



Rankin & Associates, Consulting

Assessment • Planning • Interventions

Kansas State  
University

Campus Climate Project  
Final Report

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Rankin & Associates, Consulting

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## Executive Summary

### Introduction

Kansas State University (K-State) affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives.

Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Kansas State University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in K-State's mission statement, Kansas State University "...embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve."<sup>1</sup> Further, *K-State 2025: A Visionary Plan for Kansas State University* calls for "a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all."<sup>2</sup> In order to better understand the campus climate, Kansas State University recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across K-State.

To that end, members of K-State formed the University Climate Survey Committee (UCSC) in 2013. The UCSC was composed of faculty, staff, students, and administrators. Ultimately, Kansas State University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, "Kansas State University Climate Assessment for Learning, Living, and Working." Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, two to

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<sup>1</sup><http://www.k-state.edu/about/mission.html>

<sup>2</sup><http://www.k-state.edu/2025/>; <http://www.k-state.edu/2025/initiatives/climate-survey>

three action items will be developed through community forums and completed by fall 2015.

### **Project Design and Campus Involvement**

The UCSC collaborated with R&A to develop the survey instrument. In April 2014, R&A conducted 13 focus groups comprised of 113 participants (40 students; 73 faculty and staff). Data from the focus groups informed the UCSC and R&A in constructing questions for the campus-wide survey.

Kansas State University's survey contained 100 items (20 qualitative and 80 quantitative) and was available via a secure online portal from October 14 through November 19, 2014. Confidential paper surveys were distributed to those individuals who did not have access to an Internet-connected computer or who preferred a paper survey.

### **Kansas State University Participants**

Kansas State University community members completed 7,411 surveys for an overall response rate of 25%. Only surveys that were at least 50% completed were included in the final data set for analyses.<sup>3</sup> Response rates by constituent group varied: 20% ( $n = 3,986$ ) for Undergraduate Students, 18% ( $n = 819$ ) for Graduate Students, 49% ( $n = 914$ ) for Faculty, 55% ( $n = 215$ ) for Administrators and 49% ( $n = 1,477$ ) for Staff.<sup>4</sup> Table 1 provides a summary of selected demographic characteristics of survey respondents. The percentages offered in Table 1 are based on the numbers of respondents in the sample ( $n$ ) for the specific demographic characteristic.<sup>5</sup>

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<sup>3</sup>Sixty-four respondents were removed because they did not complete at least 50% of the survey.

<sup>4</sup>The wording of several survey items indicated that they were for "Faculty and Staff only." These questions also were answered by Administrators, as the UCSC intended for Administrators to be directed to respond to Staff questions in the survey.

<sup>5</sup>The total  $n$  for each demographic characteristic will differ as a result of missing data.

**Table 1. Kansas State University Sample Demographics**

<b>Characteristic</b>	<b>Subgroup</b>	<b><i>n</i></b>	<b>% of Sample</b>
<b>Position Status</b>	Undergraduate Student	3,986	53.8
	Graduate Student	819	11.1
	Faculty	914	12.3
	Administrator	215	2.9
	Staff	1,477	19.9
<b>Gender Identity</b>	Genderqueer	22	0.3
	Man	2,887	39.0
	Transgender	5	0.1
	Woman	4,429	59.8
	Gender identity not listed above	29	0.4
<b>Racial Identity</b>	White	5,984	80.7
	Person of Color	885	11.9
	Multiple Race – POC/White	385	5.2
<b>Sexual Identity</b>	LGBQ	438	5.9
	Heterosexual	6,345	85.6
	Asexual/Other	410	5.5
<b>Citizenship Status</b>	U.S. Citizen	6,529	88.1
	Non-U.S. Citizen	610	8.2
	Undocumented Resident	< 5	---
	Multiple Citizenships	238	3.2
<b>Disability Status</b>	No Disability	5,710	77.0
	Single Disability	991	13.4
	Multiple Disabilities	265	3.6
<b>Military Status</b>	Military Service	587	7.9
	Military Connected	876	11.8
	No Military Service	5,530	74.6
	Multiple Military	162	2.2
<b>Faith-Based Affiliation</b>	Christian Affiliation	5,082	68.6
	Other Faith-Based Affiliation	231	3.1
	Spiritual	540	7.3
	No Affiliation	1,390	18.8
	Multiple Affiliations	62	0.8

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

## **Key Findings – Areas of Strength**

### **1. High levels of comfort with the climate at Kansas State University**

Climate is defined as “the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.”<sup>6</sup> The level of comfort experienced by faculty, staff, and students is one indicator of campus climate.

- 84% ( $n = 6,187$ ) of the survey respondents were “comfortable” or “very comfortable” with the climate at Kansas State University.
  - Graduate Student respondents (82%) and Undergraduate Student respondents (91%) were significantly more comfortable (“very comfortable/comfortable”) with the overall climate than were Staff (71%), Administrators (79%), and Faculty respondents (71%).
- 69% ( $n = 1,802$ ) of Faculty, Staff, and Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.
- 85% ( $n = 3,166$ ) of Undergraduate Student respondents and 79% ( $n = 643$ ) of Graduate Student respondents were “comfortable” or “very comfortable” with the climate in their classes.
- 72% ( $n = 654$ ) of Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.

### **2. Staff, Faculty, and Administrator Respondents – Positive attitudes about work-life issues**

Campus climate<sup>7</sup> is constituted in part by perceptions of work, sense of balance between work and home life, and opportunities for personal and professional development throughout the span of one’s career. Work-life balance is one indicator of campus climate.

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<sup>6</sup>Rankin & Reason, 2008, p. 264

<sup>7</sup>Settles, Cortina, Malley, & Stewart, 2006

- 77% ( $n = 1,986$ ) of Faculty, Staff, and Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers.
- 73% ( $n = 1,818$ ) of Faculty, Staff, and Administrator respondents found Kansas State University supportive of flexible work schedules.
- 76% ( $n = 1,906$ ) of Faculty, Staff, and Administrator respondents indicated that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.
- 72% ( $n = 1,812$ ) of Faculty, Staff, and Administrator respondents agreed that K-State provided them with resources to pursue professional development opportunities.

### **3. Faculty Respondents – Positive attitudes about faculty work**

- 71% ( $n = 623$ ) of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear.
- 79% ( $n = 679$ ) of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was reasonable.
- 83% ( $n = 677$ ) of Faculty respondents “agreed” or “strongly agreed” that their research contributions have been/will be valued for tenure and promotion.
- 57% ( $n = 392$ ) of Faculty respondents “agreed” or “strongly agreed” that their diversity-related activities have been/will be valued for promotion or tenure.

### **4. Student Respondents – Positive attitudes about academic experiences**

The way students perceive and experience their campus climate influences their performance and success in college.<sup>8</sup> Research also supports the pedagogical value of a diverse student body and faculty for improving learning outcomes.<sup>9</sup> Attitudes toward academic pursuits are one indicator of campus climate.

- 79% ( $n = 3,776$ ) of Student respondents reported that many of their courses this year have been intellectually stimulating.

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<sup>8</sup>Pascarella & Terenzini, 2005

<sup>9</sup>Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004



- 83% ( $n = 3,948$ ) of Student respondents reported being satisfied with the extent of their intellectual development since enrolling at K-State.
- 80% ( $n = 3,824$ ) of Student respondents indicated that they were satisfied with their academic experience at K-State.

## **5. Students – Academic Success and Intent to Persist**

A confirmatory factor analysis was conducted on two scales; “Academic Success” and “Intent to Persist.” The scales were derived from Question 12 on the survey.

Analyses using these scales revealed:

- Graduate Student respondents experienced greater academic success than did Undergraduate Student respondents; both groups indicated their intent to persist.
- Women Student respondents experienced greater academic success than did Men Student respondents: both groups indicated their intent to persist.
- White Student respondents experienced greater academic success than did Student Respondents of Color or Multiple Race Student respondents; all groups indicated their intent to persist.
- Student respondents who were not Low-Income/First-Generation Students experienced greater academic success than Low-Income/First-Generation Student respondents; both groups indicated their intent to persist.

## Key Findings – Opportunities for Improvement

### 1. Members of several constituent groups were differentially affected by exclusionary, intimidating, offensive, and/or hostile conduct.

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.<sup>10</sup> Research also underscores the relationship between workplace discrimination and subsequent productivity.<sup>11</sup> The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 19% ( $n = 1,400$ ) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct.<sup>12</sup>
- Of those respondents who reported having experienced such conduct, 24% ( $n = 332$ ) indicated that the conduct was based on their position at K-State. Nineteen percent ( $n = 266$ ) of these respondents said that the conduct was based on their age, and 18% ( $n = 246$ ) reported that it was based on their gender/gender identity.
- Differences emerged based on various demographic characteristics, including position, age, and gender identity. For example:
  - Significantly lower percentages of Undergraduate Student respondents (14%,  $n = 568$ ) and Graduate Student respondents (18%,  $n = 144$ ) than Faculty respondents (24%,  $n = 222$ ), Administrator respondents (26%,  $n = 56$ ), and Staff respondents (28%,  $n = 410$ ) reported having experienced this conduct.
  - A greater percentage of respondents' ages 35 through 67 reported believing that they had experienced exclusionary conduct than did other respondents.

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<sup>10</sup>Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt, Edison, Pascarella, Terenzini, & Nora, 2001

<sup>11</sup>Silverschanz, Cortina, Konik, & Magley, 2008; Waldo, 1999

<sup>12</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso, Smith, Ceja, & Solórzano, 2009).

- Higher percentages of respondents who identified with a Gender Not Listed on the survey (43%,  $n = 7$ ) and Genderqueer respondents (32%,  $n = 7$ ) than Women respondents (20%,  $n = 900$ ) and Men respondents (16%,  $n = 466$ ) reported believing that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct.

Respondents were offered the opportunity to elaborate on their experiences of exclusionary, intimidating, offensive, and/or hostile conduct. Over 400 respondents elaborated on their experiences regarding how they personally had experienced exclusionary, intimidating, offensive, and/or hostile behavior at K-State. The themes included: (1) *Ignored*, respondents offered that often felt ignored. Student respondents offered that when they sought assistance, they were ignored. Other respondents indicated that when a situation was brought to the attention of a supervisor, department head, or other K-State official that the issue/complaint was not taken seriously; (2) *Public forms of harassing conduct*, respondents indicated that the conduct they experienced was often in a public setting (e.g., in a classroom, in a work space, in front of peers). The themes and selected comments that support each theme are provided in the full report.

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

Prior research on campus climate has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, people of color, people with disabilities, first-generation students, veterans).<sup>13</sup> Several groups indicated that they were less comfortable than their majority counterparts with the climates of the campus, workplace, and classroom.

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<sup>13</sup>Harper & Hurtado, 2007; Hart & Fellabaum, 2008; Norris, 1992; Rankin, 2003; Rankin & Reason, 2005; Worthington, Navarro, Loewy, & Hart, 2008

- Differences by Position:
  - Administrator respondents were more comfortable than were Faculty and Staff respondents with the overall campus climate at Kansas State University.
- Differences by Racial Identity:
  - Significantly lower percentages of Respondents of Color (26%) and Multiple Race respondents (31%) than White respondents (40%) were “very comfortable” with the overall climate at Kansas State University.
- Differences by Sexual Identity:
  - LGBTQ respondents were less comfortable with the overall climate, the climate in their departments/work units, and the climate in their classes than were Heterosexual respondents and Asexual/Other respondents.

### **3. Staff, Faculty, and Administrator Respondents – Challenges with work-life issues**

- Forty-six percent ( $n = 696$ ) of those Faculty, Staff, and Administrator respondents who seriously considered leaving did so for lack of salary/benefits.
- Twenty-three percent ( $n = 586$ ) of Faculty, Staff, and Administrator respondents reported that they were uncomfortable with taking leave they were entitled to for fear that it may affect their job/career.
- Twenty-five percent ( $n = 639$ ) of Faculty, Staff, and Administrator respondents observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Kansas State University.
- Thirty-seven percent ( $n = 517$ ) of Staff respondents felt the annual performance evaluation process is not clear.

Faculty, Staff, and Administrator respondents were provided the opportunity to elaborate on their experiences with work-life issues. More than 470 respondents provided written commentary. The themes included: (1) *Lack of salary clarity*, respondents indicated that the process for determining salary increases were unclear and inconsistent across colleges and departments; (2) *Ability to take leave*, respondents noted mixed reviews indicating that while some supervisors were supportive of taking leave others were not. Others felt that taking leave would be detrimental to their career; (3) *Favoritism/Nepotism*, respondents indicated that decisions regarding promotion/tenure/reclassification were related to a person's friendship or relationship with key decision-makers. The themes and selected comments that support each theme are provided in the full report.

#### **4. Faculty Respondents – Challenges with faculty work**

- Forty-three percent ( $n = 470$ ) of Faculty respondents reported feeling that tenure standards/promotion standards were not applied equally to all K-State faculty.
- Forty-six percent ( $n = 392$ ) of all Faculty respondents felt they performed more work to help students than did their colleagues.

Faculty respondents were provided the opportunity to elaborate on their experiences regarding faculty work. Two hundred and forty Faculty respondents elaborated on their experience of work life related to tenure and advancement processes. The themes included: (1) *Tenure standards/promotion standards are not applied equally*, respondents indicated that there was no consistent application of the policies, and the standards for promotion and tenure vary across colleges and departments; (2) *Tenure/promotion process is not clear*, Faculty respondents indicated that the tenure and promotion process is not clear and that the tenure standards need to be reviewed so that they are less vague. The themes and selected comments that support each theme are provided in the full report.

## **5. A small but meaningful percentage of respondents experienced unwanted sexual contact.**

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

- 3% ( $n = 198$ ) of respondents indicated that they had experienced unwanted sexual contact while at Kansas State University.
- These respondents rarely reported to anyone at K-State that they had experienced unwanted sexual contact.

Respondents were offered the opportunity to elaborate on why they did not report unwanted sexual contact. One hundred and twenty respondents provided written responses. The themes included: (1) *I felt responsible*, respondents indicated that they were, in part, responsible for and too embarrassed to report the incident; (2) *Not that serious*, respondents indicated that they felt the incident was minor and that they did not want to make it a big deal; (3) *Alcohol was involved*, respondents offered that since they had also been drinking and therefore were responsible for the unwanted sexual contact; (4) *No clear support*, respondents offered that they worried nobody would believe them or were concerned that they would be blamed if they reported the incident, (5) *Seriously considered leaving K-State*, respondents in another section of the survey were asked to offer why they seriously considered leaving K-State. Several respondents specifically mentioned that they considered leaving K-State because of a sexual assault-related experience. The themes and selected comments that support each theme are provided in the full report.

## 6. K-State 2025

*K-State 2025: A Visionary Plan for Kansas State University* calls for “a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.”<sup>14</sup> One question in the survey queried respondents about their opinions regarding how they thought that the K-State 2025 vision and plan positively contribute to various items.

- The majority of respondents (63% to 78%) “strongly agreed” or “agreed” that the K-State 2025 plan positively contributes to all of the items offered. Differences emerged when examining these items by position status.
- Overall, Faculty respondents were less likely than Students, Staff, and Administrator respondents to “strongly agree” or “agree” to all of the items offered.

Respondents were offered the opportunity to elaborate on how the K-State 2025 vision and plan influenced the K-State climate. Eight hundred and seventy respondents provided written responses. The themes included: (1) *Unaware/Uninformed*, respondents offered that they were either unaware of the plan’s impact on the climate; (2) *Focus on Research*, respondents indicated that plan emphasized research over teaching.

## Conclusion

Kansas State University campus climate findings<sup>15</sup> are consistent with those found in higher education institutions across the country, based on the work of R&A Consulting.<sup>16</sup> For example, 70% to 80% of all respondents in similar reports found the campus climate to be “comfortable” or “very comfortable.” A slightly higher 84% of all K-State

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<sup>14</sup><http://www.k-state.edu/2025/>; <http://www.k-state.edu/2025/initiatives/climate-survey>

<sup>15</sup>Additional findings disaggregated by position and other selected demographic characteristics are provided in the full report.

<sup>16</sup>Rankin & Associates Consulting, 2015 <http://www.rankin-consulting.com>

respondents reported that they were “comfortable” or “very comfortable” with the climate at Kansas State University. Likewise, 20% to 25% in similar reports indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Kansas State University, 19% of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. The results also paralleled the findings of other climate studies of specific constituent groups offered in the literature.<sup>17</sup>

Kansas State University’s climate assessment report provides baseline data on diversity and inclusion, addressing both K-State’s mission and the goals outlined in *K-State 2025: A Visionary Plan for Kansas State University*. While the findings in and of themselves may guide decision-making in regard to policies and practices at Kansas State University, it is important to note that the cultural fabric of an institution and unique aspects of each campus’s environment must be taken into consideration when deliberating additional action items based on these findings. The climate assessment findings provide the Kansas State University community with an opportunity to build upon its strengths but also to develop a deeper awareness of the challenges ahead. Kansas State University, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

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<sup>17</sup>Guiffrida, Gouveia, Wall, & Seward, 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009



## Introduction

### History of the Project

Kansas State University, also referred to as “K-State,” affirms that diversity and inclusion are crucial to the intellectual vitality of the campus community. It is through freedom of exchange over different ideas and viewpoints in supportive environments that individuals develop the critical thinking and citizenship skills that will benefit them throughout their lives. Diversity and inclusion engender academic engagement where teaching, working, learning, and living take place in pluralistic communities of mutual respect.

Kansas State University is dedicated to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in K-State’s mission statement, Kansas State University “...embraces diversity, encourages engagement and is committed to the discovery of knowledge, the education of undergraduate and graduate students, and improvement in the quality of life and standard of living of those we serve.”<sup>18</sup> Further, *K-State 2025: A Visionary Plan for Kansas State University* calls for “a work environment that encourages creativity, excellence, and high morale in faculty and staff, responds to changing needs, embraces diversity, values communication and collaboration, and is respectful, trusting, fair, and collegial for all.”<sup>19</sup> In order to better understand the campus climate, the senior administration at Kansas State University recognized the need for a comprehensive tool that would provide campus climate metrics for students, faculty, and staff across K-State.

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<sup>18</sup><http://www.k-state.edu/about/mission.html>

<sup>19</sup><http://www.k-state.edu/2025/>; <http://www.k-state.edu/2025/initiatives/climate-survey>

To that end, members of K-State formed the University Climate Survey Committee (UCSC) in 2013. The UCSC was composed of faculty, staff, students, and administrators. Ultimately, Kansas State University contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled, “Kansas State University Climate Assessment for Learning, Living, and Working.” Data gathering focused on the experiences and perceptions of various constituent groups. Based on the findings, two to three action items will be developed through community forums and completed by fall 2015.

### **Review of the Literature: Campus Climate’s Influence on Academic and Professional Success**

Climate at Kansas State University is defined as “Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.”<sup>20</sup> This includes the perceptions and experiences of individuals and groups on campus. For the purposes of this study, climate also includes an analysis of the perceptions and experiences individuals and groups have of others on campus.

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

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

Not long afterward, the Association of American Colleges and Universities (AAC&U) (1995) challenged higher education institutions “to affirm and enact a commitment to equality, fairness, and inclusion” (p. xvi). AAC&U proposed that colleges and universities commit to “the task of

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<sup>20</sup><http://diversity.K-State.edu/about-us/strategic-directions.php>

creating...inclusive educational environments in which all participants are equally welcome, equally valued, and equally heard” (p. xxi). The report suggested that, in order to provide a foundation for a vital community of learning, a primary duty of the academy is to create a climate grounded in the principles of diversity, equity, and an ethic of justice for all groups.

In the ensuing years, many campuses instituted initiatives to address the challenges presented in the reports. Milem, Chang, and Antonio (2005) proposed that, “Diversity must be carried out in intentional ways in order to accrue the educational benefits for students and the institution. Diversity is a process toward better learning rather than an outcome” (p. iv). Milem et al. further suggested that in order for “diversity initiatives to be successful they must engage the entire campus community” (p. v). In an exhaustive review of the literature on diversity in higher education, Smith (2009) offered that diversity, like technology, was central to institutional effectiveness, excellence, and viability. Smith also maintained that building deep capacity for diversity requires the commitment of senior leadership and support of all members of the academic community. Ingle (2005) recommended that “good intentions be matched with thoughtful planning and deliberate follow-through” for diversity initiatives to be successful (p. 13).

Campus environments are “complex social systems defined by the relationships between the people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and larger socio-historical environments” (Hurtado, Milem, Clayton-Pedersen, & Allen, 1998, p. 296). Smith (2009) encouraged readers to examine critically their positions and responsibilities regarding underserved populations in higher education. A guiding question Smith posed was, are special-purpose groups [e.g., Black Faculty Caucus] and locations [e.g., GLBTIQ and Multicultural Student Retention Services] perceived as “‘problems’ or are they valued as contributing to the diversity of the institution and its educational missions” (p. 225)?

Campus climate influences students’ academic success and employees’ professional success, in addition to the social well-being of both groups. The literature also suggests that various identity groups perceive the campus climate differently and that their perceptions may affect working and learning outcomes adversely (Rankin & Reason, 2005). A summary of this literature follows.

Hurtado and Ponjuan (2005) found that when stereotypes “pervade the learning environment for minority students...student academic performance can be undermined” (p. 236). The literature also suggests that students of color who perceive their campus environment as hostile have higher rates of attrition, and have problems with adjustment (Guiffrida et al., 2008; Hurtado & Ponjuan, 2005). Johnson et al. (2007) found that perceptions of the campus racial climate continue to strongly influence minority college students’ sense of belonging. Several other empirical studies reinforce the importance of the perception of non-discriminatory environments to positive learning and developmental outcomes (Aguirre & Messineo, 1997; Flowers & Pascarella, 1999; Pascarella & Terenzini, 2005; Whitt et al., 2001). Finally, research supports the pedagogical value of a diverse student body and faculty on enhancing learning outcomes (Hale, 2004; Harper & Hurtado, 2007; Harper & Quaye, 2004).

Gurin, Dey, Hurtado, & Gurin (2002) found that students in colleges or universities with more inclusive campus environments felt more equipped to participate in an increasingly multicultural society. When the campus climate was healthy and students had the opportunity to interact with a variety of peers, positive learning occurred and democratic skills developed (Hurtado & Ponjuan, 2005). Racial and ethnic diversity in the campus environment, coupled with the institution’s efforts to foster opportunities for quality interactions and learning, promoted “active thinking and personal development” (Gurin et al., 2002, p. 338).

The personal and professional development of faculty, administrators, and staff are impacted by the complex nature of the campus climate. In a study by Settles et al. (2006), sexual harassment and gender discrimination were found to have a substantial negative effect on the overall attitudes toward employment for women faculty in the academic sciences. Sears (2002) noted that lesbian, gay, and bisexual (LGB) faculty members who judged their campus climate more positively also felt more personally supported and perceived their work unit as more supportive of personnel decisions (i.e., hiring and promoting LGB faculty members). Research that underscores the relationships between workplace discrimination and negative job and career attitudes, as well as between workplace encounters with prejudice and lower health and well-being (i.e., anxiety, depression, and lower life satisfaction and physical health) and greater

occupation dysfunction (i.e., organizational withdrawal, and lower satisfaction with work, coworkers, and supervisors), further substantiates the influence of campus climate on employee satisfaction and subsequent productivity (Silverschanz et al., 2008; Waldo, 1999).

### **Kansas State University Campus-wide Climate Assessment Project Structure and Process**

The UCSC collaborated with R&A to develop the survey instrument. In the first phase, R&A conducted 13 focus groups, which were composed of 113 participants (40 students; 73 faculty and staff). In the second phase, the UCSC and R&A used data from the focus groups to co-construct questions for the campus-wide survey. The final survey instrument was completed in August 2014.

The conceptual model used as the foundation for Kansas State University's assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003). A power and privilege perspective informs the model, one grounded in critical theory, which establishes that, power differentials, both earned and unearned, are central to all human interactions (Brookfield, 2005). Unearned power and privilege are associated with membership in dominant social groups (Johnson, 2005) and influence systems of differentiation that reproduce unequal outcomes. The UCSC implemented participatory and community-based processes to generate survey questions as a means to capture the various dimensions of power and privilege that shape the campus experience. In this way, Kansas State University's assessment was the result of a comprehensive process to identify the strengths and challenges of campus climate, with a specific focus on the distribution of power and privilege among differing social groups.

Kansas State University's survey contained 100 items (20 qualitative and 80 quantitative) and was available via a secure online portal from October 14 through November 19, 2014. Confidential paper surveys were distributed to those who did not have access to an Internet-connected computer or who preferred a paper survey. This report provides an overview of the results of the campus-wide survey.

## **Methodology**

### **Conceptual Framework**

Diversity is defined by R&A and in this project as the “variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics.”<sup>21</sup> The conceptual model used as the foundation for this assessment of campus climate was developed by Smith et al. (1997) and modified by Rankin (2003).

### **Research Design**

**Focus Groups.** As noted earlier, the first phase of the climate assessment process was to conduct a series of focus groups at Kansas State University to gather information from students, staff, faculty, and administrators about their perceptions of the campus climate. On April 7, 2014, K-State students, staff, faculty, and administrators participated in 13 focus groups conducted by R&A facilitators. The groups were identified by the UCSC and invited to participate via a letter from President Schulz. The interview protocol included four questions addressing participants’ perceptions of the campus climate, the greatest challenges for various groups at Kansas State University, concerns about the campus climate, and suggestions to improve the campus climate at Kansas State University.

One hundred thirteen people participated in the 13 focus groups (40 students; 73 faculty and staff). Participants in each group were given the opportunity to follow up with R&A with any additional concerns. The UCSC and R&A used the results to inform questions for the campus-wide survey.

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<sup>21</sup>Rankin & Associates Consulting (2015) adapted from AAC&U (1995)

**Survey Instrument.** The survey questions were constructed based on the work of Rankin (2003) and the results from the focus groups. The UCSC reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be more contextually appropriate for the Kansas State University population. The final K-State campus-wide survey contained 100 questions,<sup>22</sup> including open-ended questions for respondents to provide commentary. The survey was designed so that respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of Kansas State University's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. All survey responses were input into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis.

**Sampling Procedure.** Kansas State University's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess campus climate within K-State and to inform K-State's strategic quality improvement initiatives. The IRB director acknowledged that the data collected from this quality improvement activity also could be used for research. The IRB approved the project on September 4, 2014.

Prospective participants received an invitation from the following K-State community leaders: Kirk H. Schulz, President; April C. Mason, Provost and Senior Vice President; David Rintoul, Faculty Senate President; Kerry Jennings, University Support Staff President; Reagan Kays, Student Body President; and Amanda Fairbanks, Graduate Student Council President. The invitation letter contained the URL link to the survey. Respondents were instructed that they were not required to answer all questions and that they could withdraw from the survey at any time before submitting their responses. The survey included information describing the purpose of the study, explaining the survey instrument, and assuring the respondents of anonymity. Only surveys that were at least 50% completed were included in the final data set.

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<sup>22</sup>To ensure reliability, evaluators must ensure that instruments are properly structured (questions and response choices must be worded in such a way that they elicit consistent responses) and administered in a consistent manner. The instrument was revised numerous times, defined critical terms, underwent expert evaluation of items, and checked for internal consistency.

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

**Limitations.** Two limitations to the generalizability of the data existed. The first limitation was that respondents “self-selected” to participate. Self-selection bias, therefore, was possible. This type of bias can occur because an individual’s decision to participate may be correlated with traits that affect the study, which could make the sample non-representative. For example, people with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study. The second limitation was response rates that were less than 30% (see Table 2). For groups with response rates less than 30%, caution is recommended when generalizing the results to the entire constituent group.

**Data Analysis.** Survey data were analyzed to compare the responses (in raw numbers and percentages) of various groups via SPSS (version 22.0). Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to Kansas State University in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., by gender, racial identity, campus position) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.<sup>23</sup> Actual percentages<sup>24</sup> with missing or “no response” information may be found in the survey data tables in Appendix B. The purpose for this discrepancy in reporting is to note the missing or “no response” data in the appendices for institutional information while removing such data within the report for subsequent cross tabulations.

**Factor Analysis Methodology.** A confirmatory factor analysis was conducted on two scales embedded in Question 12 of the survey. The first scale, termed “Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and*

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<sup>23</sup>Valid percentages were derived using the total number of respondents to a particular item (i.e., missing data were excluded).

<sup>24</sup>Actual percentages were derived using the total number of survey respondents.



*Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student success. The first seven items in Question 12 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. Survey items Q12.8 and Q12.9 were used to create this scale. Q12\_9 was reverse-coded before it was included in the analysis.

The questions in each scale were answered on a Likert-type scale from “strongly agree” to “strongly disagree” (scored 1 for “strongly agree” and 5 for “strongly disagree”). For the purposes of analysis, respondents who did not answer all nine items and/or who answered “Not Applicable” to any of the items were not included in the analysis.

The factor analyses were conducted utilizing principal axis factoring with a Promax rotation.<sup>25</sup> Both scree plots and eigenvalues<sup>26</sup> were used to determine the number of factors.

**Factor Analysis Results.** Results of the factor analysis supported the a priori categorization of the nine items into two factors, *Academic Success* and *Intent to Persist*. The first seven items (Q12.1 through Q12.7) formed the *Academic Success* factor, while the final two items (Q12.8 and Q12.9) formed the *Intent to Persist* factor.

