available for advancement at UMKC.

Staff respondents' Feelings of Value at UMKC

Question 106 on the survey queried Staff respondents⁹³ about the degree to which they felt valued at UMKC. Frequencies and significant differences based on staff status (Hourly or Salary/Administrator without Faculty Rank) gender identity⁹⁴, sexual identity, racial identity,⁹⁵ disability status, citizenship status, military status, and religious/spiritual identity are provided in Tables 69 through 72.

Eighty-two percent ($n = 809$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers in their department (Table 69). Hourly Staff respondents (7%, $n = 31$) were significantly more likely to “disagree” that they felt valued by coworkers in their department than were Salary Staff respondents (3%, $n = 16$).

Sixty-nine percent ($n = 680$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by coworkers outside of their department. Significance again emerged by staff status such that Hourly Staff respondents (3%, $n = 13$) were significantly more likely to “strongly disagree” that they felt valued by coworkers outside of their department than were Salary Staff respondents ($n < 5$).

Seventy-seven percent ($n = 762$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by their supervisors/managers. Salary Staff respondents (42%, $n = 209$) were significantly more likely to “strongly agree” than were Hourly Staff respondents (35%, $n = 159$) that they felt valued by their supervisors/managers.

More than half (58%, $n = 570$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by UMKC students. Hourly Staff respondents (3%, $n = 14$) were significantly more likely

⁹³The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

⁹⁴Transpectrum Staff respondents were not included in these analyses because the numbers ($n = 13$) were too few to ensure confidentiality.

⁹⁵As a result of small numbers of Additional People of Color Staff respondents ($n = 11$), Asian/Asian American Staff respondents ($n = 20$), and Hispanic/Latin@/Chican@ Staff respondents ($n = 27$), these three categories were combined to create a new variable ASFR was created. Black/African/African American Staff respondents ($n = 144$) were not included within this newly created variable.

to “strongly disagree” that they felt valued by UMKC students than did Salary Staff respondents (1%, $n = 5$).

Just under half (46%, $n = 456$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by UMKC faculty. Salary Staff respondents (14%, $n = 67$) were significantly more likely to “disagree” that they felt valued by UMKC faculty than were Hourly Staff respondents (9%, $n = 40$).

Slightly less, 42% ($n = 412$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by UMKC senior administrators (e.g., chancellor, vice chancellors, provost). Significance emerged by racial identity such that Additional Staff of Color (47%, $n = 27$) were significantly more likely to “agree” that they felt valued by UMKC senior administrators than did Multiracial Staff respondents (24%, $n = 14$) and White Staff respondents (28%, $n = 191$).

Nearly half (49%, $n = 479$) of Staff respondents “strongly agreed” or “agreed” that they felt valued by UMKC administrators (e.g., dean, department chair). Women Staff respondents (13%, $n = 84$) were significantly more likely to “disagree” that they felt valued by UMKC administrators than were Men Staff respondents (8%, $n = 26$).

Table 69. Staff respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my department.	375	37.8	434	43.8	112	11.3	50	5.0	21	2.1
Staff status ^{cvi}										
Hourly Staff	161	35.5	190	41.9	58	12.8	31	6.8	14	3.1
Salary Staff	199	40.0	228	45.9	48	9.7	16	3.2	6	1.2
I feel valued by co-workers outside my department.	208	21.1	472	47.9	227	23.0	61	6.2	17	1.7
Staff status ^{cvi}										
Hourly Staff	87	19.3	205	45.6	114	25.3	31	6.9	13	2.9
Salary Staff	112	22.7	246	49.8	105	21.3	28	5.7	< 5	---
I feel valued by my supervisor/manager.	380	38.4	382	38.6	114	11.5	66	6.7	48	4.8
Staff status ^{cix}										
Hourly Staff	159	35.0	176	38.8	51	11.2	40	8.8	28	6.2

Table 69. Staff respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salary Staff	209	42.1	193	38.9	56	11.3	21	4.2	17	3.4
I feel valued by UMKC students.	199	20.2	371	37.7	353	35.9	41	4.2	20	2.0
Staff status ^{cx}										
Hourly Staff	99	22.0	175	39.0	141	31.4	20	4.5	14	3.1
Salary Staff	94	19.0	17+	36.2	195	39.5	21	4.3	5	1.0
I feel valued by UMKC faculty.	115	11.7	341	34.7	367	37.3	107	10.9	54	5.5
Staff status ^{cxii}										
Hourly Staff	61	13.6	165	36.7	156	34.7	40	8.9	27	6.0
Salary Staff	48	9.7	158	31.9	196	39.6	67	13.5	26	5.3
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	132	13.3	280	28.3	377	38.1	134	13.5	67	6.8
Racial identity ^{cxiii}										
Additional Staff of Color	< 5	---	27	47.4	22	38.6	< 5	---	< 5	---
Black/African/African American	26	17.9	41	28.3	56	38.6	15	10.3	7	4.8
White	93	13.4	191	27.6	265	38.2	96	13.9	48	6.9
Multiracial	7	11.9	14	23.7	19	32.2	14	23.7	5	8.5
I feel valued by UMKC administrators (e.g., dean, department chair).	167	17.1	312	31.9	328	33.5	113	11.5	59	6.0
Gender identity ^{cxiiii}										
Woman	115	18.1	199	31.4	196	30.9	84	13.2	40	6.3
Man	46	14.6	110	34.8	117	37.0	26	8.2	17	5.4

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Table 70 depicts Staff/Administrator respondents’ attitudes about certain aspects of the climate in their departments/programs and at UMKC. Subsequent analyses were conducted to identify significant differences in responses by staff status (Hourly or Salary/Administrator without Faculty Rank) gender identity⁹⁶, sexual identity, racial identity,⁹⁷ disability status, citizenship status, military service, and religious/spiritual identity; only significant differences are reported.

⁹⁶Transpectrum Staff respondents were not included in these analyses because the numbers (*n* = 13) were too few to ensure confidentiality.

⁹⁷As a result of small numbers of Additional People of Color Staff respondents (*n* = 11), Asian/Asian American Staff respondents (*n* = 20), and Hispanic/Latin@/Chican@ Staff respondents (*n* = 27), these three categories were combined to create a new variable ASFR was created. Black/African/African American Staff respondents (*n* = 144) were not included within this newly created variable.

Twenty-two percent ($n = 218$) of Staff respondents “strongly agreed” or “agreed” that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background. Men Staff respondents (7%, $n = 21$) were significantly more likely to “strongly agree” that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background than were Women Staff respondents (3%, $n = 21$). Additionally, Black/African/African American Staff respondents (28%, $n = 40$) were significantly more likely to “agree” that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background than were White Staff respondents (15%, $n = 101$). By military status, Military Service Staff respondents (16%, $n = 7$) were significantly more likely to “strongly agree” that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background than were Non-Military Service Staff respondents (4%, $n = 33$).

Nineteen percent ($n = 185$) of Staff respondents “strongly agreed” or “agreed” that their supervisors/managers pre-judged their abilities based on their perception of their identity/background. Hourly Staff respondents (7%, $n = 29$), more so than Salary Staff respondents (2%, $n = 12$), were significantly more likely to “strongly agree” that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background. Similarly, Men Staff respondents (7%, $n = 21$) were significantly more likely to “strongly agree” that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background than were Women Staff respondents (4%, $n = 23$). Additionally, Black/African/African American Staff respondents (21%, $n = 30$) were significantly more likely to “agree” that supervisors/managers pre-judged their abilities based on their perceptions of their identity/background than were White Staff respondents (12%, $n = 84$). By citizenship status, U.S. Citizen Staff respondents (36%, $n = 332$) were significantly more likely to “disagree” that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background than were Non-U.S. Citizen Staff respondents (19%, $n = 13$). Similarly, by military status, Military Service Staff respondents (16%, $n = 7$) were significantly more likely to “strongly agree” that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background than were Non-Military Service Staff respondents (4%, $n = 37$).

Twenty-one percent ($n = 199$) of Staff respondents “strongly agreed” or “agreed” that faculty prejudged their abilities based on their perception of their identity/background. Men Staff respondents (24%, $n = 76$) were significantly less likely to “disagree” than were Women Staff respondents (31%, $n = 195$) that faculty prejudged their abilities based on their perception of their identity/background. Additional Staff of Color (57%, $n = 32$) were significantly more likely to “neither agree nor disagree” than were White Staff respondents (35%, $n = 235$) that faculty prejudged their abilities based on their perception of their identity/background.

Table 70. Staff respondents’ Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	43	4.4	175	17.7	271	27.5	333	33.8	164	16.6
Gender identity ^{cxiv}										
Woman	21	3.3	112	17.5	161	25.2	231	36.1	115	18.0
Man	21	6.6	57	17.9	99	31.1	95	29.9	46	14.5
Racial identity ^{cxv}										
Additional Staff of Color	< 5	---	13	23.6	15	27.3	21	38.2	< 5	---
Black/African/African American	18	12.5	40	27.8	38	26.4	34	23.6	14	9.7
White	18	2.6	101	14.6	190	27.4	259	37.3	126	18.2
Multiracial	< 5	---	10	17.2	17	29.3	12	20.7	16	27.6
Military status ^{cxvi}										
Military Service	7	15.6	9	20.0	13	28.9	11	24.4	5	11.1
Non-Military Service	33	3.6	158	17.4	246	27.1	316	34.8	155	17.1
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	46	4.7	139	14.1	253	25.7	348	35.3	199	20.2
Staff status ^{cxvii}										
Hourly Staff	29	6.5	65	14.5	117	23.2	150	33.6	86	19.2
Salary Staff	12	2.4	70	14.1	122	24.5	186	37.4	107	21.5
Gender identity ^{cxviii}										
Woman	23	3.6	90	14.1	147	23.0	236	37.0	142	22.3
Man	21	6.6	45	14.1	95	29.8	103	32.3	55	17.2
Racial identity ^{cxix}										
Additional Staff of Color	< 5	---	9	15.8	18	31.6	21	36.8	7	12.3
Black/African/African American	16	11.2	30	21.0	35	24.5	42	29.4	20	14.0
White	24	3.5	84	12.1	174	25.1	260	37.6	150	21.7
Multiracial	< 5	---	10	17.2	16	27.6	14	24.1	16	27.6
Citizenship status ^{cxx}										

Table 70. Staff respondents’ Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
U.S. Citizen	44	4.8	125	13.7	227	24.9	332	36.4	185	20.3
Non-U.S. Citizen	< 5	---	13	19.4	26	38.8	13	19.4	13	19.4
Military status ^{cxxi}										
Military Service	7	15.6	7	15.6	14	31.1	11	24.4	6	13.3
Non-Military Service	37	4.1	125	13.8	228	25.2	330	36.4	186	20.5
I think that faculty pre-judges my abilities based on their perception of my identity/background.	51	5.3	148	15.2	370	38.1	276	28.4	126	13.0
Gender identity ^{cxvii}										
Woman	31	4.9	94	14.9	219	34.8	195	31.0	90	14.3
Man	18	5.7	51	16.2	135	43.0	76	24.2	34	10.8
Racial identity ^{cxviii}										
Additional Staff of Color	< 5	---	7	12.5	32	57.1	12	21.4	< 5	---
Black/African/African American	12	8.3	28	19.4	62	43.1	31	21.5	11	7.6
White	31	4.6	97	14.3	235	34.6	217	31.9	100	14.7
Multiracial	< 5	--	7	12.3	27	47.4	11	19.3	8	14.0

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

More than half (53%, *n* = 517) of Staff respondents “strongly agreed” or “agreed” that their department/program encouraged free and open discussion of difficult topics (Table 71). No statistically significant differences were found between groups.

Sixty-eight percent (*n* = 674) of Staff respondents “strongly agreed” or “agreed” that their skills were valued. Hourly Staff respondents (8%, *n* = 35) were significantly more likely to “strongly disagree” than were Salary Staff respondents (4%, *n* = 18) that their skills were valued.

Black/African/African American Staff respondents (33%, *n* = 48) were significantly less likely than were White Staff respondents (50%, *n* = 348) and Additional Staff of Color respondents (61%, *n* = 35) to “agree” that their skills were valued.

Sixty-nine percent (*n* = 680) of Staff respondents “strongly agreed” or “agreed” that their work was valued. Significance again emerged by staff status with a significantly greater percentage of Salary Staff respondents (50%, *n* = 248) indicating that they “agree” that their work was valued than did Hourly Staff respondents (41%, *n* = 185).

Table 71. Staff respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that my department/program encourages free and open discussion of difficult topics.	182	18.6	335	34.2	240	24.5	146	14.9	77	7.9
I feel that my skills are valued.	215	21.7	459	46.4	157	15.9	104	10.5	55	5.6
Staff status ^{cxxiv}										
Hourly Staff	96	21.3	188	41.7	78	17.3	54	12.0	35	7.8
Salary Staff	109	21.9	253	50.8	72	14.5	46	9.2	18	3.6
Racial identity ^{cxxv}										
Additional Staff of Color	8	14.0	35	61.4	11	19.3	< 5	---	0	0.0
Black/African/African American	33	22.9	48	33.3	35	24.3	18	12.5	10	6.9
White	148	21.3	348	50.1	86	12.4	73	10.5	40	5.8
Multiracial	16	27.6	20	34.5	13	22.4	6	10.3	< 5	---
I feel that my work is valued.	228	23.1	452	45.8	172	17.4	82	8.3	52	5.3
Staff status ^{cxxvi}										
Hourly Staff	106	23.6	185	41.1	86	19.1	44	9.8	29	6.4
Salary Staff	112	22.6	248	50.1	81	16.4	34	6.9	20	4.0

Note: Table reports only Staff/Administrator without Faculty Rank responses (*n* = 998).

Table 72 depicts Staff respondents’ attitudes about actions taken to address the needs of at-risk underserved students at UMKC. Subsequent analyses were conducted to identify significant differences in responses by staff status (Hourly or Salary/Administrator without Faculty Rank) gender identity⁹⁸, sexual identity, racial identity,⁹⁹ disability status, citizenship status, military service, and religious/spiritual identity. Only significant differences are reported.

⁹⁸Transpectrum Staff respondents were not included in these analyses because the numbers (*n* = 13) were too few to ensure confidentiality.

⁹⁹As a result of small numbers of Additional People of Color Staff respondents (*n* = 11), Asian/Asian American Staff respondents (*n* = 20), and Hispanic/Latin@/Chican@ Staff respondents (*n* = 27), these three categories were combined to create a new variable ASFR was created. Black/African/African American Staff respondents (*n* = 144) were not included within this newly created variable.

Forty-four percent ($n = 424$) of Staff respondents “strongly agreed” or “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Men Staff respondents (31%, $n = 8$) were significantly more likely to “neither agree nor disagree” than were Women Staff respondents (44%, $n = 277$) that senior administrators had taken direct actions to address the needs of at-risk/underserved students

Only 34% ($n = 328$) of Staff respondents “strongly agreed” or “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. A significantly greater percentage of Women Staff respondents (4%, $n = 27$) “strongly disagreed” that faculty had taken direct actions to address the needs of at-risk/underserved students than did Men Staff respondents (2%, $n = 5$).

Lastly, 32% ($n = 312$) of Staff respondents “strongly agreed” or “agreed” that students had taken direct actions to address the needs of at-risk/underserved students. No statistically significant differences were found between groups.

Table 72. Staff respondents’ Feelings of Actions Taken

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	112	11.5	312	32.1	463	47.7	58	6.0	26	2.7
Gender identity ^{cxxvii}										
Woman	81	12.9	204	32.5	277	44.2	44	7.0	21	3.3
Man	31	9.5	98	31.0	170	53.8	14	4.4	< 5	---
Faculty have taken direct actions to address the needs of at-risk/underserved students.	88	9.1	240	24.7	535	55.2	73	7.5	34	3.5
Gender identity ^{cxxviii}										
Woman	62	9.9	162	25.8	325	51.8	51	8.1	27	4.3
Man	24	7.6	72	22.9	194	61.6	20	6.3	5	1.6
Students have taken direct actions to address the needs of at-risk/underserved students.	77	8.0	235	24.4	601	62.3	38	3.8	14	1.5

Note: Table reports only Staff/Administrator without Faculty Rank responses ($n = 998$).

One hundred Staff respondents elaborated on their sense of value at UMKC. Two themes emerged: inconsistencies in expressions of value and concerns with campus leadership.

Inconsistencies in Expressions of Value — Respondents noted inconsistencies in expressions of value at UMKC. One respondent reported, “I do feel valued by our Dean, but by very few of the department chairs.” Another respondent shared, “I am fortunate to have the total support of my direct supervisor. This is not the case for everyone in my department.” Other respondents added, “I feel valued and supported within my department NOW, I do not feel that way with senior administrators or any other administrators” and “I feel valued by the faculty and Dean, but not my immediate supervisor.” Finally, one more respondent explained, “I have a wonderful supervisor who values his department and staff and is encouraging. His superiors and upper administration are not so supported of the department and departmental efforts.”

Perceived Lack of Value with Leadership & Supervisors — Respondents also expressed concerns regarding their sense of value from leadership at UMKC, both senior and direct leadership. Some respondents described these sentiments noting, “Administration does not value staff. We are easily replaced and are treated as such.” Another elaborated, “I don't feel valued by senior leadership. I know that there are lunches where senior leadership serves the staff but I personally do not feel that sends a message that I am personally valued.” Other respondents described their more immediate leaders, one respondent shared, “I do not feel valued by my supervisor. I could be doing so much more for the University, but she doesn't trust her subordinates.” Another respondent explained, “I feel really limited in my role. I don't think my manager understands that I am capable of so much more.” Reflecting, again, on leadership more broadly, others wrote, “The senior administrators are far removed from day-to-day activities at UMKC” and “Little to no response from upper administration on the overall climate of the school. An EXTREMELY high amount of turnover, specifically from people of color and it seems to be largely ignored at every level.” Overall Staff respondents expressed concerns with how valued they felt by their leadership at UMKC.

^{lxxxiii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that UMKC provides them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 959) = 11.3, p < .05$.

^{lxxxiv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that UMKC provides them with resources to pursue training/professional development opportunities by racial identity: $\chi^2(12, N = 952) = 23.8, p < .05$.

^{lxxxv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that their supervisors provided them with resources to pursue training/professional development opportunities by gender identity: $\chi^2(4, N = 953) = 23.8, p < .001$.

^{lxxxvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that their supervisors provided them with resources to pursue training/professional development opportunities by military status: $\chi^2(4, N = 949) = 14.9, p < .01$.

^{lxxxvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that UMKC was supportive of taking extended leave by staff position status: $\chi^2(3, N = 942) = 10.4, p < .05$.

^{lxxxviii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that UMKC was supportive of taking extended leave by gender identity: $\chi^2(4, N = 954) = 10.5, p < .05$.

^{lxxxix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that their supervisors were supportive of their taking leave by staff position status: $\chi^2(3, N = 933) = 12.6, p < .05$.

^{xc}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by staff position status: $\chi^2(3, N = 941) = 16.2, p < .01$.

^{xcI}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by racial identity: $\chi^2(12, N = 945) = 23.1, p < .05$.

^{xcii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that staff in their department/program who used family accommodation policies were disadvantaged in promotion or evaluations by citizenship status: $\chi^2(4, N = 976) = 9.8, p < .05$.

^{xciii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that staff salaries were competitive by staff position status: $\chi^2(3, N = 948) = 17.5, p < .01$.

^{xciv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that staff salaries were competitive by gender identity: $\chi^2(4, N = 960) = 12.0, p < .05$.

^{xcv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that staff salaries were competitive by citizenship status: $\chi^2(4, N = 984) = 10.3, p < .05$.

^{xcvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that vacation and personal time benefits were competitive by staff position status: $\chi^2(3, N = 944) = 30.1, p < .001$.

^{xcvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that health insurance benefits were competitive by staff position status: $\chi^2(3, N = 944) = 19.6, p < .01$.

^{xcviii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that health insurance benefits were competitive by racial identity: $\chi^2(12, N = 949) = 26.5, p < .01$.

^{xcix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that health insurance benefits were competitive by gender identity: $\chi^2(4, N = 945) = 24.0, p < .001$.

^cA chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that health insurance benefits were competitive by citizenship status: $\chi^2(4, N = 968) = 11.7, p < .05$.

- ^{ci}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that retirement benefits were competitive by gender identity: $\chi^2(4, N = 950) = 13.0, p < .05$.
- ^{cii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that staff opinions were valued by UMKC faculty by staff position status: $\chi^2(3, N = 943) = 13.8, p < .01$.
- ^{ciii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that staff opinions were valued by UMKC faculty by racial identity: $\chi^2(12, N = 946) = 24.6, p < .05$.
- ^{civ}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that staff opinions were valued by UMKC faculty by citizenship status: $\chi^2(4, N = 977) = 11.2, p < .05$.
- ^{cv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that there were clear procedures for how they can advance at UMKC by staff position status: $\chi^2(3, N = 944) = 11.0, p < .05$.
- ^{cvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that there were clear procedures for how they can advance at UMKC by gender identity: $\chi^2(4, N = 954) = 23.60, p < .001$.
- ^{cvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by coworkers in their department by staff position status: $\chi^2(3, N = 951) = 14.5, p < .01$.
- ^{cvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by coworkers outside their department by staff position status: $\chi^2(3, N = 944) = 11.6, p < .05$.
- ^{cix}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by their supervisors/managers by staff position status: $\chi^2(3, N = 950) = 14.6, p < .01$.
- ^{cx}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by UMKC students by staff position status: $\chi^2(3, N = 943) = 11.0, p < .05$.
- ^{cx}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by UMKC faculty by staff position status: $\chi^2(3, N = 944) = 10.9, p < .05$.
- ^{cxii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by UMKC senior administrators by racial identity: $\chi^2(12, N = 954) = 24.3, p < .05$.
- ^{cxiii}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt valued by UMKC administrators by gender identity: $\chi^2(4, N = 950) = 9.6, p < .05$.
- ^{cxiv}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background by gender identity: $\chi^2(4, N = 958) = 12.1, p < .05$.
- ^{cxv}A chi-square test was conducted to compare percentages of Staff/Research Scientist/Engineer/Senior Administrator without Faculty Rank respondents who indicated on the survey that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background by racial identity: $\chi^2(12, N = 951) = 63.0, p < .001$.
- ^{cxvi}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that coworkers in their work units pre-judged their abilities based on their perceptions of their identity/background by military status: $\chi^2(4, N = 953) = 17.0, p < .01$.
- ^{cxvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background by staff position status: $\chi^2(3, N = 944) = 10.9, p < .05$.
- ^{cxviii}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background by gender identity: $\chi^2(4, N = 957) = 11.8, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Staff/Research Scientist/Engineer/Senior Administrator without Faculty Rank respondents who indicated on the survey that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background by racial identity: $\chi^2(12, N=950) = 35.2, p < .001$.

^{cxx}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank who indicated on the survey that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background by citizenship status: $\chi^2(4, N=980) = 11.7, p < .05$.

^{cxxi}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that their supervisors/managers pre-judged their abilities based on their perceptions of their identity/background by military status: $\chi^2(4, N=951) = 15.7, p < .01$.

^{cxxii}A chi-square test was conducted to compare percentages Staff/Administrator without Faculty Rank respondents who indicated on the survey that faculty pre-judged their abilities based on their perceptions of their identity/background by gender identity: $\chi^2(4, N=943) = 9.5, p < .05$.

^{cxxiii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that faculty pre-judged their abilities based on their perceptions of their identity/background by racial identity: $\chi^2(12, N=937) = 31.3, p < .01$.

^{cxxiv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt that their skills were valued by staff position status: $\chi^2(3, N=949) = 14.4, p < .01$.

^{cxxv}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt that their skills were valued by racial identity: $\chi^2(12, N=954) = 34.0, p < .01$.

^{cxxvi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that they felt that their work was valued by staff position status: $\chi^2(3, N=945) = 10.3, p < .05$.

^{cxxvii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(4, N=943) = 12.1, p < .05$.

^{cxxviii}A chi-square test was conducted to compare percentages of Staff/Senior Administrator without Faculty Rank respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(4, N=942) = 11.0, p < .05$.

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

Three survey items queried Faculty respondents ($n = 521$) about their opinions regarding various issues specific to workplace climate and faculty work (Tables 73 through 76). Question 39 queried Tenured and Tenure-Track Faculty respondents ($n = 239$), Question 41 addressed Non-Tenure-Track Faculty respondents ($n = 233$), and Question 43 addressed all Faculty respondents.¹⁰⁰ Chi-square analyses were conducted by faculty status (Tenured, Tenure-Track, and Non-Tenure-Track) gender identity¹⁰¹, sexual identity, racial identity,¹⁰² citizenship status. Only significant differences are reported.¹⁰³

Table 73 illustrates that the majority of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria for tenure were clear (79%, $n = 186$). Sixty-five percent ($n = 155$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that tenure standards/promotion standards were applied equally to faculty in their schools/department. No statistically significant differences were found between groups. Sixty-four percent ($n = 147$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt supported and mentored during the tenure-track years. No statistically significant differences were found between groups.

Only 41% ($n = 92$) of Tenured and Tenure-Track Faculty respondents noted that they believed that faculty used UMKC policies for delay of the tenure-clock. Significantly greater percentages

¹⁰⁰The term “Faculty respondents” will be used throughout this section to represent the experiences of Tenured Faculty, Tenure-Track Faculty, Non-Tenure-Track Faculty, Emeritus Faculty, and Administrators with Faculty Rank.

¹⁰¹Transspectrum Tenured and Tenure-Track Faculty were not included in any analyses for Question 39 because their numbers ($n < 5$) were too few to ensure confidentiality.

¹⁰²As a result of small numbers of Multiracial Tenured or Tenured-Track Faculty ($n = 6$), they were not included in analyses by racial identity. Additionally, though the LCST originally decided upon a more disaggregated breakdown of racial identity, as a result of small numbers all non-White Tenured or Tenure-Track Faculty were combined into one category, which will be used referenced throughout this section as Tenured or Tenure-Track Faculty of Color.

¹⁰³No analyses were run by disability status for Question 39 because there were too few respondents with either a single disability ($n = 20$) or multiple disabilities ($n = 5$) to ensure their confidentiality. No analyses were run by military status for Question 39 because there were too few Military Service respondents ($n = 7$) to ensure their confidentiality. Lastly, no analyses were run by religious/spiritual affiliation because there were too few respondents who identified as either Additional Religious/Spiritual Affiliation ($n = 20$) or Multiple Affiliation ($n = 8$) to ensure their confidentiality.

of Tenure-Track Faculty respondents (42%, $n = 27$) than Tenured Faculty respondents (23%, $n = 37$) “agreed” that faculty used UMKC policies for delay of the tenure-clock.

Table 73. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria for tenure are clear.	74	31.2	112	47.3	34	14.3	17	7.2
The tenure standards/promotion standards are applied equally to faculty in my school/department.	60	25.3	95	40.1	57	24.1	25	10.5
Supported and mentored during the tenure-track years.	62	27.0	85	37.0	52	22.6	31	13.5
UMKC policies for delay of the tenure-clock are used by all faculty.	28	12.6	64	28.7	107	48.0	24	10.8
Faculty status ^{CXXIX}								
Tenured	22	13.8	37	23.3	80	50.3	20	12.6
Tenure-Track	6	9.4	27	42.2	27	2.2	< 5	---

Note: Table reports only Tenured and Tenure-Track Faculty responses ($n = 239$).

Table 74 illustrates that 70% ($n = 167$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by UMKC. A significantly greater percentage of Tenure-Track Faculty respondents (36%, $n = 25$) than Tenured Faculty respondents (18%, $n = 31$) “strongly agreed” that research was valued by UMKC.

Seventy-four percent ($n = 177$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by UMKC. Similarly, a significantly greater percentage of Tenure-Track Faculty respondents (34%, $n = 24$) than Tenured Faculty respondents (17%, $n = 29$) “strongly agreed” that teaching was valued by UMKC.

Sixty percent ($n = 142$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that their service contributions were valued by UMKC. By racial identity Tenured and Tenure-Track Faculty Color respondents (65%, $n = 28$) were significantly more likely to “agree”

than were White Tenured and Tenured-Track Faculty (43%, $n = 74$) that their service contributions were valued by UMKC. Additionally, Non-U.S. Citizen Tenured and Tenure-Track Faculty (70%, $n = 32$) were significantly more likely to “agree” that their service contributions were valued by UMKC than were U.S. Citizen Tenured and Tenure-Track Faculty (40%, $n = 74$).

One quarter (25%, $n = 57$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to change their research/scholarship agenda to achieve tenure/promotion. No statistically significant differences were found between groups.

Table 74. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by UMKC.	56	23.5	111	46.6	48	20.2	23	9.7
Faculty status ^{cxxx}								
Tenured	31	18.3	80	47.3	39	23.1	19	11.2
Tenure-Track	25	36.2	31	44.9	9	13.0	< 5	---
Teaching is valued by UMKC.	53	22.2	124	51.9	47	19.7	15	6.3
Faculty status ^{cxxxi}								
Tenured	29	17.2	88	52.1	41	24.3	11	6.5
Tenure-Track	24	34.3	36	51.4	6	8.6	< 5	---
Service contributions are valued by UMKC.	34	14.3	108	45.4	61	25.6	35	14.7
Racial identity ^{cxxxii}								
Faculty of Color	6	14.0	28	65.1	7	16.3	< 5	---
White	25	14.4	74	42.5	46	26.4	29	16.7
Citizenship status ^{cxxxiii}								
U.S. Citizen	27	14.4	74	39.6	56	29.9	30	16.0
Non-U.S. Citizen	6	13.0	32	69.6	< 5	---	< 5	---
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	19	8.3	38	16.7	108	47.4	63	27.6

Note: Table reports only Tenured and Tenure-Track Faculty responses ($n = 239$).

Nearly half (49%, $n = 114$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they were burdened by service responsibilities beyond those of their colleagues

with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 75).

Fifty-five percent ($n = 130$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). No statistically significant differences were found between groups.

Only 12% ($n = 26$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty members in their departments/programs who used family accommodation (FMLA) policies were disadvantaged in promotion and/or tenure (e.g., child care, elder care).

Table 75. Tenured and Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	48	20.6	66	28.3	97	41.6	22	9.4
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).	48	20.3	82	34.7	91	38.6	15	6.4
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	7	3.2	19	8.6	132	60.0	62	28.2

Note: Table reports only Tenured and Tenure-Track Faculty responses ($n = 239$).

Forty-three percent ($n = 99$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost) (Table 76). Tenured Faculty respondents (27%, $n = 44$) were

significantly more likely to “strongly disagree” that faculty opinions were taken seriously by senior administrators than were Tenure-Track Faculty respondents (11%, $n = 7$).

Slightly less than two-thirds (64%, $n = 147$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that faculty opinions were valued within UMKC committees. Tenured Faculty respondents (8%, $n = 13$) were significantly less likely to “strongly agree” than were Tenure-Track Faculty respondents (22%, $n = 14$) faculty opinions were valued within UMKC committees.

Thirty-five percent ($n = 81$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they wanted more opportunities to participate in substantive committee assignments. Significance emerged by gender identity with significantly greater percentages of Men Tenured and Tenure-Track Faculty respondents (39%, $n = 46$) than Women Tenured and Tenure-Track Faculty respondents (18%, $n = 18$) indicating that they “agree” that they wanted more opportunities to participate in substantive committee assignments.

Seventy-seven percent ($n = 181$) of Tenured and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they had opportunities to participate in substantive committee assignments. No statistically significant differences were found between groups.

Table 76. Tenure and Tenure-Track Respondents’ Perceptions of Workplace Climate

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).									
		28	12.2	71	31.0	79	34.5	51	22.3
Faculty status ^{xxxxiv}									
	Tenured	17	10.3	47	28.5	57	34.5	44	26.7
	Tenure-Track	11	17.2	24	37.5	22	34.4	7	10.9
Faculty opinions are valued within UMKC committees.									
		27	11.8	120	52.6	58	25.4	23	10.1
Faculty status ^{xxxxv}									
	Tenured	13	7.9	89	54.3	45	27.4	17	10.4
	Tenure-Track	14	21.9	31	48.4	13	20.3	6	9.4

Table 76. Tenured and Tenure-Track Respondents’ Perceptions of Workplace Climate

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I would like more opportunities to participate in substantive committee assignments.	15	6.5	66	28.7	121	52.6	28	12.2
Gender identity ^{xxxvi}								
Women	7	6.9	18	17.6	60	58.8	17	16.7
Men	< 5	---	46	39.3	60	51.3	7	6.0
I have opportunities to participate in substantive committee assignments.	46	19.7	135	57.7	39	16.7	14	6.0

Note: Table reports only Tenured and Tenure-Track Faculty responses (*n* = 239).

Seventy-three Tenured and Tenure-Track Faculty respondents contributed comments related to their experiences with workplace climate concerns at UMKC. Two main themes emerged, inconsistent service expectation and perceived lack of agency.

Inconsistent Service Expectations — One of the main sources of tension cited in narratives about service at UMCK was inconsistent service expectations and unequal distribution of service responsibilities. One respondent shared, “UMKC needs a high level of service involvement to be a key part of the Kansas City community. But only some faculty embrace that role.” Another respondent noted, “The service and mentoring burden does not fall equally on tenured faculty members.” One respondent noted an identity-based concern with regard to the unequal distribution of service, “Women do most of the service. Men ignore and bully their way out of it. There is no clear standard for ensuring that everyone does their fair share.” Faculty respondents also described feeling overloaded with service requirements. “The number of faculty in my area is very low, and as a result, the service work is never-ending.” Another respondent shared, “I would like to not be burdened with the overabundance of services activities required in my unit.” One respondent who shared these sentiments summarized, “Stated missions of teaching excellence and student development are superficial and not supported with reasonable merit raises.” Overall, there were Tenured and Tenure-Track Faculty respondents expressed concerns related to the equity in service responsibilities.

Faculty Governance — Respondents also elaborated on their experiences related to faculty governance. Respondents noted, “Faculty governance principles and procedures are routinely circumvented by administrators,” “Shared government only exist in paper,” and “Faculty governance in my school is inconsequential.” Another respondent explained, “Formal petitions from faculty, of which I was one, to the Chancellor about potential policy changes have gone unanswered more than once.” Similarly, another respondent reported, “About the committees, the general education redesign was a failure. I attended a number of meetings in which faculty concerns were legion and nothing changed.” One respondent lamented, “How are you going to get the administrators to actually respect the faculty? They say they do, but their actions speak louder than words.” Overall, respondents shared that there was a perceived lack of respect for faculty opinions and little means by which faculty to influence change at the institution.

Survey Question 41 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses were conducted by gender identity¹⁰⁴, sexual identity, citizenship status, and military status. Only significant differences are reported.¹⁰⁵

Table 77 indicates that 69% ($n = 157$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal were clear. Seventy-one percent ($n = 155$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that the criteria used for contract renewal was applied equally to all positions. Seventy-seven percent ($n = 175$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they believed expectations of their responsibilities were clear. No statistically significant differences were found between groups.

Table 77. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal is clear.	49	21.6	108	47.6	54	23.8	16	7.0
The criteria used for contract renewal is applied equally to all positions.	37	16.9	118	53.9	47	21.5	17	7.8
There are clear expectations of my responsibilities.	55	24.2	120	52.9	39	17.2	13	5.7

Note: Table reports only Non-Tenure-Track Faculty responses ($n = 233$).

¹⁰⁴Transpectrum Non-Tenure-Track Faculty were not included in any analyses for Question 41 because their numbers ($n < 5$) were too few to ensure confidentiality.

¹⁰⁵No analyses were run by disability status for Question 41 because there were too few respondents with either a single disability ($n = 7$) or multiple disabilities ($n = 6$) to ensure their confidentiality. No analyses were run by military status for Question 39 because there were too few Military Service respondents ($n = 7$) to ensure their confidentiality. No analyses were run by religious/spiritual affiliation because there were too few respondents who identified as either Additional Religious/Spiritual Affiliation ($n = 12$) or Multiple Affiliation ($n = 10$) to ensure their confidentiality. Lastly, no analyses by racial identity were conducted as a result of small numbers of Multiracial Tenured or Tenured-Track Faculty ($n = 15$), and non-White Non-Tenure-Track Faculty ($n = 21$).

Table 78 illustrates that 84% ($n = 193$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research was valued by UMKC, 78% ($n = 180$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that teaching was valued by UMKC, and 79% ($n = 180$) “strongly agreed” or “agreed” that service was valued by UMKC. No statistically significant differences were found between groups.

Table 78. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Research is valued by UMKC.	81	35.4	112	48.9	26	11.4	10	4.4
Teaching is valued by UMKC.	72	31.3	108	47.0	39	17.0	11	4.8
Service is valued by UMKC.	69	30.4	111	48.9	34	15.0	13	5.7

Note: Table reports only Non-Tenure-Track Faculty responses ($n = 233$).

Thirty-six percent ($n = 80$) of 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 79). Additionally, 43% ($n = 97$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they performed more work to help students than did their colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities). No statistically significant differences were found between groups.

Forty-one percent ($n = 94$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt pressured to do extra work that was uncompensated. No statistically significant differences were found between groups.

Fifty-three percent ($n = 120$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” that they felt that their opinions were taken seriously by their senior administrators (e.g., chancellor, vice chancellors, deans, provost) No statistically significant differences were found between groups.

Lastly, 62% ($n = 141$) of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” they had job security. No statistically significant differences were found between groups.

Table 79. Non-Tenure-Track Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	27	12.0	53	23.6	122	54.2	23	10.2
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).	36	15.9	61	27.0	109	48.2	20	8.8
Pressured to do work that is uncompensated.	35	15.3	59	25.8	111	48.5	24	10.5
Non-tenure track faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	19	8.4	101	44.9	71	31.6	34	15.1
I have job security.	30	13.2	111	48.7	59	25.9	28	12.3

Note: Table reports only Non-Tenure-Track Faculty responses ($n = 233$).

Seventy-one Non-Tenure-Track Faculty respondents elaborated on items related to teaching, service, research, and contract renewals at UMKC. Two themes emerged: low sense of value and concerns with job security/contract renewals.

Low Sense of Value — Non-Tenure-Track Faculty respondents who elaborated on a low sense of value in the UMKC community shared experiences of being passively acknowledged. One respondent shared, “Much lip service is paid to listening to contingent faculty but rarely are we consulted or supported.” Another respondent reported, “Often clinical faculty and or clinical faculty opinions are not valued or taken seriously.” Voting rights were commonly mentioned

along with perception of low value. One respondent noted, “No voting rights despite being full-time, committed, respected associate teaching faculty for 12 years is ridiculous and degrading.” Similarly, another respondent elaborated, “All faculty within my school are treated poorly but NTT have no voice or rights.” Other respondent noted class size in relation with their perception of low value stating, “I think when one professor averages 500 students per semester with limited TA support--teaching is not valued.” Another respondent added, “University claims and advertises small class sizes, however, most of my class sizes are over 60, this creates a feeling of not being valued since this is a value of UMKC.” Finally, one respondent lamented, “I feel as though I am invisible here. I am not respected nor seen as valuable by the administration.” Generally, these respondents expressed sentiments of not feeling valued, appreciated, or even cared about at UMKC.

Job Security/Renewal Concerns — Respondents also elaborated on contract renewals in conjunction with the uncertainty of the job renewal. One respondent explained, “I haven't heard that anyone's contract has NOT been renewed but I have no idea what the criteria is, especially for canceling a contract.” Similarly, another respondent shared, “I get a contract renewal letter each year but unsure of how that process occurs or if administrators higher than the level of my school dean value the input of NTT aculty.” When discussing their concerns related to contract renewal and job security respondents noted the angst and anxiety associated with the process. One respondent stated, “Constantly under pressure regarding ANNUAL contract renewal is extremely stressful.” Another respondent noted, “My job is based off whether a class makes it or not or someone in my department allows me to take this class. So I do not feel like a have job security.” Supporting the prior statements, others added, “I am in a one year position--making it hard for me to truly feel part of the team or to feel completely ‘secure’ in the job” and “No job security as non-tenure track faculty.” Overall, respondents expressed serious concerns related to their job security and the renewal process.

Additionally, Faculty respondents¹⁰⁶ were asked to rate the degree to which they agreed with a series of 16 statements (Question 43) related to faculty workplace climate. Chi-square analyses were conducted by faculty status (Tenured/Administrator with Faculty Rank, Tenure-Track, and Non-Tenure-Track) gender identity¹⁰⁷, sexual identity, racial identity,¹⁰⁸ disability status,¹⁰⁹ citizenship status, military status, religious/spiritual affiliation; only significant differences are reported.

Forty-one percent ($n = 208$) of Faculty respondents “strongly agreed” or “agreed” that salaries for tenure-track faculty positions were competitive (Table 80). Both Tenured/Administrator with Faculty Rank respondents (37%, $n = 77$) and Tenure-Track Faculty respondents (26%, $n = 18$) were significantly more likely to “strongly disagree” than were Non-Tenure-Track Faculty respondents (10%, $n = 20$) that salaries for tenure-track faculty positions were competitive. At Least One Disability Faculty respondents (39%, $n = 16$) were also significantly more likely to “strongly disagree” that salaries for tenure-track faculty positions were competitive than were No Disability Faculty respondents (21%, $n = 98$).

Only 26% ($n = 126$) of Faculty respondents “strongly agreed” or “agreed” that salaries for adjunct faculty were competitive. No statistically significant differences were found between groups.

Slightly more (32%, $n = 161$) Faculty respondents “strongly agreed” or “agreed” that salaries for non-tenure-track faculty were competitive. No statistically significant differences were found between groups.

¹⁰⁶The term “Faculty respondents” will be used throughout this section to represent the experiences of Tenured Faculty, Tenure-Track Faculty, Non-Tenure-Track Faculty, Emeritus Faculty, and Administrators with Faculty Rank.

¹⁰⁷Transspectrum Faculty respondents were not included in any analyses for Question 43 because their numbers ($n = 6$) were too few to ensure confidentiality.

¹⁰⁸Though the LCST originally decided upon a more disaggregated breakdown of racial identity, as a result of small numbers all non-White Faculty respondents were combined into one category, which will be used referenced throughout this section as Faculty of Color.

¹⁰⁹As a result of small numbers of Multiple Disabilities Faculty respondents ($n = 12$), a new variable combining all respondents who have at least 1 disability was used throughout this section and will herein be referenced as “At Least One Disability Faculty respondents.”

Eighty percent ($n = 415$) of Faculty respondents “strongly agreed” or “agreed” that health insurance benefits were competitive. No Disability Faculty respondents (69%, $n = 325$) were significantly more likely to “agree” that health insurance benefits were competitive than were At Least One Disability Faculty respondents (48%, $n = 20$).

More than half (57%, $n = 244$) of Faculty respondents “strongly agreed” or “agreed” that child care benefits were competitive. Tenure-Track Faculty respondents (37%, $n = 21$) were significantly less likely to “agree” that child care benefits were competitive than were Non-Tenure-Track Faculty respondents (59%, $n = 103$).

Slightly more than three-fourths (76%, $n = 379$) of Faculty respondents “strongly agreed” or “agreed” that retirement/supplemental benefits were competitive. At Least One Disability Faculty respondents (23%, $n = 9$) were significantly more likely to “strongly disagree” that retirement/supplemental benefits were competitive than were No Disability Faculty respondents (5%, $n = 22$).

Table 80. Faculty Respondents’ Perceptions of Salary and Benefits

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Salaries for tenure track faculty positions are competitive.	14	2.8	194	38.5	179	35.5	117	23.2
Faculty status ^{cxvii}								
Tenured/Admin w/Fac Rank	< 5	---	44	20.9	88	41.7	77	36.5
Tenure-Track	< 5	---	26	37.1	23	32.9	18	25.7
Non-Tenure-Track	7	3.5	112	56.0	61	30.5	20	10.0
Disability status ^{cxviii}								
At Least One Disability	< 5	---	9	22.0	15	36.6	16	39.0
No Disability	12	2.6	184	40.3	163	35.7	98	21.4
Salaries for adjunct faculty are competitive.	6	1.2	120	24.6	181	37.1	181	37.1
Salaries for non-tenure-track faculty are competitive.	15	3.0	146	29.0	209	41.6	133	26.4
Health insurance benefits are competitive.	68	13.2	347	67.1	75	14.5	27	5.2
Disability status ^{cxvix}								
At Least One Disability	7	16.7	20	47.6	11	26.2	< 5	---
No Disability	59	12.6	325	69.3	64	13.6	21	4.5

Table 80. Faculty Respondents’ Perceptions of Salary and Benefits

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Childcare benefits are competitive.	24	5.6	220	51.4	126	29.4	58	13.6
Faculty status ^{cxl}								
Tenured/Admin w/Fac Rank	6	3.4	85	47.8	62	34.8	25	14.0
Tenure-Track	< 5	---	21	36.8	22	38.6	10	17.5
Non-Tenure-Track	13	7.4	103	58.9	38	21.7	21	12.0
Retirement/supplemental benefits are competitive.	66	13.2	313	62.6	90	18.0	31	6.2
Disability status ^{cxli}								
At Least One Disability	< 5	---	17	43.6	9	23.1	9	23.1
No Disability	61	13.4	292	64.2	80	17.6	22	4.8

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

Twenty percent (*n* = 104) of Faculty respondents “strongly agreed” or “agreed” that people who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends) (Table 81). LGBQ Faculty respondents (22%, *n* = 12) were significantly more likely to “agree” that people who do not have children are burdened with work responsibilities beyond those who do have children than were Heterosexual Faculty respondents (12%, *n* = 50).

More than half (55%, *n* = 270) of Faculty respondents “strongly agreed” or “agreed” that people who have children or elder care were burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks). Women Faculty respondents (14%, *n* = 35) were significantly more likely to “strongly agree” than were Men Faculty respondents (7%, *n* = 16) that people who have children or elder care were burdened with balancing work and family responsibilities.

Forty-nine percent (*n* = 234) of Faculty respondents “strongly agreed” or “agreed” that UMKC provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation). Men Faculty respondents (54%,

$n = 118$) were significantly more likely to “agree” that UMKC provided adequate resources to help them manage work-life balance than were Women Faculty respondents (41%, $n = 100$).

Seventy-six percent ($n = 394$) of Faculty respondents “strongly agreed” or “agreed” that their colleagues included them in opportunities that will help their career as much as they did others in similar positions. No statistically significant differences were found between groups.

Fifty-eight percent ($n = 308$) of Faculty respondents “strongly agree” or “agreed” that UMKC provided them with resources to pursue professional development (e.g., conferences, materials, research and course design traveling). No statistically significant differences were found between groups.

Table 81. Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	33	6.5	71	13.9	323	63.5	82	16.1
Sexual identity ^{cxlii}								
LGBQ	7	13.0	12	22.2	31	57.4	< 5	---
Heterosexual	23	5.6	50	12.1	266	64.3	75	18.1
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).	53	10.9	217	44.5	200	41.0	18	3.7
Gender identity ^{cxliii}								
Women	35	14.2	116	47.0	88	35.6	8	3.2
Men	16	7.2	94	42.3	103	46.4	9	4.1
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	13	2.7	221	46.1	191	39.9	54	11.3
Gender identity ^{cxliv}								
Women	5	2.1	100	41.2	106	43.6	32	13.2
Men	7	3.2	118	54.4	74	34.1	18	8.3

Table 81. Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My colleagues include me in opportunities that will help my career as much as they do others in my position.	97	18.6	297	56.9	94	18.0	34	6.5
UMKC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	70	13.2	238	45.0	147	27.8	74	14.0

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

Sixty-five percent (*n* = 343) of Faculty respondents “strongly agreed” or “agreed” that the performance evaluation process was clear (Table 82). At Least One Disability Faculty respondents (24%, *n* = 10) more so than No Disability Faculty respondents (9%, *n* = 41) were significantly more likely to “strongly disagree” that the performance evaluation process was clear.

Fifty-eight percent (*n* = 308) of Faculty respondents “strongly agreed” or “agreed” that UMKC provided them with resources to pursue professional development. No statistically significant differences were found between groups.

Sixty-four percent (*n* = 337) of Faculty respondents “strongly agreed” or “agreed” that they were positive about their career opportunities at UMKC. No statistically significant differences were found between groups.

Seventy-two percent (*n* = 373) of Faculty respondents “strongly agreed” or “agreed” that they would recommend UMKC as a good place to work. No statistically significant differences were found between groups.

A majority (77%, *n* = 409) of Faculty respondents “strongly agreed” or “agreed” that they had job security. Non-Tenure-Track Faculty respondents (13%, *n* = 29) were significantly more likely to “strongly disagree” that they had job security than were Tenured/Administrator with

Faculty Rank respondents (3%, $n = 6$). Additionally, Multiracial Faculty respondents (20%, $n = 5$) were also significantly more likely to “strongly disagree” that they had job security than were White Faculty respondents (6%, $n = 26$).

Slightly more than half (54%, $n = 273$) of Faculty respondents “strongly agreed” or “agreed” that they felt they had access to and support for grant funding. No statistically significant differences were found between groups.

Table 82. Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The performance evaluation process is clear.	73	13.8	270	51.1	133	25.2	52	9.8
Disability status ^{cxlv}								
At Least One Disability	6	14.3	22	52.4	< 5	---	10	23.8
No Disability	66	13.7	245	50.9	129	26.8	41	8.5
UMKC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	70	13.2	238	45.0	147	27.8	74	14.0
Positive about my career opportunities at UMKC.	75	14.3	262	50.1	132	25.2	54	10.3
I would recommend UMKC as good place to work.	90	17.3	283	54.3	102	19.6	46	8.8
I have job security.	116	21.8	293	55.1	81	15.2	42	7.9
Faculty status ^{cxlvi}								
Tenured/Admin w/Fac Rank	70	32.9	125	58.7	12	5.6	6	2.8
Tenure-Track	15	21.4	38	54.3	11	15.7	6	8.6
Non-Tenure-Track	25	11.0	118	52.0	55	24.2	29	12.8
Racial identity ^{cxlvii}								
Faculty of Color	12	17.4	42	60.9	7	10.1	8	11.6
White	100	24.1	232	55.9	57	13.7	26	6.3
Multiracial	< 5	---	9	36.0	9	36.0	5	20.0

Table 82. Faculty Respondents’ Perceptions of Workplace Climate

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that I have access to and support for grant funding.	39	7.7	234	46.3	170	33.7	62	12.3

Note: Table reports Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

One hundred twenty-one Faculty respondents elaborated on their opinions related to matters of salary, benefits, and workplace climate at UMKC. Themes emerged suggesting respondents were concerned with their salary and benefits and perceived a lack of support for research and professional development.

Dissatisfaction with Salary and Benefits — Faculty respondents expressed several concerns related to their salaries. Respondents wrote, “Our salaries are ridiculously low” and “The salaries of faculty in my college are very low.” Some respondents noted these reflections in comparison with other institutions. One respondent shared, “Salaries for faculty and staff are way behind our peer institutions.” Respondents also noted benefit concerns in tandem with their comments on their salaries. One respondent shared, “Recent changes to the benefits package here have made overall compensation much less competitive.” In particular, child care was commonly noted as a desired benefit and or a benefit that respondents perceive UMKC to be lacking. “The childcare situation at UMKC (and KC more generally) is appalling.” Another respondent elaborated, “More childcare options would be great especially for other campuses besides the main campuses.”

Lack of Research and Professional Development Support — Faculty shared that they did not believe UMKC did enough to support research or their professional development. One respondent wrote, “In general, UMKC does not support faculty or care about the people at this institution.” More specifically, others reported a lack of financial support for conferences and professional development, stating, “There is no divisional monies to support travel” and “I was denied support for a small fee to attend a local conference.” Another respondent shared, “Budget constraints make it difficult to get professional development opportunities and travel to

conferences.” Similarly, others offered, “Not enough grant opportunities for NTTF librarians. Travel support has gone down since I came here.” Regarding the perception that research is not well supported at UMKC, respondents noted, “Although our salaries are abysmal...the kind of research I do is almost entirely unsupported.” Another respondent elaborated, “When there is too much work to do and little support, there is no time for research, and little support for growth.” Simply put, one respondent stated, “Research support is lagging behind.”

Faculty respondents' Feelings of Value at UMKC

Question 104 on the survey queried Faculty respondents¹¹⁰ about the degree to which they felt valued at UMKC. Frequencies and significant differences based on faculty status (Tenured/Administrator with Faculty Rank, Tenure-Track, and Non-Tenure-Track) gender identity¹¹¹, sexual identity, racial identity,¹¹² disability status,¹¹³ citizenship status, military status, religious/spiritual affiliation are provided in Tables 83 through 86.

