MICHIGAN STATE
U N I V E R S I T Y

MSU Campus Climate Assessment Report
Fall 2016

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Executive Summary

The President's Statement on Diversity and Inclusion states that Michigan State University is guided by values that are embedded in our rich heritage as a leading land-grant university and our current position as a world-grant institution among the best universities in the world. Foremost among our values is inclusion. As a leading institution MSU must take seriously the enactment of inclusion, work to identify where exclusion continues, and commit to the ongoing work of identifying and clarifying where exclusion occurs. To that end, the Neighborhood Student Success Collaborative sought to conduct, under the direction of Dr. Genyne Royal, a campus-wide campus climate study of graduate and undergraduate students. The purpose of this mixed methods study was to collect base-line data about students' experiences with bias and inclusion and to identify areas of improvement.

Project Overview

The development of a survey tool, photo elicitation survey, campus maps, and focus groups allowed the team of researchers to create a mixed methods assessment of the campus climate at MSU. Drawing from prior work by Dr. Sue Rankin, we developed a survey tool that we administered online for graduate and undergraduate students. The survey was offered in English only and was made available to students on January 25, 2016 and closed on March 19, 2016. The campus map activity is a novel one, based on innovative social science research methods using visual data and was, to our knowledge, a pioneering approach to understanding campus climate.

The survey data were analyzed to understand overall ratings of climate and to assess differences between groups regarding campus climate. A series of descriptive statistics provide rich detail and insight into how students experience the campus climate. Key findings were developed based on these analyses. The open ended survey responses were analyzed using content analysis and themes were developed. The campus maps and photos are presented in section 11 of this report. In total, 163 students completed the campus map survey. The report does not include results from the focus groups, as that analysis remains underway, or a full report from the campus map survey, which has not been fully analyzed and interpreted. There is reference to some map data in the report as it is an innovative approach to understanding how students experience various campus locations.

Survey Sample and Response Rate

Given the size of the student population at MSU, we sought to develop a purposeful sample. In order to conduct statistical analyses with subgroups of the population (e.g., Black students), we needed to oversample racially minoritized groups to make precise estimates (see Dillman et al., 2008). MSU students began 1639 surveys, of those, 1149 completed 50% or more of the survey items and are included in these analyses. For purposes of this report, we combined the open access survey with the survey by invitation. Surveys were sent to 22,669 students, approximately 44.85% of the student population. Of those invited to the survey, 9,860 were Students of Color, 6,637 were international students, 4,933 were White undergraduate students, 1,239 were White graduate students. Given that 1,639 students completed some portion of the survey, this yielded a 7% response rate. While this overall response is lower than anticipated, statistical analyses described on page 11, table E indicate that the sample is likely representative of the overall student population.

Summary of Sample Demographics

Demographic	Subgroup	*n*	%
Student Status			
	Undergraduate students	858	74.7
	Graduate students	291	25.3
Gender Identity			
	Man	364	31.7
	Woman	756	65.8
	Transgender	14	1.2
	Genderqueer	18	1.6
	Agender	11	1.0
Assigned Sex at Birth			
	Male	374	32.6
	Female	774	67.4
	Intersex	1	0.1
Racial Identity			
	White	695	60.5
	Multiracial	72	6.3
	People of Color	374	32.5
Sexual Orientation			
	Asexual	90	7.2
	Bisexual, lesbian, gay, pansexual, queer	189	15.0
	Heterosexual/straight	896	72.0
	Questioning	33	2.9
Religious Identity			
	Christian	577	50.2
	Agnostic or Atheist	356	31
	Buddhist	44	3.8
	Jewish	30	2.6
	Hindu	33	2.9
	Muslim	25	2.2
	No affiliation	140	12.2
	Spiritual, no religious	78	6.8
Citizenship Status			
	U.S. citizen/permanent resident/documented	969	85.2
	Visa holder	169	14.7
	Undocumented resident	1	0.1
Disability Status			
	Has disability	368	32%
	Does not have a disability	781	68

Table A. MSU Summary Sample Demographics

Key Findings

- **Overall, students are comfortable with the overall campus climate** (M=2.17, SD=0.93) (see table 2.0). 838 students rated the overall climate as very comfortable or comfortable, while 311 rated the overall campus climate as neither comfortable/uncomfortable, uncomfortable, or very uncomfortable (see table 2.0a).
  - o Regarding overall campus climate ratings, 27.1% of respondents selected for neither comfortable/uncomfortable, uncomfortable, or very uncomfortable indicating some level of discomfort with the campus climate overall.
- **Overall, students are comfortable with the program/department/college/school climate** (M=2.13, SD=1.06) (See chart 2.0). 865 students rated the program/department/school/college climate as either very comfortable or comfortable. 262 rated the program/department/school or college climate as neither comfortable/uncomfortable, uncomfortable, or very uncomfortable (see table 2.0a).
  - o Regarding climate within a program/department/school/college 22.8% of respondents indicated being neither comfortable/uncomfortable, uncomfortable, or very uncomfortable indicating some level of discomfort with the micro-climate of their department or college.
- **Overall, students are comfortable with the classroom climate** (M=2.04, SD=0.84) (see table 2.0). 890 students indicated being very comfortable or comfortable with the classroom climate. 259 students indicated being neither comfortable/uncomfortable, uncomfortable, or very uncomfortable (see table 2.0a).
  - o Regarding classroom climate, 22.6% of respondents indicated being comfortable/uncomfortable, uncomfortable, or very uncomfortable indicating some level of discomfort with the micro-climate of classroom.
- **Overall, students feel safe on campus** (M=2.04, SD=0.84) (see table 2.0). 906 students indicated being very safe or safe on campus (see table 2.0a). 243 students indicated being neither safe/unsafe, unsafe, or very unsafe (see table 2.0a).
  - o Regarding safety, 21.1% of respondents indicated feeling neither safe/nor unsafe, unsafe, or very unsafe on campus.
  - o Students of color rate their overall sense of safety lower than white students (see table 2.12).
  - o American Indian or Alaska Native students reported the lowest levels of safety, followed by Black or African American students.
  - o Women, transgender, genderqueer, and agender students rate the safety of campus lower than men (see table 2.11).
  - o Lesbian, gay, bisexual queer, questioning, pansexual students rated their overall safety lower than heterosexual students (see table 2.13).
  - o Students with disabilities rate their overall safety lower than students without disabilities (see table 2.14).
- **There are statistically and practically significant differences in how minoritized[1] groups perceive the overall campus climate** (see figures 2.1-2.6)**.**
  - o There are statistically significant differences in Students' of Color and white students' ratings of overall ratings of campus climate (see table 2.12).
  - o All racial and ethnic groups rated the campus climate as the worst for Black students and best for white students (see table 2.14).
  - o White students rate the campus climate more positively for all racial and ethnic groups than individuals from the various racial ethnic groups rate the climate for themselves

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[1] We use the term minoritized throughout this report to describe students who experience marginalization on the basis of one or more identities, including race, gender, and/or sexual orientation.

(see table 2.14). This suggests a disjuncture between white students and Students' of Color perspectives about the campus climate and is consistent with prior literature.

- o There are statistically significant differences in men's and other genders' including women's, as well as transgender, genderqueer, and agender students' ratings of certain aspects of the campus climate, but <u>not</u> the overall campus climate. For example, men and another gender rated the campus climate differently on its positivity towards men, with men rating the climate more negatively than other gender groups (see table 2.11a).
- o There are statistically significant differences in students with disabilities ratings of campus climate than students without disabilities (see table 2.14).
- **Overall, students are satisfied with their academic experiences** (M=2.06, SD=0.87) (see table 3.0). Most students (73.1%) did not seriously consider leaving MSU.
  - o 104 considering leaving for academic reasons, 120 for financial reasons, 153 for personal reasons, and 86 for social climate reasons (see table 2.7).
  - o Women, transgender, genderqueer, and agender students rate their academic experiences more negatively than men (see table 3.0).
  - o Students of color rate their academic experiences more negatively than white students (see table 3.0).
  - o Lesbian, gay, bisexual, queer, and pansexual students rate their academic experiences more negatively than heterosexual students (see table 3.0a).
  - o Students with disabilities rate their academic experiences more negatively than students without a disability (see table 3.0a).
- **Overall, students value diversity.** Mean for the item "Diversity is important to me" was M=1.71, SD=0.98, for item "Diversity is important at MSU" was M=2.15, SD=1.15, for item "Diversity is important in my department/program" was M=2.21, SD=1.26.
- **Overall, students' responses indicate ambivalence about the certain items related to how administrators value diversity, channels for reporting bias, and administrative responses to student feedback.** Regarding the item "Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at MSU" the mean was M=2.70, SD=1.42, which corresponds with neither agree/disagree. 181 respondents selected disagree or strongly disagree for this item. Respondents' mean for the item "I feel my input and feedback into efforts to improve MSU's administrative operations have been valued" was M=3.18, SD=1.57, which corresponds with neither agree/disagree. 240 respondents indicating that disagreed or strongly disagreed with this item. Respondents' mean for the item "Channels for expressing discrimination or harassment complaints are readily available to students" was M=2.81, SD=1.49, which corresponds with neither agree/disagree. 168 respondents selected disagree or strongly disagree for this item (see tables 3.3 and 3.4).
- **Of survey respondents, 29% of students <u>personally experienced</u> personal exclusion.** 331 students experience exclusionary behaviors, of which 88 (7.7%) felt their experiences with exclusion interfered with their ability to be successful at MSU (see table 4.0).
  - o The highest rates of experiences with personal exclusion were based on race (*n=96*), followed by academic performance (*n*=63), then gender identity (n=67), then ethnicity (*n*=60), then age (*n=52*), then ancestry (*n*=45), then socioeconomic status (*n*=44), then discipline of study (*n*=42), then sexual orientation (*n*=41) and physical characteristics (*n*=41) (see table 4.1).
  - o 125 students reported some form of personal exclusion occurring very often or often (see table 4.2).
  - o Women (all races and ethnicities) and Black students reported more experiences with personal exclusion than other genders and races (see tables 4.3 and 4.4).

- **Of survey respondents, 35.5% of students <u>observed</u> exclusionary conduct** (n=407, 35.5%, see table 5.7)
    - When students observed exclusionary conduct, they felt embarrassed (*n*=189) and/or angry (*n*=238). (Table 5.17)
    - The targets of exclusionary conduct are most often undergraduate students (*n*=311, 27.1%) and graduate students (*n*=121, 10.5%). Undergraduate students are often the agents of exclusionary conduct (*n*=269, 23.4%). Faculty also act as agents in exclusionary conduct (*n*=116, 10.1%). (See Table 5.8a)
    - Observed exclusionary conduct was attributed to race most often (*n*=176, 15.3%), then ethnicity (*n*=173, 15.1%), then international student status (*n*=152, 13.2%), then perceived English language proficiency (*n*=128, 11.1%), then gender identity (*n*=120, 10.4%) (see table 5.8a and 5.8b).
    - A majority of students perceived tensions based on perceived English language proficiency (53.2%), ethnicity (50.5%), and international student status (51.2%) (see table 5.5).
- **Students perceive housing discrimination** (M=3.70, SD1.25), **discrimination based on age** (M=3.78, SD=1.09), **and a lack of cooperation between the university and town** (M=3.65, SD=1.27) **to be exclusionary behaviors occurring off campus** (see table 6.0).

Introduction

To the best of the committee's knowledge, this is the first assessment of the campus climate for students at Michigan State University. Given MSU's commitment to creating a diverse and inclusive environment and fostering student success, understanding how various student groups experience the campus climate is an important way to fulfill both commitments.

Review of the Literature

Prior to beginning this assessment, we sought to distinguish between *campus climate* and *campus culture*. We drew on Peterson and Spencer's (1990) distinction between campus culture and climate. *Culture* is the "deeply embedded patterns of organizational behavior, shared values, assumptions, beliefs, and ideologies" (Peterson & Spencer, 1990, p. 6). *Climate* is the "current and common patterns of important dimensions of organizational life," and/or members' perceptions and attitudes about some aspect of the organization (Peterson & Spencer, 1990, p. 7). Climate is more concerned with members' views of an organization. Culture is enduring; climate is not.

Therefore, outcomes of campus climate studies should catalyze institutional reform. No longer are campus climate studies useful as an end in themselves (Hurtado, Griffen, Arellano, & Cuellar, 2008). The kinds of data that campus climate studies produce are perceptual, which can make the task of figuring out what the institution is actually doing difficult (Dey, 2009). Another view of campus climate data is that participants' perceptions form the reality of what the institution is doing (Rankin & Reason, 2005). Thus, within this report, we assume that individuals' perception forms their reality.

Conceptual Underpinnings

There is a robust body of scholarship that addresses campus racial climate. As a way to understand campus climate more broadly, we drew on the development of campus racial climate as an exemplar for how to conduct rigorous campus climate studies. Hurtado and colleagues (2008) defined campus racial climate as "part of the institutional context that includes community members' attitudes, perceptions, behaviors, and expectations around issues of race, ethnicity, and diversity" (p. 205). A framework for understanding developed by Hurtado and colleagues described campus racial climate as a "multidimensional construct, subject to and shaped by the policies, practices, and behaviors of those within and external to colleges and universities" (p. 205). There are three domains to campus racial climate: structural, psychological, and behavioral (Hurtado, Griffin, Arellano, & Cuellar, 2008).

- Structural climate refers to the idea that increasing the presence of people of color will lead to a more positive racial climate, an approach that have proven necessary, but insufficient (Hurtado et al., 2008).
- Psychological climate is the extent to which individuals perceive racial conflict on campus, as well as, perceptions of institutional support for diversity. However, empirical evidence suggests that perceptions of hostile climates may not reflect behavioral measure of actual experiences with discrimination (Hurtado, 1994). While a negative psychological climate is bad for all students, as related to student outcomes, some students are more adversely affected including students of color (Hurtado et al., 2008).
- Behavioral climate focuses on interactions, contact experiences, participation in programs and services, and often attempts to measure intergroup relations (Hurtado et al., 2008). Hurtado and colleagues (1999) developed a conceptual model to understand the various elements that influence campus racial climate.

Methodology

We used a mixed methods approach to understand the campus climate at Michigan State University (MSU). Prior literature suggested that attending to issues of implementation, scientific validity, and the potential utility of particular kinds of data is important to consider at the outset of a campus climate study (Worthington, 2008). In light of Worthington's (2008) recommendations, we formed two groups to design the implementation of the campus climate study at MSU: an advisory group and a steering committee. The advisory group's primary function was to ensure the tool adequately addressed the issues of concern by reviewing the tool and offering improvements, while the steering committee's primary role was to secure adequate support for the assessment through distributing the survey and ensuring an adequate response.

Worthington (2008) noted that campus climate researchers often pay little attention to the scientific validity and issues of measurement, as well as the quality of the research. Further, prior studies have little analysis of rigor of the qualitative approaches used to increase understanding about campus climates. Mixed methods studies should address the issues that Worthington (2008) outlined for both qualitative and quantitative methods.

Validity

Within this study, we sought to address the issues identified by Worthington (2008) by assessing the construct validity, or the degree to which an item measures what it is supposed to measure (Bagozzi, Yi, & Phillips, 1991). We pilot tested the survey with a group of seven undergraduates and one graduate student. Using the pilot testers' feedback, we sought to align the survey items with what we intended to learn from a question and how the questions were understood by others. In addition to the pilot testing, members of the steering committee and advisory group provided extensive feedback on the survey tool to determine if the questions addressed the constructs of interest. Through pilot testing and the feedback process, we refined the tool and ensured the assessment would address our areas of interest and that the survey items had construct validity.

Reliability

To determine reliability, we sought to understand the internal consistency of responses from two scales. The survey items for questions 188 and 189 correlated and the relationship between the variables were statistically significant, suggesting internal consistency. We also noted that there were moderate and large effect sizes for each of the scale items, which also suggests internal consistency (see tables B, C, and D).

We also tested the reliability of questions 188 and 189 by calculating Cronbach's alpha (i.e., the extent to which the campus is friendly or racist, amongst other measures), together these two scales had an alpha of 0.96 (Cronbach, 1951; Hensen, 2001). Prior literature suggests that acceptable alpha levels fall between 0.70 to 0.95 (Tavakol & Dennick, 2011). An alpha at this level suggests that it is possible there are redundant items, which is accurate as the two scales measure similar items. We also ran the reliability statistics for each scale individually, question 188 had an alpha of 0.93, and question 189 had an alpha of 0.94. These alpha levels fall within an acceptable range of reliability (Tavakol & Dennick, 2011).

Finally, we assessed whether there were statistically significant correlations between key scale items in question 188 and question 189. Certain items within each of those scales should be highly correlated (e.g., degree to which campus is sexist and whether campus is positive for women). As described below, these measures are highly correlated, also suggesting reliability.

Correlations for Reliability

There are statistically significant positive correlations (*p*<0.01) between each of the scale items from Questions 188 and 189. These scales ask the degree to which the respondent perceives the campus as friendly or hostile (amongst other items), and includes items about the campus climate being positive for particular minoritized groups (e.g., people with disabilities). These correlations suggest the survey is internally reliable (Tavakol & Dennick, 2011). All correlations fall between 0.30 and 0.50 indicating a medium to large effect size (Lomax & Hahs-Vaughn, 2012).

Scale Item	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Friendly	–												
2. Cooperative	.76	–											
3. People w/ disabilities	.54	.56	–										
4. LGB people	.53	.52	.63	–									
5. Christians	.33	.35	.37	.36	–								
6. Non-Christians	.48	.52	.57	.60	.46	–							
7. Atheist/Agnostic	.41	.41	.44	.47	.37	.62	–						
8. People of Color	.55	.56	.56	.64	.29	.63	.51	–					
9. Men	.37	.36	.37	.30	.50	.31	.41	.40	–				
10. Women	.53	.54	.55	.55	.34	.60	.48	.22	.59	–			
11.Non-Native English speakers	.44	.48	.47	.52	.27	.58	.44	.26	.60	.81	–		
12. Immigrants	.49	.50	.53	.58	.31	.62	.64	.26	.56	.81	.85	–	
13. Non-U.S. Citizens	.46	.49	.52	.55	.30	.58	.68	.38	.57	.52	.56	.56	–

Table B Correlation matrix for scale regarding ratings of the campus climate for particular groups (*p*<0.01)

Scale Item	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Welcoming	–															
2. Respectful	.74	–														
3. Positive for higher SES	.28	.27	–													
4. Positive for lower SES	.56	.60	.16	–												
5. Positive for transgender people	.49	.56	.18	.66	–											
6. Improving: regressing	.63	.67	.32	.54	.52	–										
7. Positive for veterans	.48	.49	.46	.46	.46	.54	–									
8. Positive for international students	.52	.52	.15	.50	.54	.45	.40	–								
9. Racist	.52	.58	.07	.53	.52	.49	.34	.55	–							
10. Sexist	.49	.55	.12	.54	.57	.49	.39	.46	.77	–						
11. Homophobic	.47	.52	.12	.53	.65	.47	.40	.46	.72	.77	–					
12. Transphobic	.45	.50	.09	.55	.71	.43	.37	.48	.70	.72	.87	–				
13. Age biased	.37	.44	.20	.44	.40	.42	.44	.34	.52	.56	.55	.52	–			
14. Classist	.51	.58	.16	.67	.58	.52	.43	.48	.67	.69	.67	.66	.65	–		
15. Disability friendly	.49	.53	.19	.52	.56	.47	.49	.42	.56	.61	.63	.64	.57	.65	–	
16. Xenophobic	.49	.53	.11	.53	.56	.46	.36	.66	.72	.64	.64	.66	.48	.63	.61	–

Table C. Correlation matrix for scale regarding ratings of the campus climate for particular groups (*p*<0.01)

Scale Item Q 189: Scale Item Q 190	$\rho_{X,Y}$
Sexist: Positive for women	0.65
Racist: Positive for People of Color	0.67
Classist: Positive for people with lower SES	0.67
Transphobic: Positive for transgender people	0.71
Xenophobic: Positive for immigrants	0.66
Xenophobic: Positive for international students	0.66

Table D. Selected correlations to determine reliability ($p<0.01$)

Research Design

Survey Instrument Design

This survey is a derived in large part from Rankin and Associates campus climate assessments conducted at other institutions. Rankin's team developed these survey items based on the extant literature (e.g., Hurtado et al., 1998), prior studies of campus climate, and in conjunction with a variety of campus leaders across the nation. As described above, we used several mechanisms for feedback that increased the construct validity of the items.

Survey Sampling

As Rankin and Reason (2005) noted issues of sampling are important, as individuals who are numerically fewer could be overshadowed by majority groups in analyses. To address this concern, we oversampled students of color by inviting all students of color to take the survey. We used a stratified random sample of white students. Students were stratified based on socio-economic status as determined by a proxy measure of Pell-eligibility. Stratified random sampling involves having a known distribution of a target variable (e.g., race, on-campus students) to then choose a sample that is representative of that population (Sullivan, 2009).

Dillman and colleagues (2008) noted that a "well-done sampling provides that ability to estimate with known statistical precision characteristics of all members in a carefully defined population" (p. 42). The recommendations from Dillman and colleagues (2008) indicated that smaller numbers of completed surveys can be precise in making estimates of the population. Margin of error is not necessarily reduced through having larger sample sizes, but that larger sample sizes are needed to make precise estimates for subgroups of populations. Using probability, an appropriate sample size can be determined.

Given the size of the student population at MSU, we sought to develop a representative sample. In order to conduct statistical analyses or subgroups of the population (e.g., Black students), we needed to oversample racially minoritized groups to make precise estimates in keeping with Dillman et al. (2008). Because there is no known population mean for any of the survey items with which we could determine adequate sampling, we needed to calculate the standard mean of error and the confidence intervals for the overall climate questions to understand how reasonably representative the sample was of the likely population mean. We used Q18, Q19, and Q20 to calculate a standard error of the mean for the sample and the confidence intervals. Q18 asked how comfortable a respondent was with the campus climate overall, Q19 asked about departmental or college level campus climate, and Q20 asked about climate in the classroom. Q18 had mean of 2.17 (M=2.17, SD=0.93, CI_{LL}=2.12-CI_{UL}=2.23, SEM=0.03), Q19 had a mean of 2.13 (M=2.13, SD=1.06, CI_{LL}=2.06-CI_{UL}=2.19, SEM=0.03), and Q20 had a mean of 2.04 (M=2.04, SD=0.84, CI_{LL}=2.00-CI_{UL}=2.09, SEM=0.02). We are 95% confident that the mean for the population falls between 2.12 and 2.23 for Q18, between 2.06 and 2.19 for Q19, and between 2.00 and 2.09 for Q20. In light of the standard error of the mean and the confidence intervals, these data suggest that the sample mean is representative of the likely population mean (see table E).

Item	M	SD	SEM	CI_{LL}	CI_{UL}
Overall, how comfortable are you with the campus climate at MSU?	2.17	0.93	0.03	2.12	2.23
Overall, how comfortable are your with the climate in your college/department?	2.13	1.06	0.03	2.06	2.19
Overall, how comfortable are your with the climate in your classes?	2.04	0.84	0.02	2.00	2.09

Table E. Means, Standard Deviations, Standard Error of Mean, and Confidence Intervals for Q18-20

Confidentiality

In this study, we did not attach unique identifiers to the survey data to protect confidentiality. Students had the opportunity to list their email for an interview or focus group and to receive an incentive. The emails listed were removed from the survey analysis and the focus group participants elected to use pseudonyms. Thus, we feel confident in our efforts to protect the confidentiality of participants' responses.