**Factor Scores.** Factor scores were created by taking the average of the scores for all the questions in the factor. Each respondent who answered all (i.e., did not skip or answer “not applicable” to any) of the questions included in the given factor was given a score for *Academic Success* and a score for *Intent to Persist* on a five-point scale.

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<sup>25</sup>Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions. Promax rotation is one method of rotation used to facilitate factor interpretation. It is an oblique rotation method that is faster than the direct oblimin method and often used in larger datasets.

<sup>26</sup>Two common methods for determining the number of factors to use in a factor analysis are (1) eigenvalues of 1.00 or higher and (2) examining a scree plot of eigenvalues plotted against the factor numbers.

Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* factor suggest that a student or constituent group is more likely to persist.

**Means Testing Methodology.** After creating the two factor scores for respondents based on the factor analysis, means were calculated for Undergraduate Student respondents and Graduate Student respondents.

### *Academic Success*

The means then were tested to determine whether any differences existed between Undergraduate and Graduate Student respondents. Analyses also were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas separately for Undergraduate and Graduate Student respondents:

- Student status (Undergraduate Student, Graduate Student)
- Gender identity (Man, Woman)
- Racial identity (White, Person of Color, Multiple Race)
- Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- Disability status (Single Disability, Multiple Disabilities, No Disability)
- Income status (Low-Income, Not Low-Income)
- First-generation status (First-Generation, Not First-Generation)
- First-generation/Low-income status (First-Generation and Low-Income, Not First-Generation and/or Not Low-Income)
- Military service (Military Service, Military Connected, No Military Service, Multiple Military Service statuses)
- Employment status (Not Employed, Employed [on or off campus, or both])
- Housing status (Campus Housing; Non-Campus Housing)

When only two categories existed for the specified demographic variable (student status, income status, first-generation status, employment status, housing status), a *t*-test for difference of means

was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects are noted.

### *Intent to Persist*

Figure 1 depicts the distribution of the scores for the *Intent to Persist* factor. Since the responses were not normally distributed, the scores did not satisfy the assumptions for means testing using any of the methods mentioned above. Means were still included in the narrative to allow for comparisons, though statistical significance is not reported.

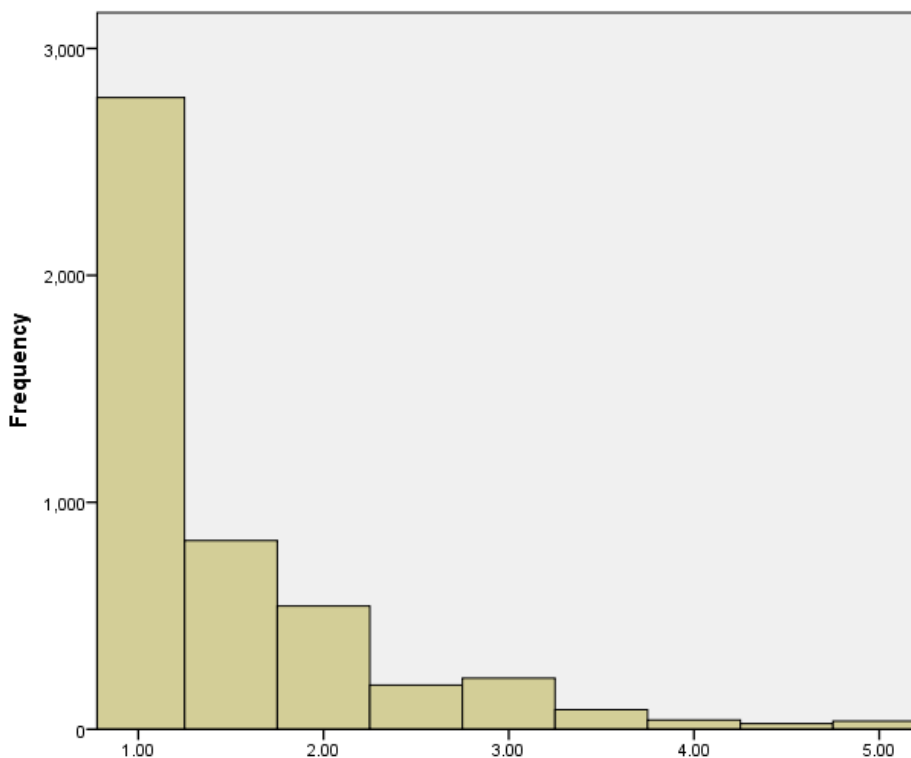


Figure 1. Distribution of Scores for *Intent to Persist* Factor

## **Qualitative Comments**

Several survey questions provided respondents the opportunity to describe their experiences on the Kansas State University campus, elaborate upon their survey responses, and append additional thoughts. Comments were solicited to give voice to the data and to highlight areas of concern that might have been missed in the quantitative items of the survey. These open-ended comments were reviewed<sup>27</sup> using standard methods of thematic analysis. R&A reviewers read all comments, and a list of common themes was generated based on their analysis. Most themes reflected the issues addressed in the survey questions and revealed in the quantitative data. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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<sup>27</sup>Any comments provided in languages other than English were translated and incorporated into the qualitative analysis.

## Results

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

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

### Description of the Sample<sup>28</sup>

Seven thousand four hundred eleven (7,411) surveys were returned, for a 25% overall response rate. The sample and population figures, chi-square analyses,<sup>29</sup> and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by Kansas State University.

- Women were significantly overrepresented in the sample.
- Whites, Hispanic/Latinos, and African Americans/Blacks were significantly underrepresented in the sample. There was equal representation from American Indian/Alaskan Natives and Native Hawaiian/Pacific Islanders. Asian/Asian Americans, Multi-Racial individuals, and Other/Unknown/No Response individuals were overrepresented. Middle Eastern individuals were not indicated in the population, but were included in the sample.
- Undergraduate and Graduate Students were significantly underrepresented in the sample; Staff, Administrators, and Faculty were overrepresented.

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<sup>28</sup>All frequency tables are provided in Appendix B.

<sup>29</sup>Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by Kansas State University.

**Table 2. Demographics of Population and Sample**

Characteristic	Subgroup	Population		Sample		Response Rate
		N	%	n	%	
Gender Identity <sup>a</sup>	<b>Man</b>	15,074	50.2	2,887	39.2	19.15
	<b>Woman</b>	14,972	49.8	4,429	60.1	29.58
	<b>Transgender</b>	--	--	5	0.1	--
	<b>Genderqueer</b>	--	--	22	0.3	--
	<b>Other</b>	--	--	29	0.4	--
Race/Ethnicity <sup>1,b</sup>	<b>American Indian/Alaskan Native</b>	121	0.4	33	0.4	27.27
	<b>Asian/Asian American</b>	808	2.9	322	4.3	39.85
	<b>African American//Black</b>	1,114	4.0	246	3.3	22.08
	<b>Hispanic/Latino(a)/Chicano(a)</b>	1,609	5.8	253	3.4	15.72
	<b>Middle Eastern</b>	--	--	27	0.4	--
	<b>Native Hawaiian/Pacific Islander</b>	37	0.1	<5	--	--
	<b>White</b>	22,921	82.5	5,984	80.7	26.11
	<b>Multiracial</b>	748	2.7	385	5.2	51.47
	<b>Other/Unknown/No Response</b>	441	1.6	157	2.1	35.60
Position <sup>c</sup>	<b>Undergraduate Student</b>	20,327	67.7	3,986	53.8	19.61
	<b>Graduate Student</b>	4,439	14.8	819	11.1	18.45
	<b>Faculty</b>	1,856	6.2	914	12.3	49.25
	<b>Administrator</b>	391	1.3	215	2.9	54.99
	<b>Staff</b>	3,033	10.1	1,477	19.9	48.70

<sup>1</sup> Respondents were instructed to indicate all categories that apply.

Note: In some cases, the sample, *n*, is greater than the population, *N*, because respondents self-identified their racial identity and may not have indicated their identity in the information collected by Kansas State University.

<sup>a</sup>X<sup>2</sup> (1, *N* = 7,316) = 337.03, *p* < .0001

<sup>b</sup>X<sup>2</sup> (7, *N* = 7,384) = 323.8, *p* < .0001

<sup>c</sup>X<sup>2</sup> (4, *N* = 7,411) = 1587.09, *p* < .0001

**Validity.** Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed based on the work of Hurtado et al. (1998) and Smith et al. (1997) and were further informed by

instruments used in other institutional and organizational studies by the consultant. Several researchers working in the area of campus climate and diversity, as well as higher education survey research methodology experts, reviewed the bank of items available for the survey, as did the members of Kansas State University's UCSC.

Content validity was ensured given that the items and response choices arose from literature reviews, previous surveys, and input from UCSC members. Construct validity—the extent to which scores on an instrument permit inferences about underlying traits, attitudes, and behaviors—should be evaluated by examining the correlations of measures being evaluated with variables known to be related to the construct. For this investigation, correlations ideally ought to exist between item responses and known instances of exclusionary conduct, for example. However, no reliable data to that effect were available. As such, attention was given to the manner in which questions were asked and response choices given. Items were constructed to be non-biased, non-leading, and non-judgmental, and to preclude individuals from providing “socially acceptable” responses.

**Reliability—Internal Consistency of Responses.**<sup>30</sup> Correlations between the responses to questions about overall campus climate for various groups (Question 82) and those that rated overall campus climate on various scales (Question 83) were low-moderate and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients<sup>31</sup> are provided in Table 3.

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

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<sup>30</sup>Internal reliability is a measure of reliability used to evaluate the degree to which different test items that probe the same construct produce similar results (Trochim, 2000). The correlation coefficient indicates the degree of linear relationship between two variables (Bartz, 1988).

<sup>31</sup>Pearson correlation coefficients indicate the degree to which two variables are related. A value of 1 signifies perfect correlation; 0 signifies no correlation.

A strong relationship (between .5 and .7) existed for all five pairs of variables: between Positive for People of Color and Not Racist; between Positive for Lesbian, Gay, Bisexual People and Not Homophobic; between Positive for Women and Not Sexist; between Positive for People of Low Socioeconomic Status and Not Classist; and between Positive for People with Disabilities and Disability Friendly.

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

	Climate Characteristics				
	Not Racist	Not Homophobic	Not Sexist	Not Classist (SES)	Disability Friendly
Positive for People of Color	.579 <sup>1</sup>				
Positive for Lesbian, Gay, Bisexual People		.600 <sup>1</sup>			
Positive for Women			.541 <sup>1</sup>		
Positive for People of Low Socioeconomic Status				.651 <sup>1</sup>	
Positive for People with Disabilities					.671 <sup>1</sup>

<sup>1</sup>*p* < 0.01

### Sample Characteristics<sup>32</sup>

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

Primary status data for respondents were collapsed into Undergraduate Student respondents, Graduate Student respondents, Staff respondents, Administrator respondents, and Faculty respondents.<sup>33</sup> Of all respondents, 54% (*n* = 3,986) were Undergraduate Students, 11% (*n* = 819) were Graduate Students, 12% (*n* = 914) were Faculty, 3% (*n* = 215) were Administrators, and 20% (*n* = 1,477) were Staff (Figure 2). Ninety-one percent (*n* = 6,748) of all respondents were full-time in their primary positions. Subsequent analyses indicated that 97% (*n* = 11) of

<sup>32</sup>All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

<sup>33</sup>Collapsed position variables were determined by the UCSC. "Administrator" includes Temporary, Term, Regular, and Faculty Appointment administrators. "Staff" includes University Support Staff and Unclassified Professional Staff. "Faculty" includes Tenure-Track or Tenured, Non-Tenure Track (Continuing/Regular), and Non-Tenure Track (Term) subcategories.



Undergraduate Student respondents, 84% ( $n = 659$ ) of Graduate Student respondents, 98% ( $n = 196$ ) of Administrator respondents, 96% ( $n = 1,343$ ) of Staff respondents, and 94% ( $n = 839$ ) of Faculty respondents were full-time in their primary positions.

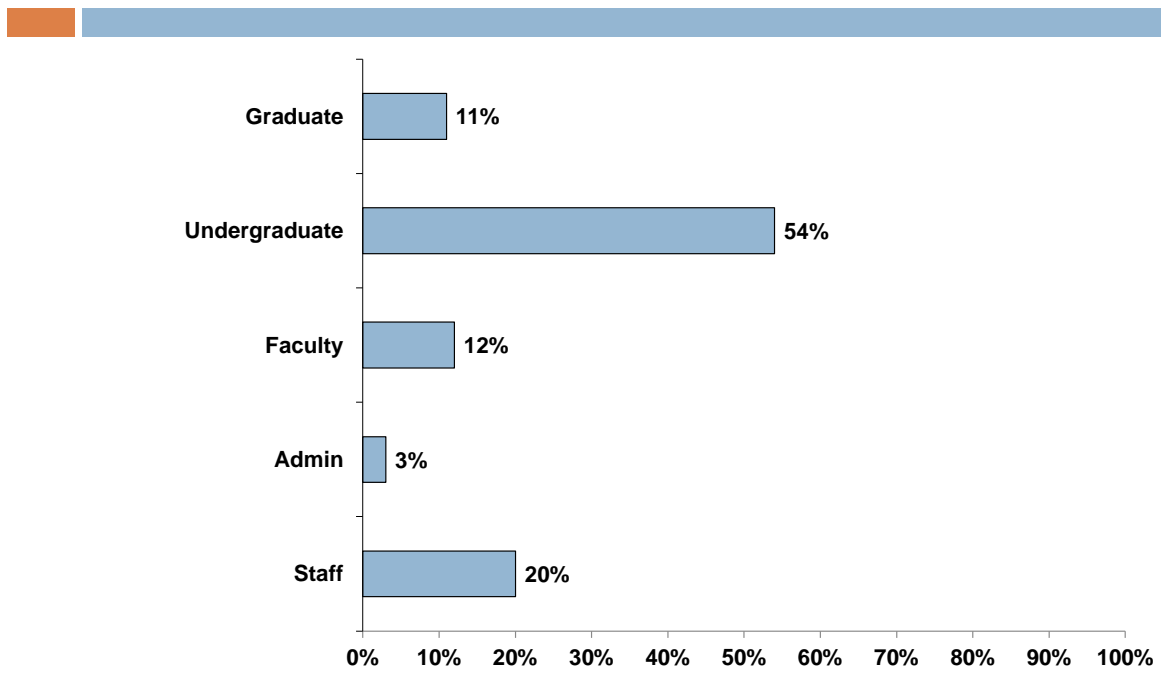


Figure 2. Respondents' Collapsed Position Status (%)

Additionally, most of the respondents were located in Manhattan, KS (Table 4). Of the 261 respondents who chose the “Other” response, individuals indicated that they were in Colby, County Extension/Agent, Distance Education/Learning, Hays, online, in certain other Kansas towns or cities, or in other states.

**Table 4. Respondents’ Primary K-State Geographic Location**

Location	<i>n</i>	%
Manhattan	6,904	93.2
Salina	177	2.4
Olathe	61	0.8
Other	261	3.5
Missing	8	0.1

With regard to respondents' work-unit affiliations, Table 5 indicates that Administrator respondents represented various work units across campus. Of the Administrator respondents, 13% ( $n = 27$ ) were affiliated with Student Life, 12% ( $n = 25$ ) were affiliated with the Office of the Provost, and 11% ( $n = 24$ ) were affiliated with the College of Arts and Sciences.

**Table 5. Administrator Respondents' Primary Work-Unit Affiliations**

<b>Work Unit</b>	<b><i>n</i></b>	<b>%</b>
Administration and Finance	14	6.5
College of Agriculture	14	6.5
College of Architecture, Planning and Design	5	2.3
College of Arts and Sciences	24	11.2
College of Business Administration	6	2.8
College of Education	8	3.7
College of Engineering	12	5.6
College of Human Ecology	6	2.8
College of Technology and Aviation	6	2.8
College of Veterinary Medicine	8	3.7
Communications and Marketing	< 5	---
Division of Facilities	< 5	---
Division of Human Capital Services	< 5	---
Graduate School	< 5	---
Housing and Dining	< 5	---
Information Technology Services	< 5	---
K-State Global Campus (formerly Continuing Education)	7	3.3
K-State Libraries	< 5	---
K-State Olathe	< 5	---
K-State Research and Extension	9	4.2
Office of the President	6	2.8
Office of the Provost	25	11.6
Office of Research	9	4.2
Student Life	27	12.6

Note: Table includes Administrator respondents ( $n = 215$ ) only.

Also with regard to respondents' work-unit affiliations, Table 6 indicates that of the Staff respondents, 10% ( $n = 142$ ) were affiliated with Student Life, 9% ( $n = 139$ ) were affiliated with the College of Veterinary Medicine, 9% ( $n = 132$ ) were affiliated with the College of Agriculture, and 7% ( $n = 101$ ) were affiliated with the Division of Facilities.

**Table 6. Staff Respondents' Primary Work-Unit Affiliations**

<b>Work Unit</b>	<b><i>n</i></b>	<b>%</b>
Administration and Finance	81	5.5
College of Agriculture	132	8.9
College of Architecture, Planning and Design	16	1.1
College of Arts and Sciences	78	5.3
College of Business Administration	20	1.4
College of Education	50	3.4
College of Engineering	65	4.4
College of Human Ecology	36	2.4
College of Technology and Aviation	27	1.8
College of Veterinary Medicine	139	9.4
Communications and Marketing	37	2.5
Division of Cooperative Extension	9	0.6
Division of Facilities	101	6.8
Division of Human Capital Services	26	1.8
Graduate School	10	0.7
Housing and Dining	85	5.8
Information Technology Services	92	6.2
K-State Global Campus (formerly known as Continuing Education)	36	2.4
K-State Libraries	53	3.6
K-State Olathe	13	0.9
K-State Research and Extension	71	4.8
Office of the President	10	0.7
Office of the Provost	49	3.3
Office of Research	19	1.3
Student Life	142	9.6

Note: Table includes Staff respondents ( $n = 1,477$ ) only.

Of Faculty respondents, 33% ( $n = 302$ ) were affiliated with the College of Arts and Sciences, and 14% ( $n = 123$ ) were affiliated with the College of Agriculture (Table 7).

**Table 7. Faculty Respondents’ Primary Academic Division/Departmental Affiliations**

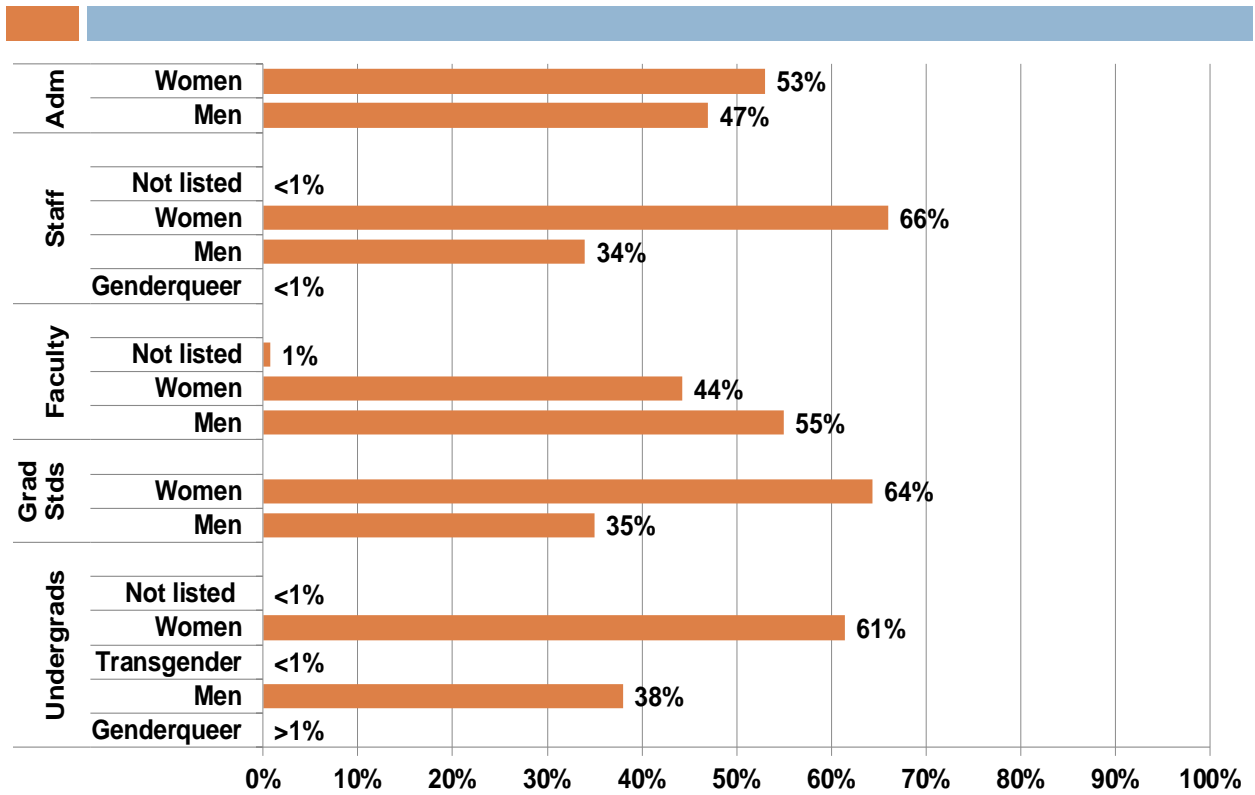
<b>Academic Division/Department</b>	<b><i>n</i></b>	<b>%</b>
College of Agriculture	123	13.5
College of Architecture, Planning and Design	19	2.1
College of Arts and Sciences	302	33.0
College of Business Administration	29	3.2
College of Education	79	8.6
College of Engineering	78	8.5
College of Human Ecology	69	7.5
College of Technology and Aviation	38	4.2
College of Veterinary Medicine	73	8.0
K-State Libraries	38	4.2
K-State Research and Extension	26	2.8
Office of the Provost	20	2.2

Note: Table includes Faculty respondents ( $n = 914$ ) only.

Sixty percent of the sample ( $n = 4,429$ ) were Women, and 39% ( $n = 2,887$ ) were Men.<sup>34</sup> Less than one percent ( $n = 5$ ) of the respondents identified as Transgender.<sup>35</sup> Less than one percent identified as Genderqueer ( $n = 22$ ) or with a gender identity not listed on the survey ( $n = 29$ ). Of the respondents who marked a gender identity not listed on the survey, many individuals wrote in responses such as “androgynous,” “bovine,” “Cis-Male,” “Cisgender,” “queer,” “Genderqueer trans woman,” “human,” “Two-Spirit.” In terms of gender expression, 60% ( $n = 4,351$ ) identified as feminine, 39% ( $n = 2,811$ ) identified as masculine, 1% ( $n = 101$ ) as androgynous, and < 1% ( $n = 42$ ) as a “gender expression not listed” on the survey. These demographic characteristics are offered by K-State position in Figure 3.

<sup>34</sup> Additionally, the sex of the majority of respondents was female (60%,  $n = 4,453$ ), while 39% ( $n = 2,907$ ) of respondents were male, and < 1% ( $n = 12$ ) were intersex.

<sup>35</sup> Self-identification as transgender does not preclude identification as male or female, nor do all those who might fit the definition self-identify as transgender. Here, those who chose to self-identify as transgender have been reported separately in order to reveal the presence of a relatively new campus identity that might otherwise have been overlooked. Because there were only 5 transgender respondents numbered, no analyses were conducted or included in the report in order to maintain the respondents’ confidentiality.



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

Figure 3. Respondents by Gender Identity & Position Status (%)

The majority of respondents were Heterosexual<sup>36</sup> (88%,  $n = 6,345$ ). Five percent ( $n = 361$ ) identified as Asexual, 2% ( $n = 164$ ) as Bisexual, 2% ( $n = 120$ ) as Gay, and < 1% each as Lesbian ( $n = 50$ ), Pansexual ( $n = 32$ ), Queer ( $n = 24$ ), or Questioning ( $n = 48$ ). Figure 4 illustrates respondents' sexual identities by primary position status.

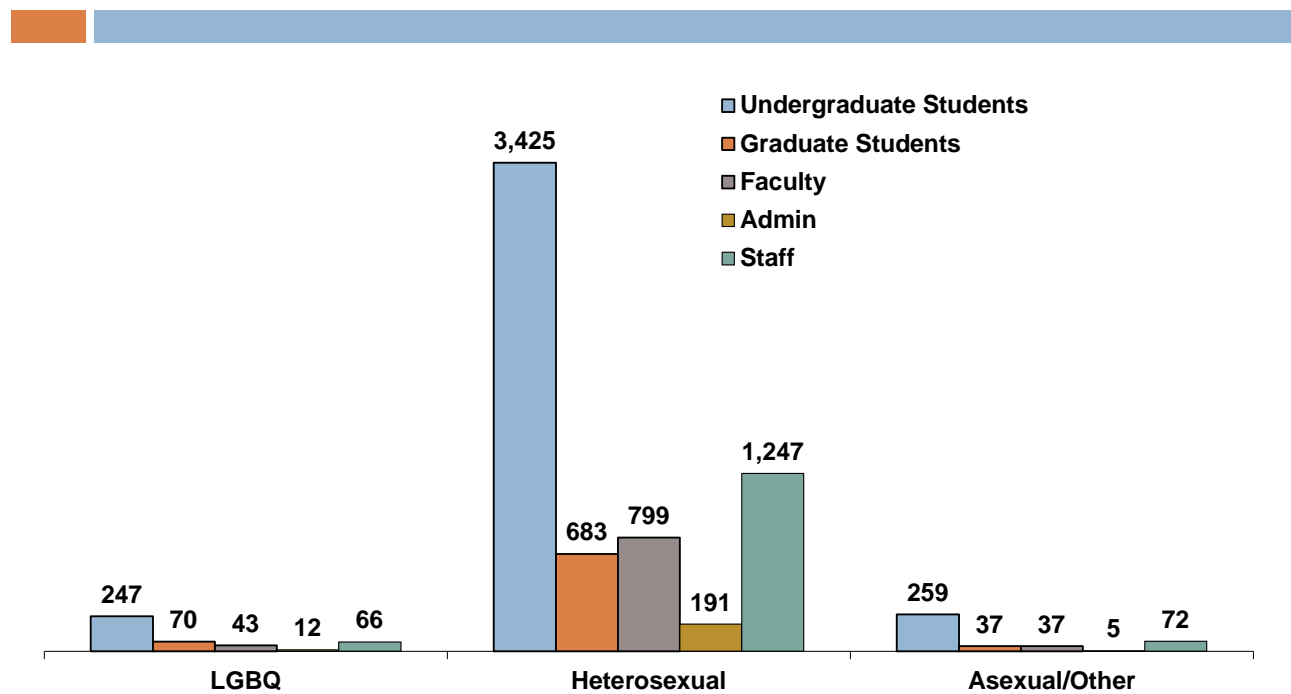
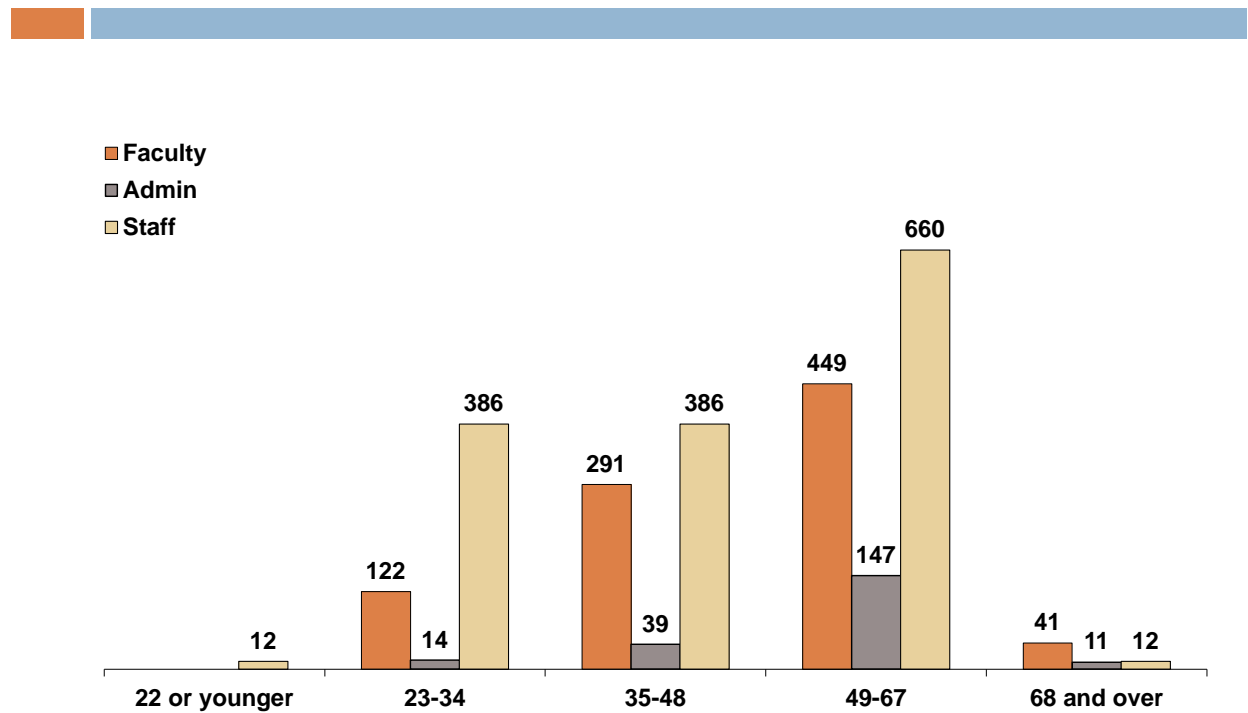


Figure 4. Respondents by Sexual Identity & Position Status ( $n$ )

<sup>36</sup>Per the UCSC, sexual identity was recoded to include Heterosexual, LGBQ, and Asexual/Other for the purposes of some analyses. Respondents who answered “a sexual identity not listed above” in response to the question about their sexual identity and wrote “straight” or “heterosexual” in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms “LGBQ” and “sexual minorities” to denote individuals who self-identified as lesbian, gay, bisexual, pansexual, queer, and questioning, and those who wrote in “other” terms, such as “homoflexible” and “fluid.”