Seventy-four percent ($n = 397$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by faculty in their department/program (Table 83). Tenure-Track Faculty respondents (55%, $n = 38$) were significantly more likely to “strongly agree” that they felt valued by faculty in their department/program than were both Non-Tenure-Track Faculty respondents (39%, $n = 89$) and Tenured/Administrator with Faculty Rank respondents (34%, $n = 74$). Additionally, LGBQ Faculty respondents (21%, $n = 12$) were significantly less likely to “agree” that they felt valued by faculty in their department/program than Heterosexual Faculty respondents (36%, $n = 158$).

Seventy-six percent ($n = 401$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by their department/program chairs. Tenure-Track Faculty respondents (59%, $n = 40$) were significantly more likely to “strongly agree” that they felt valued by their department/program chairs than were Tenured/Administrator with Faculty Rank respondents (36%, $n = 75$).

¹¹⁰The term “Faculty respondents” will be used throughout this section to represent the experiences of Tenured Faculty, Tenure-Track Faculty, Non-Tenure-Track Faculty, Emeritus Faculty, and Administrators with Faculty Rank.

¹¹¹Transspectrum Faculty respondents were not included in any analyses for Question 43 because their numbers ($n = 6$) were too few to ensure confidentiality.

¹¹²Though the LCST originally decided upon a more disaggregated breakdown of racial identity, as a result of small numbers all non-White Faculty respondents were combined into one category, which will be used referenced throughout this section as Faculty of Color.

¹¹³As a result of small numbers of Multiple Disabilities Faculty respondents ($n = 12$), a new variable combining all respondents who have at least 1 disability was used throughout this section and will herein be referenced as “At Least One Disability Faculty respondents.”

Seventy-three percent ($n = 393$) of Faculty respondents felt valued by other faculty at UMKC. Non-U.S. Citizen Faculty respondents (6%, $n = 5$) were significantly more likely to “strongly disagree” that they felt valued by other faculty at UMKC than were U.S. Citizen Faculty respondents (2%, $n = 7$).

A majority (84%, $n = 435$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. No statistically significant differences were found between groups.

Only 47% ($n = 252$) of Faculty respondents “strongly agreed” or “agreed” that they felt valued by UMKC senior administrators (e.g., chancellor, vice chancellors, provost). Non-Tenure-Track Faculty respondents (33%, $n = 76$) were significantly more likely to “agree” that they felt valued by UMKC senior administrators than were Tenure-Track Faculty respondents (18%, $n = 12$). Additionally, U.S. Citizen Faculty respondents (15%, $n = 66$) were significantly less likely “strongly agree” than were Non-U.S. Citizen Faculty respondents (28%, $n = 22$) that they felt valued by UMKC senior administrators.

Fifty-eight percent of Faculty respondents ($n = 313$) “strongly agreed” or “agreed” that they felt valued by UMK administrators (e.g., deans, department chairs). No statistically significant differences were found between groups.

Table 83. Faculty Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department/program.	213	39.4	184	34.1	69	12.8	51	9.4	23	4.3
Faculty status ^{cxlviii}										
Tenured/Admin w/Fac Rank	74	34.1	76	35.0	36	16.6	20	9.2	11	5.1
Tenure-Track	38	55.1	15	21.7	5	7.2	6	8.7	5	7.2
Non-Tenure-Track	89	38.5	87	37.7	26	11.3	23	10.0	6	2.6
Sexual identity ^{cxlix}										
LGBQ	29	50.0	12	20.7	5	8.6	10	17.2	< 5	---
Heterosexual	174	39.6	158	36.0	53	12.1	37	8.4	17	3.9

Table 83. Faculty Respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by my department/program chair.	227	42.7	174	32.8	58	10.9	43	8.1	29	5.5
Faculty status ^{cl}										
Tenured/Admin w/Fac Rank	75	35.7	75	35.7	21	10.0	21	10.0	18	8.6
Tenure-Track	40	58.8	14	20.6	7	10.3	< 5	---	< 5	---
Non-Tenure-Track	103	44.8	78	33.9	27	11.7	16	7.0	6	2.6
I feel valued by other faculty at UMKC.	169	31.4	224	41.6	95	17.6	39	7.2	12	2.2
Citizenship status ^{cli}										
U.S. Citizen	141	31.1	192	42.4	77	17.0	36	7.9	7	1.5
Non-U.S. Citizen	27	34.6	30	38.5	14	17.9	< 5	---	5	6.4
I feel valued by students in the classroom.	205	39.4	230	44.2	71	13.7	11	2.1	< 5	---
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	88	16.4	164	30.5	172	32.0	64	11.9	49	9.1
Faculty status ^{clii}										
Tenured/Admin w/Fac Rank	40	18.6	70	32.6	53	24.7	27	12.6	25	11.6
Tenure-Track	11	16.2	12	17.6	30	44.1	7	10.3	8	11.8
Non-Tenure-Track	27	11.7	76	33.0	84	36.5	27	11.7	16	7.0
Citizenship status ^{cliii}										
U.S. Citizen	66	14.6	142	31.5	146	32.4	55	12.2	42	9.3
Non-U.S. Citizen	22	28.2	19	24.4	25	32.1	6	7.7	6	7.7
I feel valued by UMKC administrators (e.g., dean, department chair).	137	25.5	176	32.8	88	16.4	75	14.0	61	11.4

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

Twenty-six percent (*n* = 137) of Faculty respondents “strongly agreed” or “agreed” that faculty in their department/program pre-judged their abilities based on their perception of their identity/background (Table 84). By gender identity, significantly greater percentages of Men Faculty respondents (8%, *n* = 20) than Women Faculty respondents (3%, *n* = 8) “strongly agreed” that faculty in their department/program pre-judged their abilities based on their perception of their identity/background.

Twenty percent ($n = 105$) of Faculty respondents “strongly agreed” or “agreed” that their department/program chairs pre-judged their abilities based on their perception of their identity/background. A significantly greater percentage of Non-Tenure-Track Faculty respondents (20%, $n = 47$) than both Tenured/Administrator with Faculty Rank respondents (11%, $n = 23$) and Tenure-Track Faculty respondents (8%, $n = 5$) “agreed” that their department/program chairs pre-judged their abilities based on their perception of their identity/background. Additionally, Men Faculty respondents (30%, $n = 72$) were significantly more likely to “strongly disagree” that their department/program chairs pre-judged their abilities based on their perception of their identity/background than were Women Faculty respondents (21%, $n = 57$). By disability status, At Least One Disability Faculty respondents (12%, $n = 5$) were significantly less likely to “agree” that their department/program chairs pre-judged their abilities based on their perception of their identity/background than were No Disability Faculty respondents (15%, $n = 71$).

Fifty-six percent ($n = 301$) of Faculty respondents “strongly agreed” or “agreed” that UMKC encouraged free and open discussion of difficult topics. No statistically significant differences were found between groups.

Table 84. Faculty Respondents’ Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	33	6.2	104	19.5	125	23.5	161	30.3	109	20.5
Gender identity ^{cliv}										
Woman	8	3.0	60	22.2	68	25.2	87	32.2	47	17.4
Man	20	8.3	41	16.9	54	22.3	70	28.9	57	23.6
I think that my department/program chair pre-judges my abilities based on their perception of my identity/background.	27	5.1	78	14.8	110	20.9	176	33.5	135	25.7
Faculty status ^{clv}										
Tenured/Admin w/Fac Rank	12	5.8	23	11.1	39	18.8	70	33.7	64	30.8
Tenure-Track	6	9.1	5	7.6	14	21.2	25	37.9	16	24.2

Table 84. Faculty Respondents’ Perception of Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-Tenure-Track	7	3.0	47	20.4	49	21.3	75	32.6	52	22.6
Gender identity ^{clvi}										
Woman	5	1.9	45	16.9	61	22.9	98	36.8	57	21.4
Man	19	7.9	30	12.5	45	18.8	74	30.8	72	30.0
Disability status ^{clvii}										
At Least One Disability	5	11.9	5	11.9	16	38.1	7	16.7	9	21.4
Disability	51	4.4	71	14.8	93	19.4	169	35.3	125	26.1
I believe that UMKC encourages free and open discussion of difficult topics.	84	15.7	217	40.6	112	21.0	80	15.0	41	7.7

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

Fifty-two percent (*n* = 273) of Faculty respondents “strongly agreed” or “agreed” that they felt their research/scholarship activity was valued (Table 85). Non-Tenure-Track Faculty respondents (32%, *n* = 70) were significantly more likely to “neither agree nor disagree” that they felt their research/scholarship activity was valued than were both Tenured/Administrator with Faculty Rank respondents (21%, *n* = 45) and Tenure-Track Faculty respondents (12%, *n* = 8).

Two-thirds (66%, *n* = 351) of Faculty respondents “strongly agreed” or “agreed” that they felt that their teaching was valued. No statistically significant differences were found between groups.

More than half (59%, *n* = 314) of Faculty respondents “strongly agreed” or “agreed” that they felt that their service contributions were valued. Multiracial Faculty respondents (48%, *n* = 12) were significantly more likely to “neither agree nor disagree” that they felt their service contributions were valued than were White Faculty respondents (19%, *n* = 80).

Table 85. Faculty/Senior Administrator with Faculty Rank respondents’ Feelings of Value

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel that my research/scholarship is valued.	86	16.5	187	35.9	127	24.4	80	15.4	41	7.9
Faculty status ^{clviii}										
Tenured/Admin w/Fac Rank	35	16.4	78	36.4	45	21.0	34	15.9	22	10.3
Tenure-Track	15	22.1	31	45.6	8	11.8	9	13.2	5	7.4
Non-Tenure-Track	30	13.9	69	31.9	70	32.4	35	16.2	12	5.6
I feel that my teaching is valued.	129	24.2	222	41.7	99	18.6	55	10.3	28	5.3
I feel that my service contributions are valued.	109	20.3	205	38.2	113	21.1	69	12.9	40	7.5
Racial identity ^{clix}										
Faculty of Color	12	16.7	32	44.4	18	25.0	8	11.1	< 5	---
White	91	21.9	164	39.4	80	19.2	46	11.1	35	8.4
Multiracial	< 5	---	6	24.0	12	48.0	< 5	---	< 5	---

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (*n* = 546).

Fifty-nine percent (*n* = 309) of Faculty respondents “strongly agreed” or “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students (Table 86). Non-Tenure-Track Faculty respondents (23%, *n* = 52) were significantly more likely to “strongly agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were Tenure-Track Faculty respondents (8%, *n* = 5).

Sixty-seven percent (*n* = 355) of Faculty respondents “strongly agreed” or “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. No statistically significant differences were found between groups.

Only 44% (*n* = 231) of Faculty respondents “strongly agreed” or “agreed” that students had taken direct actions to address the needs of at-risk/underserved students. No statistically significant differences were found between groups.

Table 86. Faculty respondents’ Feelings of Action Taken

Feelings of value	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	105	19.9	204	38.7	158	30.0	44	8.3	16	3.0
Faculty status ^{ck}										
Tenured/Admin w/Fac Rank	42	19.7	83	39.0	57	26.8	19	8.9	12	5.6
Tenure-Track	5	7.7	24	36.9	25	38.5	9	13.8	< 5	---
Non-Tenure-Track	52	23.1	86	38.2	70	31.1	15	6.7	< 5	---
Faculty have taken direct actions to address the needs of at-risk/underserved students.	117	22.2	238	45.1	121	22.9	41	7.8	11	2.1
Students have taken direct actions to address the needs of at-risk/underserved students.	70	13.3	161	30.7	252	48.0	35	6.7	7	1.3

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (n = 546).

Fifty-nine Faculty respondents elaborated on their sense of value at UMKC. One theme emerged regarding the support respondents believed they received from leadership

Lack of Leadership Support— Respondents reflected on the lack of support from broad leadership at UMKC. Respondents shared, “Department chair is supportive; above that, I don’t feel much support” and “Students value me. That is it. Nobody else values me.” Another respondent explained, “My direct supervisor and department chair are extremely supportive of my work, but I feel extremely under appreciated by the other faculty members in my division and the administration as a whole.” Others shared, “I believe UMKC gives the appearance of encouraging free and open discussion of difficult topics. However, it appears that in most cases the administration already has a preconceived plan and when others disagree their opinion is not respected.” There were several additional narratives which contained identifying information and were not offered within this write-up to ensure confidentiality. However, these Faculty responses gave a general sense that there was a dearth in the level of support they receive from broad leadership at UMKC.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that faculty used UMKC policies for delay of the tenure-clock by faculty status: $\chi^2(3, N = 223) = 8.7, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that research was valued by faculty status: $\chi^2(3, N = 238) = 10.7, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that teaching was valued by faculty status: $\chi^2(3, N = 239) = 12.8, p < .01$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by racial identity: $\chi^2(3, N = 217) = 8.7, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that service contributions were valued by citizenship status: $\chi^2(3, N = 233) = 15.2, p < .01$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they faculty opinions were taken seriously by senior administrators by faculty status: $\chi^2(3, N = 229) = 8.1, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they faculty opinions were valued within UMKC committees by faculty status: $\chi^2(3, N = 228) = 8.8, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Tenured/Tenure-Track Faculty respondents who indicated on the survey that they wanted more opportunities to participate in substantive committee assignments by gender identity: $\chi^2(3, N = 219) = 16.3, p < .01$.

^{cxix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2(6, N = 481) = 71.3, p < .001$.

^{cxix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that salaries for tenure-track faculty positions were competitive by disability status: $\chi^2(4, N = 498) = 8.3, p < .05$.

^{cxix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that health insurance benefits were competitive by disability status: $\chi^2(4, N = 511) = 9.3, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that child care benefits were competitive by faculty status: $\chi^2(6, N = 410) = 15.4, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that retirement/supplemental benefits were competitive by disability status: $\chi^2(4, N = 494) = 22.4, p < .001$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity: $\chi^2(3, N = 468) = 11.4, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that people who have children or elder care were burdened with balancing work and family responsibilities by gender identity: $\chi^2(3, N = 469) = 9.3, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that UMKC provided adequate resources to help them manage work-life balance by gender identity: $\chi^2(3, N = 460) = 10.0, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that the performance evaluation process was clear by disability status: $\chi^2(4, N = 523) = 13.8, p < .01$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by faculty status: $\chi^2(6, N = 510) = 63.7, p < .001$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they had job security by racial identity: $\chi^2(6, N = 509) = 22.2, p < .01$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program by faculty status: $\chi^2(8, N = 517) = 17.7, p < .05$.

^{cx}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program by sexual identity: $\chi^2(4, N = 497) = 9.6, p < .05$.

^{cl}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by faculty in their department/program chair by faculty status: $\chi^2(8, N = 508) = 20.4, p < .01$.

^{cli}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by other faculty by citizenship status: $\chi^2(4, N = 531) = 10.2, p < .05$.

^{cliii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by UMKC senior administrators by faculty status: $\chi^2(8, N = 513) = 19.1, p < .05$.

^{cliii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt valued by UMKC senior administrators by citizenship status: $\chi^2(4, N = 529) = 9.8, p < .05$.

^{cliv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they thought that faculty in their department/program pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 512) = 11.6, p < .05$.

^{clv}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their department/program chairs pre-judged their abilities based on their perception of their identity/background by faculty status: $\chi^2(8, N = 504) = 17.1, p < .05$.

^{clvi}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their department/program chairs pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2(4, N = 506) = 17.4, p < .01$.

^{clvii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that their department/program chairs pre-judged their abilities based on their perception of their identity/background by disability status: $\chi^2(4, N = 521) = 15.3, p < .01$.

^{clviii}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their research/scholarship was valued by faculty status: $\chi^2(8, N = 498) = 19.3, p < .05$.

^{clix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that they felt that their service contributions were valued by racial identity: $\chi^2(8, N = 513) = 18.9, p < .05$.

^{clix}A chi-square test was conducted to compare percentages of Faculty respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by faculty status: $\chi^2(8, N = 503) = 19.4, p < .05$.

Employee Respondents Who Have Seriously Considered Leaving UMKC

Thirty-four percent ($n = 1,568$) of respondents had seriously considered leaving UMKC (Figure 44). With regard to employee position status, 53% ($n = 287$) of Faculty respondents¹¹⁴ and 54% ($n = 540$) of Staff respondents¹¹⁵ had seriously considered leaving UMKC in the past year.

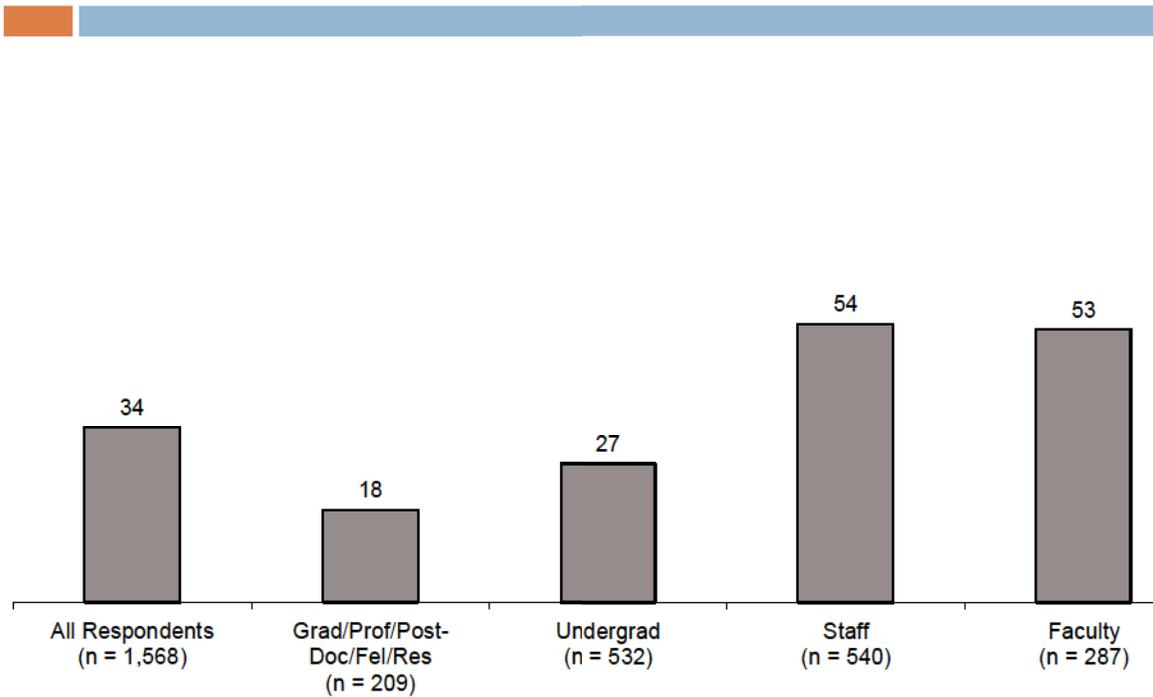


Figure 44. Respondents Who Had Seriously Considered Leaving UMKC (%)

Subsequent analyses found significant differences by faculty status, staff status, citizenship status, and racial identity:

¹¹⁴The term Faculty respondents is used within this section to refer to the experiences of Tenured/Administrator with Faculty Rank respondents, Tenure-Track Faculty respondents, and Non-Tenure-Track Faculty respondents, Emeritus Faculty, and Research Scientist.

¹¹⁵The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

- By faculty status: Significantly greater percentages of Tenured/Administrator with Faculty Rank respondents (64%, $n = 140$) than both Non-Tenure-Track Faculty respondents (45%, $n = 105$) and Tenure-Track Faculty respondents (45%, $n = 31$) seriously considered leaving UMKC.^{clxi}
- By staff status: Salary/Administrator without Faculty Rank respondents (58%, $n = 211$) were significantly more likely to seriously consider leaving UMKC than were Hourly Staff respondents (51%, $n = 234$).^{clxii}
- By racial identity: Greater percentages of Black/African/African American Employee respondents (60%, $n = 97$) seriously considered leaving UMKC than did Hispanic/Latin@/Chican@ Employee respondents (37%, $n = 14$).^{clxiii}
- By citizenship status: Significantly greater percentages of U.S. Citizen Employee respondents (55%, $n = 754$) seriously considered leaving UMKC than did Non-U.S. Citizen Employee respondents (44%, $n = 65$).^{clxiv}

Sixty-four percent ($n = 527$) of those Employee respondents who seriously considered leaving did so because of low salary/pay rate (e.g., salary, resources) (Table 87). Forty-six percent ($n = 380$) of those Employee respondents who seriously considered leaving indicated that they did so because of limited opportunities for advancement. Other reasons included: increased workload (33%, $n = 276$), tension with supervisor/manager (33%, $n = 276$), and interested in a position at another institution (30%, $n = 247$). “Reasons not listed above” submitted by respondents included “abuse and bullying by supervisors,” “a climate of hostility toward people of faith,” “a sense of devalued positions with FSLA changes,” “being treated so bad,” “blatant racism,” “career change,” “direct lack of support from supervisor,” “discrimination,” “extreme understaffing/poor office morale,” “far from family,” “favoritism,” “gender discrimination,” “job was not as described,” “lack of good leadership,” “lack of raises and very low raises compared to available,” “no people of color in supervisory position in our department,” “no respect from faculty,” “poor pay,” “poor state,” “prestige of institution,” “tension amongst coworkers,” “the Chancellor & his immediate cabinet are unwilling to address hostile work environments and foster a poor atmosphere,” “UMKC never walks the talk,” “work facilities not up to standards,” and “workplace harassment.”

Table 87. Reasons Why Employee Respondents Considered Leaving UMKC

Reason	<i>n</i>	%
Low salary/pay rate	527	63.7
Limited opportunities for advancement	380	45.9
Increased workload	276	33.4
Tension with supervisor/manager	276	33.4
Interested in a position at another institution	247	29.9
Lack of institutional support (e.g., tech support, lab space/equipment)	229	27.7
Lack of professional development opportunities	202	24.4
Lack of a sense of belonging	201	24.3
Tension with co-workers	162	19.6
Campus climate was not welcoming	150	18.1
Recruited or offered a position at another institution/organization	145	17.5
Family responsibilities	62	7.5
Lack of benefits	57	6.9
Personal reasons (e.g., medical, mental health, family emergencies)	38	4.6
Local community climate was not welcoming	19	2.3
Relocation	16	1.9
Local community did not meet my (my family) needs	10	1.2
Spouse or partner unable to find suitable employment	9	1.1
Spouse or partner relocated	7	0.8
A reason not listed above	155	18.7

Note: Table reports only responses from Employee respondents who indicated on the survey that they had seriously considered leaving UMKC in the past year (*n* = 827).

Three hundred twenty Staff respondents elaborated on why they seriously considered leaving UMKC. Two themes emerged: dissatisfaction with salary/benefits and concerns with regard to supervision.

Salary & Benefits – UMKC Staff respondents expressed discontent with salary, benefits, and other financial matters in their responses as to why they seriously considered leaving the institution. One respondent shared, “Not enough support through institutional dollars, much of my work in on soft money. Also, inability to raise dollars to support my salary.” Similarly, another respondent elaborated, “I considered leaving UMKC because the pay is lower than any other educational institution.” Several respondents noted concerns about pay raises, for example, one shared, “Several years no wage increases for any employees, other years very small raises.” Staff respondents who elaborated on this question often perceived themselves not being paid appropriately. Staff respondents noted, “For my position I am underpaid” and “Salary is not reflective of my experience.” Other Staff respondents noted perceived inconsistencies in pay across the campus, “Salaries within the UM System are not equal for equal positions” and “Pay scale not consistent across job position.” Respondents who elaborated on why they seriously considered leaving UMKC noted financial concerns, particularly with regard to salaries.

Supervisor Concerns — Respondents noted concerns with supervision in their roles at UMKC when they elaborated on why they seriously considered leaving UMKC. Respondents reported, “My supervisor made working here a nightmare,” “My supervisor has created a very hostile work environment,” and “My supervisor is a bully and extremely condescending.” Similarly, another respondent shared, “Hostile supervisor of whom I was physically afraid.” Another respondent explained, “Supervisor was openly hostile, UMKC HR was unhelpful, despite two attempts to get help.” Other respondents noted a lack of support from supervisors for professional development and advancement. “Supervisors do not offer opportunities to advance my career” and “Supervisor/Administration is non-supportive in career advancement.” Further, another respondent explained, “I was stuck in a position in which my workload had increased, but my pay had held steady. My supervisor offloaded duties on to me and took credit for my work. My supervisor then negotiated a higher salary based on my own work.” Respondents who elaborated on why they seriously considered leaving UMKC cited challenges with supervisors as their part of their thinking for such consideration.

One hundred ninety-three Faculty respondents elaborated on why they seriously considered leaving UMKC. Respondents described dissatisfaction with their salaries and concerns with UMKC leadership.

Dissatisfaction With Salary — Salary concerns, including lack of raises, a lack competitiveness with peer institutions and lack of respect for commitment to UMKC, were noted by Faculty respondents who elaborated on why they seriously considered leaving UMKC. One respondent noted, “We have not received effect pay raises for the last six years.” Another respondent explained, “The University continually makes it more cost-prohibitive to work here. Increasing costs without increasing pay.” Regarding the perceived lack of competitiveness with peer institutions, respondents reported, “Pay is poor compared to other universities” and “UMKC salaries for faculty are below the national average.” Another respondent added, “Faculty pay is very low at UMKC compared to other institutions and there is very little support for research including conference travel.” Other respondents elaborated on salary concerns with reference to the perception that UMKC does not respect or reward commitment to UMKC. One respondent explained, “Associate professors with tenure, experience the worst salary crunch. New hires get higher salaries while the associate professors' salaries remained stagnant after years or salary freeze.” Another respondent noted, “I have been here for over thirty years, and my salary is only approximately \$35,000.” Lack of raises, a lack competitiveness with peer institutions, and a lack of respect for commitment to UMKC were noted by respondents as reasons as to why they seriously considered leaving UMKC.

Lack of Faith in Leadership — Respondents noted concerns about leadership. Respondents shared, “obstructionist attitude of senior leadership,” “Lack of good leadership,” and “UMKC seems like a sinking ship without a captain” in their elaborations on why they seriously considered leaving UMKC. Other respondents noted more specifically their concerns with leadership. For example, one respondent noted their reasons for considering leaving as, “Administrative coercion and indecisiveness; lack of support for research intensive units.” Another respondent shared, “Administration routinely stifles differing opinions. Lack of transparency of administrative and resource allocation decisions. Favoritism and lack or regard for established policies and procedures.” Other respondents’ reflections on leadership included a

perceived low sense of value in the eyes of the leadership at UMKC. One respondent shared, “The institutional administration does not fulfill its commitments to faculty or respect them.” Another respondent added, “Management demoralizes faculty.” Respondents who elaborated on why they seriously considered leaving UMKC noted a lack of faith in leadership.

^{clxi}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated that they seriously considered leaving UMKC by faculty status: $\chi^2(2, N = 519) = 18.4, p = .001$.

^{clxii}A chi-square test was conducted to compare percentages of Staff/Administrator without Faculty Rank respondents who indicated that they seriously considered leaving UMKC by staff status: $\chi^2(1, N = 955) = 3.9, p = .05$.

^{clxiii}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they seriously considered leaving UMKC by racial identity: $\chi^2(5, N = 1,481) = 12.5, p = .05$.

^{clxiv}A chi-square test was conducted to compare percentages of Employee respondents who indicated that they seriously considered leaving UMKC by citizenship status: $\chi^2(1, N = 1,526) = 5.8, p = .05$.

Summary

The results from this section suggest that most Employee respondents generally hold positive attitudes about UMKC policies and processes. Few of UMKC's employees had observed unjust hiring (19%, $n = 294$), unjust employment-related disciplinary actions (13%, $n = 197$), or unjust practices related to promotion, tenure, reappointment and/or reclassification (21%, $n = 323$). Nepotism/cronyism, racial identity, gender/gender identity, age, and ethnicity were the top perceived bases for many of the reported discriminatory employment practices.

The majority of Staff respondents “strongly agreed” or “agreed” that their colleagues/coworkers gave them job/career advice or guidance when they needed it. However, half of all Staff respondents “strongly agreed” or “agreed” that their workload was increased without additional compensation. An overwhelming majority of Staff respondents “strongly agreed” or “agreed” that they were given a reasonable time frame to complete assigned responsibilities, though less than one-fourth of all Staff respondents “strongly agreed” or “agreed” that staff salaries were competitive. Additionally, Staff respondents were not prone to “strongly agree” or “agree” that they believed staff opinions were valued on UMKC committees, by UMKC faculty, or by UMKC administration.

The majority of Tenure and Tenure-Track Faculty respondents “strongly agreed” or “agreed” that research and teaching was valued by UMKC. However, fewer percentages “strongly agreed” or “agreed” that service contributions were valued. Additionally, a majority of Non-Tenure-Track Faculty respondents “strongly agreed” or “agreed” research, teaching, and service was valued by UMKC. Non-Tenure-Track faculty also felt that the criteria for contract renewal was applied equally to all positions. However, more than half of all Faculty respondents “strongly agreed” or “agreed” that people who have children or elder care were burdened with balancing work and family responsibilities. A majority of Faculty respondents “strongly agreed” or “agreed” that they felt valued by students in the classroom. However, Faculty respondents were less inclined to “strongly agree” or “agree” that UMKC encouraged free and open discussion of difficult topics.

Not surprisingly, analyses revealed statistically significant differences in responses among groups, where the answers of Women respondents, non-White respondents, and respondents with Disabilities were generally less positive than the responses of other groups.

Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to UMKC students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Students' Perceived Academic Success

Factor Analysis Methodology

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 15 of the survey. 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 seven sub-questions of Question 15 of the survey reflect the questions on this scale.

The questions in each scale (Table 88) were answered on a Likert metric from strongly agree to strongly disagree (scored 1 for strongly agree and five for strongly disagree). For the purposes of analysis, Student respondents who did not answer all scale sub-questions were not included in the analysis. Approximately three percent (3.3%) of all potential Student respondents were removed from the analysis due to one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.¹¹⁶ One question from the scale (Q15_2) did not hold with the construct and was removed; the scale used for analyses had six questions rather than seven. The internal consistency reliability (Cronbach’s alpha) of the scale

¹¹⁶Factor 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.

was 0.871 (after removing the question noted above), which is high, meaning that the scale produces consistent results. With Q15_2 included, Cronbach’s alpha was only 0.783.

Table 88. Survey Items Included in the *Perceived Academic Success* Factor Analyses

Scale	Survey item number	Academic experience
Perceived Academic Success	Q15_1	I am performing up to my full academic potential.
	Q15_3	I am satisfied with my academic experience at UMKC.
	Q15_4	I am satisfied with the extent of my intellectual development since enrolling at UMKC.
	Q15_5	I have performed academically as well as I anticipated I would.
	Q15_6	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q15_7	My interest in ideas and intellectual matters has increased since coming to UMKC.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent that answered all of the questions included in the given factor was given a score on a five-point scale. Lower scores on *Perceived Academic Success* factor suggest a student or constituent group is more academically successful.

Means Testing Methodology

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

Additionally, where *n*’s were of sufficient size, separate analyses were conducted to determine whether the means for the *Perceived Academic Success* factor were different for first level categories in the following demographic areas: (due to lower numbers, graduate students had a reduced number of categories for several demographic areas where noted):

- Gender identity (Woman, Man, Transspectrum)

- Racial identity (Asian/Asian American, African/Black/African American, Hispanic/Latin@/Chican@, Additional People of Color, Multiracial Respondents, White People)
- Sexual identity (LGBQ, Heterosexual)
- Disability status (Single Disability, No Disability, Multiple Disabilities)
- Income status (Low-Income, Not-Low-Income)
- First-Generation status (First-Generation, Not-First-Generation)

When there were only two categories for the specified demographic variable (e.g., sexual identity) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen’s *d*. Any moderate to large effects are noted. When the specific variable of interest had more than two categories (e.g., racial identity), ANOVAs were run to determine whether there were any differences. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using η^2 and any moderate to large effects were noted.

Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Undergraduate and Graduate Student respondents (where possible).

Gender Identity

A significant difference existed ($p < .01$) in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success* (Table 89).

Table 89. Undergraduate Student Respondents’ Perceived Academic Success by Gender Identity

Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	1,247	2.047	0.718
Man	587	2.039	0.690
Transspectrum	48	2.410	0.722

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two individual comparisons, Man vs. Transspectrum and Woman vs. Transspectrum (Table 90). These findings suggest that Transspectrum Undergraduate Student respondents have less *Perceived Academic Success* than Man Undergraduate Student and Woman Undergraduate Student respondents.

Table 90. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Gender Identity

Groups compared	Mean Difference
Woman vs. Man	0.008
Woman vs. Transspectrum	-0.363**
Man vs. Transspectrum	-0.371***

** $p < .01$; *** $p < .001$

A significant difference existed ($p < .01$) in the overall test for means for Graduate Student respondents by gender identity on *Perceived Academic Success* (Table 91).

Table 91. Graduate Student Respondents' Perceived Academic Success by Gender Identity

Gender identity	<i>n</i>	Mean	Std. Dev.
Woman	591	1.906	0.716
Man	471	1.918	0.688
Transspectrum	16	2.479	0.685

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were significant for two individual comparisons, Man vs. Transspectrum and Woman vs. Transspectrum (Table 92). These findings suggest that Transspectrum Graduate Student respondents have less *Perceived Academic Success* than Man Graduate Student and Woman Graduate Student respondents.

Table 92. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Gender Identity

Groups compared	Mean Difference
Woman vs. Man	-0.012
Woman vs. Transspectrum	-0.574**
Man vs. Transspectrum	-0.561**

** $p < .01$

Racial Identity

No significant difference existed ($p > .05$) in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success* (Table 93).

Table 93. Undergraduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Additional People of Color	51	1.895	0.606
Asian/Asian American	182	1.998	0.676
African/Black/African American	254	2.107	0.756
Hispanic/Latin@/Chican@	116	2.069	0.777
White People	1,062	2.034	0.692
Multiracial	192	2.135	0.733

No subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were completed because the overall test was not significant.

No significant difference existed ($p > .05$) in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success* (Table 94).

Table 94. Graduate Student Respondents' Perceived Academic Success by Racial Identity

Racial identity	<i>n</i>	Mean	Std. Dev.
Additional People of Color	36	2.208	0.891
Asian/Asian American	242	1.916	0.655
African/Black/African American	67	2.070	0.781
Hispanic/Latin@/Chican@	37	1.932	0.774
White People	601	1.888	0.683
Multiracial	71	1.946	0.819

No subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were completed because the overall test was not significant.

Sexual Identity

A significant difference ($p < .01$) existed in the test for means for Undergraduate Student respondents and Graduate Student respondents by sexual identity on *Perceived Academic Success* (Table 95). This finding suggests that LGBQ Undergraduate and Graduate Student respondents have less *Perceived Academic Success* than Heterosexual Undergraduate and Graduate Student respondents.

Table 95. Student Respondents’ Perceived Academic Success by Sexual Identity

Sexual identity	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
LGBQ	287	2.170	0.726	110	2.077	0.741
Heterosexual	1,528	2.028	0.711	888	1.901	0.700
Mean difference		0.143**			0.176**	

** $p < .01$

Disability Status

A significant difference existed ($p < .001$) in the overall test for means for Undergraduate Student respondents by disability status on *Perceived Academic Success* (Table 96).

Table 96. Undergraduate Student Respondents’ Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	164	2.125	0.730
No Disability	1,630	2.030	0.710
Multiple Disabilities	82	2.402	0.695

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two individual comparisons, Single Disability vs. Multiple Disabilities and No Disability vs. Multiple Disabilities (Table 97). These findings suggest that Single Disability and No Disability Undergraduate Student respondents have greater *Perceived Academic Success* than Multiple Disabilities Undergraduate Student respondents.

Table 97. Difference between Means for Undergraduate Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.095
Single Disability vs. Multiple Disabilities	-0.277*
No Disability vs. Multiple Disabilities	-0.372***

* $p < .05$; *** $p < .001$

A significant difference existed ($p < .001$) in the overall test for means for Graduate Student respondents by disability status on *Perceived Academic Success* (Table 98).

Table 98. Graduate Student Respondents' Perceived Academic Success by Disability Status

Disability status	<i>n</i>	Mean	Std. Dev.
Single Disability	91	2.165	0.899
No Disability	949	1.886	0.684
Multiple Disabilities	34	2.211	0.616

Subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were significant for two individual comparisons, No Disability vs. Single Disability and No Disability vs. Multiple Disabilities (Table 99). These findings suggest that No Disability Graduate Student respondents have greater *Perceived Academic Success* than Single Disability and Multiple Disabilities Graduate Student respondents.

Table 99. Difference between Means for Graduate Student Respondents for Perceived Academic Success by Disability Status

Groups compared	Mean Difference
Single Disability vs. No Disability	0.278***
Single Disability vs. Multiple Disabilities	-0.046
No Disability vs. Multiple Disabilities	-0.324*

* $p < .05$; *** $p < .001$

Income Status

No significant difference ($p > .05$) existed in the test for means for Undergraduate Student respondents or for Graduate Student respondents by income status on *Perceived Academic Success* (Table 100).

Table 100. Student Respondents' Perceived Academic Success by Income Status

Income status	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
Low-Income	497	2.081	0.773	383	1.970	0.705
Not-Low-Income	1,332	2.043	0.691	659	1.885	0.705
Mean difference		0.038			0.090	

First-Generation Status

No significant difference ($p > .05$) existed in the test for means for Undergraduate Student respondents or for Graduate Student respondents by first-generation status on *Perceived Academic Success* (Table 101).

Table 101. Student Respondents' Perceived Academic Success by First-Generation Status

Income status	Undergraduate Student Respondents			Graduate Student Respondents		
	<i>n</i>	Mean	Std. Dev.	<i>n</i>	Mean	Std. Dev.
First-Generation	836	2.084	0.735	369	1.921	0.710
Not-First-Generation	1,049	2.032	0.696	710	1.918	0.705
Mean difference		0.033			0.003	

Students' Perceptions of Campus Climate

One of the survey items asked Student respondents the degree to which they agreed with fifteen statements about their interactions with faculty, students, staff members, and senior administrators at UMKC. Frequencies and significant differences based on student status, undergraduate student status, graduate student status, gender identity, racial identity, sexual identity, military status, citizenship status, religious/spiritual identity, income status, first-generation status, first-generation and income status, employment status, and housing status are provided in Tables 102 through 106.

Table 102 illustrates that 74% ($n = 2,260$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UMKC faculty. Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (34%, $n = 395$) were significantly more likely to “strongly agree” that they felt valued by UMKC faculty than were Undergraduate Student respondents (26%, $n = 503$). Undergraduate Student respondents who transferred to UMKC (4%, $n = 33$) were significantly more likely to “strongly disagree” that they felt valued by UMKC faculty than were Undergraduate Student respondents who started their first year at UMKC (2%, $n = 21$). Significantly fewer Transspectrum Student respondents (19%, $n = 13$) and Women Student respondents (28%, $n = 534$) “strongly agreed” that they felt valued by UMKC faculty than did Men Student respondents (32%, $n = 349$). By racial identity, a significantly greater percentage of White Student respondents (48%, $n = 819$) “agreed” that they felt valued by faculty than did Multiracial Student respondents (38%, $n = 101$). Non-U.S. Citizens Student respondents (37%, $n = 213$) were significantly more likely than were U.S. Citizen Student respondents (27%, $n = 672$) to “strongly agree” that they felt valued by UMKC faculty. Additional Religious/Spiritual Affiliation Student respondents (36%, $n = 156$) were significantly more likely than Christian Student respondents (29%, $n = 435$) and No Affiliation Student respondents (26%, $n = 263$) to “strongly agree” that they felt valued by UMKC faculty. Multiple Disabilities Student respondents (18%, $n = 22$) were significantly less likely to “strongly agree” that they felt valued by UMKC faculty than were No Disability Student respondents (30%, $n = 800$).

Seventy-one percent ($n = 2,140$) of Student respondents felt valued by UMKC staff. A significantly greater percentage of Graduate/Professional Student/Post-Doctoral

Scholar/Fellow/Resident respondents (33%, $n = 373$) than Undergraduate Student respondents (24%, $n = 468$) “strongly agreed” that they felt valued by UMKC staff. Again, by undergraduate student status, Undergraduate Student respondents who started their first year UMKC (26%, $n = 304$) were significantly more likely to “strongly agree” that they felt valued by UMKC staff, than did Undergraduate Student respondents who transferred to UMKC (21%, $n = 164$). Men Student respondents (31%, $n = 341$) were significantly more likely to “strongly agree” than were Women Student respondents (26%, $n = 490$) and Transspectrum Student respondents (13%, $n = 9$) that they felt valued by UMKC staff. Greater percentages of Asian/Asian American Student respondents (34%, $n = 146$) “strongly agreed” that they felt valued by UMKC staff than White Student respondents (25%, $n = 432$). No Disability Student respondents (44%, $n = 1,167$) were significantly more likely to “agree” than were Single Disability Student respondents (35%, $n = 93$) that they felt valued by UMKC staff. Non-U.S. Citizen Student respondents (36%, $n = 206$) were significantly more likely than were U.S. Citizen Student respondents (25%, $n = 622$) to “strongly agree” that they felt valued by UMKC staff. Additional Religious/Spiritual Affiliation Student respondents (36%, $n = 153$) were significantly more likely than and Christian Student respondents (28%, $n = 412$) and No Affiliation Student respondents (23%, $n = 234$) to “strongly agree” that they felt valued by UMKC staff. Low-Income Student respondents (3%, $n = 31$) were significantly more likely to “strongly disagree” that they felt valued by UMKC staff than were Not-Low-Income Student respondents (2%, $n = 40$).

Slightly more than half (57%, $n = 1,733$) of Student respondents “strongly agreed” or “agreed” that they felt valued by UMKC senior administrators (e.g., chancellor, vice chancellor, dean, provost). A significantly smaller percentage of Undergraduate Student respondents (22%, $n = 417$) than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (26%, $n = 299$) “strongly agreed” that they felt valued by UMKC senior administrators. Undergraduate Student respondents who started their first year at UMKC (25%, $n = 291$) were significantly more likely to “strongly agree” that they felt valued by UMKC senior administrators, than did Undergraduate Student respondents who transferred to UMKC (16%, $n = 126$). A significantly greater percentage of Transspectrum Student respondents (13%, $n = 9$) than both Men Student respondents (5%, $n = 55$) and Women Student respondents (4%, $n = 76$) “strongly disagreed” that they felt valued by UMKC senior administrators. Significantly greater

percentages of Asian/Asian American Student respondents (32%, $n = 139$) “strongly agreed” that they felt valued by UMKC senior administrators than did Multiracial Student respondents (19%, $n = 50$) and White Student respondents (21%, $n = 355$). No Disability Student respondents (25%, $n = 655$) were significantly more likely to “strongly agree” that they felt valued by UMKC senior administrators than were both Multiple Disabilities Student respondents (11%, $n = 13$) and Single Disability Student respondents (18%, $n = 46$). Non-U.S. Citizen Student respondents (33%, $n = 190$) were significantly more likely than U.S. Citizen Student respondents (11%, $n = 515$) to “strongly agree” that they felt valued by UMKC senior administrators. No Affiliation Student respondents (19%, $n = 187$) were significantly less likely to “strongly agree” that they felt valued by UMKC senior administrators than both Christian Student respondents (24%, $n = 355$) or Additional Religious/Spiritual Affiliation Student respondents (34%, $n = 143$). By income status, a significantly smaller percentage of Low-Income Student respondents (31%, $n = 282$) “agreed” that they felt valued by UMKC senior administrators than did Not-Low-Income Student respondents (35%, $n = 715$).

Table 102. Student Respondents’ Feelings of Value by Employees

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by UMKC faculty.	883	29.0	1,377	45.2	536	17.6	176	5.8	74	2.4
Student status ^{clxv}										
Undergrad	503	26.0	867	44.8	385	19.9	125	6.5	54	2.8
Grad/Prof/Post-Doc/Fel/Res	395	34.4	524	45.7	156	13.6	52	4.5	20	1.7
Undergrad Student status ^{clxvi}										
Started first year at UMKC	318	27.3	521	4.8	234	20.1	70	6.0	21	1.8
Transferred to UMKC	185	24.0	346	44.9	151	19.6	55	7.1	33	4.3
Gender identity ^{clxvii}										
Women	534	28.2	863	45.5	335	17.7	124	6.5	39	2.1
Men	349	31.5	497	44.9	189	17.1	44	4.0	29	2.6
Transpectrum	13	19.4	26	38.8	17	25.4	6	9.0	5	7.5
Racial identity ^{clxviii}										
Additional People of Color	38	38.8	40	40.8	15	15.3	< 5	---	< 5	---
Asian/Asian American	147	33.7	206	47.2	67	15.4	10	2.3	6	1.4
Black/African/African American	87	26.1	133	39.9	76	22.8	26	7.8	11	3.3
Hispanic/Latin@/Chican@	57	35.8	65	40.9	31	19.5	< 5	---	< 5	---
White	475	27.6	819	47.5	281	16.3	103	6.0	45	2.6
Multiracial	77	28.6	101	37.5	61	22.7	26	9.7	< 5	---
Citizenship status ^{clxix}										
U.S. Citizen	672	27.2	1,119	45.2	458	18.5	163	6.6	63	2.5
Non-U.S. Citizen	213	36.9	264	45.8	77	13.3	13	2.3	10	1.7

Table 102. Student Respondents’ Feelings of Value by Employees

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Religious/spiritual^{clxxx}										
Christian	435	29.1	687	45.9	242	16.2	98	6.5	35	2.3
Add relig/spirit Affiliation	156	36.4	188	43.8	64	14.9	13	3.0	8	1.9
No Affiliation	263	26.1	45	45.3	207	20.5	55	5.5	27	2.7
Multiple Affiliations	37	31.1	48	40.3	24	20.2	8	6.7	< 5	---
Disability status^{clxxi}										
Single Disability	73	27.5	104	39.2	51	19.2	23	8.7	14	5.3
No Disability	800	29.9	1,215	45.5	460	17.2	144	5.4	54	2.0
Multiple Disabilities	22	18.0	58	47.5	26	21.3	10	8.2	6	4.9
I feel valued by UMKC staff. 824 27.2 1,316 43.4 625 20.6 194 6.4 74 2.4										
Student status^{clxxii}										
Undergrad	468	24.3	825	42.8	437	22.7	147	7.6	50	2.6
Grad/Prof/Post-Doc/Fel/Res	373	32.7	502	44.0	193	16.9	49	4.3	24	2.1
Undergrad Student status^{clxxiii}										
Started first year at UMKC	304	26.2	511	44.1	247	21.3	74	6.4	23	2.0
Transferred to UMKC	164	21.4	314	40.9	190	24.7	73	9.5	27	3.5
Gender identity^{clxxiv}										
Women	490	26.0	837	44.4	384	20.4	131	7.0	42	2.2
Men	341	30.8	460	4.6	223	20.2	56	5.1	26	2.4
Transspectrum	9	13.4	25	7.3	22	32.8	6	9.0	5	7.5
Racial identity^{clxxv}										
Additional People of Color	36	36.7	34	34.7	20	20.4	5	5.1	< 5	---
Asian/Asian American	146	33.8	200	46.3	70	16.2	12	2.8	< 5	---
Black/African/African American	86	25.8	127	38.1	81	24.3	30	9.0	9	2.7
Hispanic/Latin@/Chican@	54	34.4	70	44.6	28	17.8	< 5	---	< 5	---
White	432	25.2	758	44.1	362	21.1	115	6.7	50	2.9
Multiracial	72	26.8	116	43.1	55	20.4	22	8.2	< 5	---
Disability status^{clxxvi}										
Single Disability	61	23.1	93	35.2	69	26.1	28	10.6	13	4.9
No Disability	753	28.3	1,167	43.9	528	19.8	157	5.9	56	2.1
Multiple Disabilities	26	20.5	52	42.6	30	24.6	10	8.2	5	4.1
Citizenship status^{clxxvii}										
U.S. Citizen	622	25.2	1,053	42.7	548	22.2	176	7.1	66	2.7
Non-U.S. Citizen	206	35.9	266	46.3	76	13.2	19	3.3	7	1.2
Religious/spiritual^{clxxviii}										
Christian	412	27.7	653	43.9	282	19.0	105	7.1	36	2.4
Add relig/spirit Affiliation	153	35.8	178	41.7	73	17.1	14	3.3	9	2.1
No Affiliation	234	23.2	439	43.6	240	23.8	67	6.7	27	2.7
Multiple Affiliations	35	29.4	46	38.7	31	26.1	6	5.0	< 5	---
Income status^{clxxix}										
Low-Income	264	29.0	363	39.9	187	20.5	65	7.1	31	3.4
Not-Low-Income	548	26.7	922	44.8	423	20.6	123	6.0	40	1.9
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, dean, provost). 704 23.2 1,029 34.0 912 30.1 244 8.1 141 4.7										
Student status^{clxxx}										
Undergrad	417	21.7	629	32.7	605	31.4	178	9.2	96	5.0

Table 102. Student Respondents’ Feelings of Value by Employees

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Grad/Prof/Post-Doc/Fel/Res Undergrad Student status ^{clxxxii}	299	26.3	408	35.8	319	28.0	68	6.0	45	4.0
Started first year at UMKC	291	25.2	394	34.1	332	28.7	102	8.8	38	3.3
Transferred to UMKC	126	16.4	235	30.6	273	35.5	76	9.9	58	7.6
Gender identity ^{clxxxiii}										
Women	420	22.3	629	33.4	607	32.2	153	8.1	76	4.0
Men	285	25.9	391	35.5	292	26.5	75	7.1	55	5.0
Transpectrum	10	14.9	13	19.4	24	35.8	11	16.4	9	13.4
Racial identity ^{clxxxiii}										
Additional People of Color	33	34.4	27	28.1	26	27.1	6	6.3	< 5	---
Asian/Asian American	139	32.0	183	42.2	86	19.8	16	3.7	10	2.3
Black/African/African American	81	24.3	101	30.3	112	33.6	25	7.5	14	4.2
Hispanic/Latin@/Chican@	47	29.6	55	34.6	49	30.8	5	3.1	< 5	---
White	355	20.7	575	33.6	53	31.1	154	9.0	95	5.5
Multiracial	50	18.7	75	28.0	101	37.7	32	11.9	10	3.7
Disability status ^{clxxxiv}										
Single Disability	46	17.6	72	27.5	93	35.5	25	9.5	26	9.9
No Disability	655	24.6	921	34.6	775	29.2	205	7.7	101	3.8
Multiple Disabilities	13	10.7	31	25.6	49	40.5	15	12.4	13	10.7
Citizenship status ^{clxxxv}										
U.S. Citizen	515	10.9	803	32.6	792	32.2	225	9.1	128	5.2
Non-U.S. Citizen	190	33.2	227	39.6	124	21.6	20	3.5	12	2.1
Religious/spiritual ^{clxxxvi}										
Christian	355	23.8	520	34.9	431	28.9	127	8.5	58	3.9
Add relig/spirit Affiliation	143	33.6	170	40.0	82	19.3	20	4.7	10	2.4
No Affiliation	187	18.6	297	29.6	370	36.9	89	8.9	60	6.0
Multiple Affiliations	25	21.2	41	34.7	36	30.5	7	5.9	9	7.6
Income status ^{clxxxvii}										
Low-Income	210	23.0	282	30.9	286	31.4	76	8.7	55	6.0
Not-Low-Income	483	23.5	715	35.0	610	29.7	159	7.7	83	4.0

Note: Table reports only Student responses (*n* = 3,070).