Incentives

Campuses often rely on incentives to encourage student participation in surveys and focus groups within campus climate studies. We offered the following incentives: ten $100 Amazon gift cards for survey participants and $5 in Sparty Cash for focus group attendees. There was no incentive for the visual data activities (maps and photo elicitation).

Data Analysis

The results described below are primarily descriptive statistics. In order to prepare the data for analysis, we download the raw data from qualtrics and removed all identifiers. Given that we ran parallel surveys an open access survey and one for invited respondents, we needed to establish that were not duplicate responses. In order to determine if there were duplicate data we combined the responses into a single data set and then sorted by emails/phone, if one was provided. This would not eliminate duplicate entries that did not include an email for a focus group. There was no evidence of duplicate cases.

As indicated in the consent document, students needed to complete 50% of the survey for their response to be recorded. We determined that sufficient completion occurred after Q121 (I perceive tensions on campus with regard to people or groups based on the following: [large number of items]), following the demographics section and just before questions regarding perceptions of climate. If participants completed the first item in this list, their data were retained. This brought the total number of survey respondents to *n*=1149. We then ran a series of descriptive statistics to understand the demographics, respondents' perceptions of campus climate, and their recommendations for change.

Detailed Results and Findings

Detailed Demographics of Sample

Respondents: 1639 students began the survey, of those, 1149 completed 50% or more of the survey items and are included in these analyses. For purposes of this report, we combined the open access survey with the survey by invitation.

Student Status	*n*	%
Part-time undergraduate students	41	3.6
Full-time undergraduate students	817	71.1
Part-time graduate students	29	2.5
Full-time graduate students	262	22.8

Table 1.0 Full/part-time student status and undergraduate/graduate status

Undergraduate Student Transfer Status	*n*	%
Transferred	128	14.9
Did not transfer	730	85.1

Table 1.1 Undergraduate student transfer status

Year/Credits	*n*	%
First year (0-29 credits)	212	24.7
Second year (30-59 credits)	202	23.5
Third year (60-89 credits)	204	23.8
Fourth year (90+ credits)	198	23.1
Five year or more	42	4.9

Table 1.2 Undergraduate students' progress to degree

Degree type/Year	*n*	%
Master's/first year	50	17.2
Master's/second year	40	13.7
Master's/third year and beyond	10	3.4
Doctoral/professional/first year	61	21
Doctoral/professional/second year	41	14.1
Doctoral/professional/third year	41	14.1
Doctoral/professional/advanced to candidacy	28	9.6
ABD (all but dissertation)	20	6.9

Table 1.3 Graduate students' progress to degree

Degree sought	*n*	%
Bachelor's degree	827	72
Master's degree	109	9..5
Doctoral degree	160	13.9
Professional degree	53	4.6

Table 1.4 Type of degree sought

Undergraduate major	*n*	%
Accounting	19	2.2
Actuarial Science	2	0.2
Advertising	30	3.5
Agribusiness Management	1	0.1
Agriculture, Food, and Natural Resources Education	1	0.1
Animal Science	7	0.8
Anthropology	6	0.7
Apparel and Textile Design	3	0.3
Applied Engineering Sciences	1	0.1
Arabic	1	0.1
Art History and Visual Culture	1	0.1
Arts & Humanities	7	0.8
Astrophysics	4	0.5
Biochemistry and Molecular Biology	13	1.5
Biochemistry and Molecular Biology/Biotechnology	5	0.6
Biological Science Interdepartmental	3	0.3
Biomedical Laboratory Science	12	1.4
Biosystems Engineering	10	1.2
Chemical Engineering	11	1.3
Chemistry	10	1.2
Civil Engineering	5	0.6
Clinical Laboratory Sciences	1	0.1
Communication	17	2.0
Comparative Cultures and Politics	3	0.3
Computational Mathematics	1	0.1
Computer Engineering	1	0.1
Computer Science	25	2.9
Construction Management	1	0.1
Criminal Justice	28	3.3
Crop and Soil Sciences	1	0.1
Dietetics	4	0.5
Early Care and Education	1	0.1
Earth Sciences	1	0.1
Economics	16	1.9
Education (Elementary)	15	1.7
Electrical Engineering	10	1.2
English	13	1.5
Environmental Biology/Microbiology	2	0.2
Environmental Biology/Zoology	1	0.1

Environmental Economics and Managements	1	0.1
Environmental Engineering	2	0.2
Environmental Geosciences	1	0.1
Environmental Studies and Sustainability	13	1.5
Experience Architecture	1	0.1
Film Studies	2	0.2
Finance	15	1.7
Food Industry Management	9	1.0
Food Science	4	0.5
French	1	0.1
Genomics and Molecular Genetics	7	0.8
Geological Sciences	2	0.2
Global and Area Studies	1	0.1
Global Studies in the Arts and Humanities	2	0.2
Graphic Design	3	0.3
History	4	0.5
History Education	5	0.6
Horticulture	4	0.5
Hospitality Business	14	1.6
Human Biology	28	3.3
Human Development and Family Studies	12	1.4
Human Resource Management	7	0.8
Humanities-Prelaw	7	0.8
Interdisciplinary Humanities	2	0.2
Interdisciplinary Studies in Social Science	21	2.4
Interior Design	3	0.3
International Relations	9	1.0
James Madison College	1	0.1
Japanese	1	0.1
Journalism	14	1.6
Kinesiology	15	1.7
Linguistics	5	0.6
Lyman Briggs	4	0.5
Management	5	0.6
Marketing	16	1.9
Materials Science and Engineering	6	0.7
Mathematics	7	0.8
Mechanical Engineering	20	2.3
Media and Information	12	1.4
Microbiology	2	0.2

Music	1	0.1
Music Education	2	0.2
Music Performance	2	0.2
Natural Science	1	0.1
Neuroscience	23	2.7
No Major Preference	12	1.4
Nursing	19	2.2
Nutritional Sciences	4	0.5
Packaging	15	1.7
Philosophy	4	0.5
Physical Science	2	0.2
Physics	9	1.0
Physiology	7	0.8
Plant Biology	2	0.2
Political Science	8	0.9
Political Theory and Constitutional Democracy	3	0.3
Predental	4	0.5
Premedical	6	0.7
Preveterinary	3	0.3
Professional Writing	3	0.3
Psychology	43	5.0
Public Policy	4	0.5
Religious Studies	1	0.1
Social Relations and Policy	15	1.7
Social Work	24	2.8
Sociology	8	0.9
Spanish	5	0.6
Special Education-Learning Disabilities	1	0.1
Statistics	2	0.2
Supply Chain Management	18	2.1
Sustainable Parks, Recreation, and Tourism	1	0.1
Theater	1	0.1
Urban and Regional Planning	2	0.2
Veterinary Technology	9	1.0
Women's and Gender Studies	4	0.5
World Politics	1	0.1
Zoology	8	0.9

Table 1.5 Undergraduate majors

Graduate major	n	%
Accounting	3	1.1
Advertising	5	1.8
African American and African Studies	1	0.4
Agriculture, Food, and Natural Resources Economics	4	1.5
Animal Science	8	3.0
Anthropology	1	0.4
Applied Statistics	1	0.4
Biochemistry and Molecular Biology	3	1.1
Biosystems Engineering	2	0.7
Business Analytics	4	1.5
Cell and Molecular Biology	2	0.7
Cell and Molecular Biology- Environmental Toxicology	1	0.4
Chemical Engineering	1	0.4
Chemistry	6	2.2
Child Development	1	0.4
Civil Engineering	1	0.4
Communication	3	1.1
Community Sustainability	1	0.4
Comparative Medicine and Integrative Biology	3	1.1
Computer Science	2	0.7
Construction Management	1	0.4
Criminal Justice	6	2.2
Critical Studies in Literacy and Pedagogy	1	0.4
Crop and Soil Sciences	6	2.2
Curriculum, Instruction, and Teacher Education	4	1.5
Economics	2	0.7
Educational Leadership, Ed.D	2	0.7
Educational Policy	3	1.1
Educational Psychology and Educational Technology	3	1.1
Electrical Engineering	4	1.5
Engineering Mechanics	1	0.4
English	1	0.4
Entomology	3	1.1
Environmental Geosciences	1	0.4
Finance	2	0.7
Fisheries and Wildlife	9	3.3
Food Science	3	1.1
Forestry	1	0.4
French, Language, and Literature	2	0.7

Genetics	1	0.4
Geography	1	0.4
Higher, Adult, and Lifelong Education	15	5.5
Hispanic Cultural Studies	1	0.4
History	1	0.4
Human Development and Family Studies	5	1.8
Human Nutrition	1	0.4
Human Resources and Labor Relations	7	2.6
Jazz Studies	1	0.4
Journalism	1	0.4
K-12 Educational Administration	1	0.4
Kinesiology	2	0.7
Large Animal Clinical Sciences	2	0.7
Marketing	2	0.7
Marketing Research	4	1.5
Materials Science and Engineering	1	0.4
Mathematics	1	0.4
Mathematics Education	1	0.4
Measurement and Quantitative Methods	1	0.4
Mechanical Engineering	1	0.4
Media and Information Studies	4	1.5
Microbiology	2	0.7
Microbiology and Molecular Genetics	3	1.1
Music Composition	1	0.4
Music Conducting	1	0.4
Music Performance	2	0.7
Neuroscience	2	0.7
No Preference	5	1.8
Nursing	2	0.7
Operations and Sourcing Management	1	0.4
Organizational and Community Leadership (MSW)	3	1.1
Packaging	5	1.8
Pharmacology and Toxicology-Environmental Toxicology	4	1.5
Physics	9	3.3
Piano Pedagogy	1	0.4
Planning, Design, and Construction	1	0.4
Plant Biology	2	0.7
Plant Breeding, Genetics and Biotechnology-Crop and Soil Sciences	1	0.4
Plant Breeding, Genetics and Biotechnology-Horticulture	2	0.7
Plant Pathology	1	0.4

Political Science	1	0.4
Psychology	8	3.0
Public Health	3	1.1
Public Policy	2	0.7
Rehabilitation Counseling	1	0.4
Small Animal Clinical Sciences	2	0.7
Social Work	16	5.9
Sociology	1	0.4
Statistics	1	0.4
Strategic Management	2	0.7
Student Affairs Administration	10	3.7
Studio Art	1	0.4
Teaching and Curriculum	6	2.2
Urban and Regional Planning	1	0.4
Zoology	6	2.2

Table 1.6 Graduate majors

Primary college	n	%
Agricultural and Natural Resources	120	10.4
Arts and Letters	96	8.4
Communication Arts and Sciences	100	8.7
Education	101	8.8
Broad College of Business	110	9.6
Engineering	108	9.4
Honor's College	71	6.2
Human Medicine	15	1.3
James Madison College	37	3.2
Law	29	2.5
Lyman Briggs College	49	4.3
Music	11	1.0
Natural Science	191	16.6
Nursing	23	2.0
Osteopathic Medicine	9	0.8
Residential College in the Arts and Humanities	10	0.9
Social Science	254	22.1
Veterinary Medicine	28	2.4

Table 1.7 Primary college affiliation

Age	n	%
16-17	4[2]	0.3
18-22	816	71
23-39	303	26.3
41-60	26	2.2

Table 1.8a Age range frequencies

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[2] Eliminated from the remaining analyses due to age of consent

Age
M=22.46
SD=5.64

Table 1.8b Mean age

Racial or ethnic group	*n*	%
Black or African American	166	14.4
American Indian or Alaska Native	32	2.8
Asian/Asian American	97	8.4
Middle Eastern	10	0.9
Native Hawaiian or another Pacific Islander	7	0.6
Latino/Latina/Latinx[3]	62	5.4
White[4]	695	60.5
Multiracial and Multiethnic[5]	72	6.3

Table 1.9 Racial and ethnic identity of domestic students

Black or African American text responses	*n*	%
African American	2	0.2
Black	7	0.6
Black African American	1	0.1
Black/African American	1	0.1
Caribbean	1	0.1
Ghanian	1	0.1
Jamaican	2	0.2
Mostly Black	1	0.1
Nigerian-American	1	0.1
Offended by African American Option[6]	1	0.1
Trinidadian	1	0.1

Table 1.9a Black or African American domestic students, text responses

American Indian or Alaska Native text responses	*n*	%
Mayan Indian, not tribally affiliated	1	0.1
Native American ancestry, but not tribally affiliated	1	0.1
Anishinaabe	1	0.1
Canadian Indian	1	0.1
Cherokee	1	0.1
Chippewa	3	0.3
Mohawk	2	0.2
Odawa	2	0.2
Ojibwe	2	0.2
Ojibwe/Chippewa	1	0.1
Ottawa	1	0.1
Sault St. Marie Tribe of Chippewa Indians (Ojibwe)	2	0.2

Table 1.9b American Indian or Alaska Native domestic students, text responses

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[3] Latinx is used to include non-binary gender identities

[4] Given large number of White text responses, these are not included in text here. See appendix A, Figure A1.

[5] Of the racial and ethnic groups reported in this chart, 72 respondents indicated being bi or multiracial.

[6] No further explanation was offered

Asian/Asian American text responses	*n*	%
Bengali	1	0.1
Chinese, Chinese American	22	2.0
Filipino	7	0.6
Hmong	2	0.2
Indian	13	1.1
Japanese	2	0.2
Korean	12	1.0
Nepali	1	0.1
Pakistani	2	0.2
Thai	2	0.2
Taiwanese	4	0.4
Vietnamese	3	0.3

Table 1.9c Asian/Asian American domestic students, text responses

Middle Eastern text responses	*n*	%
Lebanese	1	0.1
Palestinian-Jordanian	1	0.1
Persian	1	0.1
Syrian	1	0.1

Table 1.9d Middle Eastern domestic students, text responses

Native Hawaiian or another Pacific Islander text responses	*n*	%
Filipino	1	0.1
Hawaiian	1	0.1
Indonesian	1	0.1
Samoan	1	0.1

Table 1.9e Native Hawaiian or another Pacific Islander domestic students, text responses

Latino/Latina/Latinx text responses	*n*	%
Chicana	1	0.1
Chicano	1	0.1
Chilean	1	0.1
Costa Rican	1	0.1
Cuban	1	0.1
Ecuadorian	1	0.1
Guatemalan	2	0.2
Honduran	1	0.1
Mexican/Mexican American	24	2.2
Panamanian	1	0.1
Puerto Rican	3	0.3

Table 1.9f Latino/Latina/Latinx domestic students, text responses

Racial or Ethnic Identity-international students	*n*	%
Akan	1	0.1
Arabe (Arabic)	1	0.1
Asian	64	5.6
Asian and Melayu	1	0.1
Asian Han	4	0.4
Asian Indian	3	0.3

Asian, Chinese	8	0.8
Asian, Chinese Han	1	0.1
Asian, Chinese Korean	1	0.1
Asian, East Indian	1	0.1
Asian, Han	6	0.6
Asian, Hindu	1	0.1
Asian, Indian	1	0.1
Asian, Japanese	1	0.1
Asian, Korean	1	0.1
Asian, Malay	2	0.2
Asian, Taiwanese	2	0.2
Asian, Taiwanese/Chinese	1	0.1
Asian, Chinese	2	0.2
Black	1	0.1
Black African	2	0.2
Black, African - Akan - Ghanaian	1	0.1
Black, Ethiopian	1	0.1
Black/African American	1	0.1
Brazilian	1	0.1
Brown, Indian	1	0.1
Caucasian	3	0.3
Caucasian and Mediterranean	1	0.1
Caucasian, Hispanic	1	0.1
Chinese	4	0.4
Chinese, Han	1	0.1
Chinese, mandarin speaker	1	0.1
East Indian, Malayalee (Keralite)	1	0.1
Filipino	1	0.1
Goan	1	0.1
Han	7	0.7
Hispanic	2	0.2
Hispanic religious	1	0.1
I am a chinese?	1	0.1
Turkic	1	0.1
Asian and Chinese	1	0.1
Hispanic and Latin	1	0.1
Indian	4	0.4
Indian, Hindu	1	0.1
Indo-Caribbean	1	0.1
Korean, Asian, Christian	1	0.1

Latin American	1	0.1
Malay	1	0.1
Mexican	1	0.1
Mixed race; South American	1	0.1
Not Asian but Japanese/Nipponese ("Asian" is a socially constructed misnomer)	1	0.1
White	6	0.6
White - British, Welch, Scottish, Irish	1	0.1
White - Turk - Muhacir (Muhajir)	1	0.1
White Latina	1	0.1
White- Flemish	1	0.1
White, German	1	0.1
White, Hispanic	2	0.2
White, Brazilian	1	0.1

Table 1.10 Race and Ethnicity international students

Assigned sex at birth	*n*	%
Male	374	32.6
Female	774	67.4
Intersex	1	0.1

Table 1.11 Assigned sex at birth

Gender identity	*n*	%
Man	364	31.7
Woman	756	65.8
Transgender	14	1.2
Genderqueer	18	1.6
Agender	11	1.0
Another identity: boy, cismale, demigenderflux, demigirl, neutrosis, nonbinary, otherkin gender, queer, questioning, trans	20	1.7

Table 1.12 Gender identity (select all that apply question)

Sexual orientation	*n*	%
Asexual	90	7.2
Bisexual	83	6.6
Gay	39	3.1
Heterosexual (includes those listing "straight" as another identity)	896	72.0
Lesbian	20	1.6
Pansexual	11	0.8
Queer	36	2.9
Questioning	33	2.9
Another identity: Demiromantic, demisexual, fluid, greysexual, identity is flexible and changes from gay, bisexual, and lesbian, a-spectrum, pan-romantic, questioning biromantic, sexually fluid	25	2.0

Table 1.13 Sexual orientation (select all that apply question)

Religious or spiritual identity/outlook	*n*	%
Agnostic	211	18.4
Atheist	145	12.6
African Spirituality	4	0.3
African Methodist Episcopal		
Baha'i	2	0.2
Buddhist	44	3.8
Christian	577	50.2
African Methodist Episcopal	2	0.2
Apostolic	1	0.1
Baptist	20	2.0
Baptist/Cross denominational	1	0.1
C&MA	1	0.1
Canadian United	1	0.1
Catholic	93	8.1
Church of Christ	1	0.1
Church of God in Christ	2	0.2
Eastern Orthodox	1	0.1
Episcopal	4	0.4
Evangelical	1	0.1
Followers of Christ	1	0.1
Greek Orthodox	3	0.3
Jehovah's Witness	1	0.1
Latter Day Saints	2	0.2
Lutheran	16	1.3
Methodist	12	1.0
Mormon	1	0.1
Non-denominational	25	2.2
Orthodox	2	0.2
Pentecostal	4	0.4
Presbyterian	5	0.5
Protestant	8	0.7
Reformed	2	0.2
Reformed Baptist	2	0.2
Reformed, Presbyterian	1	0.1
Roman Catholic	17	1.5
Seventh Day Adventist	2	0.2
Southern Baptist	1	0.1
Unitarian Universalist	2	0.2
United Church of Christ	1	0.1
Women of God	1	0.1
Confucianism	10	0.9
Druid	3	0.3
Hindu	33	2.9
Jain	3	0.3
Jewish	30	2.6
Conservative	3	0.3
Personal, spiritual version	1	0.1
Reformed	5	0.5
Secular	1	0.1
Muslim	25	2.2
Shia	2	0.2
Sunni	2	0.2
Native American Traditional Practitioner	8	0.7
No affiliation	140	12.2

Pagan	6	0.5
Rastafarian	6	0.5
Scientologist	2	0.2
Secular Humanist	10	0.9
Shinto	2	0.2
Sikh	4	0.3
Spiritual, but not religious	78	6.8
Taoist	9	0.8
Wiccan	6	0.5
Another religious or spiritual identity/outlook	20	1.8
Catholic	3	0.3
Deist	1	0.1
Pantheist	1	0.1
Prefer not to answer	1	0.1
Shamanism	1	0.1
Spiritual	1	0.1

Table 1.14 Religious or spiritual identity/outlook

Ability status	n	%
Acquired/traumatic brain injury	8	0.7
Autism spectrum	10	0.9
Text responses:		
Asperger's	6	0.6
No official diagnosis to avoid stigma	1	0.1
Blind	1	0.1
Low vision	45	3.9
Deaf	2	0.2
Hard of hearing	20	1.7
Learning disabilities including ADD and ADHD	72	6.3
Text responses:		
ADD	24	2.1
ADHD	12	1.0
Dyslexia	5	0.5
Dyslexia and ADHD	2	0.2
Dyslexia, dyscalculia, dysgraphia	1	0.1
In testing for ADHD	1	0.1
Unconfirmed dyslexia, confirmed learning disability	1	0.1
Medical condition (short or long term)	78	6.8
Text responses:		
Allergies, asthma	2	0.2
Asthma	1	0.1
Asthma, hypoglycemia, endometriosis	1	0.1
Autoimmune disorder	2	0.2
Herniated discs	1	0.1
Brain tumor	1	0.1
Broken ankle	1	0.1
Celiac's	1	0.1
Chronic headaches and migraines	2	0.2
Chronic illness	1	0.1
Chronic pain	2	0.2
Depression	1	0.1
Diabetes	4	0.4
Eating disorder	1	0.1
Food allergies	2	0.1
Heart condition/disease	4	0.4

Hypothyroidism	2	0.2
Hypothyroidism, polycystic ovary syndrome	1	0.1
Insomnia	1	0.1
Irritable bowel syndrome	2	0.2
Kidney disease	1	0.1
Lupus	1	0.1
Meningitis	1	0.1
Narcolepsy	3	0.3
Ulcerative colitis	3	0.3
Vertigo	1	0.1
Mental health/psychological condition	**194**	**16.9**
Text responses:		
Anxiety/anxiety disorder, generalized anxiety disorder (GAD), & social anxiety disorder (SAD)	27	2.0
Anxiety and conversion disorder	1	0.1
Anxiety and depression	43	3.7
Anxiety, post-traumatic stress disorder (PTSD), eating disorder	1	0.1
Anxiety and PTSD	1	0.1
Bipolar disorder	3	0.3
Bipolar disorder and anxiety	1	0.1
Bipolar disorder, depression, and anxiety	3	0.3
Depression	27	2.0
Depression, anxiety, obsessive-compulsive disorder	6	0.6
Depression, anxiety, gender dysphoria	1	0.1
Depression, anxiety, alexithymia	1	0.1
Anxiety, depression, PTSD	2	0.2
PTSD	4	0.4
Psychosis, depression, anxiety	1	0.1
GAD, major depressive disorder (MDD), borderline personality disorder	1	0.1
Physical/mobility condition that affects walking	**20**	**1.7**
Text responses:		
Arthritis	2	0.2
Back surgeries	1	0.1
Bad hip	1	0.1
Cerebral palsy	2	0.1
Chronic pain	1	0.1
Disk rupture	1	0.1
Lower back pain	1	0.1
Right leg prosthesis	1	0.1
Runner's knee	1	0.1
Sciatic nerve damage	1	0.1
Torn ACL	1	0.1
Physical/mobility condition that does not affect walking	**10**	**0.9**
Text responses:		
Back pain	1	0.1
Chronic pain	2	0.2
Chronic migraines	1	0.1
Hypothyroidism	1	0.1
Labral and rotator cuff tear	1	0.1
Sensory processing disorder	1	0.1
Speech/communication condition	**17**	**1.5**
Text responses:		
Auditory processing disorder	2	0.2
English as second language	2	0.2

	n	%
Stutter	1	0.1
Lisp	2	0.2
Stammer	1	0.1
Other	21	
Text responses:		
Addiction	2	0.2
Anxiety	1	0.1
Apnea	1	0.1
Carpal tunnel syndrome	1	0.1
Color blindness	1	0.1
Culture/cultural shock/cultural gaps in understanding	3	0.3
Circadian rhythm disorder	1	0.1
Dysgraphia	1	0.1
Dyslexia	1	0.1
PTSD, depression, anxiety	1	0.1
Tinnitus	1	0.1
None of the above	781	68