Of Faculty respondents, 50% ( $n = 449$ ) were between 49 and 67 years old, and 32% ( $n = 291$ ) were between 35 and 48 years old (Figure 5). Of Administrator respondents, 70% ( $n = 147$ ) were between 49 and 67 years old and 19% ( $n = 39$ ) were between 35 and 48 years old. Forty-five percent ( $n = 660$ ) of Staff respondents were between 49 and 67 years old, and 27% ( $n = 386$ ) each were between 23 and 34 years old and 35 and 48 years old.

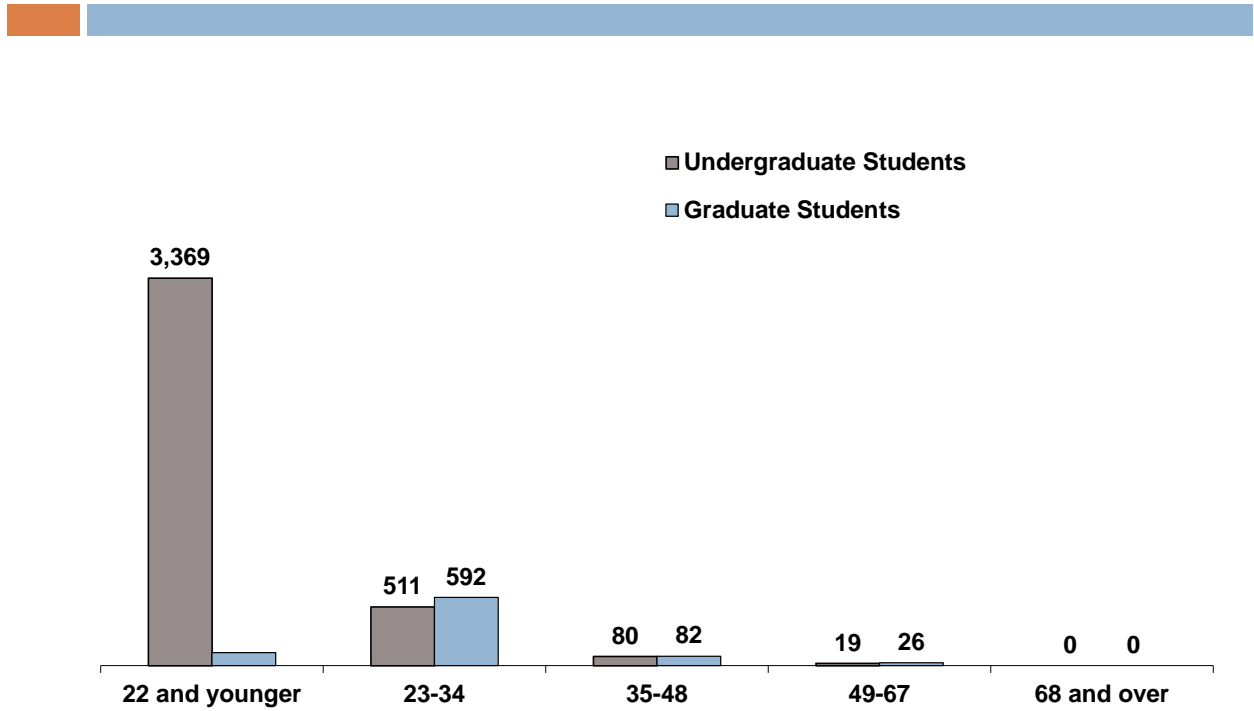


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 5. Employee Respondents by Age & Position Status ( $n$ )



Of responding Undergraduate Students, 85% ( $n = 3,369$ ) were 22 years old or younger, and 13% ( $n = 511$ ) were between 23 and 34 years old. Seventy-three percent ( $n = 592$ ) of responding Graduate Students were between 23 and 34 years old (Figure 6).



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

Figure 6. Student Respondents by Age & Position Status ( $n$ )

With regard to racial identity, 85% ( $n = 6,328$ ) of the respondents identified as White (Figure 7).<sup>37</sup> Five percent each were Latino/Hispanic/Chicano ( $n = 395$ ), Asian/Asian American ( $n = 375$ ), or Black/African/African American ( $n = 343$ ). Two percent ( $n = 174$ ) were American Indian, 1% ( $n = 44$ ) were Middle Eastern, and < 1% each were Alaskan Native ( $n = 9$ ), Native Hawaiian ( $n = 8$ ), or Pacific Islander ( $n = 27$ ). Individuals who marked the response category “racial identity not listed above” offered identities such as “100% American,” “Ashkenazi Jew,” “Caucasian,” “Chinese,” “European American,” “Human,” “Mexican American,” “mixed,” “multi-racial,” “refuse to answer,” “unknown,” and “Zorgon.”

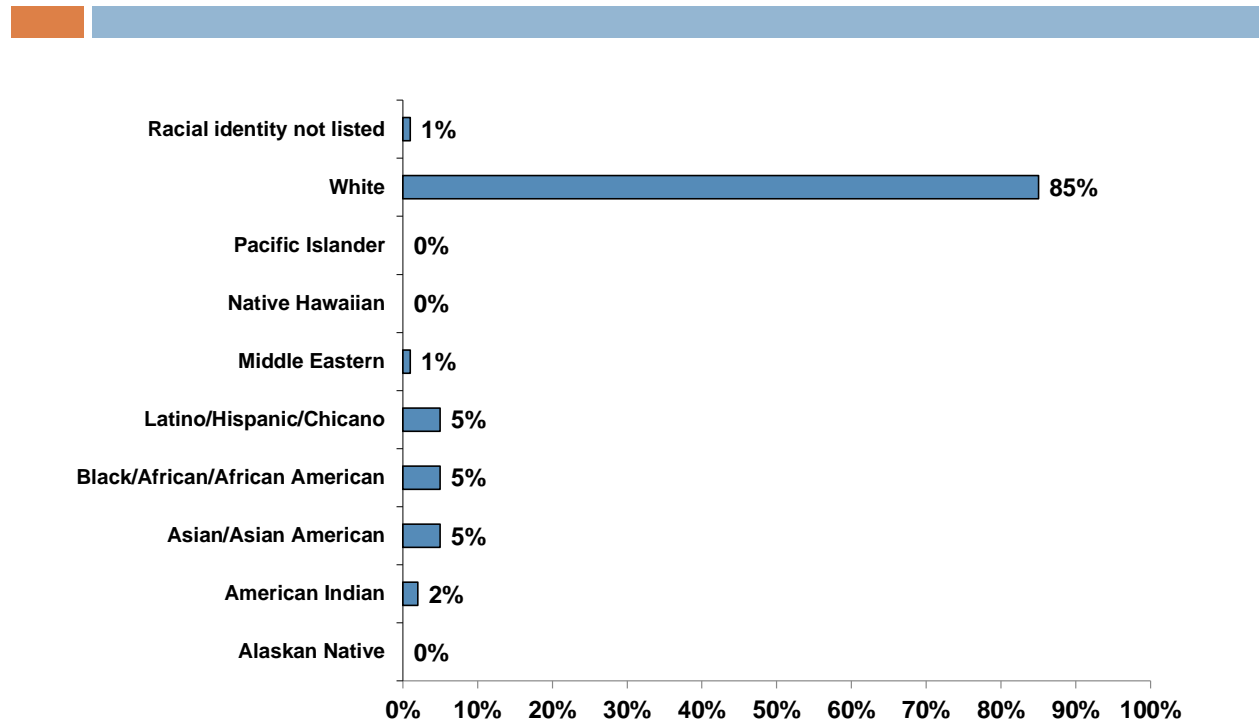


Figure 7. Respondents by Racial/Ethnic Identity (%), inclusive of multi-racial and/or multi-ethnic

<sup>37</sup>Figure 7 illustrates the duplicated total of responses ( $n = 7,772$ ) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?”

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,<sup>38</sup> allowing them to identify as biracial or multiracial. For the purposes of some analyses, the UCSC created three racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (81%,  $n = 5,984$ ) as their identity (Figure 8).<sup>39</sup> Other respondents identified as People of Color<sup>40</sup> (12%,  $n = 885$ ) and Multiracial<sup>41</sup> (5%,  $n = 385$ ). A considerable percentage of respondents did not indicate their racial identity and were recoded to Other/Missing/Unknown (2%,  $n = 157$ ).

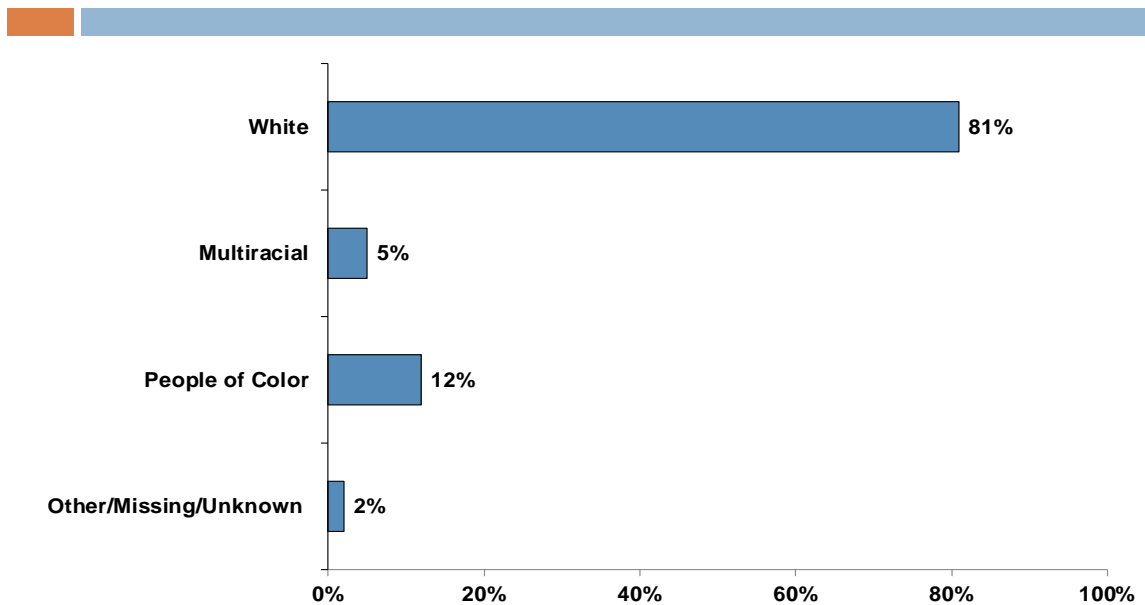


Figure 8. Respondents by Collapsed Categories of Racial Identity (%)

<sup>38</sup>While recognizing the vastly different experiences of people of various racial identities (e.g., Chicano(a) versus African-American or Latino(a) versus Asian-American), and those experiences within these identity categories (e.g., Hmong versus Chinese), Rankin and Associates found it necessary to collapse some of these categories to conduct the analyses as a result of the small numbers of respondents in the individual categories.

<sup>39</sup>Figure 8 illustrates the unduplicated total of responses ( $n = 7,411$ ) for the question, “What is your race/ethnicity (If you are of a multiracial/multiethnic identity, mark all that apply)?”

<sup>40</sup>Per the UCSC, the People of Color category included respondents who identified as Alaskan Native, American Indian, Asian/Asian American, Black/African/African American, Hispanic/Latino/Chicano, Middle Eastern, Native Hawaiian, or Pacific Islander.

<sup>41</sup>Per the UCSC, respondents who identified as more than one racial identity were recoded as Multiracial.

Sixty-nine percent ( $n = 5,082$ ) of respondents identified with a Christian faith-based affiliation. Nineteen percent ( $n = 1,390$ ) of respondents reported No Faith-Based Affiliation. Seven percent ( $n = 540$ ) identified as Spiritual, but with no faith-based affiliation. Three percent ( $n = 231$ ) identified with Other Faith-Based Affiliations, and 1% ( $n = 62$ ) of respondents identified with Multiple Faith-Based Affiliations (Figure 9).

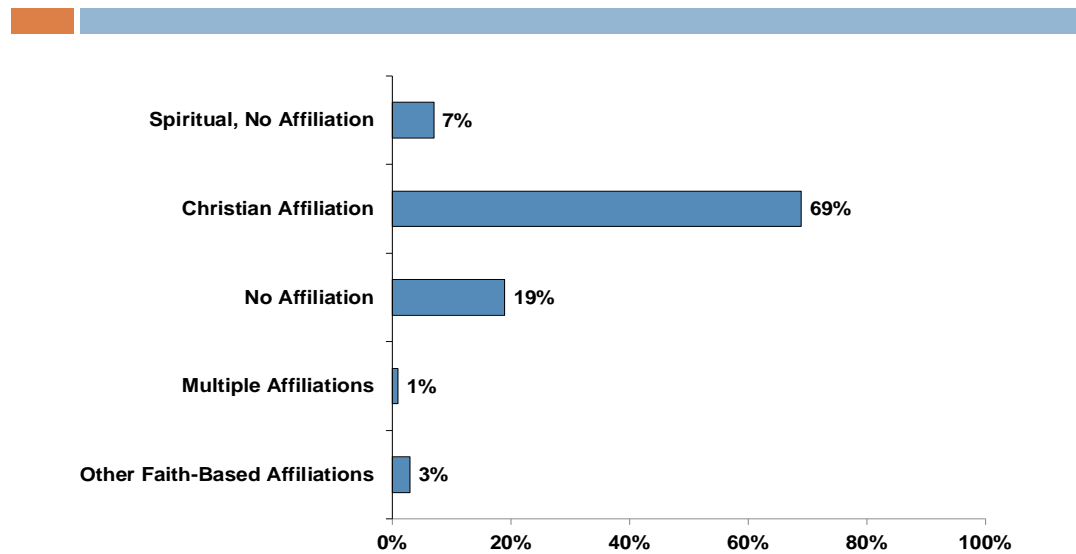
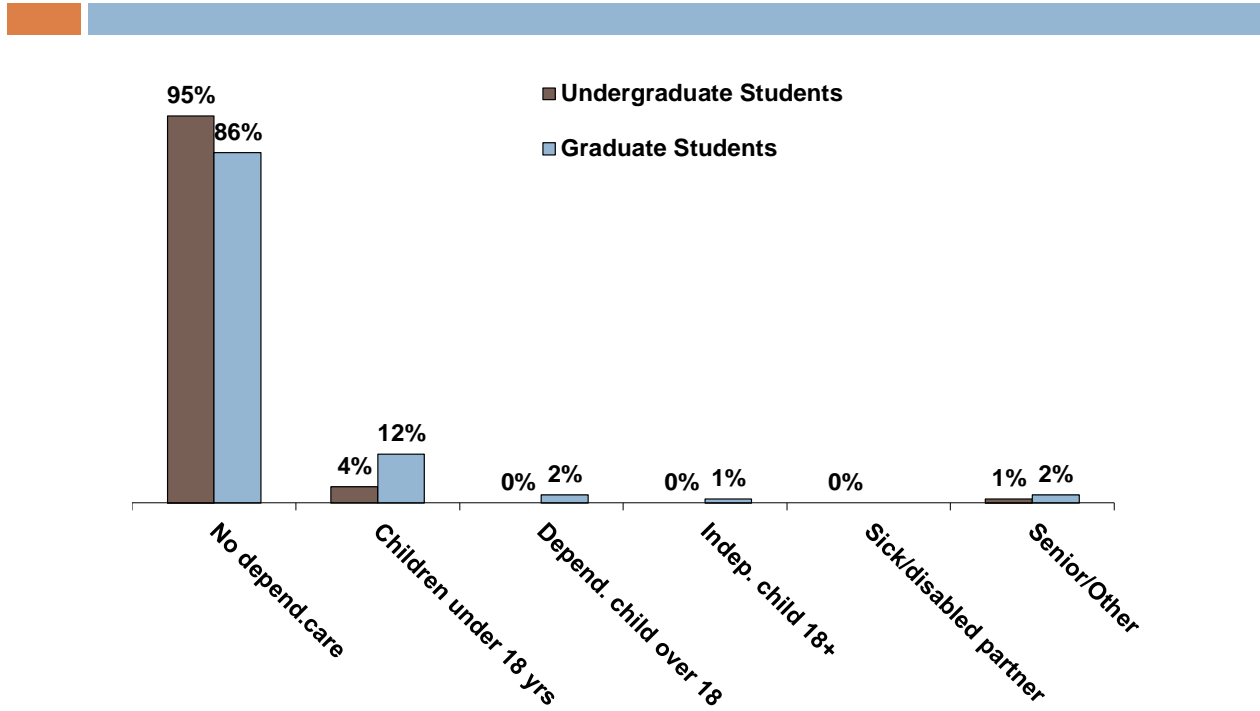


Figure 9. Respondents by Faith-Based Affiliation (%)

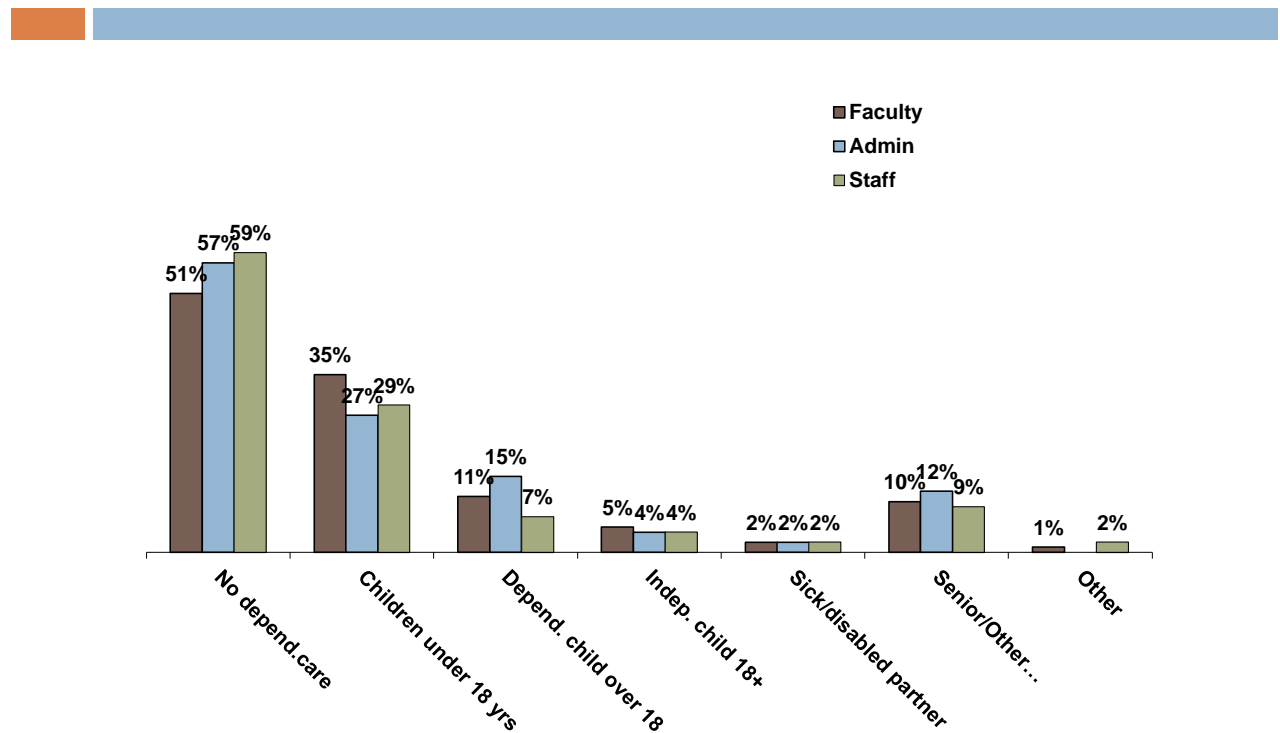
Eighty percent ( $n = 5,920$ ) of respondents had no parenting or caregiving responsibilities. Ninety-five percent ( $n = 3,778$ ) of Undergraduate Student respondents and 86% ( $n = 697$ ) of Graduate Student respondents had no dependent care responsibilities (Figure 10).



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

Figure 10. Student Respondents' Dependent Care Status by Position (%)

Fifty-nine percent ( $n = 864$ ) of Staff respondents, 57% ( $n = 122$ ) of Administrator respondents, and 51% ( $n = 459$ ) of Faculty respondents had no substantial parenting or caregiving responsibilities (Figure 11). Thirty-five percent ( $n = 324$ ) of Faculty respondents, 29% ( $n = 426$ ) of Staff respondents, and 27% ( $n = 57$ ) of Administrator respondents were caring for children under the age of 18 years. Twelve percent ( $n = 25$ ) of Administrator respondents, 10% ( $n = 88$ ) of Faculty respondents, and 9% ( $n = 132$ ) of Staff respondents were responsible for senior or other family members.



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

Figure 11. Employee Respondents' Dependent Care Status by Position (%)

Additional analyses revealed that 75% ( $n = 5,530$ ) of respondents had never served in the military. Seven percent ( $n = 541$ ) of respondents were veterans. Two percent each were reservists/National Guard ( $n = 154$ ) or active military ( $n = 141$ ), and 1% ( $n = 93$ ) of respondents were in ROTC.

Thirteen percent ( $n = 991$ ) of respondents<sup>42</sup> indicated that they had a condition that substantially affected learning, working, or living activities, and 4% ( $n = 265$ ) indicated that they had multiple disabilities. Six percent ( $n = 433$ ) of respondents indicated that they had mental health/psychological conditions, 5% ( $n = 350$ ) medical conditions, and 4% ( $n = 301$ ) cognitive disabilities (Table 8).

**Table 8. Conditions that Impact Respondents’ Learning, Working, or Living Activities**

<b>Condition</b>	<b><i>n</i></b>	<b>%</b>
I have none of the listed conditions	5,710	77.0
Mental health/psychological condition	433	5.8
Medical condition	350	4.7
Cognitive disability	301	4.1
Hard of hearing or deaf	159	2.1
Physical disability	113	1.5
Low vision or blind	103	1.4
Mobility impairment	58	0.8
Speech/communication disorders	53	0.7
Other	49	0.7
Acquired/Traumatic Brain Injury	45	0.6

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

<sup>42</sup>Some respondents indicated that they had multiple disabilities or conditions that substantially affected major life activities. The unduplicated total number of respondents with disabilities is 1,256 (17%). The duplicated total ( $n = 1,664$ ; 22%) is reflected in Table 8 in this report and in Appendix B, Table B21.

Table 9 depicts how respondents answered the survey item, “What is your citizenship status? Mark all that apply.” For the purposes of analyses, the UCSC created three citizenship categories:<sup>43</sup> 88% ( $n = 6,529$ ) of respondents were U.S. Citizens, 8% ( $n = 610$ ) were Non-U.S. Citizens, and 3% ( $n = 238$ ) claimed Multiple Citizenship. Six respondents were Undocumented Residents. Subsequent analyses revealed that 6% ( $n = 254$ ) of Undergraduate Student respondents, 22% ( $n = 178$ ) of Graduate Student respondents, 11% ( $n = 98$ ) of Faculty respondents, 3% ( $n = 7$ ) of Administrator respondents, and 5% ( $n = 73$ ) of Staff respondents were Non-U.S. Citizens.

**Table 9. Respondents’ Citizenship Status (Duplicated Totals)**

<b>Citizenship</b>	<b><i>n</i></b>	<b>%</b>
U.S. citizen	6,766	91.3
Permanent resident	525	7.1
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN)	327	4.4
Other legally documented status	12	0.2
Undocumented resident	6	0.1

Eighty-eight percent ( $n = 6,544$ ) of respondents said that only English was spoken in their homes. Four percent ( $n = 260$ ) indicated that only a language other than English was spoken in their homes, while 8% ( $n = 577$ ) indicated that English and at least one other language were spoken in their homes. Some of the languages that respondents indicated that they spoke at home were Afrikaans, “American,” American Sign Language, Arabic, Asante Twi, Assamese, Belarussian, Bengali, British, Bulgarian, Cantonese, Chinese, Creole, Czech, Dari, Dutch, Estonian, French, German, Greek, Gujurati, Gullah, Hausa, Hebrew, Hindi, Icelandic, Igbo, Italian, Japanese, Khmer, Kikuyu, Korean, Mandarin, Marathi, Nepali, Pashto, Patois, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Sinhala, Spanish, Swahili, Swedish, Tagalog, Tamil, Telugu, Thai, Turkish, Vietnamese, and Yoruba.

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<sup>43</sup>For the purposes of analyses the collapsed categories for citizenship are U.S. Citizen, Non-U.S. Citizen (includes Permanent Residents, Non-U.S. Citizens [F-1, J-1, H1-B, A, L, G, E, TN visa holders], and other legally documented status), and Multiple Citizenship (includes any respondent who marked more than one response).



Thirty percent ( $n = 434$ ) of Staff respondents indicated that the highest level of education they had completed was a bachelor’s degree, 22% ( $n = 326$ ) had finished a master’s degree, and 12% ( $n = 183$ ) had finished some college.

Table 10 illustrates the level of education completed by Student respondents’ parents or legal guardians. Subsequent analyses indicated that 31% ( $n = 1,237$ ) of Undergraduate Student respondents and 36% ( $n = 294$ ) of Graduate Student respondents were First-Generation Students.<sup>44</sup>

**Table 10. Student Respondents’ Parents’/Guardians’ Highest Level of Education**

<b>Level of education</b>	<b>Parent/legal guardian 1</b>		<b>Parent/legal guardian 2</b>	
	<i>n</i>	%	<i>n</i>	%
No high school	78	1.6	96	2.0
Some high school	108	2.2	96	2.0
Completed high school/GED	636	13.2	663	13.8
Some college	635	13.2	688	14.3
Business/technical certificate/degree	247	5.1	278	5.8
Associate’s degree	313	6.5	351	7.3
Bachelor’s degree	1,510	31.4	1,540	32.0
Some graduate work	100	2.1	111	2.3
Master’s degree	839	17.5	646	13.4
Specialist degree	36	0.7	51	1.1
Doctoral degree	137	2.9	68	1.4
Professional degree (MD, MFA, JD)	140	2.9	110	2.3
Unknown	5	0.1	30	0.6
Not applicable	12	0.2	39	0.8

Note: Table reports Student responses ( $n = 4,805$ ) only.

<sup>44</sup>With the UCSC’s approval, “First-Generation Students” were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

Additional analyses indicated that of the 3,986 responding Undergraduate Students, 22% ( $n = 885$ ) were first-year students, 20% ( $n = 804$ ) were second-year students, 25% ( $n = 989$ ) were third-year students, and 21% ( $n = 822$ ) were fourth-year students. Twelve percent ( $n = 466$ ) were in their fifth year or later of their undergraduate career. Less than one percent ( $n = 16$ ) of Undergraduate Student respondents were non-degree students. Additionally, 73% ( $n = 2,888$ ) of Undergraduate Student respondents started at Kansas State University as first-year students, and 21% ( $n = 820$ ) transferred from other institutions.

Table 11 reveals that 3% ( $n = 111$ ) of Undergraduate Student respondents had not yet declared their majors. Twenty-seven percent ( $n = 1,094$ ) of Undergraduate Student respondents indicated that their academic majors<sup>45</sup> were in the College of Arts and Sciences, 16% ( $n = 625$ ) in the College of Agriculture, 15% each in the College of Engineering ( $n = 610$ ) and the College of Business Administration ( $n = 590$ ), and 14% ( $n = 563$ ) in the College of Human Ecology.

**Table 11. Colleges of Undergraduate Student Respondents' Academic Majors**

<b>College of academic major</b>	<b><i>n</i></b>	<b>%</b>
Academic major, undecided	111	2.8
Non-degree	20	0.5
College of Agriculture	625	15.7
College of Architecture, Planning and Design	70	1.8
College of Arts and Sciences	1,094	27.4
College of Business Administration	590	14.8
College of Education	426	10.7
College of Engineering	610	15.3
College of Human Ecology	563	14.1
College of Technology and Aviation	46	1.2

Note: Table includes Undergraduate Student respondents ( $n = 3,986$ ) only.  
 Sum does not total 100% owing to multiple response choices.

<sup>45</sup>Appendix B, Table B19 contains a comprehensive listing of Undergraduate Student respondents' academic majors.

Ninety-three percent ( $n = 759$ ) of Graduate Student respondents were in degree programs, while 3% ( $n = 26$ ) were in non-degree/certificate programs. Fifty-four percent ( $n = 441$ ) of Graduate Student respondents were pursuing master’s degrees, and 46% ( $n = 373$ ) were pursuing doctoral degrees.