Seventy-seven percent (*n* = 2,339) of Student respondents “strongly agreed” or “agreed” that they felt valued by faculty in the classroom (Table 103). Undergraduate Student respondents (29%, *n* = 563) were significantly less likely than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (36%, *n* = 407) to “strongly agree” that they felt valued by faculty in the classroom. Undergraduate Student respondents who transferred to UMKC (4%, *n* = 27) were significantly more likely to “strongly disagree” that they felt valued by faculty in the classroom than were Undergraduate Student respondents who started their first year at UMKC (1%, *n* = 14). A significantly greater percentage of Transpectrum Student respondents (*n* < 5) than Women Student respondents (2%, *n* = 31) “strongly disagreed” that they felt valued by faculty in the classroom. Asian/Asian American Student respondents (1%, *n* = 6) were significantly less likely to “disagree” that they felt valued by faculty in the classroom than were

White Student respondents (5%, $n = 89$), Multiracial Student respondents (6%, $n = 17$) and Black/African/African American Student respondents (7%, $n = 23$). No Disability Student respondents (33%, $n = 867$) and Single Disability Student respondents (30%, $n = 79$) were significantly more likely to “strongly agree” than were Multiple Disabilities Student respondents (17%, $n = 21$) that they felt valued by faculty in the classroom. Additionally, significantly greater percentages of Non-U.S. Citizen Student respondents (39%, $n = 224$) “strongly agree” that they felt valued by faculty in the classroom than did U.S. Citizen Student respondents (30%, $n = 730$). Christian Student respondents (6%, $n = 87$) were significantly more likely to “disagree” that they felt valued by faculty in the classroom than were and Additional Religious/Spiritual Affiliation Student respondents (2%, $n = 8$).

Seventy-two percent ($n = 2,164$) of Student respondents “strongly agreed” or “agreed” that they felt valued by others students in the classroom. Undergraduate Student respondents (24%, $n = 462$) were significantly less likely than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (32%, $n = 359$) to “strongly agree” that they felt valued by other students in the classroom. Undergraduate Student respondents who started their first year at UMKC (1%, $n = 9$) were significantly less likely to “strongly disagree” that they felt valued by other students in the classroom, than did Undergraduate Student respondents who transferred to UMKC (2%, $n = 18$). A significantly greater percentage of Men Student respondents (30%, $n = 332$) than Women Student respondents (25%, $n = 477$) and Transpectrum Student respondents (15%, $n = 10$) “strongly agreed” that they felt valued by other students in the classroom. Significantly greater percentages of Asian/Asian American Student respondents (33%, $n = 141$) “strongly agreed” that they felt valued by other students in the classroom than did Black/African/African American Student respondents (20%, $n = 66$) and Multiracial Student respondents (21%, $n = 55$). Heterosexual Student respondents (28%, $n = 691$) were significantly more likely to “strongly agree” that they felt valued by other students in the classroom than were LGBTQ Student respondents (21%, $n = 84$). No Disability Student respondents (28%, $n = 747$) were significantly more likely to “strongly agree” that they felt valued by other students in the classroom than were Multiple Disabilities Student respondents (12%, $n = 14$). Significantly greater percentages of Non-U.S. Citizen Student respondents (34%, $n = 194$) “strongly agreed” that they felt valued by other students in the classroom than did U.S. Citizen Student respondents

(25%, $n = 615$). Additional Religious/Spiritual Affiliation Student respondents (36%, $n = 150$) were significantly more likely to “strongly agree” that they felt valued by other students in the classroom than were Christian Student respondents (28%, $n = 414$) or No Affiliation Student respondents (22%, $n = 216$). By income status, a significantly greater percentage of Not-Low-Income Student respondents (46%, $n = 949$) “agreed” that they felt valued by other students in the classroom than did Low-Income Student respondents (42%, $n = 377$). Additionally, a significantly greater percentage of First-Generation Student respondents (2%, $n = 22$) “strongly disagreed” that they felt valued by other students in the classroom than did Not-First-Generation Student respondents (1%, $n = 16$). Analyses also revealed that Not-First-Generation Not-Low-Income Student respondents (46%, $n = 1,189$) were significantly more likely to “agree” that they felt valued by other students in the classroom than were First-Generation Low-Income Student respondents (37%, $n = 169$).

Only 65% ($n = 1,959$) of Student respondents “strongly agreed” or “agreed” that they felt valued by other students outside of the classroom. Undergraduate Student respondents (23%, $n = 431$) were significantly less likely than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (27%, $n = 307$) to “strongly agree” that they felt valued by other students outside the classroom. Undergraduate Student respondents who transferred to UMKC (3%, $n = 22$) were significantly more likely to “strongly disagree” that they felt valued by other students outside of the classroom, than did those who started their first year at UMKC (1%, $n = 12$). A significantly smaller percentage of Transspectrum Student respondents (12%, $n = 8$) than Men Student respondents (26%, $n = 288$) “strongly agreed” that they felt valued by other students outside the classroom. Asian/Asian American Student respondents (31%, $n = 133$) were significantly more likely to “strongly agree” that they felt valued by students outside the classroom than were Multiracial Student respondents (18%, $n = 49$), Black/African/African American Student respondents (20%, $n = 65$), and White Student respondents (24%, $n = 409$). LGBTQ Student respondents (4%, $n = 14$) were significantly more likely to “strongly disagree” that they felt valued by other students outside the classroom than were Heterosexual Student respondents (1%, $n = 29$). No Disability Student respondents (26%, $n = 677$) were significantly more likely to “strongly agree” that they felt valued by other students outside the classroom than were Single Disability Student respondents (19%, $n = 49$) or Multiple Disabilities Student

respondents (8%, $n = 9$). Additionally, significantly greater percentages of Non-U.S. Citizen Student respondents (30%, $n = 172$) “strongly agreed” that they felt valued by other students outside the classroom than did U.S. Citizen Student respondents (23%, $n = 554$). Non-Military Service Student respondents (1%, $n = 40$) were significantly less likely to “strongly disagree” that they felt valued by other students outside the classroom than were Military Service Student respondents ($n < 5$). By religious/spiritual affiliation, Additional Religious/Spiritual Affiliation Student respondents (3%, $n = 13$) were significantly less likely to “disagree” that they felt valued by other students outside the classroom than were No Affiliation Student respondents (8%, $n = 78$) and Multiple Affiliations Student respondents (10%, $n = 12$). By income status, a significantly greater percentage of Low-Income Student respondents (9%, $n = 77$) “disagreed” that they felt valued by other students outside the classroom than did Not-Low-Income Student respondents (6%, $n = 112$). Further analyses also revealed that a significantly greater percentage of Not-First-Generation Student respondents (43%, $n = 766$) “agreed” that they felt valued by other students outside the classroom than did First-Generation Student respondents (38%, $n = 467$). Additional analyses also revealed that First-Generation Low-Income Student respondents (9%, $n = 42$) were significantly more likely to “disagree” that they felt valued by other students outside the classroom than were Not-First-Generation Not-Low-Income Student respondents (6%, $n = 153$). Significance also emerged by employment status with significantly greater percentages of Not Employed Student respondents (27%, $n = 308$) than Employed Student respondents (22%, $n = 411$) indicating that they “strongly agree” that they felt valued by other students outside the classroom. Lastly, Student respondents who live in Non-Campus Housing (7%, $n = 163$) were significantly more likely to “disagree” that they felt valued by other students outside the classroom than did Student respondents who lived in Campus Housing (5%, $n = 26$).

Table 103. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom.	955	31.5	1,384	45.6	496	16.4	142	4.7	55	1.8
Student status ^{clxxxviii}										
Undergrad	563	29.2	869	45.1	350	18.2	103	5.3	41	2.1
Grad/Prof/Post-Doc/Fel/Res	407	35.7	527	46.3	152	13.3	39	3.4	14	1.2

Table 103. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Undergrad Student status^{clxxxix}										
Started first year at UMKC	346	29.9	16	44.5	224	17.3	59	5.1	14	1.2
Transferred to UMKC	217	28.3	353	46.0	126	16.4	44	5.7	27	3.5
Gender identity^{cx}										
Women	573	30.3	866	45.8	322	17.0	97	5.1	31	1.6
Men	378	34.4	499	45.4	165	15.0	36	3.3	20	1.8
Transpectrum	16	23.5	28	41.2	14	20.6	6	8.8	< 5	---
Racial identity^{cxci}										
Additional People of Color	37	38.1	46	47.4	11	11.3	< 5	---	< 5	---
Asian/Asian American	157	36.5	199	46.3	64	14.9	6	1.4	< 5	---
Black/African/African American	95	28.6	127	38.3	80	24.1	23	6.9	7	2.1
Hispanic/Latin@/Chican@	58	36.5	71	44.7	27	17.0	< 5	---	< 5	---
White	535	31.2	802	46.7	255	14.9	89	5.2	35	2.0
Multiracial	74	27.5	123	45.7	51	19.0	17	6.3	< 5	---
Disability status^{cxcii}										
Single Disability	79	30.0	105	39.9	58	22.1	13	4.9	8	3.0
No Disability	867	32.6	1,215	45.7	418	15.7	117	4.4	43	1.6
Multiple Disabilities	21	17.4	62	51.2	22	18.2	12	9.9	< 5	---
Citizenship status^{cxci}										
U.S. Citizen	730	29.6	1,135	45.9	427	17.3	128	5.2	50	2.0
Non-U.S. Citizen	224	39.4	256	45.0	71	12.5	13	2.3	5	0.9
Religious/spiritual^{cxci}										
Christian	465	31.2	674	45.2	241	16.2	87	5.8	25	1.7
Add relig/spirit Affiliation	159	37.3	193	45.3	60	14.1	8	1.9	6	1.4
No Affiliation	303	30.2	459	45.8	178	17.7	39	3.9	24	2.4
Multiple Affiliations	37	31.4	58	49.2	18	15.3	5	4.2	0	0.0

I feel valued by other students in the classroom.

	806	26.6	1,358	44.9	671	22.2	152	5.0	38	1.3
Student status^{cxv}										
Undergrad	462	24.0	830	43.2	502	26.1	101	5.3	27	1.4
Grad/Prof/Post-Doc/Fel/Res	359	31.6	540	47.5	175	15.4	51	4.5	11	1.0
Undergrad Student status^{cxvi}										
Started first year at UMKC	284	24.5	510	44.1	295	25.5	59	5.1	9	0.8
Transferred to UMKC	178	23.3	320	41.8	207	27.1	42	5.5	18	2.4
Gender identity^{cxvii}										
Women	477	25.3	840	44.6	435	23.1	109	5.8	22	1.2
Men	332	30.3	499	45.5	219	20.0	32	2.9	14	1.3
Transpectrum	10	14.7	23	33.8	23	33.8	10	14.7	< 5	---
Racial identity^{cxviii}										
Additional People of Color	30	30.6	50	51.0	11	11.2	5	5.1	< 5	---
Asian/Asian American	141	32.7	200	46.4	76	17.6	10	2.3	< 5	---
Black/African American	66	20.0	131	39.7	106	32.1	21	6.4	6	1.8
Hispanic/Latin@/Chican@	45	28.3	63	39.6	4	27.0	7	4.4	< 5	---
White	469	27.4	776	45.4	355	20.8	91	5.3	19	1.1
Multiracial	55	20.5	122	45.5	71	26.5	15	5.6	5	1.9
Sexual identity^{cxix}										

Table 103. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
LGBQ	84	20.8	183	45.3	106	26.2	22	5.4	9	2.2
Heterosexual	691	27.7	1,109	44.5	544	21.8	122	4.9	28	1.1
Asexual	< 5	---	7	36.8	5	26.3	< 5	---	0	0.0
Disability status^{cc}										
Single Disability	57	21.7	105	39.9	69	26.2	27	10.5	5	1.9
No Disability	747	28.2	1,202	45.3	567	21.4	111	4.2	26	1.0
Multiple Disabilities	14	11.6	52	43.0	37	30.6	11	9.1	7	5.8
Citizenship status^{cci}										
U.S. Citizen	615	25.0	1,102	44.7	578	23.5	135	5.5	33	1.3
Non-U.S. Citizen	194	34.2	258	45.5	93	16.4	17	3.0	5	0.9
Religious/spiritual^{ccii}										
Christian	414	27.8	679	45.7	307	20.6	73	4.9	14	0.9
Add relig/spirit Affiliation	150	35.5	177	41.8	79	18.7	11	2.6	6	1.4
No Affiliation	216	21.5	452	45.1	257	25.6	62	6.2	16	1.6
Multiple Affiliations	33	28.0	51	43.2	27	22.9	5	4.2	< 5	---
Income status^{cciii}										
Low-Income	230	25.3	377	41.5	223	24.6	59	6.5	19	2.1
Not-Low-Income	564	27.5	949	46.3	430	21.0	88	4.3	18	0.9
First-Gen status^{cciv}										
First-Gen	305	24.8	523	42.5	310	25.2	70	5.7	22	1.8
Not-First-Gen	501	28.0	832	46.5	358	20.0	82	4.6	16	0.9
First-Gen/Low-Inc status^{ccv}										
Not-First-Gen/Not-Low-Inc	699	27.2	1,189	46.2	543	21.1	117	4.5	25	1.0
First-Gen/Low-Inc	107	23.7	169	37.4	128	28.3	35	7.7	13	2.9

I feel valued by other students outside of the classroom.

	724	24.0	1,235	41.0	815	27.0	195	6.5	45	1.5
Student status^{ccvi}										
Undergrad	431	22.5	760	39.7	557	29.1	134	7.0	34	1.8
Grad/Prof/Post-Doc/Fel/Res	307	27.2	488	43.2	263	23.3	61	5.4	11	1.0
Undergrad Student status^{ccvii}										
Started first year at UMKC	20	25.1	482	41.7	303	26.2	68	5.9	12	1.0
Transferred to UMKC	141	18.5	278	36.5	254	33.4	66	8.7	22	2.9
Gender identity^{ccviii}										
Women	440	23.4	758	40.4	527	28.1	128	6.8	25	1.3
Men	288	26.4	464	42.6	263	24.1	59	5.4	16	1.5
Transpectrum	8	11.9	18	26.9	29	43.3	8	11.9	< 5	---
Racial identity^{ccix}										
Additional People of Color	29	29.6	39	39.8	22	22.4	5	5.1	< 5	---
Asian/Asian American	133	30.9	196	45.6	87	20.2	12	2.8	< 5	---
Black/African/African American	65	19.8	131	39.8	101	30.7	25	7.6	7	2.1
Hispanic/Latin@/Chican@	41	25.8	61	38.4	50	31.4	6	3.8	< 5	---
White	409	24.0	686	40.3	464	27.3	120	7.1	23	1.4
Multiracial	49	18.4	110	41.4	76	28.6	26	9.8	5	1.9
Sexual identity^{ccx}										
LGBQ	73	18.3	158	39.5	123	30.8	32	8.0	14	3.5
Heterosexual	620	24.9	1,017	40.9	665	26.8	154	6.2	29	1.2
Asexual	< 5	---	7	36.8	9	47.4	< 5	---	0	0.0

Table 103. Student Respondents’ Feelings of Value Inside and Outside the Classroom

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status ^{ccxi}										
Single Disability	49	18.7	85	32.4	85	32.4	33	12.6	10	3.8
No Disability	677	25.6	1,112	42.0	685	25.9	145	5.5	28	1.1
Multiple Disabilities	9	7.8	43	37.1	42	36.2	15	12.9	7	6.0
Citizenship status ^{ccxii}										
U.S. Citizen	554	22.6	989	40.4	6692	28.3	177	7.2	37	1.5
Non-U.S. Citizen	172	30.2	252	44.3	120	21.1	17	3.0	8	1.4
Military status ^{ccxiii}										
Military Service	15	16.7	32	35.6	36	40.0	< 5	---	< 5	---
Non- Military Service	682	24.2	1,165	41.3	752	26.7	181	6.4	40	1.4
Religious/spiritual ^{ccxiv}										
Christian	376	25.4	626	42.2	374	25.2	91	6.1	15	1.0
Add relig/spirit Affiliation	137	32.2	181	42.5	88	20.7	13	3.1	7	1.6
No Affiliation	1866	18.7	397	39.9	313	31.4	78	7.8	22	2.2
Multiple Affiliations	31	27.0	33	28.7	39	33.9	12	10.4	0	0.0
Income status ^{ccxv}										
Low-Income	190	20.9	365	40.2	255	28.1	77	8.5	20	2.2
Not-Low-Income	522	25.6	841	41.3	539	26.4	112	5.5	24	1.2
First-Gen status ^{ccxvi}										
First-Gen	286	23.4	467	38.2	358	29.2	90	7.4	23	1.9
Not-First-Gen	437	24.5	766	42.9	455	25.5	104	5.8	22	1.2
First-Gen/Low-Inc status ^{ccxvii}										
Not-First-Gen/Not-Low-Inc	631	24.6	1,067	41.6	683	26.6	153	6.0	29	1.1
First-Gen/Low-Inc	93	20.6	168	37.3	132	29.3	42	9.3	16	3.5
Employment status ^{ccxviii}										
Not Employed	308	26.9	477	41.6	277	24.1	62	5.4	23	2.0
Employed	411	22.3	745	40.4	533	28.9	133	7.2	22	1.2
Housing status ^{ccxix}										
Campus Housing	157	27.0	250	43.0	138	23.8	26	4.5	10	1.7
Non-Campus Housing	562	23.3	977	40.6	674	28.0	163	6.8	33	1.4

Note: Table reports only Student responses (*n* = 3,070).

Slightly more than a third (36%, *n* = 1,072) of Student respondents “strongly agreed” or “agreed” that faculty pre-judged their abilities based on their perception of their identity/background (Table 104). Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (15%, *n* = 167) were significantly more likely to “strongly agree” that faculty pre-judged their abilities based on their perception of their identity/background than were Undergraduate Student respondents (12%, *n* = 233). Additional People of Color Student respondents (23%, *n* = 22) and Asian/Asian American Student respondents (23%, *n* = 97) were significantly more likely than Multiracial Student respondents (10%, *n* = 28) and White Student respondents (10%, *n* = 163) to

“strongly agree” that faculty pre-judged their abilities based on their perception of their identity/background. A significantly greater percentage of Multiple Disabilities Student respondents (37%, $n = 44$) and Single Disability Student respondents (31%, $n = 82$) “neither agreed nor disagreed” that faculty pre-judged their abilities based on their perception of their identity/background than did No Disability Student respondents (23%, $n = 609$). By citizenship status, Non-U.S. Citizens Student respondents (22%, $n = 127$) were significantly more likely to “strongly agree” that faculty pre-judged their abilities based on their perception of their identity/background than were U.S. Citizen Student respondents (11%, $n = 266$). No Affiliation Student respondents (15%, $n = 149$) and Christian Student respondents (13%, $n = 199$) were significantly more likely to “strongly disagree” that faculty pre-judged their abilities based on their perception of their identity/background than were Additional Religious/Spiritual Affiliation Student respondents (8%, $n = 35$). By income status, a significantly greater percentage of Low-Income Student respondents (25%, $n = 224$) “agreed” that faculty pre-judged their abilities based on their perception of their identity/background than did Not-Low-Income Student respondents (21%, $n = 436$). Additionally, a significantly smaller percentage of First-Generation Student respondents (25%, $n = 291$) “disagreed” that faculty pre-judged their abilities based on their perception of their identity/background than Not-First-Generation Student respondents (29%, $n = 521$). Analyses also revealed that Not-First-Generation Not-Low-Income Student respondents (22%, $n = 556$) were significantly less likely to “agree” that faculty pre-judged their abilities based on their perception of their identity/background were First-Generation Low-Income Student respondents (27%, $n = 122$). Lastly, Not Employed Student respondents (15%, $n = 176$) were significantly more likely to “strongly agree” that faculty pre-judged their abilities based on their perception of their identity/background than were Employed Student respondents (12%, $n = 213$).

Thirty-four percent ($n = 1,015$) of Student respondents “strongly agreed” or “agreed” that staff pre-judged their abilities based on their perception of their identity/background. Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (13%, $n = 147$) were significantly more likely to “strongly agree” that staff pre-judged their abilities based on their perception of their identity/background than were Undergraduate Student respondents (11%, $n = 219$). Men Student respondents (25%, $n = 271$) more so than Women Student

respondent (20%, $n = 374$) “agreed” that staff pre-judged their abilities based on their perception of their identity/background. Asian/Asian American Student respondents (34%, $n = 145$) were significantly more likely than White Student respondents (18%, $n = 307$) and Multiracial Student respondents (17%, $n = 46$) to “agree” that staff pre-judged their abilities based on their perception of their identity/background. A significantly greater percentage of No Disability Student respondents (28%, $n = 729$) than Multiple Disabilities Student respondents (16%, $n = 19$) “disagreed” that staff pre-judged their abilities based on their perception of their identity/background. Additionally, Non-U.S. Citizens Student respondents (22%, $n = 123$) were also significantly more likely to “strongly agree” that staff pre-judged their abilities based on their perception of their identity/background than were U.S. Citizen Student respondents (10%, $n = 236$). Additional Religious/Spiritual Affiliation Student respondents (24%, $n = 101$) were significantly more likely to “strongly agree” than all other religious/spiritual identities that staff pre-judged their abilities based on their perception of their identity/background. By income status, a significantly greater percentage of Not-Low-Income Student respondents (28%, $n = 580$) “disagreed” that staff pre-judged their abilities based on their perception of their identity/background than did Low-Income Student respondents (23%, $n = 211$). A significantly greater percentage of Not-First-Generation Student respondents (29%, $n = 519$) also “disagreed” that staff pre-judged their abilities based on their perception of their identity/background than First-Generation Student respondents (23%, $n = 282$). Subsequently, First-Generation Low-Income Student respondents (26%, $n = 117$) were significantly more likely to “agree” that staff pre-judged their abilities based on their perception of their identity/background than were Not-First-Generation Not-Low-Income Student respondents (21%, $n = 538$). Finally, Not Employed Student respondents (14%, $n = 164$) were significantly more likely to “strongly agree” that staff pre-judged their abilities based on their perception of their identity/background than were Employed Student respondents (10%, $n = 191$).

Seventy-one percent ($n = 2,131$) of Student respondents “strongly agreed” or “agreed” that the campus climate encourages free and open discussion of difficult topics. Undergraduate Student respondents who transferred to UMKC (5%, $n = 36$) were significantly more likely than Undergraduate Student respondents who started their first year at UMKC (2%, $n = 25$) to “strongly disagree” that the campus climate encourages free and open discussion of difficult

topics. A significantly greater percentage of Transspectrum Student respondents (14%, $n = 9$) than Men Student respondents (3%, $n = 35$) and Women Student respondents (3%, $n = 49$) “strongly disagreed” that the campus climate encourages free and open discussion of difficult topics. Asian/Asian American Student respondents (44%, $n = 189$) were significantly more likely to “agree” that the campus climate encourages free and open discussion of difficult topics than were Black/African/African American Student respondents (33%, $n = 108$). No Disability Student respondents (3%, $n = 65$) were significantly less likely to “strongly disagree” that the campus climate encourages free and open discussion of difficult topics than were Single Disability Student respondents (6%, $n = 15$) and Multiple Disabilities Student respondents (11%, $n = 13$). Additionally, U.S. Citizen Student respondents (3%, $n = 83$) were significantly more likely to “strongly disagree” that the campus climate encourages free and open discussion of difficult topics than Non-U.S. Citizen Student respondents (2%, $n = 9$). Further analyses also revealed that Additional Religious/Spiritual Affiliation Student respondents (34%, $n = 145$) were significantly more likely to “strongly agree” that the campus climate encourages free and open discussion of difficult topics than were No Affiliation Student respondents (26%, $n = 257$). Lastly, by income status, a significantly lower percentage of Low-Income Student respondents (38%, $n = 346$) “agreed” that the campus climate encourages free and open discussion of difficult topics than did Not-Low-Income Student respondents (44%, $n = 892$).

Table 104. Student Respondents’ Perceptions of Campus Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I think that faculty pre-judge my abilities based on their perception of my identity/background.	394	13.1	678	22.5	731	24.3	814	27.0	397	13.2
Student status ^{ccxxx}										
Undergrad	233	12.2	384	20.0	506	26.4	530	27.7	263	13.7
Grad/Prof/Post-Doc/Fel/Res	167	14.8	301	26.6	234	20.7	290	25.6	140	12.4
Racial identity ^{ccxxi}										
Additional People of Color	22	22.7	28	28.9	17	17.5	19	19.6	11	11.3
Asian/Asian American	97	22.5	147	34.1	87	20.2	74	17.2	26	6.0
Black/African/African American	55	16.8	77	23.5	86	26.2	74	22.6	36	11.0
Hispanic/Latin@/Chican@	26	16.6	38	24.2	41	26.1	38	24.2	14	8.9
White	163	9.6	336	19.7	419	24.6	521	30.5	267	15.7
Multiracial	28	10.4	44	16.4	70	26.0	85	31.6	42	15.6

Table 104. Student Respondents’ Perceptions of Campus Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status^{ccxxii}										
Single Disability	30	11.4	54	20.5	82	31.2	60	22.8	37	14.1
No Disability	353	13.3	597	22.6	609	23.0	732	27.7	355	13.4
Multiple Disabilities	15	12.7	27	22.9	44	37.3	22	18.6	10	8.5
Citizenship status^{ccxxiii}										
U.S. Citizen	266	10.8	496	20.2	625	25.5	717	29.2	349	14.2
Non-U.S. Citizen	127	22.4	186	32.8	108	19.0	94	16.6	52	9.2
Religious/spiritual^{ccxxiv}										
Christian	179	12.1	323	21.8	366	24.7	416	28.1	199	13.4
Add relig/spirit Affiliation	102	24.3	130	31.0	88	21.0	65	15.5	35	8.3
No Affiliation	100	10.0	194	19.4	248	24.8	309	30.9	149	14.9
Multiple Affiliations	14	11.9	30	25.4	31	26.3	25	21.2	18	15.3
Income status^{ccxxv}										
Low-Income	134	14.9	224	24.9	217	24.1	221	24.5	105	11.7
Not-Low-Income	251	12.3	436	21.3	498	24.3	576	28.2	285	13.9
First-Gen status^{ccxxvi}										
First-Gen	163	13.3	283	23.2	312	25.5	291	24.8	173	14.2
Not-First-Gen	229	12.8	395	22.1	417	23.3	521	29.2	224	12.5
First-Gen/Low-Inc status^{ccxxvii}										
Not-First-Gen/Not-Low-Inc	331	12.9	556	21.7	618	24.1	716	27.9	344	13.4
First-Gen/Low-Inc	63	14.0	122	27.2	113	25.2	98	21.8	53	11.8
Employment status^{ccxxviii}										
Not Employed	176	15.4	261	22.8	278	24.3	284	24.8	146	12.8
Employed	213	11.5	410	22.2	447	24.2	527	28.5	249	13.5
I think that staff pre-judge my abilities based on their perception of my identity/background.										
	360	11.9	655	21.7	789	26.2	803	26.7	406	13.5
Student status^{ccxxix}										
Undergrad	219	11.4	383	20.0	53	27.7	513	26.8	270	14.1
Grad/Prof/Post-Doc/Fel/Res	147	13.0	279	24.6	267	23.6	297	26.2	142	12.5
Gender identity^{ccxxx}										
Woman	209	11.1	374	19.9	514	27.4	529	28.2	249	13.3
Man	148	13.5	271	24.8	264	24.2	259	23.7	151	13.85
Transpectrum	8	11.8	15	22.1	15	22.1	18	26.5	12	17.6
Racial identity^{ccxxxi}										
Additional People of Color	22	22.9	29	30.2	21	21.9	16	16.7	8	8.3
Asian/Asian American	92	21.4	145	33.7	94	21.9	72	16.7	27	6.3
Black/African/African American	47	14.2	81	24.5	93	28.1	73	22.1	37	11.2
Hispanic/Latin@/Chican@	26	16.4	38	23.9	46	28.9	34	21.4	15	9.4
White	150	8.8	307	18.0	445	26.1	526	30.9	275	16.1
Multiracial	21	7.9	46	17.2	77	28.8	80	30.0	43	16.1
Disability status^{ccxxxii}										
Single Disability	24	9.2	52	19.9	92	35.2	58	22.2	35	13.4
No Disability	327	12.4	572	21.6	654	24.7	729	27.6	364	13.8
Multiple Disabilities	12	10.0	31	25.8	46	38.3	19	15.8	12	10.0
Citizenship status^{ccxxxiii}										
U.S. Citizen	236	9.6	481	19.6	668	27.2	708	28.9	359	14.6

Table 104. Student Respondents’ Perceptions of Campus Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Non-U.S. Citizen	123	21.7	179	31.6	121	21.3	93	16.4	51	9.0
Religious/spiritual ^{ccxxxiv}										
Christian	161	10.8	313	21.1	380	25.6	422	28.4	209	14.1
Add relig/spirit Affiliation	101	24.0	131	31.1	96	22.8	57	13.5	36	8.6
No Affiliation	88	8.8	183	18.4	276	27.7	301	30.2	148	14.9
Multiple Affiliations	13	11.0	28	23.7	35	29.7	25	21.2	18	14.4
Income status ^{ccxxxv}										
Low-Income	121	13.4	214	23.6	245	27.1	211	23.3	114	12.6
Not-Low-Income	229	11.2	422	20.7	525	25.7	580	28.4	285	14.0
First-Gen status ^{ccxxxvi}										
First-Gen	147	12.1	273	22.4	339	27.8	282	23.2	177	14.5
Not-First-Gen	211	11.8	382	21.4	448	25.0	519	29.0	229	12.8
First-Gen/Low-Inc status ^{ccxxxvii}										
Not-First-Gen/Not-Low-Inc	302	11.8	538	21.0	664	25.9	711	27.7	349	13.6
First-Gen/Low-Inc	58	12.9	117	26.1	125	27.8	92	20.5	57	12.7
Employment status ^{ccxxxviii}										
Not Employed	164	14.3	161	22.8	294	25.7	280	24.5	144	12.6
Employed	191	10.3	390	21.1	487	26.4	520	28.1	260	14.1
I believe that the campus climate encourages free and open discussion of difficult topics.	866	28.7	1,265	41.9	590	19.5	208	6.9	91	3.0
Undergrad Student status ^{ccxxxix}										
Started first year at UMKC	352	30.6	475	41.2	217	18.8	83	7.2	25	2.2
Transferred to UMKC	209	27.3	293	38.3	170	22.2	58	7.6	36	4.7
Gender identity ^{ccxd}										
Woman	557	29.7	786	41.9	364	19.4	119	6.3	49	2.6
Man	310	28.2	464	42.2	216	19.6	75	6.8	35	3.2
Transspectrum	10	14.7	22	32.4	14	20.6	13	19.1	9	13.2
Racial identity ^{ccxli}										
Additional People of Color	30	30.9	45	46.4	17	17.5	< 5	---	< 5	---
Asian/Asian American	148	34.4	189	44.0	71	16.5	18	4.2	< 5	---
Black/African/African American	97	29.6	108	32.9	75	22.9	34	10.4	14	4.3
Hispanic/Latin@/Chican@	43	27.0	78	49.1	31	19.5	7	4.4	0	0.0
White	481	28.1	728	42.5	324	18.9	116	6.8	62	3.6
Multiracial	65	24.3	111	41.4	59	22.0	26	9.7	7	2.6
Disability status ^{ccxlii}										
Single Disability	78	29.4	85	32.1	58	21.9	29	10.9	15	5.7
No Disability	781	29.5	1,129	42.6	506	19.1	168	6.3	65	2.5
Multiple Disabilities	16	13.3	54	45.0	25	20.8	12	10.0	13	10.8
Citizenship status ^{ccxliii}										
U.S. Citizen	675	27.5	1,019	41.5	497	20.2	182	7.4	83	3.4
Non-U.S. Citizen	191	33.6	251	44.1	93	16.3	25	4.4	9	1.6
Religious/spiritual ^{ccxliv}										
Christian	435	29.3	620	41.8	278	18.7	99	6.7	52	3.5
Add relig/spirit Affiliation	145	34.4	178	42.3	74	17.6	19	4.5	5	1.2
No Affiliation	257	25.6	420	41.8	219	21.8	76	7.6	32	3.2
Multiple Affiliations	38	32.2	47	39.8	20	16.9	11	9.3	< 5	---

Table 104. Student Respondents’ Perceptions of Campus Climate

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Income status ^{ccxiv}										
Low-Income	267	29.5	346	38.2	181	20.0	73	8.1	39	4.3
Not-Low-Income	583	28.5	892	43.6	392	19.1	130	6.4	50	2.4

Note: Table reports only Student responses (*n* = 3,070).

Seventy-three percent (*n* = 2,201) of Student respondents “strongly agreed” or “agreed” that they had faculty whom they perceived as role models. Table 105 illustrates the significant differences. Undergraduate Student respondents (32%, *n* = 615) compared with Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (40%, *n* = 453) were significantly less likely to “strongly agree” that they had faculty whom they perceived as role models. Black/African/African American Student respondents (30%, *n* = 100) more so than White Student respondents (37%, *n* = 677) were significantly less likely to “agree” that they had faculty whom they perceived as role models. Single Disability Student respondents (29%, *n* = 77) were also significantly less likely than No Disability Student respondents (39%, *n* = 1,032) to “agree” that they had faculty whom they perceived as role models. U.S. Citizen Student respondents (8%, *n* = 184) were significantly more likely to “disagree” that they had faculty whom they perceived as role models than were Non-U.S. Citizen Student respondents (4%, *n* = 23). First-Generation Student respondents (21%, *n* = 262) were significantly more likely than Not-First-Generation Student respondents (17%, *n* = 295) to “neither agree nor disagree” that they had faculty whom they perceived as role models. Similarly, Not Employed Student respondents (21%, *n* = 242) were significantly more likely than Employed Student respondents (17%, *n* = 311) to “neither agree nor disagree” that they had faculty whom they perceived as role models. Lastly, significantly greater percentages of Student respondents who lived in Non-Campus-Housing (36%, *n* = 869) than Student respondents who live in Campus Housing (31%, *n* = 179) “strongly agreed” that they had faculty whom they perceived as role models.

Fifty-eight percent (*n* = 1,750) of Student respondents “strongly agreed” or “agreed” that they had staff whom they perceived as role models. Undergraduate Student respondents (25%, *n* = 475) compared with Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (28%, *n* = 318) were also significantly less likely to “strongly agree” that they had

staff whom they perceived as role models. Undergraduate Student respondents who transferred to UMKC (4%, $n = 33$) were significantly more likely to “strongly disagree” that they had staff whom they perceived as role models, than were Undergraduate Student respondents who started their first year at UMKC (2%, $n = 22$). By racial identity, Hispanic/Latin@/Chican@ Student respondents (34%, $n = 54$) were significantly more likely than Multiracial Student respondents (21%, $n = 56$) to “strongly agree” that they had staff whom they perceived as role models. U.S. Citizen Student respondents (25%, $n = 602$) were significantly less likely to “strongly agree” that they had staff whom they perceived as role models than were Non-U.S. Citizen Student respondents (32%, $n = 179$). Significantly fewer percentages of No Affiliation Student respondents (22%, $n = 222$) than both Christian Student respondents (27%, $n = 404$) and Additional Religious/Spiritual Affiliation Student respondents (30%, $n = 126$) “strongly agreed” that they had staff whom they perceived as role models.

Sixty-four percent ($n = 1,915$) of Student respondents “strongly agreed” or “agreed” that they had other students whom they perceived as role models. Again, Undergraduate Student respondents (26%, $n = 504$) compared with Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (30%, $n = 337$) were significantly less likely to “strongly agree” that they had other students whom they perceived as role models. Undergraduate Student respondents who transferred to UMKC (4%, $n = 29$) were significantly more likely to “strongly disagree” that they had other students whom they perceived as role models, than were Undergraduate Student respondents who started their first year at UMKC (2%, $n = 25$). By racial identity, Asian/Asian American Student respondents (36%, $n = 153$) were significantly more likely than Multiracial Student respondents (21%, $n = 57$), Black/African/African American Student respondents (25%, $n = 80$), and White Student respondents (27%, $n = 467$) to “strongly agree” that they had other students whom they perceived as role models. U.S. Citizen Student respondents (10%, $n = 247$) were also significantly more likely to “disagree” that they had other students whom they perceived as role models than were Non-U.S. Citizen Student respondents (7%, $n = 39$). Additional Religious/Spiritual Affiliation Student respondents (35%, $n = 145$) were significantly more likely to “strongly agree” than were No Affiliation Student respondents (24%, $n = 238$) that they had other students whom they perceived as role models compared with Christian Student respondents (28%, $n = 417$). A significantly greater percentage of Not-Low-

Income Student respondents (37%, $n = 754$) “agreed” that they had other students whom they perceived as role models compared with Low-Income Student respondents (33%, $n = 297$). Additionally, Not-First-Generation Student respondents (39%, $n = 697$) were also significantly more likely to “agree” that they had other students whom they perceived as role models than were First-Generation Student respondents (32%, $n = 387$). Subsequently, First-Generation Low-Income Student respondents (29%, $n = 131$) were significantly less likely to “agree” that they had other students whom they perceived as role models than were Not-First-Generation Not-Low-Income Student respondents (37%, $n = 955$).

Table 105. Student Respondents’ Perceptions of Role Models

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have faculty whom I perceive as role models.	1,053	34.8	1,148	38.0	559	18.5	209	6.9	54	1.8
Student status ^{ccxlv}										
Undergrad	615	32.0	705	36.7	405	21.1	156	8.1	41	2.1
Grad/Prof/Post-Doc/Fel/Res	453	39.9	457	40.3	158	13.9	54	4.8	13	1.1
Racial identity ^{ccxlvii}										
Additional People of Color	34	35.1	40	41.2	16	16.5	< 5	---	< 5	---
Asian/Asian American	161	37.4	165	38.3	79	18.3	23	5.3	< 5	---
Black/African/African American	92	28.0	100	30.4	89	27.1	37	11.2	11	3.3
Hispanic/Latin@/Chican@	56	35.7	62	39.5	31	19.7	6	3.8	< 5	---
White	618	36.1	677	36.5	266	15.5	122	7.1	30	1.8
Multiracial	91	33.8	94	34.9	63	23.4	16	5.9	5	1.9
Disability status ^{ccxlviii}										
Single Disability	105	40.1	77	29.4	46	17.6	26	9.9	8	3.1
No Disability	918	34.6	1,032	38.9	490	18.5	174	6.6	41	1.5
Multiple Disabilities	41	34.2	44	36.7	21	17.5	9	7.5	5	4.2
Citizenship status ^{ccxlix}										
U.S. Citizen	842	34.2	943	38.3	448	18.2	184	7.5	44	1.8
Non-U.S. Citizen	211	37.1	212	37.3	112	19.7	23	4.0	10	1.8
First-Gen status ^{cccl}										
First-Gen	415	33.9	440	35.9	262	21.4	58	6.9	23	1.9
Not-First-Gen	638	35.6	705	39.3	295	16.5	124	6.9	31	1.7
Employment status ^{cccli}										
Not Employed	382	33.2	436	37.9	242	21.1	67	5.8	22	1.9
Employed	665	35.9	704	38.0	311	16.8	139	7.5	32	1.7
Housing status ^{ccclii}										
Campus Housing	179	30.6	218	37.3	121	20.7	53	9.1	14	2.4
Non-Campus Housing	869	35.9	921	38.1	438	18.1	152	6.3	38	1.6

Table 105. Student Respondents’ Perceptions of Role Models

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I have staff whom I perceive as role models.	778	25.8	972	32.2	867	28.8	317	10.5	80	2.7
Student status ^{ccliii}										
Undergrad	475	24.7	601	31.3	566	29.5	224	11.7	55	2.9
Grad/Prof/Post-Doc/Fel/Res	318	28.2	382	33.9	307	27.2	95	8.4	25	2.2
Undergrad Student status ^{ccliv}										
Started first year at UMKC	303	26.3	384	33.3	310	26.9	165	11.7	22	1.9
Transferred to UMKC	172	22.4	217	28.3	256	33.4	86	11.6	33	4.3
Racial identity ^{cclv}										
Additional People of Color	28	29.2	38	39.6	20	20.8	5	5.2	5	5.2
Asian/Asian American	131	30.8	145	34.1	108	25.4	32	7.5	9	2.1
Black/African/African American	87	26.3	96	29.0	98	29.6	39	11.8	11	3.3
Hispanic/Latin@/Chican@	54	34.4	59	37.6	61	19.7	12	7.6	< 5	---
White	425	24.9	540	31.6	500	29.3	201	11.8	43	2.5
Multiracial	56	20.7	88	32.6	94	34.8	24	8.9	8	3.0
Citizenship status ^{cclvi}										
U.S. Citizen	602	24.5	785	31.9	731	29.7	280	11.4	64	2.6
Non-U.S. Citizen	179	32.1	194	34.8	133	23.8	36	6.5	16	2.9
Religious/spiritual ^{cclvii}										
Christian	404	27.2	484	32.5	421	28.3	149	10.0	30	2.0
Add relig/spirit Affiliation	126	30.4	139	33.6	102	24.6	33	8.0	14	3.4
No Affiliation	222	22.1	315	31.4	309	30.8	125	12.5	32	3.2
Multiple Affiliations	36	30.5	34	28.8	35	29.7	9	7.6	< 5	---
I have other students whom I perceive as mentors.	829	27.6	1,086	36.1	726	24.1	285	9.5	83	2.8
Student status ^{cclviii}										
Undergrad	504	26.4	652	34.2	499	26.2	199	10.4	54	2.8
Grad/Prof/Post-Doc/Fel/Res	337	29.7	444	39.2	234	20.6	90	7.9	29	2.6
Undergrad Student status ^{cclix}										
Started first year at UMKC	334	29.0	405	35.2	269	23.4	118	10.3	25	2.2
Transferred to UMKC	170	22.5	247	32.6	230	30.4	81	10.7	29	3.8
Racial identity ^{cclx}										
Additional People of Color	27	27.8	40	41.2	18	18.6	8	8.2	< 5	---
Asian/Asian American	153	35.7	156	36.4	84	19.6	30	7.0	5	1.2
Black/African/African American	80	24.6	100	30.8	93	28.6	40	12.3	12	3.7
Hispanic/Latin@/Chican@	44	28.0	53	33.8	41	26.1	12	7.6	7	4.5
White	467	27.4	633	37.1	397	23.3	167	9.8	42	2.5
Multiracial	57	21.2	91	33.8	81	30.1	29	10.8	11	4.1
Citizenship status ^{cclxi}										
U.S. Citizen	649	26.5	884	36.1	603	24.6	247	10.1	69	2.8
Non-U.S. Citizen	181	32.2	206	36.7	123	21.9	39	6.9	13	2.3
Religious/spiritual ^{cclxii}										

Table 105. Student Respondents’ Perceptions of Role Models

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Christian	417	28.2	557	37.6	345	23.3	132	8.9	29	2.0
Add relig/spirit Affiliation	145	34.5	148	35.2	84	20.0	32	7.6	11	2.6
No Affiliation	238	23.8	336	33.7	270	27.1	115	11.5	39	3.9
Multiple Affiliations	36	30.5	45	38.1	24	20.3	9	7.6	< 5	---
Income status ^{cclxxiii}										
Low-Income	24	27.1	297	33.0	225	25.0	101	11.2	32	3.6
Not-Low-Income	575	28.1	754	36.9	485	23.7	184	9.0	47	2.3
First-Gen status ^{cclxxiv}										
First-Gen	338	27.8	387	31.8	323	26.6	129	10.6	39	3.2
Not-First-Gen	491	27.4	697	39.0	401	22.4	156	8.7	44	2.5
First-Gen/Low-Inc status ^{cclxxv}										
Not-First-Gen/Not-Low-Inc	705	27.5	955	37.3	612	23.9	228	8.9	62	2.4
First-Gen/Low-Inc	124	27.7	131	29.3	114	25.5	57	12.8	21	4.7

Note: Table reports only Student responses (*n* = 3,070).

Table 106 reflects Student respondents’ perceptions of actions taken by senior administrators, faculty, and students to address the needs of at-risk and underserved students. Less than half, (48%, *n* = 1,445) of Student respondents “strongly agreed” or “agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Undergraduate Student respondents (16%, *n* = 314) were significantly more likely than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (20%, *n* = 226) to “strongly agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Undergraduate Student respondents who started their first year at UMKC (19%, *n* = 214) were significantly more likely to “strongly agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were Undergraduate Student respondents who transferred to UMKC (13%, *n* = 100). Transspectrum Student respondents (19%, *n* = 13) and Women Student respondents (29%, *n* = 535) were significantly less likely to “agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were Men Student respondents (34%, *n* = 371). Both Multiracial Student respondents (13%, *n* = 35) and White Student respondents (16%, *n* = 272) were significantly less likely to “strongly agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than Asian/Asian American Student respondents (26%, *n* = 113). No Disability Student respondents (31%, *n* = 827) were significantly more likely to “agree” that senior administrators had taken direct actions to address

the needs of at-risk/underserved students than were Single Disability Student respondents (22%, $n = 58$). By citizenship status, Non-U.S. Citizen Student respondents (27%, $n = 149$) were significantly more likely to “strongly agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were U.S. Citizen Student respondents (16%, $n = 382$). A significantly greater percentage of Additional Religious/Spiritual Affiliation Student respondents (29%, $n = 120$) than Christian Student respondents (18%, $n = 260$) or No Affiliation Student respondents (13%, $n = 131$) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students. Low-Income Student respondents (5%, $n = 46$) were significantly more likely to “strongly disagree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were Not-Low-Income Student respondents (3%, $n = 57$). Secondary analyses revealed that First-Generation Low-Income Student respondents (26%, $n = 118$) were significantly less likely to “agree” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than were Not-First-Generation Not-Low-Income Student respondents (31%, $n = 796$). Lastly, significantly greater percentages of Not Employed Student respondents (19%, $n = 223$) “strongly agreed” that senior administrators had taken direct actions to address the needs of at-risk/underserved students than did Employed Student respondents (16%, $n = 302$).

Fifty-three percent ($n = 1,596$) of Student respondents “strongly agreed” or “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. Undergraduate Student respondents (32%, $n = 611$) were significantly less likely than Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (36%, $n = 401$) to “agree” that faculty had taken direct actions to address the needs of at-risk/underserved students. Significance again emerged by undergraduate student status such that Undergraduate Student respondents who started their first year at UMKC (21%, $n = 235$) were significantly more likely to “strongly agree” that faculty had taken direct actions to address the needs of at-risk/underserved students than were Undergraduate Student respondents who transferred to UMKC (16%, $n = 123$). Men Student respondents (23%, $n = 247$) were significantly more likely to “strongly agree” that faculty had taken direct actions to address the needs of at-risk/underserved students than were Women Student respondents (18%, $n = 344$). A significantly greater percentage of Additional

People of Color Student respondents (44%, $n = 43$) and Asian/Asian American Student respondents (40%, $n = 169$) than Black/African/African American Student respondents (25%, $n = 82$) “agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. No Disability Student respondents (34%, $n = 902$) were significantly more likely to “agree” that faculty had taken direct actions to address the needs of at-risk/underserved students than were Single Disability Student respondents (25%, $n = 66$). Non-U.S. Citizens Student respondents (28%, $n = 159$) were significantly more likely to “strongly agree” that faculty had taken direct actions to address the needs of at-risk/underserved students than U.S. Citizen Student respondents (18%, $n = 434$). A significantly greater percentage of Additional Religious/Spiritual Affiliation Student respondents (29%, $n = 121$) than Christian Student respondents (19%, $n = 285$) or No Affiliation Student respondents (16%, $n = 162$) “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students. By income status, Low-Income Student respondents (4%, $n = 37$) were significantly more likely to “strongly disagree” that faculty had taken direct actions to address the needs of at-risk/underserved students than were Not-Low-Income Student respondents (2%, $n = 44$). Secondary analyses also revealed that First-Generation Low-Income Student respondents (4%, $n = 19$) were significantly more likely to “strongly disagree” that faculty had taken direct actions to address the needs of at-risk/underserved students than were Not-First-Generation Not-Low-Income Student respondents (2%, $n = 62$). Lastly, a significantly greater percentage of Not Employed Student respondents (22%, $n = 247$) “strongly agreed” that faculty had taken direct actions to address the needs of at-risk/underserved students than did Employed Student respondents (18%, $n = 338$).

Fifty-two percent ($n = 1,557$) of Student respondents “strongly agreed” or “agreed” that students had taken direct actions to address the needs of at-risk/underserved students.

Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (22%, $n = 240$) were significantly more likely than Undergraduate Student respondents (18%, $n = 336$) to “strongly agree” that students had taken direct actions to address the needs of at-risk/underserved students. Again, significance emerged by undergraduate student status with 20% ($n = 227$) of Undergraduate Student respondents who started their first year at UMKC being significantly more likely to “strongly agree” that students had taken direct actions to address the needs of at-

risk/underserved students than 14% ($n = 109$) of Undergraduate Student respondents who transferred. Men Student respondents (36%, $n = 389$) were significantly more likely to “agree” that students had taken direct actions to address the needs of at-risk/underserved students than were Women Student respondents (32%, $n = 587$). A significantly greater percentage of Asian/Asian American Student respondents (27%, $n = 114$) than Multiracial Student respondents (14%, $n = 37$), Black/African/African American Student respondents (17%, $n = 56$), and White Student respondents (18%, $n = 297$) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students. No Disability Student respondents (2%, $n = 51$) were significantly less likely to “strongly disagree” that students had taken direct actions to address the needs of at-risk/underserved students than were Single Disability Student respondents (5%, $n = 12$). By citizenship status, Non-U.S. Citizens Student respondents (27%, $n = 151$) were also significantly more likely to “strongly agree” that students had taken direct actions to address the needs of at-risk/underserved students than U.S. Citizen Student respondents (17%, $n = 417$). A significantly greater percentage of Additional Religious/Spiritual Affiliation Student respondents (29%, $n = 121$) than Christian Student respondents (18%, $n = 273$) or No Affiliation Student respondents (15%, $n = 151$) “strongly agreed” that students had taken direct actions to address the needs of at-risk/underserved students. By income status, Low-Income Student respondents (7%, $n = 66$) were significantly more likely to “disagree” that students had taken direct actions to address the needs of at-risk/underserved students than were Not-Low-Income Student respondents (5%, $n = 107$). First-generation status also yielded significant results with greater percentages of Not-First-Generation Student respondents (36%, $n = 632$) indicating that they “agree” that students had taken direct actions to address the needs of at-risk/underserved students than First-Generation Student respondents (29%, $n = 356$). Secondary analyses again revealed significance such that First-Generation Low-Income Student respondents (28%, $n = 126$) were significantly less likely to “agree” that students had taken direct actions to address the needs of at-risk/underserved students than were Not-First-Generation Not-Low-Income Student respondents (34%, $n = 864$). Lastly, significantly greater percentages of Student respondents who lived in Non-Campus Housing (41%, $n = 986$) “neither agreed nor disagreed” that students had taken direct actions to address the needs of at-risk/underserved students than did Student respondents who lived in Campus Housing (36%, $n = 207$).