Table 1.15 Ability status

Substantial care-giving responsibilities	n	%
No care-giving responsibilities	1054	91.7
Children under 18	55	4.8
Children over 18 but still dependent (i.e., in college, has disability)	13	1.1
Independent adult children	7	0.6
Partner who is sick or has a disability	5	0.4
Senior or other family member	22	1.9
Other (e.g., pregnant, expectant partner, adoption pending)	14	1.2

Table 1.16 Substantial care-giving responsibilities

Care-giving responsibilities text responses	n	%
Dog	2	0.2
Partner's son	1	0.1
Pregnant	3	0.3
Partner's mother	1	0.1
Sibling over 18 with disability	1	0.1
Siblings	1	0.1
Unemployed husband	1	0.1
Wife is pregnant	1	0.1

Table 1.16a Care-giving responsibilities text responses

Active Military and Veteran Status	n	%
Active member of uniformed services in the U.S.	0	0
Previously served in the uniformed services	12	1.0%
If previously served, what branch:		
Army	7	0.6
Navy	1	0.1
Marine Corps	2	0.2
Coast Guard	2	0.2

Table 1.17 Active military and veteran status domestic students

Veteran status international students	n	%
Previously served in uniformed services in another country	7	0.6
If previously served, what uniformed service:		
Korea	1	0.1
Malaysian National Service Program	1	0.1
National Service Program	1	0.1
6 Deployments	1	0.1
Taiwan	1	0.1

Table 1.17a Veteran status international students

Political views	n	%
Far left	99	10.1
Liberal	411	42
Moderate	325	33.2
Conservative	133	13.6
Far right	11	1.1

Table 1.18 Political views, domestic students only

Citizenship Status	n	%
U.S. citizen	955	83.1
Permanent resident	23	2.0
Visa holder	169	14.7
Other legally documented status	1	0.1
Undocumented resident	1	0.1

Table 1.19 Citizenship status

Country of Origin for International Students						
	n	%			n	%
Azerbaijan	1	.6		Vietnam	1	.6
Belgium	1	.6		Venezuela	2	1.2
Brazil	7	4.1		Total	169	
Cambodia	1	.6				
Canada	5	3.0				
China	77	45.6				
Colombia	3	1.8				
Ethiopia	1	.6				
France	1	.6				
Germany	3	1.8				
Ghana	3	1.8				
Honduras	1	.6				
Hong Kong	1	.6				
India	17	10.1				
Indonesia	1	.6				
Iran	3	1.8				
Japan	3	1.8				

Jordan	1	.6				
Korea	7	4.1				
Kosovo	1	.6				
Lebanon	1	.6				
Malawi	1	.6				
Malaysia	5	3.0				
Mali	1	.6				
Mexico	2	1.2				
Nepal	2	1.2				
Nigeria	1	.6				
Philippines	1	.6				
Poland	1	.6				
Saudi Arabia	1	.6				
Sri Lanka	2	1.2				
Taiwan	7	4.1				
Thailand	1	.6				
Trinidad & Tobago	1	.6				
Turkey	1	.6				

Table 1.20 Country of origin for international students

Language(s) spoken at home	*n*	%
English only	829	72.1
English and another language	208	18.1
Only another language	112	9.7

Table 1.21 Language(s) spoken in home

Language(s) spoken at home	*n*	%	Language(s) spoken at home	*n*	%
Traditional/tribal language	1	0.1	Konkani, Hindi	1	0.1
Akan, Ewe, Ga, French	1	0.1	Korean	10	.8
Albanian	2	0.2	Korean, Chinese	1	0.1
American sign language	1	0.1	Korean, Japanese	1	0.1
Arabic	3	0.3	Korean, Spanish	1	0.1
Amharic	1	0.1	Mandarin	20	1.7
Anishinaabemowin	1	0.1	Malay	3	0.3
Bahasa	1	0.1	Malay, Arabic	1	0.1
Bahasa Malaysia	1	0.1	Malayalam	1	0.1
Bengali	2	0.2	Mandarin, Cantonese	1	0.1
Cantonese	10	0.8	Mandarin, Taiwanese	1	0.1
Chichewa	1	0.1	Nepali	2	0.2
Chinese, unspecified	1	0.1	Persian	4	0.4
Chinese, German	2	0.2	Polish	1	0.1
Chinese, Cantonese	1	0.1	Portuguese	7	0.7
Chinese, Taiwanese	1	0.1	Punjabi	2	0.2
Dutch	2	0.2	Russian	1	0.1
Ebonics	1	0.1	Russian, Azerbaijani, Turkish	1	0.1
Edo	1	0.1	Samoan	1	0.1
Farsi	1	0.1	Sinhala	1	0.1
Filipino	1	0.1	Spanish	47	4.0

Language	n	%	Language	n	%
French	8	0.8	Spanish, French	1	0.1
French, Arabic	1	0.1	Tagalog	1	0.1
French, Flemish	1	0.1	Tamil	2	0.2
Chinese, German, Quenyin	1	0.1	Tamil, Hindi, Kannada	2	0.2
German	12	1.0	Telugu	3	0.3
Gujarati	2	0.2	Telugu, Hindi	2	0.2
Hausa Akan	2	0.2	Turkish	3	0.3
Hebrew	1	0.1	Twi	2	0.2
Hindi	11	0.9	Twi, Akan	1	0.1
Hindi, Malayalam	1	0.1	Urdu	1	0.1
Hmong	1	0.1	Urdu, Punjabi	1	0.1
Italian	2	0.2	Vietnamese	5	0.5
Japanese	3	0.3	Yoruba	1	0.1
Japanese/Nipponese	1	0.1	Zulu	1	0.1
Khmer	1	0.1			

Table 1.21a Language(s) spoken in homes other than English

Dependency status	n	%
Dependent	791	68.8
Independent	358	31.2

Table 1.22 Currently dependency status

Dependent student family yearly income	n	%
Under $10,000	95	8.3
$10,000-29,000	244	21.2
$30,000-44,999	135	11.7
$45,000-59,999	134	11.7
$60,000-100,000	277	24.1

$100,000
    Specified amount range:
    $100,000-800,000
	264	23.0

Table 1.23 Dependent student family yearly income

How many individuals share above income	n	%
M=3.35, SD=1.72		
0	28	2.4
1	180	15.7
2	157	13.7
3	213	18.6
4	298	26.0
5	166	14.5
6	71	6.2
7	17	1.5
8	8	0.7
9	7	0.6
10	1	0.1
11	1	0.1

Table 1.23a Number of people sharing income

Former foster care youth status	n	%
Yes	3	4.2
No	68	95.8
Valid responses	71	

Table 1.24 Former foster care youth

State residency status	n	%
Michigan	702	61.1
Other U.S. State	224	19.5
Outside the U.S.	223	19.4

Table 1.25 Student Residency Status

On/Off Campus Housing	n	%
Off campus	556	48.3
On campus	589	51.2
Someplace else Kellogg Biological Station	10	0.9

Table 1.26 Housing location on/off campus

Type of off campus housing	n	%
Apartment/condo	395	34.4
Single family home-rented	90	7.8
Home/condo-owned	68	5.9

Table 1.26a Type of off campus housing

Highest Level of Parental Education	M	SD
Parent/Guardian/Care-giver 1	6.53	2.65
Parent/Guardian/Care-giver 1	6.30	2.72

Table 1.27 Parental education

Highest Level of Parental Education-Parent/Guardian/Care-Giver 1	n	%
No high school	31	2.7
Some high school	38	3.3
Completed high school/GED	132	11.5
Some college	143	12.4
Business/Technical certificate/degree	34	3.0
Associate's degree	67	5.8
Bachelor's degree	328	28.5
Some graduate work	35	3.0
Master's degree	212	18.5
Doctoral degree	55	4.8
Professional degree	61	5.3
Unknown	13	1.1

Table 1.27a Parental Education-Parent/Guardian/Care-giver 1

Highest Level of Parental Education-Parent/Guardian/Care-Giver 2	n	%
No high school	32	2.8
Some high school	47	4.1
Completed high school/GED	162	14.1
Some college	132	11.5
Business/Technical certificate/degree	49	4.3
Associate's degree	82	7.1
Bachelor's degree	329	28.6
Some graduate work	28	2.4
Master's degree	175	15.2
Doctoral degree	31	2.7
Professional degree	39	3.4
Unknown	43	3.7

Table 1.27b Parental Education-Parent/Guardian/Care-giver 2

Student Organization Involvement (Type)	n	%
Academic	567	49.3
Military	9	0.8
Grad/Professional	228	19.8
Media	50	4.4
Cultural/Diversity	243	21.1
Political	73	6.4
Religious	129	11.2
Service	210	18.3
Sports & Leisure	225	19.6
Women's Interest	74	6.4
Honorary	63	5.5
Environment	70	6.1
Personal support	63	5.5
Social Greek Fraternity/Sorority	88	7.7

Table 1.28 Involvement

Student Employment	n	%
On campus	606	52.7
Off campus	184	16.0
Not employed	403	35.1

Table 1.29 Student work on/off campus

Student Employment-Hours Works	n	%
10 or less hours/week	9	0.8
11-20 hours/week	14	1.2
20-30 hours/week	12	1.0
31-40 hours/week	3	0.3
40+ hours/week	4	0.3

Table 1.30 Student work on/off campus (substantial missing data)

CAMPUS CLIMATE ASSESSMENT FINDINGS

Survey Item	M	SD
Overall, how comfortable are you with the climate at MSU?	2.17	0.93
Overall, how comfortable are you with the climate in your program/department/college/school/clinic?	2.13	1.06
Overall, how comfortable are you with the climate in your classes?	2.04	0.84
Overall, how safe do you feel on campus (including physical, mental, and emotional safety)?	2.04	0.84

Table 2.0 Overall perceptions of campus climate and safety

	WoC		MoC	
Survey Item	M	SD	M	SD
Overall, how comfortable are you with the climate at MSU?	2.42	1.03	2.39	1.01
Overall, how comfortable are you with the climate in your program/department/college/school/clinic?	2.37	1.21	2.35	1.20
Overall, how comfortable are you with the climate in your classes?	2.26	0.92	2.27	0.92
Overall, how safe do you feel on campus (including physical, mental, and emotional safety)?	2.25	0.95	2.25	0.94

Table 2.0a Overall ratings of campus climate and safety for Women and Men of Color, higher ratings indicate less comfort or safety

	LGBQoC		TGNCoC	
Survey Item	M	SD	M	SD
Overall, how comfortable are you with the climate at MSU?	2.35	0.98	2.42	1.02
Overall, how comfortable are you with the climate in your program/department/college/school/clinic?	2.33	1.71	2.39	1.24
Overall, how comfortable are you with the climate in your classes?	2.20	0.89	2.27	0.91
Overall, how safe do you feel on campus (including physical, mental, and emotional safety)?	2.22	0.89	2.27	0.94

Table 2.0b Overall ratings of campus climate and safety for LGBQ People of Color, TGNC People of Color (TGNCoC=trans and gender non-conforming People of Color) higher ratings indicate less comfort or safety

Survey Item	Overall comfort with campus climate		Climate in program/dpt		Classroom climate		Overall safety	
	n	%	n	%	n	%	n	%
Very comfortable	247	21.5	314	27.3	288	25.1	284	24.7
Comfortable	591	51.4	551	48.0	602	52.4	622	54.1
Neither comfortable/uncomfortable	199	17.3	178	15.5	191	16.6	168	14.6
Uncomfortable	87	7.6	59	5.1	57	5.0	63	5.5
Very uncomfortable	25	2.2	25	2.2	11	1.0	12	1.0
No basis to answer	–	–	22	1.9	–	–	–	–

Table 2.0c Overall ratings of campus climate and safety by comfort level (Dpt=department)
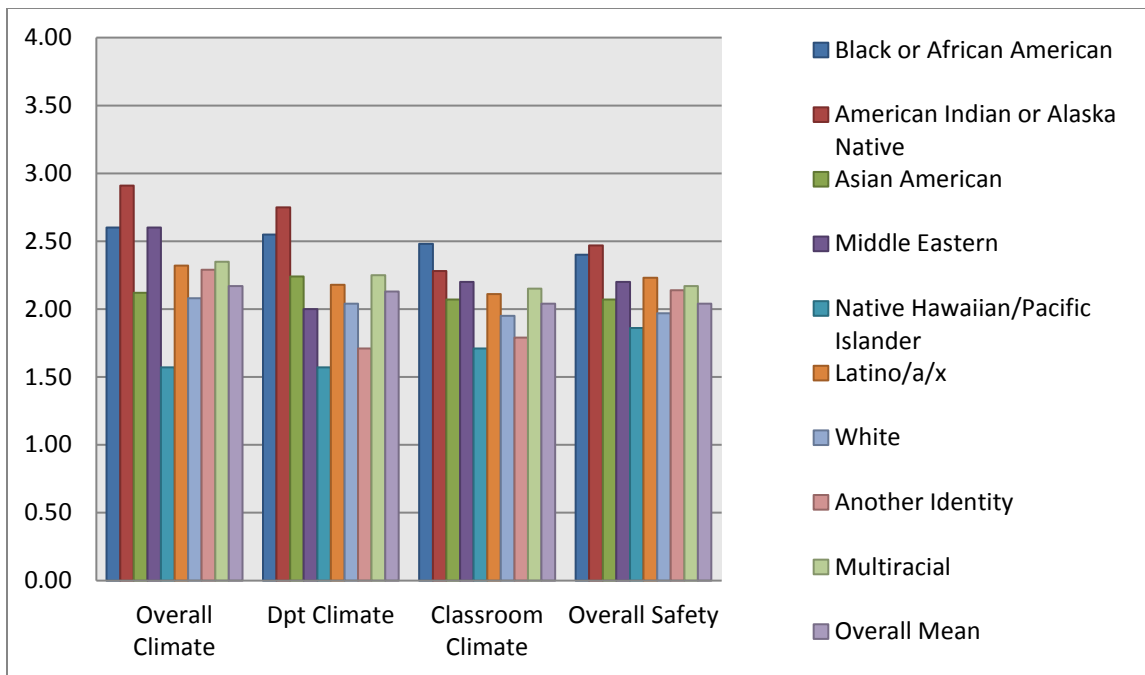
Figure 2.1 Overall ratings of climate by racial and ethnic group (Dpt=department) Note: higher rankings correspond with less comfort or safety
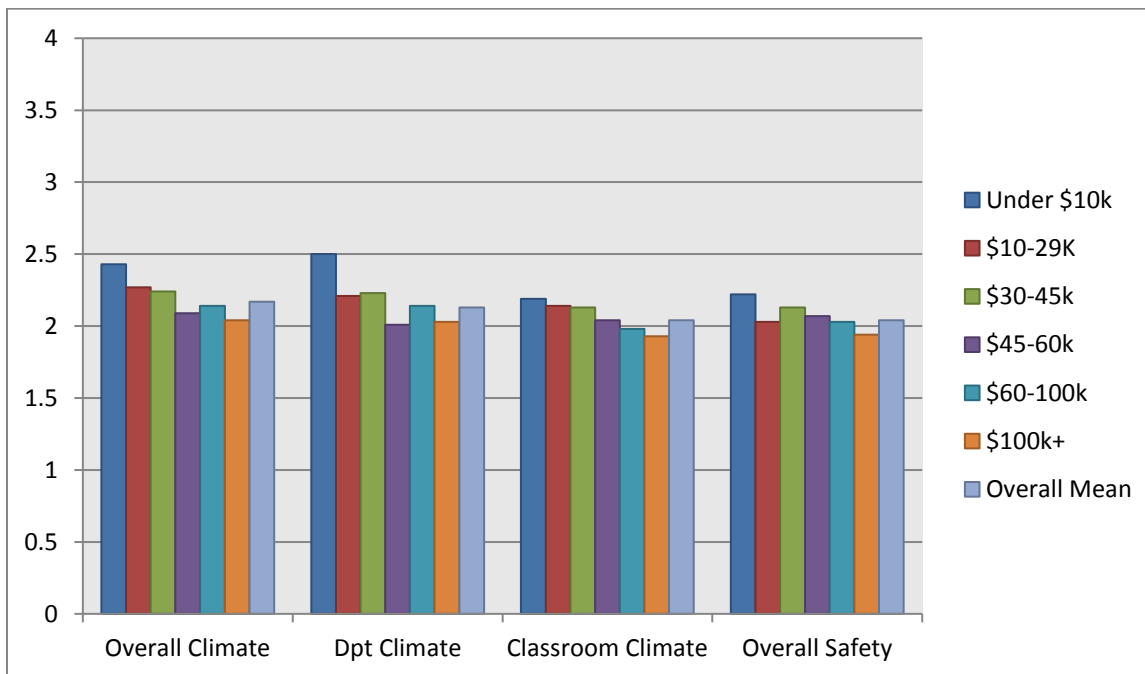

Figure 2.2 Overall ratings of climate by estimated family income (Dpt=department) Note: higher rankings correspond with less comfort or safety
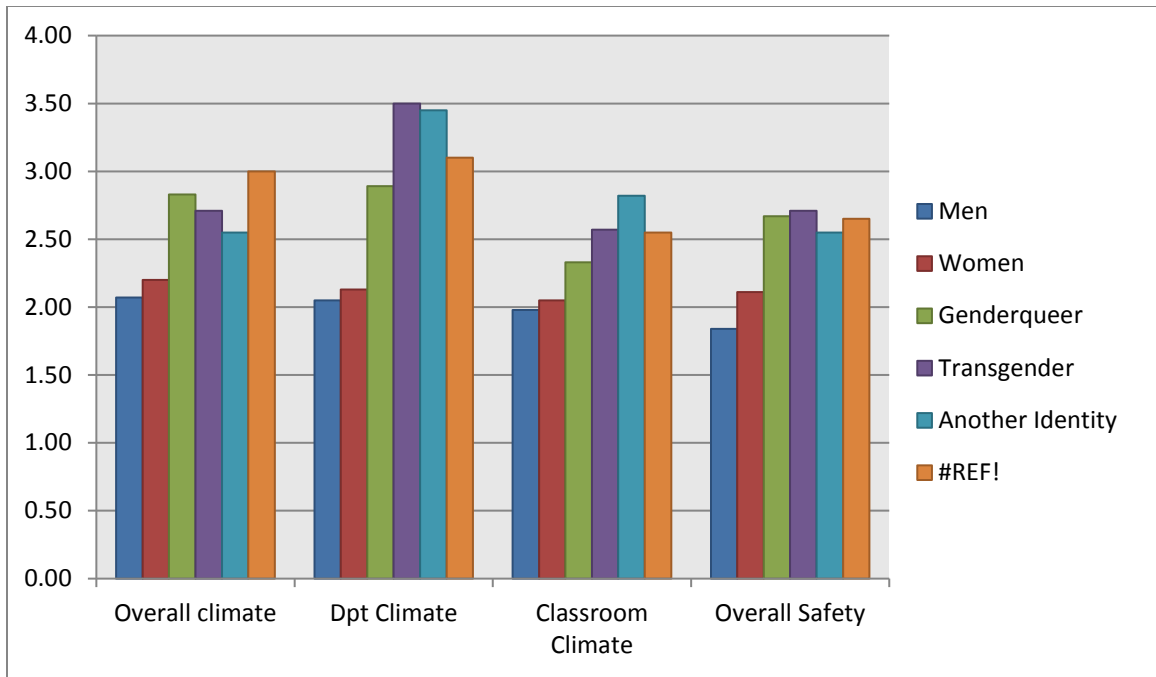
Figure 2.3 Overall ratings of climate by gender (Dpt=department) Note: higher rankings correspond with less comfort or safety
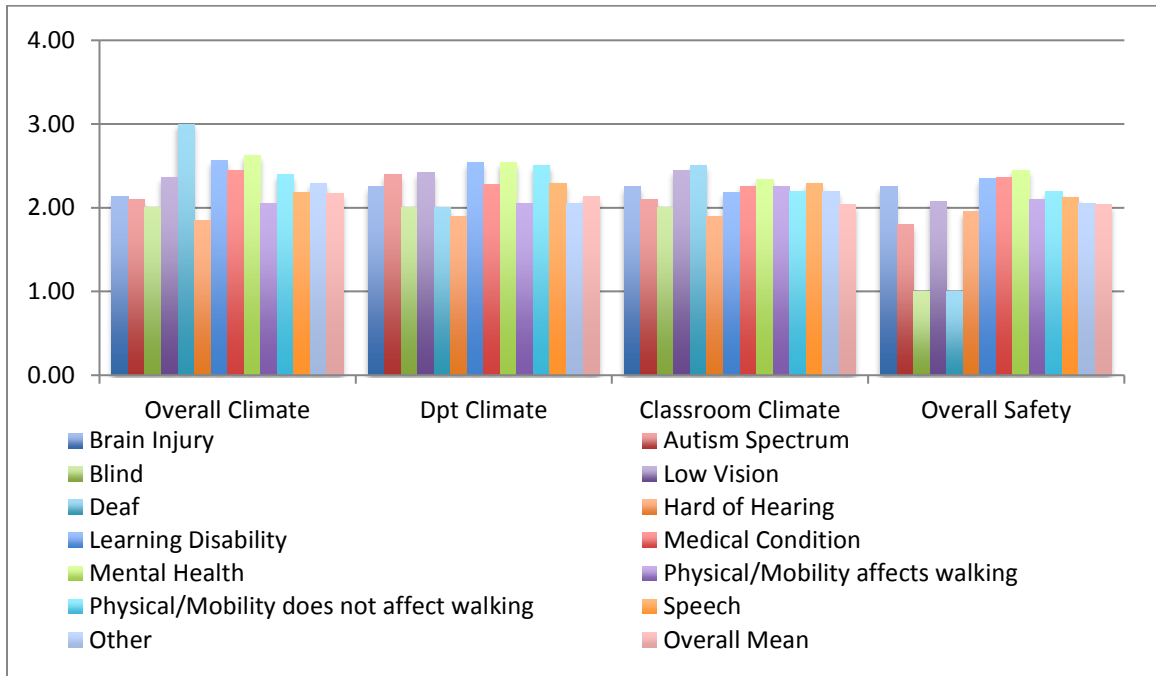