Table 12 reveals that 3% ( $n = 21$ ) of Graduate Student respondents were pursuing certificates. Twenty-one percent ( $n = 168$ ) of Graduate Student respondents indicated that their academic degree programs<sup>46</sup> were in the College of Veterinary Medicine, 19% ( $n = 153$ ) in the College of Arts and Sciences, 16% ( $n = 134$ ) in the College of Education, and 13% ( $n = 103$ ) in the College of Agriculture.

**Table 12. Colleges of Graduate Student Respondents’ Academic Degree Programs**

<b>College of academic degree program</b>	<b><i>n</i></b>	<b>%</b>
Non-degree	6	0.7
Certificate	21	2.6
College of Agriculture	103	12.6
College of Architecture, Planning and Design	45	5.5
College of Arts and Sciences	153	18.7
College of Business Administration	37	4.5
College of Education	134	16.4
College of Engineering	88	10.7
College of Human Ecology	64	7.8
College of Technology and Aviation	0	0.0
College of Veterinary Medicine	168	20.5

Note: Table includes Graduate Student respondents ( $n = 819$ ) only.  
 Sum does not total 100% owing to multiple response choices.

Additional analyses revealed that 34% ( $n = 1,353$ ) of Undergraduate Student respondents and 54% ( $n = 443$ ) of Graduate Student respondents were employed on campus, and that 32% ( $n = 1,257$ ) of Undergraduate Student respondents and 22% ( $n = 177$ ) of Graduate Student respondents were employed off campus. Of those individuals who worked on campus, 81% ( $n = 1,097$ ) of Undergraduate Student respondents and 73% ( $n = 322$ ) of Graduate Student respondents worked an average of one to 20 hours per week. Of those who worked off campus,

<sup>46</sup>Appendix B, Table B20 contains a comprehensive listing of Graduate Student respondents’ academic degree programs.

63% ( $n = 798$ ) of Undergraduate Student respondents and 32% ( $n = 56$ ) of Graduate Student respondents worked an average of one to 20 hours per week.

Forty-eight percent ( $n = 2,325$ ) of all Student respondents reported having experienced financial hardship while attending Kansas State University, including 48% ( $n = 1,915$ ) of Undergraduate Student respondents and 50% ( $n = 410$ ) of Graduate Student respondents. Of these Students, 68% ( $n = 1,569$ ) had difficulty affording tuition, 53% ( $n = 1,242$ ) had difficulty purchasing books, and 39% each had difficulty affording food ( $n = 917$ ) or participating in social events ( $n = 906$ ) (Table 13).

**Table 13. Students' Experiences of Financial Hardship**

<b>Financial hardship</b>	<b><i>n</i></b>	<b>%</b>
Difficulty affording tuition	1,569	67.5
Difficulty purchasing my books	1,242	53.4
Difficulty participating in social events	906	39.0
Difficulty affording food	917	39.4
Difficulty participating in academic or professional organizations	509	21.9
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	821	35.3
Difficulty traveling home during breaks	775	33.3
Difficulty commuting to campus	251	10.8
Difficulty in affording housing	1,251	53.8
Difficulty in affording health care	553	23.8
Difficulty in affording child care	91	3.9
Difficulty in affording other campus or program fees	563	24.2
Other	85	3.7

Note: Table includes Student respondents who reported having experienced financial hardship ( $n = 2,325$ ) only.

Fifty-two percent ( $n = 2,474$ ) of Student respondents used loans to pay for their education at K-State (Table 14). Subsequent analyses indicated that 53% ( $n = 2,122$ ) of Undergraduate Student respondents and 43% ( $n = 352$ ) of Graduate Student respondents used student loans to pay for

college. Forty-six percent ( $n = 2,221$ ) of Student respondents depended on family contributions and 35% ( $n = 1,679$ ) of Student respondents made personal contributions/held jobs to finance their college educations.

Analyses also revealed that 63% ( $n = 746$ ) of Low-Income Student<sup>47</sup> respondents and 48% ( $n = 1,676$ ) of Not Low-Income Student respondents used loans to pay for college. Seventeen percent ( $n = 196$ ) of Low-Income Student respondents and 10% ( $n = 356$ ) of Not Low-Income Student respondents had need-based scholarships. Additionally, 16% ( $n = 186$ ) of Low-Income Student respondents and 56% ( $n = 1,961$ ) of Not Low-Income Student respondents relied on family contributions to help pay for college.

**Table 14. How Student Respondents Were Paying for College**

<b>Sources of funding</b>	<b><i>n</i></b>	<b>%</b>
Student loans	2,474	51.5
Family contribution	2,221	46.2
Personal contribution/job	1,679	34.9
Non-need based scholarship	1,273	26.5
Grant	1,204	25.1
Parent loans	819	17
Need-based scholarship	564	11.7
Other	457	9.5
Credit card	418	8.7
Work study	338	7
Resident assistant	92	1.9

Note: Table includes Student respondents ( $n = 4,805$ ) only.

<sup>47</sup>For several analyses in this report, the variables of “Low-Income” and “Not Low-Income” are used. With the UCSC’s approval, Low-Income respondents are respondents with incomes below \$30,000.00. Not Low-Income respondents are respondents with incomes of \$30,000.00 or greater.

Twenty-nine percent ( $n = 1,368$ ) of Student respondents were the sole providers of their living and educational expenses (i.e., they were financially independent). Subsequent analyses indicated that 21% ( $n = 837$ ) of Undergraduate Student respondents and 66% ( $n = 531$ ) of Graduate Student respondents were the sole providers for their living/educational expenses. Seventy-nine percent ( $n = 3,098$ ) of Undergraduate Student respondents and 34% ( $n = 277$ ) of Graduate Student respondents had families who were assisting with their living/educational expenses (i.e., they were financially dependent).

Twenty-four percent ( $n = 1,175$ ) of Student respondents reported that they or their families had annual incomes of less than \$30,000. Forty percent ( $n = 1,933$ ) reported annual incomes between \$30,000 and \$99,999, 18% ( $n = 843$ ) between \$100,000 and \$149,999, and 9% ( $n = 411$ ) between \$150,000 and \$249,999 annually. Four percent ( $n = 177$ ) of Student respondents said that they or their families had annual incomes between \$250,000 and \$399,999, and 2% ( $n = 111$ ) had annual incomes of greater than \$400,000.<sup>48</sup> These figures are displayed by student status in Figure 12. Information is provided for those Student respondents who indicated that they were financially independent (i.e., the sole providers of their living and educational expenses) and those who indicated that they were financially dependent on others.

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<sup>48</sup>Refer to Table B26 in Appendix B for the combined Student data.

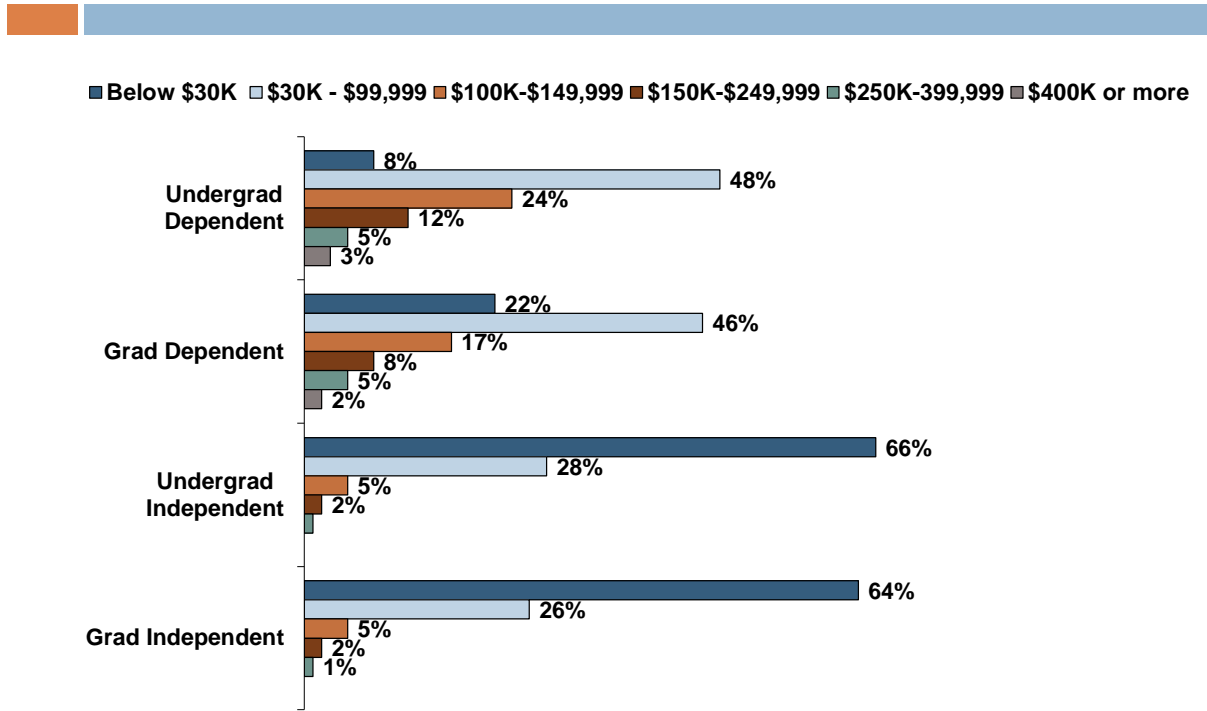


Figure 12. Student Respondents' Income by Dependency Status (Dependent, Independent) and Position (%)

Of the Students completing the survey, 73% ( $n = 3,482$ ) lived in non-campus housing, and 27% ( $n = 1,274$ ) lived in campus housing (Table 15). Subsequent analyses indicated that 83% ( $n = 680$ ) of Graduate Student respondents and 71% ( $n = 2,802$ ) of Undergraduate Student respondents lived in non-campus housing. Twenty-two Student respondents indicated that they were “housing transient” (e.g., couch surfing, sleeping in car, sleeping in campus office/lab).

**Table 15. Student Respondents’ Residence**

<b>Residence</b>	<b><i>n</i></b>	<b>%</b>
<b>Campus housing</b>	<b>1,274</b>	<b>26.5</b>
Apartment with University housing contract (e.g., living community)	34	3.3
Boyd Hall	69	6.6
Ford Hall	110	10.6
Goodnow Hall	124	11.9
Haymaker Hall	75	7.2
Honors House	16	1.5
Jardine Apartment Complex	256	24.7
Marlatt Hall	115	11.1
Moore Hall	108	10.4
Putnam Hall	65	6.3
Smurthwaite House	6	0.6
Van Zile Hall	15	1.4
West Hall	45	4.3
<b>Non-campus housing</b>	<b>3,482</b>	<b>72.5</b>
Fraternity housing	233	7.6
Independently in an apartment/house	2,400	78.6
Living with family member/guardian	176	5.8
Sorority housing	244	8.0
<b>Housing transient</b> (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	<b>22</b>	<b>0.5</b>

Note: Table reports Student responses ( $n = 4,805$ ) only.



Twenty-six percent ( $n = 1,223$ ) of Student respondents did not participate in any student clubs and organizations at Kansas State University (Table 16). Fifty percent ( $n = 2,382$ ) were involved with various clubs and activities, and 27% ( $n = 1,297$ ) were involved in sports and recreation clubs. Some respondents who marked “Other” wrote in the names or acronyms of specific clubs and organizations (e.g., AAPG, AAS, ACM, AFROTC, BARK, Band, Board Game Club, Cat Crew, Cats 4 a Cure, Cats for Christ, DSP, EGSO, Engineering Ambassadors, Greek Life, Horticulture Club, Marching Band, NSA, OPSPASS, Professional Advantage, Resident Assistant, Student Ministry, STUMO, Theatre, Wildcat Watch, Women in Aviation).

**Table 16. Student Respondents' Participation in Clubs/Organizations at K-State**

<b>Clubs/Organizations</b>	<b><i>n</i></b>	<b>%</b>
<b>I do not participate in any clubs/organizations</b>	<b>1,223</b>	<b>25.5</b>
<b>Academic competition teams</b>	<b>202</b>	<b>4.2</b>
<b>Clubs and activities</b>	<b>2,382</b>	<b>49.6</b>
Academic or professional society chapters/clubs	831	34.9
Arts and Culture	245	10.3
College-based organizations	1,348	56.6
Religion & faith-based/spiritual	607	25.5
<b>Honor societies</b>	<b>624</b>	<b>13.0</b>
<b>LGBTBTQ student organizations</b>	<b>71</b>	<b>1.5</b>
<b>Multicultural student organizations</b>	<b>305</b>	<b>6.3</b>
<b>PanHellenic</b>	<b>596</b>	<b>12.4</b>
Fraternities	112	18.8
Sororities	482	80.9
<b>School spirit/philanthropy clubs</b>	<b>819</b>	<b>17.0</b>
<b>Sports and recreation</b>	<b>1,297</b>	<b>27.0</b>
K-State Athletic	122	9.4
Club sports	193	14.9
Intramural sports	1,061	81.8
<b>Student governance</b>	<b>300</b>	<b>6.2</b>
<b>Other</b>	<b>373</b>	<b>7.8</b>

Note: Table includes Student responses (*n* = 4,805) only. Percentages may not sum to 100% as a result of multiple responses.

Table 17 indicates that most Student respondents earned passing grades.

**Table 17. Student Respondents' Cumulative G.P.A. at the End of Last Semester**

<b>GPA</b>	<b><i>n</i></b>	<b>%</b>
3.5–4.0	2,472	51.4
3.0–3.4	1,275	26.5
2.5–2.9	661	13.8
2.0–2.4	253	5.3
1.5–1.9	43	0.9
1.0–1.4	9	0.2
0.0–0.9	13	0.3

Note: Table includes Student responses ( $n = 4,805$ ) only.

## Campus Climate Assessment Findings<sup>49</sup>

The following section reviews the major findings of this study.<sup>50</sup> The review explores the climate at Kansas State University through an examination of respondents’ personal experiences, their general perceptions of campus climate, and their perceptions of institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to the relevant identity<sup>51</sup> and status of the respondents.

### Comfort with the Climate at Kansas State University

The survey posed questions regarding respondents’ level of comfort with Kansas State University’s campus. Table 18 illustrates that 84% ( $n = 6,187$ ) of the survey respondents were “comfortable” or “very comfortable” with the climate at Kansas State University. Sixty-nine percent ( $n = 1,802$ ) of Faculty, Staff, and Administrator<sup>52</sup> respondents were “comfortable” or “very comfortable” with the climate in their departments/work units.

**Table 18. Respondents’ Comfort With the Climate at Kansas State University**

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*	
	<i>n</i>	%	<i>n</i>	%
Very comfortable	2,782	37.6	805	30.9
Comfortable	3,405	46.0	997	38.3
Neither comfortable nor uncomfortable	759	10.3	359	13.8
Uncomfortable	355	4.8	306	11.7
Very uncomfortable	100	1.4	138	5.3

Level of comfort	Comfort with overall climate		Comfort with climate in department/work unit*	
	<i>n</i>	%	<i>n</i>	%
Very comfortable	2,782	37.6	805	30.9
Comfortable	3,405	46.0	997	38.3
Neither comfortable nor uncomfortable	759	10.3	359	13.8
Uncomfortable	355	4.8	306	11.7
Very uncomfortable	100	1.4	138	5.3

\*Faculty, Staff, and Administrator respondents ( $n = 2,606$ ) only.

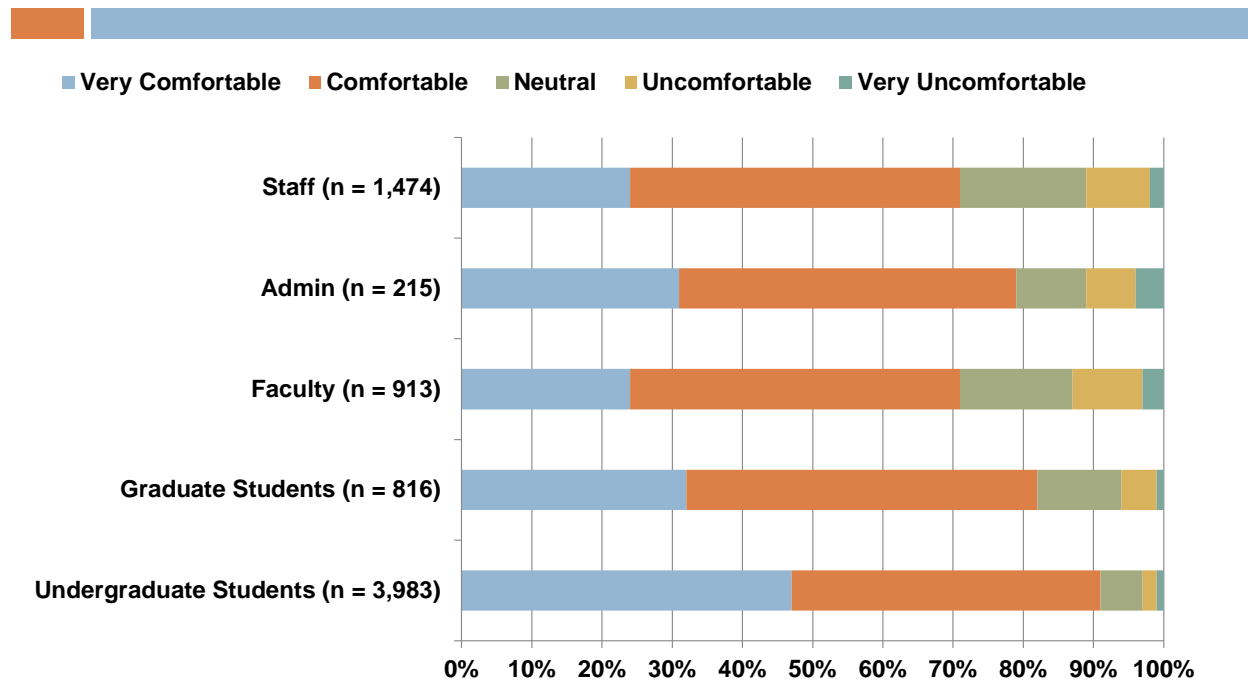
<sup>49</sup>Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

<sup>50</sup>The percentages presented in this section of the report are valid percentages (i.e., percentages are derived from the total number of respondents who answered an individual survey item).

<sup>51</sup>Throughout the report, Transgender and Genderqueer respondents were not included in the analyses because their numbers were too few to ensure confidentiality.

<sup>52</sup>The wording of several survey items indicated that they were for “Faculty and Staff only.” These questions also were answered by Administrators, as the UCSC intended for Administrators to be directed to respond to Staff questions in the survey.

Figure 13 illustrates that Graduate Student respondents and Undergraduate Student respondents were significantly more comfortable (“very comfortable”) with the overall climate at Kansas State University than were Staff, Administrator, and Faculty respondents.<sup>i</sup>



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

Figure 13. Respondents’ Comfort with Overall Climate by Position (%)

Figure 14 illustrates that a slightly higher percentage of Administrator respondents (39%) than Faculty respondents (31%) and Staff respondents (30%) were “very comfortable” with the climate in their departments/work units at Kansas State University.<sup>ii</sup> Subsequent analyses revealed that no significance differences in overall comfort with the work unit/department climate existed between University Support Staff and Unclassified Professional Staff respondents. Likewise, no differences in responses existed between Tenure-Track or Tenured Faculty respondents, Non-Tenure Track (Continuing/Regular) Faculty respondents, and Non-Tenure Track (Term) Faculty respondents.

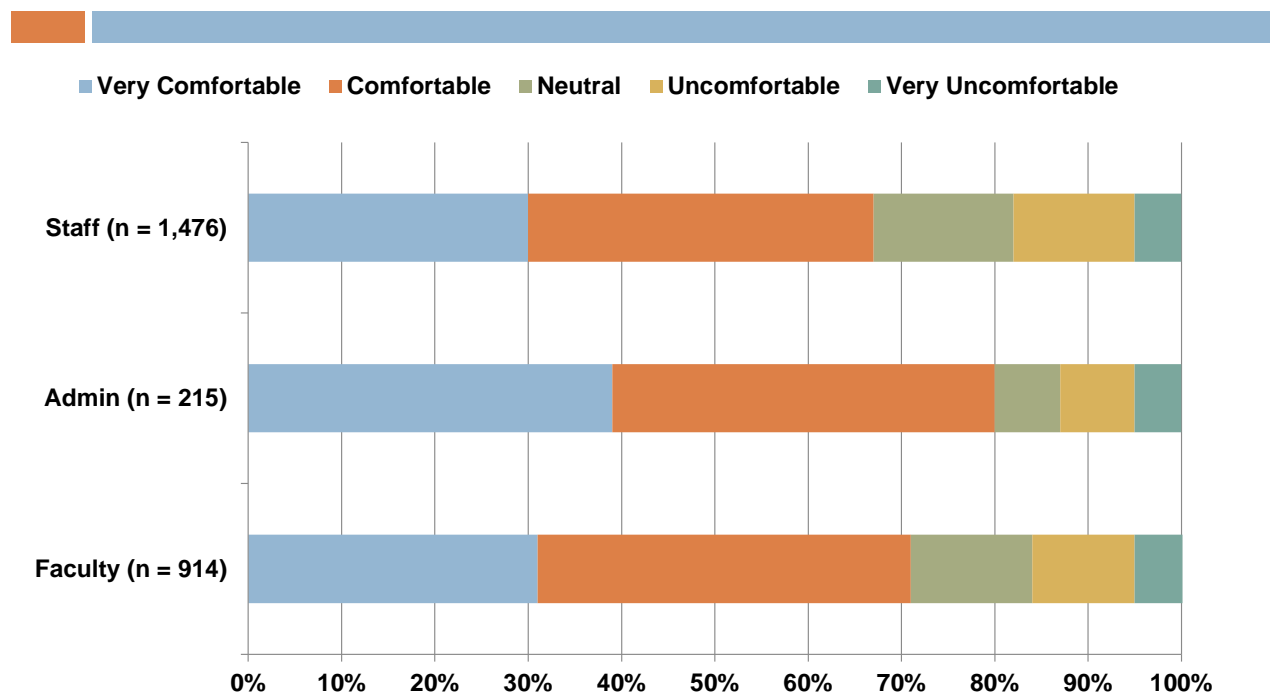


Figure 14. Faculty, Staff, and Administrator Respondents’ Comfort with Climate in Department/Work Unit by Position (%)

With regard to classroom climate, significantly higher percentages of Undergraduate and Graduate Student respondents than Faculty respondents were “very comfortable”/“comfortable” with the classroom climate.<sup>iii</sup> Eighty-five percent ( $n = 3,166$ ) of Undergraduate Student respondents and 79% ( $n = 643$ ) of Graduate Student respondents were “comfortable” or “very comfortable” with the climate in their classes (Table 19). Seventy-two percent ( $n = 654$ ) of Faculty respondents were “comfortable” or “very comfortable” with the climate in their classes.

**Table 19. Student Respondents’ and Faculty Respondents’ Comfort With the Climate in Their Classes**

<b>Level of comfort</b>	<b>Undergraduate student respondents’ comfort with climate in classes*</b>		<b>Graduate student respondents’ comfort with climate in classes**</b>		<b>Faculty respondents’ comfort with climate in classes***</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Very comfortable	1,182	29.7	244	29.8	253	27.8
Comfortable	2,184	54.8	399	48.8	401	44.0
Neither comfortable nor uncomfortable	437	11.0	101	12.3	100	11.0
Uncomfortable	132	3.3	47	5.7	38	4.2
Very uncomfortable	30	0.8	9	1.1	7	0.8
Not applicable	19	0.5	18	2.2	112	12.3

\*Note: Undergraduate Student responses ( $n = 3,986$ ) only.

\*\*Note: Graduate Student responses ( $n = 819$ ) only.

\*\*\*Note: Faculty responses ( $n = 914$ ) only.

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

By gender identity,<sup>53</sup> 36% ( $n = 1,600$ ) of Women respondents and 40% ( $n = 1,166$ ) of Men respondents were “very comfortable” with the overall climate at Kansas State University<sup>iv</sup> (Figure 15).

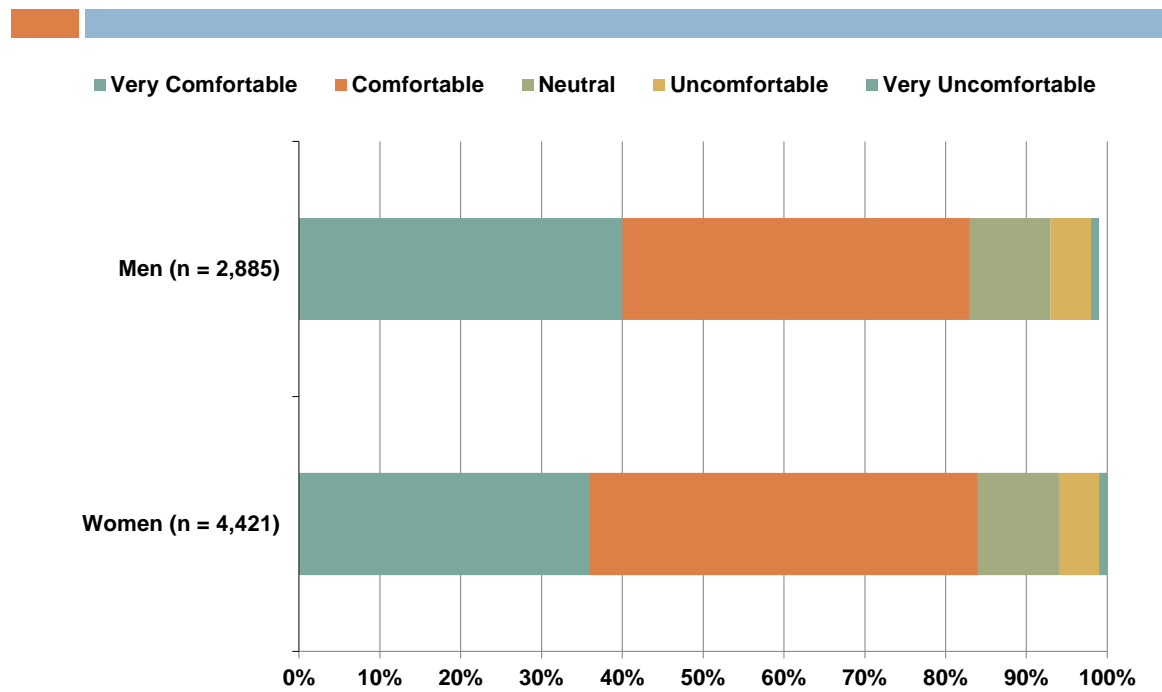
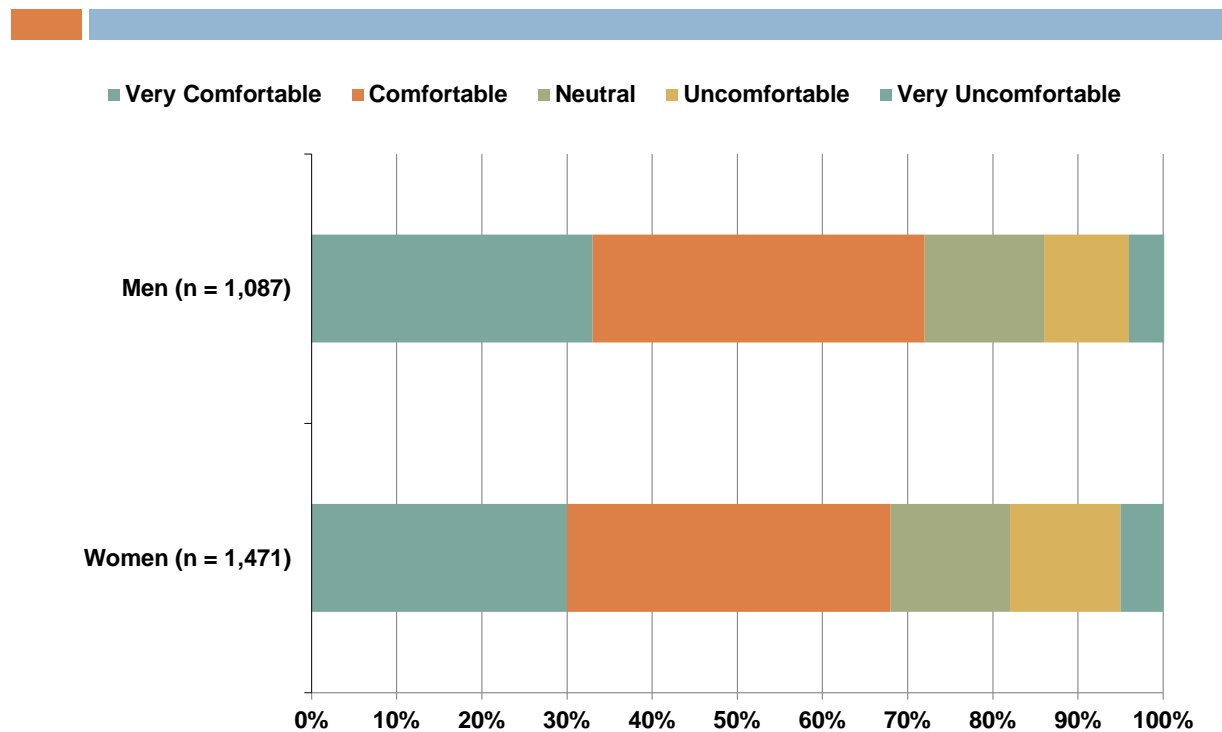


Figure 15. Respondents’ Comfort with Overall Climate by Gender Identity (%)

<sup>53</sup>For several analyses throughout this report, Genderqueer respondents ( $n = 22$ ), Transgender respondents ( $n = 5$ ), and those respondents who chose “a gender identity not listed above” ( $n = 29$ ) were not included because their numbers were too few to maintain confidentiality of their responses.