Table 106. Student Respondents’ Feelings of Actions Taken

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	531	17.6	914	30.3	1,262	41.8	206	6.8	104	3.4
Student status ^{cclxvi}										
Undergrad	314	16.4	556	29.0	833	43.4	137	7.1	79	4.1
Grad/Prof/Post-Doc/Fel/Res	226	20.0	367	32.5	441	39.0	70	6.2	26	2.3
Undergrad Student status ^{cclxvii}										
Started first year at UMKC	214	18.6	368	31.9	460	39.9	79	6.9	32	2.8
Transferred to UMKC	100	13.1	188	24.5	373	48.7	58	7.6	47	6.1
Gender identity ^{cclxviii}										
Women	311	16.6	535	28.5	826	44.1	141	7.5	62	3.3
Men	221	20.2	371	33.9	405	37.0	60	5.5	38	3.5
Transspectrum	7	10.3	13	19.1	38	55.9	6	8.8	< 5	---
Racial identity ^{cclxix}										
Additional People of Color	23	24.2	35	36.8	29	30.5	< 5	---	5	5.3
Asian/Asian American	113	26.3	163	38.0	120	28.0	23	5.4	10	2.3
Black/African/African American	50	15.2	78	23.6	155	47.0	29	8.8	18	5.5
Hispanic/Latin@/Chican@	33	21.0	56	35.7	55	35.0	7	4.5	6	3.8
White	272	15.9	500	29.3	763	44.7	119	7.0	53	3.1
Multiracial	35	13.0	75	27.9	126	46.8	23	8.6	10	3.7
Disability status ^{cclxx}										
Single Disability	43	16.3	58	22.1	120	45.6	25	9.5	17	6.5
No Disability	482	18.2	827	31.3	1,088	41.1	172	6.5	77	2.9
Multiple Disabilities	13	10.8	32	26.7	56	46.7	9	7.5	10	8.3
Citizenship status ^{cclxxi}										
U.S. Citizen	382	15.5	716	29.1	1,093	44.4	179	7.3	89	3.6
Non-U.S. Citizen	149	26.5	202	35.9	169	30.0	28	5.0	15	2.7
Religious/spiritual ^{cclxxii}										
Christian	260	17.5	455	30.6	620	41.8	96	6.5	54	3.6
Add relig/spirit Affiliation	120	28.6	145	34.5	123	29.3	22	5.2	10	2.4
No Affiliation	131	13.1	281	28.1	475	47.5	79	7.9	34	3.4
Multiple Affiliations	26	22.0	34	28.8	45	38.1	7	5.9	6	5.1
Income status ^{cclxxiii}										
Low-Income	157	17.3	258	28.4	366	40.3	82	9.0	46	5.1
Not-Low-Income	368	18.0	639	31.2	859	42.0	122	6.0	57	2.8
First-Gen/Low-Inc status ^{cclxxiv}										
Not-First-Gen/Not-Low-Inc	447	17.4	796	31.0	1,076	41.9	164	6.4	82	3.2
First-Gen/Low-Inc	84	18.6	118	26.1	186	41.2	42	9.3	22	4.9
Employment status ^{cclxxv}										
Not Employed	223	19.4	371	32.3	454	39.6	63	5.5	36	3.1
Employed	302	16.4	538	29.1	798	43.2	141	7.6	68	3.7
Faculty have taken direct actions to address the needs of at-risk/underserved students.	591	19.6	1,005	33.4	1,160	38.5	173	5.7	81	2.7

Table 106. Student Respondents’ Feelings of Actions Taken

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Student status ^{cclxxxvi}										
Undergrad	358	18.7	611	31.9	778	40.6	104	5.4	64	3.3
Grad/Prof/Post-Doc/Fel/Res	243	21.6	401	35.6	395	35.0	70	6.2	18	1.6
Undergrad Student status ^{cclxxxvii}										
Started first year at UMKC	235	20.5	398	34.6	426	37.1	66	5.7	24	2.1
Transferred to UMKC	123	16.1	213	27.8	352	46.0	38	5.0	40	5.2
Gender identity ^{cclxxxviii}										
Women	344	18.4	598	31.9	765	40.9	113	6.0	52	2.8
Men	247	22.6	394	36.1	370	33.9	55	5.0	25	2.3
Transpectrum	9	13.2	16	23.5	33	48.5	6	8.8	< 5	---
Racial identity ^{cclxxxix}										
Additional People of Color	23	23.7	43	44.3	22	22.7	5	5.2	< 5	---
Asian/Asian American	118	27.6	169	39.5	118	27.6	16	3.7	7	1.6
Black/African/African American	52	15.8	82	24.9	143	43.5	34	10.3	18	5.5
Hispanic/Latin@/Chican@	41	25.9	55	34.8	54	34.2	< 5	---	< 5	---
White	309	18.2	569	33.5	693	40.7	91	5.3	39	2.3
Multiracial	45	16.8	73	27.2	119	44.4	23	8.6	8	3.0
Disability status ^{cclxxxx}										
Single Disability	56	21.4	66	25.2	110	42.0	17	6.5	13	5.0
No Disability	523	19.8	902	34.2	1,004	38.0	147	5.6	64	2.4
Multiple Disabilities	19	15.8	36	30.0	51	42.5	9	7.5	5	4.2
Citizenship status ^{cclxxxxi}										
U.S. Citizen	434	17.7	794	32.4	1,002	40.9	153	6.2	69	2.8
Non-U.S. Citizen	159	28.3	210	37.4	160	28.5	21	3.7	12	2.1
Religious/spiritual ^{cclxxxxii}										
Christian	285	19.2	494	33.2	576	38.7	85	5.7	47	3.2
Add relig/spirit Affiliation	121	28.8	156	37.1	114	27.1	23	5.5	6	1.4
No Affiliation	162	16.3	315	31.8	432	43.6	57	5.8	25	2.5
Multiple Affiliations	29	24.8	37	31.6	42	35.9	7	6.0	< 5	---
Income status ^{cclxxxxiii}										
Low-Income	188	20.7	284	31.3	333	36.7	66	7.3	37	4.1
Not-Low-Income	394	19.3	694	34.1	799	39.2	106	5.2	44	2.2
First-Gen/Low-Inc status ^{cclxxxxiv}										
Not-First-Gen/Not-Low-Inc	494	19.3	879	34.4	986	38.5	137	5.4	62	2.4
First-Gen/Low-Inc	97	21.5	126	27.9	174	37.5	36	8.0	19	4.2
Employment status ^{cclxxxxv}										
Not Employed	247	21.6	397	34.7	420	36.7	52	4.5	28	2.4
Employed	338	18.3	602	32.7	731	39.7	119	6.5	53	2.9
Students have taken direct actions to address the needs of at-risk/underserved students.	567	18.9	990	33.1	1,195	39.9	173	5.8	69	2.3
Student status ^{cclxxxxvi}										
Undergrad	336	17.6	611	32.0	801	41.9	110	5.8	52	2.7
Grad/Prof/Post-Doc/Fel/Res	240	21.5	385	34.5	409	36.6	64	5.7	18	1.6
Undergrad Student status ^{cclxxxxvii}										
Started first year at UMKC	227	19.8	390	34.1	446	39.0	58	5.1	24	2.1
Transferred to UMKC	109	14.2	221	28.9	355	46.4	52	6.8	28	3.7
Gender identity ^{cclxxxxviii}										

Table 106. Student Respondents’ Feelings of Actions Taken

Perceptions	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Women	337	18.1	587	31.5	782	42.0	119	6.4	38	2.0
Men	227	20.9	389	35.9	395	36.4	46	4.2	27	2.5
Transspectrum	11	16.2	16	23.5	28	41.2	9	13.2	< 5	---
Racial identity ^{ccxxxix}										
Additional People of Color	23	24.2	39	41.1	26	27.4	< 5	---	< 5	---
Asian/Asian American	114	27.0	161	38.1	122	28.8	20	4.7	6	1.4
Black/African/African American	56	17.1	94	28.7	139	42.4	28	8.5	11	3.4
Hispanic/Latin@/Chican@	36	23.2	53	34.2	54	34.8	8	5.2	< 5	---
White	297	17.5	548	32.3	718	42.3	96	5.7	37	2.2
Multiracial	37	13.8	81	30.1	129	48.0	16	5.9	6	2.2
Disability status ^{ccxc}										
Single Disability	55	21.2	60	23.1	115	44.2	18	6.9	12	4.6
No Disability	505	19.2	894	34.0	1,034	39.4	142	5.4	51	1.9
Multiple Disabilities	14	11.7	36	30.0	51	42.5	12	10.0	7	5.8
Citizenship status ^{ccxcii}										
U.S. Citizen	417	17.1	783	32.0	1,029	42.1	154	6.3	61	2.5
Non-U.S. Citizen	151	27.3	207	37.4	168	30.3	20	3.6	8	1.4
Religious/spiritual ^{ccxciii}										
Christian	273	18.4	490	33.1	590	39.8	92	6.2	36	2.4
Add relig/spirit Affiliation	121	29.2	146	35.3	122	29.5	19	4.6	6	1.4
No Affiliation	151	15.3	316	31.9	445	44.9	55	5.6	23	2.3
Multiple Affiliations	27	23.5	38	33.0	41	35.7	7	6.1	< 5	---
Income status ^{ccxciii}										
Low-Income	177	19.6	282	31.3	344	38.1	66	7.3	33	3.7
Not-Low-Income	382	18.8	683	33.7	823	40.6	107	5.3	34	1.7
First-Gen status ^{ccxciv}										
First-Gen	235	19.3	356	29.3	509	41.8	81	6.7	36	3.0
Not-First-Gen	331	18.7	632	35.7	684	38.6	92	5.2	33	1.9
First-Gen/Low-Inc status ^{ccxcv}										
Not-First-Gen/Not-Low-Inc	475	18.7	864	34.0	1,017	40.0	138	5.4	50	2.0
First-Gen/Low-Inc	92	20.4	126	28.0	178	39.6	35	7.8	19	4.2
Housing status ^{ccxcvi}										
Campus Housing	124	21.3	212	36.4	207	35.6	30	5.2	9	1.5
Non-Campus Housing	435	18.2	769	32.2	986	41.3	142	5.9	57	2.4

Note: Table reports only Student responses (*n* = 3,070).

Four hundred thirty-six Student respondents elaborated on their sense of value at UMKC. Three themes emerged: positive reflections, inclusion concerns, and dissatisfaction with instruction quality and faculty engagement.

Positive Reflections — Respondents noted positive reflections of UMKC’s inclusiveness, appreciation for their personal growth, and praise for their professors. One respondent praised the inclusive environment. “UMKC is a welcoming place and I enjoy all the diversity on

campus.” Another respondent noted, “UMKC is the most inclusive environment I have ever experienced. It is comforting to know that no matter who you are, or where you come from, UMKC will welcome you with open arms.” Other respondents reflected positively on how UMKC has facilitated their learning and personal growth. One respondent noted, “UMKC has helped me learn more about myself, making me feel more valued.” Another respondent shared, “They see my strengths and let me know where I can improve. I feel that my voice is always heard.” Regarding professors, respondents elaborated, “UMKC is an amazing university with amazing professors” and “there are many, many, many wonderful professors, staff/faculty. I am grateful for them. Thank you so much.” Simply put, the sentiment that “UMKC is a great experience” was widely echoed among respondents who elaborated on their sense of value at UMKC, specifically with regard to inclusiveness, growth opportunities, and professors.

Inclusion — Respondents described a range of inclusion concerns, particularly for Black students and Students with Disabilities. In their elaborations on their sense of value at UMKC, one self-identified black respondent wrote, “I feel as if I’m screaming at the top of my lungs that this is not right and change has to happen but I’m not being heard...I want to be heard. I want change. I want the hate to stop. I want to finally feel safe.” Another respondent elaborated, “The small amount of Black students in my classes have told me they feel socially segregated.” Regarding ability status inclusion, respondents noted, “Also, disability inclusion is not very high on the docket of the Office of Diversity and Inclusion Office” and “I have a student in a class who uses a wheelchair...It took a few weeks to get a working door stop for our classroom so that this student could exit the room if needed.” Other respondents reported, “Some professors are sexist or ageist,” “very unfriendly to international students,” and “Students who [are] economically poor are not treated very well.” There were also respondents who expressed opposing sentiments to the ones above. “As a straight white male veteran, nobody cares about me or my problems, yet seem to cater to others based on skin color and sexual identity.” Another respondent elaborated, “While UMKC is inclusive with progressive issues they often shun conservatives and any opinions different than the ‘norm’.” Lastly, another respondent shared, “Liberal or lashings, feminist or floggings, trying to explain why and you die.” Though not without opposition, respondents widely noted inclusion concerns in narratives addressing their sense of belonging at UMKC.

Dissatisfaction With Instruction Quality & Faculty Engagement — Respondents noted discontentment with the quality of faculty and the instruction they receive. One respondent stated, “UMKC's faculty is terrible.” More specifically, respondents noted a lack of investment from faculty and shared, “The faculty DOES NOT care about us or helping us succeed” and “Teachers act like they don't care about us. I feel I'm treated as if I were just another paycheck in some classes.” Others expressed, “I feel as if it's a burden for anyone to take an interest in me” and “I feel that UMKC Professors do not take interest in their students and do not want to invest in them.” Respondents also reported a perceived lack of agency from Faculty, “Our opinions do not matter, nor are the faculty ever wrong.” Another respondent stated, “I don't feel like we are necessarily heard by Faculty.” One respondent lamented, “There are faculty at the PhD level that have unfair treatment of students, create a learning environment that is hostile, judgmental, and not supportive of all students- bullying.” Respondents noted dissatisfaction with the quality of faculty and the instruction they receive in their reflections on their sense of value at UMKC.

^{clxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by student status: $\chi^2(4, N = 3,081) = 41.9, p < .001$.

^{clxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by undergraduate student status: $\chi^2(4, N = 1,934) = 13.1, p < .05$.

^{clxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by gender identity: $\chi^2(8, N = 3,070) = 25.9, p < .01$.

^{clxviii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by racial identity: $\chi^2(20, N = 3,018) = 62.0, p < .001$.

^{clxix}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by citizenship status: $\chi^2(4, N = 3,052) = 39.0, p < .001$.

^{clxx}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by religious/spiritual affiliation: $\chi^2(12, N = 3,054) = 29.6, p < .01$.

^{clxxi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC faculty by disability status: $\chi^2(8, N = 3,060) = 29.5, p < .001$.

^{clxxii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by student status: $\chi^2(4, N = 3,068) = 43.5, p < .001$.

^{clxxiii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by undergraduate student status: $\chi^2(4, N = 1,927) = 18.1, p < .01$.

^{clxxiv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by gender identity: $\chi^2(8, N = 3,057) = 29.8, p < .001$.

^{clxxv}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by racial identity: $\chi^2(20, N = 3,876) = 39.1, p < .05$.

^{clxxvi}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by disability status: $\chi^2(8, N = 3,047) = 32.7, p < .001$.

^{clxxvii}A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by citizenship status: $\chi^2(4, N = 3,039) = 53.9, p < .001$.

- clxxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by religious/spiritual affiliation: $\chi^2(12, N = 3,041) = 39.7, p < .001$.
- clxxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC staff by income status: $\chi^2(4, N = 2,966) = 11.8, p < .05$.
- clxxx A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by student status: $\chi^2(4, N = 3,064) = 22.6, p < .001$.
- clxxxI A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by undergraduate student status: $\chi^2(4, N = 1,995) = 42.3, p < .001$.
- clxxxII A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by gender identity: $\chi^2(8, N = 3,053) = 39.5, p < .001$.
- clxxxIII A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by racial identity: $\chi^2(20, N = 3,002) = 99.8, p < .001$.
- clxxxIV A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by disability status: $\chi^2(8, N = 3,043) = 61.0, p < .001$.
- clxxxV A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by citizenship status: $\chi^2(4, N = 3,036) = 81.9, p < .01$.
- clxxxVI A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by religious/spiritual affiliation: $\chi^2(12, N = 3,037) = 92.9, p < .001$.
- clxxxVII A chi-square test was conducted to compare percentages of Student respondents who felt valued by UMKC senior administrators by income status: $\chi^2(4, N = 2,965) = 9.7, p < .05$.
- clxxxVIII A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by student status: $\chi^2(4, N = 3,065) = 29.9, p < .001$.
- clxxxIX A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by undergraduate student status: $\chi^2(4, N = 1,926) = 14.7, p < .01$.
- cxXC A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by gender identity: $\chi^2(8, N = 3,055) = 22.5, p < .01$.
- cxXCI A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by racial identity: $\chi^2(20, N = 3,003) = 58.4, p < .001$.
- cxXCII A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by disability status: $\chi^2(8, N = 3,044) = 29.4, p < .001$.
- cxXCIII A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by citizenship status: $\chi^2(4, N = 3,036) = 32.5, p < .001$.
- cxXCIV A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,039) = 26.7, p < .05$.
- cxXCV A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by student status: $\chi^2(4, N = 3,058) = 57.2, p < .001$.
- cxXCVI A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by undergraduate student status: $\chi^2(4, N = 1,922) = 9.5, p < .05$.
- cxXCVII A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by gender identity: $\chi^2(8, N = 3,047) = 45.9, p < .001$.
- cxXCVIII A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by racial identity: $\chi^2(20, N = 2,996) = 61.3, p < .001$.
- cxXCIX A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by sexual identity: $\chi^2(8, N = 2,917) = 18.1, p < .05$.
- cc A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by disability status: $\chi^2(8, N = 3,037) = 67.9, p < .001$.
- ccI A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by citizenship status: $\chi^2(4, N = 3,030) = 31.6, p < .001$.
- ccII A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,031) = 43.6, p < .001$.
- ccIII A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by income status: $\chi^2(4, N = 2,957) = 21.5, p < .001$.
- ccIV A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty in the classroom by first-generation status: $\chi^2(4, N = 3,019) = 20.7, p < .001$.

- ccv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by first-generation and low-income status: $\chi^2(4, N = 3,025) = 36.4, p < .001$.
- ccvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by student status: $\chi^2(4, N = 3,046) = 23.3, p < .001$.
- ccvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by undergraduate student status: $\chi^2(4, N = 1,916) = 34.0, p < .001$.
- ccviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by gender identity: $\chi^2(8, N = 3,035) = 36.4, p < .001$.
- ccix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by racial identity: $\chi^2(20, N = 2,984) = 53.8, p < .001$.
- ccx A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by sexual identity: $\chi^2(8, N = 2,904) = 29.4, p < .001$.
- ccxi A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by disability status: $\chi^2(8, N = 3,025) = 87.8, p < .001$.
- ccxii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by citizenship status: $\chi^2(4, N = 3,018) = 34.6, p < .001$.
- ccxiii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students in the classroom by military status: $\chi^2(4, N = 2,910) = 15.1, p < .01$.
- ccxiv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by religious/spiritual affiliation: $\chi^2(12, N = 3,019) = 69.0, p < .001$.
- ccxv A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by income status: $\chi^2(4, N = 2,945) = 19.7, p < .01$.
- ccxvi A chi-square test was conducted to compare percentages of Student respondents who felt valued by faculty outside the classroom by first-generation status: $\chi^2(4, N = 3,008) = 12.8, p < .05$.
- ccxvii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by first-generation and low-income status: $\chi^2(4, N = 3,014) = 26.9, p < .001$.
- ccxviii A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by employment status: $\chi^2(4, N = 2,991) = 18.9, p < .01$.
- ccxix A chi-square test was conducted to compare percentages of Student respondents who felt valued by other students outside the classroom by housing status: $\chi^2(4, N = 2,990) = 10.7, p < .05$.
- ccxx A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by student status: $\chi^2(4, N = 3,048) = 29.0, p < .001$.
- ccxxi A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(20, N = 2,988) = 162.4, p < .001$.
- ccxxii A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by disability status: $\chi^2(8, N = 3,027) = 23.7, p < .01$.
- ccxxiii A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 3,020) = 123.7, p < .01$.
- ccxxiv A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(12, N = 3,021) = 108.1, p < .001$.
- ccxxv A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 2,947) = 12.3, p < .05$.
- ccxxvi A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 3,008) = 11.1, p < .05$.
- ccxxvii A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by first-generation and low-income status: $\chi^2(4, N = 3,014) = 11.7, p < .05$.

ccxxviii A chi-square test was conducted to compare percentages of Student respondents who felt that faculty pre-judged their abilities based on their perception of their identity/background by employment status: $\chi^2(4, N = 2,991) = 12.0, p < .05$.

ccxxix A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by student status: $\chi^2(4, N = 3,047) = 14.4, p < .01$.

ccxxx A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by gender identity: $\chi^2(8, N = 3,036) = 20.3, p < .01$.

ccxxxi A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by racial identity: $\chi^2(20, N = 3,986) = 183.1, p < .001$.

ccxxxii A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by disability status: $\chi^2(8, N = 3,027) = 30.1, p < .001$.

ccxxxiii A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by citizenship status: $\chi^2(4, N = 3,019) = 130.5, p < .001$.

ccxxxiv A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by religious/spiritual affiliation: $\chi^2(12, N = 3,020) = 131.0, p < .001$.

ccxxxv A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by income status: $\chi^2(4, N = 2,946) = 12.4, p < .05$.

ccxxxvi A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by first-generation status: $\chi^2(4, N = 3,007) = 13.5, p < .01$.

ccxxxvii A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by first-generation and low-income status: $\chi^2(4, N = 3,013) = 13.2, p < .05$.

ccxxxviii A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by employment status: $\chi^2(4, N = 2,991) = 15.3, p < .01$.

ccxxxix A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by undergraduate student status: $\chi^2(4, N = 1,918) = 14.6, p < .01$.

ccxl A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by gender identity: $\chi^2(8, N = 3,043) = 47.0, p < .001$.

ccxli A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by racial identity: $\chi^2(20, N = 2,993) = 54.2, p < .001$.

ccxlii A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by disability status: $\chi^2(8, N = 3,034) = 60.1, p < .001$.

ccxlili A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encourages free and open discussion of difficult topics by citizenship status: $\chi^2(4, N = 3,025) = 21.4, p < .001$.

ccxliv A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by religious/spiritual affiliation: $\chi^2(12, N = 3,027) = 25.2, p < .05$.

ccxlv A chi-square test was conducted to compare percentages of Student respondents who felt that the campus climate encouraged free and open discussion of difficult topics by income status: $\chi^2(4, N = 2,953) = 14.7, p < .01$.

ccxlvi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by student status: $\chi^2(4, N = 3,057) = 50.7, p < .001$.

ccxlvii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by racial identity: $\chi^2(20, N = 2,996) = 61.0, p < .001$.

- ccxlviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by disability status: $\chi^2(8, N = 3,037) = 19.0, p < .05$.
- ccxlix A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by citizenship status: $\chi^2(4, N = 3,029) = 9.8, p < .05$.
- cccl A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by first-generation status: $\chi^2(4, N = 3,018) = 12.5, p < .05$.
- cccli A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by employment status: $\chi^2(4, N = 3,000) = 11.5, p < .05$.
- ccclii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by housing status: $\chi^2(4, N = 3,003) = 12.7, p < .05$.
- cccliii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by student status: $\chi^2(4, N = 3,048) = 14.3, p < .01$.
- cccliv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by undergraduate student status: $\chi^2(4, N = 1,921) = 22.3, p < .001$.
- ccclv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by racial identity: $\chi^2(20, N = 2,988) = 46.0, p < .01$.
- ccclvi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had faculty whom they perceived as role models by citizenship status: $\chi^2(4, N = 3,020) = 27.5, p < .001$.
- ccclvii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had staff whom they perceived as role models by religious/spiritual affiliation: $\chi^2(12, N = 3,023) = 27.5, p < .01$.
- ccclviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by student status: $\chi^2(4, N = 3,042) = 21.5, p < .001$.
- ccclix A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by undergraduate student status: $\chi^2(4, N = 1,908) = 21.4, p < .001$.
- ccclx A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by racial identity: $\chi^2(20, N = 2,982) = 48.4, p < .001$.
- ccclxi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by citizenship status: $\chi^2(4, N = 3,014) = 12.1, p < .05$.
- ccclxii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by religious/spiritual affiliation: $\chi^2(12, N = 3,016) = 38.5, p < .001$.
- ccclxiii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by income status: $\chi^2(4, N = 2,944) = 10.2, p < .05$.
- ccclxiv A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that they had other students whom they perceived as role models by first-generation status: $\chi^2(4, N = 3,005) = 19.6, p < .01$.
- ccclxv A chi-square test was conducted to compare percentages of Student respondents who felt that staff pre-judged their abilities based on their perception of their identity/background by first-generation and low-income status: $\chi^2(4, N = 3,009) = 20.2, p < .001$.
- ccclxvi A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 3,049) = 19.2, p < .01$.
- ccclxvii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by undergraduate student status: $\chi^2(4, N = 1,919) = 38.3, p < .001$.
- ccclxviii A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 3,038) = 34.1, p < .001$

^{cclxxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(20, N = 2,987) = 92.2, p < .001$.

^{cclxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,029) = 33.7, p < .001$.

^{cclxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by citizenship status: $\chi^2(4, N = 3,022) = 65.7, p < .001$.

^{cclxxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: $\chi^2(12, N = 3,023) = 75.4, p < .001$.

^{cclxxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 2,954) = 20.2, p < .001$.

^{cclxxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by first-generation and low-income status: $\chi^2(4, N = 3,017) = 11.3, p < .05$.

^{cclxxxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that senior administrators had taken direct actions to address the needs of at-risk/underserved students by employment status: $\chi^2(4, N = 2,994) = 13.9, p < .01$.

^{cclxxxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 3,042) = 20.3, p < .001$.

^{cclxxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by undergraduate student status: $\chi^2(4, N = 1,915) = 34.4, p < .001$.

^{cclxxxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 3,031) = 29.5, p < .001$.

^{cclxxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(20, N = 2,981) = 103.7, p < .001$.

^{cclxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,022) = 16.6, p < .05$.

^{cclxxx}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by citizenship status: $\chi^2(4, N = 3,014) = 53.4, p < .001$.

^{cclxxxii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: $\chi^2(12, N = 3,015) = 52.8, p < .001$.

^{cclxxxiii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 2,945) = 16.1, p < .01$.

^{cclxxxiv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by first-generation and low-income status: $\chi^2(4, N = 3,010) = 14.8, p < .01$.

^{cclxxxv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by employment status: $\chi^2(4, N = 2,987) = 11.3, p < .05$.

^{cclxxxvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by student status: $\chi^2(4, N = 3,026) = 15.7, p < .01$.

^{cclxxxvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by undergraduate student status: $\chi^2(4, N = 1,910) = 24.5, p < .001$.

^{cclxxxviii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by gender identity: $\chi^2(8, N = 3,015) = 31.1, p < .001$.

^{cclxxxix}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by racial identity: $\chi^2(20, N = 2,966) = 65.6, p < .001$.

^{ccxc}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by disability status: $\chi^2(8, N = 3,006) = 33.4, p < .001$.

^{ccxcii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by citizenship status: $\chi^2(4, N = 2,998) = 52.2, p < .001$.

^{ccxciii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by religious/spiritual affiliation: $\chi^2(12, N = 3,000) = 53.7, p < .001$.

^{ccxciv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by income status: $\chi^2(4, N = 2,931) = 17.4, p < .01$.

^{ccxcv}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that students had taken direct actions to address the needs of at-risk/underserved students by first-generation status: $\chi^2(4, N = 2,989) = 17.4, p < .01$.

^{ccxcvi}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by first-generation and low-income status: $\chi^2(4, N = 2,994) = 16.9, p < .01$.

^{ccxcvii}A chi-square test was conducted to compare percentages of Student respondents who indicated on the survey that faculty had taken direct actions to address the needs of at-risk/underserved students by housing status: $\chi^2(4, N = 2,971) = 10.7, p < .05$.

Graduate Student Respondents' Views on Advising and Departmental Support

One question on the survey (Question 37) queried Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents ($n = 1,090$) about their opinions regarding various issues specific to advising and departmental support (Tables 107 through 110). Chi-square analyses were conducted by graduate student status, gender identity, racial identity, sexual identity, religious/spiritual identity, citizenship status, and disability status. Only significant differences are reported.

Table 107 illustrates that the majority of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they were satisfied with the quality of advising they have received from their departments (80%, $n = 899$). By gender identity, significantly greater percentages of Men Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (11%, $n = 58$) than Transspectrum Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (38%, $n = 6$) “disagreed” that they were satisfied with the quality of advising they received from their department.

Black/African/African American Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (21%, $n = 15$) were significantly more likely to “disagree” than were Asian/Asian American Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (8%, $n = 21$) that they were satisfied with the quality of advising they received from their department. Lastly, Non-U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (52%, $n = 175$) were significantly more likely to “agree” that they were satisfied with the quality of advising they received from their department than were U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (45%, $n = 362$).

Eighty-seven percent ($n = 965$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they had adequate access to their advisors. Significance emerged by graduate student status such that Doctoral Student respondents (47%, $n = 103$) were significantly more likely to “strongly agree” that they had adequate access to their advisors than did Master’s Student respondents (35%, $n = 182$).

Eighty-two percent ($n = 906$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that their advisors provided clear expectations. Asian/Asian American Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (53%, $n = 132$) were significantly more likely to “agree” that their advisors provided clear expectations than were both Black/African/African American Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (32%, $n = 23$) and Multiracial Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (32%, $n = 23$). Additionally, U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (16%, $n = 128$) more so than Non-U.S. Citizen respondents (9%, $n = 29$) were significantly more likely to “disagree” that their advisors provided clear expectations.

Table 107. Graduate Student Respondents’ Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am satisfied with the quality of advising I have received from my department.	374	33.4	525	46.9	162	14.5	58	5.2
Gender identity ^{ccxcvii}								
Women	212	34.0	2	44.5	99	15.9	35	5.6
Men	172	33.8	257	50.5	58	11.4	22	4.3
Transspectrum	5	31.3	< 5	---	6	37.5	< 5	---
Racial identity ^{ccxcviii}								
Additional People of Color	14	30.4	26	56.5	< 5	---	< 5	---
Asian/Asian American	96	38.1	131	52.0	21	8.3	< 5	---
Black/African/African American	24	33.3	26	36.1	15	20.8	7	9.7
Hispanic/Latin@/Chican@	14	35.9	15	38.5	7	17.9	< 5	---
White	214	33.6	288	45.3	101	15.9	33	5.5
Multiracial	17	23.3	37	50.7	11	15.1	8	11.0
Citizenship status ^{ccxcix}								
U.S. Citizen	262	32.4	362	44.7	137	16.9	48	5.9
Non-U.S. Citizen	123	36.7	175	52.2	27	8.1	10	3.0
I have adequate access to my advisor.	438	39.3	527	47.3	110	9.9	40	3.6
Graduate Student status ^{ccc}								
Doctoral	103	47.2	94	43.1	15	6.9	6	2.8
Professional	143	41.1	156	44.8	42	12.1	7	2.0
Master’s	182	35.3	257	49.8	53	10.3	24	4.7

Table 107. Graduate Student Respondents’ Perceptions of Advising

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My advisor provides clear expectations.	409	36.8	497	44.7	157	14.1	48	4.3
Racial identity ^{ccci}								
Additional People of Color	18	39.1	22	47.8	< 5	---	< 5	---
Asian/Asian American	96	38.6	132	53.0	18	7.2	< 5	---
Black/African/African American	27	37.5	23	31.9	18	25.0	< 5	---
Hispanic/Latin@/Chican@	16	41.0	13	33.3	9	23.1	< 5	---
White	227	35.9	287	45.4	85	13.4	33	5.2
Multiracial	26	36.1	23	31.9	19	26.4	< 5	---
Citizenship status ^{ccci}								
U.S. Citizen	285	35.5	349	43.5	128	15.9	41	5.1
Non-U.S. Citizen	134	40.1	163	48.8	29	8.7	8	2.4

Note: Table reports Graduate/Professional Student and Post-Doctoral Scholar/Fellow/Resident responses (*n* = 1,160).

Table 108 illustrates that the majority of Graduate Student respondents “strongly agreed” or “agreed” that advisors respond to emails, calls, or voicemails in a prompt manner (88%, *n* = 984). No statistically significant differences were found between groups.

An overwhelming majority of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (91%, *n* = 1,014) “strongly agreed” or “agreed” that department faculty members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. No statistically significant differences were found between groups.

Similarly, 93% (*n* = 1,038) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner. Significant differences emerged by graduate student status with a significantly greater percentage of Doctoral Student respondents (50%, *n* = 109), more so than Master’s Student respondents (38%, *n* = 194), indicating that they “strongly agreed” that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner.

Table 108. Graduate Student Respondents’ Perceptions of Advisor, Department Faculty, and Department Staff Response Time

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	493	44.2	491	44.0	92	8.3	39	3.5
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	463	41.5	551	49.3	86	7.7	17	1.5
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	466	41.8	572	51.3	64	5.7	14	1.3
Graduate Student status ^{ccciiii}								
Doctoral	109	50.0	87	39.9	17	7.8	5	2.3
Professional	154	44.0	177	50.6	16	4.6	< 5	---
Master’s	194	37.6	287	55.6	29	5.6	6	1.2

Note: Table reports Graduate/Professional Student and Post-Doctoral Scholar/Fellow/Resident responses (*n* = 1,160).

Table 109 illustrates that 69% (*n* = 774) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that there were adequate opportunities for them to interact with other university faculty outside of their departments. Single Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (37%, *n* = 34) were significantly more likely to “disagree” that there were adequate opportunities for them to interact with other university faculty outside of their departments than were No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (23%, *n* = 236). Additionally, U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (28%, *n* = 222) were also significantly more likely to “disagree” that there were adequate opportunities for them to interact with other university faculty outside of their departments than were Non-U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (18%, *n* = 61).

Seventy-seven percent ($n = 852$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they receive support from their adviser to pursue research interests. Doctoral Student respondents (43%, $n = 94$) were significantly more likely to “strongly agree” that they received support from their adviser to pursue research interests than were Master’s Student respondents (27%, $n = 139$). Additional People of Color Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (13%, $n = 6$) and Multiracial Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (16%, $n = 11$) were significantly more likely to “strongly disagree” that they received support from their adviser to pursue research interests than were Asian/Asian American Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (3%, $n = 7$). By disability status, No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (46%, $n = 462$) were significantly more likely to “agree” than were Multiple Disabilities Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (23%, $n = 8$) that they received support from their adviser to pursue research interests. Further, Non-U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (12%, $n = 39$) were significantly more likely to “disagree” that they received support from their adviser to pursue research interests than were U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (19%, $n = 152$).

Eighty-seven percent ($n = 949$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they receive due credit for their research, writing, and publishing (e.g., authorship order in published articles). Both Doctoral Student respondents (44%, $n = 93$) and Professional Student respondents (36%, $n = 124$) were significantly more likely to “strongly agree” that they received due credit for their research, writing, and publishing than were Master’s Student respondents (25%, $n = 124$).

Seventy-six percent ($n = 839$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that their department faculty members encourage them to produce publications and present research. Again, significance emerged by graduate student status with significantly greater percentages of Doctoral Student

respondents (48%, $n = 104$) and Professional Student respondents (32%, $n = 109$) “strongly agreeing” that their department faculty members encourage them to produce publications and present research than did Master’s Student respondents (25%, $n = 127$). By disability status, Single Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (11%, $n = 10$) were significantly more likely to “strongly disagree” that their department faculty members encourage them to produce publications and present research than were No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (4%, $n = 41$).

Seventy-three percent ($n = 799$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that their department has provided them opportunities to serve the department or university in various capacities outside of teaching or research. Doctoral Student respondents (35%, $n = 76$) and Professional Student respondents (34%, $n = 116$) were significantly more likely to “strongly agree” that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research than did Master’s Student respondents (23%, $n = 116$). Additionally, Single Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (13%, $n = 12$) were significantly more likely to “strongly disagree” that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research than were No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents (5%, $n = 48$).

Lastly, 90% ($n = 989$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “strongly agreed” or “agreed” that they felt comfortable sharing their professional goals with their advisor. Similarly, Doctoral Student respondents (52%, $n = 112$) and Professional Student respondents (48%, $n = 166$) were significantly more likely to “strongly agree” that they felt comfortable sharing their professional goals with their advisor than were Master’s Student respondents (39%, $n = 197$).

Table 109. Graduate Student Respondents’ Perceptions of Graduate Student Opportunities at UMKC

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
There are adequate opportunities for me to interact with other university faculty outside of my department.	298	26.7	476	42.6	282	25.2	61	5.5
Disability status ^{ccciv}								
Single Disability	19	20.4	33	35.5	34	36.6	7	7.5
No Disability	283	28.0	440	43.5	236	23.3	53	5.2
Multiple Disabilities	6	17.1	14	40.0	13	37.1	< 5	---
Citizenship status ^{cccv}								
U.S. Citizen	203	25.2	334	41.4	222	27.5	48	5.9
Non-U.S. Citizen	103	30.8	156	46.7	61	18.3	14	4.2
I receive support from my advisor to pursue personal research interests.	357	32.2	495	44.6	188	17.0	69	6.2
Graduate Student status ^{cccv}								
Doctoral	94	43.3	91	41.9	19	8.8	13	6.0
Professional	115	33.3	152	44.1	62	18.0	16	4.6
Master’s	139	27.0	234	45.4	103	20.0	39	7.6
Racial identity ^{cccvii}								
Additional People of Color	15	32.6	19	41.3	6	13.0	6	13.0
Asian/Asian American	87	34.5	129	51.2	29	11.5	7	2.8
Black/African/African American	21	29.2	28	38.9	18	25.0	5	6.9
Hispanic/Latin@/Chican@	14	35.9	15	38.5	8	20.5	< 5	---
White	203	32.3	274	43.6	114	18.2	37	5.9
Multiracial	21	29.6	28	39.4	11	15.5	11	15.5
Disability status ^{cccviii}								
Single Disability	20	21.7	31	33.7	26	28.3	15	16.3
No Disability	340	33.8	462	45.9	151	15.0	53	5.3
Multiple Disabilities	10	28.6	8	22.9	15	42.9	< 5	---
Citizenship status ^{cccix}								
U.S. Citizen	248	31.0	345	43.2	152	19.0	54	6.8
Non-U.S. Citizen	120	35.8	160	47.8	39	11.6	16	4.8
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	348	32.0	601	55.2	104	9.6	35	3.2
Graduate Student status ^{cccix}								
Doctoral	93	43.5	100	46.7	13	6.1	8	3.7
Professional	124	36.4	176	51.6	34	10.0	7	2.1

Table 109. Graduate Student Respondents’ Perceptions of Graduate Student Opportunities at UMKC

Perceptions	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Master’s	124	24.8	304	60.7	54	10.8	19	3.8
My department faculty members encourage me to produce publications and present research.	346	31.4	493	44.8	208	18.9	54	4.9
Graduate Student status ^{cccxi}								
Doctoral	104	47.9	87	40.1	21	9.7	5	2.3
Professional	109	31.8	157	45.8	59	17.2	18	5.2
Master’s	127	25.0	230	45.2	122	24.0	30	5.9
Disability status ^{cccxi}								
Single Disability	24	26.7	32	35.6	24	26.7	10	11.1
No Disability	330	33.0	451	45.1	179	17.9	41	4.1
Multiple Disabilities	6	17.6	16	47.1	8	23.5	< 5	---
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	315	28.6	484	44.0	240	21.8	61	5.5
Graduate Student status ^{cccxi}								
Doctoral	76	35.0	87	40.1	38	17.5	16	7.4
Professional	116	33.7	157	45.6	58	16.9	13	3.8
Master’s	116	22.9	223	44.0	137	27.0	31	6.1
Disability status ^{cccxi}								
Single Disability	25	27.5	32	35.2	22	24.2	12	13.2
No Disability	295	29.6	439	44.0	216	21.6	48	4.8
Multiple Disabilities	6	17.6	16	47.1	10	29.4	< 5	---
I feel comfortable sharing my professional goals with my advisor.	484	43.8	505	45.7	89	8.1	26	2.4
Graduate Student status ^{cccxi}								
Doctoral	112	51.6	88	40.6	12	5.5	5	2.3
Professional	166	48.0	154	44.5	21	6.1	5	1.4
Master’s	197	38.6	243	47.6	55	10.5	15	2.9

Note: Table reports only Graduate/Professional Student and Post-Doctoral Scholar/Fellow/Resident responses (*n* = 1,160).

Two hundred thirty-nine UMKC Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents elaborated on experiences with faculty, advising, teaching and research. Respondents shared that this open-ended survey question referenced parts of the

survey that was not applicable to them. Despite this, many respondents still shared their experiences, specifically respondents wrote about their experiences with their advisors. The two themes that emerged from this data were positive and negative reflections on their experiences with advising.

Positive Reflections on Advising — Many respondents elaborated on their experiences with Faculty with high regard for their advisors. Respondents reported, “My advisor were really good to me,” “I feel comfortable with my adviser,” and “I have had a great experience working with [my advisor].” Another respondent shared, “UMKC is like a family, the faculty are incredibly supportive and provide essential opportunities to grow and learn in a way that is both challenging and rewarding.” Yet, another respondent explained, “I have had excellent advising from my supervisor and he has contributed tremendously in seeing that my research progresses with the ability to be competitive after graduating from UMKC. That I consider really awesome.” Other respondents added, “Everyone is very supportive” and “nothing short of amazing” in their reflections on their advisors. There were several respondents who expressed that they genuinely had positive interactions with their advisors and with Faculty at UMKC.

Negative Reflections on Advising — Despite many positive reflections, there were also Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who had more challenging experiences with their advisors. One respondent wrote, “it feels that our advisors/ETCs are there more to manage us and tell us what to do than to actually help us explore and pursue career goals.” Some respondents also described their advisors as difficult to interact with. One respondent noted, “The advisor seems to not like students and every interaction seems painful to her.” Another respondent elaborated, “My advisor is difficult to talk to in person and occasionally appears preoccupied when meeting with her.” Another area of concern noted by respondents was the responsiveness of their advisors. One respondent noted, “My adviser clearly doesn't have time to advise and doesn't respond to emails ever. I feel pretty confident that he doesn't have a vested interest in helping me succeed.” Other respondents echoed, “I have had issues with receiving a response from advisor in the past. This is a common complaint among classmates.” And, “I have become frustrated at times when looking for guidance and direction from my advisor. I have had several emails go unanswered.”

Respondents, who were less pleased with their advisors, noted concerns with the level of investment their advisors had in them and the degree to which their advisors were accessible.

^{cccxcvii}A chi-square test was conducted to compare percentages of Graduate Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by gender identity: $\chi^2(6, N = 1,148) = 15.0, p < .05$.

^{cccxcviii}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by racial identity: $\chi^2(15, N = 1,118) = 34.8, p < .01$.

^{cccxcix}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by citizenship status: $\chi^2(3, N = 1,144) = 21.2, p < .001$.

^{ccc}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they were satisfied with the quality of advising from their departments by graduate student status: $\chi^2(6, N = 1,082) = 15.9, p < .001$.

^{cccxi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their advisor provided clear expectations by racial identity: $\chi^2(15, N = 1,110) = 46.0, p < .001$.

^{cccxi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their advisor provided clear expectations by citizenship status: $\chi^2(3, N = 1,137) = 15.9, p < .01$.

^{cccxi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that department staff members (other than advisors) respond to emails, calls, or voicemails in a prompt manner by graduate student status: $\chi^2(6, N = 1,084) = 18.2, p < .01$.

^{ccciv}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that there were adequate opportunities for them to interact with other university faculty outside of their departments by disability status: $\chi^2(3, N = 1,140) = 13.5, p < .05$.

^{ccciv}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that there were adequate opportunities for them to interact with other university faculty outside of their departments by citizenship status: $\chi^2(3, N = 1,141) = 13.9, p < .01$.

^{cccvi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they received support from their adviser to pursue research interests by graduate student status: $\chi^2(6, N = 1,077) = 27.6, p < .001$.

^{cccvi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they received support from their adviser to pursue research interests by racial identity: $\chi^2(15, N = 1,108) = 32.0, p < .01$.

^{cccvi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they received support from their adviser to pursue research interests by disability status: $\chi^2(3, N = 1,133) = 50.2, p < .001$.

^{cccix}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they received support from their adviser to pursue research interests by citizenship status: $\chi^2(3, N = 1,134) = 11.9, p < .01$.

^{cccix}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they received due credit for their research, writing, and publishing by graduate student status: $\chi^2(6, N = 1,056) = 30.8, p < .001$.

^{cccxi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their department faculty members encourage them to produce publications and present research by graduate student status: $\chi^2(6, N = 1,069) = 41.6, p < .001$.

^{cccxi}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their department faculty members encourage them to produce publications and present research by disability status: $\chi^2(3, N = 1,125) = 20.5, p < .01$.

^{cccciii}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by graduate student status: $\chi^2(6, N = 1,068) = 28.4, p < .001$.

^{cccciv}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that their department provided them opportunities to serve the department or university in various capacities outside of teaching or research by disability status: $\chi^2(3, N = 1,123) = 15.0, p < .05$.

^{ccccv}A chi-square test was conducted to compare percentages Graduate Student respondents who indicated on the survey that they felt comfortable sharing their professional goals with their advisor by graduate student status: $\chi^2(6, N = 1,073) = 19.1, p < .01$.

Students Who Have Seriously Considered Leaving UMKC

Thirty-four percent ($n = 1,568$) of respondents had seriously considered leaving UMKC. With regard to student status, 27% ($n = 532$) of Undergraduate Student respondents and 18% ($n = 209$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents had seriously considered leaving UMKC. Of the Student respondents who considered leaving, 46% ($n = 335$) considered leaving in their first year, 39% ($n = 289$) in their second year, 33% ($n = 242$) in their third year, 8% ($n = 62$) in their fourth year, 3% ($n = 20$) in their fifth year, and 2% ($n = 12$) after their fifth year.

Subsequent analyses were run for both Undergraduate Student respondents and Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who had seriously considered leaving the university by undergraduate student status, graduate student status, gender identity, racial identity, sexual identity, disability status, citizenship status, military status, religious/spiritual affiliation, income status, first-generation status, first-generation low-income status, employment status, and campus housing status.

Significant results for Undergraduate Student respondents indicated that:

- By gender identity, 42% ($n = 22$) of Transspectrum Undergraduate Student respondents, 28% ($n = 356$) of Women Undergraduate Student respondents, and 25% ($n = 15$) of Men Undergraduate Student respondents seriously considered leaving the institution.^{cccxvi}
- By racial identity, 38% ($n = 100$) of Black/African/African American Undergraduate Student respondents, 28% ($n = 55$) of Multiracial Undergraduate Student respondents, 26% ($n = 282$) of White Undergraduate Student respondents, 26% ($n = 31$) of Hispanic/Latin@/Chican@ Undergraduate Student respondents, 22% ($n = 12$) of Additional People of Color Undergraduate Student respondents, and 20% ($n = 37$) of Asian/Asian American Undergraduate Student respondents seriously considered leaving the institution.^{cccxvii}
- By sexual identity, 50% ($n = 6$) of Asexual Undergraduate Student respondents, 34% ($n = 100$) of LGBQ Undergraduate Student respondents, and 26% ($n = 403$) of Heterosexual Undergraduate Student respondents seriously considered leaving the institution.^{cccxviii}

- By disability status, 40% ($n = 34$) of Multiple Disabilities Undergraduate Student respondents, 36% ($n = 62$) of Single Disability Undergraduate Student respondents, and 26% ($n = 431$) of No Disability Undergraduate Student respondents seriously considered leaving the institution.^{ccccxix}
- By income status, 33% ($n = 170$) of Low-Income Undergraduate Student respondents and 25% ($n = 341$) of Not-Low-Income Undergraduate Student respondents seriously considered leaving the institution.^{ccccxx}
- By first-generation low-income status, 32% ($n = 100$) of First-Generation Low-Income Undergraduate Student respondents and 27% ($n = 432$) of Not-First-Generation Not-Low-Income Undergraduate Student respondents seriously considered leaving the institution.^{ccccxxi}
- By employment status, 29% ($n = 356$) of Employed Undergraduate Student respondents and 24% ($n = 140$) of Not Employed Undergraduate Student respondents seriously considered leaving the institution.^{ccccxxii}

Significant results for Graduate respondents indicated that:

- By disability status, 35% ($n = 13$) of Multiple Disabilities Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, 34% ($n = 32$) of Single Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, and 16% ($n = 163$) of No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents seriously considered leaving the institution.^{ccccxxiii}
- By citizenship status, 20% ($n = 159$) of U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents and 14% ($n = 49$) of Non-U.S. Citizen Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents seriously considered leaving the institution.^{ccccxxiv}
- By first-generation low-income status, 24% ($n = 36$) of First-Generation Low-Income Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents and 17% ($n = 168$) of Not-First-Generation Not-Low-Income Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents seriously considered leaving the institution.^{ccccxxv}

Forty percent ($n = 295$) of Student respondents who seriously considered leaving indicated that they lacked a sense of belonging at UMKC (Table 110). Others considered leaving because of a lack of social life (31%, $n = 229$), financial reasons (27%, $n = 195$), the climate was not welcoming (23%, $n = 167$), they lacked a support group (20%, $n = 149$), personal reasons (20%, $n = 145$), and/or for academic advancement opportunities elsewhere (e.g., 2+2 program) (19%, $n = 143$).

Table 110. Reasons Why Student Respondents Seriously Considered Leaving UMKC

Reason	<i>n</i>	%
Lack of a sense of belonging	295	40.1
Lack of social life	229	31.1
Financial reasons	195	26.5
Climate was not welcoming	167	22.7
Lack of support group	149	20.2
Personal reasons (e.g., medical, mental health, family emergencies)	145	19.7
Academic advancement opportunities elsewhere (e.g., 2+2 program)	143	19.4
Homesick	95	12.9
Coursework was too difficult	91	12.4
Didn't like major	91	12.4
Lack of support services	90	12.2
Unhealthy social relationships	69	9.4
Coursework not challenging enough	64	8.7
Didn't have my major	41	5.6
My marital/relationship status	40	5.4
Didn't meet the selection criteria for a major	16	2.2
A reason not listed above	206	28.0

Note: Table reports only Student respondents who indicated that they considered leaving UMKC ($n = 741$).

Figure 45 further breaks down the 12% ($n = 376$) of Undergraduate Student respondents who thought that it was likely that they would leave UMKC without meeting their academic goal. Subsequent analyses were run for Undergraduate Student respondents who thought that they

would likely leave UMKC by gender identity,^{ccccxxvi} racial identity,^{ccccxxvii} citizenship status,^{ccccxxviii} income status,^{ccccxxix} first-generation status,^{ccccxxx} and first-generation low-income status.^{ccccxxxi} The analyses did not yield significant results for sexual identity, disability status, military status, or religious/spiritual affiliation.

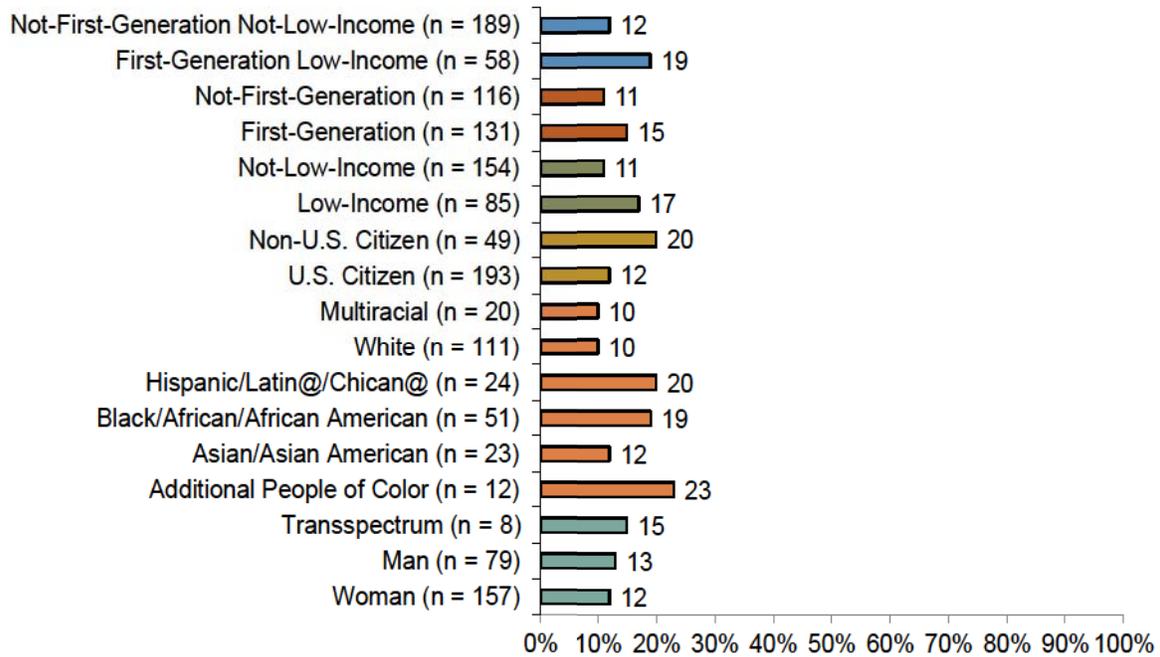


Figure 45. Undergraduate Student Respondents “Strongly Agreed” or “Agreed” That It Is Likely That They Will Leave UMKC Without Meeting Their Academic Goal (%)

Three hundred sixteen Undergraduate Student respondents elaborated on why they seriously considered leaving UMKC. Two themes emerged for why Undergraduate Student respondents seriously considered leaving UMKC: sense of belonging and academics.

Sense of Belonging – Sense of belonging at UMKC was widely noted as a concern in respondent’s narratives about why they seriously considered leaving UMKC. Respondents reported, “This school had no on campus life,” “UMKC campus lacks the family feel that other universities have,” and “Campus life is pretty boring. I’m a first-semester freshman and I have yet to make any friends.” Another respondent explained, “I expected much more than what I met. The campus experience was not the ‘college experience’ I had always dreamed about.” More specifically, some Undergraduate Student respondents noted their concerns about belonging and inclusion in relation to one or more of their identities including race, veteran status, and queer spectrum identities. Respondents noted, “I’m a Mexican and it’s like no one cares unless your black. Racism towards Mexicans exist, and it stems from whites and blacks” and “I’m usually the only black male in my classes. Sometimes the only one.” Another respondent shared, “this school is not as veteran friendly as other schools in the area.” Regarding queer spectrum identities, one respondent reported, “I felt uncomfortable living in the dorms because I was harassed by suitemates because of my sexual orientation.” Respondents who elaborated on why they seriously considered leaving UMKC described a low sense of belonging for a variety of reasons including campus interactions and negative experiences related to an aspect of their identity.