Figure 2.4 Overall ratings of climate by ability status (Dpt=department) Note: higher rankings correspond with less comfort or safety
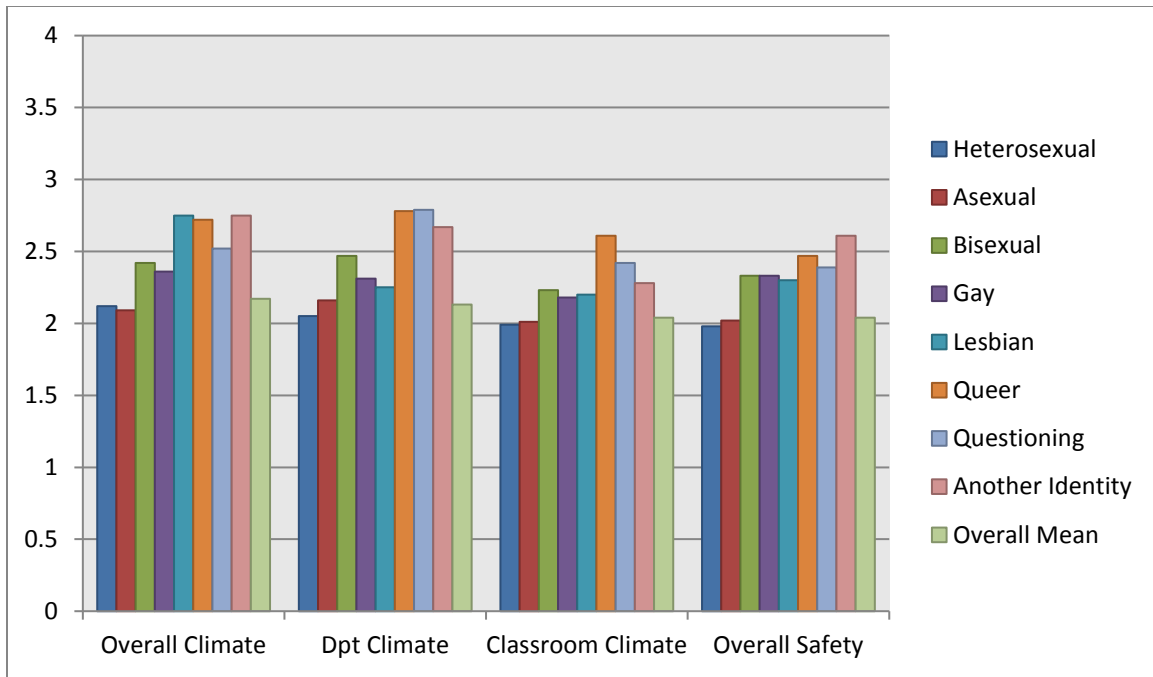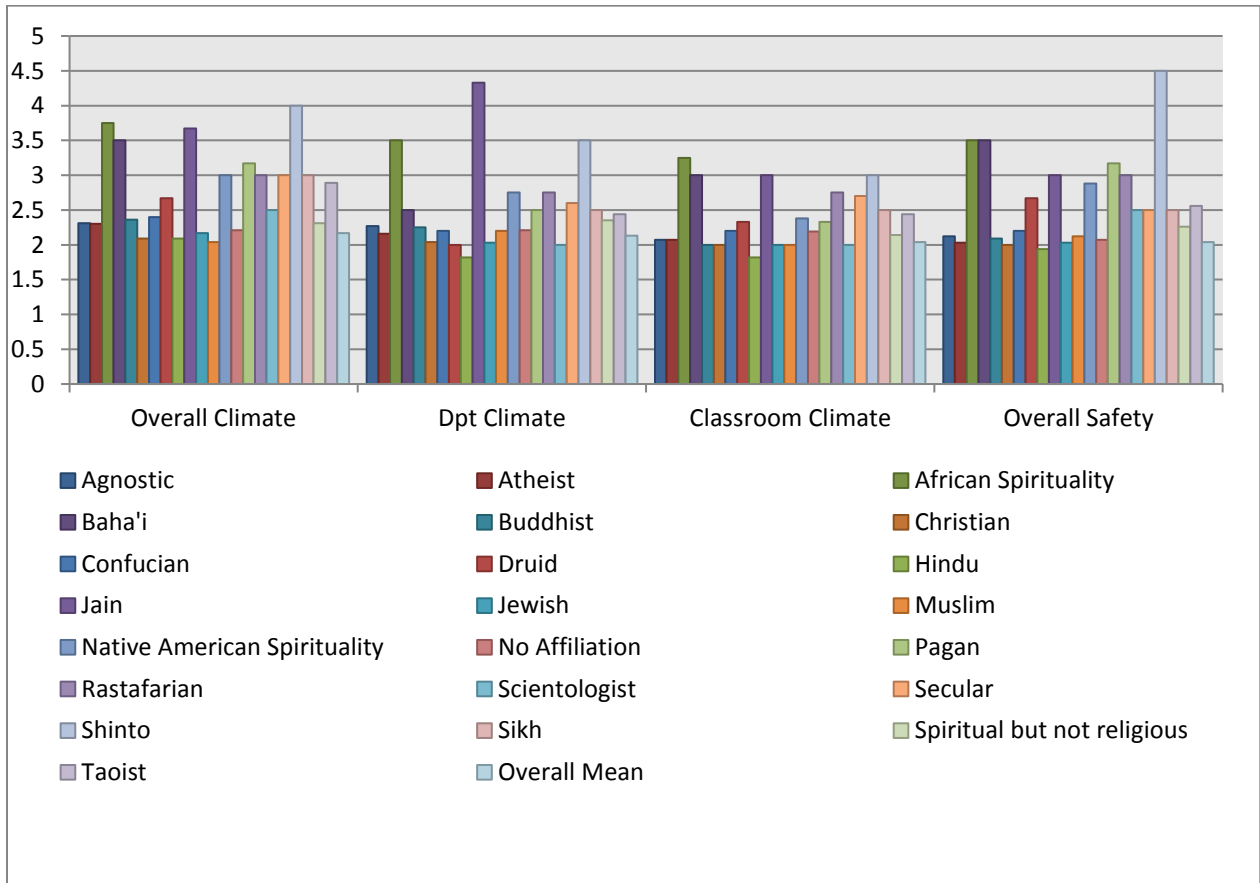
Figure 2.5 Overall ratings of climate by sexual orientation (Dpt=department) Note: higher rankings correspond with less comfort or safety

2.6 Overall ratings of climate by religious identity (Dpt=department) Note: higher rankings correspond with less comfort or safety

Intention to depart & reasons

Survey Item	In the last year, have you seriously considered leaving MSU?	
	n	%
Yes, for academic reasons	104	9.1
Yes, for financial reasons	120	10.4
Yes, for personal reasons	153	13.3
Yes, for social reasons	86	7.5
No	840	73.1

Table 2.7 Intention to depart and reasons why

Illustrative comments from students about intention to depart (open-ended comments on survey)
Hostile racial climate
CJ 110 has implied that black men are gang members using wrong photos while talking about gangs. JMC has a class on the American dream that doesn't address slavery in America's history. Simon shrugs when bringing this up. Simon makes more than whole departments' budgets.
As a social work student on campus, I really struggled feeling as though campus administrators had anything to offer me after sitting through race-dialogues on campus. I felt as though the dialogues were handled without empathy or caring for the wellbeing of students. It was extremely disturbing, especially from the lens of a social worker committed to social justice and addressing institutional racism and violence. To see violence enacted through a lack of empathy or compassion from school administrators as disturbing, and really caused me to question whether MSU was the place for me, and whether it had anything to teach me.
As I work in a research lab of multicultural people, I feel my professor is biased towards other students. I thought of changing my research advisor but the problem is, if I stay in this department, he/she can influence other professors. Again, we have to take the mandatory courses under that professor. So, it is a problem of cultural difference.
It doesn't help that the campus is full of covert racism.
Discrimination based on race. Nothing overt. Rather, it was constant microaggressions.
I considered transferring to an HBCU to escape the strange glares and ugly comments my peers spew at me about my hair or something I have said to defend my ethnic group in class. This is just one reason of many.
I did not feel neither safe or unsafe. In certain situations, I felt included and wanted. In other situations, I felt like students did not want me in their classrooms. White students have made comments about my race and intellect on many different occasions in classrooms. The black experience is not the same as the white students and I personally do not feel like the university as a whole cares. It's all about money, not about ensuring EVERY students safety regardless of color or religion. I also do not like the mistreatment of Muslim students on this campus. It is not fair. We all come to college to learn and better ourselves. Black students at PWIs are not the exception. Latino students at PWIs are not the exception. The way we are treated in some environments is not fair.
I think the climate here is not that good. Some students here are not kind to the International students. A lot of people would use Yik Yak or some similar anonymous social media to bully others. […]
MSU is both very white (few professors of color and students) but also functions by pushing hegemonic white supremacy ideology where people of color are silenced or pushed to assimilate. The walls of Erickson Hall are even adorned with predominately white folks (starting with the 1st floor century timeline by Sparty's and TIES).
Racism is a big part of my campus experience.
Students are very, very racist and no one in administration will do anything about it
Abusive faculty targeting students because they don't like that student's chair - I'm certainly not the only one dealing with this in the department. Have been to counseling center.
Department/program/college specific concerns
A majority of the teachers in the Engineering college were very rude and didn't care about how I did in my courses and I even had a teacher that refused to help me in a class because it was "too much work and he didn't want to do it". […]

I find that the faculty members in my graduate program are frequently unavailable to students and are generally are not invested in students. They don't frequently offer classes that are required for students to meet requirements. […]
I'm a computer science major primarily, and I also suffer some pretty severe mental health symptoms which even with RCPD are difficult to rectify in terms of academic performance. I've been struggling in classes for a long time now and frankly it comes across as MSU is far more interested in collecting tuition from me than actually helping me pursue my degree.
In many of my classes I've found the professors to be profoundly behind on social issues, saying things about race being biological, gender and sex being binary, excluding trans and non-binary people, saying ableist things as if they're okay-- all of which are unacceptable. In addition I think the classes don't focus enough on social issues and instead come from an old academic point of view. For example my Abnormal Psychology class (I dropped out of) was essentially teaching us how to diagnose mental illnesses rather than question what abnormal psych even is and what the DSM is good for.
MSU doesn't incorporate social justice thinking into classes well at all. Professors are not knowledgeable on issues queer and transgender students face. The Psychology program is very ableist, pathologizing and voyeuristic in terms of mental health and ability.
Nobody in my department cares about if a graduate student is financially well supported. I know other departments would make sure that a graduate student at the Ph. D. at least have half-time appointment. I was seriously considering leaving because I don't have enough financial support from my adviser nor from the department or the college. Also I was asked to work the same load as whoever is fully paid. It is not fair but I can't disagree with my adviser. I am worried if I did so, there may be troubles from conflicts with my adviser.
The environment at the law school is hostile. I felt uncomfortable going there. I have anxiety every day from the pressure that the school puts on you. People there want you to fail.
Sexual Assault/Misconduct
I have seen the lack of support that Michigan State University offers victims of sexual assault beyond the sexual assault center. This has been reflected by the Title IX Investigation, the individual lawsuit against the university and a number of other occurrences. I have a problem with giving my money to a school that doesn't listen to the problems that are going on and takes no action.
I was raped by another student in 2014 and the university took over a year to investigate and set sanctions for my rapist. During this time I was treated very poorly by staff at Student Life [names an administrator] who took my rapist's side in the matter and recommended he be only suspended for a year despite the fact that he admitted to penetrating me without my consent. Eventually several review boards and [an administrator] decided that he should be expelled, but by the time all was settled I had been forced to be on campus with him for over a year, I saw him frequently, and OIE and student life failed to take appropriate action in separating us on campus (he worked in the cafeteria next door to my dorm for about a year before anything was done to move him). Also, during this time I was harassed by my rapist's girlfriend and became afraid to meet people who may know him. This whole experience was so distressing to me that I attempted suicide several times, and I considered leaving the university.
I was raped three years ago and because of that, among other reasons, have a pretty serious mix of PTSD/MDD/GAD and campus is super cisheteronormative.
Rape culture on campus is particularly pervasive
Age discrimination
I am a non-traditional student. Although the university promotes diversity and inclusion, I firmly do not believe this ideology applies to older, non-traditional working adults. I have experienced discrimination on multiple occasions on the basis of my age.

Hostile climate for people with disabilities
For someone who has social anxiety, it's a very overwhelming place to be. Even for someone without anxiety, it's overwhelming and actually very hard to meet new people, especially transferring in for the second semester. Also, it seems to me that MSU care a lot more about getting people's money than making sure students have what they need to get their education.
I am not currently considering leaving the institution, but I seriously considered it for some time. I dealt with both major illness and injury during my time as a student with minimal support. I have been subject to institutional policy that seemed meant to chase me (and other students like me) out when the university instituted dissertation credit caps with no grandfathering policy and minimal communication with students. Finally, my GA funding was cut in late May. Because some graduate students are value more by both my department and, especially, my college, some of us never get access to what others get all the time. The issue isn't necessarily climate because of a protected identity (race, religion, etc.) but rather climate in terms of how graduate students are valued and treated.
I struggle with mental health issues, and the attitude towards non-white male students from both faculty, students, and security can be extremely frustrating and depressing
I suffer from several illnesses both physical and mental including: PTSD, Severe Anxiety, Depression, Fibromyalgia, and Celiac's. Any of these illnesses alone is difficult and can be debilitating but the combination of all of them is extremely overwhelming and difficult to manage at times. The university's policy for students with disabilities makes the process long and difficult and to a student like me who struggles to simply get out of bed some days it is simply overwhelming and not worth it. Each of my first 3 years spent here I struggled with getting diagnoses for 5 different illnesses. The true impact that mental illnesses can have on a student is extremely downplayed. More importantly, professors are not very understanding of students who are working on finding a diagnosis. Many require that you register with the RCPD but the RCPD does not work with students with undiagnosed illnesses. This grey area allows students like me to fall through the cracks. Also, I work full time while going to school full time in order to cover the high cost of living, and extreme parking rates. This burden has caused me to seriously consider moving back home and finishing my degree at a more affordable university.
Everyone is so mean to me and I feel unsafe psychologically and physically. I can't leave my dorm without being harassed.
Unfriendly staff
MSU's culture is horrible. The staff here is not at all student friendly: all the undergrads complain about how horrible their academic advisors are, undergrads complain about how bus drivers are not nice and don't stop in the wintertime, go the residential restaurants and everyone looks miserable, all the front desk workers in the residence halls look miserable and never smile nor say "Hello!". This place (students and staff) care all about sports and one-up-ing each other. Which I understand, this place is so big everyone feels like they need to try so hard to impress one another - to make themselves known. […] A lot of the staff here are incompetent and only view their role as a 9-5 paycheck - they don't care about students. […] That's why I have considered leaving MSU, because I feel like my soul has died while being here.
Some of the staff at MSU are not the friendliest people.
Financial reasons
I considered leaving MSU because it is so expensive. Sometimes I wonder if I will be able to make my next semester payment.
COLLEGE SHOULDN'T BE A DEBT SENTENCE

Table 2.8 Reasons for considering leaving MSU

OVERALL INDICATIONS OF CLIMATE

Descriptive Statistics of overall perceived campus climate ratings for particular groups

Scale Item	M	SD
Friendly: Hostile	1.98	0.87
Cooperative: Uncooperative	2.12	0.92
Positive/negative for persons with disabilities	2.12	0.96
Positive/negative for LGB people	2.24	0.95
Positive/negative for Christians	2.05	0.96
Positive/negative for people of other faiths	2.43	1.03
Positive/negative for agnostic/atheist	2.29	0.97
Positive/negative for People of Color	2.46	1.51
Positive/negative for men	1.76	0.89
Positive/negative for women	2.20	1.05
Positive/negative for non-native English speakers	2.73	1.12
Positive/negative for immigrants	2.62	1.07
Positive/negative for non-U.S. citizens	2.62	1.09

Table 2.9 Means and standard deviations for perceived campus climate, ratings closer to 1 indicate more positive climate for that item

Descriptive Statistics of overall perceived campus climate ratings for particular groups

Scale Item	M	SD
Welcoming: not welcoming	1.99	0.92
Respectful: not respectful	2.15	0.99
Positive/negative for people with higher socio-economic status (SES)	1.77	0.89
Positive/negative for people with lower socio-economic status (SES)	2.61	1.14
Positive/negative for transgender people	2.64	1.09
Improving: regressing	2.16	0.96
Positive/negative for veterans and active military	1.97	0.89
Positive/negative for international students	2.61	1.17
Racist: not racist	2.72	1.17
Sexist: not sexist	2.57	1.15
Homophobic: not homophobic	2.48	1.07
Transphobic: not transphobic	2.62	1.15
Classist: not classist	2.54	1.15
Age biased: not age biased	2.16	1.05
Disability friendly: not disability friendly	2.18	1.05
Xenophobic: not xenophobic	2.66	1.17

Table 2.10 Means and standard deviations for perceived campus climate, ratings closer to 1 indicate more positive climate, except for racist: not racist and similar items, lower rating means more negative climate

	Men		Another Gender		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Overall climate*	2.07	0.97	2.22	0.91	0.16	-0.27, -0.041	-2.56	1147
College/dpt climate	2.05	1.04	2.16	1.06	0.11	-0.24, 0.02	-1.68	1147
Classroom climate	1.98	0.86	2.07	0.83	0.11	-0.19, 0.02	-1.65	1147
Overall safety*	1.84	0.85	2.13	0.82	0.35	-0.39, -0.18	-5.47	1147

Table 2.11 Independent samples *t-test* for overall campus climate by gender, higher mean corresponds with lower levels of comfort and safety on campus. Another gender includes women, genderqueer, transgender, another gender identity no specified. *Statistically significant at *p<.01.* Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

	Men		Another Gender		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Positive/negative for men	1.92	1.03	1.69	0.80	0.24	0.12, 0.34	4.09	1112
Positive/negative for non-native English speakers	2.61	1.11	2.79	1.12	0.16	-0.22, 0.04	-2.58	1112
Positive/negative for immigrants	2.47	1.08	2.69	1.06	0.21	-0.35, -0.08	-3.23	1112
Not racist/racist	2.51	1.16	2.81	1.17	0.25	-0.45, -0.15	-3.97	1107
Not sexist/sexist	2.37	1.14	2.67	1.14	0.26	-0.45, -0.15	-4.06	1108
Not transphobic/transphobic	2.49	1.17	2.68	1.13	0.16	-0.33, -0.04	-2.53	1107
Disability friendly/not friendly	2.03	1.04	2.24	1.05	0.20	-0.34, -0.07	-3.07	1107
Not xenophobic/xenophobic	2.49	1.15	2.75	1.17	0.22	-0.41, -0.11	-3.45	1108

Table 2.11a Independent samples *t-test* for specific aspects of the campus climate, by gender. Higher mean corresponds with higher levels of racism, sexism, xenophobia, transphobia on campus. Another gender includes women, genderqueer, transgender, another gender identity no specified. Only statistically significant results appear and are at *p<.01* level. Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

	White		People of Color[7]		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Overall climate*	2.08	0.90	2.32	0.94	0.26	-0.35, -0.13	-4.31	1147
College/dpt climate*	2.04	1.05	2.26	1.05	0.21	0.06, -0.34	-3.42	1147
Classroom climate*	1.95	0.81	2.19	0.86	0.29	0.50, -0.34	-4.90	1147
Overall safety*	1.97	0.81	2.15	0.87	0.21	0.50, -0.29	-3.74	1147

Table 2.12 Independent sample t-test for overall campus climate by race and ethnicity, higher mean corresponds with lower levels of comfort and safety on campus. Person of color identities included. *Statistically significant at *p<0.01.* Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

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[7] For the purposes of these analyses, all respondents who did not exclusively select white as a racial ethnic identity were categorized as People of Color.

	White		People of Color		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Cooperative/not cooperative	2.06	0.88	2.22	0.96	0.17	-0.26, -0.05	-2.79	1111
Friendly/hostile	1.91	0.82	2.09	0.93	0.21	-0.29, -0.83	-3.52	1112
Welcoming/Not welcoming	1.92	0.89	2.10	0.95	0.20	-0.30, -0.07	-3.29	1112
Positive/negative for People of Color	2.36	1.08	2.61	1.24	0.22	-0.39, -0.11	-3.56	1107
Not racist/racist	2.65	1.13	2.82	1.24	0.14	-0.32, -0.03	-2.44	1107

Table 2.12a Independent samples *t-test* for specific aspects of the campus climate by race and ethnicity, higher mean corresponds with higher levels of racism, not cooperation, less welcoming, and negativity towards people of color on campus. People of color included Asian, African American, Black, Middle Eastern, Latino/a/x, and Native Hawaiian. Only statistically significant results appear and are at *p<.01* level. Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

	Heterosexual		Another Sexual Orientation		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Overall climate*	2.12	0.91	2.37	0.95	0.27	-0.38, -0.12	-3.87	1147
College/dpt climate*	2.05	1.02	2.38	1.15	0.30	-0.47, -0.18	-4.37	1147
Classroom climate*	1.99	0.81	2.23	0.90	0.28	-0.36, -0.13	-4.22	1147
Overall safety*	1.98	0.83	2.25	0.85	0.32	-0.38, -0.15	-4.54	1147

Table 2.13 Independent samples *t-test* for overall campus climate by sexual orientation, higher mean corresponds with lower levels of comfort and safety on campus. *Statistically significant at *p<.01.* Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

NOTE: There were no statistically significant differences in ratings of campus climate based on student status as an undergraduate or graduate student.

	Traditional Age		Over 22		Cohen's d	95% CI for the mean	t	df
	M	SD	M	SD				
Overall climate*	2.13	0.90	2.24	0.96	0.12	-0.22, 0.00	-1.89	1147

Table 2.13a Independent samples *t-test* for overall campus climate by traditional age, higher mean corresponds with lower levels of comfort and safety on campus. *Statistically significant at *p<.01.* Cohen's *d* indicates the effect size. Other items related to overall climate did not show statistically significant differences. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

NOTE: There are statistically significant differences between Women of Color's ratings of overall campus climate and people who are not Women of Color, but the effect sizes are small in each instance.