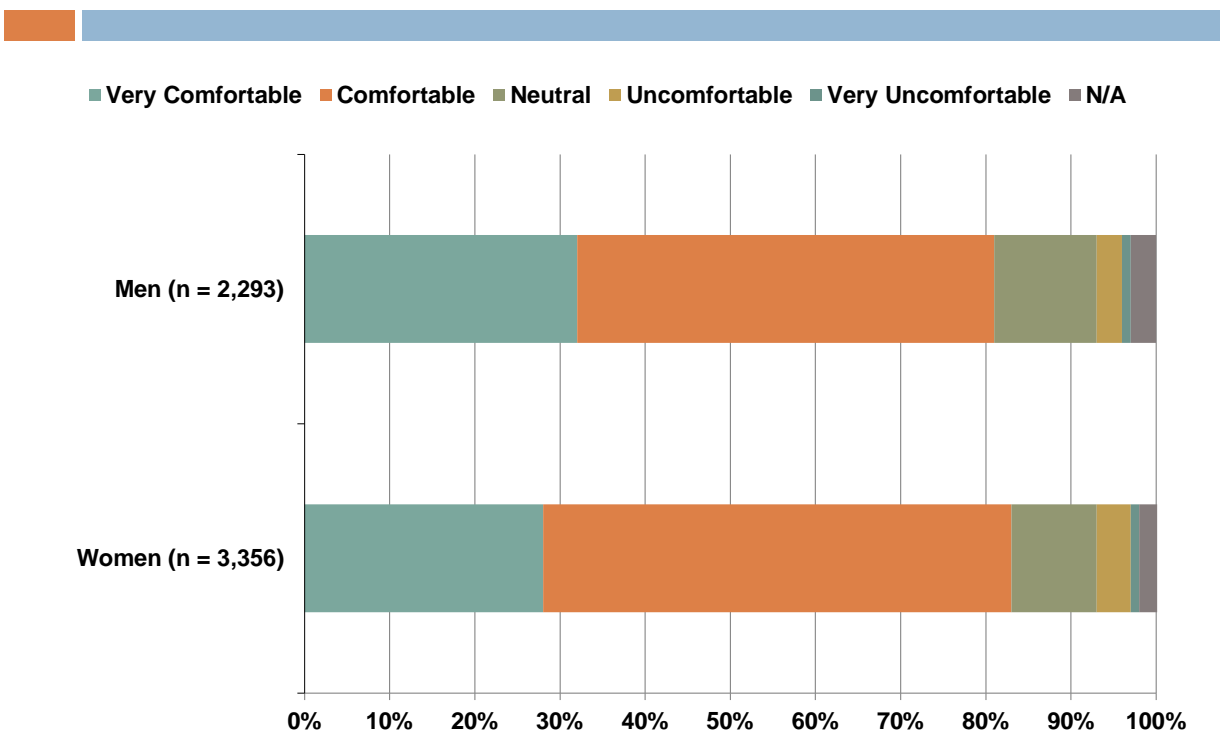
Significant differences also existed between Men and Women employee respondents regarding their level of comfort with the climate in their departments/work units.<sup>v</sup> Thirty-three percent of Men employee respondents and 30% of Women employee respondents were very comfortable with the climate in their departments/work units (Figure 16).



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

Figure 16. Faculty, Staff, and Administrator Respondents' Comfort with Climate in Department/Work Unit by Gender Identity (%)

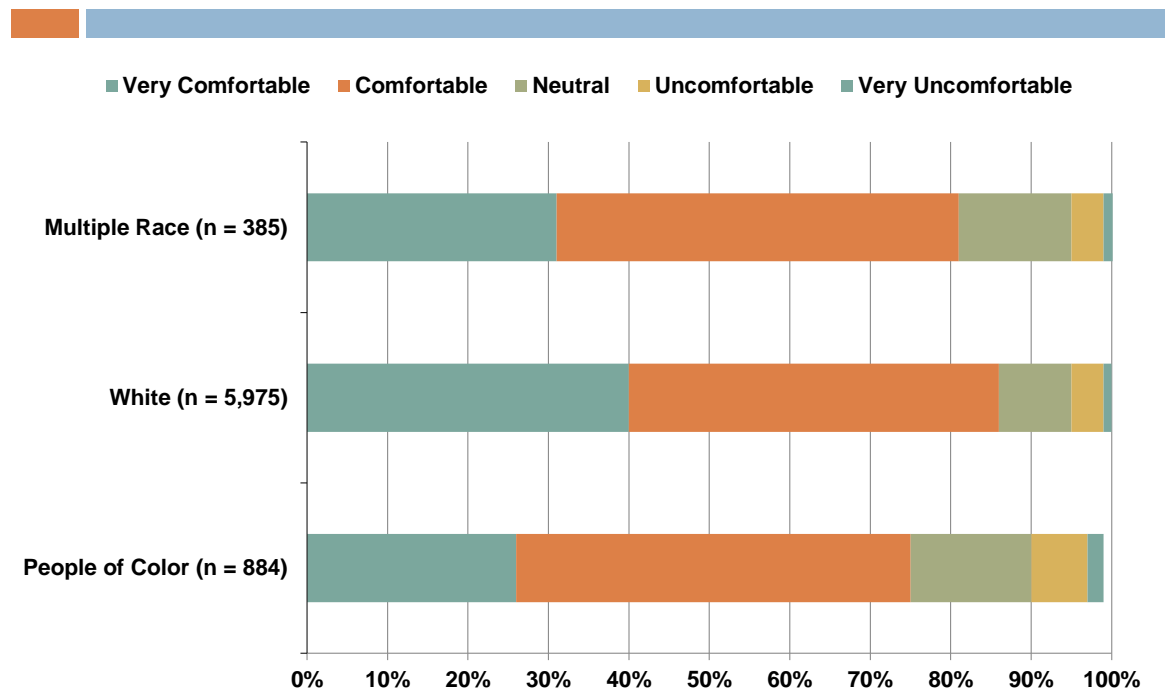
A slightly but significantly greater percentage of Men Faculty and Student respondents (32%) than Women Faculty and Student respondents (28%) reported feeling “very comfortable” in their courses, though a greater percentage of Women Faculty and Student respondents (55%) than Men Faculty and Student respondents (49%) were “comfortable” with the classroom climate<sup>vi</sup> (Figure 17).



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

Figure 17. Faculty and Student Respondents’ Comfort with Climate in Classes by Gender Identity (%)

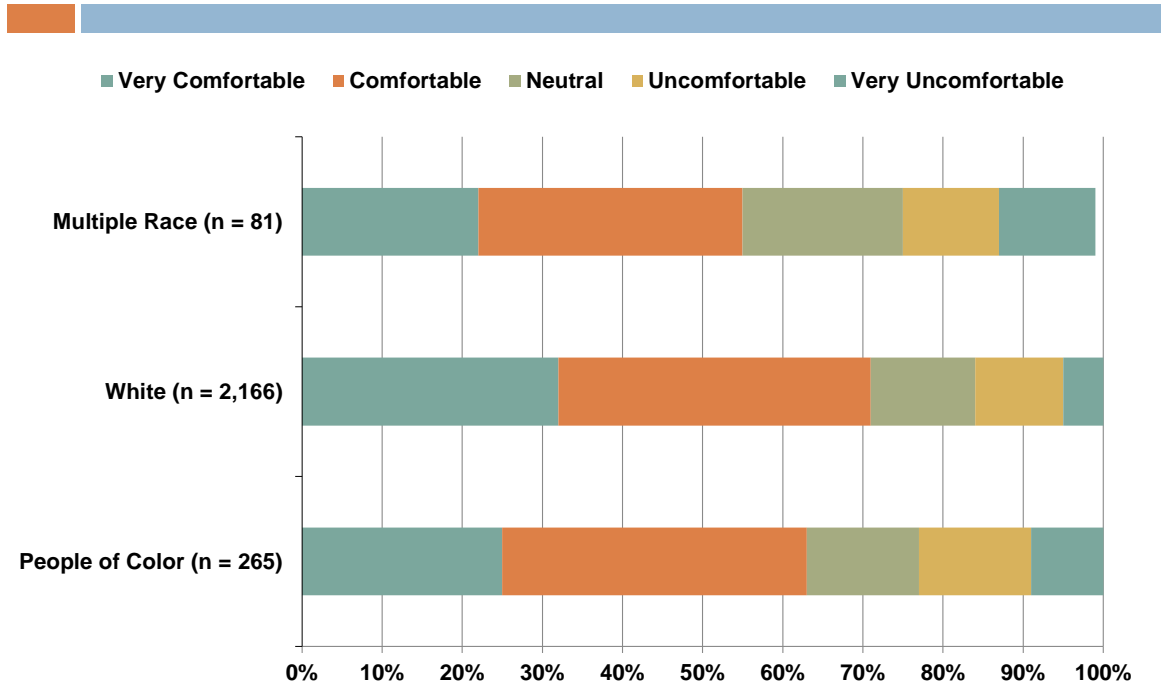
When comparing the data by racial identity, significantly lower percentages of Respondents of Color (26%) and Multiple Race respondents (31%) than White respondents (40%) were “very comfortable” with the overall climate at Kansas State University<sup>vii</sup> (Figure 18).



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

Figure 18. Respondents’ Comfort with Overall Climate by Racial Identity (%)

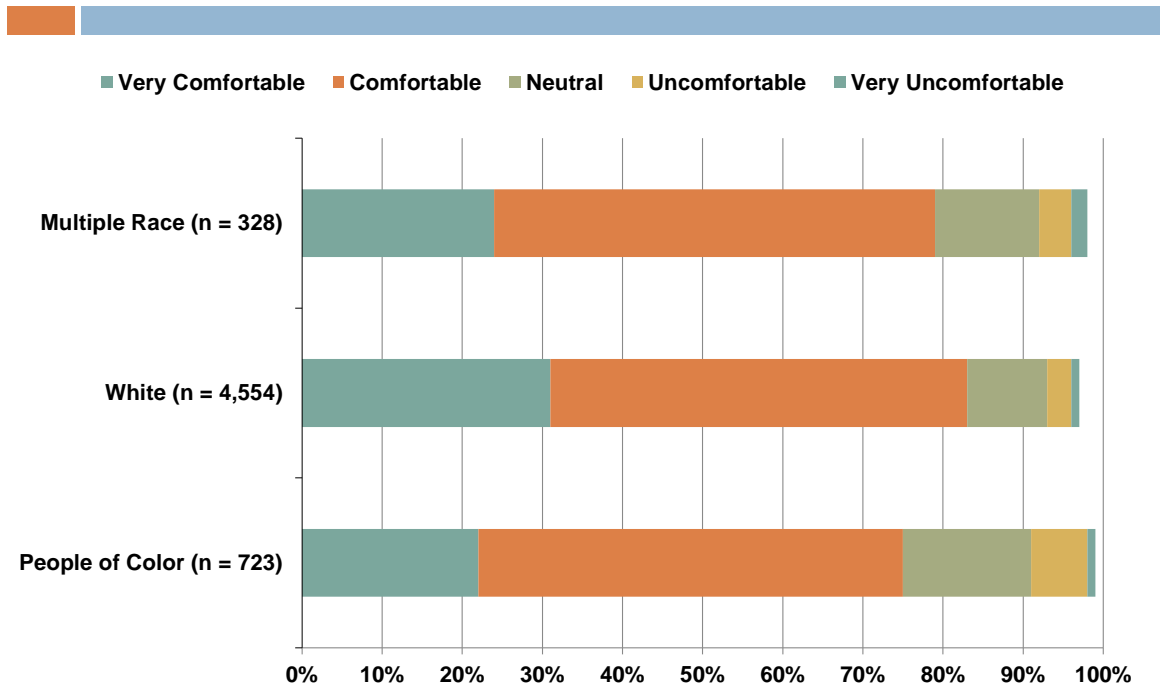
Among Faculty, Staff, and Administrators, 22% of Multiple Race respondents, 25% of Respondents of Color, and 32% of White respondents were very comfortable with the climate in their departments/work<sup>viii</sup> (Figure 19). Employee Respondents of Color (9%) and Multiple Race respondents (12%) were also more likely than White employee respondents (5%) to be “very uncomfortable” with the department/work unit climate.



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

*Figure 19.* Faculty, Staff, and Administrator Respondents' Comfort with Climate in Department/Work Unit by Racial Identity (%)

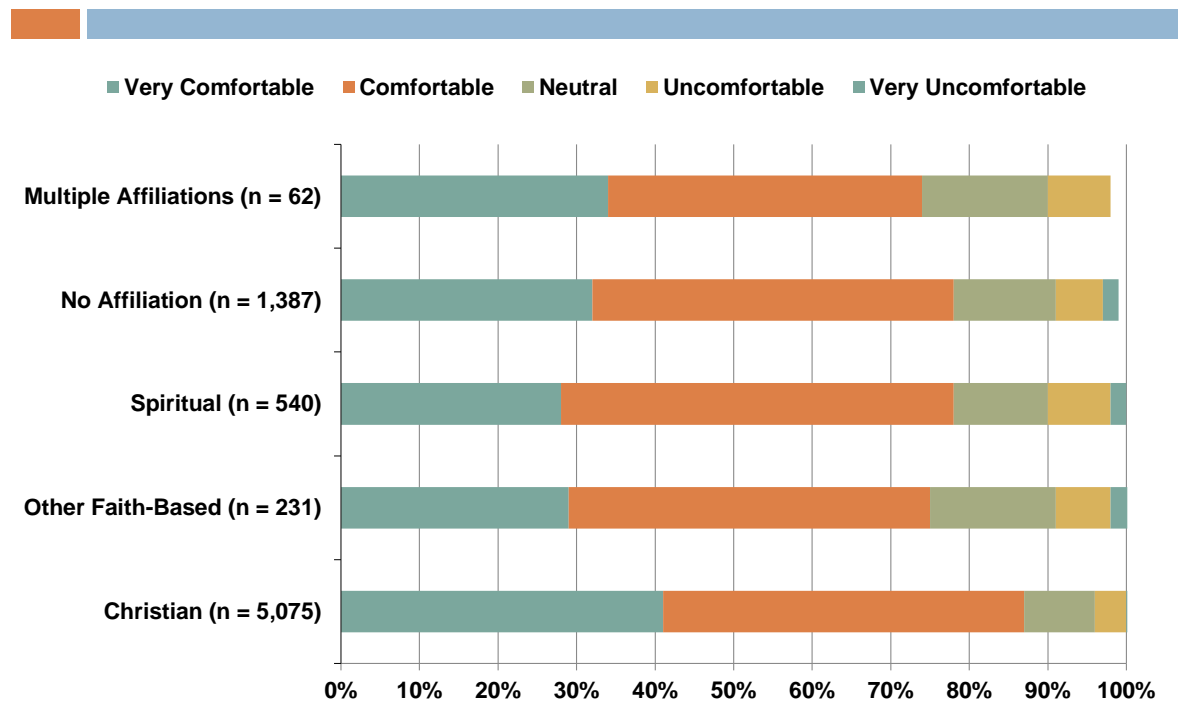
Figure 20 illustrates that White Faculty and Student Respondents were significantly more comfortable with the climate in their classes than were other respondents.<sup>ix</sup>



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

Figure 20. Faculty and Student Respondents' Comfort with Climate in Classes by Racial Identity (%)

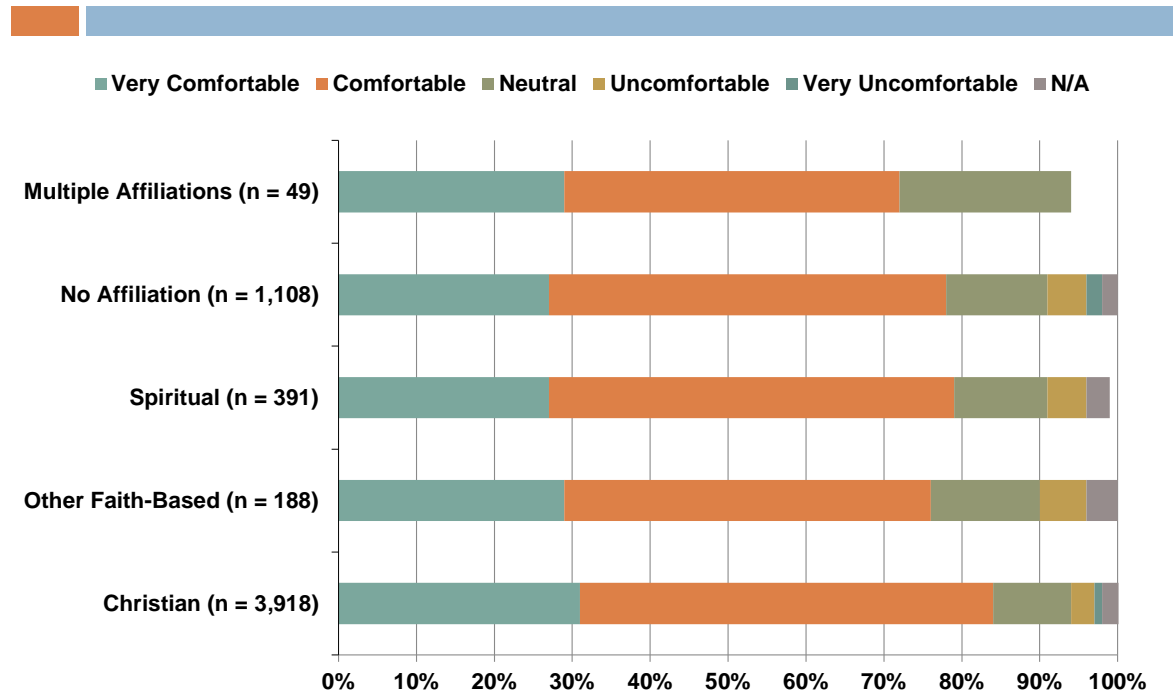
Figure 21 illustrates that Christian respondents were significantly more comfortable with the overall climate than were respondents with other religious/spiritual affiliations or no affiliation.<sup>x</sup> No significant differences were noted in Faculty, Staff, and Administrator respondents' comfort with the climate in their departments/work units based on religious/spiritual affiliation.



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

Figure 21. Respondents' Comfort with Overall Climate by Religious/Spiritual Affiliation (%)

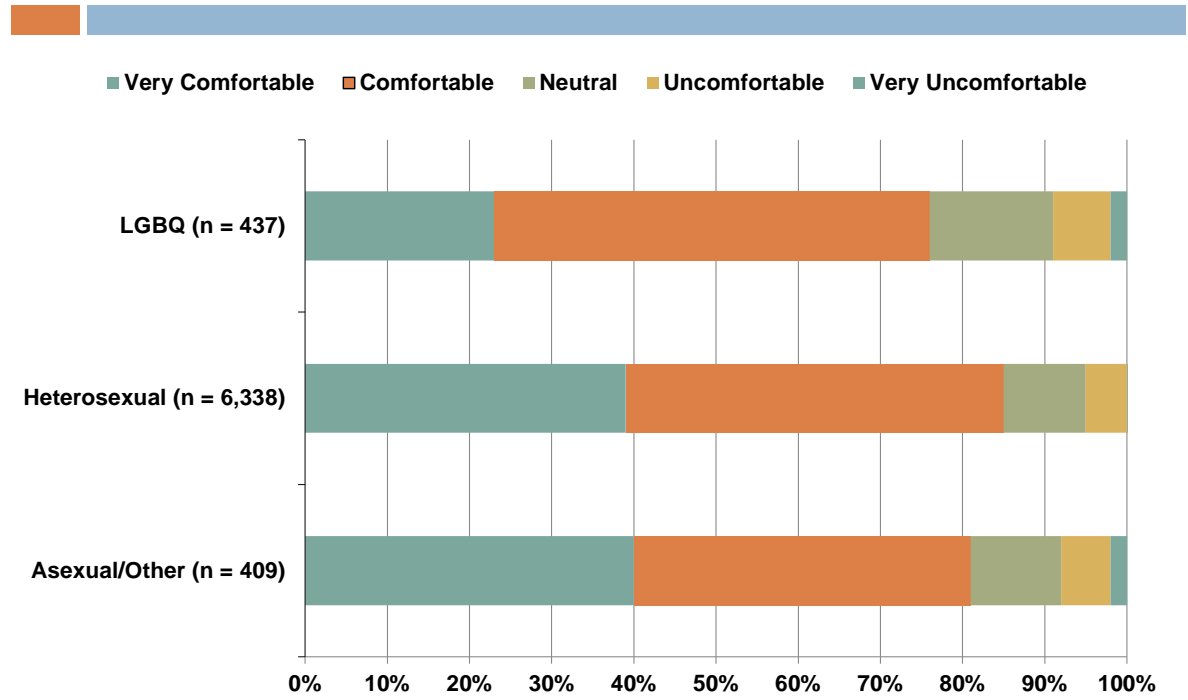
Likewise, Christian Faculty and Student respondents were significantly more comfortable with the climate in their classes than were respondents with other or no religious/spiritual affiliations<sup>xi</sup> (Figure 22).



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

Figure 22. Faculty and Student Respondents' Comfort with Climate in Classes by Religious/Spiritual Affiliation (%)

Differences in respondents' level of comfort with the overall climate occurred based on sexual identity (Figure 23). LGBQ respondents were less comfortable with the overall climate than were Heterosexual respondents and Asexual/Other respondents.<sup>xii</sup>

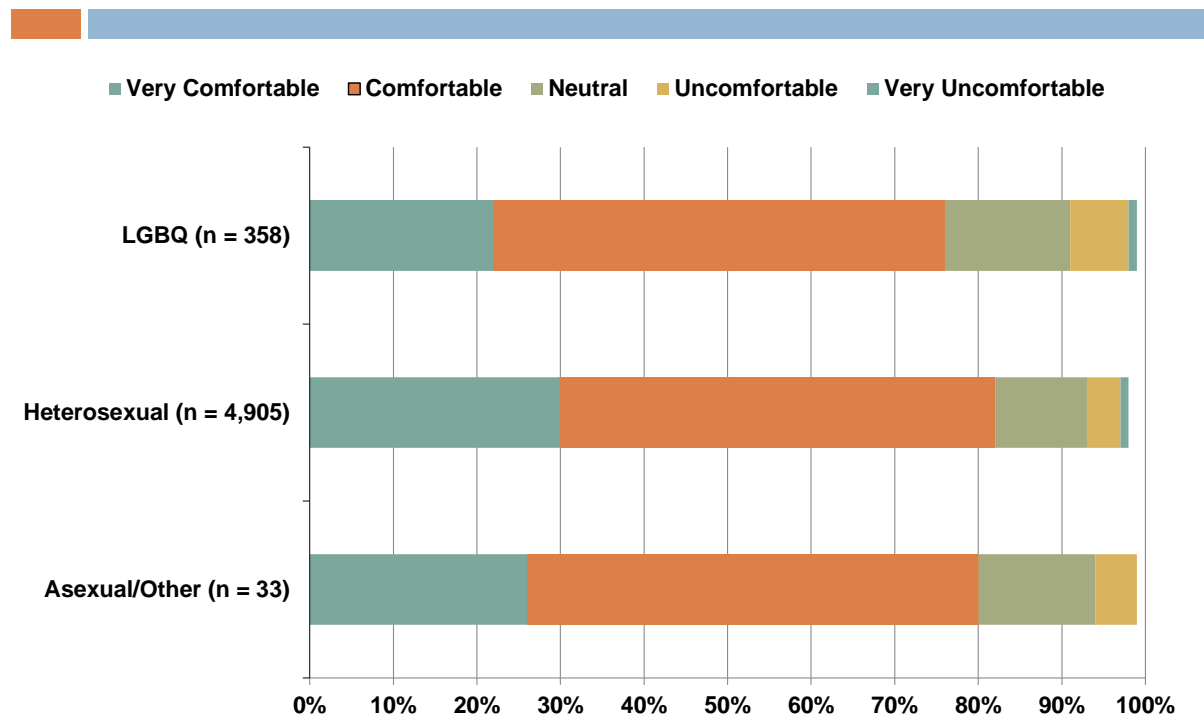


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 23. Respondents' Comfort with Overall Climate by Sexual Identity (%)



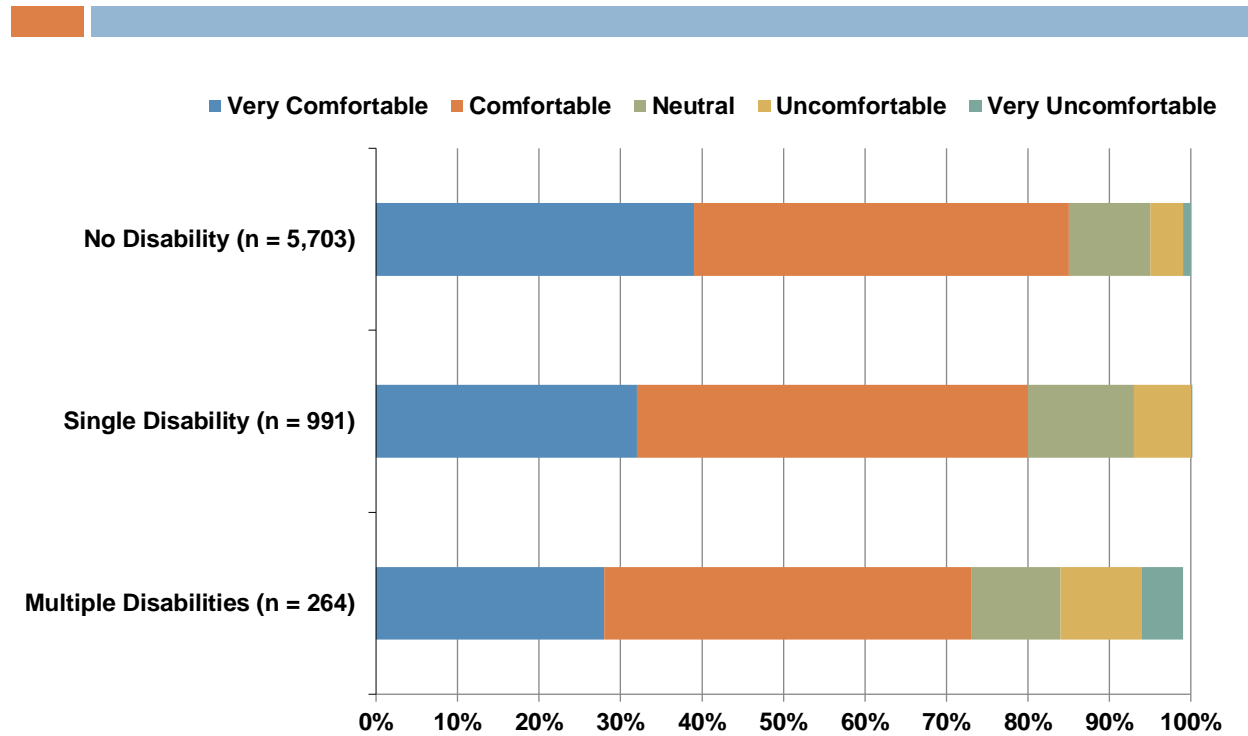
No significant differences based on sexual identity were noted regarding Faculty, Staff, and Administrator respondents' degree of comfort with the climate in their departments/work units. LGBQ Faculty and Student respondents were less comfortable with the climate in their classes than were other respondents<sup>xiii</sup> (Figure 24).