Academics – Respondents noted that they seriously considered leaving UMKC for academic reasons including quality of classes, their perceptions of the intellectual community at UMKC, and frustrations with academic requirements. Respondents noted general academic concerns about course quality and wrote, “Classes are too big sometimes,” “Classes are monotonous,” and “I rarely learn anything of substance.” Respondents commented on their perceptions of the intellectual community elaborating on concerns of both their peers and their professors. When specifically addressing peer level interactions, respondents offered, “Other classmates lack motivation in class” and “there’s the fact that college students aren’t being taught to challenge their beliefs anymore, which is what college is supposed to be for.” Regarding professors, respondents noted, “Professors and TAs lack caring about success of students” and “Teachers either don’t speak good English or they don’t care for teaching students material thoroughly.” Other respondents described frustration with academic policies, as one respondent explained, “I am bored with classes that I already know. However, UMKC did not accept CLEP exams for

calculus or physics, or chemistry.” Another respondent noted, “Hate how I was forced into University College even though I knew what I wanted to major in.” Respondents who elaborated on why they seriously considered leaving UMKC reported academic dissatisfaction in a range of forms.

Figure 46 further breaks down the 18% ($n = 209$) of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought that it was likely that they would leave UMKC without meeting their academic goal. Subsequent analyses were run for Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought that they would likely leave UMKC by gender identity,^{ccccxxii} racial identity,^{ccccxxiii} citizenship status,^{ccccxxiv} religious/spiritual affiliation,^{ccccxxv} income status,^{ccccxxvi} first-generation status, and first-generation low-income status.^{ccccxxvii} The analyses did not yield significant results for sexual identity, disability status, military status, or first-generation status.

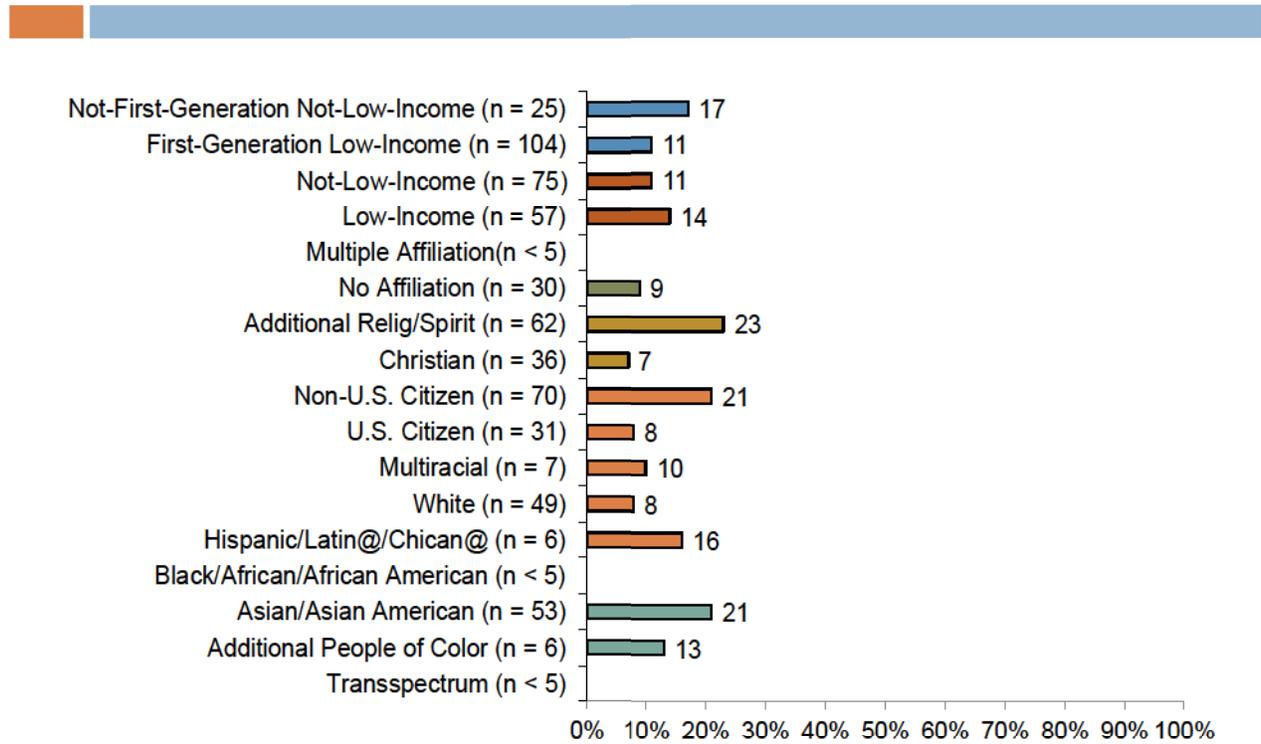


Figure 46. Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents “Strongly Agreed” or “Agreed” That It Is Likely That They Will Leave UMKC Without Meeting Their Academic Goal (%)

One hundred twenty-nine Graduate Student respondents elaborated on why they seriously considered leaving UMKC. Respondents reported academic concerns in their elaborations about why they seriously considered leaving UMKC. Respondents described inclusion concerns for a range of identities for Graduate Students at UMKC.

Academic Concerns – Graduate Student respondents who elaborated on why they seriously considered leaving UMKC noted a range of academic concerns including commentary on their course work, professors, and their unmet expectations. One respondent shared, “Course plan for my degree required more than other schools' programs required.” Another respondent added, “coursework was too difficult. Difficult to have a balanced life. Professors expected too much.” Respondents who were concerned with the quality of instruction noted that professors are “disrespectful and condescending to [them] on a regular basis” and they perceived a “lack of proper course curriculum and proper instructors.” Another respondent explained, “I find it extremely frustrating that the majority of my instructors through both my undergraduate and graduate studies have been adjuncts. The lack of quality of teaching is unbelievable.” Respondents who perceived their expectations to be unmet shared, “I feel like I have no say in my dissertation project. My dissertation project was decided for me, day 1, by my committee chair.” Another respondent noted, “I do not feel that the graduate program I applied for is the same one that I am enrolled in. There is a disconnect.” Graduate Student respondents who elaborated on why they seriously considered leaving UMKC noted academic concerns including course quality and unmet expectations.

Inclusion Concerns – Respondents reported inclusion concerns relating to gender identity, sexual identity, racial identity and age. One respondent elaborated, “I felt there was a lack of support for LGBT students during my first year of law school. Not only did I personally feel excluded; I felt attacked from by my peers in social settings.” Regarding age related concerns, one respondent shared, “[I] experienced overt ageism probably intersectional with sexism by myself and expressed by quite a few others similar to myself by some other law students as well as other women graduate students.” Inclusion concerns related to racial identity was noted more frequently than any other demographic identity in the narratives for respondents who seriously considered leaving UMKC. For example, one respondent noted, “There are not many Hispanic

students at the law school. It makes it hard to build relationships when people don't connect with you on a real level. You kind of have to white wash who I am to get along with everyone here, I can't just be the real me.” Another respondent explained, “My program sold a dream during the interview, a dream that I would be welcomed and validated and not judged by the color of my skin. But this dream quickly turned into a nightmare my first semester when my intelligence was questioned and my cohort isolated me.” Another respondent simply stated, “The diversity in the higher courses was little to none.” It should be noted that while others personally experienced issues related to inclusion, some respondents noted that they felt they had experienced reverse discrimination and had disdain for UMKC’s diversity efforts. One respondent offered, “The opinion of a white male? You definitely won’t be reading or considering anything that I have to say.” Another respondent wrote, “UMKC has too much ‘diversity’ in people teaching at the dental school. Not enough ‘native English’ speakers and I couldn’t understand half my classes.” Graduate Student respondents described inclusion concerns as the reason why they seriously considered leaving UMKC, particularly with regard to range of identities including gender, sexuality, race, and age.

^{cccxvi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by gender identity: $\chi^2(2, N = 1,934) = 8.4, p < .05$.

^{cccxvii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by racial identity: $\chi^2(5, N = 1,911) = 21.2, p < .01$.

^{cccxviii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by sexual identity: $\chi^2(2, N = 1,877) = 12.5, p < .01$.

^{cccxix}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by disability status: $\chi^2(2, N = 1,927) = 14.9, p < .01$.

^{cccxx}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by income status: $\chi^2(1, N = 1,881) = 11.8, p < .01$.

^{cccxxi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by first-generation low-income status: $\chi^2(1, N = 1,942) = 4.4, p < .05$.

^{cccxxii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving UMKC by employment status: $\chi^2(1, N = 1,924) = 7.0, p < .01$.

^{cccxxiii}A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving UMKC by disability status: $\chi^2(2, N = 1,151) = 21.1, p < .001$.

^{cccxxiv}A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving UMKC by citizenship status: $\chi^2(1, N = 1,151) = 4.4, p < .05$.

^{cccxxv}A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving UMKC by first-generation low-income status: $\chi^2(1, N = 1,123) = 4.3, p < .05$.

^{ccccxxvi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by gender identity: $\chi^2(8, N = 1,933) = 18.5, p < .05$.

^{ccccxxvii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by racial identity: $\chi^2(20, N = 1,909) = 68.3, p < .001$.

^{ccccxxviii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by citizenship status: $\chi^2(4, N = 1,919) = 18.6, p < .01$.

^{ccccxxix}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by income status: $\chi^2(4, N = 1,879) = 10.4, p < .05$.

^{ccccxxx}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by first-generation status: $\chi^2(4, N = 1,936) = 15.9, p < .01$.

^{ccccxxxi}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by first-generation low-income status: $\chi^2(4, N = 1,940) = 16.1, p < .01$.

^{ccccxxxii}A chi-square test was conducted to compare percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought it was likely they will leave UMKC without meeting their academic goal by gender identity: $\chi^2(8, N = 1,153) = 28.1, p < .001$.

^{ccccxxxiii}A chi-square test was conducted to compare percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought it was likely they will leave UMKC without meeting their academic goal by racial identity: $\chi^2(20, N = 1,122) = 84.4, p < .001$.

^{ccccxxxiv}A chi-square test was conducted to compare percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought it was likely they will leave UMKC without meeting their academic goal by citizenship status: $\chi^2(4, N = 1,148) = 80.0, p < .001$.

^{ccccxxxv}A chi-square test was conducted to compare percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought it was likely they will leave UMKC without meeting their academic goal by religious/spiritual affiliation: $\chi^2(12, N = 1,144) = 85.1, p < .001$.

^{ccccxxxvi}A chi-square test was conducted to compare percentages of Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents who thought it was likely they will leave UMKC without meeting their academic goal by income status: $\chi^2(4, N = 1,113) = 17.0, p < .01$.

^{ccccxxxvii}A chi-square test was conducted to compare percentages of Undergraduate Student respondents who thought it was likely they will leave UMKC without meeting their academic goal by first-generation low-income status: $\chi^2(4, N = 1,940) = 16.1, p < .01$.

Summary

This section highlights the myriad of ways Student respondents differed by various demographic characteristics. With regard to perceived academic success, the data revealed that Undergraduate Transpectrum Student respondents have less perceived academic success than their Men or Women Undergraduate Student respondent peers. Additionally, LGBQ Undergraduate Student respondents have less perceived academic success than their Heterosexual Undergraduate Student respondent peers. Further analyses also revealed that both Single Disability and No Disability Undergraduate Student respondents had greater perceived academic success than Multiple Disabilities Undergraduate Student respondents. By Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents, Transpectrum Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents also had less perceived academic success than their Men or Women Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondent peers. By disability status, Multiple Disabilities Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents had less perceived academic success than their No Disability Graduate/Professional Student/Post-Doctoral Scholar/Fellow/Resident respondents' peers.

A great number of Student respondents indicated that they felt valued by either faculty (74%, $n = 2,260$) or Staff (71%, $n = 2,140$). However, Student respondents indicated that they did not feel valued by senior administrators on campus (57%, $n = 1,733$). More than a third of Student respondents (36%, $n = 1,072$) indicated that they believed faculty pre-judged their abilities based on the perception of their identity/background. A similar percentage (34%, $n = 1,015$) of Student respondents indicated that they believed staff pre-judged their abilities based on the perception of their identity/background. Of particular note here were the percentages of Asian/Asian American Student respondents, Additional People of Color Student respondents, Low-Income Student respondents, Non-U.S. Citizen Student respondents, Men Student respondents, Multiple Disabilities Student respondents, who experienced this pre-judgement of their abilities in different ways than their Student respondent peers. Student respondents were also more inclined to note that they perceived they had faculty role models (73%, $n = 2,201$) more so than they did staff role models (58%, $n = 1,750$).

Twenty-four percent ($n = 741$) of Student respondents seriously considered leaving UMKC. Student respondents most often indicated that they considered leaving during their first year as a student. Significant differences emerged highlighting that a significantly greater percentage of Transspectrum Student respondents, Black/African/African American Student respondents, LGBQ Student respondents, Student respondents with Multiple Disabilities, and Low-Income Student respondents seriously considered leaving UMKC more than their respective demographic counterparts. The primary reason Student respondents seriously considered leaving, with 40% of Student respondents indicating so, was because of a lack of a sense of belonging at UMKC.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity-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 UMKC does, and should, promote diversity to shape the campus climate.

The survey asked Faculty respondents¹¹⁷ to indicate how they thought that various initiatives influenced the climate at UMKC if they were currently available and how, if they were not currently available, those initiatives would influence the climate if they were available (Table 111). Respondents were asked to decide whether the institutional actions positively or negatively influenced the climate, or if they have no influence on the climate.

Seventy-three percent ($n = 337$) of the Faculty respondents thought that flexibility for calculating the tenure clock was available and 27% ($n = 126$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Sixty-five percent ($n = 220$) of the Faculty respondents who thought that such flexibility was available believed it positively influenced the climate and 69% ($n = 87$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-five percent ($n = 315$) of the Faculty respondents thought that providing recognition and rewards for including diversity issues in courses across the curriculum were available and 35% ($n = 168$) of Faculty respondents thought that they were not available. Sixty-four percent ($n = 202$) of the Faculty respondents who thought that providing recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 67% ($n = 113$) of Faculty respondents who thought they

¹¹⁷The term "Faculty respondents" will be used throughout this section to represent the experiences of Tenured Faculty, Tenure-Track Faculty, Non-Tenure-Track Faculty, Emeritus Faculty, and Administrators with Faculty Rank.

were not available thought providing recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available. Eighty-four percent ($n = 411$) of the Faculty respondents thought that diversity and inclusion training for faculty was available at UMKC and 16% ($n = 79$) of Faculty respondents thought that it was not available. Seventy-one percent ($n = 293$) of the Faculty respondents who thought that diversity and inclusion for faculty was available believed it positively influenced the climate and 54% ($n = 43$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available

Fifty-nine percent ($n = 280$) of the Faculty respondents thought that tool kits for faculty to create an inclusive classroom environment were available and 41% ($n = 198$) of Faculty respondents thought that such tool kits were not available. Sixty-eight percent ($n = 189$) of the Faculty respondents who thought that tool kits for faculty to create an inclusive classroom environment were available believed they positively influenced the climate and 73% ($n = 145$) of Faculty respondents who did not think they were available thought they would positively influence the climate if they were available.

Fifty-eight percent ($n = 280$) of the Faculty respondents thought that supervisory training for faculty was available and 42% ($n = 200$) of Faculty respondents thought that it was not available. Sixty-eight percent ($n = 191$) of the Faculty respondents who thought that supervisory training for faculty was available believed it positively influenced the climate and 69% ($n = 138$) of Faculty respondents who did not think supervisory training for faculty was available thought it would positively influence the climate if it were available.

Eighty-five percent ($n = 413$) of the Faculty respondents thought that access to counseling for people who had experienced harassment was available and 15% ($n = 73$) of Faculty respondents thought that such counseling was not available. Ninety-one percent ($n = 374$) of the Faculty respondents who thought that access to counseling for people who had experienced harassment was available believed it positively influenced the climate and 80% ($n = 58$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-three percent ($n = 364$) of the Faculty respondents thought that mentorship for new faculty was available and 27% ($n = 135$) of Faculty respondents thought that faculty mentorship was not available. Ninety percent ($n = 327$) of the Faculty respondents who thought that mentorship for new faculty was available believed it positively influenced the climate and 90% ($n = 122$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-three percent ($n = 351$) of the Faculty respondents thought that a clear process to resolve conflicts was available and 27% ($n = 129$) of Faculty respondents thought that such a process was not available. Eighty-five percent ($n = 299$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed it positively influenced the climate and 86% ($n = 111$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-five percent ($n = 356$) of the Faculty respondents thought that a fair process to resolve conflicts was available and 26% ($n = 122$) of Faculty respondents thought that such a process was not available. Eighty-seven percent ($n = 309$) of the Faculty respondents who thought that a fair process to resolve conflicts was available believed it positively influenced the climate and 88% ($n = 107$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-three percent ($n = 300$) of the Faculty respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 37% ($n = 179$) of Faculty respondents thought that it was not available at UMKC. Fifty-two percent ($n = 155$) of the Faculty respondents who thought that including diversity-related professional experiences as both one of the criteria for hiring of staff/faculty was available believed it positively influenced the climate and 53% ($n = 194$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-two percent ($n = 349$) of the Faculty respondents thought that diversity and inclusion training for search, promotion, and tenure committees was available at UMKC and 28% ($n = 136$) of Faculty respondents thought that diversity and inclusion training for search, promotion, and tenure committees was not available. Sixty-six percent ($n = 230$) of the Faculty respondents who thought that diversity and inclusion training for search, promotion, and tenure committees was available believed it positively influenced the climate and 68% ($n = 92$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-five percent ($n = 262$) of the Faculty respondents thought that career-span development opportunities for faculty were available and 45% ($n = 218$) of Faculty respondents thought that they were not available. Eighty-four percent ($n = 219$) of the Faculty respondents who thought that career-span development opportunities for faculty were available believed they positively influenced the climate and 90% ($n = 196$) of Faculty respondents who did not think they were available thought they would positively influence the climate if they were available.

Fifty percent ($n = 238$) of the Faculty respondents thought that affordable child care was not available at UMKC and 50% ($n = 237$) of Faculty respondents thought that it was available. Eighty-nine percent ($n = 211$) of the Faculty respondents who thought that affordable child care was not available believed it would positively influence the climate if it were available and 77% ($n = 179$) of Faculty respondents who thought it was available thought positively influenced the climate.

Fifty percent ($n = 238$) of the Faculty respondents thought that support/resources for spouse/partner employment was not available and 50% ($n = 237$) of Faculty respondents thought that it was available. Eighty-one percent ($n = 192$) of the Faculty respondents who thought that support/resources for spouse/partner employment were not available believed they would positively influence the climate if they were available and 68% ($n = 162$) of Faculty respondents who thought they were available thought they positively influenced the climate.

Fifty-seven percent ($n = 271$) of the Faculty respondents thought that support via constituent-based support groups was available at UMKC and 43% ($n = 204$) of Faculty respondents thought that it was not available. Sixty-seven percent ($n = 181$) of the Faculty respondents who thought that support via constituent-based support groups was available believed it positively influenced the climate and 78% ($n = 159$) of Faculty respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-eight percent ($n = 281$) of the Faculty respondents thought that providing faculty a location for informal networking was not available at UMKC and 42% ($n = 204$) of Faculty respondents thought that it was available. Seventy-seven percent ($n = 217$) of the Faculty respondents who thought that providing faculty a location for informal networking was not available believed it would positively influence the climate if it were available and 70% ($n = 142$) of Faculty respondents who did think it was available thought it positively influenced the climate.

Table 111. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC				Initiative NOT available at UMKC				Total respondents who believe initiative is available		Total respondents who believe initiative is not available					
	Positively influences climate	Has no influence on climate	Negatively influences climate	Total	Would positively influence climate	Would have no influence on climate	Would negatively influence climate	Total	n	%	n	%				
Providing flexibility for calculating the tenure clock.	220	65.3	96	28.5	21	6.2	337	72.8	87	69.0	28	22.2	11	8.7	126	27.2
Providing recognition and rewards for including diversity issues in courses across the curriculum.	202	64.1	94	29.8	19	6.0	315	65.2	113	67.3	42	25.0	13	7.7	168	34.8
Providing diversity and inclusion training for faculty.	293	71.3	100	24.3	18	4.4	411	83.9	43	54.4	22	27.8	14	17.7	79	16.1
Providing faculty with tool-kits to create an inclusive classroom environment.	189	67.5	81	28.9	10	3.6	280	58.6	145	73.2	45	22.7	8	4.0	198	41.4
Providing faculty with supervisory training.	191	68.2	79	28.2	10	3.6	280	58.3	138	69.0	48	24.0	14	7.0	200	41.7
Providing access to counseling for people who have experienced harassment.	374	90.6	37	9.0	<5	---	413	85.0	58	79.5	6	8.2	9	12.3	73	15.0
Providing mentorship for new faculty.	327	89.8	34	9.3	<5	---	364	72.9	122	90.4	5	3.7	8	5.9	135	27.1
Providing a clear process to resolve conflicts.	299	85.2	49	14.0	<5	---	351	73.1	111	86.0	9	7.0	9	7.0	129	26.9
Providing a fair process to resolve conflicts.	309	86.8	44	12.4	<5	---	356	74.5	107	87.7	7	5.7	8	6.6	122	25.5
Including diversity-related professional experiences as one	155	51.7	101	33.7	44	14.7	300	62.6	94	52.5	52	29.1	33	18.4	179	37.4

Table 111. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC				Initiative NOT available at UMKC				Total	
	Positively influences climate	Has no influence on climate	Negatively influences climate	Total respondents who believe initiative is available	Would positively influence climate	Would have no influence on climate	Would negatively influence climate	Total respondents who believe initiative is not available	n	%
of the criteria for hiring of staff/faculty.										
Providing diversity and inclusion training to search, promotion and tenure committees.	230	90	29	349	92	30	14	136	28.0	
Providing career span development opportunities for faculty at all ranks.	219	41	< 5	262	196	17	5	218	45.4	
Providing affordable childcare.	179	53	< 5	234	211	20	7	238	50.4	
Providing support/resources for spouse/partner employment.	162	68	7	237	192	36	10	238	50.1	
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	181	69	21	271	159	37	8	204	42.9	
Providing faculty a location for informal networking (e.g., University Club).	142	57	5	204	217	55	9	281	57.9	

Note: Table reports only Faculty, Emeritus Faculty, Research Scientist, and Administrator with Faculty rank respondents responses (n = 546).

Seventy-eight Faculty respondents elaborated on their opinions of institutional actions. The desire for deeper community and belonging was noted primarily through requests for a faculty club, as well as inclusion concerns.

Desire For a Faculty Club — Respondents who elaborated on their opinions of institutional actions noted a desire for a faculty club to enhance their sense of belonging and community at UMKC. One respondent shared, “Of all the universities that I have worked in or trained in this campus provides the fewest opportunities for interdisciplinary work and socialization.” Another respondent explained, “Faculty rarely get to know other faculty. We do not have a space for finding good colleagues, mentors or friends. A faculty club would be a wonderful addition.” Alluding to a complex history on this concern, one respondent reported, “Faculty have requested their own club every year for 15 years. It has not happened.” Another respondent noted praise for another means by which they have enjoyed the community at UMKC. “Right now the Swinney Rec Center is the closest thing we have to a University Club and I enjoy it immensely because it brings me in contact with great people from other academic units.” Finally, one respondent added a note of caution to the conversation, “I think the idea of a University Club that welcomes all faculty is a great idea but great lengths need to be taken to make sure that this space is an inclusive space and all feel welcome.” Respondents who elaborated on their opinions of institutional actions very specifically noted the desire for a faculty club.

Concerns with Inclusion Efforts & Training — Respondents who elaborated on their opinions of institutional actions described a range of concerns with current efforts to enhance inclusion. Some respondents perceived the current inclusion efforts to be insufficient, but for a variety of reasons. For example, one respondent shared, “The faculty only give lip service to diversity hire. We are losing faculty of color due to lack of opportunities and support.” Another respondent echoed the concern with faculty, “UMKC has a diverse student body, but not a diverse faculty.” Another respondent shared, “Faculty and staff are already hyper-aware of diversity issues. Increased emphasis on diversity and inclusion initiatives distracts from the core functions of the university for research and teaching.” Similarly, another respondent noted, “Diversity is important but it seems UMKC forces the issue to the point the faculty are resistant to the efforts.” One respondent suggested, “mandatory workshops given within departments on diversity. Not

watered-down diversity training, but how to talk about race and inclusion with students and other faculty.” While another respondent noted, “Based on the recent study from Harvard, mandated diversity training produces a negative effect on employees.” Respondents who elaborated on their opinions of institutional actions with concern for current inclusion efforts do so with variety of concerns.

The survey asked Staff respondents¹¹⁸ ($n = 998$) to respond regarding similar initiatives, which are listed in Table 112. Ninety-three percent ($n = 878$) of the Staff respondents thought that diversity and inclusion for students was available at UMKC and 7% ($n = 63$) of Staff respondents thought that it was not available. Seventy-nine percent ($n = 693$) of the Staff respondents who thought that diversity and inclusion training for students was available believed it positively influenced the climate and 56% ($n = 35$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Ninety percent ($n = 839$) of the Staff respondents thought that access to counseling for people who had experienced harassment was available at UMKC and 10% ($n = 90$) of Staff respondents thought that such access to counseling was not available. Ninety percent ($n = 753$) of the Staff respondents who thought that access to counseling for people who had experienced harassment was available believed it positively influenced the climate and 73% ($n = 66$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ($n = 761$) of the Staff respondents thought that supervisory training for supervisors/managers was available and 18% ($n = 165$) of Staff respondents thought that such training was not available. Eighty-four percent ($n = 640$) of the Staff respondents who thought that supervisory training for supervisors/managers was available believed it positively influenced the climate and 88% ($n = 145$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-six percent ($n = 680$) of the Staff respondents thought that supervisory training for faculty was available and 24% ($n = 213$) of Staff respondents thought that such training was not available. Eighty-four percent ($n = 568$) of the Staff respondents who thought that supervisory training for faculty was available believed it positively influenced the climate and 89% ($n = 190$)

¹¹⁸The term Staff respondents is used within this section to refer specifically to experiences of Staff/Administrator without Faculty Rank respondents.

of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-nine percent ($n = 545$) of the Staff respondents thought that mentorship for new staff was available and 41% ($n = 379$) of Staff respondents thought that staff mentorship was not available. Eighty-five percent ($n = 463$) of the Staff respondents who thought that mentorship for new staff was available believed it positively influenced the climate and 91% ($n = 345$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-seven percent ($n = 700$) of the Staff respondents thought that a clear process to resolve conflicts was available at UMKC and 23% ($n = 205$) of Staff respondents thought that such a process was not available. Eighty-four percent ($n = 588$) of the Staff respondents who thought that a clear process to resolve conflicts was available believed it positively influenced the climate and 85% ($n = 174$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-eight percent ($n = 704$) of the Staff respondents thought that a fair process to resolve conflicts was available at UMKC and 22% ($n = 198$) of Staff respondents thought that such a process was not available. Eighty-six percent ($n = 603$) of the Staff respondents who thought that a fair process to resolve conflicts was available believed it positively influenced the climate and 86% ($n = 170$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Seventy-one percent ($n = 637$) of the Staff respondents thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 29% ($n = 256$) of Staff respondents thought that it was not available. Seventy-one percent ($n = 455$) of the Staff respondents who thought that considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed it positively influenced the climate and 63% ($n = 160$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ($n = 740$) of the Staff respondents thought that career development opportunities for staff were available and 19% ($n = 168$) of Staff respondents thought that they were not available. Eighty-nine percent ($n = 656$) of the Staff respondents who thought that career development opportunities for staff were available believed it positively influenced the climate and 88% ($n = 147$) of Staff respondents who did not think such opportunities were available thought it would positively influence the climate if they were available.

Fifty-five percent ($n = 496$) of the Staff respondents thought that affordable child care was available at UMKC and 45% ($n = 400$) of Staff respondents thought that it was not available. Eighty-two percent ($n = 405$) of the Staff respondents who thought that affordable child care was available believed it positively influenced the climate and 89% ($n = 357$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-seven percent ($n = 507$) of the Staff respondents thought that support/resources for spouse/partner employment were available and 43% ($n = 379$) of Staff respondents thought that they were not available. Seventy-seven percent ($n = 388$) of the Staff respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 77% ($n = 293$) of Staff respondents who did not think they were available thought they would positively influence the climate if they were available.

Sixty-eight percent ($n = 603$) of the Staff respondents thought that support via constituent-based support groups was available at UMKC and 32% ($n = 278$) of Staff respondents thought that it was not available. Seventy-six percent ($n = 457$) of the Staff respondents who thought that support via constituent-based support groups was available believed it positively influenced the climate and 76% ($n = 211$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Fifty-five percent ($n = 486$) of the Staff respondents thought that providing staff a location for informal networking was available at UMKC and 45% ($n = 396$) of Staff respondents thought

that it was not available. Seventy-one percent ($n = 346$) of the Staff respondents who thought that providing staff a location for informal networking was available believed it positively influenced the climate and 72% ($n = 284$) of Staff respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 112. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC				Initiative NOT available at UMKC				Total respondents who believe initiative is available		Initiative NOT available at UMKC				Total respondents who believe initiative is not available			
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Providing diversity and inclusion training for staff.	693	78.9	163	18.6	22	2.5					35	55.6	10	15.9	18	28.6	63	6.7
Providing access to counseling for people who have experienced harassment.	753	89.7	83	9.9	<5	---					66	73.3	10	11.1	14	15.6	90	9.7
Providing supervisors/managers with supervisory training.	640	84.1	112	14.7	9	1.2					145	87.9	9	5.5	11	6.7	165	17.8
Providing faculty supervisors with supervisory training.	568	83.5	105	15.4	7	1.0					190	89.2	11	5.2	12	5.6	213	23.9
Providing mentorship for new staff.	463	85.0	76	13.9	6	1.1					345	91.0	20	5.3	14	3.7	379	41.0
Providing a clear process to resolve conflicts.	588	84.0	103	14.7	9	1.3					174	84.9	17	8.3	14	6.8	205	22.7
Providing a fair process to resolve conflicts.	603	85.7	92	13.1	9	1.3					170	85.9	12	6.1	16	8.1	198	22.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	455	71.4	135	21.2	47	7.4					160	62.5	60	23.4	36	14.1	256	28.7
Providing career development opportunities for staff.	656	88.6	76	10.3	8	1.1					147	87.5	9	5.4	12	7.1	168	18.5
Providing affordable childcare.	405	81.7	88	17.7	<5	---					357	89.3	26	6.5	17	4.3	400	44.6

Table 112. Staff/Administrator Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC				Initiative NOT available at UMKC				Total	
	Positively influences climate	Has no influence on climate	Negatively influences climate	Total respondents who believe initiative is available	Would positively influence climate	Would have no influence on climate	Would negatively influence climate	Total respondents who believe initiative is not available	n	%
Providing support/resources for spouse/partner employment.	388	111	8	507	293	72	14	379	379	42.8
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	457	119	27	603	211	42	25	278	278	31.6
Providing staff a location for informal networking (e.g., University Club).	346	136	< 5	486	284	94	18	396	396	44.9

Note: Table reports only Staff respondents responses (n = 998).

Eighty Staff respondents elaborated on their opinions regarding institutional actions at UMKC. Three themes emerged: a lack of professional development and networking opportunities, reverse discrimination and exclusion, and lack of awareness regarding current campus initiatives and resources.

Professional Development & Networking — Staff respondents who elaborated on their opinions of UMKC’s institutional actions described concerns with professional development. One respondent shared, “Informal networking and career development opportunities are something every employee needs.” Another respondent echoed, “It would be nice to do more networking with other departments to share potential opportunities to grow.” More specifically, one respondent elaborated, “I know HR provides a number of opportunities, but they are somewhat specific and not as widespread as they could/should be in how applicable they are for staff.” Another respondent shared a previous experience at a different institution and noted the perceived lack of such opportunities at UMKC, “At a prior institution I was a part of a Young Professionals group. It was specifically for young/new hires of the University. There were a few University sponsored lunches to bring the group together. This led to many networks throughout campus and informal social events outside of work.” Respondents who elaborated on their opinions of UMKC’s institutional actions noted a desire for more professional development and networking opportunities.

Perceived Reverse Discrimination & Exclusion — Respondents who elaborated on their opinions of UMKC’s institutional actions described reverse discrimination and exclusion. One respondent noted, “all programming is geared towards those of color, you would NEVER see something geared towards ‘those of non-color’ the university would be sued.” Another respondent shared, “I believe men in workplace are taken for granted and left out of groups/discussion in terms of diversity initiatives and support services.” Speaking to sexuality as a layer of identity, one respondent explained, “Schools in particular seem to bend over backwards for the ‘new’ sexual identities to the point you trample on those who have a different opinion.” The notion that identity based groups creates divides in communities was described also. For example, one respondent elaborated, “I believe having independent groups (e.g., Staff of Color, Woman Staff etc.) further divides us.” Another respondent shared, “I feel that singling out minority groups for

special treatment is hurtful to any environment. It causes further divide and anger.” Respondents who reflected on their opinions of institutional actions perceived that they had experienced reverse discrimination and exclusion as a result of diversity and inclusion efforts.

Unaware of Campus Initiatives and Resources — Respondents reported a lack of awareness with regard to campus initiatives and resources. Respondents noted, “I have literally no idea if any of this stuff is available” and “I am unsure if the initiatives are available or not.” Another respondent shared, “I am not aware of all the institutional actions available, some I marked may exist without my knowing.” Similarly, another respondent noted, “It’s hard to know which of these is currently offered so I’ve just taken my best shot at answering.” Lastly, one respondent urged, “UMKC needs to take a more aggressive visible stance on providing these services.” Respondents reported to be unaware campus initiatives and resources and concurrent desire for more communication about campus initiatives and resources.

Student respondents ($n = 3,070$) were also asked in the survey to respond regarding a similar list of initiatives, provided in Table 113. Eighty-two percent ($n = 2,314$) of the Student respondents thought that diversity and inclusion training for students was available at UMKC and 18% ($n = 508$) of Student respondents thought that it was not available. Seventy-eight percent ($n = 1,801$) of the Student respondents who thought that diversity and inclusion training for students was available believed it positively influenced the climate and 72% ($n = 365$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-four percent ($n = 2,329$) of the Student respondents thought that diversity and inclusion training for staff was available at UMKC and 16% ($n = 457$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,889$) of the Student respondents who thought that diversity and inclusion training for staff was available believed it positively influenced the climate and 77% ($n = 351$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-three percent ($n = 2,296$) of the Student respondents thought that diversity and inclusion training for faculty was available at UMKC and 17% ($n = 459$) of Student respondents thought that it was not available. Eighty-one percent ($n = 1,868$) of the Student respondents who thought that diversity and inclusion training for faculty was available believed it positively influenced the climate and 77% ($n = 354$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty percent ($n = 2,225$) of the Student respondents thought that a person to address student complaints of bias by *faculty/staff* in learning environments (e.g., classrooms, labs) was available and 20% ($n = 545$) of Student respondents thought that such a person was not available. Eighty-one percent ($n = 1,802$) of the Student respondents who thought that a person to address student complaints of bias by *faculty/staff* in learning environments was available believed such a resource positively influenced the climate and 82% ($n = 446$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-nine percent ($n = 2,171$) of the Student respondents thought that a person to address student complaints of bias by *other students* in learning environments was available and 21% ($n = 589$) of Student respondents thought that such a resource was not available. Seventy-nine percent ($n = 1,710$) of the Student respondents who thought that a person to address student complaints of bias by *other students* in learning environments was available believed that resource positively influenced the climate and 78% ($n = 462$) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-seven percent ($n = 2,145$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue among students were available and 23% ($n = 625$) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-two percent ($n = 1,763$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue among students were available believed they positively influenced the climate and 84% ($n = 522$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Similarly, 78% ($n = 2,132$) of the Student respondents thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available at UMKC and 23% ($n = 619$) of Student respondents thought that increasing opportunities for dialogue were not available. Eighty-two percent ($n = 1,752$) of the Student respondents who thought that increasing opportunities for cross-cultural dialogue between faculty, staff, and students were available believed they positively influenced the climate and 85% ($n = 524$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Seventy-nine percent ($n = 2,176$) of the Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at UMKC and 21% ($n = 571$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,710$) of the Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available

believed it positively influenced the climate and 77% ($n = 437$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Eighty-two percent ($n = 2,254$) of Student respondents thought that effective faculty mentorship of students was available and 18% ($n = 504$) of Student respondents thought that it was not available. Eighty-six percent ($n = 1,935$) of the Student respondents who thought that effective faculty mentorship of students was available believed it positively influenced the climate and 87% ($n = 436$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-eight percent ($n = 2,428$) of the Student respondents thought that effective academic advising was available at UMKC and 12% ($n = 327$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 2,130$) of the Student respondents who thought that effective academic advising was available believed it positively influenced the climate and 83% ($n = 271$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Eighty-two percent ($n = 2,248$) of the Student respondents thought that diversity and inclusion training for student staff (e.g., teaching assistants, lab assistants) was available and 18% ($n = 490$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,781$) of the Student respondents who thought that diversity/inclusivity training for student staff was available believed it positively influenced the climate and 79% ($n = 385$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Sixty-two percent ($n = 1,711$) of the Student respondents thought that affordable child care was available and 38% ($n = 1,032$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,344$) of the Student respondents who thought that affordable child care was available believed it positively influenced the climate and 85% ($n = 876$) of Student respondents who did not think it was available thought it would positively influence the climate at UMKC if it were available.

Similarly, 63% ($n = 1,717$) of the Student respondents thought that adequate child care was available and 37% ($n = 1,018$) of Student respondents thought that it was not available. Seventy-nine percent ($n = 1,355$) of the Student respondents who thought that adequate child care was available believed it positively influenced the climate and 86% ($n = 870$) of Student respondents who did not think it was available thought it would positively influence the climate at UMKC if it were available.

Sixty-four percent ($n = 1,758$) of the Student respondents thought that support/resources for spouse/partner employment were available and 36% ($n = 983$) of Student respondents thought that they were not available. Seventy-seven percent ($n = 1,361$) of the Student respondents who thought that support/resources for spouse/partner employment were available believed it positively influenced the climate and 81% ($n = 793$) of Student respondents who did not think they were available thought they would positively influence the climate if they were available.

Eighty-one percent ($n = 2,232$) of the Student respondents thought that adequate social space was available at UMKC and 19% ($n = 522$) of Student respondents thought that it was not available. Eighty-four percent ($n = 1,873$) of the Student respondents who thought that adequate social space was available believed it positively influenced the climate and 80% ($n = 417$) of Student respondents who did not think it was available thought it would positively influence the climate if it were available.

Table 113. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC						Initiative NOT available at UMKC									
	Positively influences climate	Has no influence on climate	Negatively influences climate	Total respondents who believe initiative is available	Would positively influence climate	Would have no influence on climate	Would negatively influence climate	Total respondents who believe initiative is not available								
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%						
Providing diversity and inclusion training for students.	1,801	77.8	428	18.5	85	3.7	2,314	82.0	365	71.9	115	22.6	28	5.5	508	18.0
Providing diversity and inclusion training for staff.	1,889	81.1	378	16.2	62	2.7	2,329	83.6	351	76.8	78	17.1	28	6.1	457	16.4
Providing diversity and inclusion training for faculty.	1,868	81.4	371	16.2	57	2.5	2,296	83.3	354	77.1	77	16.8	28	6.1	459	16.7
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	1,802	81.0	365	16.4	58	2.6	2,225	80.3	446	81.8	63	11.6	36	6.6	545	19.7
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	1,710	78.8	389	17.9	72	3.3	2,171	78.7	462	78.4	81	13.8	46	7.8	589	21.3
Increasing opportunities for cross-cultural dialogue among students.	1,763	82.2	333	15.5	49	2.3	2,145	77.4	522	83.5	76	12.2	27	4.3	625	22.6
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	1,752	82.2	341	16.0	39	1.8	2,132	77.5	524	84.7	67	10.8	28	4.5	619	22.5

Table 113. Student Respondents' Perceptions of Institutional Initiatives

	Initiative available at UMKC				Initiative NOT available at UMKC				Total	
	Positively influences climate	Has no influence on climate	Negatively influences climate	Total respondents who believe initiative is available	Would positively influence climate	Would have no influence on climate	Would negatively influence climate	Total respondents who believe initiative is not available	n	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	1,710	384	82	2,176	437	91	43	571	437	20.8
Providing effective faculty mentorship of students.	1,935	292	27	2,254	436	49	19	504	436	18.3
Providing effective academic advising.	2,130	262	36	2,428	271	33	23	327	271	11.9
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	1,781	401	66	2,248	385	82	23	490	385	17.9
Providing affordable childcare.	1,344	337	30	1,711	876	125	31	1,032	876	37.6
Providing adequate childcare resources.	1,355	329	33	1,717	870	122	26	1,018	870	37.2
Providing support/resources for spouse/partner employment.	1,361	368	29	1,758	793	163	27	983	793	35.9
Providing adequate social space.	1,873	334	25	2,232	417	80	25	522	417	19.0

Note: Table reports only Student responses (n = 3,070).

Two hundred sixty-five respondents elaborated on their opinions of institutional actions at UMKC. Two themes emerged, a perceived need for more inclusion efforts and a perceived need for less inclusion efforts.

More Inclusion & Dialogue - Respondents who elaborated on their opinions of institutional actions expressed a desire for inclusion efforts, particularly efforts that facilitate dialogue across identities. One respondent shared, "Finding ways to include actual interactions between people of diverse backgrounds is the only way to positively influence the climate." Other respondents noted, "I think open dialogue is key to diversity and inclusion" and "I would say that we don't engage in enough intercultural communication." Regarding the expressed desire for more inclusion efforts, one respondent shared, "I think ANY diversity/inclusion training for anyone on campus is always helpful. The more open and inclusive we all can be, the better." Another respondent noted, "Increased diversity and cross-cultural competence training." Other respondents noted specific identities, including, "Sexism and ageism need to be addressed more thoroughly" and "Asian and White culture is shunned in 'diversity and inclusion' training." One respondent summarized, "While steps have been taken to provide diversity and inclusion training, there is great room for expansion and growth." The desire for that growth was widely noted by respondents who elaborated on their opinions of institutional actions.

Less Inclusion Initiatives - Several respondents also shared concerns and criticisms of current inclusion initiatives. One respondent reflected, "Creating safe spaces creates more tension and makes people segregate themselves." Others also noted the perceived impact of diversity trainings having the outcome of greater divisiveness among identities. One respondent shared, "Please, do not indoctrinate students with mandatory 'diversity' training that will inevitably have an anti-white bias that will create severe divisions between students." Similarly, another respondent noted, "I feel that most of the diversity training at UMKC teaches us that a person is diverse simply because their skin is a different color, which to me is racism." One respondent shared, "I feel that the 'diversity training' is always directed towards white males." Similarly, another student noted, "The only racism heard on campus thus far has been directed at Caucasians and men." One respondent stated, "Racism is dead, don't make us take bullshit training and surveys." Another respondent urged, "Just don't tum into one of those [misogynistic slur] 'PC'

campuses.” Respondents who elaborated on their opinions of institutional actions expressed concern with current inclusion practices and future direction of UMKC.

Summary

Perceptions of UMKC’s actions and initiatives contribute to the way individuals think and feel about the climate in which they work and learn. 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 Employee and Student respondents indicated that many of the initiatives were not available on UMKC's campus. If, in fact, these initiatives are available, UMKC would benefit from better publicizing all that the institution offers to positively influence the campus climate.

Next Steps

Embarking on this campus-wide assessment is further evidence of UMKC's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within UMKC, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the UMKC community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical to improving the campus climate. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered by UMKC community members at the outset of this project. Also, as recommended by UMKC's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Comment Analyses (Questions #118, #119, and #120)

Appendix D – Survey: *University of Missouri – Kansas City Climate for Learning, Living, and Working*

Appendix A
Cross Tabulations by Selected Demographics

	Undergraduate Student		Graduate Student		Faculty (including Postdoc/ Research Asst)		Staff		Total		
	n	%	n	%	n	%	n	%	n	%	
Gender identity	Unknown/Missing/Other	8	0.41%	3	0.26%	15	2.8%	16	1.6%	42	0.9%
	Woman	1,277	65.6%	627	54.1%	278	51.0%	646	64.7%	2,828	60.8%
	Man	609	31.3%	514	44.3%	247	45.0%	323	32.4%	1,693	36.4%
	Transpectrum	52	2.7%	16	1.4%	6	1.1%	13	1.3%	87	1.9%
Racial identity	Missing/Unknown/Other	32	1.6%	34	2.9%	23	4.2%	36	3.6%	125	2.7%
	Other Person of Color	54	2.8%	46	4.0%	7	1.3%	11	1.1%	118	2.5%
	Asian/Asian American	186	9.6%	257	22.5%	36	6.6%	20	2.0%	499	10.7%
	Black/African American OR Hispanic/Latin@/Chican@	266	13.7%	73	6.3%	19	3.5%	145	14.5%	503	10.8%
	White	120	6.2%	39	3.4%	11	2.0%	27	2.7%	197	4.2%
	Multiracial	1,091	56.1%	637	54.9%	425	77.8%	700	70.1%	2,853	61.4%
Sexual identity	Missing/Unknown/Asexual	77	4.0%	90	7.8%	43	7.9%	55	5.5%	265	5.7%
	LGBQ including Demisexual	293	15.1%	114	9.8%	59	10.8%	86	8.6%	552	11.9%
	Heterosexual	1,576	81.0%	956	82.4%	444	81.3%	857	85.9%	3,833	82.4%

	Undergraduate Student		Graduate Student		Faculty (including Postdoc/Research Asst)		Staff		Total	
	n	%	n	%	n	%	n	%	n	%
Citizenship status										
Missing/Unknown	21	1.1%	8	0.7%	8	1.5%	5	0.5%	42	0.9%
U.S. Citizen	1,676	86.1%	812	70.0%	459	84.1%	924	92.6%	3,871	83.3%
Not U.S. Citizen	249	12.8%	340	29.3%	79	14.5%	69	6.9%	737	15.9%
Disability status										
Unknown/Missing/Other	15	0.8%	8	0.7%	6	1.1%	11	1.1%	40	0.9%
Single Disability	172	8.8%	93	8.0%	32	5.9%	73	7.3%	370	8.0%
No Disability	1,673	86.0%	1,022	88.1%	496	90.8%	883	88.5%	4,074	87.6%
Multiple Disability	86	4.4%	37	3.2%	12	2.2%	31	3.1%	166	3.6%
Faith-based affiliation										
Missing/Unknown	16	0.8%	12	1.0%	41	7.5%	34	3.4%	103	2.2%
Christian Affiliation	1,014	52.1%	494	42.6%	260	47.6%	570	57.1%	2,338	50.3%
Other Faith-based	164	8.4%	274	23.6%	40	7.3%	38	3.8%	516	11.1%
No Affiliation including Not Listed	688	35.4%	325	28.0%	185	33.9%	314	31.5%	1,512	32.5%
Multiple Affiliations	64	3.3%	55	4.7%	20	3.7%	42	4.2%	181	3.9%

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty who are men)

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your primary position at UMKC? (Question 1)

Position	<i>n</i>	%
Undergraduate student	1,946	41.8
Started at UMKC as a first-year student	1,171	60.2
Transferred to UMKC from another institution	775	39.8
Graduate student	1,124	24.2
Doctoral degree candidate (e.g., PhD, EdD)	218	19.4
Graduate Certificate	32	2.8
Professional degree candidate	351	31.2
Master’s degree candidate	521	46.4
Educational Specialist	2	0.2
Post-doctoral scholar/Fellow	36	0.8
Faculty - Tenured	169	3.6
Assistant Professor	1	0.6
Associate Professor	82	48.5
Professor	86	50.9
Faculty - Tenure-Track	70	1.5
Assistant Professor	49	70.0
Associate Professor	15	21.4
Professor	6	8.6
Faculty Non-Tenure-Track	233	5.0
Lecturer	16	6.9
Adjunct/Visiting	28	12.0
Research Line Faculty	9	3.9
Professor of Practice	7	3.0
Teaching Faculty	71	30.5

<i>Adjunct</i>	3	4.2
<i>Assistant Professor</i>	30	42.3
<i>Associate Professor</i>	26	36.6
<i>Professor</i>	12	16.9
Clinical Faculty	65	27.9
<i>Adjunct</i>	6	9.2
<i>Assistant Professor</i>	33	50.8
<i>Associate Professor</i>	19	29.2
<i>Professor</i>	7	10.8
Research Faculty	6	2.6
<i>Assistant Professor</i>	2	33.3
<i>Associate Professor</i>	2	33.3
<i>Professor</i>	2	33.3
Librarian	31	13.3
Emeritus Faculty	13	0.3
Research Scientist	12	0.3
Administrator with faculty rank	49	1.1
Administrator without faculty rank	30	0.6
Staff - Hourly	457	9.8
Executive	5	1.1
Management	9	2.0
Supervisor	34	7.4
Support	409	89.5
Staff - Salary	470	10.1
Executive	18	3.8
Management	147	31.3
Supervisor	78	16.6
Support	227	48.3
Staff - Contract	29	0.6
Staff - Union	12	0.3

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer.

Table B2. Faculty/Staff only: Are you benefit eligible? (Question 3)

Benefit eligible	<i>n</i>	%
Yes	1,445	93.6
No	97	6.3
Missing	2	0.1

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,544).

Table B3. Are you full-time or part-time in that primary position? (Question 4)

Status	<i>n</i>	%
Full-time	4,219	90.7
Part-time	423	9.1
Missing	8	0.2

Table B4. Students only: What percentage of your classes have you taken exclusively on-line? (Question 6)

Courses on-line	<i>n</i>	%
100%	72	2.3
76%-99%	61	2.0
51%-75%	71	2.3
26%- 50%	235	7.7
0%-25%	2,626	85.5
Missing	5	0.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

Table B5. What is your birth sex (assigned)? (Question 49)

Birth sex	<i>n</i>	%
Female	2,874	61.8
Male	1,734	37.3
Intersex	6	0.1
Missing	36	0.8

Table B6. What is your gender/gender identity? (Question 50)

Gender identity	<i>n</i>	%
Woman	2,828	60.8
Man	1,693	36.4
Genderqueer	28	0.6
Non-binary	25	0.5
Transgender	6	0.1
A gender not listed here	28	0.6
Missing	42	0.9

Table B7. What is your current gender expression? (Question 51)

Gender expression	<i>n</i>	%
Feminine	2,785	59.9
Masculine	1,674	36.0
Androgynous	69	1.5
A gender expression not listed here	41	0.9
Missing	81	1.7

Table B8. What is your citizenship/immigration status in the U.S.? (Mark all that apply.) (Question 52)

Citizenship status	<i>n</i>	%
U.S. citizen, birth	3,871	83.2
A visa holder (such as J-1, H1-B, and U)	364	7.8
U.S. citizen, naturalized	229	4.9
Permanent resident	129	2.8
DACA (Deferred Action for Childhood Arrival)	5	0.1
Other legally documented status	4	0.1
Refugee status	3	0.1
Undocumented resident	2	0.0
Currently under a withholding of removal status	1	0.0
DAPA (Deferred Action for Parental Accountability)	0	0.0
Missing	42	0.9

Table B9. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.) (Question 53)

Racial/ethnic identity	<i>n</i>	%
White/European American	3,142	67.6
Black/African/African American	612	13.2
Asian/Asian American	570	12.3
Hispanic/Latin@/Chicano@	327	7.0
Native American/Native	128	2.8
Middle Eastern/Southwest Asian	128	2.8
Pacific Islander	23	0.5
Alaska Native	6	0.1
Native Hawaiian	6	0.1
A racial/ethnic/national identity not listed here	41	0.9

Table B10. What is your age? (Question 54)

Age	<i>n</i>	%
19 or younger	720	15.5
20-21	606	13.0
22-24	699	15.0
25-34	948	20.4
35-44	450	9.7
45-54	369	7.9
55-64	321	6.9
65-74	75	1.6
75 and older	8	.2
Missing	454	9.8

Table B11. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity? (Question 55)

Sexual identity	<i>n</i>	%
Heterosexual	3,833	82.4
Bisexual	222	4.8
Gay	122	2.6
Lesbian	70	1.5
Pansexual	56	1.2
Questioning	42	.9
Queer	35	.8
Asexual*	19	.4
Demisexual*	5	.1
A sexual identity not listed here	52	1.1
Missing	194	4.2

**Asexual and Demisexual were not options offered in the original survey, but sufficient numbers of respondents wrote them in so they were identified as categories and included in the table.*

**Table B12. Do you have substantial parenting or caregiving responsibility? (Mark all that apply.)
 (Question 56)**

Caregiving responsibility	<i>n</i>	%
No	3,528	75.9
Yes	1,080	23.2
Children 5 years or younger	418	38.6
Children 6-18 years	534	49.4
Children over 18 years of age, but still legally dependent (e.g., in college, disabled)	160	14.8
Independent adult children over 18 years of age	79	7.3
Sick or disabled partner	43	4.0
Senior or other family member	234	21.7
A parenting or caregiving responsibility not listed here	59	5.5
Missing	42	0.9

Note: Percentages may not sum to 100% due to multiple responses.