	Heterosexual		Another Sexual Orientation		Cohen's *d*	95% CI for the mean	t	df
	M	SD	M	SD				
Positive/negative for people with disabilities	2.03	0.92	2.43	1.07	0.40	-0.53, -0.26	-5.74	1112
Positive/negative for LGB people	2.19	0.93	2.43	1.01	0.25	-0.38, -0.11	-3.63	1112
Positive/negative for people of non-Christian faiths	2.35	1.00	2.72	1.08	0.35	-0.52, -0.23	-5.09	1111
Positive/negative for People of Color	2.38	1.13	2.72	1.18	0.30	-0.50, -0.17	-4.10	1111
Positive/negative for women	2.12	1.02	2.49	1.13	0.34	-0.52, -0.22	-4.92	1112
Positive/negative for non-native English speakers	2.66	1.11	2.98	1.13	0.28	-0.48, -0.17	-4.07	1112
Positive/negative for immigrants	2.56	1.05	2.82	1.11	0.24	-0.42, -0.12	-3.51	1112
Positive/negative for non U.S. Citizens	2.56	1.08	2.83	1.11	0.24	-0.43, -0.12	-3.50	1112
Positive/negative for people of lower SES	2.52	1.13	2.88	1.15	0.32	-0.52, -0.20	-4.42	1112
Positive/negative for transgender people	2.83	1.03	3.02	1.22	0.17	-0.63, -0.33	-6.22	1111
Not racist/racist	2.64	1.18	2.99	1.14	0.30	-0.52, -0.18	-4.16	1107
Not sexist/sexist	2.48	1.12	2.90	1.20	0.36	-0.58, -0.26	-5.19	1108
Not homophobic/homophobic	2.37	1.04	2.83	1.13	0.42	-0.61, -0.31	-6.00	1108
Not transphobic/transphobic	2.49	1.08	3.08	1.25	0.50	-0.75, -0.43	-7.27	1107
Not classist/classist	2.43	1.11	2.92	1.19	0.55	-0.65, -0.33	-6.00	1108
Disability friendly/not friendly	2.07	0.98	2.56	1.20	0.42	-0.65, -0.35	-6.65	1107
Not xenophobic/xenophobic	2.59	1.16	2.92	1.18	0.28	-0.50, -0.17	-4.02	1108

Table 2.13b Independent samples *t-test* for specific aspects of the campus climate by sexual orientation. Higher mean corresponds with higher levels of racism, sexism, xenophobia, transphobia on campus. Another gender includes women, genderqueer, transgender, another gender identity no specified. Only statistically significant results appear and are significant at *p<.01* level. Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

	No disability		Has disability		Cohen's *d*	95% CI for the mean	t	df
	M	SD	M	SD				
Overall climate*	2.06	0.89	2.41	0.96	0.38	-0.46, -0.23	-6.01	1147
College/dpt climate*	2.01	0.96	2.37	1.22	0.33	-0.48, -0.22	-5.35	1147
Classroom climate*	1.94	0.80	2.26	0.88	0.38	-0.42, -0.21	-6.06	1147
Overall safety*	1.94	0.81	2.25	0.87	0.37	-0.42, -0.21	-5.98	1147

Table 2.14 Independent sample t-test for overall campus climate by ability status, higher mean corresponds with lower levels of comfort and safety on campus. *Statistically significant at *p<.01.* Cohen's *d* indicates the effect size. Generally, the cut points for a small effect size are 0.2=small, 0.5=medium, and 0.8=large.

Self-identified race or ethnic identity	Different racial and ethnic groups rating campus climate for other racial and ethnic groups															
	African American Black		American Indian/Alaskan Native		Asian/Asian American		Hispanic/Latino/a		Middle Eastern/South Asian/North African		Pacific Islander		White		International	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Black or African American	2.99	1.32	3.52	1.76	3.21	1.57	3.17	1.52	3.37	1.57	3.69	1.80	1.99	1.40	3.23	1.45
American Indian or Alaska Native	3.50	1.23	3.57	1.55	3.50	1.38	3.43	1.38	3.87	1.57	3.67	1.67	1.80	1.30	3.70	1.26
Asian American	3.36	1.69	3.88	1.89	3.13	1.25	3.52	1.78	3.43	1.67	3.79	1.90	2.07	1.51	3.26	1.34
Middle Eastern	3.80	1.48	3.90	2.08	3.40	1.35	3.70	1.57	2.80	1.03	3.70	2.00	1.70	1.57	3.30	1.16
Native Hawaiian or Pacific Islander	2.50	1.87	3.33	2.16	2.83	1.72	3.00	2.37	3.17	2.32	2.17	1.94	2.17	1.94	2.83	1.94
Latino/a/x	3.32	1.63	3.55	1.87	3.41	1.67	2.86	1.33	3.48	1.74	3.59	1.87	1.84	1.20	2.96	1.45
White	2.92	1.61	3.36	1.94	3.20	1.58	3.02	1.72	3.24	1.71	3.32	1.94	1.79	1.11	3.19	1.54
Another identity	3.08	0.95	3.69	1.75	3.38	0.96	3.23	1.09	2.92	0.76	3.38	1.66	2.08	0.76	3.15	1.21
Overall Mean	2.94	1.60	3.36	1.92	3.11	1.54	3.04	1.69	3.25	1.70	3.41	1.92	1.89	1.24	3.08	1.49

Table 2.15 Means and standard deviations for campus climate ratings for particular racial and ethnicity groups. Sample item: How would you rate the climate at MSU for persons from the following racial/ethnic backgrounds?

Academic Experiences at MSU

Survey Item	Overall		Men		Another gender		White		People of Color	
	M	SD	M	SD	M	SD	M	SD	M	SD
Performing to full potential	2.07	0.91	2.10	0.96	2.06	0.89	2.03	0.91	2.14	0.91
Courses are intellectually stimulating	1.91	0.77	1.93	0.78	1.90	0.76	1.91	0.78	1.91	0.76
Satisfied with academic experiences	2.06	0.87	2.07	0.94	2.05	0.84	1.98	0.83	2.18	0.92
Satisfied with intellectual development	1.90	0.80	1.93	0.87	1.88	0.76	1.83	0.76	2.00	0.85
Performed academically as well as anticipated	2.33	1.07	2.31	1.05	2.34	1.08	2.25	1.03	2.46	1.11
Positive influence on intellectual growth	1.86	0.80	1.89	0.87	1.85	0.76	1.79	0.78	1.97	0.82
Increased interest in intellectual matters	1.83	0.80	1.87	0.85	1.81	0.77	1.79	0.79	1.89	0.82

Table 3.0 Mean and standard deviations for quality of academic experiences by gender and race and ethnicity

	Overall		WoC		MoC		LGBQoC		TGNCoC	
Survey Item	M	SD	M	SD	M	SD	M	SD	M	SD
Performing to full potential	2.07	0.91	2.30	0.95	2.30	0.95	2.22	0.94	2.29	0.95
Courses are intellectually stimulating	1.91	0.77	1.93	0.75	1.92	0.74	1.94	0.76	1.95	0.75
Satisfied with academic experiences	2.06	0.87	2.29	0.96	2.27	0.96	2.20	0.92	2.28	0.95
Satisfied with intellectual development	1.90	0.80	2.00	0.84	1.98	0.84	1.96	0.82	2.01	0.84
Performed academically as well as anticipated	2.33	1.07	2.63	1.14	2.62	1.14	2.48	1.11	2.63	1.14
Positive influence on intellectual growth	1.86	0.80	2.01	0.85	2.02	0.86	1.95	0.83	2.01	0.85
Increased interest in intellectual matters	1.83	0.80	1.88	0.80	1.86	0.83	1.88	0.83	1.88	0.83

Table 3.0a Mean and standard deviations for quality of academics experiences for Women of Color, Men of Color, LGBQ People of Color, and Trans and Gender Non-conforming People of Color higher ratings is associated with more negative experiences

	Overall		No disability		Has disability		Heterosexual		Another sexual orientation	
Survey Item	M	SD	M	SD	M	SD	M	SD	M	SD
Performing to full potential	2.07	0.91	2.00	0.87	2.24	0.97	2.10	0.96	2.06	0.89
Courses are intellectually stimulating	1.91	0.77	1.86	0.74	2.01	0.83	1.93	0.78	1.90	0.76
Satisfied with academic experiences	2.06	0.87	1.97	0.82	2.26	0.94	2.07	0.94	2.05	0.84
Satisfied with intellectual development	1.90	0.80	1.87	0.80	1.97	0.79	1.93	0.88	1.88	0.76
Performed academically as well as anticipated	2.33	1.07	2.21	1.01	2.59	1.15	2.31	1.05	2.34	1.08
Positive influence on intellectual growth	1.86	0.80	1.79	0.76	2.01	0.86	1.89	0.87	1.85	0.76
Increased interest in intellectual matters	1.83	0.80	1.80	0.76	1.90	0.87	1.87	0.86	1.81	0.77

Table 3.0b Means and standard deviations for quality of academic experiences by sexual orientation and ability status

	Overall		Men		Another Gender		White		People of Color	
Survey Item	M	SD	M	SD	M	SD	M	SD	M	SD
Feel valued by faculty in classroom	2.17	0.93	2.14	0.96	2.18	0.91	2.15	0.95	2.19	0.88
Feel valued by other students in classroom	2.31	0.93	2.24	0.92	2.35	0.93	2.27	0.93	2.37	0.93
Faculty are concerned about my welfare	2.32	1.00	2.30	1.01	2.34	1.00	2.28	0.99	2.39	1.02
Staff/admin are concerned about my welfare	2.44	1.07	2.38	1.09	2.47	1.06	2.42	1.08	2.47	1.06
Faculty negatively pre-judge me	3.06	1.13	3.01	1.19	3.09	1.11	3.24	1.12	2.80	1.10
Campus climate encourages discussion of difficult ideas	2.32	1.04	2.23	1.06	2.36	1.04	2.28	1.02	2.38	1.07

Have faculty role models	2.11	0.96	2.17	1.02	2.09	0.93	2.06	0.97	2.20	0.95
Have staff/admin role models	2.43	1.06	2.50	1.06	2.39	1.06	2.40	1.09	2.46	1.01
Not enough faculty/staff I identify with	2.87	1.13	2.85	1.41	2.89	1.31	3.05	1.12	2.60	1.09
Similar opportunities for success as other students	2.09	0.90	2.08	0.98	2.09	0.86	1.95	0.80	2.30	1.00

Table 3.1 Means and standard deviations for classroom, faculty, and staff/admin relationships and dynamics by gender and race and ethnicity

	Overall		Heterosexual		Minoritized sexual orientation		Without disability		With disability	
Survey Item	M	SD	M	SD	M	SD	M	SD	M	SD
Feel valued by faculty in classroom	2.17	0.93	2.13	0.92	2.28	0.95	2.07	0.86	2.37	1.01
Feel valued by other students in classroom	2.31	0.93	2.27	0.92	2.45	0.94	2.20	1.01	2.54	0.98
Faculty are concerned about my welfare	2.32	1.00	2.30	1.00	2.41	1.00	2.24	0.96	2.50	1.06
Staff/admin are concerned about my welfare	2.44	1.07	2.41	1.06	2.55	1.09	2.36	1.04	2.62	1.12
Faculty negatively pre-judge me	3.06	1.13	3.09	1.14	2.98	1.10	3.11	1.13	2.96	1.13
Campus climate encourages discussion of difficult ideas	2.32	1.04	2.27	1.03	2.48	1.07	2.21	1.00	2.55	1.09
Have faculty role models	2.11	0.96	2.09	0.97	2.20	0.93	2.07	0.92	2.20	1.04
Have staff/admin role models	2.43	1.06	2.41	1.07	2.49	1.03	2.39	1.01	2.49	1.15
Not enough faculty/staff I identify with	2.87	1.13	2.92	1.13	2.72	1.14	2.93	1.10	2.75	1.18
Similar opportunities for success as other students	2.09	0.90	2.04	0.88	2.23	0.93	2.01	0.85	2.25	0.99

Table 3.1a Means and standard deviations for classroom, faculty, and staff/admin relationships and dynamics by sexual and ability

Survey Item: The classroom/learning environment is welcoming to students based on:	M	SD
Age	2.11	1.06
Ancestry	2.37	1.21
Place of origin	2.44	1.20
English language proficiency/accent	2.65	1.24
Ethnicity	2.51	1.19
Gender identity	2.47	1.21
Gender expression	2.52	1.23
Immigrant/citizenship status	2.57	1.26
International student status	2.65	1.27
Learning disability	2.52	1.31
Marital status	2.37	1.35
Medical conditions	2.46	1.33
Military/veteran status	2.33	1.22
Parental status	2.56	1.42
Participation in club/organization	2.22	1.22
Mental health	2.57	1.29

Physical characteristics	2.45	1.25
Physical disability	2.49	1.29
Political views	2.52	1.24
Race	2.59	1.25
Religious/spiritual views	2.53	1.21
Sexual orientation	2.50	1.21
Socioeconomic status	2.56	1.26

Table 3.2 Means and standard deviations of ratings of inclusion of particular groups in classrooms/learning environments

Survey Item:	M	SD
MSU has achieved a positive climate for diversity	2.45	1.18
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at MSU	2.70	1.42
Faculty are genuinely committed to promoting respect for and understanding of group differences at MSU	2.41	1.18
Channels for expressing discrimination or harassment complaints are readily available to students	2.81	1.49
Diversity is important at MSU	2.15	1.15
Diversity is important to me	1.71	0.98
Diversity is important in my department/program	2.21	1.26
I have had opportunities to provide input and feedback into efforts to improve MSU's administrative operations	2.78	1.45
I feel my input and feedback into efforts to improve MSU's administrative operations have been valued	3.18	1.57

Table 3.3 Means and standard deviations of ratings of diversity efforts at MSU, higher numbers indicate stronger disagreement

Survey Item:	Strongly agree		Agree		Neither agree/ disagree		Disagree		Strongly disagree		No basis to respond	
	n	%	n	%	n	%	n	%	n	%	n	%
MSU has achieved a positive climate for diversity	202	18.6	476	43.9	223	20.6	106	20.6	50	4.6	27	2.5
Top campus administrators are genuinely committed to promoting respect for and understanding of group differences at MSU	191	17.6	432	39.9	202	18.6	112	18.6	69	6.4	78	7.2
Faculty are genuinely committed to promoting respect for and understanding of group differences at MSU	197	18.2	518	47.8	204	18.8	92	18.8	35	3.1	39	3.4
Channels for expressing discrimination or harassment complaints are readily available to students	187	17.3	397	36.6	202	18.6	129	11.9	39	6.4	100	9.2
Diversity is important at MSU	326	30.1	483	44.6	149	13.7	63	5.8	40	3.7	23	2.1
Diversity is important to me	576	53.1	337	31.1	122	11.3	22	2.0	11	1.0	16	1.5
Diversity is important in my department/program	376	34.7	362	33.4	201	18.5	75	6.9	32	3.0	38	3.5

	n	%	n	%	n	%	n	%	n	%	n	%
I have had opportunities to provide input and feedback into efforts to improve MSU's administrative operations	190	17.5	397	36.6	189	17.4	161	14.9	63	5.8	84	7.7
I feel my input and feedback into efforts to improve MSU's administrative operations have been valued	148	13.7	281	25.9	271	25.0	137	12.6	103	9.5	144	13.3

Table 3.4 Frequency of responses to ratings of diversity efforts at MSU

To what extent do you agree that courses or course materials at MSU include sufficient perspectives and/or experiences of people based on their:	M	SD
Age	2.46	0.97
Ancestry	2.59	1.02
Place of origin	2.61	1.03
Educational level	2.47	1.00
English language proficiency/accent	2.64	1.02
Ethnicity	2.59	1.06
Gender identity	2.72	1.10
Gender expression	2.75	1.08
Immigrant/citizenship status	2.68	1.01
International student status	2.66	1.01
Learning disability	2.72	1.05
Marital status	2.59	0.97
Medical conditions	2.61	1.00
Military/veteran status	2.57	0.96
Parental status	2.60	0.95
Mental health	2.65	1.03
Physical characteristics	2.59	1.00
Physical disability	2.64	1.03
Political views	2.50	0.99
Race	2.57	1.11
Religious/spiritual views	2.63	1.02
Sexual orientation	2.69	1.06
Socioeconomic status	2.64	1.05

Table 3.5 Means and standard deviations for inclusivity of courses and course materials

Personal Experiences with Exclusion

Of the 1149 student respondents 331 experienced exclusion in the last year. Of those, 88 felt this interfered with their ability to be successful at MSU.

Survey Item	Response	n	%
In the past year, have you personally experienced any exclusionary behaviors?	Yes, but it did not interfere with my ability to succeed at MSU	243	21.1
	Yes, and it did interfere with my ability to success at MSU	88	7.7
	No	818	71.2

Table 4.0 Personal experiences with exclusion

Survey Item	Response	*n*	%
Conducted based on…	Academic performance	63	5.5
	Age	52	4.5
	Ancestry	45	3.9
	Place of origin	29	2.5
	Asia	1	0.1
	China	5	0.4
	Detroit	2	0.2
	India	1	0.1
	Iran	3	0.3
	Philadelphia	1	0.1
	S. Korea	1	0.1
	Discipline of study	42	3.7
	Educational level	24	2.1
	Perceived English language proficiency/accent	24	2.1
	Ethnicity	60	5.2
	Gender identity	67	5.8
	Gender expression	39	3.4
	Immigrant/citizenship status	8	0.7
	International student status	28	2.4
	Learning disability	11	1.0
	Marital status	7	0.6
	Medical condition	11	1.0
	Military/veteran status	3	0.3
	Parental status	5	0.4
	Participation in an organization or team	21	1.8
	Physical characteristics	41	3.6
	Physical disability	4	0.3
	Philosophical views	22	1.9
	Political views	32	2.8
	Pregnancy	2	0.2
	Mental health	43	3.7
	Race	96	8.4
	Religious/spiritual views	39	3.4
	Socio-economic status	44	3.8
	Sexual orientation	41	3.6
	Other	32	2.8
	Awkwardness	2	
	Being a student	1	
	Being a survivor of sexual assault	2	
	Being perceived as an international student	1	
	Disability and utilization of service dog		
	Greek membership	1	
	Personal/social conflict		
	Faculty politics/issues	2	
	Values	3	
	Weight	3	
		1	
		1	

Table 4.1 Bases for personal exclusion

Bases for personal exclusion	Frequency of personal exclusion							
	Very Often		Often		Sometimes		Seldom	
	n	%	*n*	%	*n*	%	*n*	%
Academic performance	10	0.9	20	1.7	22	1.9	11	1.0
Age	5	0.4	12	1.0	27	2.3	8	0.7
Ancestry	6	0.5	8	0.7	22	1.9	9	0.8
Place of origin	7	0.6	4	0.3	13	1.1	5	0.4
Discipline of study	1	0.1	12	1.0	20	1.7	9	0.8
Educational level	2	0.2	6	0.5	6	0.5	10	0.9
Perceived English language proficiency/accent	5	0.4	7	0.6	5	0.4	7	0.6
Ethnicity	12	1.0	19	1.7	25	2.2	4	0.3
Gender identity	11	1.0	17	1.5	25	2.2	13	1.1
Gender expression	6	0.5	8	0.7	19	1.7	6	0.5
Immigrant/citizenship status	2	0.2	5	0.4	1	0.1	8	0.7
International student status	6	0.5	2	0.2	6	0.5	1	0.1
Learning disability	2	0.2	2	0.2	6	0.5	1	0.1
Marital status	–	–	2	0.2	3	0.3	2	0.2
Medical condition	2	0.2	3	0.3	4	0.3	2	0.2
Military/veteran status	2	0.2	1	0.1	–	–	–	–
Parental status	2	0.2	1	0.1	1	0.1	1	0.1
Participation in an organization or team	2	0.2	6	0.5	8	0.7	5	0.4
Physical characteristics	–	–	–	–	–	–	–	–
Physical disability	–	–	–	–	–	–	–	–
Philosophical views	–	–	–	–	–	–	–	–
Political views	–	–	–	–	–	–	–	–
Pregnancy	1	0.1	–	–	–	–	1	0.1
Mental health	5	0.4	12	1.0	18	1.6	8	0.7
Race	24	2.1	26	2.3	29	2.5	17	1.5
Religious/spiritual views	6	0.5	7	0.6	17	1.5	9	0.8
Socio-economic status	7	0.6	9	0.8	18	1.6	10	0.9
Sexual orientation	6	0.5	12	1.0	11	1.0	12	1.0
Other	3	0.3	7	0.6	7	0.6	15	1.3
Total	52	4.5	73	6.3	100	8.8	72	6.3

Table 4.2 Frequency of personal exclusion and bases of that exclusion

	Racial and Ethnic Identities						
	Black African American	American Indian	Asian	Middle Eastern	Native Hawaiian	Latino/a/x	White
Academic performance	12	4	4	–	–	2	36
Age	10	2	3	–	–	1	33
Ancestry	19	2	9	–	–	4	9
Academic discipline	6	2	4	–	–	1	31
Ethnicity	29	4	11	–	1	9	9
Gender identity	19	2	4	–	1	3	42
Physical Characteristics	15	3	5	–	–	3	22
Mental health	4	1	2	–	–	1	34
Race	52	6	14	–	–	8	23
Socioeconomic status	15	1	4	–	1	5	24
Sexual orientation	3	1	4	1	1	3	31

Table 4.3 Frequency of selected types personal exclusion (n>40 reported cases) by race and ethnic identity

	Gender Identities				
	Woman	Transgender	Genderqueer	Agender	Man
Academic performance	42	3	1	4	20
Age	30	1	3	1	21
Ancestry	28	1	1	1	18
Academic discipline	29	1	3	2	12
Ethnicity	41	1	1	1	20
Gender identity	45	8	10	4	8
Physical Characteristics	30	1	2	1	11
Mental health	35	4	3	5	20
Race	66	1	2	1	30
Socioeconomic status	32	1	1	2	16
Sexual orientation	18	4	7	3	13

Table 4.4 Frequency of selected types personal exclusion (n>40 reported cases) by gender

	Age Ranges			
	18-20	21-24	25-30	Over 30
Academic performance	24	28	11	4
Age	17	21	7	5
Ancestry	19	20	2	4
Academic discipline	17	18	6	1
Ethnicity	23	26	8	3
Gender identity	28	24	9	5
Physical Characteristics	21	14	3	3
Mental health	19	16	4	4
Race	43	38	9	6
Socioeconomic status	14	18	5	7
Sexual orientation	17	15	12	2

Table 4.5 Frequency of selected types personal exclusion (n>40 reported cases) By age,

	Family Income					
	Under $10k	$10-29K	$30-44,999	$45-59,999	$60-100K	$100k+
Academic performance	7	16	3	8	19	10
Age	3	11	11	9	12	6
Ancestry	6	11	7	7	9	5
Academic discipline	3	10	4	2	15	8
Ethnicity	8	18	8	5	15	6
Gender identity	8	14	12	2	17	13
Physical Characteristics	4	8	9	4	8	7
Mental health	4	4	5	7	14	9
Race	14	28	19	7	17	11
Socioeconomic status	5	10	7	8	9	5
Sexual orientation	5	10	4	4	8	10

Table 4.6 Frequency of selected types personal exclusion (n>40 reported cases) By family income,

	Academic performance	Age	Ancestry	Academic discipline	Ethnicity	Gender identity
ANR	6	7	4	6	5	3
A&L	5	7	6	10	9	15
Comm	3	5	6	3	8	6
Edu	5	8	2	3	9	11
Business	6	4	3	1	6	3
Eng.	11	6	3	3	4	4
Honor's	3	1	6	1	4	2
Human Med	4	1	1	–	–	–
JMC	2	–	2	1	3	3
Law	1	–	2	1	1	–
LBC	2	1	–	–	–	–
Music	–	1	–	–	1	2
Nat. Sci.	11	10	10	9	9	10
Nursing	1	1	–	1	–	1
Osteo. Med	–	–	–	–	1	–
RCAH	–	–	–	1	–	2
Soc. Sci	15	11	10	11	17	20
Vet Med	1	–	–	1	–	–

Table 4.7a Frequency of selected types personal exclusion (n>40 reported cases) By college

	Physical Characteristics	Mental health	Race	Socioeconomic status	Sexual orientation
ANR	4	4	8	4	6
A&L	5	8	12	5	13
Comm	5	6	12	4	3
Edu	4	3	10	5	5
Business	5	3	7	3	–
Eng.	4	3	7	2	3
Honor's	4	3	4	–	3
Human Med	–	2	2	1	1
JMC	3	1	7	–	2
Law	–	1	–	–	1
LBC	1	1	1	–	–
Music	–	–	–	–	1
Nat. Sci.	7	7	14	7	5
Nursing	1	2	2	1	–
Osteo. Med	–	–	1	–	1
RCAH	1	–	1	–	1
Soc. Sci	11	12	29	19	13
Vet Med	–	1	–	–	–

Table 4.7b Frequency of selected types personal exclusion (n>40 reported cases) By college

	Ability Status									
	Brain Injury	Autism	Blind/low vision	Deaf/hard of hearing	Learning disability	Medical condition	Mental health	Mobility issue	Speech	No disability
Academic performance	1	1	3	2	6	7	20	2	2	32
Age	2	–	5	2	6	5	7	1	2	27
Ancestry	–	–	5	2	2	4	12	2	2	23
Academic discipline	2	1	4	3	1	1	11	–	1	25
Ethnicity	1	–	5	4	5	4	16	1	3	34
Gender identity	–	1	2	–	5	11	24	2	5	33
Physical Characteristics	1	–	4	3	1	6	9	2	–	21
Mental health	–	2	2	–	9	6	32	3	–	6
Race	–	–	10	–	6	8	20	3	2	52
Socioeconomic status	–	1	4	2	1	5	10	–	1	24
Sexual orientation	–	–	2	2	3	4	21	1	–	16

Table 4.8 Frequency of selected types personal exclusion (*n*>40 reported cases) by ability status, combined certain categories, i.e., blind and low vision due to small numbers of reported cases, does not include "other condition."