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

Figure 24. Faculty and Student Respondents' Comfort with Climate in their Classes by Sexual Identity (%)

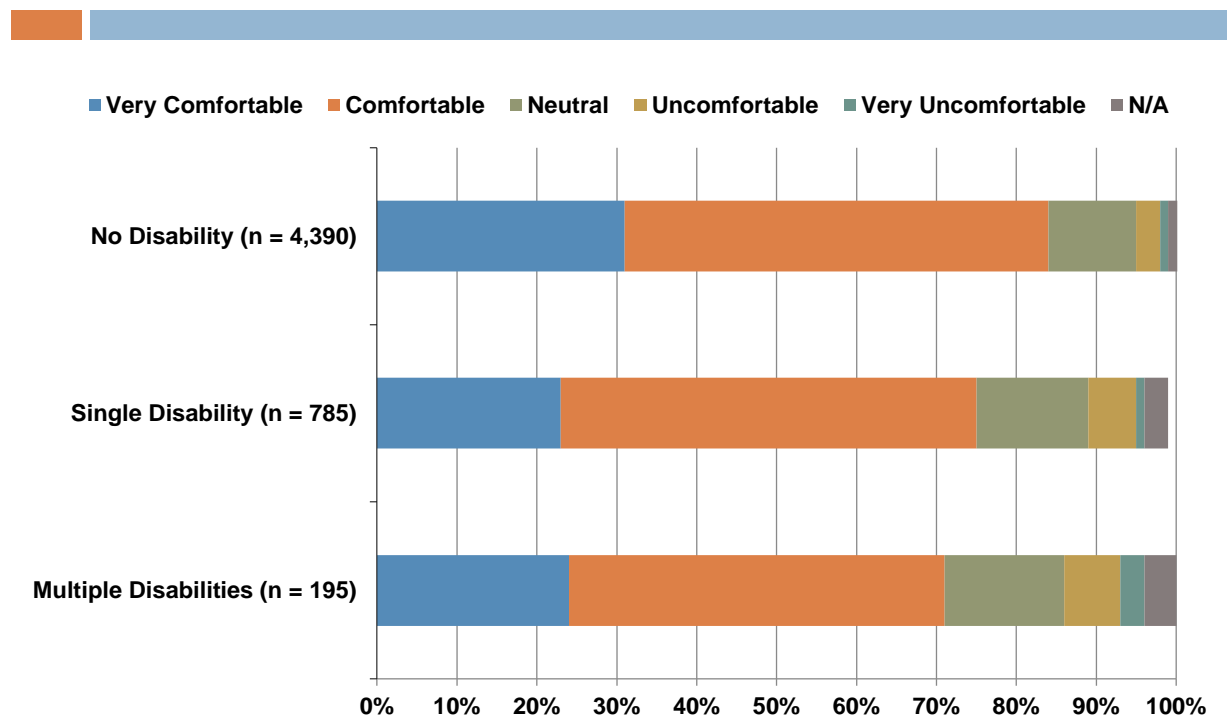
Figure 25 shows that those respondents with No Disabilities indicated being more comfortable with the overall climate than were respondents with a Single Disability or Multiple Disabilities.<sup>xiv</sup>



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

Figure 25. Respondents' Comfort with Overall Climate by Disability Status (%)

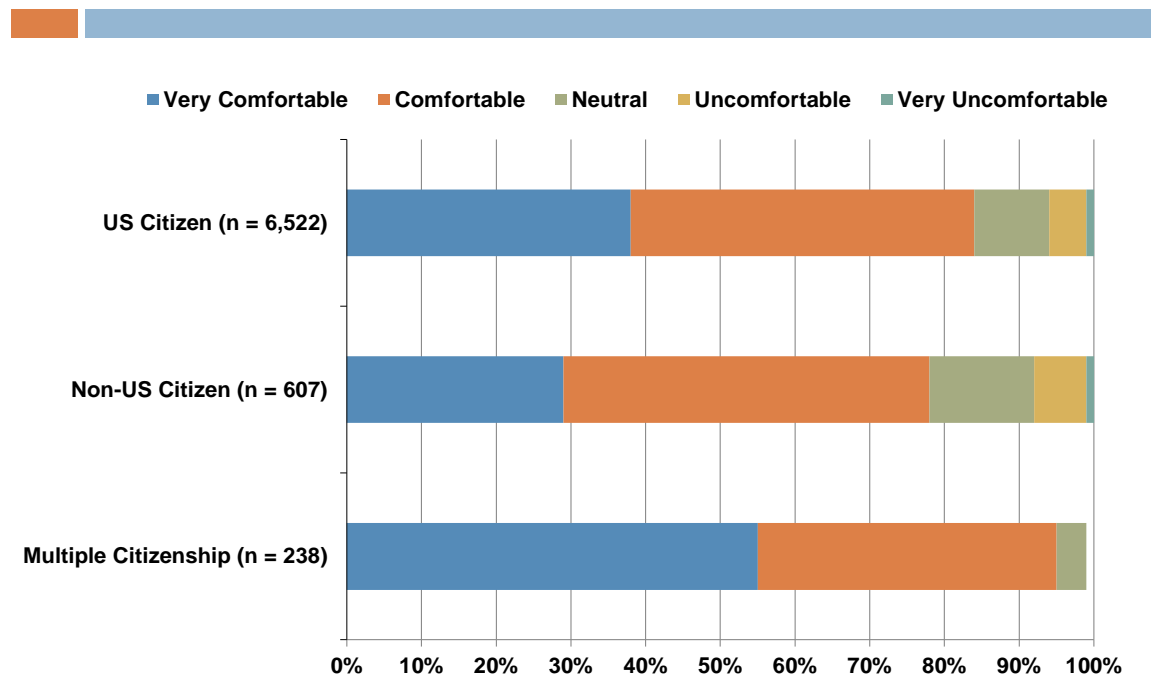
No significant differences occurred among Faculty, Staff, and Administrator respondents' degree of comfort with the climate in their departments/work based on disability. Faculty and Student respondents with No Disabilities were significantly more comfortable with the climate in their classes than were Faculty and Student respondents with a Single Disability or Multiple Disabilities<sup>xv</sup> (Figure 26).



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

Figure 26. Faculty and Student Respondents' Comfort with Climate in their Classes by Disability Status (%)

With regard to citizenship status,<sup>54</sup> Non-U.S. Citizen respondents were less comfortable with the overall climate than were U.S. Citizen respondents and respondents with Multiple Citizenships<sup>xvi</sup> (Figure 27). No differences existed by citizenship status with regard to respondents' comfort with the climate in their departments/work units.

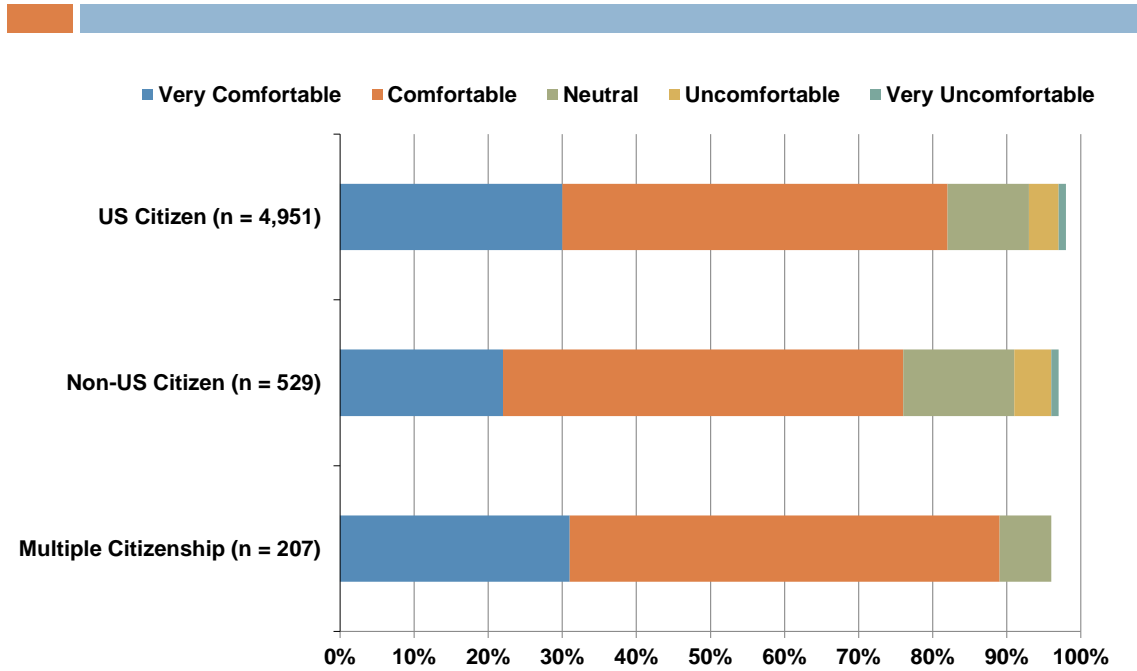


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 27. Respondents' Comfort with Overall Climate by Citizenship Status (%)

<sup>54</sup>Throughout this report, Undocumented Residents were not included in analyses by citizenship status because their numbers were too few to ensure confidentiality ( $n = 6$ ).

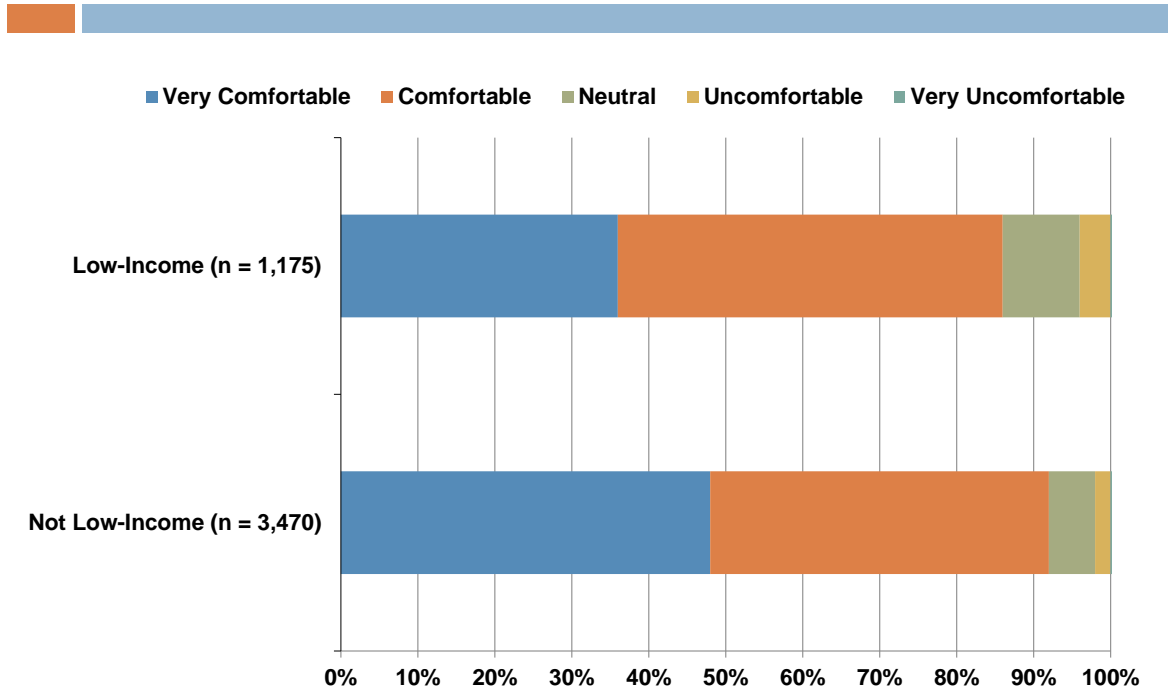
Non-U.S. Citizen Faculty and Student respondents also were less comfortable with the classroom climate than were U.S. Citizen Faculty and Student respondents and Faculty and Student respondents with Multiple Citizenships<sup>xvii</sup> (Figure 28).



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

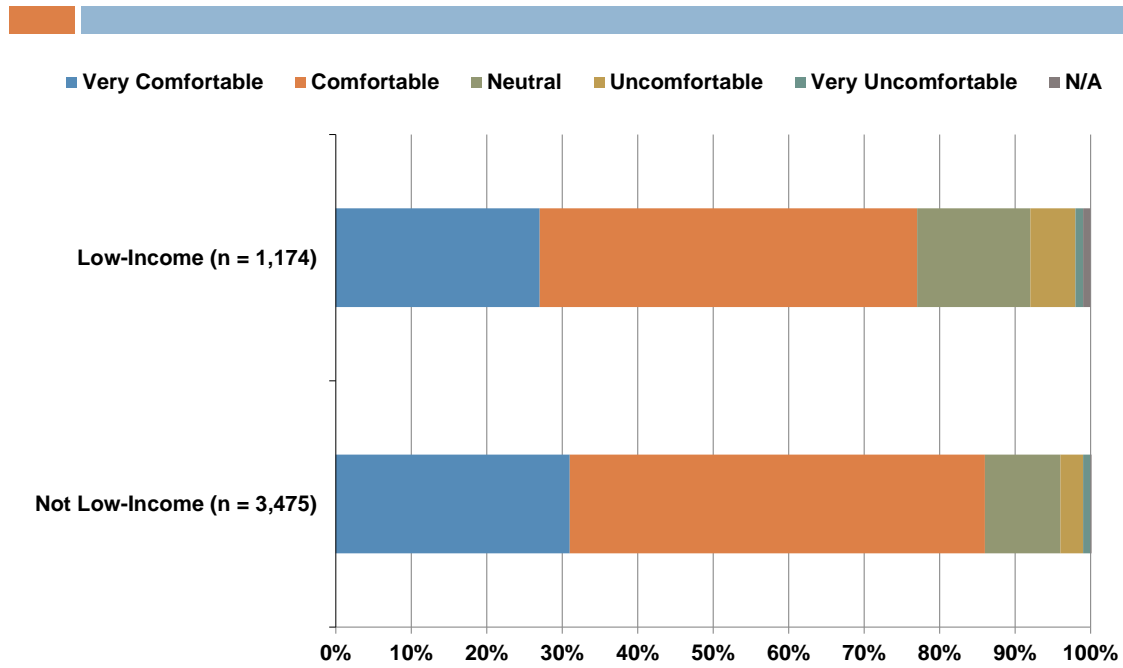
Figure 28. Faculty and Student Respondents' Comfort with Climate in their Classes by Citizenship Status (%)

In terms of income status, Low-Income Student respondents were less comfortable with the overall climate<sup>xviii</sup> and with the climate in their classes<sup>xix</sup> than were Not Low-Income Student respondents (Figures 29 and 30).



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

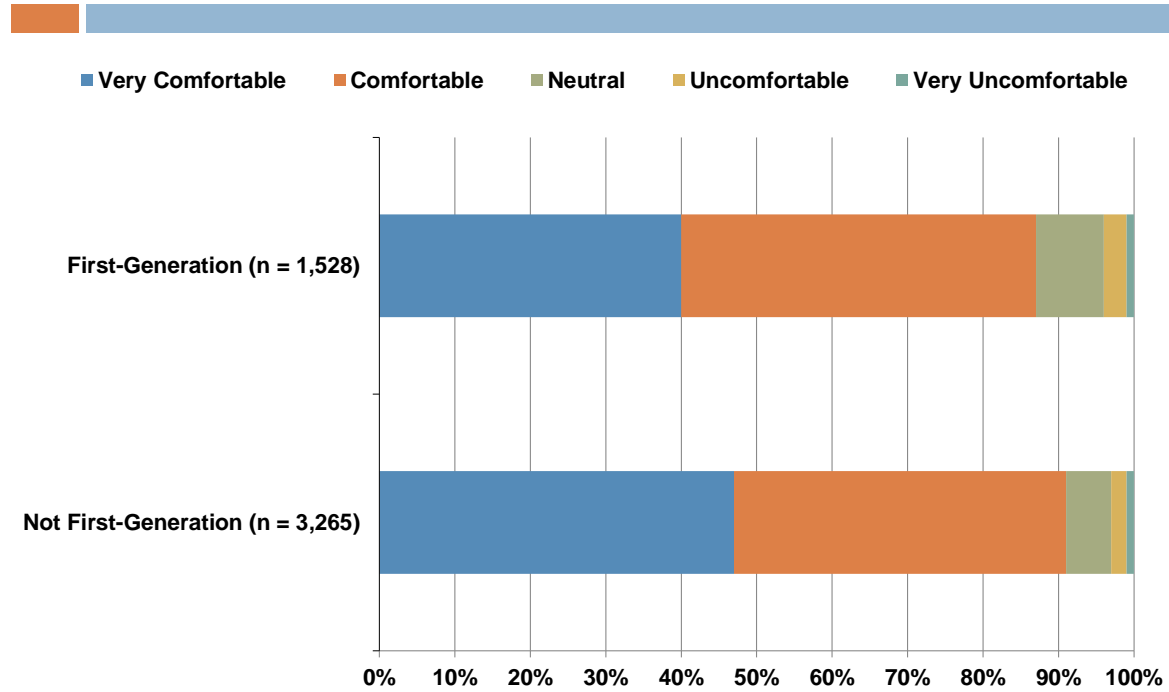
Figure 29. Student Respondents' Comfort with Overall Climate by Income Status (%)



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

Figure 30. Student Respondents' Comfort with Climate in their Classes by Income Status (%)

In terms of first-generation status, First-Generation Student respondents were slightly less comfortable with the overall climate than were Not First-Generation Student respondents<sup>xx</sup> (Figure 31).

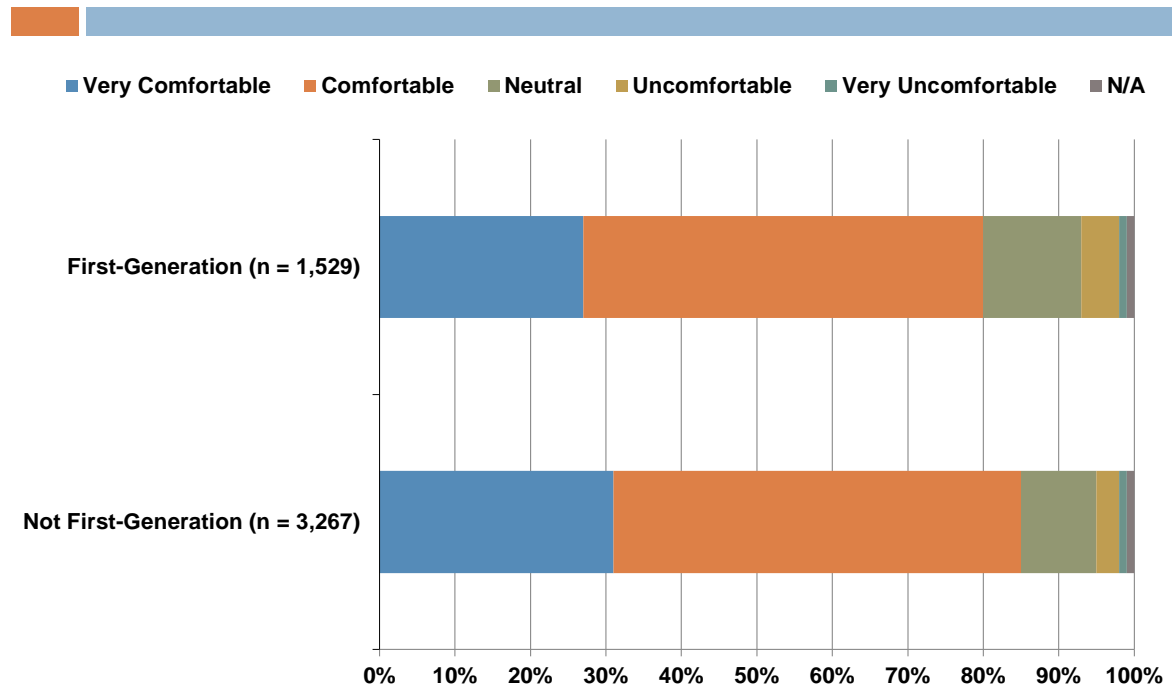


Note: Responses with  $n < 5$  are not presented in the figure.

Figure 31. Student Respondents' Comfort with Overall Climate by First-Generation Status (%)



However, First-Generation Student respondents were slightly, but significantly less comfortable than were Not First-Generation Student respondents with the climate in their classes<sup>xxi</sup> (Figure 32).



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

Figure 32. Student Respondents' Comfort with Climate in their Classes by First-Generation Status (%)

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<sup>i</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status:  $\chi^2(16, N = 7,401) = 662.5, p < .001$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents by degree of comfort with the climate in their departments/work units by position status:  $\chi^2(8, N = 2,605) = 20.7, p < .05$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of Faculty, Undergraduate Student, and Graduate Student respondents by degree of comfort with the classroom climate by position status:  $\chi^2(10, N = 5,713) = 430.5, p < .001$ .

<sup>iv</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity:  $\chi^2(4, N = 7,306) = 15.5, p < .01$ .

<sup>v</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents by degree of comfort with the climate in their departments/work units by gender identity:  $\chi^2(4, N = 2,558) = 9.8, p < .05$ .

<sup>vi</sup>A chi-square test was conducted to compare percentages of Faculty, Undergraduate Student, and Graduate Student respondents by degree of comfort with the classroom climate by gender identity:  $\chi^2(5, N = 5,649) = 27.5, p < .001$ .

<sup>vii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity:  $\chi^2(8, N = 7,244) = 107.4, p < .001$ .

<sup>viii</sup>A chi-square test was conducted to compare percentages of Faculty, Staff, and Administrator respondents by degree of comfort with the climate in their departments/work units by racial identity:  $\chi^2(8, N = 2,512) = 28.7, p < .001$ .

<sup>ix</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by racial identity:  $\chi^2(10, N = 5,605) = 71.9, p < .001$ .

<sup>x</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by religious/spiritual affiliation:  $\chi^2(16, N = 7,295) = 133.9, p < .001$ .

<sup>xi</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by religious/spiritual affiliation:  $\chi^2(20, N = 5,654) = 47.3, p < .001$ .

<sup>xii</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity:  $\chi^2(8, N = 7,184) = 54.6, p < .001$ .

<sup>xiii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by sexual identity:  $\chi^2(10, N = 5,596) = 39.9, p < .001$ .

<sup>xiv</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status:  $\chi^2(8, N = 6,958) = 88.7, p < .001$ .

<sup>xv</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by disability status:  $\chi^2(10, N = 5,370) = 67.9, p < .001$ .

<sup>xvi</sup>A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by citizenship status:  $\chi^2(8, N = 7,367) = 66.4, p < .001$ .

<sup>xvii</sup>A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with classroom climate by citizenship status:  $\chi^2(10, N = 5,687) = 31.0, p < .001$ .

<sup>xviii</sup>A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status:  $\chi^2(4, N = 4,645) = 80.3, p < .001$ .

<sup>xix</sup>A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with classroom climate by income status:  $\chi^2(5, N = 4,649) = 48.1, p < .001$ .

<sup>xx</sup>A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by first-generation status:  $\chi^2(4, N = 4,793) = 43.6, p < .001$ .

<sup>xxi</sup>A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with classroom climate by first-generation status:  $\chi^2(5, N = 4,796) = 3, p < .001$ .

### Perceptions of Campus Accessibility

In answering the question, “If you are an individual with a disability (such as physical, learning, medical, sensory, psychological, etc.) have you experienced a barrier in any of the following areas,” few respondents with disabilities experienced barriers with regard to K-State’s infrastructure, technology/online environment, or instructional campus materials (Table 20). Thirteen percent ( $n = 143$ ) experienced difficulty with on-campus transportation/parking; 12% ( $n = 130$ ) experienced barriers with regard to classrooms/labs, and 11% ( $n = 119$ ) with regard to classroom buildings.

**Table 20. Respondents’ Experienced Barriers**

Accessibility	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Athletic facilities	90	8.1	318	28.6	702	63.2
Classroom buildings	119	10.7	318	28.6	674	60.7
Classrooms, labs	130	11.8	292	26.6	676	61.6
College housing	69	6.3	279	25.5	747	68.2
Computer labs	55	5.0	335	30.7	701	64.3
Dining facilities	70	6.4	288	26.5	730	67.1
Doors	85	7.8	344	31.6	659	60.6
Elevators/lifts	90	8.3	343	31.5	656	60.2
Emergency preparedness	69	6.4	342	31.5	673	62.1
Health & Wellness Center	75	6.9	323	29.8	687	63.3
Library	66	6.1	364	33.5	655	60.4
On-campus transportation/parking	143	13.1	288	26.5	657	60.4
Other campus buildings	84	7.8	336	31.0	663	61.2
Podium	46	4.3	325	30.1	709	65.6
Recreational facilities	62	5.8	321	29.8	694	64.4
Restrooms	77	7.1	358	33.1	645	59.7
Studios/performing arts spaces	48	4.5	309	28.7	720	66.9
Walkways and pedestrian paths	84	7.8	349	32.4	643	59.8

**Table 20 (cont.)**

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Technology/Online Environment</b>						
Accessible electronic format	91	8.5	352	32.8	629	58.7
Alcohol.edu	46	4.3	315	29.5	705	66.1
ATM machines	52	4.9	331	31.0	686	64.2
Availability of FM listening systems	43	4.0	298	28.0	722	67.9
Clickers	40	3.8	314	29.5	711	66.8
Course management system (KSOL)	73	6.9	342	32.1	650	61.0
Closed caption at athletic events	39	3.7	296	27.8	730	68.5
E-curriculum	52	4.9	315	29.7	692	65.3
Electronic forms	54	5.1	361	34.0	647	60.9
Electronic signage	88	6.4	347	25.1	945	68.5
Electronic surveys	145	10.3	319	22.7	940	67.0
iSIS including online course registration	160	11.6	314	22.7	908	65.7
Kiosks	101	7.3	370	26.7	915	66.0
Library database	56	4.1	353	25.7	965	70.2
PA system	72	5.3	348	25.4	949	69.3
Video	94	6.9	383	27.9	895	65.2
Website	106	7.8	375	27.7	873	64.5
<b>Instructional/Campus materials</b>						
Brochures	52	4.9	361	33.9	651	61.2
Food menus	62	5.8	343	32.2	659	61.9
Forms	59	5.6	365	34.4	638	60.1
Events/exhibits/movies	69	6.5	345	32.4	650	61.1
Journal articles	67	6.3	346	32.5	652	61.2
Library books	59	5.5	356	33.5	649	61.0
Other publications	51	4.8	358	33.7	654	61.5
Signage	49	4.6	361	34.1	649	61.3
Textbooks	77	7.3	336	31.8	645	61.0
Video-closed captioning and text description	49	4.6	331	31.4	674	63.9

Note: Table includes answers from those respondents who indicated that they had a disability (*n* = 1,256).

More than 130 respondents who indicated that they had at least one disability provided written responses elaborating on their observations related to the level of accessibility at K-State. Most of these respondents commented on the accessibility of building entrances and the availability of accessible parking.

*Building entrances.* Several respondents noted that certain buildings' entrances were not accessible. One respondent wrote that "two buildings on Salina's campus are 100% NOT ADA compliant. The 'automatic doors' are so slow and falling apart that the students in wheelchairs don't even use them." Another respondent noted, "Not all disability accessible entryways have doors that are accessible." Generally, these respondents indicated that "there are definitely parts of campus that just [aren't] accessible. Seaton Hall is a prime example."

*Parking.* Several respondents also elaborated on parking problems relative to accessibility. Respondents indicated that "in the smaller parking lots on campus there isn't enough handicap parking." Others noted that the institution "could use more disabled parking on campus" and that an insufficient number of parking spaces close to buildings are available. Generally, these respondents reported feeling that "the disabled parking on campus is deplorable."

## **Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Nineteen percent ( $n = 1,400$ ) of respondents believed that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) conduct at K-State within the past year.<sup>55</sup> Table 21 reflects the perceived bases and frequency of exclusionary, intimidating, offensive, and/or hostile conduct. Of the respondents who reported having experienced such conduct, 24% ( $n = 332$ ) indicated that the conduct was based on their position at K-State. Nineteen percent ( $n = 266$ ) of these respondents said that the conduct was based on their age, and 18% ( $n = 246$ ) felt that it was based on their gender/gender identity. Fifteen percent ( $n = 213$ ) said that they experienced such conduct based on their ethnicity.

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<sup>55</sup>The literature on microaggressions is clear that this type of conduct has a negative influence on people who experience the conduct, even if they feel at the time that it had no impact (Sue, 2010; Yosso et al., 2009).

**Table 21. Respondents’ Perceived Bases and Frequency of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

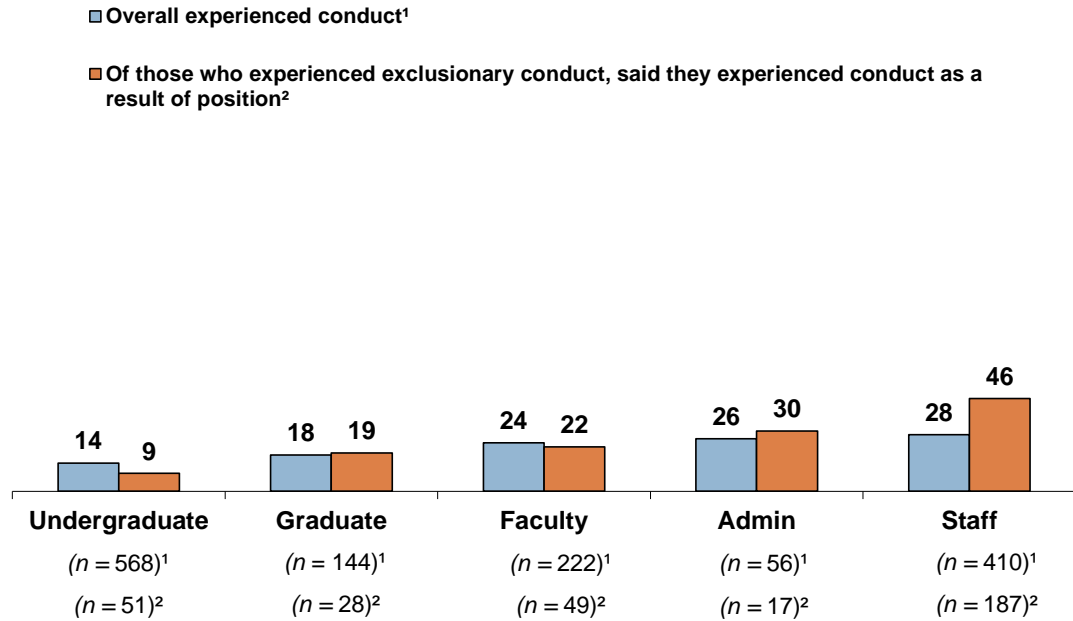
<b>Bases of conduct</b>	<b><i>n</i></b>	<b>%</b>
Position (staff, faculty, student)	332	23.7
Age	266	19.0
Gender/gender identity	246	17.6
Ethnicity	213	15.2
Don’t Know	213	15.2
Educational credentials	148	10.6
Philosophical views	142	10.1
Racial identity	130	9.3
Academic performance	129	9.2
Major field of study	124	8.9
Religious/spiritual views	123	8.8
Physical characteristics	122	8.7
Political views	120	8.6
Living arrangement	110	7.9
Socioeconomic status	99	7.1
Participation in an organization/team	74	5.3
Sexual identity	70	5.0
International status	59	4.2
Marital status (e.g., single, married, partnered)	56	4.0
Mental health/psychological condition	56	4.0
English language proficiency/accent	53	3.8
Gender expression	48	3.4
Immigrant/citizen status	44	3.1
Medical condition	41	2.9
Physical disability	29	2.1
Parental status (e.g., having children)	28	2.0
Military/veteran status	23	1.6
Cognitive disability	21	1.5
Pregnancy	14	1.0
Other	294	21.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,400). Percentages do not sum to 100 as a result of multiple responses.