**Table B13. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?
 (Question 57)**

<u>Military status</u>	<i>n</i>	%
Never served in the military	4,290	92.3
On active duty in the past, but not now	117	2.5
Now on active duty (including Reserves or National Guard)	29	0.6
ROTC	19	0.4
<u>Missing</u>	<u>195</u>	<u>4.2</u>

Table B15. Students only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 58)

Level of education	Parent/guardian 1		Parent/guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	106	3.5	115	3.7
Some high school	143	4.7	167	5.4
Completed high school/GED	503	16.4	547	17.8
Some college	414	13.5	434	14.1
Business/technical certificate/degree	118	3.8	160	5.2
Associate's degree	183	6.0	194	6.3
Bachelor's degree	712	23.2	699	22.8
Some graduate work	54	1.8	42	1.4
Master's degree (MA, MS, MBA)	494	16.1	340	11.1
Specialist degree (EdS)	24	0.8	16	0.5
Doctoral degree (PhD., EdD)	107	3.5	62	2.0
Professional degree (MD, JD)	163	5.3	110	3.6
Unknown	16	0.5	58	1.9
Not applicable	27	0.9	108	3.5
Missing	6	0.2	18	0.6

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

Table B16. Faculty/Staff only: What is your highest level of education? (Question 59)

<u>Level of education</u>	<u>n</u>	<u>%</u>
No high school	2	0.1
Some high school	5	0.3
Completed high school/GED	46	3.0
Some college	113	7.3
Business/technical certificate/degree	30	1.9
Associate’s degree	42	2.7
Bachelor’s degree	282	18.3
Some graduate work	104	6.7
Master’s degree (MA, MS, MBA)	425	27.5
Specialist degree (EdS)	11	0.7
Doctoral degree (PhD., EdD)	348	22.5
Professional degree (MD, JD)	128	8.3
Missing	8	0.5

Note: Table includes answers only from only those respondents who indicated that they were Faculty or Staff in Question 1 (n = 1,544).

Table B17. Faculty/Staff only: How long have you been employed at UMKC? (Question 60)

<u>Year in college career</u>	<u>n</u>	<u>%</u>
Less than 1 year	198	12.8
1-5 years	441	28.6
6-10 years	309	20.0
11-15 years	208	13.5
16-20 years	156	10.1
More than 20 years	217	14.1
Missing	4	0.3

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (n = 1,544).

Table B18. Undergraduate Students only: How many semesters have you been at UMKC? (Question 61)

Semesters at UMKC	<i>n</i>	%
Less than one	674	34.6
1	108	5.5
2	113	5.8
3	338	17.4
4	140	7.2
5	215	11.0
6	93	4.8
7	132	6.8
8	52	2.7
9	33	1.7
10	18	.9
11	10	.5
12	9	.5
13 or more	9	.5
Missing	2	0.1

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 1,946).

Table B19. Faculty only: Which academic school/college are you primarily affiliated with at this time? (Question 62)

<u>Academic school/college</u>	<u>n</u>	<u>%</u>
College of Arts and Sciences	139	25.5
Conservatory of Music and Dance	25	4.6
Henry W. Bloch School of Management	37	6.8
Honors College	4	.7
School of Biological Sciences	29	5.3
School of Computing and Engineering	22	4.0
School of Dentistry	44	8.1
School of Education	29	5.3
School of Law	33	6.0
School of Medicine	51	9.3
School of Nursing and Health Studies	41	7.5
School of Pharmacy	32	5.9
School of Graduate Studies	2	.4
University College	1	.2
University Libraries (including all sites)	29	5.3
Institute for Human Development	6	1.1
<u>Missing</u>	<u>22</u>	<u>4.0</u>

Note: Table includes answers only from those respondents who indicated that they were Faculty, Emeritus Faculty, Research Scientist, or Administrator with Faculty rank in Question 1 ($n = 546$).

**Table B20. Staff only: Which academic division/work unit are you primarily affiliated with at this time?
 (Question 63)**

Academic division/work unit	<i>n</i>	%
Chancellor’s Office	10	1.0
College of Arts and Sciences	63	6.3
Conservatory of Music and Dance	10	1.0
Diversity and Inclusion	4	.4
Honors College	1	.1
Human Resources (including Title IX/ Affirmative Action/EEOC Office)	16	1.6
Institute for Human Development	12	1.2
UMKC Athletics	32	3.2
Kansas City Repertory Theatre	2	.2
University Libraries (including all sites)	43	4.3
School of Biological Sciences	10	1.0
School of Computing and Engineering	26	2.6
School of Dentistry	66	6.6
School of Education	35	3.5
School of Graduate Studies	3	.3
School of Law	30	3.0
Henry W. Bloch School of Management	40	4.0
School of Medicine	67	6.7
School of Nursing and Health Studies	23	2.3
School of Pharmacy	22	2.2
UMKC Foundation	9	.9
UMKC Innovation Center	12	1.2
University College	17	1.7
Provost’s Office and Academic Affairs (including Information Services)	89	8.9

Finance and Administration	62	6.2
University Advancement	19	1.9
Strategic Marketing and Communications (including KCUR)	39	3.9
Student Affairs and Enrollment Management	143	14.3
<u>Missing</u>	<u>93</u>	<u>9.3</u>

Note: Table includes answers only from those respondents who indicated that they were Staff and Administrator without Faculty Rank in Question 1 ($n = 998$).

**Table B21. Undergraduate Students only: What is your major? (Mark all that apply.)
 (Question 64)**

Major	<i>n</i>	%
Accounting	52	2.7
Architectural Studies	16	0.8
Art History	7	0.4
Biology	297	15.3
Business Administration	231	11.9
Chemistry	99	5.1
Civil Engineering	27	1.4
Communication Studies	78	4.0
Computer Science BS	62	3.2
Counseling & Guidance	0	0.0
Criminal Justice & Criminology	63	3.2
Dance	11	0.6
Dental Hygiene	14	0.7
Early Childhood Education	15	0.8
Economics	23	1.2
Educational Administration	4	0.2
Electrical & Comp Engineering	49	2.5
Elementary Education	17	0.9
English	44	2.3
Environmental Science	18	0.9
Environmental Studies	3	0.2
English as a Second Language - Non-Degree	5	0.3
Exploratory (Undecided)	24	1.2
French	13	0.7
Geography	5	0.3
Geology	7	0.4
German	1	0.1
Health Sciences	113	5.8
History	25	1.3
Information Technology	12	0.6
Languages and Literatures	6	0.3
Liberal Arts	47	2.4
Mathematics & Statistics	21	1.1
Mechanical Engineering	31	1.6

Middle School Education	16	0.8
Music	13	0.7
Music Composition	3	0.2
Music Education	9	0.5
Music	18	0.9
Music Theory	2	0.1
Non-Degree, Arts & Sciences	9	0.5
Non-Degree, Bloch School of Management	5	0.3
Non-Degree, Biological Sciences	3	0.2
Non-Degree, Education	1	0.1
Non-Degree, Nursing	3	0.2
Non-Degree, School of Computing & Engineering	1	0.1
Nursing	157	8.1
Performance	13	0.7
Pharmacy-D	9	0.5
Philosophy	16	0.8
Physics	11	0.6
Political Science	27	1.4
Pre Early Childhood	1	0.1
Pre Education Middle School	1	0.1
Pre Pharm	59	3.0
Pre-Dental Hygiene, Arts & Sciences	10	0.5
Pre-Dentistry	28	1.4
Pre-Elementary Education	1	0.1
Pre-Health Sciences, Arts & Sciences	15	0.8
Pre-Law, Arts & Sciences	14	0.7
Pre-Med Liberal Arts/MD	52	2.7
Pre-Med Biosciences/MD	64	3.3
Pre-Med Chemistry/MD	28	1.4
Pre-Secondary Education	6	0.3
Psychology	112	5.8
Secondary Education	25	1.3
Sociology	28	1.4
Spanish	19	1.0
Studio Art	29	1.5
Theatre	14	0.7
Urban Planning & Design	11	0.6

Urban Studies 12 0.6

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students in Question 1 ($n = 1,946$).

Table B22. Graduate/Professional Students only: What is your academic program? (Mark all that apply.) (Question 65)

Academic program	<i>n</i>	%
Masters		
Accounting	40	3.6
Anesthesia	3	0.3
Art History	3	0.3
Bioinformatics	7	0.6
Business Administration	54	4.8
Cell & Molecular Biology	13	1.2
Chemistry	10	0.9
Civil Engineering	10	0.9
Computer Sciences	138	12.3
Conducting	0	0.0
Counseling & Guidance	32	2.8
Creative Writing & Media Arts	5	0.4
Criminal Justice & Criminology	11	1.0
Curriculum & Instruction	11	1.0
Dental Hygiene	8	0.7
Economics	8	0.7
Education Administration	25	2.2
English	14	1.2
Entrepreneurial Real Estate	1	0.1
Finance	10	0.9
History	16	1.4
Language & Literacy	1	0.1
Liberal Studies	8	0.7
Health Professional Education	12	1.1
Law	55	4.9
Mathematics	3	0.3
Mathematics and Statistics	1	0.1

Mechanical Engineering	7	0.6
Music	23	2.0
Music Education	2	0.2
Music Theory	3	0.3
Musicology	5	0.4
Nursing	32	2.8
Performance	5	0.4
Physics	9	0.8
Political Science	1	0.1
Public Administration	28	2.5
Romance Languages and Literature	5	0.4
Social Work	25	2.2
Sociology	7	0.6
Special Education	5	0.4
Statistics	2	0.2
Studio Art	1	0.1
Teaching	7	0.6
Theater	14	1.2
Certificate		
Advanced Education in General Dentistry	1	0.1
Black Studies	2	0.2
Clinical Research	4	0.4
Community College Leadership	1	0.1
Educational Foundations	6	0.5
Endodontics	2	0.2
Geographic Information Systems	5	0.4
Gerontology	2	0.2
Health Professions Education	5	0.4
Interdisciplinary Leadership Disability Studies	2	0.2
Music	2	0.2
Nonprofit Management and Innovation	5	0.4
Performance	3	0.3
Periodontics	2	0.2
Reading Intervention	0	0.0
Doctoral		
Conducting	1	0.1
Counseling Psychology	22	2.0

Curriculum & Instruction	6	0.5
Education	10	0.9
Electrical & Computer Engineering	34	3.0
Entrepreneurship & Innovation	3	0.3
Interdisciplinary Studies	76	6.8
Nursing	12	1.1
Nursing Practice	12	1.1
Psychology	14	1.2
Professional (Law, Medical, Dentistry)		
Dentistry	56	5.0
Law	150	13.3
Master of Law	5	0.4
6 Year Combined Bachelor/MD	94	8.4
4 Year Medical	11	1.0
Nursing	9	0.8
Orthodontists/Maxillofacial	1	0.1
Pharmacy	61	5.4
Taxation	1	0.1
Urban Affairs	0	0.0

Note: Table includes answers only from those respondents who indicated that they were Graduate Students in Question 1 ($n = 1,124$).

Table B23. Do you have a condition/disability that influences your learning, working, or living activities? (Question 66)

Condition	<i>n</i>	%
No	4,074	87.6
Yes	565	12.2
Missing	11	0.2

Table B24. Which, if any, of the conditions listed below impact your learning, working, or living activities? (Mark all that apply.) (Question 67)

Condition	<i>n</i>	%
Mental health/psychological condition (e.g., anxiety, depression)	262	46.4
Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)	165	29.2
Developmental/Learning difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, cognitive/language-based)	160	28.3
Physical/mobility condition that affects walking	51	9.0
Hard of hearing or deaf	29	5.1
Physical/mobility condition that does not affect walking	27	4.8
Acquired/Neurological/Traumatic Brain Injury	23	4.1
Low vision or blind	23	4.1
Speech/communication condition	10	1.8
A disability/condition not listed here	13	2.3

Note: Table includes answers from only those respondents who indicated that they have a condition/disability in Question 66 (*n* = 565). Note: Percentages may not sum to 100% due to multiple responses.

Table B25. Students only: Are you registered with the UMKC Office for Services for Students with Disabilities? (Question 68)

Registered with Office	<i>n</i>	%
No	281	69.7
Yes	122	30.3
Missing	0	0.0

Note: Table includes answers only from those Student respondents who indicated that they had a disability in Question 66 (*n* = 403).

Table B26. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 69)

<u>Receiving accommodations</u>	<u><i>n</i></u>	<u>%</u>
No	109	68.1
Yes	47	29.4
<u>Missing</u>	<u>4</u>	<u>2.5</u>

Note: Table includes answers only from those Faculty/Staff respondents who indicated that they had a disability in Question 66 (*n* = 160).

Table B27. Is English your primary language? (Question 70)

<u>English primary language</u>	<u><i>n</i></u>	<u>%</u>
No	546	11.7
Yes	4,083	87.8
<u>Missing</u>	<u>21</u>	<u>0.5</u>

Table B28. What is your religious or spiritual identity? (Mark all that apply.) (Question 71)

Spiritual identity	<i>n</i>	%		<i>n</i>	%
Agnostic	471	10.1	United Church of Christ	12	0.5
Atheist	371	8.0	Christian affiliation not listed	43	1.8
Baha’i	8	0.2	Confucianist	7	0.2
Buddhist	91	2.0	Druid	1	0.0
Christian	2,441	52.5	Hindu	239	5.1
African Methodist Episcopal	11	0.5	Jain	7	0.2
AME Zion	2	0.1	Jehovah’s Witness	8	0.2
Assembly of God	35	1.4	Jewish	65	1.4
Baptist	412	16.9	Conservative	11	16.9
Catholic/Roman Catholic	686	28.1	Orthodox	3	4.6
Church of Christ	40	1.6	Reformed	35	53.8
Church of God in Christ	24	1.0	Jewish affiliation not listed here	7	10.8
Christian Orthodox	11	0.5	Muslim	135	2.9
Christian Methodist Episcopal	8	0.3	Ahmadi	1	0.7
Christian Reformed Church (CRC)	2	0.1	Nation of Islam	4	3.0
Disciples of Christ	30	1.2	Shi’ite	17	12.6
Episcopalian	41	1.7	Sufi	3	2.2
Evangelical	38	1.6	Sunni	88	65.2
Greek Orthodox	14	0.6	Muslim affiliation not listed here	6	4.4
Lutheran	92	3.8	Native American Traditional Practitioner or Ceremonial	5	0.1
Mennonite	5	0.2	Pagan	16	0.3
Moravian	1	0.0	Rastafarian	4	0.1
Nazarene	16	0.7	Scientologist	0	0.0
Nondenominational Christian	355	14.5	Secular Humanist	38	0.8
Pentecostal	49	2.0	Shinto	2	0.0
Presbyterian	70	2.9	Sikh	5	0.1
Protestant	65	2.7	Taoist	7	0.2
Protestant Reformed Church (PR)	3	0.1	Tenrikyo	0	0.0
Quaker	3	0.1	Unitarian Universalist	22	0.5
Reformed Church of America (RCA)	0	0.0	Wiccan	14	0.3
Russian Orthodox	0	0.0	Spiritual, but no religious affiliation	333	7.2
Seventh Day Adventist	13	0.5	No affiliation	524	11.3
The Church of Jesus Christ of Latter-day Saints	27	1.1	A religious affiliation or spiritual identity not listed above	64	1.4
United Methodist	190	7.8			

Note: Percentages may not sum to 100% due to multiple responses.

Table B29. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 72)

Financial Support	<i>n</i>	%
I receive no support for living/educational expenses from family/guardian	1,221	39.8
I receive support for living/educational expenses from family/guardian	1,673	54.5
Missing	176	5.7

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

Table B30. Students only: What is your best estimate of your family’s yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 73)

Income	<i>n</i>	%
\$29,999 and below	921	30.0
\$30,000 - \$49,999	497	16.2
\$50,000 - \$69,999	397	12.9
\$70,000 - \$99,999	401	13.1
\$100,000 - \$149,999	384	12.5
\$150,000 - \$199,999	145	4.7
\$200,000 - \$249,999	78	2.5
\$250,000 - \$499,999	82	2.7
\$500,000 or more	61	2.0
Missing	104	3.4

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

Table B31. Students only: Where do you live? (Question 74)

Residence	<i>n</i>	%
Campus housing	589	19.2
Residence Halls (Johnson/Oak Street)	309	66.5
Apartments (Oak Place/Hospital Hill)	156	33.5
Non-campus housing	2,424	79.0
Non-University affiliated apartment/house	1,311	64.5
Living with family member/guardian	626	30.8
University affiliated apartment/house	96	4.7
Fraternity/sorority	0	0.0
Housing insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	17	0.6
Missing	40	1.3

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Student or Graduate/Professional Student in Question 1 (*n* = 3,070). Percentages for sub-categories are valid percentages and do not include missing responses.

Table B32. Students only: Since having been a student at UMKC, have you been a member or participated in any of the following? (Mark all that apply.) (Question 75)

<u>Clubs/organizations</u>	<i>n</i>	%
I do not participate in any clubs or organizations at UMKC	1,274	40.6
Academic and academic honorary organizations	658	21.4
Professional or pre-professional organization	580	18.6
Greek letter organization	354	11.5
Service or philanthropic organization	295	9.6
Culture-specific organization	290	9.4
Faith or spirituality-based organization	241	7.9
Governance organization (e.g., SGA, SFC, Councils)	223	7.3
Recreational organization	213	6.9
Health and wellness organization	193	6.3
Political or issue-oriented organization	142	4.6
Intercollegiate athletic team	127	4.1
Publication/media organization	53	1.7
<u>A student organization not listed above</u>	<u>219</u>	<u>7.1</u>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Student and Graduate/Professional Student in Question 1 (*n* = 3,070). Percentages may not sum to 100% due to multiple responses.

Table B33. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 76)

GPA	<i>n</i>	%
3.75 – 4.00	1,254	40.8
3.50 – 3.74	563	18.3
3.25 – 3.49	410	13.4
3.00 – 3.24	343	11.2
2.75 - 2.99	213	6.9
2.50 – 2.74	86	2.8
2.25 – 2.49	44	1.4
2.00 – 2.24	38	1.2
1.99 and below	22	0.7
Missing	97	3.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

Table B34. Have you experienced financial hardship while at UMKC? (Question 77)

Financial hardship	<i>n</i>	%
No	2,467	53.1
Yes	2,153	46.3
Missing	30	0.6

Table B35. Students only: How have you experienced the financial hardship? (Mark all that apply.) (Question 78)

Experience	<i>n</i>	%
Difficulty affording tuition	1,002	64.9
Difficulty purchasing my books/course materials	847	54.9
Difficulty in affording housing	670	43.4
Difficulty affording food	560	36.3
Difficulty participating in social events	471	30.5
Difficulty in affording health care	460	29.8
Difficulty in affording other campus fees	399	25.8
Difficulty affording commuting to campus (e.g., transportation, parking)	361	23.4
Difficulty affording academic related activities (e.g., study abroad, service learning)	358	23.2
Difficulty affording travel to and from UMKC	303	19.6
Difficulty finding employment	287	18.6
Difficulty in affording unpaid internships/research opportunities	280	18.1
Difficulty affording co-curricular events or activities	275	17.8
Difficulty in affording alternative spring breaks	209	13.5
Difficulty in affording childcare	88	5.7
<u>A financial hardship not listed here</u>	<u>87</u>	<u>5.6</u>

Note: Table includes answers only from Undergraduate Student and Graduate/Professional Student respondents who indicated that they experienced financial hardship in Question 77 (*n* = 1,544). Percentages may not sum to 100% due to multiple responses.

Table B36. Faculty/Staff only: How have you experienced the financial hardship? (Mark all that apply.) (Question 79)

Experience	<i>n</i>	%
Difficulty in affording housing	258	43.3
Difficulty in affording other campus fees (e.g., parking)	197	33.1
Difficulty in affording professional development (e.g., travel, training, research)	193	32.4
Difficulty in affording health care	184	30.9
Difficulty affording food	153	25.7
Difficulty in affording childcare	142	23.8
Difficulty affording travel to and from UMKC	124	20.8
Difficulty in affording benefits	118	19.8
A financial hardship not listed here	137	23.0

Note: Table includes answers only from those Faculty/Staff who indicated that they experienced financial hardship in Question 77 (*n* = 596). Percentages may not sum to 100% due to multiple responses.

Table B37. Students only: How are you currently paying for your education at UMKC? (Mark all that apply.) (Question 80)

Source of funding	<i>n</i>	%
Loans	1,626	53.0
Family contribution	1,075	35.0
Non-need based scholarship (e.g., Curators, Chancellor’s Scholar Award)	849	27.7
Off Campus employment	805	26.2
Grant (e.g., Pell)	703	22.9
Personal contribution	618	20.1
Need-based scholarship (e.g., Access Missouri)	428	13.9
On Campus employment	392	12.8
Credit card	257	8.4
Graduate/Research assistantship	146	4.8
Money from home country	144	4.7
GI Bill/Veterans benefits	71	2.3
Graduate fellowship	34	1.1
Dependent tuition (e.g., family member works at UMKC)	23	0.7
Resident assistant	23	0.7
<u>A method of payment not listed here</u>	<u>160</u>	<u>5.2</u>

Note: Table includes answers only from those respondents who indicated that they were Undergraduate Students and Graduate/Professional Students in Question 1 (*n* = 3,070).

Table B38. Students only: Are you employed either on campus or off-campus during the academic year? (Question 81)

Employed	<i>n</i>	%
No	1,176	38.0
Yes, I work on campus	640	20.8
1-10 hours/week	164	26.6
11-20 hours/week	356	57.7
21-30 hours/week	68	11.0
31-40 hours/week	16	2.6
More than 40 hours/week	13	2.1
Yes, I work off campus	1,308	42.6
1-10 hours/week	221	0.2
11-20 hours/week	407	0.3
21-30 hours/week	288	0.2
31-40 hours/week	214	0.2
More than 40 hours/week	125	0.1

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070).

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B39. Overall, how comfortable are you with the climate at UMKC? (Question 7)

Comfort	<i>n</i>	%
Very comfortable	1,356	29.2
Comfortable	2,328	50.1
Neither comfortable nor uncomfortable	669	14.4
Uncomfortable	236	5.1
Very uncomfortable	59	1.3

Table B40. Faculty/Staff only: Overall, how comfortable are you with the climate in your primary work area at UMKC? (Question 8)

Comfort	<i>n</i>	%
Very comfortable	543	35.2
Comfortable	574	37.2
Neither comfortable nor uncomfortable	203	13.2
Uncomfortable	162	10.5
Very uncomfortable	60	3.9

Note: Table includes answers only from those respondents who indicated that they were Faculty, Emeritus Faculty, Research Scientist, Administrator with Faculty rank respondents, Staff, or Administrator without Faculty Rank in Question 1 (*n* = 1,544).

Table B41. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at UMKC? (Question 9)

Comfort	<i>n</i>	%
Very comfortable	1,287	35.5
Comfortable	1,768	48.8
Neither comfortable nor uncomfortable	422	11.6
Uncomfortable	125	3.4
Very uncomfortable	24	0.7

Note: Table includes answers only from those respondents who indicated that they were Students or Faculty, Emeritus Faculty, Research Scientist, Administrator with Faculty rank respondents in Question 1 (*n* = 3,652).

Table B42. Have you ever seriously considered leaving UMKC? (Question 10)

Considered leaving	<i>n</i>	%
No	3,072	66.1
Yes	1,568	33.7
Missing	10	0.2

Table B43. Students only: When did you seriously consider leaving UMKC? (Mark all that apply.) (Question 11)

Year	<i>n</i>	%
During my first semester as a student	335	45.5
During my first year as a student	289	39.3
During my second year as a student	242	32.9
During my third year as a student	143	19.4
During my fourth year as a student	62	8.4
During my fifth year as a student	20	2.7
After my fifth year as a student	12	1.6

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 10 (*n* = 736).

Table B44. Students only: Why did you seriously consider leaving UMKC? (Question 12)

Reasons	<i>n</i>	%
Lack of a sense of belonging	295	40.1
Lack of social life	229	31.1
Financial reasons	195	26.5
Climate was not welcoming	167	22.7
Lack of support group	149	20.2
Personal reasons (e.g., medical, mental health, family emergencies)	145	19.7
Academic advancement opportunities elsewhere (e.g., 2+2 program)	143	19.4
Homesick	95	12.9
Coursework was too difficult	91	12.4
Didn't like major	91	12.4
Lack of support services	90	12.2
Unhealthy social relationships	69	9.4
Coursework not challenging enough	64	8.7
Didn't have my major	41	5.6
My marital/relationship status	40	5.4
Didn't meet the selection criteria for a major	16	2.2
A reason not listed above	206	28.0

Note: Table includes answers only from those Students who indicated that they considered leaving in Question 10 (*n* = 741).

**Table B45. Faculty/Staff only: Why did you seriously consider leaving UMKC?
 (Question 13)**

Reasons	<i>n</i>	%
Low salary/pay rate	527	63.7
Limited opportunities for advancement	380	45.9
Increased workload	276	33.4
Tension with supervisor/manager	276	33.4
Interested in a position at another institution	247	29.9
Lack of institutional support (e.g., tech support, lab space/equipment)	229	27.7
Lack of professional development opportunities	202	24.4
Lack of a sense of belonging	201	24.3
Tension with co-workers	162	19.6
Campus climate was not welcoming	150	18.1
Recruited or offered a position at another institution/organization	145	17.5
Family responsibilities	62	7.5
Lack of benefits	57	6.9
Personal reasons (e.g., medical, mental health, family emergencies)	38	4.6
Local community climate was not welcoming	19	2.3
Relocation	16	1.9
Local community did not meet my (my family) needs	10	1.2
Spouse or partner unable to find suitable employment	9	1.1
Spouse or partner relocated	7	0.8
A reason not listed above	155	18.7

Note: Table includes answers only from those Faculty and Staff who indicated that they considered leaving in Question 10 (*n* = 827).

Table B46. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at UMKC. (Question 15)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	998	32.5	1,452	47.3	284	9.3	305	9.9	28	0.9
Few of my courses this year have been intellectually stimulating.	503	16.5	926	30.4	414	13.6	841	27.6	366	12.0
I am satisfied with my academic experience at UMKC.	790	25.9	1,589	52.1	414	13.6	209	6.9	48	1.6
I am satisfied with the extent of my intellectual development since enrolling at UMKC.	909	29.8	1,550	50.8	397	13.0	169	5.5	28	0.9
I have performed academically as well as I anticipated I would.	813	26.7	1,352	44.4	422	13.9	390	12.8	67	2.2
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,054	34.6	1,487	48.8	344	11.3	131	4.3	31	1.0
My interest in ideas and intellectual matters has increased since coming to UMKC.	1,053	34.6	1,316	43.2	465	15.3	173	5.7	37	1.2
I intend to graduate from UMKC.	1,990	65.5	801	26.3	188	6.2	36	1.2	25	0.8
Thinking ahead, it is likely that I will leave UMKC without meeting my academic goal.	167	5.5	209	6.8	343	11.2	928	30.3	1415	46.2

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (*n* = 3,070)

Table B47. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UMKC? (Question 16)

Experienced conduct	<i>n</i>	%
No	3,855	83.1
Yes	785	16.9

Table B48. What do you believe was the basis of the conduct? (Mark all that apply.) (Question 17)

Basis	<i>n</i>	%
Position (e.g., staff, faculty, student)	209	26.6
Ethnicity	162	20.6
Age	158	20.1
Gender/Gender identity	150	19.1
Racial identity	114	14.5
Educational credentials (e.g., MS, PhD)	93	11.8
Length of service at UMKC	74	9.4
Academic performance	73	9.3
Religious/spiritual views	62	7.9
Major field of study	60	7.6
Philosophical views	60	7.6
Political views	53	6.8
Sexual identity	49	6.2
Physical characteristics	46	5.9
Mental health/psychological disability/condition	41	5.2
Socioeconomic status	41	5.2
International status/national origin	38	4.8
English language proficiency/accent	29	3.7
Immigrant/citizen status	26	3.3
Learning disability/condition	24	3.1
Medical disability/condition	23	2.9
Parental status (e.g., having children)	22	2.8
Marital status (e.g., single, married, partnered)	21	2.7
Participation in an organization	21	2.7
Gender expression	19	2.4
Physical disability/condition	17	2.2
Military/veteran status	12	1.5
Pregnancy	6	0.8
Don't know	109	13.9
A reason not listed above	178	22.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 due to multiple responses.

Table B49. How did you experience the conduct? (Mark all that apply.) (Question 18)

Form	<i>n</i>	%
I was ignored or excluded	306	39.0
I was intimidated/bullied	287	36.6
I was isolated or left out	274	34.9
I experienced a hostile work environment	222	28.3
I was the target of derogatory verbal remarks	187	23.8
I was the target of workplace incivility	143	18.2
I felt others staring at me	110	14.0
I experienced a hostile classroom environment	101	12.9
I received a low or unfair performance evaluation	100	12.7
The conduct made me fear that I would get a poor grade	83	10.6
I received derogatory written comments	60	7.6
I received derogatory phone calls/text messages/email	54	6.9
I was singled out as the spokesperson for my identity group	49	6.2
I was the target of racial/ethnic profiling	47	6.0
I was not fairly evaluated in the promotion and tenure process	34	4.3
The conduct threatened my physical safety	29	3.7
Someone assumed I was admitted/hired/promoted due to my identity group	23	2.9
I received threats of physical violence	15	1.9
I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)	12	1.5
I was the target of stalking	12	1.5
Someone assumed I was not admitted/hired/promoted due to my identity group	9	1.1
I was the target of graffiti/vandalism	7	0.9
I was the target of physical violence	5	0.6
The conduct threatened my family's safety	3	0.4
An experience not listed above	115	14.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 due to multiple responses.

Table B50. Where did the conduct occur? (Mark all that apply.) (Question 19)

Location	<i>n</i>	%
In a class/lab/clinical setting	217	27.6
While working at a UMKC job	175	22.3
In a meeting with a group of people	170	21.7
In a staff office	158	20.1
In a meeting with one other person	108	13.8
In a faculty office	100	12.7
In other public spaces at UMKC	98	12.5
On phone calls/text messages/e-mail	94	12.0
In a(n) UMKC administrative office	93	11.8
At a UMKC event/program	76	9.7
Off-campus	54	6.9
While walking on campus	50	6.4
In a campus residence hall/apartment	37	4.7
In a(n) UMKC library	23	2.9
In a(n) UMKC dining facility	19	2.4
On social media (Facebook/Twitter/ Yik-Yak)	18	2.3
In the Student Union	17	2.2
In off-campus housing	9	1.1
In an on-line learning environment	8	1.0
In athletic facilities	7	0.9
In Counseling Services	7	0.9
In the Health Center	6	0.8
In a fraternity house	3	0.4
In a sorority house	1	0.1
In an experiential learning environment (e.g., study abroad, retreat, externship, internship)	1	0.1
On a campus shuttle	1	0.1
In a religious center	0	0.0
A location not listed above	56	7.1

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 as a result of multiple responses.

Table B51. Who/what was the source of the conduct? (Mark all that apply.) (Question 20)

Source	<i>n</i>	%
Faculty member/Other instructional staff	223	28.4
Student	214	27.3
Co-worker/colleague	193	24.6
Supervisor or manager (including experiential sites)	104	13.2
Staff member	103	13.1
Department/Program/Division Chair	94	12.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	77	9.8
Academic/Scholarship/Fellowship Advisor	54	6.9
Friend	50	6.4
Stranger	31	3.9
Student staff	22	2.8
UMKC Police/Security	16	2.0
Student Organization	14	1.8
Direct Report (e.g., person who reports to you)	11	1.4
Off campus community member	11	1.4
On social media (e.g., Facebook, Twitter, Yik-Yak)	11	1.4
Student Teaching Assistant/Student Lab Assistant/Student Tutor	8	1.0
Alumnus/a	5	0.6
Athletic coach/trainer	5	0.6
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	5	0.6
Donor	1	0.1
Don't know source	24	3.1
A source not listed above	34	4.3

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 as a result of multiple responses.

Table B52. How did you experience the conduct? (Mark all that apply.) (Question 21)

Experience	<i>n</i>	%
I was angry	476	60.6
I felt embarrassed	324	41.3
I ignored it	210	26.8
I was afraid	185	23.6
I felt somehow responsible	126	16.1
A feeling not listed above	193	24.6

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 as a result of multiple responses.

Table B53. What did you do in response to experiencing the conduct? (Mark all that apply.) (Question 22)

Response	<i>n</i>	%
I told a friend	291	37.1
I avoided the person/venue	259	33.0
I told a family member	250	31.8
I did not do anything	237	30.2
I contacted a UMKC resource	157	20.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	44	28.0
<i>Faculty member</i>	43	27.4
<i>Supervisor</i>	41	26.1
<i>Human Resources</i>	35	22.3
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	26	16.6
<i>Staff person (e.g., Residential Life staff, program director)</i>	17	10.8
<i>Counseling Services</i>	16	10.2
<i>Departmental Human Resources Facilitator</i>	12	7.6
<i>Faculty or staff ombudsperson</i>	11	7.0
<i>Diversity and Inclusion</i>	10	6.4
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	9	5.7
<i>UMKC Police Department</i>	8	5.1
<i>Campus Mediation Services</i>	3	1.9
<i>Employee Assistance Program</i>	3	1.9
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	3	1.9
<i>UMKC Helpline</i>	1	0.6
<i>Multicultural Student Affairs Office</i>	1	0.6
<i>Violence Prevention and Response Office (VPR)</i>	1	0.6
<i>Women's Center</i>	0	0.0
I did not know who to go to	133	16.9
I confronted the person(s) at the time	117	14.9
I confronted the person(s) later	79	10.1
I sought information online	30	3.8

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	28	3.6
I sought support from off-campus hot-line/advocacy services	17	2.2
I contacted a local law enforcement official	12	1.5
<u>A response not listed above</u>	<u>186</u>	<u>23.7</u>

Note: Table includes answers only from those respondents who indicated that they experienced conduct ($n = 785$). Percentages may not sum to 100 as a result of multiple responses.

Table B54. Did you report the conduct? (Question 23)

Reported conduct	<i>n</i>	%
No, I didn't report it.	628	82.5
Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)	133	17.5
<i>Yes, I reported the incident and was satisfied with the outcome.</i>	20	17.4
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.</i>	39	33.9
<i>Yes, I reported the incident, but felt that it was not responded to appropriately.</i>	56	48.7

Note: Table includes answers only from those respondents who indicated that they experienced conduct (*n* = 785). Percentages may not sum to 100 as a result of multiple responses.

Table B55. While a member of the UMKC community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy or gang rape)? (Question 25)

Experienced unwanted sexual contact/conduct	<i>n</i>	%
No	4,432	95.3
Yes – relationship violence (e.g., ridiculed, controlling, hitting)	37	0.8
Yes – stalking (e.g., following me, on social media, texting, phone calls)	62	1.3
Yes – sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	111	2.4
Yes – sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)	41	0.9

Table B56. Students only: Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 26rv)

<u>Year</u>	<u>n</u>	<u>%</u>
No	22	75.9
Yes	7	24.1
<i>Alcohol only</i>	4	57.1
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	3	42.9

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence ($n = 29$). Percentages may not sum to 100 as a result of multiple responses.

Table B57. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Question 27rv)

<u>When experienced relationship violence</u>	<u>n</u>	<u>%</u>
Within the last year	18	48.6
2-4 years ago	13	35.1
5-10 years ago	3	8.1
11-20 years	2	5.4
More than 20 years ago	1	2.7

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 37$). Percentages may not sum to 100 as a result of multiple responses.

Table B58. Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 28rv)

<u>Year</u>	<u>n</u>	<u>%</u>
During my time as a graduate/ professional student at UMKC	9	31.0
Undergraduate first year	11	37.9
<i>Fall semester</i>	6	54.5
<i>Spring semester</i>	2	18.2
<i>Summer semester</i>	3	27.3
Undergraduate second year	7	24.1
<i>Fall semester</i>	6	85.7
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	3	10.3
<i>Fall semester</i>	3	100.0
<i>Spring semester</i>	3	100.0
<i>Summer semester</i>	3	100.0
Undergraduate fourth year	3	10.3
<i>Fall semester</i>	2	66.7
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	33.3
<u>After my fourth year as an undergraduate</u>	<u>0</u>	<u>0.0</u>

Note: Table includes answers only from Student respondents who indicated that they experienced relationship violence ($n = 29$). Percentages may not sum to 100 as a result of multiple responses.

Table B59. Who did this to you? (Mark all that apply.) (Question 29rv)

Source	<i>n</i>	%
Current or former dating/intimate partner	22	59.5
UMKC student	14	37.8
Acquaintance/friend	6	16.2
UMKC faculty member	4	10.8
Family member	3	8.1
Stranger	3	8.1
UMKC staff member	2	5.4
Other role/relationship not listed above	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 37). Percentages may not sum to 100 as a result of multiple responses.

Table B60. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? (Mark all that apply.) (Question 30rv)

Location	<i>n</i>	%
Off campus	23	62.2
On campus	20	54.1

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence (*n* = 37). Percentages may not sum to 100 as a result of multiple responses.

Table B61. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 31rv)

<u>Feeling after experiencing relationship violence</u>	<u>n</u>	<u>%</u>
I felt angry.	26	70.3
I felt afraid.	21	56.8
I felt embarrassed.	19	51.4
I felt somehow responsible.	19	51.4
I ignored it.	10	27.0
<u>A feeling not listed above</u>	<u>4</u>	<u>10.8</u>

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 37$). Percentages may not sum to 100 as a result of multiple responses.

Table B62. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? (Mark all that apply.) (Question 32rv)

Reaction	<i>n</i>	%
I told a friend	21	56.8
I avoided the person/venue.	15	40.5
I told a family member	14	37.8
I confronted the person(s) at the time.	13	35.1
I contacted a UMKC resource.	13	35.1
<i>Faculty member</i>	4	30.8
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	4	30.8
<i>Campus Mediation Services</i>	3	23.1
<i>Counseling Services</i>	3	23.1
<i>Violence Prevention and Response Office (VPR)</i>	3	23.1
<i>Student Health and Wellness</i>	2	15.4
<i>UMKC Police Department</i>	2	15.4
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	2	15.4
<i>Faculty or staff ombudsperson</i>	2	15.4
<i>Women’s Center</i>	2	15.4
<i>Supervisor</i>	2	15.4
<i>UMKC Helpline</i>	1	7.7
<i>Departmental Human Resources Facilitator</i>	1	7.7
<i>Employee Assistance Program</i>	1	7.7
<i>Multicultural Student Affairs Office</i>	1	7.7
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	7.7
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	1	7.7
<i>Staff person (e.g., Residential Life staff, program director)</i>	1	7.7
<i>Diversity and Inclusion</i>	0	0.0
<i>Human Resources</i>	0	0.0
I didn’t do anything.	11	29.7
I contacted a local law enforcement official.	7	18.9
I confronted the person(s) later.	7	18.9
I didn’t know who to go to.	7	18.9
I sought information online.	6	16.2
I sought support from off-campus hot-line/advocacy services.	4	10.8

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1	2.7
<u>A response not listed above</u>	<u>4</u>	<u>10.8</u>

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 37$). Percentages may not sum to 100 as a result of multiple responses.

Table B63. Did you report the relationship violence (e.g., ridiculed, controlling, hitting)? (Question 33rv)

Reported conduct	<i>n</i>	%
No, I didn't report it.	27	75.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	9	25.0
<i>Yes, I reported the incident and was satisfied with the outcome</i>	3	33.3
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	1	11.1
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	3	33.3

Note: Table includes answers only from those respondents who indicated that they experienced relationship violence ($n = 37$). Percentages may not sum to 100 as a result of multiple responses.

Table B64. Students only: Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 26stlk)

Response	<i>n</i>	%
No	38	80.9
Yes	9	19.1
<i>Alcohol only</i>	5	55.6
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	4	44.4

Note: Table includes answers only from Student respondents who indicated that they experienced stalking (*n* = 47). Percentages may not sum to 100 as a result of multiple responses.

Table B65. When did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Question 27stlk)

When experienced stalking	<i>n</i>	%
Within the last year	33	53.2
2-4 years ago	19	30.6
5-10 years ago	7	11.3
11-20 years	2	3.2
More than 20 years ago	1	1.6

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 62). Percentages may not sum to 100 as a result of multiple responses.

Table B66. 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.) (Question 28stlk)

<u>Year</u>	<u>n</u>	<u>%</u>
During my time as a graduate/ professional student at UMKC	2	4.3
Undergraduate first year	26	55.3
<i>Fall semester</i>	17	65.4
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	1	3.8
Undergraduate second year	16	34.0
<i>Fall semester</i>	11	68.8
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate third year	8	17.0
<i>Fall semester</i>	6	75.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
Undergraduate fourth year	4	8.5
<i>Fall semester</i>	0	0.0
<i>Spring semester</i>	1	25.0
<i>Summer semester</i>	1	25.0
<u>After my fourth year as an undergraduate</u>	<u>1</u>	<u>2.1</u>

Note: Table includes answers only from Student respondents who indicated that they experienced stalking ($n = 47$). Percentages may not sum to 100 as a result of multiple responses.

Table B67. Who did this to you? (Mark all that apply.) (Question 29stlk)

Source	<i>n</i>	%
UMKC student	32	51.6
Stranger	8	12.9
Current or former dating/intimate partner	8	12.9
Acquaintance/friend	6	9.7
UMKC staff member	5	8.1
Family member	3	4.8
UMKC faculty member	3	4.8
<u>Other role/relationship not listed above</u>	<u>2</u>	<u>3.2</u>

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 62). Percentages may not sum to 100 as a result of multiple responses.

Table B68. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (Mark all that apply.) (Question 30stlk)

Location	<i>n</i>	%
Off campus	37	59.7
On campus	41	66.1

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 62). Percentages may not sum to 100 as a result of multiple responses.

Table B69. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Feeling after experiencing stalking	<i>n</i>	%
I felt afraid.	35	56.5
I felt angry.	32	51.6
I ignored it.	16	25.8
I felt embarrassed.	15	24.2
I felt somehow responsible.	10	16.1
An experience not listed above	10	16.1

Note: Table includes answers only from those respondents who indicated that they experienced stalking (*n* = 62). Percentages may not sum to 100 as a result of multiple responses.

Table B70. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 32stlk)

Reaction	<i>n</i>	%
I avoided the person/venue.	38	61.3
I told a friend	35	56.5
I told a family member	24	38.7
I confronted the person(s) at the time.	14	22.6
I contacted a UMKC resource.	14	22.6
<i>Violence Prevention and Response Office (VPR)</i>	6	42.9
<i>Supervisor</i>	4	28.6
<i>Faculty member</i>	3	21.4
<i>UMKC Police Department</i>	3	21.4
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	3	21.4
<i>Women’s Center</i>	3	21.4
<i>Staff person (e.g., Residential Life staff, program director)</i>	3	21.4
<i>Departmental Human Resources Facilitator</i>	2	14.3
<i>UMKC Helpline</i>	1	7.1
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	1	7.1
<i>Counseling Services</i>	1	7.1
<i>Faculty or staff ombudsperson</i>	1	7.1
<i>Campus Mediation Services</i>	0	0.0
<i>Student Health and Wellness</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
I confronted the person(s) later.	12	19.4
I didn’t know who to go to.	9	14.5
I didn’t do anything.	8	12.9
I contacted a local law enforcement official.	8	12.9
I sought information online.	6	9.7
I sought support from off-campus hot-line/advocacy services.	2	3.2

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
<u>A response not listed above</u>	<u>2</u>	<u>3.2</u>

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 62$). Percentages may not sum to 100 as a result of multiple responses.

Table B71. Did you report the stalking? (Question 33stlk)

Reported conduct	<i>n</i>	%
No, I didn't report it.	48	81.4
Yes, I reported the incident (e.g., bias incident report, Title IX)	11	18.6
<i>Yes, I reported the incident and was satisfied with the outcome</i>	3	33.3
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	4	44.4
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	2	22.2

Note: Table includes answers only from those respondents who indicated that they experienced stalking ($n = 62$). Percentages may not sum to 100 as a result of multiple responses.

Table B72. Students only: Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 26si)

<u>Year</u>	<u>n</u>	<u>%</u>
No	69	80.2
Yes	17	19.8
<i>Alcohol only</i>	12	75.0
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	4	25.0

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction ($n = 86$). Percentages may not sum to 100 as a result of multiple responses.

Table B73. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Question 27si)

<u>When experienced sexual interaction</u>	<u>n</u>	<u>%</u>
Within the last year	69	62.2
2-4 years ago	28	25.2
5-10 years ago	7	6.3
11-20 years	4	3.6
More than 20 years ago	3	2.7

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 111$). Percentages may not sum to 100 as a result of multiple responses.

Table B74. Students only: What semester were you in when you experienced the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 28si)

<u>Year</u>	<u>n</u>	<u>%</u>
During my time as a graduate/ professional student at UMKC	20	23.3
Undergraduate first year	41	47.7
<i>Fall semester</i>	33	80.5
<i>Spring semester</i>	6	14.6
<i>Summer semester</i>	3	7.3
Undergraduate second year	26	30.2
<i>Fall semester</i>	20	76.9
<i>Spring semester</i>	7	26.9
<i>Summer semester</i>	1	3.8
Undergraduate third year	18	20.9
<i>Fall semester</i>	11	61.1
<i>Spring semester</i>	5	27.8
<i>Summer semester</i>	2	11.1
Undergraduate fourth year	9	10.5
<i>Fall semester</i>	7	77.8
<i>Spring semester</i>	2	22.2
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>1</u>	<u>0.2</u>

Note: Table includes answers only from Student respondents who indicated that they experienced sexual interaction ($n = 86$). Percentages may not sum to 100 as a result of multiple responses.

Table B75. Who did this to you? (Mark all that apply.) (Question 29si)

Source	<i>n</i>	%
Stranger	54	48.6
UMKC student	45	40.5
Acquaintance/friend	16	14.4
UMKC staff member	16	14.4
UMKC faculty member	8	7.2
Current or former dating/intimate partner	4	3.6
Family member	1	0.9
<u>Other role/relationship not listed above</u>	<u>6</u>	<u>5.4</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 111). Percentages may not sum to 100 as a result of multiple responses.

Table B76. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (Mark all that apply.) (Question 30si)

Location	<i>n</i>	%
Off campus	49	44.1
On campus	82	73.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 111). Percentages may not sum to 100 as a result of multiple responses.

Table B77. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 31si)

Feeling after experiencing sexual interaction	<i>n</i>	%
I felt angry.	65	58.6
I felt embarrassed.	53	47.7
I ignored it.	45	40.5
I felt afraid.	35	31.5
I felt somehow responsible.	22	19.8
An experience not listed above	21	18.9

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction (*n* = 111). Percentages may not sum to 100 as a result of multiple responses.

Table B78. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Mark all that apply.) (Question 32si)

Reaction	<i>n</i>	%
I told a friend	51	45.9
I didn't do anything.	48	43.2
I avoided the person/venue.	48	43.2
I told a family member	25	22.5
I confronted the person(s) at the time.	17	15.3
I contacted a UMKC resource.	14	12.6
<i>Faculty member</i>	5	35.7
<i>Supervisor</i>	5	4.5
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	3	21.4
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	3	21.4
<i>Staff person (e.g., Residential Life staff, program director)</i>	3	21.4
<i>Departmental Human Resources Facilitator</i>	2	14.3
<i>UMKC Police Department</i>	2	14.3
<i>Counseling Services</i>	2	14.3
<i>Student Health and Wellness</i>	1	7.1
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	1	7.1
<i>Campus Mediation Services</i>	0	0.0
<i>UMKC Helpline</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Human Resources</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Violence Prevention and Response Office (VPR)</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
I didn't know who to go to.	10	9.0
I confronted the person(s) later.	8	7.2
I sought information online.	5	4.5
I contacted a local law enforcement official.	4	3.6
I sought support from off-campus hot-line/advocacy services.	3	2.7

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
<u>A response not listed above</u>	<u>8</u>	<u>7.2</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 111$). Percentages may not sum to 100 as a result of multiple responses.

Table B79. Did you report the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 33si)

Reported conduct	<i>n</i>	%
No, I didn't report it.	95	85.6
Yes, I reported the incident (e.g., bias incident report, Title IX)	16	14.4
<i>Yes, I reported the incident and was satisfied with the outcome</i>	4	30.8
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	6	42.9
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	3	21.4

Note: Table includes answers only from those respondents who indicated that they experienced sexual interaction ($n = 111$). Percentages may not sum to 100 as a result of multiple responses.

Table B80. Students only: Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Question 26sc)

<u>Year</u>	<u>n</u>	<u>%</u>
No	17	47.2
Yes	19	52.8
<i>Alcohol only</i>	15	88.2
<i>Drugs only</i>	0	0.0
<i>Both alcohol and drugs</i>	2	11.8

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact ($n = 36$). Percentages may not sum to 100 as a result of multiple responses.

Table B81. When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? (Question 27sc)

<u>When experienced sexual contact</u>	<u>n</u>	<u>%</u>
Within the last year	20	48.8
2-4 years ago	17	41.5
5-10 years ago	3	7.3
11-20 years	1	2.4
More than 20 years ago	0	0.0

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact ($n = 41$). Percentages may not sum to 100 as a result of multiple responses.

Table B82. Students only: What semester were you in when you experienced the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 28sc)

<u>Year</u>	<u>n</u>	<u>%</u>
During my time as a graduate/ professional student at UMKC	5	13.9
Undergraduate first year	18	50.0
<i>Fall semester</i>	9	50.0
<i>Spring semester</i>	8	44.4
<i>Summer semester</i>	1	5.6
Undergraduate second year	7	19.4
<i>Fall semester</i>	3	42.9
<i>Spring semester</i>	3	42.9
<i>Summer semester</i>	1	14.3
Undergraduate third year	6	16.7
<i>Fall semester</i>	3	50.0
<i>Spring semester</i>	2	33.3
<i>Summer semester</i>	1	16.7
Undergraduate fourth year	1	2.8
<i>Fall semester</i>	1	100.0
<i>Spring semester</i>	0	0.0
<i>Summer semester</i>	0	0.0
<u>After my fourth year as an undergraduate</u>	<u>1</u>	<u>2.8</u>

Note: Table includes answers only from Student respondents who indicated that they experienced sexual contact (n = 36). Percentages may not sum to 100 as a result of multiple responses.

Table B83. Who did this to you? (Mark all that apply.) (Question 29sc)

Source	<i>n</i>	%
Acquaintance/friend	15	36.6
UMKC student	11	26.8
Stranger	10	24.4
Current or former dating/intimate partner	4	9.8
UMKC staff member	3	7.3
Family member	1	2.4
UMKC faculty member	1	2.4
<u>Other role/relationship not listed above</u>	<u>1</u>	<u>2.4</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 41). Percentages may not sum to 100 as a result of multiple responses.

Table B84. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 30sc)

Location	<i>n</i>	%
Off campus	24	58.5
On campus	17	41.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 41). Percentages may not sum to 100 as a result of multiple responses.

Table B85. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 31sc)

Feeling after experiencing sexual contact	<i>n</i>	%
I felt embarrassed.	25	61.0
I felt somehow responsible.	24	58.5
I felt angry.	22	53.7
I felt afraid.	14	34.1
I ignored it.	11	26.8
An experience not listed above	6	14.6

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact (*n* = 41). Percentages may not sum to 100 as a result of multiple responses.