	Sexual Orientation						
	Asexual	Bisexual	Gay	Lesbian	Queer	Questioning	Heterosexual
Academic performance	13	5	3	1	3	7	39
Age	7	4	3	2	1	3	34
Ancestry	3	3	2	–	1	3	33
Academic discipline	2	4	4	–	2	1	30
Ethnicity	3	7	3	1	1	5	44
Gender identity	3	11	1	2	11	4	41
Physical Characteristics	3	3	1	1	3	1	34
Mental health	3	8	1	1	6	8	26
Race	4	11	2	2	3	5	74
Socioeconomic status	1	5	2	1	1	1	35
Sexual orientation	2	9	11	6	13	3	6

Table 4.9 Frequency of selected types personal exclusion (n>40 reported cases) by sexual orientation.

Perceived and Observed Exclusion on Campus

Perceived respect for groups on campus based on same identity of the respondent…		M	SD
Survey Item	Race and ethnicity	2.04	1.06
	Socio-economic status	2.08	0.99
	Gender or gender identity	2.04	0.97
	Religious beliefs	2.17	0.93
	Political beliefs	2.14	0.87

		1.84	0.94
	Sexual orientation	1.84	0.94
	Immigration background	1.99	0.95
	Admit status	1.86	0.86
	International status	2.01	0.98
	Military or veteran status	1.98	0.92

Table 5.0 Mean and standard deviation for perceived respect for groups based on same identity of respondent. Sample survey item: Students of my same political beliefs are respected on this campus. Higher means indicate less agreement.

Perceived respect for groups on campus based on same identity of the respondent…	Strongly Agree		Agree		Neither agree/disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Race and ethnicity	410	37.8	369	34.0	175	16.1	108	10.0	22	1.9
Socio-economic status	346	31.9	432	39.9	203	18.7	83	18.7	20	1.8
Gender or gender identity	345	31.8	473	43.6	166	15.3	76	7.0	24	2.2
Religious beliefs	277	25.6	439	40.5	286	26.4	66	26.4	16	1.5
Political beliefs	259	23.9	491	45.3	274	25.3	46	4.2	14	1.3
Sexual orientation	487	44.9	373	34.4	152	14.0	59	5.4	13	1.2
Immigration background	404	37.3	358	33.0	264	24.4	41	3.8	17	1.6
Admit status	423	39.0	437	40.3	186	17.2	27	2.5	11	1.0
International status	408	37.6	336	31.0	278	25.6	42	3.9	20	1.8
Military or veteran status	406	37.5	335	30.9	315	29.1	12	1.1	16	1.5

Table 5.1 Frequency and percent of perceived respect for groups based on same identity of respondent.

Race and ethnicity	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Black or African American	14	42	36	54	13
American Indian	5	7	10	7	1
Asian American	12	31	30	14	2
Middle Eastern	4	4	1	1	–
Native Hawaiian	2	3	1	–	–
Latino/a/x	9	21	16	9	1
White	641	227	57	25	3

Table 5.1a Frequency of perceived respect for groups based on same identity of respondent, by race and ethnicity

Family income	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Under $10k	24	30	24	10	2
$10-29K	44	99	54	29	7
$30-44,999	34	50	31	9	5
$45-59,999	32	57	20	16	3
$60-100K	91	100	53	16	2
$100k+	121	96	21	3	1

Table 5.1b Frequency of perceived respect for groups based on same identity of respondent, by family income

Gender	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Man	146	135	47	17	5
Woman	198	337	112	54	9
Transgender	–	1	5	1	6
Genderqueer	–	1	5	5	6
Agender	1	1	4	1	4

Table 5.1c Frequency of perceived respect for groups based on same identity of respondent, by Gender

Religious or spiritual identity	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Agnostic	44	70	66	16	3
Atheist	28	42	53	11	3
African Spirituality	1	–	1	2	–
Christian	175	238	99	35	4
Confucianism	2	5	2	1	–
Druid	1	–	2	–	–
Jewish	4	14	8	1	1
Muslim	5	13	3	3	–
Baha'i	–	–	2	–	–
Buddhist	4	14	21	1	1
Hindu	8	11	9	3	–
Jain	–	–	2	1	–
Native American Traditional Practitioner	–	2	4	1	–
No Affiliation	35	39	49	4	3
Pagan	–	–	5	–	1
Rastafarian	–	1	2	1	–
Scientologist	1	–	1	–	–
Secular Humanist	2	3	4	1	–
Shinto	–	–	2	–	–
Sikh	–	–	3	1	–
Spiritual, not religious	13	33	23	4	–
Taoist	1	3	3	–	1
Wiccan	1	–	2	–	1

Table 5.1d Frequency of perceived respect for groups based on same identity of respondent, by religious or spiritual identity

Political views	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Far left	14	47	25	3	4
Liberal	89	198	84	8	1
Moderate	80	123	89	13	5
Conservative	31	53	25	15	4
Far right	4	1	2	2	–

Table 5.1e Frequency of perceived respect for groups based on same identity of respondent, by political beliefs

Sexual orientation	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Asexual	29	27	20	8	2
Bisexual	11	20	27	16	2
Gay	4	12	7	11	3
Heterosexual	441	304	84	13	2
Lesbian	2	3	8	5	2
Queer	2	6	7	13	5
Questioning	8	10	5	7	2

Table 5.1f Frequency of perceived respect for groups based on same identity of respondent, by sexual orientation, excludes another identity

Immigration background	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
US citizen	358	280	216	28	14
Permanent resident	6	6	5	3	–
Visa holder	39	72	39	10	3
Other documented status	1	–	–	–	–
Undocumented resident	–		1	–	–

Table 5.1g Frequency of perceived respect for groups based on same identity of respondent, by immigration background

Transfer status	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
Yes, transferred	37	52	22	11	4
No, did not transfer	298	273	106	13	3

Table 5.1h Frequency of perceived respect for groups based on same identity of respondent, by admit status

International student status	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
US citizen	358	262	235	24	17
Permanent resident	6	8	6	3	–
Visa holder	43	66	36	15	3
Other documented status	1	–	–	–	–
Undocumented resident	–	–	1	–	–

Table 5.1i Frequency of perceived respect for groups based on same identity of respondent, by international student status

Veteran status	Strongly agree	Agree	Neither agree/disagree	Disagree	Strongly disagree
	n	n	n	n	n
U.S. veteran	5	6	1	–	–
Non U.S. veteran	3	2	2	–	–
Non-veteran	401	329	314	12	16

Table 5.1j Frequency of perceived respect for groups based on same identity of respondent, by military or veteran status. NOTE: no active members of the uniformed services completed the survey

Excluded from study groups or group projects based on…	M	SD
Race and/or ethnicity	4.57	0.90
Gender/gender identity	4.65	0.82
Gender expression	4.73	0.74
Sexual orientation	4.75	0.73
Religion/spiritual views	4.71	0.77
Socioeconomic status	4.71	0.75
Immigrant/citizen status	4.76	0.71
English language proficiency	4.71	0.77
Ability/disability status	4.75	0.73
Admit status	4.76	0.70
Age	4.72	0.72
Political views	4.72	0.75
Military/veteran status	4.80	0.75
Another reason	4.74	0.75

Table 5.2 Mean and standard deviations for exclusion from study groups or group projects based on identity

Perceived reasons for exclusion from study groups or group project (open-ended comments on survey)	
Academic program	I'm not rich so I was chased out
Age	Living location
Being a female in Engineering	Mental health (*n*=4)
Citizenship status	My personality
Gender	Not involved in Greek Life
Greek	Perceived academic engagement
Honesty	Physical disability
Work obligations	Piercings
I have never heard of/seen someone be excluded from a class project	Race
I'm a novice.	State of origin
I'm assumed to not be smart because of my race	Stereotypes/preconceived notions
If you're excluded from a project, it's most likely that people don't like you as a PERSON not how you identify.	
Though in my early 30s, I am not married nor have children. This has been an issue with faculty and peers as not having a family seems associated with delinquency. Being queer deepens this as I am perceived as delinquent because I value sexual liberty (not family values) which are stereotypes associated with my sexual orientation.	

Table 5.3 Other reasons for exclusion from study groups or group projects, unless noted, each were single responses

Excluded from study groups or group projects based on…	All of the time		Often		Sometimes		Rarely		Never	
	n	%	n	%	n	%	n	%	n	%
Race and/or ethnicity	17	1.6	40	3.7	88	3.7	99	8.1	840	77.5
Gender/gender identity	14	1.3	28	2.6	72	6.6	90	6.6	880	81.2
Gender expression	13	1.2	21	1.9	49	4.5	78	7.2	923	85.1
Sexual orientation	13	1.2	22	2.0	43	4.0	72	6.6	934	86.2
Religion/spiritual views	15	1.4	23	2.1	47	4.3	93	8.6	906	83.6
Socioeconomic status	12	1.1	19	1.8	62	5.7	87	8.0	904	83.4
Immigrant/citizen status	12	1.1	19	1.8	47	4.3	64	5.9	942	86.9
English language proficiency	13	1.0	22	2.0	68	6.3	65	6.0	916	84.5
Ability/disability status	11	1.0	25	2.3	49	4.5	49	4.5	950	87.6

	n	%	n	%	n	%	n	%	n	%
Admit status	10	0.9	20	1.8	48	4.4	68	6.3	938	86.5
Age	10	0.9	19	1.8	58	5.4	91	8.4	906	83.6
Political views	13	1.2	20	1.8	57	5.3	75	6.9	919	84.8
Military/veteran status	12	1.1	19	1.8	39	3.6	36	3.3	978	90.2
Another reason	14	1.3	16	1.5	65	6.0	50	4.6	939	86.6

Table 5.4 Frequency of exclusion from study groups or group projects based on identity

I perceive tensions on campus based on:	Yes		No		Unsure	
	n	%	*n*	%	*n*	%
Academic Performance	421	36.6	562	48.9	166	14.4
Age	211	18.4	796	69.3	142	12.4
Ancestry	349	30.4	642	55.9	158	13.8
Place of origin	298	25.9	618	53.8	233	20.3
Discipline of study	414	36.0	609	53.0	126	11.0
Educational level	264	23.0	746	64.9	139	12.1
Perceived English language proficiency/accent	611	53.2	431	37.5	107	9.3
Ethnicity	580	50.5	471	41.0	98	8.5
Gender identity	362	31.5	641	55.8	146	12.7
Gender expression	401	34.9	603	52.5	145	12.6
Immigrant/citizen status	326	28.4	645	56.1	178	15.5
International student status	588	51.2	453	39.4	108	9.4
Learning disability	195	17.0	761	66.2	193	16.8
Marital status	104	9.1	852	74.2	193	16.8
Medical condition	138	12.0	815	70.9	196	17.1
Military/veteran status	64	5.6	879	76.5	206	17.9
Parental status	177	15.4	777	67.6	195	17.0
Participation in an organization/team	169	14.7	767	66.8	213	18.5
Physical characteristics	312	27.2	685	59.6	152	13.2
Physical disability	211	18.4	775	67.4	163	14.2
Philosophical views	251	21.8	718	62.5	180	15.7
Political views	468	40.7	537	46.7	144	12.5
Pregnancy	218	19.0	717	62.4	214	18.6
Mental health	287	25.0	690	60.1	172	15.0
Race	531	46.2	512	44.6	106	9.2
Religious/spiritual views	388	33.8	615	53.5	146	12.7
Socioeconomic status	345	30.0	673	58.6	131	11.4
Sexual orientation	352	30.6	656	57.1	141	12.3
Other	35	3.0	613	53.4	501	43.6

Table 5.5 Perceived tensions on campus for particular social groups

Open ended responses from Place of Origin question above	*n*
Asian students	23
Detroit	2
Chinese students	28

Country of Origin/Nationality including:
     Cambodia
     India
     Iran
     Japan
     Malaysia
     Middle East
     Pakistan
     Taiwan
	23

Cultural differences	2
International students	28
Out of state	1
Islamophobia	1

Table 5.5a Perceived tensions on campus based on place of origin

Open ended responses from Organization/Team involvement	*n*
Fraternity/Sorority/Greek Life	25
Athletes generally, specifically:	10
Football	3
Basketball	1
Identity based organizations, including:	12
Black organizations i.e. BSA	3
Women's organizations	2
Muslim Student Association	1
LGBT Caucuses, bisexual erasure	3

Table 5.5b Perceived tensions on campus based on organization/team involvement

I perceive tensions on campus based on:	Mean		Extremely Severe	Somewhat severe	Minimally Severe
	M	SD	*n*	*n*	*n*
Academic Performance	2.45	0.82	2	2	7
Age	2.67	0.58	–	1	2
Ancestry	2.00	–	–	1	
Place of origin	2.33	0.58	–	2	1
Discipline of study	2.86	0.38	–	1	6
Educational level	3.00	–			1
Perceived English language proficiency/accent	2.36	0.51	–	7	4
Ethnicity	3.00	–	–	–	1
Gender identity	–	–	–	–	–
Gender expression	–	–	–	–	–
Immigrant/citizen status	2.0	–	–	1	
International student status	2.60	0.55	–	2	3
Learning disability	2.50	0.71	–	1	1
Marital status	3.00	–	–	–	1
Medical condition	–	–	–	–	
Military/veteran status	3.00	–	–	–	1
Parental status	–	–	–	–	
Participation in an organization/team	2.50	0.71	–	1	1
Physical characteristics	3.00	0.00	–	–	2
Physical disability	3.00	–	–	–	1
Philosophical views	–	–	–	–	
Political views	2.78	0.44	–	2	7
Pregnancy	3.00	–	–	–	1
Mental health	3.00	0.00	–	–	2
Race	3.00	–	–	–	1
Religious/spiritual views	3.00	–	–	–	1
Socioeconomic status	2.33	0.58	–	2	1
Sexual orientation	2.33	0.58	–	1	1
Other	–	–	–	–	–

Table 5.6 Means, standard deviations, and frequency of severity of perceived tensions on campus. Note: response rates are lower for these questions because only those who indicated yes in the previous questions saw these questions. Number of respondents who indicated degree of tension provided, not percentages due to lower response rates on these items.

Observed exclusionary conduct	n	%
Yes	407	35.5
No	739	64.5

Table 5.7 Frequencies of observed exclusionary conduct

Target	n	%
Faculty	57	5.0
Staff/administrators	51	4.4
Undergraduate students	311	27.1
Graduate students/TAs/GAs	121	10.5
Alumni	10	0.9
Stranger/off campus guest	58	5.0
Campus groups/orgs	59	5.1
Partner/spouse/boyfriend/girlfriend	27	2.3
Don't know target	41	3.6

Table 5.8a Frequencies of observed conduct by target

Agent	n	%
Faculty	116	10.1
Staff/administrators	89	7.7
Undergraduate students	269	23.4
Graduate students/TAs/GAs	81	7.0
Alumni	21	1.8
Stranger/off campus guest	64	5.6
Campus groups/orgs	56	4.9
Partner/spouse/boyfriend/girlfriend	17	1.5
Don't know target	45	3.9

Table 5.8b Frequencies of observed conduct by agent (person who engage in the behavior)

Basis for observed conduct	n	%
Academic Performance	45	3.9
Age	45	3.9
Ancestry	59	5.1
Place of origin	116	10.1
Discipline of study	41	3.6
Educational level	30[8]	2.6
Perceived English language proficiency/accent	128	11.1
Ethnicity	173	15.1
Gender identity	120	10.4
Gender expression	113	9.8
Immigrant/citizen status	62	5.4
International student status	152	13.2
Learning disability	22	1.9
Marital status	11	1.0
Medical condition	19	1.7
Military/veteran status	6	0.5
Parental status	10	0.9
Participation in an organization/team	30	2.6
Physical characteristics	55	4.8

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[8] Do not have forms of behavior based on education level, question did not display

Physical disability	22	1.9
Philosophical views	40	3.5
Political views	72	6.3
Pregnancy	17	1.5
Mental health	39	3.4
Race	176	15.3
Religious/spiritual views	88	7.7
Socioeconomic status	71	6.2
Sexual orientation	111	9.7
Other	19	1.7

Table 5.9 Bases of the observed conduct

	n
Anti-abortion group	1
Black Lives Matter MSU	2
CRU	1
Greek organizations	5
Graduate employee union	1
Cultural groups	1

Table 5.10 Open ended responses to participation in org/team/group

Other basis for observed conduct	*n*
Bi-erasure	1
Chinese GA at White students	1
Faculty member dominating student	1
Frustration of faculty member	2
Gender	1
Ignorance	1
Possession of luxurious items	1
Selfishness	1
Unsure	1
Work position/location	2

Table 5.11 Open ended responses to other basis of conduct

Note: frequency data are not available for observed conduct, issue with skip logic occurred.

Type of Behavior	Academic Performance	Age	Ancestry	Place of origin	Discipline of study	Eng. lang. proficiency	Ethnicity	Gender identity	Gender expression
	n	*n*	*n*	*n*	*n*	*N*	*n*	*n*	*n*
Assumption of admitted based on identity	18	12	20	47	13	28	67	14	15
Assumption not admitted based on their identity	10	17	17	29	8	20	48	15	15
Deliberately ignored or excluded	21	21	32	62	18	72	89	59	60
Derogatory remarks	25	26	45	84	22	83	118	90	83
Derogatory/unsolicited e-mails or text messages	3	3	3	8	6	10	16	9	13
Derogatory/unsolicited social media posts	5	7	12	39	10	36	55	38	39
Derogatory written comments	7	4	15	28	9	14	45	30	28
Derogatory phone calls	1	5	3	6	2	4	10	5	6
Individuals who feared for their physical safety	4	5	9	17	4	10	38	38	41
Individuals who feared for their family's safety	4	2	5	7	2	6	15	2	2
Graffiti/vandalism	6	4	14	14	5	6	27	16	17
Individuals who were intimidated/	14	13	23	31	12	26	53	37	38
Isolated or left out of required group work	15	15	20	44	8	55	54	24	21
Isolated or left out	19	16	27	57	18	67	67	50	48
Racial/ethnic profiling	17	6	35	53	12	58	96	12	13
Received poor grades due to hostile classroom environment	12	2	7	9	6	11	19	8	8
Physical violence	3	3	4	5	3	5	8	8	8
Individuals singled out as the spokesperson for their identity	10	7	23	29	4	35	55	39	33
Threats of physical violence	5	4	4	9	3	7	23	20	17
Observed a crime	4	1	3	2	2	3	6	2	4
Other	2	1	1	1	1	1	0	5	3

Table 5.12 Forms of behaviors associated with observed conduct related to academic performance

Type of Behavior	Immigrant status	International student status	Learning disability	Marital status	Medical condition	Military status	Parental status	Participation in org/team/grou	Physical characteristics
	n	n	n	n	n	n	n	n	n
Assumption of admitted based on identity	23	51	5	1	4	2	2	5	13
Assumption not admitted based on their identity	17	27	2	1	5	2	1	5	9
Deliberately ignored or excluded	28	82	14	5	2	1	2	12	25
Derogatory remarks	38	106	12	6	8	2	5	21	40
Derogatory/unsolicited e-mails or text messages	6	13	1	–	2	1	1	8	9
Derogatory/unsolicited social media posts	15	51	4	–	3	1	1	14	21
Derogatory written comments	16	28	5	1	3	2	2	10	12
Derogatory phone calls	4	2	2	1	1	1	–	1	4
Individuals who feared for their physical safety	7	7	2	–	4	2	–	6	4
Individuals who feared for their family's safety	7	4	1	–	1	1	–		4
Graffiti/vandalism	7	14	2	–	1	2	–	5	1
Individuals who were intimidated/	13	31	8	1	4	2	1	12	7
Isolated or left out of required group work	20	66	11	1	4	3	1	9	21
Isolated or left out	24	84	15	2	8	2	3	11	12
Racial/ethnic profiling	28	64	2	–	2	3	2	8	23
Received poor grades due to hostile classroom environment	6	11	6	–	2	2	3	3	14
Physical violence	3	4	1	–	1	1	1	2	4
Individuals singled out as the spokesperson for their identity	15	37	5	–	5	2	2	11	4
Threats of physical violence	5	7	1	–	1	1	–	7	8
Observed a crime	2	1	1	–	1	1	–	1	2
Other	3	1	2	–	1	1	1	2	–

Table 5.13 Forms of behaviors associated with observed conduct, continued

Type of Behavior	Physical disability	Philosophical views	Political views	Pregnancy	Mental health	Race	Religious/spiritual views	Socioeconomic status	Sexual orientation
	n	n	n	n	n	n	n	n	n
Assumption of admitted based on identity	7	7	11	–	2	97	11	28	14
Assumption not admitted based on their identity	3	8	11	4	6	64	10	18	16
Deliberately ignored or excluded	11	17	26	6	22	97	33	32	48
Derogatory remarks	16	23	46	8	25	126	58	35	77
Derogatory/unsolicited e-mails or text messages	4	4	8	1	1	28	14	3	14
Derogatory/unsolicited social media posts	5	9	24	3	7	77	30	17	39
Derogatory written comments	3	4	13	3	4	57	15	7	30
Derogatory phone calls	2	1	4	1	1	11	6	1	8
Individuals who feared for their physical safety	2	5	6	1	4	69	11	2	38
Individuals who feared for their family's safety	1	4	5	–	1	19	9	3	4
Graffiti/vandalism	2	3	4	–	1	45	12	3	21
Individuals who were intimidated/	4	11	17	1	8	65	24	13	44
Isolated or left out of required group work	7	13	8	4	11	54	16	17	28
Isolated or left out	10	13	19	4	25	85	32	26	51
Racial/ethnic profiling	2	6	5	1	2	110	19	13	8
Received poor grades due to hostile classroom environment	3	7	4	3	7	29	6	3	9
Physical violence	1	2	2	1	2	15	2	2	14
Individuals singled out as the spokesperson for their identity	5	10	12	4	12	80	25	11	38
Threats of physical violence	3	2	6	1	1	35	6	2	14
Observed a crime	1	1	2	–	1	10	1	1	3
Other	2	1	4	2	3	7	2	2	–