The following figures depict the responses by selected characteristics (e.g., position, age, and gender identity) of individuals who responded “yes” to the question, “Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassing) behavior at K-State?”

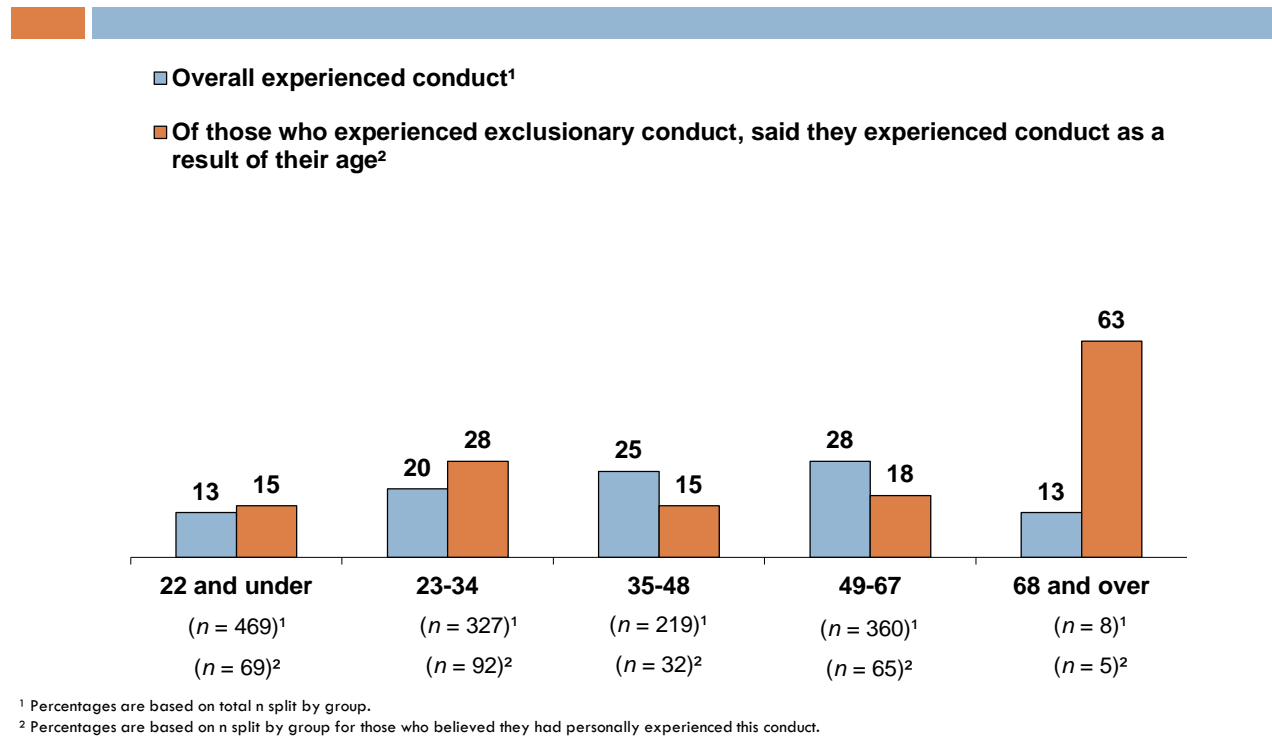
In terms of position, significantly lower percentages of Undergraduate Student respondents (14%,  $n = 568$ ) and Graduate Student respondents (18%,  $n = 144$ ) than Faculty respondents (24%,  $n = 222$ ), Administrator respondents (26%,  $n = 56$ ), and Staff respondents (28%,  $n = 410$ ) reported having experienced this conduct<sup>xxii</sup> (Figure 33). Of those respondents who reported believing that they had experienced this conduct, 46% ( $n = 187$ ) of Staff respondents, 30% ( $n = 17$ ) of Administrator respondents, 22% ( $n = 49$ ) of Faculty respondents, 19% ( $n = 28$ ) of Graduate Student respondents, and 9% ( $n = 51$ ) of Undergraduate Student respondents thought that the conduct was based on their position.<sup>xxiii</sup>





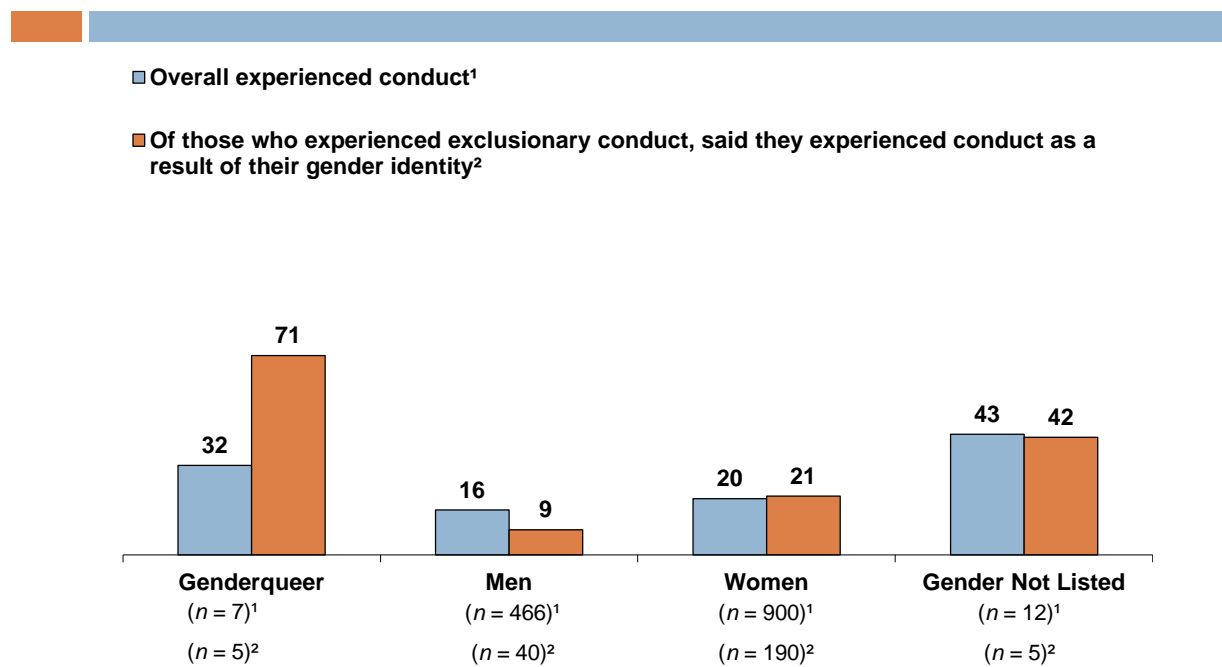
*Figure 33. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position (%)*

As depicted in Figure 34, greater percentages of respondents ages 35 through 67 indicated that they had experienced exclusionary conduct than did other respondents.<sup>xxiv</sup> Sixty-three percent ( $n = 5$ ) of respondents ages 68 and over reported feeling that the conduct was based on their age.<sup>xxv</sup>



*Figure 34.* Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Age (%)

By gender identity,<sup>56</sup> higher percentages of respondents who identified with a Gender Not Listed on the survey (43%,  $n = 12$ ) and Genderqueer respondents (32%,  $n = 7$ ) than Women respondents (20%,  $n = 900$ ) and Men respondents (16%,  $n = 466$ ) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct<sup>xxvi</sup> (Figure 35). Seventy-one percent ( $n = 5$ ) of Genderqueer respondents and 42% ( $n = 5$ ) of respondents who identified with a Gender Not Listed on the survey who believed that they had experienced exclusionary conduct indicated that the conduct was based on their gender identity. Twenty-one percent ( $n = 190$ ) of the Women respondents and 9% ( $n = 40$ ) of the Men respondents who reported having experienced this conduct indicated that it was based on their gender identity.<sup>xxvii</sup>



<sup>1</sup> Percentages are based on total n split by group.

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

Figure 35. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

<sup>56</sup>Transgender respondents ( $n = 5$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.

Table 22 illustrates the manners in which respondents’ experienced exclusionary conduct. Forty-nine percent felt deliberately ignored or excluded, 48% felt isolated or left out, and 38% felt intimidated and bullied.

**Table 22. Form of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form of conduct	<i>n</i>	% of those who reported having experienced the conduct
I felt I was deliberately ignored or excluded	680	48.6
I felt isolated or left out	673	48.1
I felt intimidated/bullied	533	38.1
I was the target of derogatory verbal remarks	296	21.1
I was the target of workplace incivility	219	15.6
I observed others staring at me	216	15.4
I was singled out as the spokesperson for my identity group	151	10.8
I received a low performance evaluation	143	10.2
I feared getting a poor grade because of a hostile classroom environment	116	8.3
I received derogatory written comments	97	6.9
I feared for my physical safety	90	6.4
I received derogatory phone calls/text messages/emails	83	5.9
I was the target of racial/ethnic profiling	75	5.4
Someone assumed I was admitted/hired/promoted due to my identity	68	4.9
I received derogatory/unsolicited messages through social media	44	3.1
I was the target of stalking	25	1.8
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity	25	1.8
I received threats of physical violence	24	1.7
I feared for my family’s safety	20	1.4
I was the target of physical violence	20	1.4
I was the victim of a crime	16	1.1
I was the target of graffiti/vandalism	7	0.5
Other	168	12.0

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,400). Percentages do not sum to 100 as a result of multiple responses.

Thirty-four percent of respondents who reported having experienced exclusionary conduct said that it occurred while working at a K-State job; 24% in a meeting with a group of people; 22% in a class/lab/clinical setting; and 19% in a public space at K-State (Table 23). Many respondents who marked “Other” described the specific office, meeting, building, campus location, or event where the incidents occurred (e.g., “at a conference,” “the religious groups recruiting on the first week of classes,” “Beach Museum of Art,” “party off campus,” “sorority recruitment,” “field trip with students,” “behind my back,” “written on official Graduate School document”).

**Table 23. Location of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Location	<i>n</i>	% of respondents who reported having experienced conduct
While working at a K-State job	476	34.0
In a meeting with a group of people	331	23.6
In a class/lab/clinical setting	311	22.2
In a public space at K-State	262	18.7
In a K-State administrative office	205	14.6
Off campus	184	13.1
In a meeting with one other person	165	11.8
In a faculty office	149	10.6
While walking on campus	144	10.3
In campus housing	134	9.6
At a K-State event	119	8.5
In off-campus housing	66	4.7
In the library	64	4.6
On social networking sites/Facebook/Twitter	60	4.3
In a K-State dining facility	57	4.1
In athletic facilities	37	2.6
In an experiential learning environment	18	1.3
In a health care setting	13	0.9
On public transportation	9	0.6
Other	106	7.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,400). Percentages do not sum to 100 as a result of multiple responses.

Thirty-six percent of the respondents who reported having experienced exclusionary conduct identified students, 26% identified coworkers, and 24% identified faculty members as the sources of the conduct (Table 24). “Other” sources of exclusionary conduct included “Senior Administrative Assistants,” “colleague in another department on campus,” “Associate Dean,” “Attorney’s Office,” “cooperating teacher,” “direct supervisor,” “ex-boyfriend,” “girls living in my residence hall,” “professor,” and “roommate.”

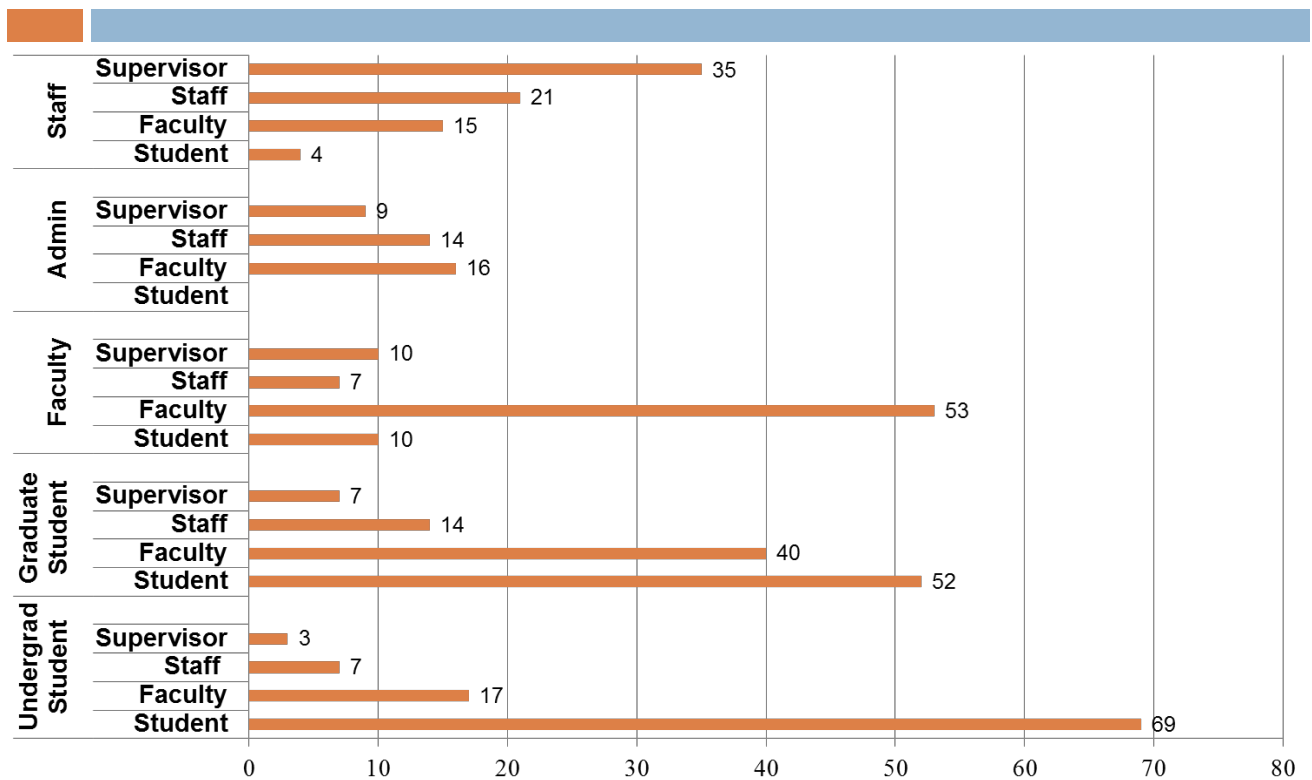
**Table 24. Source of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Source</b>	<b><i>n</i></b>	<b>% of respondents who reported having experienced conduct</b>
Student	507	36.2
Coworker	360	25.7
Faculty member	341	24.4
Department chair/head/director	219	15.6
Supervisor	196	14.0
Staff member	167	11.9
Stranger	159	11.4
Friend	148	10.6
Senior administrator	133	9.5
Graduate teaching assistant/graduate assistant/graduate research assistant/ lab assistant/tutor	55	3.9
Student staff	54	3.9
Academic advisor	46	3.3
Off-campus community member	45	3.2
Don't know source	35	2.5
Person that I supervise	29	2.1
Alumni	21	1.5
Social networking site	18	1.3
Health/counseling services	16	1.1
K-State university police	14	1.0
K-State media	13	0.9
Athletic coach/trainer	9	0.6
Donor	4	0.3
Other	83	5.9

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct ( $n = 1,400$ ). Percentages do not sum to 100 as a result of multiple responses.



Figure 36 depicts the source of perceived experienced exclusionary conduct by position status. Students were the greatest source of exclusionary conduct for Undergraduate Student and Graduate Student respondents, and Faculty respondents most often cited other faculty as the source of the exclusionary conduct. Administrator respondents identified faculty and staff as their greatest sources of exclusionary conduct, while Staff respondents cited supervisors and staff as their greatest sources of this conduct.



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

Figure 36. Source of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 53% of respondents were angry, 38% felt embarrassed, 37% told a family member, 36% told a friend, and 30% ignored it (Table 25). While 9% ( $n = 131$ ) of respondents reported the incident to a K-State employee/official, 12% ( $n = 174$ ) did not know to whom to go, and 16% ( $n = 218$ ) did not report it for fear that their complaints would not be taken seriously. Eight percent ( $n = 110$ ) of respondents did report the incident but felt that the situation was not taken seriously. “Other” responses included “attempted to confront and was rebuffed,” “conduct was reported to Ombudspersons several times,” “contacted physician for medication,” “discouraged with the current situation,” “dropped the class,” “I ‘took’ it,” “did not report for fear of repercussions,” “minor offenses,” “disappointed,” “harassed and ridiculed,” “university employee assistance counselor,” and “You cannot ‘report’ this kind of microaggression. It’s too pervasive.”

**Table 25. Respondents’ Reactions to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

	<i>n</i>	% of respondents who reported having experienced conduct
I was angry	748	53.4
I felt embarrassed	530	37.9
I told a family member	515	36.8
I told a friend	506	36.1
I ignored it	414	29.6
I avoided the harasser	393	28.1
I didn’t report it for fear that my complaint would not be taken seriously	218	15.6
I felt somehow responsible	202	14.4
I was afraid	181	12.9
I didn’t know who to go to	174	12.4
I left the situation immediately	164	11.7
I sought support from an administrator	163	11.6
I sought support from a staff person	155	11.1
I sought support from a faculty member	152	10.9
I confronted the harasser at the time	149	10.6
I reported it to a K-State employee/official	131	9.4
I confronted the harasser later	127	9.1
I sought support from a K-State resource	125	8.9
I did report it but I did not feel the complaint was taken seriously	110	7.9
It didn’t affect me at the time	89	6.4
I sought support from a spiritual advisor	53	3.8
I sought information on-line	53	3.8
I contacted a local law enforcement official	25	1.8
I sought support from student staff (e.g., peer counselor)	24	1.7
I sought support from off-campus hotline/advocacy services	18	1.3
I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant	11	0.8
I reported it to my Union representative	7	0.5
Other	121	8.6

Note: Only answered by respondents who indicated on the survey that they experienced exclusionary conduct (*n* = 1,400). Percentages do not sum to 100 as a result of multiple responses.

More than 420 respondents provided written responses elaborating on their experiences regarding how they personally had experienced exclusionary, intimidating, offensive, and/or hostile behavior at K-State. Below, several themes with supporting quotations highlight commonly cited examples of how respondents experienced these behaviors.

*Ignored.* More than 40 respondents indicated that the exclusionary behavior they experienced was being ignored. Several Student respondents indicated that they felt ignored by their peers or professors/instructors. Many more respondents indicated that they had sought advice, help, guidance, or counsel from faculty/instructors, and felt ignored by either offices or administrators. Some of these respondents echoed the sentiment of the respondent who offered, “When someone makes a complaint they are not taken seriously and it’s just swept under the rug and kept quiet.” Another respondent shared that, “My complaint was not taken seriously by K-State. K-State did everything they could to avoid taking responsibility for the situation.” Another respondent wrote “I brought forward information about my superior...and felt I was not taken seriously or trusted because of my gender and academic degree.” Yet another respondent wrote, “I filed complaints before and I felt I was never taken seriously so I stopped reporting them.” Another respondent similarly stated, “It seemed like no one cared to hear my issue.” Still another offered, “When you bring a problem to supervisors often you are made to feel that your concerns are not important.”

*Public forms of harassing conduct.* More than 40 respondents indicated that the exclusionary behavior they experienced at K-State was some form of hostility. While degrees of experienced hostility varied, many of the respondents drew particular attention to public forms of hostility. Respondents shared that they were often verbally harassed in a public setting. For example, one Student shared that “I was belittled and treated horribly in front of my entire class.” An employee wrote, “I was berated by a fellow employee in my work space (which is open to everyone to hear) while the supervisor was away.” Yet another employee noted, “My colleague has to make a point on occasion of belittling me in front of the group. Or will just walk out when I am speaking as if he has heard enough or has no intention of listening.” Generally, respondents

who reported having experienced this form of exclusionary behavior noted that they were “verbally abused in front of [their] peers” and that “it has happened to others.”

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<sup>xxii</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by position:  $\chi^2(4, N = 7,395) = 158.6, p < .001$ .

<sup>xxiii</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their position by position:  $\chi^2(4, N = 1,400) = 180.0, p < .001$ .

<sup>xxiv</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by age:  $\chi^2(4, N = 7,348) = 160.5, p < .001$ .

<sup>xxv</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their age by age:  $\chi^2(4, N = 1,383) = 36.1, p < .001$ .

<sup>xxvi</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct by gender identity:  $\chi^2(3, N = 7,351) = 33.1, p < .001$ .

<sup>xxvii</sup> A chi-square test was conducted to compare percentages of respondents who reported having experienced exclusionary conduct based on their gender identity by gender identity:  $\chi^2(3, N = 1,385) = 53.1, p < .001$ .

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

Respondents' observations of others experiencing exclusionary conduct also may contribute to their perceptions of campus climate. Twenty-two percent ( $n = 1,638$ ) of all survey respondents indicated that they observed conduct or communications directed toward a person or group of people at Kansas State University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment<sup>57</sup> within the past year. Most of the observed conduct was felt to be based on ethnicity (22%,  $n = 359$ ), gender expression (20%,  $n = 328$ ), racial identity (16%,  $n = 16$ ), position (16%,  $n = 254$ ), and religious/spiritual views (16%,  $n = 254$ ). Seventeen percent ( $n = 271$ ) of respondents indicated that they "Don't Know" the basis.

Figure 37 separates by selected demographic categories (i.e., racial identity, gender identity, religious/spiritual affiliation, and position status) the significant responses of those individuals who indicated having observed exclusionary conduct within the past year.

Higher percentages of Multiple Race respondents (28%) and Respondents of Color (26%) than White respondents (21%) indicated that they had observed such conduct.<sup>xxviii</sup> Likewise, significantly higher percentages of Genderqueer respondents (50%) and respondents who identified with Genders Not Listed on the survey (48%) than Women respondents (23%) and Men respondents (21%) noted that they had observed such conduct.<sup>xxix</sup> Higher percentages of Administrator respondents (32%), Faculty respondents (29%), and Staff respondents (27%) than Graduate Student respondents (22%) or Undergraduate Student respondents (18%) indicated on the survey that they observed such conduct.<sup>xxx</sup> Analyzed in terms of religious/spiritual affiliation, respondents with Multiple Affiliations (31%), Spiritual respondents (30%), and respondents with No Affiliation (26%) were more likely to report having observed exclusionary conduct than were respondents with Other Faith-Based Affiliations (21%) and Christian Affiliations (20%).<sup>xxxi</sup>

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<sup>57</sup>This report uses the phrase "exclusionary conduct" as a shortened version of "conduct or communications directed toward a person or group of people at Kansas State University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment."

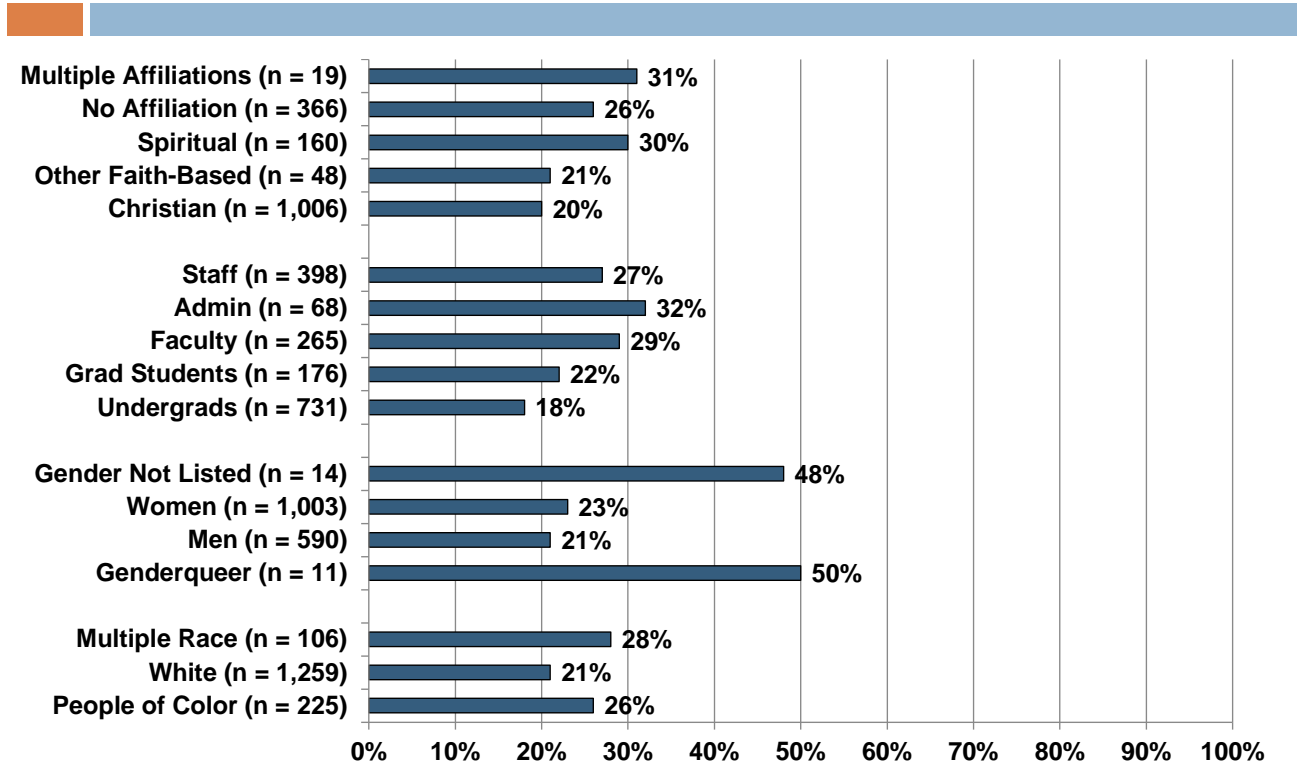


Figure 37. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Religious/Spiritual Affiliation, Position Status, Gender Identity, and Racial Identity (%)

Table 26 illustrates that respondents most often believed that they had observed this conduct in the form of someone subjected to derogatory remarks (55%,  $n = 894$ ), or someone feeling isolated or left out (42%,  $n = 695$ ), deliberately ignored or excluded (40%,  $n = 649$ ), or intimidated/bullied (33%,  $n = 541$ ). Respondents who chose the “Other” response wrote in various forms of such conduct, including “YikYak app,” “assumptions of shared or unshared values based on cultural heritage,” “assumption that black students are not as smart as others,” “attempts to control freedom of speech,” “decisions being exclusive instead of inclusive,” “fear of dismissal,” “fear of retribution,” “microaggressions,” “mocked,” “sexism,” “talked down to,” “threat of lawsuit,” and “workload quite different from others in same position.”



**Table 26. Form of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

Form	<i>n</i>	% of respondents who reported having observed conduct
Derogatory verbal remarks	894	54.6
Person felt isolated or left out	695	42.4
Deliberately ignored or excluded	649	39.6
Intimidated/bullied	541	33.0
Racial/ethnic profiling	332	20.3
Workplace incivility	329	20.1
Assumption that someone was admitted/hired/promoted based on his/her identity	270	16.5
Derogatory/unsolicited Facebook posts, Twitter posts, etc.	240	14.7
Derogatory written comments	226	13.8
Person singled out as the spokesperson for their identity group	225	13.7
Receipt of a low performance evaluation	166	10.1
Assumption that someone was <u>not</u> admitted/hired/promoted based on his/her identity	155	9.5
Derogatory phone calls/texts/email	122	7.4
Feared for their physical safety	106	6.5
Receipt of a poor grade because of a hostile classroom environment	79	4.8
Threats of physical violence	75	4.6
Physical violence	58	3.5
Stalking	52	3.2
Graffiti/vandalism	46	2.8
Victim of a crime	34	2.1
Feared for their family's safety	10	0.6
Other	95	5.8

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 1,638). Percentages do not sum to 100 as a result of multiple responses.

Of the respondents who indicated that they had observed exclusionary, intimidating, offensive, and/or hostile conduct, 37% ( $n = 586$ ) indicated having witnessed such conduct six or more times in the past year (Table 27).

**Table 27. Number of Times Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct in the Past Year**

Number of Times Observed	<i>n</i>	% of respondents who reported having observed conduct
1	208	13.2
2	256	16.3
3	319	20.3
4	147	9.3
5	57	3.6
6 or more	586	37.3

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ( $n = 1,638$ ). Percentages do not sum to 100 as a result of multiple responses.