Table B86. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? (Mark all that apply.) (Question 32sc)

Reaction	<i>n</i>	%
I told a friend	28	68.3
I avoided the person/venue.	20	48.8
I didn't do anything.	11	26.8
I told a family member	10	24.4
I contacted a UMKC resource.	9	22.0
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	5	55.6
<i>Student Health and Wellness</i>	4	44.4
<i>Counseling Services</i>	3	33.3
<i>Departmental Human Resources Facilitator</i>	1	11.1
<i>Human Resources</i>	1	11.1
<i>Staff person (e.g., Residential Life staff, program director)</i>	1	11.1
<i>Campus Mediation Services</i>	0	0.0
<i>UMKC Helpline</i>	0	0.0
<i>Faculty member</i>	0	0.0
<i>Senior administrator (e.g., chancellor, vice chancellor, dean, provost)</i>	0	0.0
<i>UMKC Police Department</i>	0	0.0
<i>Employee Assistance Program</i>	0	0.0
<i>Diversity and Inclusion</i>	0	0.0
<i>Faculty or staff ombudsperson</i>	0	0.0
<i>Multicultural Student Affairs Office</i>	0	0.0
<i>Violence Prevention and Response Office (VPR)</i>	0	0.0
<i>Women's Center</i>	0	0.0
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	0	0.0
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	0	0.0
<i>Supervisor</i>	0	0.0
I confronted the person(s) later.	5	12.2
I sought information online.	5	12.2
I contacted a local law enforcement official.	4	9.8
I confronted the person(s) at the time.	4	9.8
I didn't know who to go to.	4	9.8
I sought support from off-campus hot-line/advocacy services.	4	9.8

I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	3	7.3
<u>A response not listed above</u>	<u>3</u>	<u>7.3</u>

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact ($n = 41$). Percentages may not sum to 100 as a result of multiple responses.

Table B87. Did you report the sexual contact? (Question 33sc)

Reported conduct	<i>n</i>	%
No, I didn't report it.	28	70.0
Yes, I reported the incident (e.g., bias incident report, Title IX)	12	30.0
<i>Yes, I reported the incident and was satisfied with the outcome</i>	2	18.2
<i>Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately</i>	4	36.4
<i>Yes, I reported the incident, but felt that it was not responded to appropriately</i>	5	45.5

Note: Table includes answers only from those respondents who indicated that they experienced sexual contact ($n = 41$). Percentages may not sum to 100 as a result of multiple responses.

Table B88. Please offer your response to the following comments: (Question 36)

	Strongly disagree		Disagree		Agree		Strongly agree	
	n	%	n	%	n	%	n	%
I am aware of the definition of Affirmative Consent.	2,775	59.9	1,634	35.3	194	4.2	31	0.7
I am generally aware of the role of UMKC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	2,497	53.9	1,830	39.5	252	5.4	52	1.1
I know how and where to report such incidents.	1,957	42.3	1,869	40.4	712	15.4	86	1.9
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	2,201	47.7	1,955	42.4	405	8.8	51	1.1
I am generally aware of the campus resources listed here: http://edi.mst.edu/campusresources/	1,909	41.3	2,129	46.1	517	11.2	65	1.4
I have a responsibility to report such incidents when I see them occurring on or off campus.	2,987	64.8	1,551	33.6	63	1.4	10	0.2
I understand that UMKC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	2,178	47.3	2,007	43.6	375	8.2	40	0.9
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in UMKC's Title IX Annual Report.	2,157	46.7	1,933	41.9	470	10.2	54	1.2
I know that UMKC sends a Public Safety Alert to the campus community when such an incident occurs.	2,973	64.5	1,500	32.5	118	2.6	20	0.4

Table B89. Graduate/Professional Students only: As a graduate student I feel... (Question 37)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
I am satisfied with the quality of advising I have received from my department.	374	33.4	525	46.9	162	14.5	58	5.2
I have adequate access to my advisor.	438	39.3	527	47.3	110	9.9	40	3.6
My advisor provides clear expectations.	409	36.8	497	44.7	157	14.1	48	4.3
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	493	44.2	491	44.0	92	8.3	39	3.5
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	463	41.5	551	49.3	86	7.7	17	1.5
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	466	41.8	572	51.3	64	5.7	14	1.3
There are adequate opportunities for me to interact with other university faculty outside of my department.	298	26.7	476	42.6	282	25.2	61	5.5
I receive support from my advisor to pursue personal research interests.	357	32.2	495	44.6	188	17.0	69	6.2
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	348	32.0	601	55.2	104	9.6	35	3.2
My department faculty members encourage me to produce publications and present research.	346	31.4	493	44.8	208	18.9	54	4.9
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	315	28.6	484	44.0	240	21.8	61	5.5
I feel comfortable sharing my professional goals with my advisor.	484	43.8	505	45.7	89	8.1	26	2.4

Note: Table includes answers only from those respondents who indicated that they were Graduate/Professional Student and Post-Doctoral Scholars/Fellows/Residents in Question 1 (n = 1,160).

Table B90. Tenured and Tenure-Track Faculty only: As a faculty member at UMKC, I feel (or felt)... (Question 39)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
The criteria for tenure are clear.	74	31.2	112	47.3	34	14.3	17	7.2
The tenure standards/promotion standards are applied equally to faculty in my school/department.	60	25.3	95	40.1	57	24.1	25	10.5
Supported and mentored during the tenure-track years.	62	27.0	85	37.0	52	22.6	31	13.5
UMKC policies for delay of the tenure-clock are used by all faculty.	28	12.6	64	28.7	107	48.0	24	10.8
Research is valued by UMKC.	56	23.5	111	46.6	48	20.2	23	9.7
Teaching is valued by UMKC.	53	22.2	124	51.9	47	19.7	15	6.3
Service contributions are valued by UMKC.	34	14.3	108	45.4	61	25.6	35	14.7
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	19	8.3	38	16.7	108	47.4	63	27.6
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	48	20.6	66	28.3	97	41.6	22	9.4
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).	48	20.3	82	34.7	91	38.6	15	6.4
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	7	3.2	19	8.6	132	60.0	62	28.2
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	28	12.2	71	31.0	79	34.5	51	22.3
Faculty opinions are valued within UMKC committees.	27	11.8	120	52.6	58	25.4	23	10.1
I would like more opportunities to participate in substantive committee assignments.	15	6.5	66	28.7	121	52.6	28	12.2
I have opportunities to participate in substantive committee assignments.	46	19.7	135	57.7	39	16.7	14	6.0

Note: Table includes answers only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (n = 239).

Table B91. Non-Tenure-Track Academic Appointment only: As an employee with a non-tenure-track appointment at UMKC, I feel (or felt)...
 (Question 41)

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The criteria used for contract renewal is clear.	49	21.6	108	47.6	54	23.8	16	7.0
The criteria used for contract renewal is applied equally to all positions.	37	16.9	118	53.9	47	21.5	17	7.8
There are clear expectations of my responsibilities.	55	24.2	120	52.9	39	17.2	13	5.7
Research is valued by UMKC.	81	35.4	112	48.9	26	11.4	10	4.4
Teaching is valued by UMKC.	72	31.3	108	47.0	39	17.0	11	4.8
Service is valued by UMKC.	69	30.4	111	48.9	34	15.0	13	5.7
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	27	12.0	53	23.6	122	54.2	23	10.2
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).	36	15.9	61	27.0	109	48.2	20	8.8
Pressured to do work that is uncompensated.	35	15.3	59	25.8	111	48.5	24	10.5
Non-tenure track faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	19	8.4	101	44.9	71	31.6	34	15.1
I have job security.	30	13.2	111	48.7	59	25.9	28	12.3

Note: Table includes answers only from those respondents who indicated that they held non-tenure-track academic appointments in Question 1 (*n* = 233).

Table B92. All Faculty: As a faculty member at UMKC, I feel... (Question 43)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
Salaries for tenure track faculty positions are competitive.	14	2.8	194	38.5	179	35.5	117	23.2
Salaries for adjunct faculty are competitive.	6	1.2	120	24.6	181	37.1	181	37.1
Salaries for non-tenure-track faculty are competitive.	15	3.0	146	29.0	209	41.6	133	26.4
Health insurance benefits are competitive.	68	13.2	347	67.1	75	14.5	27	5.2
Childcare benefits are competitive.	24	5.6	220	51.4	126	29.4	58	13.6
Retirement/supplemental benefits are competitive.	66	13.2	313	62.6	90	18.0	31	6.2
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	33	6.5	71	13.9	323	63.5	82	16.1
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).	53	10.9	217	44.5	200	41.0	18	3.7
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	13	2.7	221	46.1	191	39.9	54	11.3
My colleagues include me in opportunities that will help my career as much as they do others in my position.	97	18.6	297	56.9	94	18.0	34	6.5
The performance evaluation process is clear.	73	13.8	270	51.1	133	25.2	52	9.8
UMKC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	70	13.2	238	45.0	147	27.8	74	14.0
Positive about my career opportunities at UMKC.	75	14.3	262	50.1	132	25.2	54	10.3
I would recommend UMKC as good place to work.	90	17.3	283	54.3	102	19.6	46	8.8
I have job security.	116	21.8	293	55.1	81	15.2	42	7.9
I feel that I have access to and support for grant funding.	39	7.7	234	46.3	170	33.7	62	12.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (n = 546).

Table B93. All Staff: As a staff member at UMKC, I feel... (Question 45)

	Strongly agree		Agree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%
I have supervisors who give me job/career advice or guidance when I need it.	326	32.9	444	44.8	155	15.6	66	6.7
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	310	31.3	516	52.1	132	13.3	33	3.3
I am included in opportunities that will help my career as much as others in similar positions.	234	23.8	486	49.3	190	19.3	75	7.6
The performance evaluation process is clear.	221	22.3	551	55.7	166	16.8	51	5.2
The performance evaluation process is effective.	143	14.6	421	43.0	298	30.4	118	12.0
My supervisor provides adequate support for me to manage work-life balance.	407	41.3	437	44.4	100	10.2	41	4.2
I am able to complete my assigned duties during scheduled hours.	254	25.8	459	46.7	212	21.6	58	5.9
My workload was increased without additional compensation (e.g., retirement positions not filled).	242	24.7	251	25.6	386	39.4	101	10.3
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	62	6.3	222	22.5	519	52.5	185	18.7
I am given a reasonable time frame to complete assigned responsibilities.	236	24.0	612	62.2	123	12.5	13	1.3
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	47	4.8	136	13.8	570	57.9	231	23.5
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	55	5.6	186	19.0	576	58.9	161	16.5

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).	112	11.3	300	30.4	463	46.9	113	11.4
There is a hierarchy within staff positions that allows some voices to be valued more than others.	229	23.2	380	38.6	291	29.5	85	8.6
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).	70	7.2	310	32.0	478	49.4	110	11.4
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	101	10.4	536	55.4	255	26.4	75	7.8
I have adequate resources to perform my job duties.	181	18.4	619	62.9	153	15.5	31	3.2

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrator without Faculty Rank in Question 1 (*n* = 998).

Table B94. Staff only: As a staff member at UMKC, I feel... (Question 47)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
UMKC provides me with resources to pursue training/professional development opportunities.	200	20.2	483	48.9	176	17.8	96	9.7	33	3.3
My supervisor provides me with resources to pursue training/professional development opportunities.	226	23.0	412	42.0	183	18.6	109	11.1	52	5.3
UMKC is supportive of taking extended leave (e.g., FMLA, parental).	182	18.5	427	43.5	306	31.2	46	4.7	21	2.1
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	324	33.4	449	46.3	128	13.2	48	4.9	21	2.2
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	34	3.5	90	9.2	433	44.1	275	28.0	149	15.2
UMKC policies (e.g., FMLA) are fairly applied across UMKC.	112	11.5	314	32.2	453	46.5	65	6.7	31	3.2
UMKC is supportive of flexible work schedules.	145	14.7	368	37.4	268	27.2	132	13.4	71	7.2
My supervisor is supportive of flexible work schedules.	264	27.0	390	39.8	162	16.5	93	9.5	70	7.2
Staff salaries are competitive.	38	3.8	191	19.3	201	20.3	322	32.6	237	24.0
Vacation and personal time benefits are competitive.	184	18.7	504	51.2	192	19.5	73	7.4	32	3.2
Health insurance benefits are competitive.	147	14.9	457	46.4	242	24.6	95	9.6	44	4.5
Childcare benefits are competitive.	54	5.5	132	13.6	615	63.2	98	10.1	74	7.6
Retirement benefits are competitive.	104	10.6	357	36.5	362	37.0	107	10.9	49	5.0
Staff opinions are valued on UMKC committees.	78	7.9	349	35.5	342	34.8	136	13.8	78	7.9
Staff opinions are valued by UMKC faculty.	65	6.6	225	22.9	345	35.1	207	21.1	140	14.3

Staff opinions are valued by UMKC administration.	70	7.2	328	33.5	295	30.2	180	18.4	105	10.7
There are clear expectations of my responsibilities.	199	20.3	525	53.5	118	12.0	109	11.1	31	3.2
There are clear procedures on how I can advance at UMKC.	65	6.6	219	22.3	280	28.5	270	27.5	149	15.2
Positive about my career opportunities at UMKC.	112	11.4	293	29.8	291	29.6	173	17.6	114	11.6
I would recommend UMKC as a good place to work.	168	17.1	434	44.1	253	25.7	89	9.0	40	4.1
I have job security.	158	16.1	448	45.7	240	24.5	100	10.2	35	3.6

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrator without Faculty Rank in Question 1 (*n* = 998).

Table B95. Within the past year, have you OBSERVED any conduct, directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullying, harassing) working or learning environment at UMKC? (Question 82)

Observed conduct	<i>n</i>	%
No	3,719	80.4
Yes	908	19.6

Table B96. Who/what was the target of the conduct? (Mark all that apply.) (Question 83)

Target	<i>n</i>	%
Student	451	49.7
Co-worker/colleague	185	20.4
Staff member	184	20.3
Faculty member/Other instructional staff	138	15.2
Friend	133	14.6
Stranger	73	8.0
Student staff	46	5.1
Department/Program/Division chair	27	3.0
Student Organization	18	2.0
Academic/Scholarship/Fellowship advisor	14	1.5
Supervisor or manager (including experiential sites)	14	1.5
Off campus community member	13	1.4
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	13	1.4
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	12	1.3
UMKC Police/Security	11	1.2
Direct Report (e.g., person who reports to you)	11	1.2
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	7	0.8
Alumnus/a	6	0.7
Athletic coach/trainer	6	0.7
Donor	0	0.0
Don't know target	39	4.3
A target not listed above	43	4.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 as a result of multiple responses.

Table B97. Who/what was the source of the conduct? (Mark all that apply.) (Question 84)

Source	<i>n</i>	%
Student	333	36.7
Faculty member/Other instructional staff	197	21.7
Co-worker/colleague	120	13.2
Staff member	116	12.8
Supervisor or manager (including experiential sites)	93	10.2
Stranger	83	9.1
Department/Program/Division chair	64	7.0
Senior administrator (e.g., chancellor, vice chancellor, dean, provost)	57	6.3
Friend	37	4.1
Off campus community member	30	3.3
Academic/Scholarship/Fellowship advisor	23	2.5
Student staff	21	2.3
Student Organization	19	2.1
Social media	16	1.8
UMKC Police/Security	10	1.1
UMKC media (e.g., posters, brochures, flyers, handouts, web sites)	9	1.0
Direct Report (e.g., person who reports to you)	9	1.0
Athletic coach/trainer	8	0.9
Alumnus/a	7	0.8
Student teaching assistant/Student lab assistant/Student tutor/SI instructor	6	0.7
Donor	3	0.3
Don't know target	55	6.1
A source not listed above	43	4.7

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 as a result of multiple responses.

Table B98. Which of the target’s characteristics do you believe was/were the basis for the conduct? (Mark all that apply.) (Question 85)

Basis	<i>n</i>	%
Ethnicity	231	25.4
Racial identity	199	21.9
Gender/gender identity	175	19.3
Position (staff, faculty, student)	147	16.2
Religious/spiritual views	125	13.8
Age	99	10.9
Political views	86	9.5
Sexual identity	85	9.4
Gender expression	84	9.3
Philosophical views	71	7.8
Academic Performance	70	7.7
Educational credentials (e.g., BS, MS, PhD)	63	6.9
English language proficiency/accent	58	6.4
International status/national origin	56	6.2
Immigrant/citizen status	49	5.4
Socioeconomic status	47	5.2
Physical characteristics	46	5.1
Mental Health/Psychological disability/condition	42	4.6
Learning disability/condition	39	4.3
Major field of study	33	3.6
Length of service at UMKC	30	3.3
Marital status (e.g., single, married, partnered)	22	2.4
Participation in an organization/team	22	2.4
Physical disability/condition	18	2.0
Pregnancy	17	1.9
Medical disability/condition	16	1.8
Parental status (e.g., having children)	15	1.7
Military/veteran status	7	0.8
Don't know	139	15.3
A reason not listed above	89	9.8

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 due to multiple responses.

Table B99. Which of the following did you observe because of the target’s identity? (Mark all that apply.) (Question 86)

Observed	<i>n</i>	%
Derogatory verbal remarks	436	48.0
Person ignored or excluded	293	32.3
Person intimidated/bullied	273	30.1
Person isolated or left out	253	27.9
Person experienced a hostile work environment	187	20.6
Person was the target of workplace incivility	153	16.9
Racial/ethnic profiling	146	16.1
Person experiences a hostile classroom environment	120	13.2
Person being stared at	111	12.2
Person received a low or unfair performance evaluation	94	10.4
Derogatory written comments	74	8.1
Derogatory phone calls/text messages/e-mail	73	8.0
Assumption that someone was admitted/hired/ promoted based on his/her identity	72	7.9
Singled out as the spokesperson for their identity group	62	6.8
Assumption that someone was not admitted/hired/ promoted based on his/her identity	48	5.3
Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)	40	4.4
Person received a poor grade	36	4.0
Person was unfairly evaluated in the promotion and tenure process	35	3.9
Threats of physical violence	30	3.3
Person was stalked	26	2.9
Physical violence	25	2.8
Graffiti/vandalism	16	1.8
Derogatory phone calls	12	1.3
Something not listed above	77	8.5

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 due to multiple responses.

Table B100. Where did the conduct occur? (Mark all that apply.) (Question 87)

Location	<i>n</i>	%
In a class/lab/clinical setting	238	26.2
In other public spaces at UMKC	184	20.3
In a staff office	145	16.0
In a meeting with a group of people	138	15.2
While working at a UMKC job	120	13.2
At a UMKC event/program	116	12.8
While walking on campus	87	9.6
In a faculty office	62	6.8
In a(n) UMKC library	58	6.4
In a(n) UMKC administrative office	55	6.1
On phone calls/text messages/e-mail	54	5.9
Off-campus	51	5.6
In a meeting with one other person	49	5.4
In a campus residence hall/apartment	45	5.0
On social media (Facebook/Twitter/ Yik-Yak)	43	4.7
In a(n) UMKC dining facility	28	3.1
In the Student Success Center/Student Union	27	3.0
In off-campus housing	16	1.8
In a fraternity house	10	1.1
In a sorority house	10	1.1
In athletic facilities	9	1.0
In an on-line learning environment	8	0.9
In an experiential learning environment (e.g., retreat, externship, internship, study abroad)	5	0.6
In the Health Center	4	0.4
On a campus shuttle	3	0.3
In a religious center	2	0.2
In Counseling Services	1	0.1
A location not listed above	55	6.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 as a result of multiple responses.

Table B101. What was your response to observing the conduct? (Mark all that apply.) (Question 88)

Response	<i>n</i>	%
I did not do anything	265	29.2
I told a friend	181	19.9
I confronted the person(s) at the time	161	17.7
I avoided the person/venue	146	16.1
I contacted a UMKC resource	118	13.0
<i>Supervisor</i>	31	26.3
<i>Senior administrator (e.g., chancellor, vice chancellor, dean)</i>	26	22.0
<i>Faculty member</i>	24	20.3
<i>Title IX Coordinator/Clery Act Compliance Officer</i>	23	19.5
<i>Human Resources</i>	15	12.7
<i>Diversity and Inclusion</i>	12	10.2
<i>Staff person (e.g., Residential Life staff, program director)</i>	12	10.2
<i>UMKC Police Department</i>	10	8.5
<i>Departmental Human Resources Facilitator</i>	7	5.9
<i>Counseling Services</i>	7	5.9
<i>Faculty or staff ombudsperson</i>	5	4.2
<i>Student staff (e.g., Resident Assistants, student ambassadors)</i>	5	4.2
<i>Violence Prevention and Response Office (VPR)</i>	4	3.4
<i>Multicultural Student Affairs Office</i>	3	2.5
<i>Women's Center</i>	3	2.5
<i>Campus Mediation Services</i>	2	1.7
<i>UMKC Helpline</i>	2	1.7
<i>Employee Assistance Program</i>	2	1.7
<i>Student teaching assistant (e.g., tutor, graduate teaching assistant)</i>	1	0.8
I did not know who to go to	114	12.6
I told a family member	114	12.6
I confronted the person(s) later	91	10.0
I sought information online	27	3.0
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	14	1.5
I contacted a local law enforcement official	13	1.4
I sought support from off-campus hot-line/advocacy services	12	1.3
A response not listed above	155	17.1

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 as a result of multiple responses.

Table B102. Did you report the conduct? (Question 89)

Reported conduct	<i>n</i>	%
No, I didn't report it.	758	86.7
Yes, I reported it.	116	13.3
Yes, I reported the incident and was satisfied with the outcome.	22	29.3
Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately.	19	25.3
Yes, I reported the incident, but felt that it was not responded to appropriately.	34	45.3

Note: Table includes answers only from those respondents who indicated that they observed conduct (*n* = 908). Percentages may not sum to 100 as a result of multiple responses.

Table B103. Faculty/Staff only: Have you observed hiring practices at UMKC (e.g. hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community? (Question 91)

Observed hiring practices	<i>n</i>	%
No	1,237	80.8
Yes	294	19.2

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,544).

**Table B104. Faculty/Staff only: I believe that the unjust hiring practices were based upon...
 (Mark all that apply.) (Question 92)**

Characteristic	<i>n</i>	%
Ethnicity	87	29.6
Age	62	21.1
Racial identity	59	20.1
Nepotism/cronyism	55	18.7
Gender/gender identity	51	17.3
Position (staff, faculty, student)	42	14.3
Educational credentials (e.g., BS, MS, PhD)	33	1.2
English language proficiency/accent	14	4.8
Major field of study	13	4.4
International status/national origin	11	3.7
Length of service at UMKC	11	3.7
Philosophical views	9	3.1
Socioeconomic status	8	2.7
Sexual identity	7	2.4
Gender expression	6	2.0
Marital status (e.g., single, married, partnered)	6	2.0
Parental status (e.g., having children)	6	2.0
Religious/spiritual views	6	2.0
Immigrant/citizen status	5	1.7
Medical disability/condition	5	1.7
Political views	5	1.7
Mental Health/Psychological disability/condition	4	1.4
Participation in an organization/team	4	1.4
Physical disability/condition	4	1.4
Learning disability/condition	2	0.7
Military/veteran status	1	0.3
Pregnancy	1	0.3
Don't know	30	10.2
A reason not listed above	40	13.6

Note: Table includes answers only from those respondents who indicated that they observed discriminatory hiring practices (*n* = 294). Percentages may not sum to 100 as a result of multiple responses.

Table B105. Faculty/Staff only: Have you have observed employment-related discipline or action, up to and including dismissal at UMKC that you perceive to be unjust or that would inhibit diversifying the community? (Question 94)

Observed	<i>n</i>	%
No	1,327	87.1
Yes	197	12.9

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,544).

Table B106. Faculty/Staff only: I believe the unjust employment-related disciplinary actions were based upon... (Mark all that apply.) (Question 95)

Characteristic	<i>n</i>	%
Job duties	43	21.8
Age	34	17.3
Ethnicity	26	13.2
Position (staff, faculty, student)	26	13.2
Racial identity	24	12.2
Length of service at UMKC	20	10.2
Gender/gender identity	19	9.6
Philosophical views	17	8.6
Medical disability/condition	13	6.6
Educational credentials (e.g., BS, MS, PhD)	8	4.1
Physical characteristics	7	3.6
Sexual identity	7	3.6
Mental Health/Psychological disability/condition	6	3.0
Parental status (e.g., having children)	6	3.0
Pregnancy	6	3.0
Gender expression	4	2.0
Major field of study	4	2.0
Physical disability/condition	4	2.0
Political views	4	2.0
Religious/spiritual views	4	2.0
English language proficiency/accent	3	1.5
Learning disability/condition	3	1.5
Socioeconomic status	3	1.5
International status/national origin	2	1.0
Marital status (e.g., single, married, partnered)	2	1.0
Participation in an organization/team	2	1.0
Immigrant/citizen status	1	0.5
Military/veteran status	0	0.0
Don't know	26	13.2
A reason not listed above	45	22.8

Note: Table includes answers only from those respondents who indicated that they observed unjust employment-related disciplinary actions (*n* = 197). Percentages may not sum to 100 as a result of multiple responses.

Table B107. Faculty/Staff only: Have you observed promotion/tenure/reappointment/reclassification practices at UMKC that you perceive to be unjust? (Question 97)

<u>Observed</u>	<u><i>n</i></u>	<u>%</u>
No	1,202	78.8
Yes	323	21.2

Note: Table includes answers only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,544).

Table B108. Faculty/Staff only: I believe the unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon... (Mark all that apply.) (Question 98)

Characteristic	<i>n</i>	%
Military/veteran status	58	18.0
Position (staff, faculty, student)	54	16.7
Age	46	14.2
Racial identity	43	13.3
Gender/gender identity	41	12.7
Ethnicity	40	12.4
Length of service at UMKC	36	11.1
Educational credentials (e.g., BS, MS, PhD)	24	7.4
Philosophical views	14	4.3
Major field of study	12	3.7
Nepotism/cronyism	9	2.8
International status/national origin	7	2.2
English language proficiency/accent	6	1.9
Political views	6	1.9
Sexual identity	5	1.5
Socioeconomic status	5	1.5
Immigrant/citizen status	4	1.2
Marital status (e.g., single, married, partnered)	4	1.2
Parental status (e.g., having children)	4	1.2
Participation in an organization/team	4	1.2
Gender expression	3	0.9
Mental Health/Psychological disability/condition	2	0.6
Religious/spiritual views	2	0.6
Physical disability/condition	1	0.3
Pregnancy	1	0.3
Learning disability/condition	0	0.0
Medical disability/condition	0	0.0
Don't know	48	14.9
A reason not listed above	72	22.3

Note: Table includes answers only from those respondents who indicated that they observed discriminatory practices (*n* = 323). Percentages may not sum to 100 as a result of multiple responses.

Table B109. Using a scale of 1-5, please rate the overall campus climate at UMKC on the following dimensions: (Question 100)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Friendly/Hostile	1,828	39.5	1,843	39.8	774	16.7	148	3.2	32	0.7	1.9	0.9
Inclusive/Exclusive	1,476	32.1	1,766	38.5	993	21.6	297	6.5	59	1.3	2.1	1.0
Improving/Regressing	1,418	30.9	1,815	39.6	1,080	23.6	189	4.1	82	1.8	2.1	0.9
Positive for persons with disabilities/Negative	1,455	31.8	1,613	35.3	1,210	26.5	230	5.0	63	1.4	2.1	0.9
Positive for people who identify as lesbian, gay, bisexual, queer, or transgender/Negative	2,086	45.6	1,649	36.1	715	15.6	83	1.8	38	0.8	1.8	0.8
Positive for people who identify as transgender, gender non-binary/Negative	1,830	40.1	1,568	34.4	982	21.5	135	3.0	45	1.0	1.9	0.9
Positive for people of various religious/spiritual backgrounds/Negative	1,673	36.5	1,614	35.2	962	21.0	247	5.4	93	2.0	2.0	1.0
Positive for People of Color/Negative	1,911	41.6	1,631	35.5	763	16.6	225	4.9	64	1.4	1.9	0.9
Positive for men/Negative	2,226	48.6	1,467	32.0	718	15.7	109	2.4	61	1.3	1.8	0.9
Positive for women/Negative	1,903	41.5	1,679	36.6	790	17.2	168	3.7	42	0.9	1.9	0.9
Positive for non-native English speakers/Negative	1,465	32.0	1,610	35.2	1,132	24.8	296	6.5	69	1.5	2.1	1.0
Positive for people who are not U.S. citizens/Negative	1,586	34.8	1,586	34.8	1,085	23.8	242	5.3	65	1.4	2.0	1.0
Welcoming/Not welcoming	1,847	40.7	1,809	39.3	694	15.1	200	4.3	53	1.2	1.9	0.9
Respectful/Disrespectful	1,769	38.5	1,805	39.3	739	16.1	208	4.5	69	1.5	1.9	0.9
Positive for people of high socioeconomic status/Negative	2,102	45.9	1,502	32.8	858	18.7	75	1.6	40	0.9	1.8	0.9
Positive for people of low socioeconomic status/Negative	1,355	29.6	1,451	31.7	1,188	26.0	457	10.0	122	2.7	2.2	1.1
Positive for people of various political affiliations/Negative	1,338	29.4	1,421	31.2	1,339	29.4	317	7.0	143	3.1	2.2	1.0

Positive for people in active military/ veterans status/Negative	1,712	37.6	1,590	35.0	1,115	24.5	94	2.1	38	0.8	1.9	0.9
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Table B110. Using a scale of 1-5, please rate the overall campus climate at UMKC on the following dimensions: (Question 101)

Dimension	1		2		3		4		5		Mean	Standard Deviation
	n	%	n	%	n	%	n	%	n	%		
Not racist/Racist	1,524	33.2	1,728	37.6	1,000	21.8	268	5.8	75	1.6	2.1	1.0
Not sexist/Sexist	1,536	33.6	1,672	36.6	1,016	22.2	272	6.0	74	1.6	2.1	1.0
Not homophobic/Homophobic	1,810	39.7	1,724	37.8	886	19.4	114	2.5	22	0.5	1.9	0.8
Not biphobic/Biphobic	1,786	39.5	1,664	36.8	936	20.7	113	2.5	25	0.6	1.9	0.9
Not transphobic/Transphobic	1,706	37.7	1,635	36.1	980	21.7	164	3.6	39	0.9	1.9	0.9
Not ageist/Ageist	1,645	36.2	1,602	35.2	971	21.3	267	5.9	65	1.4	2.0	1.0
Not classist (socioeconomic status)/Classist	1,499	33.1	1,544	34.1	1,036	22.9	353	7.8	101	2.2	2.1	1.0
Not classist (position: faculty, staff, student)/Classist	1,476	32.4	1,485	32.6	956	21.0	432	9.5	201	4.4	2.2	1.1
Disability friendly (not ableist)/ Not disability friendly (ableist)	1,680	37.0	1,640	36.1	969	21.3	208	4.6	45	1.0	2.0	0.9
Not xenophobic/Xenophobic	1,674	36.8	1,687	37.1	1,006	22.1	142	3.1	37	0.8	1.9	0.9
Not ethnocentric/Ethnocentric	1,607	35.5	1,622	35.8	1,051	23.2	198	4.4	53	1.2	2.0	0.9

Table B111. Students only: Please indicate the extent to which you agree with each of the following statements: (Question 102)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by UMKC faculty.	883	29.0	1,377	45.2	536	17.6	176	5.8	74	2.4
I feel valued by UMKC staff.	824	27.2	1,316	43.4	625	20.6	194	6.4	74	2.4
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, dean, provost).	704	23.2	1,029	34.0	912	30.1	244	8.1	141	4.7
I feel valued by faculty in the classroom.	955	31.5	1,384	45.6	496	16.4	142	4.7	55	1.8
I feel valued by other students in the classroom.	806	26.6	1,358	44.9	671	22.2	152	5.0	38	1.3
I feel valued by other students outside of the classroom.	724	24.0	1,235	41.0	815	27.0	195	6.5	45	1.5
I think that faculty pre-judge my abilities based on their perception of my identity/background.	394	13.1	678	22.5	731	24.3	814	27.0	397	13.2
I think that staff pre-judge my abilities based on their perception of my identity/background.	360	11.9	655	21.7	789	26.2	803	26.7	406	13.5
I believe that the campus climate encourages free and open discussion of difficult topics.	866	28.7	1,265	41.9	590	19.5	208	6.9	91	3.0
I have faculty whom I perceive as role models.	1,053	34.8	1,148	38.0	559	18.5	209	6.9	54	1.8
I have staff whom I perceive as role models.	778	25.8	972	32.2	867	28.8	317	10.5	80	2.7
I have other students whom I perceive as mentors.	829	27.6	1,086	36.1	726	24.1	285	9.5	83	2.8
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	531	17.6	914	30.3	1,262	41.8	206	6.8	104	3.4
Faculty have taken direct actions to address the needs of at-risk/underserved students.	591	19.6	1,005	33.4	1,160	38.5	173	5.7	81	2.7
Students have taken direct actions to address the needs of at-risk/underserved students.	567	18.9	990	33.1	1,195	39.9	173	5.8	69	2.3

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 (n = 3,070).

Table B112. Faculty only: Please indicate the extent to which you agree with each of the following statements: (Question 104)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by faculty in my department/program.	213	39.4	184	34.1	69	12.8	51	9.4	23	4.3
I feel valued by my department/program chair.	227	42.7	174	32.8	58	10.9	43	8.1	29	5.5
I feel valued by other faculty at UMKC.	169	31.4	224	41.6	95	17.6	39	7.2	12	2.2
I feel valued by students in the classroom.	205	39.4	230	44.2	71	13.7	11	2.1	3	0.6
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	88	16.4	164	30.5	172	32.0	64	11.9	49	9.1
I feel valued by UMKC administrators (e.g., dean, department chair).	137	25.5	176	32.8	88	16.4	75	14.0	61	11.4
I think that my faculty in my department/program pre-judges my abilities based on their perception of my identity/background.	33	6.2	104	19.5	125	23.5	161	30.3	109	20.5
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	27	5.1	78	14.8	110	20.9	176	33.5	135	25.7
I believe that UMKC encourages free and open discussion of difficult topics.	84	15.7	217	40.6	112	21.0	80	15.0	41	7.7
I feel that my research/scholarship is valued.	86	16.5	187	35.9	127	24.4	80	15.4	41	7.9
I feel that my teaching is valued.	129	24.2	222	41.7	99	18.6	55	10.3	28	5.3
I feel that my service contributions are valued.	109	20.3	205	38.2	113	21.1	69	12.9	40	7.5
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	105	19.9	204	38.7	158	30.0	44	8.3	16	3.0
Faculty have taken direct actions to address the needs of at-risk/underserved students.	117	22.2	238	45.1	121	22.9	41	7.8	11	2.1
Students have taken direct actions to address the needs of at-risk/underserved students.	70	13.3	161	30.7	252	48.0	35	6.7	7	1.3

Note: Table includes answers only from those respondents who indicated that they were Faculty in Question 1 (n = 546).

Table B113. Staff only: Please indicate the extent to which you agree with the following statements: (Question 106)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel valued by co-workers in my department.	375	37.8	434	43.8	112	11.3	50	5.0	21	2.1
I feel valued by co-workers outside my department.	208	21.1	472	47.9	227	23.0	61	6.2	17	1.7
I feel valued by my supervisor/manager.	380	38.4	382	38.6	114	11.5	66	6.7	48	4.8
I feel valued by UMKC students.	199	20.2	371	37.7	353	35.9	41	4.2	20	2.0
I feel valued by UMKC faculty.	115	11.7	341	34.7	367	37.3	107	10.9	54	5.5
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	132	13.3	280	28.3	377	38.1	134	13.5	67	6.8
I feel valued by UMKC administrators (e.g., dean, department chair).	167	17.1	312	31.9	328	33.5	113	11.5	59	6.0
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	43	4.4	175	17.7	271	27.5	333	33.8	164	16.6
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	46	4.7	139	14.1	253	25.7	348	35.3	199	20.2
I think that faculty pre-judges my abilities based on their perception of my identity/background.	51	5.3	148	15.2	370	38.1	276	28.4	126	13.0
I believe that my department/program encourages free and open discussion of difficult topics.	182	18.6	335	34.2	240	24.5	146	14.9	77	7.9
I feel that my skills are valued.	215	21.7	459	46.4	157	15.9	104	10.5	55	5.6
I feel that my work is valued.	228	23.1	452	45.8	172	17.4	82	8.3	52	5.3
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	112	11.5	312	32.1	463	47.7	58	6.0	26	2.7
Faculty have taken direct actions to address the needs of at-risk/underserved students	88	9.1	240	24.7	535	55.2	73	7.5	34	3.5
Students have taken direct actions to address the needs of at-risk/underserved students	77	8.0	235	24.4	601	62.3	38	3.8	14	1.5

Note: Table includes answers only from those respondents who indicated that they were Staff in Question 1 (n = 998).

Table B114. Respondents with disabilities only: Within the past year, have you experienced a barrier in any of the following areas at UMKC? (Question 108)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	25	4.6	281	51.7	238	43.8
Classroom buildings	71	13.0	337	61.8	137	25.1
Classrooms, labs (including computer labs)	63	11.6	324	59.9	154	28.5
University housing	23	4.3	241	44.5	277	51.2
Student Union/Center	32	5.9	353	65.2	156	28.8
Student Health Center	24	4.5	295	54.9	218	40.6
Testing Services	41	7.6	587	53.3	210	39.0
Disability Center/Services	35	6.5	299	55.9	201	37.6
Counseling Services	32	6.0	311	58.0	193	36.0
Dining facilities	31	5.8	304	56.7	201	37.5
Doors	39	7.3	352	65.9	143	26.8
Elevators/lifts	32	6.0	366	68.3	138	25.7
Emergency preparedness	25	4.7	347	65.2	160	30.1
Office furniture (e.g., chair, desk)	66	12.4	338	63.5	128	24.1
Campus transportation/parking	72	13.5	319	59.7	143	26.8
Other campus buildings	35	6.6	345	64.7	153	28.7
Podium	15	2.8	335	63.0	182	34.2
Restrooms	43	8.1	361	67.6	130	24.3
Signage	15	2.8	367	69.0	150	28.2
Studios/performing arts spaces	16	3.0	299	55.9	220	41.1
Temporary barriers due to construction or maintenance	56	10.5	316	59.5	159	29.9
Walkways, pedestrian paths, crosswalks	50	9.5	340	64.5	137	26.0
Technology/Online Environment						
Accessible electronic format	43	8.2	355	67.4	129	24.5
Clickers	21	4.0	305	58.0	200	38.0
Computer equipment (e.g., screens, mouse, keyboard)	34	6.5	368	70.5	120	23.0
Electronic forms	23	4.4	375	71.6	126	24.0
Electronic signage	15	2.9	376	71.9	132	25.2
Electronic surveys (including this one)	17	3.2	385	73.5	122	23.3
Kiosks	18	3.4	345	65.7	162	30.9
Library database	23	4.4	354	67.7	146	27.9

Moodle/Blackboard/Canvas	33	6.3	350	66.7	142	27.0
Phone/phone equipment	30	5.7	351	67.1	142	27.0
Software (e.g., voice recognition/audiobooks/close captioning)	32	6.1	343	65.3	150	28.6
Video/video audio description	25	4.8	347	66.7	148	28.5
Website	31	6.0	366	70.9	119	23.1
Identity						
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	37	7.1	378	72.6	106	20.3
Email account	22	4.2	395	76.3	101	19.5
Intake forms (e.g., Student Health)	26	5.0	349	66.7	148	28.3
Course change forms (e.g., add-drop forms)	24	4.6	343	65.8	154	29.6
Learning technology	35	6.7	360	69.0	127	24.3
Surveys	25	4.8	387	74.9	105	20.3
Instructional/Campus Materials						
Brochures	14	2.7	370	71.2	136	26.2
Food menus	26	5.0	332	64.0	161	31.0
Forms	16	3.1	375	72.3	128	24.7
Journal articles	18	3.5	356	68.6	145	27.9
Library books	15	2.9	353	68.1	150	29.0
Other publications	13	2.5	360	69.5	145	28.0
Syllabi	22	4.2	356	68.3	143	27.4
Textbooks	31	6.0	341	65.7	147	28.3
Video-closed captioning and text description	19	3.7	329	64.0	166	32.3

Note: Table includes answers only from those respondents who indicated that they had a disability in Question 66 ($n = 565$).

Table B115. Respondents who identify as genderqueer, gender non-binary, or trans only: Have you experienced a barrier in any of the following areas at UMKC within the past year? (Question 110)

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Facilities						
Athletic and recreational facilities	15	18.8	26	32.5	39	48.8
Changing rooms/locker rooms	18	23.1	19	24.4	41	52.6
University housing	16	20.5	22	28.2	40	51.3
Dining facilities	10	12.7	36	45.6	33	41.8
Counseling Center	6	7.6	32	40.5	41	51.9
Student Health Center	5	6.3	33	41.8	41	51.9
Testing Services	4	5.1	33	42.3	41	52.6
Disability Center	4	5.1	28	35.4	47	59.5
Campus transportation/parking	6	7.6	36	45.6	37	46.8
Other campus buildings	8	10.4	38	49.4	31	40.3
Restrooms	25	31.6	36	45.6	18	22.8
Studios/performing arts spaces	5	6.4	28	35.9	45	57.7
Identity Accuracy						
Moodle/Blackboard	15	19.2	36	46.2	27	34.6
College ID card	15	19.0	38	48.1	26	32.9
Electronic databases (e.g., PeopleSoft)	18	22.8	38	48.1	23	29.1
Email account	17	21.8	37	47.4	24	30.8
Intake forms (e.g., Student Health)	11	13.9	32	40.5	36	45.6
Learning technology	11	13.9	36	45.6	32	40.5
Surveys	15	19.2	38	48.7	25	32.1
Forms	15	19.0	40	50.6	24	30.4
Syllabi	14	17.7	42	53.2	23	29.1

Note: Table includes answers only from those respondents who indicated that they were transgender in Question 50 (*n* = 89).

Table B116. 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 UMKC. (Question 112)

	Initiative available at UMKC						Initiative NOT available at UMKC						Total respondents who believe initiative is available	
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate			
	n	%	n	%	n	%	n	%	n	%	n	%		
Providing flexibility for calculating the tenure clock.	220	65.3	96	28.5	21	6.2	87	69.0	28	22.2	11	8.7	126	27.2
Providing recognition and rewards for including diversity issues in courses across the curriculum.	202	64.1	94	29.8	19	6.0	113	67.3	42	25.0	13	7.7	168	34.8
Providing diversity and inclusion training for faculty.	293	71.3	100	24.3	18	4.4	43	54.4	22	27.8	14	17.7	79	16.1
Providing faculty with tool-kits to create an inclusive classroom environment.	189	67.5	81	28.9	10	3.6	145	73.2	45	22.7	8	4.0	198	41.4
Providing faculty with supervisory training.	191	68.2	79	28.2	10	3.6	138	69.0	48	24.0	14	7.0	200	41.7
Providing access to counseling for people who have experienced harassment.	374	90.6	37	9.0	2	0.5	58	79.5	6	8.2	9	12.3	73	15.0
Providing mentorship for new faculty.	327	89.8	34	9.3	3	0.8	122	90.4	5	3.7	8	5.9	135	27.1
Providing a clear process to resolve conflicts.	299	85.2	49	14.0	3	0.9	111	86.0	9	7.0	9	7.0	129	26.9
Providing a fair process to resolve conflicts.	309	86.8	44	12.4	3	0.8	107	87.7	7	5.7	8	6.6	122	25.5
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	155	51.7	101	33.7	44	14.7	94	52.5	52	29.1	33	18.4	179	37.4

Providing diversity and inclusion training to search, promotion and tenure committees.	230	65.9	90	25.8	29	8.3	349	72.0	92	67.6	30	22.1	14	10.3	136	28.0
Providing career span development opportunities for faculty at all ranks.	219	83.6	41	15.6	2	0.8	262	54.6	196	89.9	17	7.8	5	2.3	218	45.4
Providing affordable childcare.	179	76.5	53	22.6	2	0.9	234	49.6	211	88.7	20	8.4	7	2.9	238	50.4
Providing support/resources for spouse/partner employment.	162	68.4	68	28.7	7	3.0	237	49.9	192	80.7	36	15.1	10	4.2	238	50.1
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	181	66.8	69	25.5	21	7.7	271	57.1	159	77.9	37	18.1	8	3.9	204	42.9
Providing faculty a location for informal networking (e.g., University Club).	142	69.6	57	27.9	5	2.5	204	42.1	217	77.2	55	19.6	9	3.2	281	57.9

Note: Table includes answers only from those respondents who indicated that they were Faculty, Emeritus Faculty, Research Scientist, or Administrator with Faculty rank respondents in Question 1 (*n* = 546).

Table B11.7. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate at UMKC. (Question 114)

	Initiative available at UMKC						Initiative NOT available at UMKC									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for staff.	693	78.9	163	18.6	22	2.5	878	93.3	35	55.6	10	15.9	18	28.6	63	6.7
Providing access to counseling for people who have experienced harassment.	753	89.7	83	9.9	3	0.4	839	90.3	66	73.3	10	11.1	14	15.6	90	9.7
Providing supervisors/managers with supervisory training.	640	84.1	112	14.7	9	1.2	761	82.2	145	87.9	9	5.5	11	6.7	165	17.8
Providing faculty supervisors with supervisory training.	568	83.5	105	15.4	7	1.0	680	76.1	190	89.2	11	5.2	12	5.6	213	23.9
Providing mentorship for new staff.	463	85.0	76	13.9	6	1.1	545	59.0	345	91.0	20	5.3	14	3.7	379	41.0
Providing a clear process to resolve conflicts.	588	84.0	103	14.7	9	1.3	700	77.3	174	84.9	17	8.3	14	6.8	205	22.7
Providing a fair process to resolve conflicts.	603	85.7	92	13.1	9	1.3	704	78.0	170	85.9	12	6.1	16	8.1	198	22.0
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	455	71.4	135	21.2	47	7.4	637	71.3	160	62.5	60	23.4	36	14.1	256	28.7
Providing career development opportunities for staff.	656	88.6	76	10.3	8	1.1	740	81.5	147	87.5	9	5.4	12	7.1	168	18.5
Providing affordable childcare.	405	81.7	88	17.7	3	0.6	496	55.4	357	89.3	26	6.5	17	4.3	400	44.6
Providing support/resources for spouse/partner employment.	388	76.5	111	21.9	8	1.6	507	57.2	293	77.3	72	19.0	14	3.7	379	42.8

Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	457	75.8	119	19.7	27	4.5	603	68.4	211	75.9	42	15.1	25	9.0	278	31.6
Providing staff a location for informal networking (e.g., University Club).	346	71.2	136	28.0	4	0.8	486	55.1	284	71.7	94	23.7	18	4.5	396	44.9

Note: Table includes answers only from those respondents who indicated that they were Staff or Administrators without Faculty Rank in Question 1 (*n* = 998).

Table B118. 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 UMKC. (Question 116)

	Initiative available at UMKC						Initiative NOT available at UMKC									
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total respondents who believe initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total respondents who believe initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Providing diversity and inclusion training for students.	1,801	77.8	428	18.5	85	3.7	2,314	82.0	365	71.9	115	22.6	28	5.5	508	18.0
Providing diversity and inclusion training for staff.	1,889	81.1	378	16.2	62	2.7	2,329	83.6	351	76.8	78	17.1	28	6.1	457	16.4
Providing diversity and inclusion training for faculty.	1,868	81.4	371	16.2	57	2.5	2,296	83.3	354	77.1	77	16.8	28	6.1	459	16.7
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	1,802	81.0	365	16.4	58	2.6	2,225	80.3	446	81.8	63	11.6	36	6.6	545	19.7
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	1,710	78.8	389	17.9	72	3.3	2,171	78.7	462	78.4	81	13.8	46	7.8	589	21.3
Increasing opportunities for cross-cultural dialogue among students.	1,763	82.2	333	15.5	49	2.3	2,145	77.4	522	83.5	76	12.2	27	4.3	625	22.6
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	1,752	82.2	341	16.0	39	1.8	2,132	77.5	524	84.7	67	10.8	28	4.5	619	22.5
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	1,710	78.6	384	17.6	82	3.8	2,176	79.2	437	76.5	91	15.9	43	7.5	571	20.8
Providing effective faculty mentorship of students.	1,935	85.8	292	13.0	27	1.2	2,254	81.7	436	86.5	49	9.7	19	3.8	504	18.3

Providing effective academic advising.	2,130	87.7	262	10.8	36	1.5	2,428	88.1	271	82.9	33	10.1	23	7.0	327	11.9
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	1,781	79.2	401	17.8	66	2.9	2,248	82.1	385	78.6	82	16.7	23	4.7	490	17.9
Providing affordable childcare.	1,344	78.6	337	19.7	30	1.8	1,711	62.4	876	84.9	125	12.1	31	3.0	1,032	37.6
Providing adequate childcare resources.	1,355	78.9	329	19.2	33	1.9	1,717	62.8	870	85.5	122	12.0	26	2.6	1,018	37.2
Providing support/resources for spouse/partner employment.	1,361	77.4	368	20.9	29	1.6	1,758	64.1	793	80.7	163	16.6	27	2.7	983	35.9
Providing adequate social space.	1,873	83.9	334	15.0	25	1.1	2,232	81.0	417	79.9	80	15.3	25	4.8	522	19.0

Note: Table includes answers only from those respondents who indicated that they were Students in Question 1 ($n = 3,070$).

Appendix C

Comments Analyses (Questions #118, #119, and #120)

Among the 4,650 surveys submitted for the University of Missouri – Kansas City’s climate assessment, 2,388 respondents offered remarks to at least one open-ended question throughout the survey. Each open-ended follow-up question provided respondents an opportunity to offer specific details in relation to their answers to previous survey questions. Many of the follow-up questions were included within the body of the report. As such, this section of the report summarizes the comments submitted for the final three open-ended survey questions and provides a thematic analysis of the remarks that were shared by multiple respondents.

Q118: Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?

One thousand two hundred fifty-six respondents elaborated on the question about the differences between their experiences on campus versus their experiences in the local community. Nearly 700 respondents described their experiences both on campus and in community as the same. More than 200 respondents noted this question was not applicable. Of the remaining responses, the meaningful theme that arose was a preference for being on campus versus being in the community.

Preference For Campus Over Local Community — Respondents who elaborated on their opinions about the differences between their experiences on campus versus their experiences in the local community noted a preference for being on campus. This preference was most cited with regards to safety and inclusion as the rationale. One respondent shared, “I feel safer on campus. I like that there is a decent amount of police presence. I will say that late at night I still don't feel completely safe, and as a result I walk around with mace as a weapon to protect myself.” Another respondent elaborated on safety, “I feel a lot more secure on campus than I would across the street at the plaza. Off campus can seem kind of sketchy. I feel genuinely very safe on this campus.” Regarding inclusion, respondents noted, “UMKC campus is more diverse and inclusive than the greater KC metro area” and “more welcoming and inclusive; UMKC is moving in a positive direction.” Another respondent explained, “I think that my experiences on-

campus are much more reflective of a respectful and diverse climate that what I see and experience in the surrounding community.” More broadly, other respondents reflected positively on the campus environment, “People on campus are nicer than the community” and “People on campus are usually more friendly and polite than some people in the surrounding area.” Inclusiveness and safety were commonly noted in the narratives provided by respondents who expressed a preference for the on campus community over the local community at UMKC.

Q119: Do you have any specific recommendations for improving the climate for living, learning, and working at UMKC?

One thousand six hundred seven respondents elaborated on specific recommendations for improving climate for living, learning, and working at UMKC. Responses such as “na” and “no” accounted for a substantial amount of the responses. However, two meaningful themes arose from the remaining responses, a perceived need for more inclusion efforts and a desire for a stronger intellectual community on campus.