Table 5.14 Forms of behaviors associated with observed conduct, continued

	Academic performance	Age	Ancestry	Discipline of study	Educational level	Perceived English lang.	Ethnicity	Gender identity	Gender expression	Immigration/Citizenship	Int'l Student status	Learning disability	Marital status	Medical condition	Military/veteran status
	n	n	n	n	n	n	n	n	n	n	n	n	n	n	n
At an MSU event	11	19	21	11	14	38	70	42	36	24	46	8	2	6	2
In a class/lab/clinical setting	24	15	31	23	11	71	77	44	39	29	78	14	3	7	2
In a health care setting	–	3	6	3	2	6	9	8	6	3	7	3	1	4	1
In an on-line class	3	3	6	9	2	7	5	6	7	7	12	4	1	1	–
In a MSU dining facility	5	6	23	11	6	45	39	24	27	26	57	3	1	4	–
In a MSU office	6	7	6	8	4	19	13	11	11	11	16	4	–	4	1
In a faculty office	7	3	9	6	2	9	10	7	7	6	9	3	–	3	1
In a public space at MSU	12	15	34	22	8	60	78	58	50	30	71	6	2	4	1
In a meeting with one other person	5	3	10	12	3	17	19	16	18	15	21	4	–	3	–
In a meeting with a group of people	13	15	11	12	7	38	43	34	30	22	44	8	2	5	–
In athletic facilities	5	4	6	5	1	10	13	14	16	8	17	1	–	1	1
In campus housing	7	14	25	15	10	46	68	46	44	25	66	6	3	6	2
In off-campus housing	5	4	12	9	7	13	26	20	20	13	21	4	3	4	1
Off campus	2	7	20	12	8	25	48	26	31	16	36	7	2	5	1
On social networking sites	8	10	23	16	10	37	72	50	49	22	61	7		4	2
On campus transportation	3	9	17	5	4	33	42	27	25	19	44	4	1	3	2
While working at a MSU job	10	8	9	9	7	28	29	17	17	15	29	4	1	4	1
While on campus	3	13	22	9	5	35	52	37	37	21	48	4	1	5	1
Other	–	3	1	1	–	3	3	4	3	2	4	1	–	–	–

Table 5.15 Location of observed conduct, place of origin did not display properly, data are missing

	Parental status	Part. In org/team/group	Physical Characteristics	Physical disability	Philosophical views	Political views	Pregnancy	Mental Health	Race	Religious views	Socioeconomic status	Sexual orientation	Other
	n	n	n	n	n	n	n	n	n	n	n	n	n
At an MSU event	2	10	26	11	12	25	1	11	82	30	25	44	3
In a class/lab/clinical setting	7	12	21	7	20	30	4	19	92	30	26	43	8
In a health care setting	1	1	7	3	3	4	2	9	19	6	9	11	–
In an on-line class	1	1	2	3	5	7	2	4	16	5	4	10	1
In a MSU dining facility	1	4	18	6	7	7	1	5	64	15	16	30	1
In a MSU office	–	4	5	5	5	7	–	6	38	7	13	13	2
In a faculty office	1	3	6	4	4	5	1	8	22	7	6	9	2
In a public space at MSU	3	9	31	10	15	30	5	10	92	35	30	49	4
In a meeting with one other person	–	7	7	6	12	17	1	9	35	12	15	19	1
In a meeting with a group of people	1	10	14	9	17	25	2	14	65	21	16	36	3
In athletic facilities	–	3	11	2	2	4	–	3	24	5	7	17	–
In campus housing	1	4	23	12	13	23	3	12	75	26	29	51	4
In off-campus housing	–	4	12	5	8	10	2	7	40	17	18	20	–
Off campus	1	12	17	5	12	16	2	7	60	23	21	29	1
On social networking sites	–	18	22	8	12	30	4	12	83	35	19	47	–
On campus transportation	2	4	17	8	5	12	–	4	52	16	18	21	–
While working at a MSU job	2	6	11	6	4	9	1	11	45	13	16	21	5
While on campus	2	9	25	9	12	18	–	11	78	24	23	42	1
Other	–	2	2	–	2	4	–	–	6	3	2	3	1

Table 5.16 Frequencies of location of observed conduct

Reactions to observed conduct	n
I felt embarrassed	189
I felt somehow responsible	67
I ignored it	98
I was afraid	55
I was angry	238
I confronted the harasser at the time	80
I confronted the harasser later	40
I avoided the harasser	74
It didn't affect me at the time	48
I left the situation immediately	55
I sought support from off-campus hot-line/advocacy services	11

I sought support from a campus resource	30
I told a friend	202
I told a family member	91
I contacted a local law enforcement official	10
I sought support from a staff person	32
I sought support from a teaching assistant/graduate assistant	16
I sought support from an administrator	18
I sought support from a faculty member	22
I sought support from a spiritual advisor	4
I sought support from student staff	17
I sought information on-line	24
I didn't know who to go to	59
I reported it to a campus employee/official	18
I didn't report it for fear that my complaint would not be taken seriously	59
I did report it, but I did not feel the complaint was taken seriously	19
I did nothing	64
Other	12

Table 5.17 Reactions to observed conduct

Illustrative comments regarding observed conduct (open ended comments from survey)
Harmful joking and microaggressions
Just little remarks that could be jokes but still can be hurtful
Microaggressions are pervasive. Simple things like a person leading a meeting rarely making eye contact with you can be hurtful
Physical spaces on campuses
A lot of it is larger scale than specific instances. For example, lack of facilities for breastfeeding mothers, or all-gender bathrooms. It's the infrastructure that says "you don't belong here" because it doesn't create spaces for groups of people that I don't consider important. […]
Hostility towards international students
American students usually won't truly want to make friends with international students or specifically, Chinese students. They just pretend to be polite and friendly, and think otherwise.
I think there is just a general negative stereotype towards international students (specifically those from Asian countries). Saying something like "damn Asian" when seeing an expensive looking car on campus is just as common at MSU as saying "did you watch the football game this weekend" and that is not an exaggeration. […]
Need for training for faculty and staff
Every now and then encountered racist and sexist remarks in online forums. Sometimes I address them, sometimes I ignore them.
Faculty members on campus need to be properly trained in diversity and inclusion.
I feel like the staff members need to go through cultural sensitivity training because being pointed out in your classes because of your race is a commonality in the courses at this institution. Based on my experience, I love the different cultures you experience at the university, but I would not suggest anyone I know come here especially for the nursing program.
Hostility towards students of color
I feel that as an African American student here at MSU, I have experienced different treatment by the staff, students and even employers that have visited the campus for recruiting. I feel as if the campus is not diverse enough because I know that majority of the population is Caucasian which makes people think that I am inferior to them. People do not talk about this but it is apparent how Caucasian people feel about the other races on campus. I think MSU should try to make thing more equal in terms of treatment and opportunities when it involves race.

I have experienced racism and heard racist remarks about myself and other minorities but these typically don't occur often and never escalate. [...]
I have heard derogatory racial terms yelled at students of minority multiple times on campus.
Most of the conduct I hear when I'm working my job at the front desk, or at a party. I've witnessed people being threatened based on their race, and I have been harassed when I walk down the street (grabbing, sexual comments, rape threats)
The Boy Scouts were on campus in August 2015. They were incredibly racist wearing fake headdresses and had huge tepees. They said they were "honoring" Native Americans.
Hostility climate regarding religion
I saw some hateful comments about many different religions and races made by anonymous posters on social media. Also once I saw a "free Palestine" graphic written on the sidewalk with chalk, which I perceived to be anti-Israel and perhaps anti-Judaism.
Concerns about multiple forms of oppression
I see student peers and staff members regularly marginalized and treated insensitively due to their race, gender expression, and gender identity. Campus professionals that are informed of a student's correct pronouns CONSISTENTLY refuse to use correct gender pronouns. I have seen this done by people that were made aware of correct pronouns, but often misgender transgender and genderqueer students. I also see administrators/faculty/staff treat students differently regarding race. Students are often expected to be spokespeople for their racial identity and are expected to convey their experience on campus and have that represent (specifically) the black student population. Even when students express their experiences, these are often challenged or not empathized with or taken seriously. Outside of settings with staff/faculty present, these students often experience harassment on campus due to gender identity and expression and the clothing they choose to wear.
MSU really, really needs to step up in terms of it's ability in handling and accommodating people with mental illness, non-heterosexual people, and people with non-binary gender identities and expression. [...]
My incidents are: 1. The preacher who often comes to Wells Hall and stands outside preaching on Mondays targets Muslim-looking students and makes comments about how they are "going to hell" as they walk by. 2. A couple of years ago the "Genocide Awareness Project" was invited to campus by Students for Life (a registered student organization). They had large billboards and a truck with pictures of aborted fetuses and comparisons of abortion to the holocaust, black lynchings, etc. I know many people were very upset by the gory pictures and offensive comparisons and wondered why it was even allowed on campus. 3. In the past, people have taken down flyers that were put up to advertise the Students for Choice student organization
Professor John Mugg makes very derogatory sexual and racial remarks and jokes during lecture. He once joked about rape and many times make blanket statement and derogatory jokes based on country of origin or ethnicity.
Age discrimination
On many occasions, I have witnessed age-based discrimination towards myself as well as other non-traditional students. [...]
Hostility towards LGBTQ people
This was a medical student making derogatory remarks about homosexual people in general ("it is a lifestyle choice I don't agree with," "I don't want to treat patients who are gay), etc.
Lack of institutional responsiveness
I think that the university tries to act like they will handle things seriously and professionally, but when it comes to maintaining their reputation they are more concerned about that then protecting their students. [...]
When fighting for a fair contract last year the graduate employee's union faced many derogatory remarks that implied we were young and immature, did not need to be paid a living wage, need good health insurance, or need insurance for our partners and children. Essentially they assumed that we all had parents who were rich enough to continue to support us throughout our study. Especially if we were studying a major like "theater" or "english" we were making a deliberate choice to basically suffer with poverty throughout our program of study. [...]
Not a fan of how MSU has failed to act accordingly in response to sexual assault on campus. Their trying to fix things now, but people's lives have been ruined just because they thought they could ignore the problem while their star basketball players were bringing in money. It's disgusting that money is more important than trying to help a survivor.

Hostility towards students with disabilities
Many times the exclusion and intimidation of both physical and mental disabilities is nonverbal and simply built into the infrastructure of the campus. Many buildings are very difficult for disabled individuals to access quickly. In living quarters, it is difficult for students such as myself with anxiety and depression to be able to focus in buildings that are not sound-proofed, have very little control over climate, and have inflexible housing options within the dorm. […]

Perceived Exclusion off Campus

Please indicate how much of a problem you think each of the following is in the Greater Lansing/East Lansing community OFF CAMPUS.	M	SD
Employment discrimination	3.66	1.28
Housing discrimination	3.70	1.25
Sexual harassment	3.11	1.42
Discrimination against certain racial groups	3.15	1.39
Discrimination against immigrant groups	3.34	1.39
Discrimination against international students	3.27	1.36
Discrimination against women	3.28	1.27
Discrimination against lesbian, gay, bisexual, and/or trans people	3.35	1.38
Discrimination based on age	3.78	1.09
Lack of understanding between different groups of people	3.04	1.40
Harassing comments based on gender on the street	3.26	1.39
Racist comments on the street	3.42	1.35
Police treatment of MSU students	3.56	1.30
Lack of communication between the university and town	3.58	1.30
Lack of cooperation between the university and town	3.65	1.27

Table 6.0 Degree to which the above issues are a problem off campus

Perceived exclusion in resident halls

n=545[9]

I perceive tension in the residence halls with regard to a person's:	M	SD
Age	3.98	1.10
Ancestry	3.77	1.23
Place of origin, specifically: International students n=25	3.79	1.32
Educational level	3.91	1.09
Perceived English language proficiency/accent	3.31	1.38
Ethnicity	3.32	1.34
Gender identity	3.66	1.28
Gender expression	3.61	1.31
Immigrant/citizen status	3.81	1.26
International student status	3.30	1.39
Learning disability	3.97	1.22
Marital status	4.16	1.15
Medical condition	4.08	1.13

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[9] Only students who live on campus responded to this question.

Military/veteran status	4.26	1.04
Parental status	4.18	1.19
Participation in an organization/team	4.05	1.19
Physical characteristics	3.66	1.30
Physical disability	3.92	1.20
Political views	3.42	1.33
Mental health	3.88	1.23
Race	3.44	1.38
Religious/spiritual views	3.63	1.29
Socioeconomic status	3.68	1.24
Sexual orientation	3.59	1.30
Other: Weight Having a job	4.71	1.29

Table 7.0 Perceived exclusion in the residence halls, did not include questions about academic performance, discipline of study, or philosophical views, lower numbers indicate more hostility

Accessibility

How would you rate the PHYSICAL ACCESSIBILITY on campus for people with physical, learning, psychological, or medical disabilities?	M	SD
Athletic Facilities	2.89	1.51
Automatic door openers	2.24	1.25
Classroom buildings	2.44	1.23
Classroom labs	2.88	1.45
University housing	2.80	1.43
Computer labs	2.79	1.45
Dining facilities	2.57	1.32
Elevators	2.30	1.26
Olin Health Clinic	2.91	1.58
Library	2.50	1.39
On-campus transportation	2.84	1.45
MSU Union	2.76	1.45
Recreational facilities	3.19	1.56
Restrooms	2.48	1.32
Studios/Performing arts spaces	3.41	1.61
Student Services Building	2.97	1.55
Walkways and pedestrian paths	2.41	1.26

Table 8.0

How would you rate the accessibility on campus of COURSE INSTRUCTION AND MATERIALS for people with physical, learning, psychological, or medical disabilities?	M	SD
Information in alternative formats	3.28	1.53
Instructors	2.90	1.45
Instructional materials	2.95	1.49

MSU Website	2.80	1.56
MSU Desire2Learn	2.76	1.56
Test taking services	3.19	1.62
Scribe services	3.71	1.58
Sign language interpreters	4.07	1.40
Readers	4.04	1.40
Auxiliary aides	4.07	1.42
Availability of adaptive equipment	4.02	1.44
Availability of appropriate support services	3.87	1.50
Online classes	3.27	1.59

Table 9.0

Illustrative open ended comments from end of survey, clustered by theme
A majority of students who identify as white, heterosexual and cis gendered will probably not think to answer this survey. There is a huge problem from the UNIVERSITY on how they are addressing these issues. Students don't feel safe. Students are having their grades affected by the lack of response from the university that makes them feel inadequate. Students who discriminate and use racial bias should be kicked off campus immediately.
Racial climate
As a person of Asian descent, I have noticed a negative view of the Asian international students amongst native Michiganders that even I have found myself perceiving. I have also noticed that I, a native Michigander, am subject to the general remarks of prejudice against Asian students. I rarely see acts of discrimination in person but I do see harmful comments online. It is easy for me to ignore, but annoying to have to experience.
As an engineering major, I haven't noticed any discriminatory events taken against anyone in my field. While it is true that the majority of my classes are made up of white males, I have not noticed any discrimination against anyone of any other gender or race/ethnicity. The same goes toward other activities on campus.
Diversity seems to be the main issue here. As an African American, it's bad enough that I have to walk to class everyday seeing a campus full of people who don't look like me and more than likely cannot relate to any of my experiences (white people) but the fact that they are racist honestly just makes it worse. It seems to me like MSU only cares about diversity for the sake of flyers and ads because looking at the MSU website where pictures make the campus seen inclusive and diverse are EXTREMELY misleading. [...]
I have never had to live on campus and I am a white skinned Latina. I do not believe that my answers represent the majority of students on campus at all. I do know from the different race conversations that have taken place that there are numerous students frustrated based on MSU's climate. I must note that these conversations that are student based are normally announced hours or a couple days ahead of time which does not leave time for students to arrange their schedule to attend. This has been a frustration that I too have faced. I would like to know what students are facing as a result of attending MSU. I have also talked to classmates who have expressed frustrations and resentment on campus.
There are many students of color who continuously experience bias-incidents in class and are mistaken for micro aggressions.
Climate for international students (from open-ended question at end of survey)
MSU is a very welcoming community but I think it is very important to create a space for dialogue between international students especially Asians with domestic students. So often, international students are paired in the same rooms and this limits interaction. Personal experience has revealed that once this pairing is made, it becomes difficult for students to leave their comfort zones.
The bias that I have noticed toward international students doesn't seem to be an issue from the faculty and staff, I really have only noticed it from the students. I think it would be beneficial to teach cultural sensitivity to the student body, maybe through a program like SARV when they come in as Freshman, but we definitely need something to get a conversation going between international and domestic students because we are all Spartans but at the moment it doesn't feel that way. It currently feels like people resent the international students.

The biggest issue is integration of International Students. There need to be more opportunities for international and domestic students to interact in a casual setting and form personal friendships and relationships. They need to have a reason to start communicating to see that they have more in common that they think. Having connections with people all over the world will improve the value of a Spartan education for years to come.

Positive views of campus climate (from open-ended question at end of survey)

Climate at MSU is very fantastic and I feel here like I am in home country.

Climate change starts at the top. Training is helpful and at least puts the bug in people's ears, but if they don't believe there is an issue or cannot look beyond their experiences, not much will happen in terms of climate. Also, I think the fact that I am not very knowledgeable about how easily (or not) providing accessibility for students with disabilities is, says something in and of itself--if even the folks who don't need accommodations know what they are, that says a lot--just as not knowing tells u something as a community.

I feel like MSU is a very good community. There is some racism and sexism issues but nothing terrible that it will cause chaos in the streets.

I love MSU, and I am glad to be a Spartan. I still think that race and ethnicity are important topics that must be discussed and having diversity within the faculty and staff to talk about those issues regardless if the class is math, science, anthropology, global studies...I think race and ethnicity still matter.

I love that MSU provides an incredible number of opportunities in so many fields, careers, interests, and hobbies. I only wish that the spirit of the school supported all of its members.

Difficulties with institutional navigation (from open-ended question at end of survey)

D2L is bad. Too many websites to navigate through. (i.e-D2L, stuinfo, msu.edu, etc.)

Could use a more accessible public transportation. Roads need improvements especially railroad tracks. I feel a distinct separation between students and international students (from both sides). Police are not seen as a helpful source, more of someone to be afraid of.

Need for continued training and safer spaces (from open-ended question at end of survey)

Diversity should also include mental health and other "invisible" disabilities - I don't feel these types of issues are taken seriously but can truly cause isolation and affect academic performance and experience.

I believe that continuous conversation, beyond a cultural sensitivity course is necessary for people to start eliminating ignorance and discrimination.

I feel that a diversity training is very necessary for students to be required to take. That way conversations can be had and people can be educated on ways to be more respectful of others. I feel that acts of discrimination need to be taken a lot more serious and need to have stricter disciplinary acts.

I feel that many of the problems are hard to address because they represent personal opinions of staff members and students instead of a collective group's opinions. I also think that employment diversity is depending on which department and that diversity should have no affect whatsoever, but job qualifications should be what matters.

I firmly believe that educating students on different gender identities and sexual orientations could be beneficial. As an agender, asexual individual, my gender identity and orientation are not widely accepted in the eyes of the public, and as a result, 'm afraid to reveal these things to anyone, even though they are a fundamental part of who I am.

MSU has a few safe space for the people I identify with. There is a queer community, but it's just that: a subset of a subset of students. I can't personally comment on the struggles of people of color, but I have heard many similar feelings from my friends who I identify as such. Often times MSU feels like an ocean of intolerance and misunderstanding punctuated by a few buoys I would consider to be a safe space. We need more buoys.

Religious tolerance (from open-ended question at end of survey)

I really feel as though the climate at MSU is extremely secular- to the point where religion is literally scoffed at and mocked by 75% of professors. It just kind of sucks when the University I go to claims to be so diverse and accepting, but have my faith ridiculed constantly

Sexual Assault and Sexual Misconduct

MSU is a terrible place to be a victim of sexual assault. Because of my experience, I warn other women about how dangerous it is to attend this university and I would never recommend that someone choose to go to MSU.

University responsiveness (from open-ended question at end of survey)
The administration of MSU has to take the students seriously and actually take what we say to heart. I don't believe that the President or the Board of Trustees gives a damn about what we think and what we'd like to see. If you want to make MSU a better place, you need to involve the students and listen.
There is much talk about changing the climate of MSU, but little has actually happened. The policies are still fairly exclusionary and almost every way to deal with a problem favors either a) faculty or b) the perpetrators of events, especially sexual assault.
Top administrators must cultivate an environment that fosters genuine trust of students and their experiences. Climate will not improve if students cannot trust the administrators to truly make student safety a priority and essentially practice what they reach.
Until the university has a ratio of upper level positions that match the demographics of the surrounding area, they really can't say that they are truly diverse. Especially if all the color is at the bottom.
Curricular issues (from open-ended question at end of survey)
The current ISS classes on race and gender are light on the factual, systemic information and heavy on the emotional experience of being in one of these groups. Especially for race, I found the classes to be dissuasive for students who did not care about these issues or were intolerant of others and a self-serving affirmation of more tolerant students' beliefs. I really think there is a more effective curriculum than the one in place, or at least I believe one could be made.
The most important thing is to create a shift of perception for students regarding their identities. By adding certain discussion points in the curriculum, students can be challenged intellectually and personally. This is more important than simply creating clubs, like MRULE, to talk about current events and people's identities, because the students that want that experience will go. It is the people who have never thought about race, gender or sexuality that need to have these discussions and have to defend their beliefs, and the only way to do that is to provide that in the classroom. This will lead to a safer environment at MSU.
The only reason I ranked "diversifying the student body" so low on the last section is because campus -- to me-- seems really diverse already and there are a ton of issues (esp. with Asian students--they don't seem to mix in at all with the rest of the student body.

Recommendations from Survey

Perceived influence of efforts to improve the campus climate						
What would be the influence of the following:	Positive		No Influence		Negative	
	n	%	*n*	%	*n*	%
Provide clear and fair process to resolve conflicts	918	85.6	150	13.1	5	0.5
Increase funding to support efforts to change campus climate	724	67.5	320	29.8	29	2.7
Including diversity-related professional experiences/criteria for hiring staff/faculty	704	65.6	264	24.6	105	9.8
Including diversity-related professional experiences for evaluation of staff/faculty	766	71.4	240	22.4	67	6.2
Providing diversity training for faculty committees	825	76.9	223	20.8	25	2.3

Table 10.0 Perceived influence of efforts to improve the campus climate

	Rank Order
Survey Item	
Providing diversity training for students	1
Increasing diversity of faculty, staff, and admin	2
Increasing diversity of the student body	3
Providing diversity training for staff/admin/university officials	4
Providing diversity training for faculty	5
Incorporating additional issues of diversity and cross-cultural competence more effectively into the curriculum	6
Increasing opportunities for cross-cultural dialogue among students	7
Providing a person to address student complains of classroom inequity	8
Increasing opportunities for cross-cultural dialogue among faculty, staff, and students	9
Increase effective faculty mentorship of students	10

Table 10.1 Rank order of actions to improve the campus climate, approximately 300 (average *n* per question) respondents did not complete this question. Rank order determined through cluster analysis

CAMPUS MAPS

This data collection activity was separate from the online survey. Students entered a different survey portal to respond to two prompts and provide some demographic data. A detailed analysis and report is forthcoming. Here we provide the heat maps and example data, clustered by the location on campus to which students where referring.