More Inclusion Efforts & Open Dialogues — Respondents who provided suggestions for improvements noted a desire for more inclusion initiatives and, in particular, more cross-cultural/identity dialogues. One respondent noted, “Create more opportunities for meaningful interaction between groups” and “Create more of an open forum to discuss issues.” Another respondent shared, “What the school really needs is working together and sit at one table to solve a problem.” Similarly, another respondent suggested, “I would generally like it if the personal perspectives of students were given forums to engage on religious, gender, politics, etc issues.” Another respondent shared, “I would like to see more conversations about climate within curriculum and open discussions between students, staff, and faculty about their views in order to increase exposure and empathy for others.” Another suggestion widely echoed was to, “Diversify faculty members. All my professors were white except in the black studies department” and “Amongst the staff there NEEDS TO BE DIVERSITY.” Similarly, another respondent urged, “There has to be a university-wide, concerted effort to recruit/hire faculty of color.” One respondent both noted and suggested, “There is a lot of time, money and staff put towards

LGBTQIA issues and that is terrific because UMKC is such a welcoming place for students who identify in that way. It would be nice to see similar efforts put towards other marginalized groups, such as ethnically/racially diverse or international students.” In contrast, there were several respondents who also criticized and expressed concerns regarding UMKC’s inclusion efforts. Specifically, these respondents wrote, “Safe spaces are a poison to academia,” “Accommodating one group can also marginalize another group,” and “Chill out. Stop caving to pressure from one group and think about all sides.” Overall, however, respondents who provided suggestions for improvement at UMKC expressed a desire for more inclusion efforts, more open dialogue between different identities, and more of an emphasis on diversity, particularly racial diversity, in hiring.

Strengthen The Intellectual Community — Respondents who offered suggestions for improvement at UMKC expressed a desire to strengthen the intellectual community on campus. Respondents noted a perceived need for improving relationships, for example, “better faculty/student relationships” and “there is a vast gap between faculty and staff interactions.” Other respondents noted, “more caring and passionate Master's faculty” and “Faculty caring more and UMKC administration caring more about students (ALL).” In similar reports, concerns such as, “Departments seem to be against each other” were noted. Another respondent suggested, “Develop a more cohesive culture for the entire university. It is frustrating to deal with the disconnected parts of the university. Communication between departments, organizations, buildings is shameful.” Regarding a sense of ownership in the UMKC community, one respondent described, “We do not have enough full-time tenured faculty who would therefore feel a sense of ownership about the long-term future of the institution. Instructors without tenure are more focused upon finding their next teaching job.” Another respondent added, “I would like the academics more if there wasn't a rush to get through material before a more thorough understanding.” Respondents who provided suggestions for improvement at UMKC noted a desire to strengthen the intellectual community, by enhancing relationships on campus, fostering a more collective identity, and deepening the sense of ownership, scholarship, and community at UMKC.

Q120: This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

Six hundred fifty-one respondents elaborated on their survey responses. Two hundred fifty-one respondents replied “NA” or other text of similar meaning. Two themes emerged from the remaining responses including, positive reflections of UMKC, and inclusion concerns for a range of identities.

Positive Reflections — Respondents who elaborated on their survey responses offered positive reflections on UMKC, particularly in relation to notes on inclusion and a desire to continue to improve the climate at UMKC. Regarding inclusion, one respondent shared, “UMKC is very diverse and accepting of everyone and I like that. That is how the world should be.” Another respondent noted, “UMKC has a fairly inclusive climate. I enjoy attending school here because of the diversity and getting to know people from other cultures.” The desire for continued climate improvement was also coupled with positive reflections on UMKC. For example, one respondent wrote, “UMKC is a great place to work but every university is different and can improve.” Other respondent elaborated, “UMKC is a good environment, there are just a few improvements to make” and “I feel we are better than most of the surrounding campuses and universities, but we can still do better!” More broadly, in reference to the survey itself, other respondents noted, “Your efforts are appreciated,” “Thanks for the opportunity to contribute,” and “Thanks for issuing this survey!” Positive reflections and gratitude were noted in narratives elaborating on survey responses.

Inclusion Identity and Initiatives Concerns — Respondents from a range of identities noted inclusion concerns. Regarding race, one respondent shared, “It is my hope this survey is taken seriously and the real issues at UMKC are addressed, especially promoting/hiring diverse faculty and staff.” Another respondent explained, “Being from a different state and ethnic background from most, I do feel like I do not belong here on a daily basis.” Age, ability status, gender and sexuality were also noted. For example, one respondent stated, “Being ‘old’ doesn't mean you

don't know anything and younger students need to chill the nasty attitude toward people with more experience than them.” One respondent described, “My only concern is that the campus climate in and out of the classroom is not friendly to students with disabilities as I'd hoped it would have been when I registered for the program.” Another respondent noted, “This campus is very male oriented and does not provide a "fair" equal opportunity for women.” Lastly, regarding sexuality, one respondent stated, “I feel like I am isolated at the school because of my sexual orientation.” However, some narratives who noted inclusion, did so with concern and distain for current inclusion efforts. One respondent reported, “I am saddened that this survey is even necessary. The vocal minority seems to have commandeered the microphone and UMKC has given in. Again, a scholarship for LGBTQIA? Why not one for heterosexuals? What's next, scholarships based on where you shop or the kind of food you like? Or maybe we should have a scholarship for pet owners? How about a scholarship for lefties? Ridiculous.” Another respondent noted, “I came here to get a degree that is backed by good education and hard work, if I find out my education is being compromised to make people feel good I'm leaving.” Overall, respondents who elaborated on their survey responses noted a range of inclusion concerns.

University of Missouri-Kansas City
Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

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

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

Office of Services for Students with Disabilities
University of Missouri-Kansas City
816-235-5696
laurentr@umkc.edu

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

University of Missouri-Kansas City
Alberto Villamandos, PhD
Associate Professor, Foreign Languages & Literatures
UMKC, College of Arts and Sciences
(816) 235-2324
villamandos@umkc.edu

Purpose

You are invited to participate in a research study which aims survey students, faculty, staff and administrators regarding the environment for learning, living and working at the University of Missouri-Kansas City. 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 the University of Missouri-Kansas City and provide us with specific information about how the environment for learning, living and working can be improved.

Procedures

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

Discomforts and Risks

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

www.umkc.edu/climate-resources

Benefits

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

Voluntary Participation

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

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

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

Right to Ask Questions

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

Emil L. Cunningham, PhD
Senior Research Associate
Rankin & Associates Consulting
emil@rankin-consulting.com
(814) 625-2780

Susan R. Rankin, PhD
Principal & CEO
Rankin & Associates Consulting
sue@rankin-consulting.com
(814) 625-2780

Questions regarding the survey process may also be directed to:

University of Missouri-Kansas City

Susan B. Wilson
Vice Chancellor,
Division of Diversity & Inclusion
(816) 235-6728
wilsonsb2@umkc.edu

Questions concerning the rights of participants:

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

MU Institutional Review Board
Office of Research
University of Missouri
190 Galena Hall DC074
University of Missouri
Columbia, MO 65212
(573) 882-3181
irb@missouri.edu

PLEASE MAKE A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS, OR 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.

Following are several terms and definitions that are in the survey. These will be hyperlinked when they appear in the survey.

Survey Terms and Definitions

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

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

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

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) as that of an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

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

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

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

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

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 of 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.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due situations such as the following: a serious health condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care). For more information: <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 male or female.

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

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational dislike or fear of homosexual people.

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

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

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

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

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

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

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

Sexual Identity: 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 as 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, which is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

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

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

Transphobia: An irrational dislike or fear of transgender, transsexual and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcome 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: Unreasonably fearful or hostile toward people from other countries.

Directions

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

The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at UMKC?

- Undergraduate student
 - Started at UMKC as a first-year student
 - Transferred to UMKC from another institution
- Graduate/Professional student
 - Doctoral degree candidate (e.g., PhD, EdD, DNP)
 - Graduate Certificate
 - Professional degree candidate (e.g., MD, DDS, JD, PharmD, OD)
 - Master's degree candidate
 - Educational Specialist (e.g., EdS)
- Post-doctoral scholar/fellow/resident
- Faculty - Tenured
 - Assistant Professor
 - Associate Professor
 - Professor
 - Librarian
- Faculty - Tenure-Track
 - Assistant Professor
 - Associate Professor
 - Professor
 - Librarian
- Faculty Non-Tenure-Track
 - Lecturer
 - Adjunct/Visiting
 - Research Line Faculty
 - Professor of Practice
 - Teaching Faculty
 - Adjunct
 - Assistant Professor
 - Associate Professor
 - Professor
 - Clinical Faculty
 - Adjunct
 - Assistant Professor
 - Associate Professor
 - Professor
 - Research Faculty
 - Adjunct
 - Assistant Professor
 - Associate Professor
 - Professor
 - Librarian
- Emeritus Faculty
- Administrator with faculty rank
- Administrator without faculty rank
- Staff - Hourly
 - Executive
 - Management
 - Supervisor
 - Support
- Staff - Salary
 - Executive
 - Management
 - Supervisor
 - Support
- Staff - Contract
- Staff - Union

3. **Faculty/Staff only:** Are you benefit eligible?

- Yes
- No

4. Are you full-time or part-time in that **primary** position?
- Full-time
 - Part-time
5. What is your **primary** UMKC campus location?
- Volker
 - Health Sciences at Hospital Hill
 - Springfield
 - Columbia
 - Other UMKC campus
6. **Students Only:** What percentage of your classes have you taken exclusively on-line?
- 100%
 - 76%-99%
 - 51%-75%
 - 26%- 50%
 - 0%-25%

Part 1: Personal Experiences

When responding to the following questions, think about your experiences during the past year at UMKC.

7. Overall, how comfortable are you with the climate at UMKC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
8. **Faculty/Staff only:** Overall, how comfortable are you with the climate in your primary work area at UMKC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
9. **Students/Faculty only:** Overall, how comfortable are you with the climate in your classes at UMKC?
- Very comfortable
 - Comfortable
 - Neither comfortable nor uncomfortable
 - Uncomfortable
 - Very uncomfortable
10. Have you ever **seriously considered** leaving UMKC?
- No [**Skip to Question #15**]
 - Yes
11. **Students only:** When did you seriously consider leaving UMKC? (**Mark all that apply.**)
- During my first semester
 - 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

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

- Climate was not welcoming
- Academic advancement opportunities elsewhere (e.g., 2+2 program)
- Coursework was too difficult
- Coursework not challenging enough
- Didn't like major
- Didn't have my major
- Didn't meet the selection criteria for a major
- Financial reasons
- Homesick
- Lack of a sense of belonging
- Lack of social life
- Lack of support group
- Lack of support services
- My marital/relationship status
- Personal reasons (e.g., medical, mental health, family emergencies)
- Unhealthy social relationships
- A reason not listed above (please specify): _____

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

- Campus climate was not welcoming
- Family responsibilities
- Lack of institutional support (e.g., tech support, lab space/equipment)
- Increased workload
- Interested in a position at another institution
- Lack of benefits
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Local community climate was not welcoming
- Personal reasons (e.g., medical, mental health, family emergencies)
- Lack of professional development opportunities
- Recruited or offered a position at another institution/organization
- Relocation
- Lack of a sense of belonging
- Low salary/pay rate
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension with supervisor/manager
- Tension with co-workers
- A reason not listed above (please specify): _____

14. 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.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Few of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and my interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking ahead, it is likely that I will leave UMKC without meeting my academic goal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to work, learn, or live at UMKC?

- No **[Skip to Question #25]**
- Yes

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

- Academic Performance
- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at UMKC
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

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

- I was ignored or excluded
- I was intimidated/bullied
- I was isolated or left out
- I felt others staring at me
- I experienced a hostile classroom environment
- The conduct made me fear that I would get a poor grade
- I experienced a hostile work environment
- I was the target of workplace incivility
- I was the target of derogatory verbal remarks
- I received derogatory written comments
- I received derogatory phone calls/text messages/email
- I received derogatory/unsolicited messages via social media (e.g., Facebook, Twitter, Yik-Yak)
- I was singled out as the spokesperson for my identity group
- I received a low or unfair performance evaluation
- I was not fairly evaluated in the promotion and tenure process
- Someone assumed I was admitted/hired/promoted due to my identity group
- Someone assumed I was not admitted/hired/promoted due to my identity group
- I was the target of graffiti/vandalism
- I was the target of racial/ethnic profiling
- I was the target of stalking
- The conduct threatened my physical safety
- The conduct threatened my family's safety
- I received threats of physical violence
- I was the target of physical violence
- An experience not listed above (please specify): _____

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

- At a UMKC event/program
- In a class/lab/clinical setting
- In a faculty office
- In a staff office
- In a religious center
- In a fraternity house
- In a sorority house
- In a meeting with one other person
- In a meeting with a group of people
- In a(n) UMKC administrative office
- In a(n) UMKC dining facility
- In a(n) UMKC library
- In an experiential learning environment (e.g., study abroad, retreat, externship, internship)
- In athletic facilities
- In other public spaces at UMKC
- In a campus residence hall/apartment
- In Counseling Services
- In off-campus housing
- In the Health Center
- In an on-line learning environment
- In the Student Union
- Off-campus
- On a campus shuttle
- On phone calls/text messages/e-mail
- On social media (Facebook/Twitter/ Yik-Yak)
- While walking on campus
- While working at a UMKC job
- A venue not listed above (please specify): _____

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

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UMKC media (e.g., posters, brochures, flyers, handouts, web sites)
- UMKC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Direct Report (e.g., person who reports to you)
- Donor
- Faculty member/Other instructional staff
- Friend
- Off campus community member
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- Staff member
- Stranger
- Student
- Student staff
- Student Organization (please specify): _____
- Supervisor or manager (including experiential sites)
- Student Teaching Assistant/Student Lab Assistant/Student Tutor
- Don't know source
- A source not listed above (please specify): _____

21. How did you experience the conduct? **(Mark all that apply.)**

- I felt embarrassed
- I felt somehow responsible
- I was afraid
- I was angry
- I ignored it
- A feeling not listed above (please specify): _____

22. What did you do in response to experiencing the conduct? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UMKC resource
 - Campus Mediation Services
 - UMKC Helpline
 - Departmental Human Resources Facilitator
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
 - Employee Assistance Program
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Diversity and Inclusion
 - Faculty or staff ombudsperson
 - Human Resources
 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

23. Did you report the conduct?

- No, I did not report it
- Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

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

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

www.umkc.edu/climate-resources

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted physical sexual contact/conduct 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 campus or community resources listed.

25. **While a member of the UMKC community, have you experienced unwanted sexual contact/conduct** (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy or gang rape)?
- No [**Skip to Question #37**]
 - Yes - relationship violence (e.g., ridiculed, controlling, hitting)
[**Please complete questions 26rv – 35rv**]
 - Yes - stalking (e.g., following me, on social media, texting, phone calls)
[**Please complete questions 26stlk – 35stlk**]
 - Yes - sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
[**Please complete questions 26si – 35si**]
 - Yes - sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)
[**Please complete questions 26sc – 35sc**]
- 26rv. **Students only.** Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculed, controlling, hitting)?
- No
 - Yes
 - Alcohol only
 - Drugs only
 - Both alcohol and drugs
- 27rv. When did the relationship violence (e.g., ridiculed, controlling, hitting) occur?
- Within the last year
 - 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., ridiculed, controlling, hitting)? (**Mark all that apply.**)
- During my time as a graduate/professional student at UMKC
 - 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
- Family member
- UMKC faculty member
- UMKC staff member
- Stranger
- UMKC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30rv. Where did the relationship violence (e.g., ridiculed, controlling, hitting) occur? **(Mark all that apply.)**

- Off campus (please specify location: _____)
- On campus (please specify location: _____)

31rv. How did you feel after experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify): _____

32rv. What did you do in response to experiencing the relationship violence (e.g., ridiculed, controlling, hitting)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UMKC resource
 - Campus Mediation Services
 - UMKC Helpline
 - Departmental Human Resources Facilitator
 - Student Health and Wellness
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
 - Employee Assistance Program
 - Title IX Coordinator/Clery Act Compliance Officer
 - Diversity and Inclusion
 - Faculty or staff ombudsperson
 - Human Resources
 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

33rv. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

34rv. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35rv. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26stlk. **Students only.** 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

27stlk. When did the stalking (e.g., following me, on social media, texting, phone calls) occur?

- Within the last year
- 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 UMKC
- 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
- Family member
- UMKC faculty member
- UMKC staff member
- Stranger
- UMKC student
- Current or former dating/intimate partner
- 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. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify): _____

32stlk. What did you do in response to experiencing the stalking (e.g., following me, on social media, texting, phone calls)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UMKC resource
 - Campus Mediation Services
 - UMKC Helpline
 - Departmental Human Resources Facilitator
 - Student Health and Wellness
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
 - Employee Assistance Program
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 - Diversity and Inclusion
 - Faculty or staff ombudsperson
 - Human Resources
 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

33stlk. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

34stlk. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35stlk. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26si. **Students only.** Were alcohol and/or drugs involved in the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)?

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

27si. When did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur?

- Within the last year
- 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 sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UMKC
- 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
- Family member
- UMKC faculty member
- UMKC staff member
- Stranger
- UMKC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30si. Where did the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? **(Mark all that apply.)**

- Off campus (please specify location: _____)
- On campus (please specify location: _____)

31si. How did you feel after experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify): _____

32si. What did you do in response to experiencing the sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
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 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
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 - Title IX Coordinator/Clergy Act Compliance Officer
 - Diversity and Inclusion
 - Faculty or staff ombudsperson
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 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

33si. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

34si. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35si. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

26sc. **Students only.** Were alcohol and/or drugs involved in the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)?

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

27sc. When did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur?

- Within the last year
- 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 sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**

- During my time as a graduate/professional student at UMKC
- 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
- Family member
- UMKC faculty member
- UMKC staff member
- Stranger
- UMKC student
- Current or former dating/intimate partner
- Other role/relationship not listed above

30sc. Where did the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape) occur? **(Mark all that apply.)**

- Off campus (please specify location: _____)
- On campus (please specify location: _____)

31sc. How did you feel after experiencing the sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, gang rape)? **(Mark all that apply.)**

- I felt embarrassed.
- I felt somehow responsible.
- I felt afraid.
- I felt angry.
- I ignored it.
- A feeling not listed above (please specify): _____

32sc. What did you do in response to experiencing the sexual contact (e.g., fondling, rape, sexual assault,

penetration without consent, gang rape)? **(Mark all that apply.)**

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UMKC resource
 - Campus Mediation Services
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 - Departmental Human Resources Facilitator
 - Student Health and Wellness
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
 - Employee Assistance Program
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Diversity and Inclusion
 - Faculty or staff ombudsperson
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 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

33sc. Did you report the unwanted sexual conduct?

- No, I did not report it
- Yes, I reported the incident (e.g., bias incident report, Title IX)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

34sc. You indicated that you **DID NOT** report the unwanted sexual contact to a campus official or staff member. Please explain why you did not.

35sc. You indicated that you **DID** report the unwanted sexual contact, but that it was not responded to appropriately. Please explain why you felt that it was not.

36. Please offer your response to the following comments:

	Strongly disagree	Disagree	Agree	Strongly agree
I am aware of the definition of Affirmative Consent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the role of UMKC Title IX Coordinator with regard to reporting incidents unwanted sexual contact/conduct.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know how and where to report such incidents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am generally aware of the campus resources listed here: http://info.umkc.edu/title9/reporting/support-assistance/	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a responsibility to report such incidents when I see them occurring on or off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand that UMKC standard of conduct and penalties differ from standards of conduct and penalties under the criminal law.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the UMKC Title IX Annual Report.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know that UMKC sends a Public Safety Alert to the campus community when such an incident occurs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please contact one of the resources that are offered on the following web site:

<http://info.umkc.edu/title9/reporting/support-assistance/>

Part 2: Workplace Climate

37. **Graduate/Professional students only:** As a graduate student I feel...

	Strongly agree	Agree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate access to my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor provides clear expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My advisor respond(s) to my email, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are adequate opportunities for me to interact with other university faculty outside of my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive support from my advisor to pursue personal research interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive due credit for my research, writing, and publishing (e.g., authorship order in published articles).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department faculty members encourage me to produce publications and present research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable sharing my professional goals with my advisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38. **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.

39. Tenured and Tenure-Track Faculty only: As a faculty member at UMKC, I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria for tenure are clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The tenure standards/promotion standards are applied equally to faculty in my school/division.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported and mentored during the tenure-track years.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC policies for delay of the tenure-clock are used by all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service contributions are valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty members in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion/tenure (e.g., childcare, eldercare).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty opinions are valued within UMKC committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would like more opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities to participate in substantive committee assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Tenure 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.

41. Non-Tenure Track Academic Appointment only: As an employee with a non-tenure track appointment at UMKC I feel (or felt)...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The criteria used for contract renewal is applied equally to all positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research is valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching is valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service is valued by UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by service responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students than do my colleagues (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pressured to do extra work that is uncompensated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-Tenure-Track Faculty, opinions are taken seriously by senior administrators (e.g., chancellor, vice chancellor, dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. 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.

43. **All Faculty:** As a faculty member at UMKC, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Salaries for tenure track faculty positions are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for adjunct faculty are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Salaries for non-tenure-track faculty are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement/supplemental benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who do not have children are burdened with work responsibilities beyond those who do have children (e.g., stay late, off-hour work, work weekends).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend UMKC as a good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I have access to and support for grant funding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. **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.

45. **All Staff:** As a staff member at UMKC, I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am included in opportunities that will help my career as much as others in similar positions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The performance evaluation process is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides adequate support for me to manage work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am able to complete my assigned duties during scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My workload was increased without additional compensation (e.g., retirement positions not filled).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am given a reasonable time frame to complete assigned responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a hierarchy within staff positions that allows some voices to be valued more than others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who have children or eldercare are burdened with balancing work and family responsibilities (e.g., evening and evenings programming, workload brought home, UMKC breaks not scheduled with school district breaks).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC provides adequate resources to help me manage work-life balance (e.g., childcare, wellness services, eldercare, housing location assistance, transportation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have adequate resources to perform my job duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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. **Staff only:** As a staff member at UMKC I feel...

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
UMKC provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue training/professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC is supportive of taking extended leave (e.g., FMLA, parental).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of my taking leaves (e.g., vacation, parental, personal, short-term disability).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff in my department/program who use family accommodation (FMLA) policies are disadvantaged in promotion or evaluations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC policies (e.g., FMLA) are fairly applied across UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UMKC is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff salaries are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vacation and personal time benefits competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health insurance benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Childcare benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Retirement benefits are competitive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued on UMKC committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by UMKC faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff opinions are valued by UMKC administration.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear expectations of my responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are clear procedures on how I can advance at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive about my career opportunities at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend UMKC as good place to work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have job security.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

48. **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.

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified.

You may also skip questions.

49. What is your birth sex (assigned)?

- Female
- Intersex
- Male

50. What is your gender/gender identity?

- Genderqueer
- Man
- Non-binary
- Transgender
- Woman
- A gender not listed here (please specify): _____

51. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed here (please specify): _____

52. What is your citizenship/immigration status in the U.S.?

- A visa holder (such as F-1, J-1, H1-B, and U)
- Currently under a withholding of removal status
- DACA (Deferred Action for Childhood Arrival)
- DAPA (Deferred Action for Parental Accountability)
- Other legally documented status
- Permanent Resident
- Refugee status
- Undocumented resident
- U.S. citizen, birth
- U.S. citizen, naturalized

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 multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)

- Alaska Native (if you wish please specify your enrolled or principal corporation): _____
- American Indian/Native (if you wish please specify your enrolled or principal tribe): _____
- Asian/Asian American (if you wish please specify): _____
- African/Black/African American (if you wish please specify): _____
- Hispanic/Latin@/Chican@ (if you wish please specify): _____
- Middle Eastern/Southwest Asian (if you wish please specify): _____
- Native Hawaiian (if you wish please specify): _____
- Pacific Islander (if you wish please specify): _____
- White/European American (if you wish please specify): _____
- A racial/ethnic/national identity not listed here (please specify): _____

54. What is your age?

- | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="radio"/> 18 | <input type="radio"/> 39 | <input type="radio"/> 60 | <input type="radio"/> 81 |
| <input type="radio"/> 19 | <input type="radio"/> 40 | <input type="radio"/> 61 | <input type="radio"/> 82 |
| <input type="radio"/> 20 | <input type="radio"/> 41 | <input type="radio"/> 62 | <input type="radio"/> 83 |
| <input type="radio"/> 21 | <input type="radio"/> 42 | <input type="radio"/> 63 | <input type="radio"/> 84 |
| <input type="radio"/> 22 | <input type="radio"/> 43 | <input type="radio"/> 64 | <input type="radio"/> 85 |
| <input type="radio"/> 23 | <input type="radio"/> 44 | <input type="radio"/> 65 | <input type="radio"/> 86 |
| <input type="radio"/> 24 | <input type="radio"/> 45 | <input type="radio"/> 66 | <input type="radio"/> 87 |
| <input type="radio"/> 25 | <input type="radio"/> 46 | <input type="radio"/> 67 | <input type="radio"/> 88 |
| <input type="radio"/> 26 | <input type="radio"/> 47 | <input type="radio"/> 68 | <input type="radio"/> 89 |
| <input type="radio"/> 27 | <input type="radio"/> 48 | <input type="radio"/> 69 | <input type="radio"/> 90 |
| <input type="radio"/> 28 | <input type="radio"/> 49 | <input type="radio"/> 70 | <input type="radio"/> 91 |
| <input type="radio"/> 29 | <input type="radio"/> 50 | <input type="radio"/> 71 | <input type="radio"/> 92 |
| <input type="radio"/> 30 | <input type="radio"/> 51 | <input type="radio"/> 72 | <input type="radio"/> 93 |
| <input type="radio"/> 31 | <input type="radio"/> 52 | <input type="radio"/> 73 | <input type="radio"/> 94 |
| <input type="radio"/> 32 | <input type="radio"/> 53 | <input type="radio"/> 74 | <input type="radio"/> 95 |
| <input type="radio"/> 33 | <input type="radio"/> 54 | <input type="radio"/> 75 | <input type="radio"/> 96 |
| <input type="radio"/> 34 | <input type="radio"/> 55 | <input type="radio"/> 76 | <input type="radio"/> 97 |
| <input type="radio"/> 35 | <input type="radio"/> 56 | <input type="radio"/> 77 | <input type="radio"/> 98 |
| <input type="radio"/> 36 | <input type="radio"/> 57 | <input type="radio"/> 78 | <input type="radio"/> 99 |
| <input type="radio"/> 37 | <input type="radio"/> 58 | <input type="radio"/> 79 | |
| <input type="radio"/> 38 | <input type="radio"/> 59 | <input type="radio"/> 80 | |

55. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your sexual identity?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed here (please specify): _____

56. Do you have substantial parenting or caregiving responsibility?

- No
- Yes (Mark all that apply.)
 - Children 5 years or under
 - Children 6-18 years
 - Children over 18 years of age, but still legally dependent (e.g., in college, disabled)
 - Independent adult children over 18 years of age
 - Sick or disabled partner
 - Senior or other family member
 - A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (please specify): _____

57. Have you ever served on active duty in the U.S. Armed Forces, Reserves, or National Guard?

- Never served in the military
- Now on active duty (including Reserves or National Guard)
- On active duty in the past, but not now
- ROTC

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

Parent/Guardian 1:

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

Parent/Guardian 2:

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

59. **Faculty/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, MFA)
- Specialist degree (e.g., EdS)
- Doctoral degree (e.g., PhD, EdD)
- Professional degree (e.g., MD, JD)

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

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

61. **Undergraduate Students only:** How many semesters have you been at UMKC?

- Less than one
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13 or more

62. **Faculty only:** Which academic school/college are you **primarily affiliated** with at this time?

- College of Arts and Sciences
- Conservatory of Music and Dance
- Henry W. Bloch School of Management
- Honors College
- School of Biological Sciences
- School of Computing and Engineering
- School of Dentistry
- School of Education
- School of Law
- School of Medicine
- School of Nursing and Health Studies
- School of Pharmacy
- School of Graduate Studies
- University College
- University Libraries (including all sites)
- Institute for Human Development

63. **Staff only:** Which academic division/work unit are you **primarily affiliated** with at this time?

- Chancellor's Office
- College of Arts and Sciences
- Conservatory of Music and Dance
- Diversity and Inclusion
- Honors College
- Human Resources (including Title IX/Affirmative Action/EEOC Office)
- Institute for Human Development
- UMKC Athletics
- Kansas City Repertory Theatre
- University Libraries (including all sites)
- School of Biological Sciences
- School of Computing and Engineering
- School of Dentistry
- School of Education
- School of Graduate Studies
- School of Law
- Henry W. Bloch School of Management
- School of Medicine
- School of Nursing and Health Studies
- School of Pharmacy
- UMKC Foundation
- UMKC Innovation Center
- University College
- Provost's Office and Academic Affairs (including Information Services)
- Finance and Administration
- University Advancement
- Strategic Marketing and Communications (including KCUR)
- Student Affairs and Enrollment Management

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

- Accounting
- Architectural Studies
- Art History
- Biology
- Business Administration
- Chemistry
- Civil Engineering
- Communication Studies
- Computer Science BS
- Counseling & Guidance
- Criminal Justice & Criminology
- Dance
- Dental Hygiene

- Early Childhood Education
- Economics
- Educational Administration
- Electrical & Comp Engineering
- Elementary Education
- English
- Environmental Science
- Environmental Studies
- English as a Second Language - Non-Degree
- Exploratory (Undecided)
- French
- Geography
- Geology
- German
- Health Sciences
- History
- Information Technology
- Languages and Literatures
- Liberal Arts
- Mathematics & Statistics
- Mechanical Engineering
- Middle School Education
- Music
- Music Composition
- Music Education
- Music
- Music Theory
- Non-Degree, Arts & Sciences
- Non-Degree, Bloch School of Management
- Non-Degree, Biological Sciences
- Non-Degree, Education
- Non-Degree, Nursing
- Non-Degree, School of Computing & Engineering
- Nursing
- Performance
- Pharmacy-D
- Philosophy
- Physics
- Political Science
- Pre Early Childhood
- Pre Education Middle School
- Pre Pharm
- Pre-Dental Hygiene, Arts & Sciences
- Pre-Dentistry
- Pre-Elementary Education
- Pre-Health Sciences, Arts & Sciences
- Pre-Law, Arts & Sciences
- Pre-Med Liberal Arts/MD
- Pre-Med Biosciences/MD
- Pre-Med Chemistry/MD
- Pre-Secondary Education
- Psychology
- Secondary Education
- Sociology
- Spanish
- Studio Art
- Theatre
- Urban Planning & Design
- Urban Studies

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

- Accounting
- Anesthesia
- Art History
- Bioinformatics
- Business Administration
- Cell & Molecular Biology
- Chemistry
- Civil Engineering
- Computer Sciences
- Conducting
- Counseling & Guidance
- Creative Writing & Media Arts
- Criminal Justice & Criminology
- Curriculum & Instruction
- Dental Hygiene
- Economics
- Education Administration
- English
- Entrepreneurial Real Estate
- Finance
- History
- Language & Literacy
- Liberal Studies
- Health Professional Education
- Law
- Mathematics
- Mathematics and Statistics
- Mechanical Engineering
- Music
- Music Education
- Music Theory
- Musicology
- Nursing
- Performance
- Physics
- Political Science
- Public Administration
- Romance Languages and Literature
- Social Work
- Sociology
- Special Education
- Statistics
- Studio Art
- Teaching
- Theater

Certificate

- Advanced Education in General Dentistry
- Black Studies
- Clinical Research
- Community College Leadership
- Educational Foundations
- Endodontics
- Geographic Information Systems
- Gerontology
- Health Professions Education
- Interdisciplinary Leadership Disability Studies
- Music
- Nonprofit Management and Innovation
- Performance
- Periodontics

- Reading Intervention

Doctoral

- Conducting
- Counseling Psychology
- Curriculum & Instruction
- Education
- Electrical & Computer Engineering
- Entrepreneurship & Innovation
- Interdisciplinary Studies
- Nursing
- Nursing Practice
- Psychology

Professional (Law, Medical, Dentistry)

- Dentistry
- Law
- Master of Law
- 6 Year Combined Bachelor/MD
- 4 Year Medical
- Nursing
- Orthodontists/Maxillofacial
- Pharmacy
- Taxation
- Urban Affairs

66. Do you have a condition/disability that influences your learning, working or living activities?

- No **[Skip to Question #68]**
- Yes

67. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply.)**

- Acquired/Neurological/Traumatic Brain Injury
- Chronic Diagnosis or Medical Condition (e.g., Asthma, Diabetes, Lupus, Cancer, Multiple Sclerosis, Fibromyalgia)
- Hard of Hearing or Deaf
- Developmental/Learning Difference/Disability (e.g., Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, Cognitive/Language-based)
- Low Vision or Blind
- Mental Health/Psychological Condition (e.g., anxiety, depression)
- Physical/Mobility condition that affects walking
- Physical/Mobility condition that does not affect walking (e.g. physical dexterity)
- Speech/Communication Condition
- A disability/condition not listed here (please specify): _____

68. **Students only:** Are you registered with the UMKC Office for Services for Students with Disabilities?

- No
- Yes

69. **Faculty/Staff:** Are you receiving accommodations for your disability?

- No
- Yes

70. Is English your primary language?

- No
- Yes

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

- Agnostic
- Atheist
- Baha'i
- Buddhist
- Christian
 - African Methodist Episcopal

- African Methodist Episcopal Zion
- Assembly of God
- Baptist
- Catholic/Roman Catholic
- Church of Christ
- Church of God in Christ
- Christian Orthodox
- Christian Methodist Episcopal
- Christian Reformed Church (CRC)
- Disciples of Christ
- Episcopalian
- Evangelical
- Greek Orthodox
- Lutheran
- Mennonite
- Moravian
- Nazarene
- Nondenominational Christian
- Pentecostal
- Presbyterian
- Protestant
- Protestant Reformed Church (PR)
- Quaker
- Reformed Church of America (RCA)
- Russian Orthodox
- Seventh Day Adventist
- The Church of Jesus Christ of Latter-day Saints
- United Methodist
- United Church of Christ
- A Christian affiliation not listed above (please specify): _____
- Confucianist
- Druid
- Hindu
- Jain
- Jehovah's Witness
- Jewish
 - Conservative
 - Orthodox
 - Reform
 - A Jewish affiliation not listed here (please specify): _____
- Muslim
 - Ahmadi
 - Nation of Islam
 - Shi'ite
 - Sufi
 - Sunni
 - A Muslim affiliation not listed here (please specify): _____
- Native American Traditional Practitioner or Ceremonial
- Pagan
- Rastafarian
- Scientologist
- Secular Humanist
- Shinto
- Sikh
- Taoist
- Tenrikyo
- Unitarian Universalist
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- A religious affiliation or spiritual identity not listed above (please specify): _____

72. **Students only:** Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
- I receive no support for living/educational expenses from family/guardian.
 - I receive support for living/educational expenses from family/guardian.
73. **Students only:** What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- \$29,999 and below
 - \$30,000 - \$49,999
 - \$50,000 - \$69,999
 - \$70,000 - \$99,999
 - \$100,000 - \$149,999
 - \$150,000 - \$199,999
 - \$200,000 - \$249,999
 - \$250,000 - \$499,999
 - \$500,000 or more
74. **Students only:** Where do you live?
- Campus housing
 - Residence Halls (Johnson/Oak Street)
 - Apartments (Oak Place/Hospital Hill)
 - Non-campus housing
 - University affiliated apartment/house (UMKC Homes/Cohen Esrey)
 - Non-University affiliated apartment/house
 - Living with family member/guardian
 - Housing Insecure (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)
75. **Students only:** Since having been a student at UMKC, have you been a member or participated in any of the following? **(Mark all that apply.)**
- I do not participate in any clubs or organizations at UMKC
 - Academic and academic honorary organizations
 - Culture-specific organization
 - Faith or spirituality-based organization
 - Governance organization (e.g., SGA, SFC, Councils)
 - Greek letter organization
 - Health and wellness organization
 - Intercollegiate athletic team
 - Political or issue-oriented organization
 - Professional or pre-professional organization
 - Publication/media organization
 - Recreational organization
 - Service or philanthropic organization
 - A student organization not listed above (please specify): _____
76. **Students only:** At the end of your last semester, what was your cumulative grade point average?
- 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
 - 1.99 and below
77. Have you experienced financial hardship while at UMKC?
- No **[Skip to Question #80]**
 - Yes

78. **Students only:** How have you experienced the financial hardship? **(Mark all that apply.)**

- Difficulty affording tuition
- Difficulty purchasing my books/course materials
- Difficulty participating in social events
- Difficulty affording food
- Difficulty affording co-curricular events or activities
- Difficulty affording academic related activities (e.g., study abroad, service learning)
- Difficulty in affording unpaid internships/research opportunities
- Difficulty in affording alternative spring breaks
- Difficulty affording travel to and from UMKC
- Difficulty affording commuting to campus (e.g., transportation, parking)
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording childcare
- Difficulty in affording other campus fees
- Difficulty finding employment
- A financial hardship not listed here (please specify): _____

79. **Faculty/Staff only:** How have you experienced the financial hardship? **(Mark all that apply.)**

- Difficulty affording food
- Difficulty affording travel to and from UMKC
- Difficulty in affording benefits
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording childcare
- Difficulty in affording professional development (e.g., travel, training, research)
- Difficulty in affording other campus fees (e.g., parking)
- A financial hardship not listed here (please specify): _____

80. **Students only:** How are you currently paying for your education at UMKC? **(Mark all that apply.)**

- On Campus employment
- Off Campus employment
- Money from home country
- Credit card
- Family contribution
- GI Bill/Veterans benefits
- Graduate/Research assistantship
- Graduate fellowship
- Loans
- Need-based scholarship (e.g., Access Missouri)
- Non-need based scholarship (e.g., Curators, Chancellor's Scholar Award)
- Grant (e.g., Pell)
- Personal contribution
- Dependent tuition (e.g., family member works at UMKC)
- Resident assistant
- A method of payment not listed here (please specify): _____

81. **Students only:** Are you employed either on campus or off campus during the academic year?

- No
- Yes, I work on campus – (Please indicate total number of hours you work)
 - 1-10 hours/week
 - 11-20 hours/week
 - 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

Part 4: Perceptions of Campus Climate

82. Within the past year, have you **OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at UMKC?

- No [**Skip to Question #91**]
- Yes

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

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UMKC media (e.g., posters, brochures, flyers, handouts, web sites)
- UMKC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Direct Report (e.g., person who reports to you)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Off campus community member
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- Staff member
- Stranger
- Student
- Student staff
- Student Organization (please specify): _____
- Supervisor or manager (including experiential sites)
- Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
- Don't know target
- A target not listed above (please specify): _____

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

- Academic/Scholarship/Fellowship Advisor
- Alumnus/a
- Athletic coach/trainer
- UMKC media (e.g., posters, brochures, flyers, handouts, web sites)
- UMKC Police/Security
- Co-worker/colleague
- Department/Program/Division Chair
- Direct Report (e.g., person who reports to me)
- Donor
- Faculty member/Other Instructional Staff
- Friend
- Off campus community member
- Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
- On social media (e.g., Facebook, Twitter, Yik-Yak)
- Staff member
- Stranger
- Student
- Student staff
- Student Organization (please specify): _____
- Supervisor or manager
- Student Teaching Assistant/Student Lab Assistant/Student Tutor/SI Instructor
- Don't know source
- A source not listed above (please specify): _____

85. Which of the target's characteristics do you believe was/were the basis for the conduct? **(Mark all that apply.)**

- Academic Performance
- Age
- Educational credentials (e.g., BS, MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at UMKC
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

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

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Derogatory verbal remarks
- Derogatory phone calls/text messages/e-mail
- Derogatory/unsolicited messages on-line (e.g., Facebook, Twitter, Yik-Yak)
- Derogatory written comments
- Derogatory phone calls
- Graffiti/vandalism
- Person intimidated/bullied
- Person ignored or excluded
- Person isolated or left out
- Person experiences a hostile classroom environment
- Person experienced a hostile work environment
- Person was the target of workplace incivility
- Person being stared at
- Racial/ethnic profiling
- Person received a low or unfair performance evaluation
- Person received a poor grade
- Person was unfairly evaluated in the promotion and tenure process
- Person was stalked
- Physical violence
- Singled out as the spokesperson for their identity group
- Threats of physical violence
- Something not listed above (please specify): _____

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

- At a UMKC event/program
- In a class/lab/clinical setting
- In a faculty office
- In a staff office
- In a religious center
- In a fraternity house
- In a sorority house
- In a meeting with one other person
- In a meeting with a group of people
- In a(n) UMKC administrative office
- In a(n) UMKC dining facility
- In a(n) UMKC library
- In an experiential learning environment (e.g., retreat, externship, internship, study abroad)
- In athletic facilities
- In other public spaces at UMKC
- In a campus residence hall/apartment
- In Counseling Services
- In off-campus housing
- In the Health Center
- In an on-line learning environment
- In the Student Success Center/Student Union
- Off-campus
- On a campus shuttle
- On phone calls/text messages/e-mail
- On social media (Facebook/Twitter/ Yik-Yak)
- While walking on campus
- While working at a UMKC job
- A venue not listed above (please specify): _____

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

- I did not do anything
- I avoided the person/venue
- I contacted a local law enforcement official
- I confronted the person(s) at the time
- I confronted the person(s) later
- I did not know who to go to
- I sought information online
- I sought support from off-campus hot-line/advocacy services
- I contacted a UMKC resource
 - Campus Mediation Services
 - UMKC Helpline
 - Departmental Human Resources Facilitator
 - Faculty member
 - Senior administrator (e.g., chancellor, vice chancellor, dean, provost)
 - UMKC Police Department
 - Counseling Services
 - Employee Assistance Program
 - Title IX Coordinator/Clergy Act Compliance Officer
 - Diversity and Inclusion
 - Faculty or staff ombudsperson
 - Human Resources
 - Multicultural Student Affairs Office
 - Violence Prevention and Response Office (VPR)
 - Women's Center
 - Student teaching assistant (e.g., tutor, graduate teaching assistant)
 - Student staff (e.g., Resident Assistants, student ambassadors)
 - Staff person (e.g., Residential Life staff, program director)
 - Supervisor
- I told a family member
- I told a friend
- I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)
- A response not listed above (please specify): _____

89. Did you report the conduct?

- No, I didn't report it
- Yes, I reported it (e.g., bias incident report, UM System Ethics and Compliance Hotline)
 - Yes, I reported the incident and was satisfied with the outcome
 - Yes, I reported the incident, and while the outcome is not what I had hoped for, I feel as though my complaint was responded to appropriately
 - Yes, I reported the incident, but felt that it was not responded to appropriately

90. 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 working or learning environment, please do so here.

91. **Faculty/Staff only:** Have you observed hiring practices at UMKC (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust or that would inhibit diversifying the community?
- No [Skip to Question #194]
 - Yes
92. **Faculty/Staff only:** I believe that the unjust hiring practices were based upon...(Mark all that apply).
- Age
 - Educational credentials (e.g., BS, MS, PhD)
 - English language proficiency/accent
 - Ethnicity
 - Gender/gender identity
 - Gender expression
 - Immigrant/citizen status
 - International status/national origin
 - Learning disability/condition
 - Length of service at UMKC
 - Major field of study
 - Marital status (e.g., single, married, partnered)
 - Mental Health/Psychological disability/condition
 - Medical disability/condition
 - Military/veteran status
 - Nepotism/cronyism
 - Parental status (e.g., having children)
 - Participation in an organization/team (please specify): _____
 - Physical disability/condition
 - Philosophical views
 - Political views
 - Position (staff, faculty, student)
 - Pregnancy
 - Racial identity
 - Religious/spiritual views
 - Sexual identity
 - Socioeconomic status
 - Don't know
 - A reason not listed above (please specify): _____
93. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust hiring practices, please do so here.

94. **Faculty/ Staff only:** Have you observed employment-related discipline or action, up to and including dismissal, at UMKC that you perceive to be unjust or would inhibit diversifying the community?

- No [Skip to Question #97]
- Yes

95. **Faculty/Staff only:** I believe that the unjust employment-related disciplinary actions were based upon...**(Mark all that apply.)**

- Age
- Educational credentials (e.g., MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Job duties
- Learning disability/condition
- Length of service at UMKC
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

96. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of employment-related discipline or action, up to and including dismissal practices, please do so here.

97. **Faculty/Staff only:** Have you observed promotion/tenure/reappointment/reclassification practices at UMKC that you perceive to be unjust?
- No [**Skip to Question #100**]
 - Yes

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

- Age
- Educational credentials (e.g., MS, PhD)
- English language proficiency/accent
- Ethnicity
- Gender/gender identity
- Gender expression
- Immigrant/citizen status
- International status/national origin
- Learning disability/condition
- Length of service at UMKC
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological disability/condition
- Medical disability/condition
- Military/veteran status
- Nepotism/cronyism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify): _____
- Physical characteristics
- Physical disability/condition
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- A reason not listed above (please specify): _____

99. **Faculty/Staff only:** We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification, please do so here.

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

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

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Inclusive	<input type="radio"/>	Exclusive				
Improving	<input type="radio"/>	Regressing				
Positive for persons with disabilities	<input type="radio"/>	Negative for persons with disabilities				
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	Negative for people who identify as lesbian, gay, or bisexual				
Positive for people who identify as gender non-binary, transgender	<input type="radio"/>	Negative for people who identify as gender non-binary, transgender				
Positive for people of various spiritual/religious backgrounds	<input type="radio"/>	Negative for people of various spiritual/religious backgrounds				
Positive for People of Color	<input type="radio"/>	Negative for People of Color				
Positive for men	<input type="radio"/>	Negative for men				
Positive for women	<input type="radio"/>	Negative for women				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are not U.S. citizens	<input type="radio"/>	Negative for people who are not U.S. citizens				
Welcoming	<input type="radio"/>	Not welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people of high socioeconomic status	<input type="radio"/>	Negative for people of high socioeconomic status				
Positive for people of low socioeconomic status	<input type="radio"/>	Negative for people of low socioeconomic status				
Positive for people of various political affiliations	<input type="radio"/>	Negative for people of various political affiliations				
Positive for people in active military/veterans status	<input type="radio"/>	Negative for people in active military/veterans status				

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

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

	1	2	3	4	5	
Not racist	<input type="radio"/>	Racist				
Not sexist	<input type="radio"/>	Sexist				
Not homophobic	<input type="radio"/>	Homophobic				
Not biphobic	<input type="radio"/>	Biphobic				
Not transphobic	<input type="radio"/>	Transphobic				
Not ageist	<input type="radio"/>	Ageist				
Not classist (socioeconomic status)	<input type="radio"/>	Classist (socioeconomic status)				
Not classist (position: faculty, staff, student)	<input type="radio"/>	Classist (position: faculty, staff, student)				
Disability friendly (Not ableist)	<input type="radio"/>	Not disability friendly (Ableist)				
Not xenophobic	<input type="radio"/>	Xenophobic				
Not ethnocentric	<input type="radio"/>	Ethnocentric				

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by UMKC faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, dean, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by faculty in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students outside of the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that staff pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have students whom I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have taken direct actions to address the needs of at-risk/underserved students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

103. **Students only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department/program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department/program chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other faculty at UMKC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC administrators (e.g., dean, department chair).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department/program pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department/ program chair pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that UMKC encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research/scholarship is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

105. **Faculty only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by co-workers outside my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC senior administrators (e.g., chancellor, vice chancellor, provost).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by UMKC administrators (e.g., dean, department chair).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my department/program encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my work is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Senior administrators have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have taken direct actions to address the needs of at-risk/underserved students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

107. **Staff only:** We are interested in knowing more about your experiences. If you would like to elaborate on your responses related to your sense of value, please do so here.

108. As a person with a self-identified disability, have you experienced a barrier in any of the following areas at UMKC within the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs (including computer labs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing (e.g., Residence halls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Union/Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Center/Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office furniture (e.g., chair, desk)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Temporary barriers due to construction or maintenance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths, crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology/Online Environment			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer equipment (e.g., screens, mouse, keyboard)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Moodle/Blackboard/Canvas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Phone/Phone equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Software (e.g., voice recognition/audiobooks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video /video audio description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity			
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance, Pathway)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Student Health, Counseling, Disability Support, Registrar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course change forms (e.g., add-drop forms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

110. As a person who identifies as genderqueer, gender non-binary, or trans have you experienced a barrier in any of the following areas at UMKC within the past year?

	Yes	No	Not applicable
Facilities			
Athletic and recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changing rooms/locker rooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University housing (e.g., Residence halls)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Testing Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disability Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/performing arts spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identity Accuracy			
Moodle/Blackboard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Insert campus] College ID Card	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic databases (e.g., PeopleSoft, myLearn, myPerformance. Pathway)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Email account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intake forms (e.g., Student Health)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional/Campus Materials			
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Syllabi	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

111. 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

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

	If This Initiative IS Available at UMKC			If This Initiative NOT Available at UMKC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for calculating the tenure clock.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusion training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with tool-kits to create an inclusive classroom environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusion training to search, promotion and tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support via constituent-based support groups (e.g., Faculty of Color, Women Faculty, Junior Faculty).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty a location for informal networking (e.g., University Club).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

113. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

114. **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 UMKC.

	If This Initiative IS Available at UMKC			If This Initiative NOT Available at UMKC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusion training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing supervisors/managers with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing faculty supervisors with supervisory training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support via constituent-based support groups (e.g., Staff of Color, Women Staff).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing staff a location for informal networking (e.g., University Club).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

115. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

116. **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 UMKC.

	If This Initiative IS Available at UMKC			If This Initiative NOT Available at UMKC		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity and inclusion training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusion training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusion training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by faculty/staff in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of bias by other students in learning environments (e.g. classrooms, labs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advising.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity and inclusion training for student staff (e.g., student union, resident assistants).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing affordable childcare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate childcare resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing support/resources for spouse/partner employment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing adequate social space.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

117. We are interested in knowing more about your opinions on institutional actions. If you would like to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

Part 6: Your Additional Comments

118. Are your experiences on campus different from those you experience in the community surrounding campus? If so, how are these experiences different?
119. Do you have any specific recommendations for improving the climate for living, learning, and working at UMKC?
120. This survey has asked you to reflect upon a large number of issues related to the campus climate and your experiences in this climate, using a multiple-choice format. If you wish to elaborate upon any of your survey responses or further describe your experiences, you are encouraged to do so in the space provided below.

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

To thank all members of the University Missouri- Kansas City community for their participation in this survey, you have an opportunity to win an award.

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

To be eligible to win a survey award, please follow the instructions written below. A random drawing will be held for the following survey awards:

Undergraduate, Graduate, & Professional Students

Book scholarships valued at \$250 (x 10)
Housing scholarships for Spring 2017 valued at \$250 (x 2)
Semester parking pass, courtesy of UMKC Parking Operations
Fitbits (x 3)
Apple iPad mini 2 with 32 GB
Full Moon Festival Season Pass — entry into three of Kansas City's haunted houses
Custom-made Kansas City Royals jersey with your name
Worlds of Fun (early October award, closes Oct. 31) (46 + tax x 2 = \$100)
Kansas City Repertory Theatre voucher
AMC Movie Theatre \$25 gift certificates
Visa gift cards valued at \$100 (x 4), \$250 and \$500

Staff

Staff development funding valued at \$250 (x 10, up to \$2,500) thanks to support through the SPEER Fund*
One month of free parking courtesy of UMKC Parking Operations
Fitbits
Sporting Kansas City vs. San Jose Earthquakes tickets for October 23rd
The Blue Room gift certificate valued at \$100
Starlight Theatre gift certificate valued at \$100
One night stay at The Raphael Hotel valued at \$200
Visa gift cards valued at \$100, \$250 and \$500

*Staff must successfully complete SPEER Fund application for funding disbursement.

Faculty

Faculty development funding valued at \$250 (x 10, up to \$2,500) thanks to the Provost's Office
One month of free parking courtesy of UMKC Parking Operations
Fitbits
Sporting Kansas City vs. San Jose Earthquakes tickets for October 23rd
The Blue Room gift certificate valued at \$100
Starlight Theatre gift certificate valued at \$100
One night stay at The Raphael Hotel valued at \$200
Visa gift cards valued at \$100, \$250 and \$500

By providing your information below, your information will be entered for an opportunity to win an aforementioned award. Please know that in providing your information you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

- Faculty
- Staff
- Student

Name: _____

E-mail address: _____

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

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

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please navigate to the link below and contact the appropriate resource:

www.umkc.edu/climate-resources