When responding to the prompt, "When you look at the MSU campus map, where are places that feel especially supportive and affirming to you? You can click up to five places." students created the following heat map. The red color corresponds to a saturation of 36 clicks on that area; green is about 18, bright blue about 9.
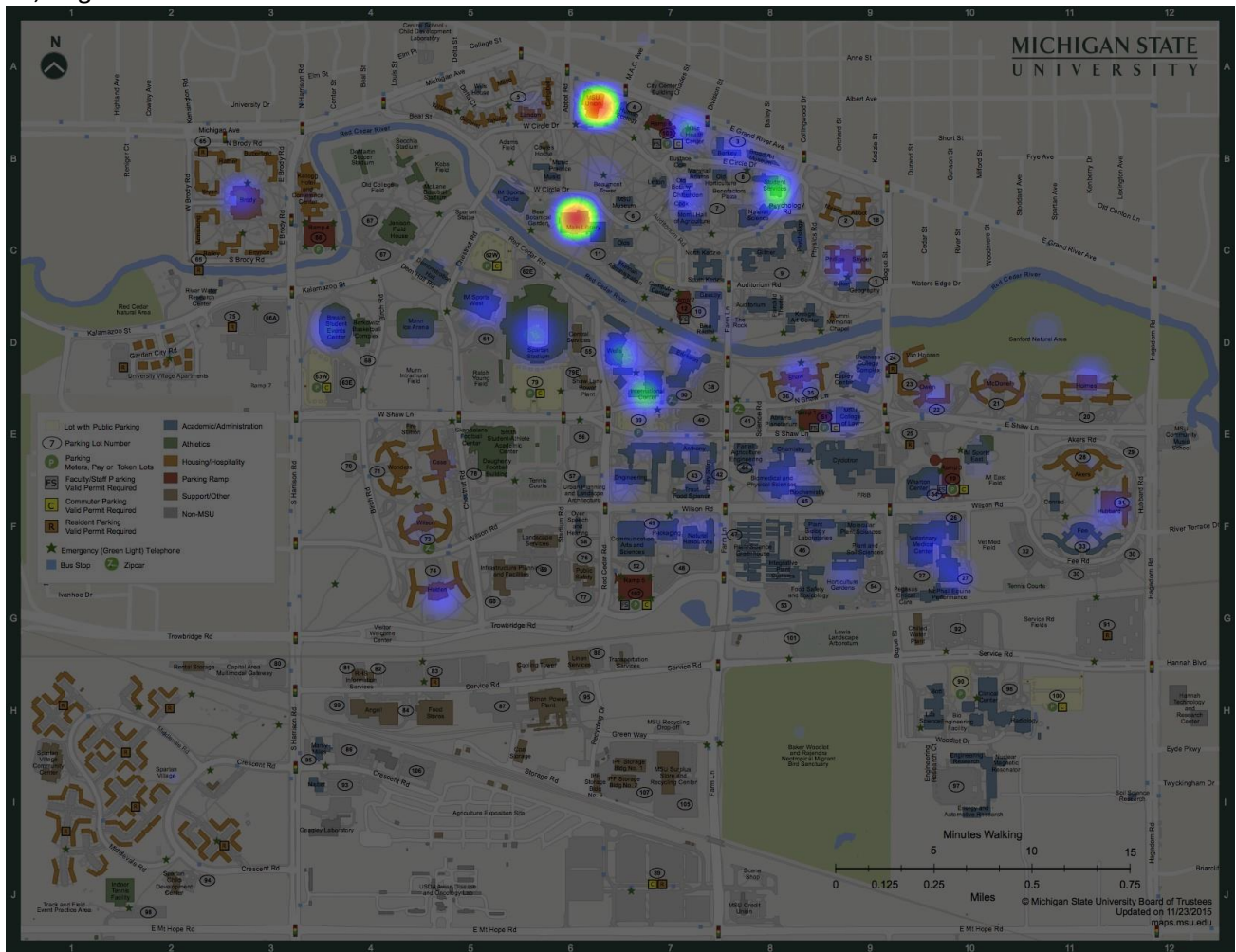
Figure 11.0 Heat map of supportive places, red indicates more students selected that area. Red corresponds with 36 respondents. Supportive places include Main Library, MSU union, Student Services, and the International Center

Illustrative open-ended comments in response to the "supportive" places map	
Academic Buildings	Athletic Facilities
Berkey Hall has various courses and its diversity is extremely amazing because almost all the languages courses happen there.	Munn Field: Where I won a flag football championship. And of course tailgating. Spartan Stadium: Where the Spartan Dawgs do their work and get that W! Breslin: Where Izzo's squad puts on a show every winter.
Erickson Hall - Being familiar with this space as this is the department I study in, I feel the interaction with colleagues is something that helps me in augmenting my knowledge and assisting me with my understanding of the text. The study spaces help create an environment where people sit in groups rather than individually breaking social barriers.	I chose most of these places because the purpose of the building does not serve well to be un-supporting. The experiences I've had in Demonstration Hall were those I had as a member of the Spartan Marching Band, which was an extremely supportive and affirming experience and group.
Business College faculties are very supportive as well	I like the football stadium as it represents school pride to me.
Wells Hall is a great place to study and I prefer studying here rather than the Library because there is a personal room where I can conduct my prayer easily and without any distractions. Besides, there is a Starbucks outlet. Biochemistry is kind of my second home because I spend a lot of time there along with the Chemistry building. Besides, my advisor is the best and I feel warm every time I meet with her. Anthony Hall has a reflection room where I can conduct my prayer in between classes without going home.	I picked the Stadium because when everyone is cheering for the football team, we're too busy supporting them to be putting each other down.
	IM West is supportive because it hosts the sports club (TKD) that I am part of and which is filled with supportive and warm people.
	IM West: I go there daily for working out. Feels like home. Meet friends there often, everyone is friendly
	Being part of the Izzone is a great family-like atmosphere. The Union feels like a very open place to go eat or study.
For Wells hall and south area, these places are where I go to everyday for classes. There are many professors and officers that I can ask for help.	Spartan Stadium- once things are about football, everyone comes together and it doesn't matter where you are from. Everybody is friendly and welcoming.

Table 11.0 List of illustrative comments from students regarding their selection of supportive places

Student Services Building	Olin Health Center
Accepting of all of the student body; frequently visited; representative of the university	I feel that Olin is supportive since they try and help you when you're not feeling well.
All of the places I selected provide services to help me.	Olin- have been seeing the same psychiatrist for 4 years now and love being there, the staff is always welcoming as well
Career support and support in terms of resources available from the library to support my academics.	One of the nurses at Olin health is fantastic! Super sweet!
I spend a lot of time in Student Services due to the Sexual Assault and Crisis Intervention Team.	The staff at Olin are always friendly and helpful.
The counseling center in the student services building is also supportive since they listen to you and counsel you on what you can do.	
A lot of organizations, clubs and departments usually post their advertisement in the student service building.	

Art and Performance Spaces	Main Library
The Wharton center is a performance center, and usually there are diverse and culturally diverse programs that show there... The arts can be very supportive to different groups as it unifies people.	I like the library hours that respect different personal needs.
	Inviting with amenities conducive to comfortably working, studying, and learning.
	I like the atmosphere of the main library.
Broad Art Museum - The frequent attempts made by broad art gallery to create study spaces that are welcoming and supportive of students was the initial reason I went to this place. The artwork presents a sense of comfort for me. The colors here are vibrant that keep my spirits high.	Main Library - Being a regular visitor to the library, I feel the staff is extremely supportive in assisting me with finding books for my research. The library also helps me create a quiet study space which soothes me.
	In the library-- the ability to find a quiet place.
	The staff in main library are very helpful.

International Center	MSU Union
I particularly like Brody and the International Center. Although I am not an international student, I am a minority, and so I feel very comfortable in the International Center around people who share the same racial group as I do.	MSU Union is very supportive or affirming
	The people in MSU union are also very good and helpful. The MSU union is well maintained.
International center is always a place that is very helpful and supportive for International students. International Centre – my inquiries related to my visa requirements	Organized diversity events, diverse students working well together, friendly staff, stickers that state it is a safe space on office doors.

Table 11. 0 (cont.) List of illustrative comments from students regarding their selection of supportive places

Outdoor Spaces
I like having access to natural landscapes.
Another space which I have not mentioned in the map because of the limited number I could select is the space next to MSU Library and Red Cedar River where ducks are often seen roaming around. I find this place as a good relaxation space.
The places are peaceful, have open space, large trees and a pleasing aesthetic.
People who hang out at the gardens are always very peaceful and welcoming.

Residential Buildings
Holmes is where I live, I feel the best there. Geography and Libraries have always been very welcoming and calming for me, MSU's main library is no different
Having a place to exercise, being outside, and quiet places to study and meet up with people are very important to my health and happiness.
Spartan Village are supportive and affirming because they are where I spend the majority of my time, either working in the department or at home.
I lived in South neighborhood both years at school, I feel comfortable that it is mostly a mix of people who are either engineers, student athletes (working out is my biggest hobby), and/or honors floor students. As I am an engineer, the engineering building is my home.
I lived in south neighborhood last year, so I'm more familiar with this area. And i was satisfied with the cafeteria service. Many of my classes were located in wells hall. And personally it's an international place, I always met a diverse group of people.
Holmes: Where the heart is.
Hubbard hall is where all of my friends currently reside. In addition to this, that is where I see the most amount of diversity in a single residential hall. McDonel hall is where I reside so I feel comfortable there as well.
Finally, I chose Spartan Village as affirming since this is where I live and I am supportive and affirming of myself.
I picked my residence hall and the two help rooms I visit for homework help because the people there seem genuinely concerned with my welfare.
My RA is in this building and I have built relationships with people in these buildings. Either staff or peers
Owen Hall- where I live, many international students. People are friendly in this hall
Spartan Village is a great place for an international student mainly, who prefer to have traditional home-cooked meals in order to cure homesick.
Wilson and Holden: Residence halls I lived in. Fond memories, good food, lots of friends
Many people at Hubbard go out of their way to get to know others.

Table 11 (cont.) List of illustrative comments from students regarding their selection of supportive places

When responding to the prompt, "When you look at the MSU campus map, where are places that feel especially unsupportive and not affirming to you? You can click up to five places." Students created the following heat map. On this map, red represents about 12 clicks, green 6, and bright blue 3 (because the software platform does not adjust to equalize across two maps and the colors represent different saturations, caution must be taken in comparing the two maps to one another).
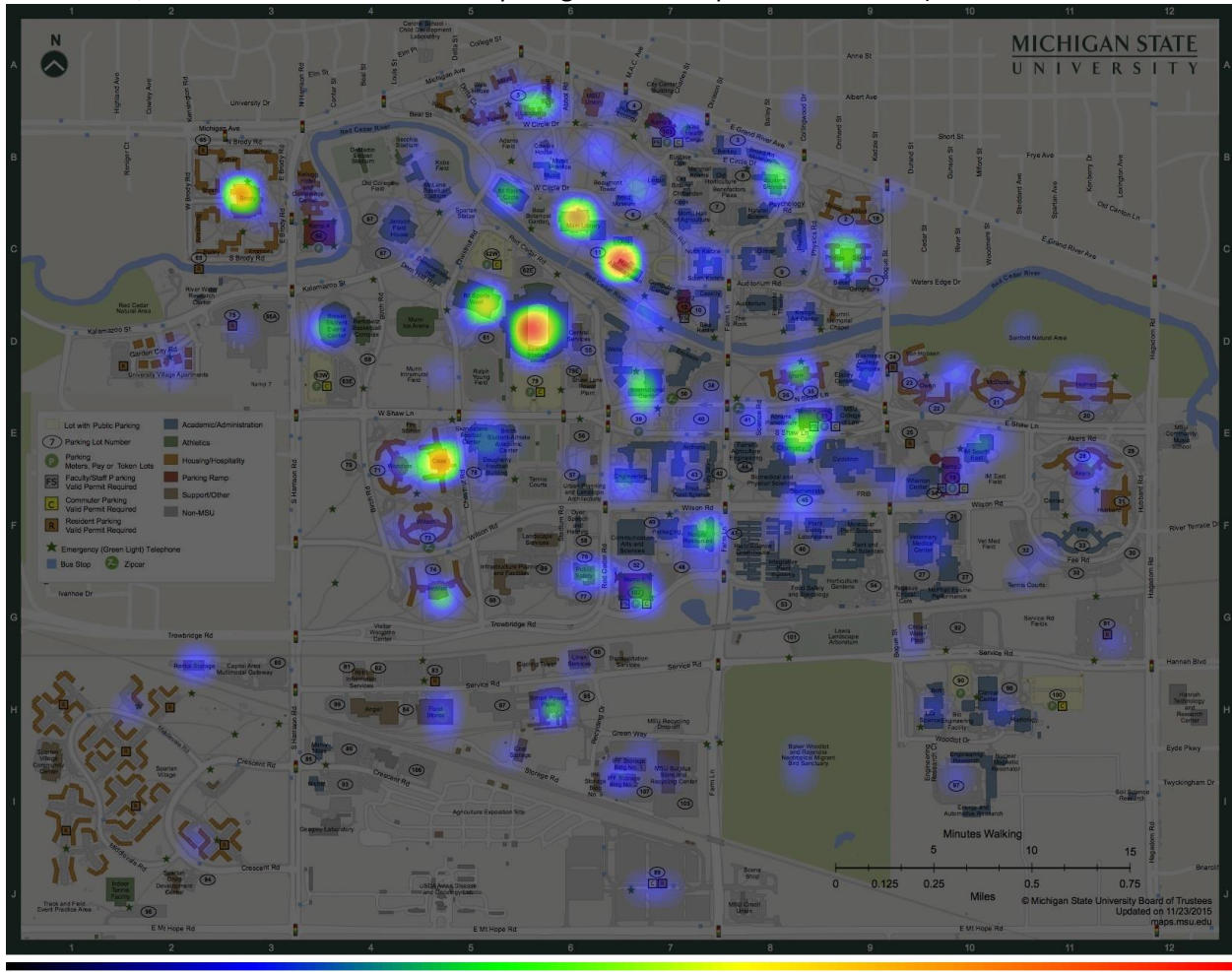

Figure 11.1 Heat map of unsupportive places, red indicates more students selected that area, fewer students completed this map, with the red area corresponding with 8 respondents. Key unsupportive places are Hannah Administration, Spartan Stadium, Case Hall, and Brody.

Illustrative open-ended comments in response to the "unsupportive" places map
Hannah Administration Building
Administrators that are dismissive, unresponsive and demeaning. Committee member that is unrealistic. MSU staffers/administrators that do not reply to emails or do not practice customer service.
Hannah Administration - get the strong sense that the University administration puts business needs ahead of student needs, every time. Don't feel that my voice or concerns are welcome.
In these places I have to fight to feel heard in my problems. I usually only go to them when I need help and it is often difficult to receive.
Academic Building
Certain tenured faculty are rarely supportive of returning adult students. On too many occasions I have experienced age discrimination. It is veiled, but alive and well in departments across campus! Although my GPA was 3.97 during my undergrad experience and 4.0 during my master's research, I have been told by multiple faculty that I AM simply TOO OLD to pursue a PhD. This is not based on my ability, this is based solely on my age! My response, maybe I'm too old to pursue a PhD in the Department of Fisheries and Wildlife at Michigan State, but that's not going to stop me from pursuing my educational goals at another institution.
Wells Hall - my department is here, and can be an echo chamber that exacerbates my stresses and concerns
The engineering building is very confusing in structure. Also, during a class lecture one professor told me in the class keep aside your local accent and speak in English. I felt embarrassed in the class.
Athletic Facilities
Stadium/Athletic facilities - the MSU football/sports worship is a troubling and alienating thing. As a non-sports person I often feel very left out of the MSU community, and players are given far more leeway than the average non-sports-playing student. The amount of money lavished on these programs, the association between MSU and sports instead of MSU and learning, the higher rates of sexual assault, academic issues, etc. that accompany sports players - it's all problematic, and MSU does not want to address any of these issues
I feel like MSU spends way too much on football, especially when many of their buildings need repair. For example, the main library is pathetic! I've been to campuses that are much less wealthy yet have way better libraries. Spartan Stadium reminds me that MSU would rather spend money on athletics than improving their education facilities.
I selected the Breslin center. I feel that most everyone there is white, heterosexual, and unaccepting of people who do not meet that mold.
I think diversity can be found and supported just about anywhere on campus. I chose Spartan Stadium because although many different types of people can be Spartan fans, it only caters to the experience of watching a game. If you were having a bad day, you could not attend a game there because it does not support any experience other than watching a football game! Hopefully that makes sense.
IM West is too small, with a ton of testosterone packed into an overcrowded area. I don't feel like I can just go there and work out, everything always has to be a competition.
Our IM facilities are a dump
Stadium- I do not feel safe walking alone in the stadium while a game is going on, probably due to the high amount of people, no incident has ever occurred Student Athlete Academic Center- had a class in there once and would receive comments from male athletes passing by often times accompanied by laughter,

Residential Spaces
I picked all the dining halls I've visited on campus because there's nothing more terrifying than having nowhere to sit. Every time I walk into a dining hall during lunchtime and there's a kid with their stuff spread out at every table, I get intimidated because nobody ever looks friendly enough to tolerate me asking to sit with them. There's something wrong with a campus when we can't even smile at each other and move our backpacks out of the way so the other person doesn't have to eat standing up.
Shaw is always cramped and crowded. SnyPhi the people are not always friendly. Very crowded.
International Center
International centre-the food court has limited choices of food especially for muslims who want to have Halal Food.
Unspecified
No diversity and I feel as if I get hostile looks for my race.
These are places that have large volumes of students that are not adequately trained/encouraged to be gender and racially inclusive. Students perpetuate discrimination based on race, gender expression and identity, sexual orientation, status as an international student, etc.
There aren't any places that I find non-supportive
These places include individuals that should be supportive, but have been found not to be.
These places lack amenities conducive to working, learning, and studying. The central area of campus should be full of these, but instead is full of parking spaces.
Natural Areas
The area I clicked on is quite, and covered with woods, especially at night, I have concerns when I pass by that are.
Student Services
Finial Aid has screwed me over more than once on things the schools employees did/ told me to do that messed me up but the school doesn't take responsibility.
Often the institutional locations like SSB or Cowles house they represent the problems within the slow moving changes that happen on a campus.

Table 11.1 List of illustrative comments from students regarding their selection of supportive places

APPENDICES

APPENDIX A: Detailed text responses to selected questions

White text responses	n	%
1/4 Thai	1	.1
75% European	1	.1
American	3	.3
American, Polish	1	.1
Anglo-saxon; Scandinavian; Alsatian	1	.1
Ashkenazi Jewish	1	.1
Basic Irish/Scottish American	1	.1
Belgian	1	.1
Belgian and Swiss	1	.1
Belgian, Irish, others	1	.1
British, French, Polish	1	.1
Caucasian	1	.1
Croatian	1	.1
Czech	1	.1
Czech, Slovak	1	.1
Danish	1	.1
Danish, English	1	.1
Dutch	6	.5
Dutch, German, Polish	1	.1
Dutch, Polish, Irish	1	.1
English	1	.1
English, German, Irish	1	.1
English, Scottish	1	.1
English, Scottish, Irish, German	1	.1
English, some German and Dutch	1	.1
German, Jewish	1	.1
Euro-American	1	.1
European	3	0.3
European and Native American	1	.1
Finnish	1	.1
Finnish, German, Scottish	1	.1
French	2	.2
French Canadian	2	.2
French, British, German	1	.1
French, Irish	1	.1
German	11	1.0
German and English	1	.1
German and French	1	.1
German and Greek	1	.1
German and Norwegian	1	.1
German-Russian	1	.1
German, French Canadian, Italian	1	.1
German, Irish	1	.1
German, Irish, Italian, Spanish (European)	1	.1

German, Irish, Native American	1	.1
German, Irish, Polish, British, French Canadian	1	.1
German, Italian, French	1	.1
German, Norwegian	1	.1
German, Polish	5	.04
German, Romanian, Scottish	1	.1
Greek	2	0.2
Hungarian	1	.1
Hungarian and French	1	.1
Hungarian, Irish	1	.1
Irish	13	1.1
Irish and Italian	3	0.3
Irish, British-Canadian, Armenian	1	.1
Irish, Czechoslovakian	1	.1
Irish, German	4	0.4
Irish, German, Dutch	1	.1
Irish, German, English, whatever else in there	1	.1
Irish, German, Polish	1	.1
Irish, Italian, Slovak, German	1	.1
Irish, Native American	1	.1
Irish, Polish	1	.1
Irish, Scottish, Hungarian	1	.1
Irish, French, German	1	.1
Irish/Canadian	1	.1
Italian	10	.9
Italian and Hungarian	1	.1
Italian, Armenian	1	.1
Italian, English, French, and German descent	1	.1
Italian, German, Irish, Scottish	1	.1
Italian, German, Polish	1	.1
Italian, Polish	1	.1
Italian, Polish, German, Austrian	1	.1
Italian and Austrian	1	.1
Latina	1	.1
Lithuanian	2	.2
Macedonian, German Irish	1	.1
Mixed	1	.1
Mixed European	1	.1
Mostly Polish, some Irish	1	.1
Native Born American	1	.1
Norwegian	1	.1
Polish	11	1.0
Polish, Finnish	1	.1
Polish, German, Austrian	1	.1
Polish, German, Italian	1	.1
Polish, German, Scottish	1	.1
Polish, Scottish	1	.1

Polish; German; French	1	.1
primarily German and Dutch	1	.1
Primarily Irish/Anglo	1	.1
Russian	2	0.2
Scandinavian	1	.1
Scotch-Irish	1	.1
Scottish	1	.1
Scottish, polish, etc.	1	.1
Spain	1	.1
Swedish, Danish, Polish, French	1	.1
White	4	.3
White - German, Italian, Polish	1	.1
White, Dutch	1	.1
Why does that matter?	1	.1

APPENDIX B

List of Student Campus Climate Committee Members

Steering Committee Members	
Name	*Office*
Paulette Granberry-Russell	Office of Diversity and Inclusion
Kristen Renn	Associate Provost for Undergraduate Education
Genyne L. Royal	Engagement Director & Chair of Student Campus Climate Advisory Committee
Pero Dagbovie	Associate Dean, Graduate School
Jim Lucas	Associate Provost of Undergraduate Education
Terry Frazier	Associate Vice Provost, Student Affairs & Services
James Dorsett	Director, Office of International Students & Scholars
R. Sekhar Chivukula	Dean, Natural Science
Sheila Contreras	Associate Dean, Diversity, Inclusion, & Community Engagement, College of Arts & Letters

Advisory Committee Members	
Name	*Office*
Genyne L. Royal	Engagement Director & Chair of Student Campus Climate Advisory Committee
Trace Camacho	Student Services
Elizabeth Matthews	Office of International Students and Scholars
Desiree Qin	Associate Professor Human Ecology
Jesenia Pizarro	Associate Professor, Criminal Justice
Dylan Miner	Associate Professor & Director of American Indian Students Program
Andrea Louie	Associate Professor, Anthropology
Murray Edwards	Office of Cultural & Academic Transitions
Michael Hudson	Resource Center for Persons with Disabilities
Deanna Hurlbert	Director, LBGT Resource Center
Lydia Weiss	Interim Director, Women's Resource Center
Scott Becker	Director, Counseling Center
Sarah Mellon	Director, Student VeteransResource Center

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