Additionally, 30% ( $n = 492$ ) of the respondents who indicated that they observed exclusionary conduct said that it happened in a public space at Kansas State University (Table 28). Some respondents noted that the incidents occurred while working at a K-State job (27%,  $n = 446$ ), in a class/lab/clinical setting (26%,  $n = 422$ ), or in a meeting with a group of people (24%,  $n = 400$ ). “Other” responses included “all of the above,” “difficult to express an exact location,” “email exchanges,” “K-State farms,” “K-State Collegian,” “various meetings, communications, etc.,” and “YikYak, which groups by college.”

**Table 28. Location of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Location</b>	<b><i>n</i></b>	<b>% of respondents who reported having observed conduct</b>
In a public space at K-State	492	30.0
While working at a K-State job	446	27.2
In a class/lab/clinical setting	422	25.8
In a meeting with a group of people	400	24.4
Off campus	299	18.3
While walking on campus	243	14.8
At a K-State event	235	14.3
On social networking sites/Facebook/Twitter	211	12.9
In a K-State administrative office	198	12.1
In campus housing	191	11.7
In a faculty office	167	10.2
In a meeting with one other person	159	9.7
In the library	111	6.8
In a K-State dining facility	106	6.5
In off-campus housing	101	6.2
In athletic facilities	53	3.2
In an experiential learning environment	30	1.8
On public transportation	21	1.3
In a health care setting	17	1.0
Other	84	5.1

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct (*n* = 1,638). Percentages do not sum to 100 as a result of multiple responses.

Fifty-five percent ( $n = 902$ ) of respondents who indicated that they observed exclusionary conduct said that the targets of the conduct were students. Other respondents identified coworkers (23%,  $n = 381$ ), friends (21%,  $n = 338$ ), and faculty members (18%,  $n = 298$ ) as the targets.

Of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 41% ( $n = 672$ ) noted that students were the sources of the conduct. These respondents identified additional sources as faculty members (20%,  $n = 328$ ), coworkers (15%,  $n = 237$ ), strangers (13%,  $n = 211$ ), department chairs/heads/directors (12%,  $n = 196$ ), and staff members (10%,  $n = 169$ ) as the sources.

Table 29 illustrates respondents' reactions to this conduct. Respondents most often indicated feeling angry (50%,  $n = 813$ ) or embarrassed (37%,  $n = 613$ ). Twenty-six percent ( $n = 428$ ) told a friend. Seven percent ( $n = 109$ ) reported the incidents to campus employees/officials, while 12% ( $n = 195$ ) did not know to whom to go. Some did not report out of fear that the complaint would not be taken seriously (13%,  $n = 216$ ). Five percent ( $n = 77$ ) did report it but felt that the complaint was not taken seriously. "Other" responses included comments such as "avoided conflict," "clarified comment the faculty person made," "common Kansas views are excepted [sic] as okay, when they are not," "didn't report out of fear of retaliation," "I would be persecuted for my beliefs," "didn't observe it," "rolled my eyes and chalked it up to human nature," "separation between faculty and staff so can't report," "told a friend in the LGBT resource center," "told doctors," and "why bother."

**Table 29. Reactions to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct**

<b>Reactions</b>	<b><i>n</i></b>	<b>% of respondents who reported having observed conduct</b>
I was angry	813	49.6
I felt embarrassed	613	37.4
I told a friend	428	26.1
I told a family member	341	20.8
I avoided the harasser	296	18.1
I ignored it	283	17.3
I didn't report it for fear that my complaint would not be taken seriously	216	13.2
I didn't know who to go to	195	11.9
I felt somehow responsible	193	11.8
I confronted the harasser at the time	159	9.7
It didn't affect me at the time	157	9.6
I left the situation immediately	144	8.8
I was afraid	137	8.4
I confronted the harasser later	133	8.1
I sought support from an administrator	133	8.1
I sought support from a faculty member	128	7.8
I sought support from a staff person	119	7.3
I reported it to a K-State employee/official	109	6.7
I sought support from a K-State resource	79	4.8
I did report it but I did not feel the complaint was taken seriously	77	4.7
I sought information on-line	45	2.7
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	24	1.5
I sought support from student staff (e.g., peer counselor)	20	1.2
I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant	15	0.9
I contacted a local law enforcement official	13	0.8
I sought support from off-campus hotline/advocacy services	9	0.5
I reported it to my Union representative	5	0.3
<b>Other</b>	<b>116</b>	<b>7.1</b>

Note: Only answered by respondents who indicated on the survey that they had observed exclusionary conduct ( $n = 1,638$ ). Percentages do not sum to 100 as a result of multiple responses.

More than 330 respondents provided written responses elaborating on whether within the past year they had observed any conduct or communications directed toward a person or group of people at K-State that they believe has created an exclusionary, intimidating, offensive, and/or hostile working or learning environment. One theme, discrimination, pervaded the comments.

*Discrimination.* Many of these respondents discussed discrimination, most often racial discrimination that they observed at K-State. They indicated that international students were one of the main targets of discrimination. One respondent wrote, “There [are] a lot of racial issues on campus, much of it towards internationals. Brazilians and Asians specifically.” Another respondent added that an individual in his/her “statistics class was making very racist comments to the GTA who does not speak English well.” Yet another respondent wrote, “International students were singled out and the professor said, ‘let’s auction them off’ when he decided that one international student needed to be in each group project.” Some respondents shared that they witnessed “making fun/name calling Asians for everything.” While some respondents agreed that Black students have also been targets of discrimination (for example, people have driven by and yelled “[removed expletive] you nigger” to one respondent), the majority of the respondents who commented about observing discrimination noted that international students bore the brunt of those experiences.

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<sup>xxviii</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by racial identity:  $\chi^2(2, N = 7,229) = 16.2, p < .001$ .

<sup>xxix</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by gender identity:  $\chi^2(3, N = 7,341) = 26.8, p < .001$ .

<sup>xxx</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by position:  $\chi^2(4, N = 7,383) = 91.0, p < .001$ .

<sup>xxxi</sup>A chi-square test was conducted to compare percentages of respondents who reported having observed conduct by religious/spiritual affiliation:  $\chi^2(4, N = 7,281) = 51.8, p < .001$ .

## Experiences of Unwanted Sexual Contact

Three percent ( $n = 198$ ) of respondents indicated that they had experienced unwanted sexual contact<sup>58</sup> while a member of the Kansas State University community. Subsequent analyses of the data suggest that a significantly higher percentage of Women respondents (4%,  $n = 170$ ) than Men respondents<sup>59</sup> (1%,  $n = 21$ ) reported having experienced unwanted sexual contact.<sup>xxxiii</sup> Additionally, higher percentages of Undergraduate Student respondents<sup>xxxiii</sup> (4%,  $n = 159$ ), respondents with Multiple Disabilities<sup>xxxiv</sup> (9%,  $n = 23$ ), Multiple Race respondents<sup>xxxv</sup> (7%,  $n = 25$ ), and LGBTQ respondents<sup>xxxvi</sup> (9%,  $n = 38$ ) than other groups reported having experienced unwanted sexual contact. Forty-six percent ( $n = 88$ ) of those respondents who reported having experienced unwanted sexual contact indicated that it happened within the past year, and 44% ( $n = 84$ ) indicated that it happened two to four years ago.

Forty-nine percent ( $n = 97$ ) of the respondents who indicated on the survey that they experienced unwanted sexual contact identified acquaintances/friends as the perpetrators of the conduct. Respondents also identified the sources as students (38%,  $n = 75$ ) and strangers (19%,  $n = 37$ ).

Asked where the incidents occurred, 71% ( $n = 141$ ) of these respondents indicated that they occurred off campus, not affiliated with any campus activity. Thirty percent ( $n = 59$ ) noted that the incidents occurred on campus during a non-college-related activity. A substantial number of respondents indicated that these instances occurred in dorm rooms/residence halls, at fraternity parties/parties/house parties, at work or in campus offices, in bars, “in his apartment,” and in their own homes/apartments.

Asked what they did in response to experiencing unwanted sexual contact, 63% ( $n = 125$ ) of respondents indicated that they told a friend; 52% ( $n = 102$ ) were embarrassed, 48% ( $n = 95$ ) felt somehow responsible, 45% ( $n = 89$ ) were angry, and 41% ( $n = 82$ ) did nothing (Table 30).

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<sup>58</sup>The survey question inquired, “While a member of the K-State community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?”

<sup>59</sup>Transgender respondents, Genderqueer respondents, and Gender Not Listed respondents were not included in this analysis because their numbers were too few to ensure confidentiality.

**Table 30. Reactions to Unwanted Sexual Contact**

<b>Reactions</b>	<b><i>n</i></b>	<b>%</b>
I told a friend	125	63.1
I felt embarrassed	102	51.5
I felt somehow responsible	95	48.0
I was angry	89	44.9
I did nothing	82	41.4
I was afraid	67	33.8
I ignored it	60	30.3
I left the situation immediately	49	24.7
I told a family member	49	24.7
I didn't know what to do	46	23.2
I sought support from a campus resource	26	13.1
I didn't know who to go to	22	11.1
It didn't affect me at the time	18	9.1
I contacted a local law enforcement official	18	9.1
I sought support from off-campus hotline/advocacy services	17	8.6
I sought support from a staff person	17	8.6
I sought information on-line	17	8.6
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	14	7.1
I made an official complaint to a campus employee/official	11	5.6
I sought support from a faculty member	10	5.1
I sought support from student staff (e.g., peer counselor)	9	4.5
I sought support from an administrator	8	4.0
I sought support from my union representative	2	1.0
I sought support from a graduate teaching assistant/ graduate assistant/graduate research assistant	1	0.5
Other	6	3.0

Note: Only answered by respondents who indicated on the survey that they had experienced unwanted sexual contact (*n* = 198). Percentages do not sum to 100 as a result of multiple responses.

One hundred twenty respondents provided written explanations for why they did not report the unwanted sexual contact they experienced to a campus official or staff member. Several themes, with supporting quotations that highlight commonly cited examples of why these respondents did not report their experiences, are provided in the following paragraphs.



*I felt responsible.* The most common reason respondents offered for not reporting the unwanted sexual contact was because the respondent indicated that she/he felt responsible. One respondent wrote, “Honestly at the time I felt like I was responsible, that maybe I sent him a signal that it was ok that I wanted it or something.” Another respondent wrote, “I felt partly to blame, and wanted to get past the situation, not dwell on it.” Yet another respondent shared, “I thought it was my fault. I didn’t realize until later what they did was illegal and I could have looked for help.”

*Not that serious.* Some respondents indicated that they did not report the unwanted sexual contact because “it was not that serious.” These respondents often wrote, “It wasn’t a huge deal, not worth the time/hassle” and that “it was minor.” Examples of “minor” incidents included “just a butt pinch,” “just unwanted fondling,” and that “all he did was forcibly kiss me.” One respondent shared, “I have been sexually assaulted three times in my life and this was the least traumatizing experience.” Generally, many of these respondents shared that “at the time it didn’t seem like a big deal.”

*Alcohol was involved.* Some respondents indicated that they did not report the unwanted sexual contact “because it happened under the influence of alcohol.” Other respondents wrote that there was “no point...drunken people do stupid things. It would’ve looked bad.” Another respondent wrote, “I was drunk, felt vulnerable and didn’t know if it was technically rape at the time.” Others shared, “I felt responsible for having been drinking” and “I was drunk and walked to his apartment willingly.” Another student wrote, “I was unsure if I had been drugged or just had a strangely low alcohol tolerance that night (only had one drink).” Still other respondents felt as did the respondent who noted, “I did not wish to be charged with underage drinking.”

*No clear support.* Another theme that respondents offered for not reporting the unwanted sexual contact was that they worried nobody would believe them or were concerned that reporting the incident would have no effect. One respondent indicated previously having reported a similar incident and noted that “nothing was done and K-State made me feel like it was my fault.” Another respondent shared, “I did not think I had the evidence to prove anything. I didn’t feel anyone would believe me.” This latter thought of not being believed was something that was

shared by many respondents. One respondent wrote, “I was scared and didn’t think anybody would believe me...I didn’t believe my complaint would be taken seriously.” Another respondent offered, “I was afraid of being blamed or embarrassed.” Yet another respondent offered, “It is extremely common and those who are raped are told they are blowing it out of proportion and shamed for it...and K-State does a lot to try and bury how often rape happens on its campus.”

Fifty respondents who reported the unwanted sexual contact to a campus official or staff member elaborated on whether they felt the situation was handled appropriately. The responses varied.

*Yes.* Fifteen respondents shared that their experience was responded to appropriately after reporting the unwanted sexual contact. Though many respondents simply said “yes,” others noted, as did one respondent, that “the problem was eventually solved and handled appropriately” and that they “never had a problem with him again.” Others provided narratives specifying the support they received from particular offices, noting that these staff members were “fantastic” and “very sensitive.”

*No.* Nineteen respondents indicated that they did not feel their concern was appropriately responded to after reporting the unwanted sexual contact. The narratives of their experiences varied quite dramatically but shared a common theme...respondents did not feel validated when they reported the situation. One respondent echoed the sentiments of others when she wrote, “No, I was urged to make less of the situation and let it go.” Another wrote, “No. K-State did absolutely nothing to help me.” Yet another noted feeling that “nobody cared and hasn’t helped.” Some respondents indicated that the reporting agency they went to “made me feel like it was my fault.” One self-identified male student wrote that he was informed at a center on campus “that they could not help because I am a male and that there were no services anywhere in the area.”

*Seriously considered leaving K-State.* In another section of the survey, respondents were asked to offer why they seriously considered leaving K-State. Several respondents specifically mentioned that they considered leaving K-State because of a sexual assault-related experience. These respondents failed to receive the support they expected. One respondent wrote, “I was bullied,

raped, and relentlessly harassed with little support from K-State.” Another respondent offered, “I was sexually assaulted and felt like I had no support.” One respondent who sought support noted that a particular office “handled it very badly.” Some of these respondents indicated that because of their experiences, they felt they “should leave campus.” One respondent wrote, “After being the victim of several uncomfortable sexual assaults and one rape...I was always afraid of running into him on campus.”

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<sup>xxxii</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by gender identity:  $\chi^2(1, N = 7,309) = 66.6, p < .001$ .

<sup>xxxiii</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by position:  $\chi^2(4, N = 7,404) = 66.7, p < .001$ .

<sup>xxxiv</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by disability status:  $\chi^2(2, N = 6,959) = 66.7, p < .001$ .

<sup>xxxv</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by racial identity:  $\chi^2(2, N = 7,247) = 22.8, p < .001$ .

<sup>xxxvi</sup>A chi-square test was conducted to compare percentages of respondents who reported having experienced unwanted sexual contact by sexual identity:  $\chi^2(2, N = 7,186) = 62.8, p < .001$ .

## Summary

Eighty-four percent ( $n = 6,187$ ) of the survey respondents were “comfortable” or “very comfortable” with the climate at Kansas State University. Sixty-nine percent ( $n = 1,802$ ) of Faculty, Staff, and Administrator respondents were “comfortable” or “very comfortable” with the climate in their departments/work units. The findings from investigations at higher education institutions across the country (Rankin & Associates Consulting, 2015), where 70% to 80% of all respondents found the campus climate to be “comfortable” or “very comfortable,” suggest that a slightly higher percentage of Kansas State University respondents were “comfortable” or “very comfortable” with the overall climate at K-State.

Twenty percent to 25% of individuals in similar investigations believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. At Kansas State University, 19% ( $n = 1,400$ ) of respondents believed that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. These results also parallel the findings of other climate studies of specific constituent groups offered in the literature, where members of historically underrepresented and underserved groups were slightly more likely to believe that they had experienced various forms of exclusionary intimidating, offensive, and/or hostile conduct and discrimination than those in the majority (Guiffrida et al., 2008; Harper & Hurtado, 2007; Harper & Quaye, 2004; Hurtado & Ponjuan, 2005; Rankin & Reason, 2005; Sears, 2002; Settles et al., 2006; Silverschanz et al., 2008; Yosso et al., 2009).

Twenty-two percent ( $n = 1,638$ ) of Kansas State University survey respondents observed conduct or communications directed toward a person or group of people at Kansas State University that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. In addition, 3% ( $n = 198$ ) of respondents believed that they had experienced unwanted sexual contact while a member of Kansas State University community.

## **Faculty, Staff, and Administrator Perceptions of Climate**

This section of the report describes Faculty, Staff, and Administrator responses to survey items regarding their perceptions of work-life and various climate issues, and certain employment practices at K-State (e.g., hiring, promotion, and disciplinary actions).

### **Campus Climate and Work-Life Issues**

Several survey items addressed employees' (Faculty, Staff, and Administrator)<sup>60</sup> experiences at Kansas State University, their perceptions of specific K-State policies, their attitudes about the climate and work-life issues at K-State, and Faculty attitudes about tenure and advancement processes at K-State.

Tables 31 through 34 illustrate responses to some of these questions by position, gender identity,<sup>61</sup> racial identity, disability status, sexual identity, military status, citizenship status,<sup>62</sup> and religious/spiritual affiliation where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Thirty-five percent ( $n = 908$ ) of employee respondents noted that they were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions. Forty-eight percent ( $n = 39$ ) of Multiple Race Faculty, Staff, and Administrator respondents and 43% ( $n = 114$ ) of Faculty, Staff, and Administrator Respondents of Color, in comparison with 33% ( $n = 715$ ) of White Faculty, Staff, and Administrator respondents, were reluctant to bring up issues that concerned them for fear it would affect their performance evaluations or tenure/merit/promotion decisions. By disability status, a much higher percentage of employee respondents with Multiple Disabilities (55%,  $n = 52$ ) than employee respondents with a Single Disability (38%,  $n = 118$ ) or No Disabilities (33%,

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<sup>60</sup>Throughout this report, the term "employee" includes all Faculty, Staff, and Administrator respondents.

<sup>61</sup>Transgender ( $n = 0$ ) employee respondents, Genderqueer ( $n = 6$ ) employee respondents, and employee respondents with Genders Not Listed on the survey ( $n = 13$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>62</sup>Undocumented Faculty, Staff, and Administrator respondents ( $n < 5$ ) were not included in these analyses because their numbers were too low to ensure confidentiality.

*n* = 672) were reluctant to bring up issues of concern. While 34% (*n* = 758) of Heterosexual Faculty, Staff, and Administrator respondents were reluctant to bring up issues that concerned them, 47% (*n* = 24) of Asexual/Other Faculty, Staff, and Administrator respondents and 41% (*n* = 50) of LGBTQ Faculty, Staff, and Administrator respondents were reluctant to bring up issues that concerned them. Forty-six percent (*n* = 82) of Non-U.S. Citizen Faculty, Staff, and Administrator respondents, 34% (*n* = 800) of U.S. Citizen Faculty, Staff, and Administrator respondents, and 29% (*n* = 12) of Faculty, Staff, and Administrator respondents with Multiple Citizenships were reluctant to bring up issues that concerned them for fear that it would affect their performance evaluations or tenure/merit/promotion decisions. Analyses by religious/spiritual affiliation revealed that employee respondents with Other Faith-Based Affiliations (47%, *n* = 40) were more likely to be reluctant to bring up issues that concerned them than were Christian employee respondents (33%, *n* = 553), Spiritual employee respondents (38%, *n* = 88), employee respondents with No Affiliation (37%, *n* = 190), and employee respondents with Multiple Affiliations (35%, *n* = 7).

**Table 31. Employee Respondents’ Attitudes about Work-Related Issues by Gender Identity, Position, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.</b>	<b>314</b>	<b>12.2</b>	<b>594</b>	<b>23.0</b>	<b>1,000</b>	<b>38.8</b>	<b>672</b>	<b>26.0</b>
Racial Identity <sup>xxxvii</sup>								
People of Color	47	17.9	67	25.5	99	37.6	50	19.0
White	239	11.1	476	22.2	847	39.5	585	27.2
Multiple Race	13	16.0	26	32.1	29	35.9	13	16.0
Disability Status <sup>xxxviii</sup>								
Single Disability	44	14.0	74	23.5	121	38.4	76	24.1
No Disability	222	11.0	450	22.3	803	39.8	544	26.9
Multiple Disabilities	24	25.3	28	29.5	28	28.6	15	15.8
Sexual Identity <sup>xxxix</sup>								
LGBQ	18	14.9	32	26.4	47	38.8	24	19.8
Heterosexual	257	11.6	501	22.6	861	38.8	600	27.0
Asexual/Other	24	21.1	30	26.3	39	34.2	21	18.4
Citizenship Status <sup>xi</sup>								
US Citizen	281	12.0	519	22.1	918	39.1	627	26.7
Non-US Citizen	26	14.6	56	31.5	67	37.6	29	16.3
Multiple Citizenships	< 5	---	12	28.6	13	31.0	13	31.0
Religious/Spiritual Affiliation <sup>xli</sup>								
Christian	179	10.7	374	22.4	670	40.2	444	26.6
Other Faith-Based	13	15.1	27	31.4	26	30.2	20	23.3
Spiritual	32	13.7	56	24.0	94	40.3	51	21.9
No Affiliation	64	12.5	126	24.7	179	35.0	142	27.8
Multiple Affiliations	7	35.0	< 5	---	8	40.0	< 5	---

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

Thirty percent (*n* = 734) of employee respondents indicated that their colleagues/coworkers expect them to represent “the point of view” of their identities (Table 32). Thirty-four percent (*n* = 296) of Faculty respondents, 27% (*n* = 374) of Staff respondents, and 31% (*n* = 64) of Administrator respondents reported feeling that their colleagues/coworkers expect them to represent “the point of view” of their identities. Forty-three percent (*n* = 111) of Employee Respondents of Color, 38% (*n* = 29) of Multiple Race employee respondents, and 28% (*n* = 574) of White employee respondents “strongly agreed”/“agreed” that their colleagues/coworkers expect them to represent “the point of view” of their identities. By sexual identity, Heterosexual

employee respondents (29%,  $n = 608$ ) were much less likely than LGBQ employee respondents (42%,  $n = 49$ ) or Asexual/Other employee respondents (44%,  $n = 48$ ) to agree that their colleagues/coworkers expect them to represent “the point of view” of their identities.

Thirty-eight percent ( $n = 974$ ) of Faculty, Staff, and Administrator respondents believed that salary determinations were clear. Forty-three percent ( $n = 462$ ) of Men employee respondents and 34% ( $n = 499$ ) of Women employee respondents believed that salary determinations were clear. By racial identity, 39% ( $n = 832$ ) of White employee respondents, 38% ( $n = 96$ ) of Employee Respondents of Color, and 26% ( $n = 21$ ) of Multiple Race employee respondents “strongly agreed”/“agreed” that salary determinations were clear. Heterosexual employee respondents (39%,  $n = 852$ ) were more likely than LGBQ employee respondents (26%,  $n = 32$ ) or Asexual/Other employee respondents (34%,  $n = 38$ ) to believe that salary determinations were clear. Analyses by religious/spiritual affiliation revealed that Spiritual employee respondents (28%,  $n = 66$ ) were least likely to believe that salary determinations were clear, in comparison with employee respondents with Other Faith-Based Affiliations (41%,  $n = 35$ ), Christian employee respondents (40%,  $n = 663$ ), employee respondents with Multiple Affiliations (40%,  $n = 8$ ), and employee respondents with No Affiliation (36%,  $n = 185$ ).



**Table 32. Employee Respondents’ Attitudes about Work-Related Issues by Gender Identity, Position, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My colleagues/coworkers expect me to represent “the point of view” of my identity.</b>	<b>132</b>	<b>5.3</b>	<b>602</b>	<b>24.4</b>	<b>1,122</b>	<b>45.4</b>	<b>616</b>	<b>24.9</b>
Position <sup>xlii</sup>								
Faculty	65	7.5	231	26.5	353	40.5	222	25.5
Administrator	15	7.3	49	23.9	95	46.3	46	22.4
Staff	52	3.7	322	23.1	674	48.3	348	14.9
Racial Identity <sup>xliii</sup>								
People of Color	35	13.6	76	29.6	96	37.4	50	19.5
White	87	4.2	487	23.6	955	46.3	533	25.8
Multiple Race	8	10.5	21	27.6	33	43.4	14	18.4
Sexual Identity <sup>xliv</sup>								
LGBQ	12	10.2	37	31.4	47	39.8	22	18.6
Heterosexual	107	5.0	501	23.5	970	45.5	554	26.0
Asexual/Other	9	8.2	39	35.5	46	41.8	16	14.5
<b>I believe salary determinations are clear.</b>	<b>129</b>	<b>5.0</b>	<b>845</b>	<b>32.9</b>	<b>1,000</b>	<b>38.9</b>	<b>594</b>	<b>23.1</b>
Gender Identity <sup>xlv</sup>								
Men	68	6.3	394	36.7	383	35.7	228	21.2
Women	57	3.9	442	30.5	598	41.3	351	24.2
Racial Identity <sup>xlvi</sup>								
People of Color	21	8.1	75	29.1	87	33.7	75	29.1
White	98	4.6	734	34.4	847	39.7	457	21.4
Multiple Race	< 5	---	21	25.9	32	39.5	25	30.9
Sexual Identity <sup>xlvii</sup>								
LGBQ	5	4.1	27	22.3	47	38.8	42	34.7
Heterosexual	109	4.9	743	33.7	859	38.9	496	22.5
Asexual/Other	7	6.2	31	27.4	47	41.6	28	24.8
Religious/Spiritual Affiliation <sup>xlviii</sup>								
Christian	89	5.4	574	34.7	646	39.1	344	20.8
Other Faith-Based	6	7.0	29	33.7	26	30.2	25	29.1
Spiritual	9	3.8	57	24.4	104	44.4	64	27.4
No Affiliation	23	4.5	162	31.8	193	37.9	131	25.7
Multiple Affiliations	< 5	---	8	40.0	6	30.0	5	25.0

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

Tables 33 and 34 also illustrate responses to work-life questions by position, gender identity,<sup>63</sup> racial identity, disability status, sexual identity, military status, citizenship status,<sup>64</sup> and religious/spiritual affiliation<sup>65</sup> where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Seventy-seven percent ( $n = 1,986$ ) of Faculty, Staff, and Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers. Faculty respondents (75%,  $n = 673$ ) and Staff respondents (78%,  $n = 1,140$ ) were less comfortable taking leave than Administrator respondents (81%,  $n = 173$ ). Men employee respondents (81%,  $n = 867$ ) were more comfortable taking leave than were Women employee respondents (75%,  $n = 1,091$ ). Seventy-nine percent ( $n = 1,685$ ) of White Faculty, Staff, and Administrator respondents, 70% ( $n = 185$ ) of Faculty, Staff, and Administrator Respondents of Color, and 64% ( $n = 67$ ) of Multiple Race Faculty, Staff, and Administrator respondents were comfortable taking leave that they were entitled to without fear that it may affect their job/careers. Employee respondents with No Disabilities (79%,  $n = 1,591$ ) were more comfortable taking leave than were employee respondents with Multiple Disabilities (71%,  $n = 67$ ) and with Single Disabilities (72%,  $n = 226$ ). Employee respondents with Multiple Citizenships (85%,  $n = 34$ ) were more comfortable taking leave than were U.S. Citizen employee respondents (78%,  $n = 1,817$ ) and Non-U.S. Citizen employee respondents (71%,  $n = 124$ ).

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<sup>63</sup>Transgender ( $n = 0$ ) employee respondents, Genderqueer ( $n = 6$ ) employee respondents, and employee respondents with Genders Not Listed on the survey ( $n = 13$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>64</sup>Undocumented Faculty, Staff, and Administrator respondents ( $n < 5$ ) were not included in these analyses because their numbers were too low to ensure confidentiality.

<sup>65</sup>Faculty, Staff, and Administrator respondents who chose more than one response for religious/spiritual affiliation (i.e., Multiple Faith-Based Affiliations) were not included in these analyses because their numbers were too few to ensure confidentiality.

**Table 33. Employee Respondents’ Attitudes about Work-Related Issues by Gender Identity, Position, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.</b>		<b>796</b>	<b>30.9</b>	<b>1,190</b>	<b>46.3</b>	<b>430</b>	<b>16.7</b>	<b>156</b>	<b>6.1</b>
Gender <sup>xlix</sup>									
	Men	352	32.7	515	47.9	153	14.2	55	5.1
	Women	431	29.7	660	45.5	268	18.5	92	6.3
Position <sup>l</sup>									
	Faculty	254	28.2	419	46.5	169	18.7	60	6.7
	Administrator	81	38.0	92	43.2	23	10.8	17	8.0
	Staff	461	31.6	679	46.6	238	16.3	79	5.4
Racial Identity <sup>li</sup>									
	People of Color	72	27.3	113	42.8	44	16.7	35	13.3
	White	678	31.7	1,007	47.1	350	16.4	101	4.7
	Multiple Race	18	22.2	34	42.0	20	24.7	9	11.1
Disability Status <sup>lii</sup>									
	Single Disability	93	29.6	133	42.4	68	21.7	20	6.4
	No Disability	650	32.3	941	46.7	308	15.3	114	5.7
	Multiple Disabilities	20	21.3	47	50.0	18	19.1	9	9.6
Citizenship Status <sup>liii</sup>									
	US Citizen	741	31.7	1,076	46.0	392	16.7	132	5.6
	Non-US Citizen	39	22.3	85	48.6	31	17.7	20	11.4
	Multiple Citizenships	14	35.0	20	50.0	6	15.0	0	0.0

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

Thirty-eight percent (*n* = 978) of Faculty, Staff, and Administrator respondents reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition (Table 34). A significantly lower percentage of Men employee respondents (34%, *n* = 360) than Women employee respondents (41%, *n* = 600) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. A significantly lower percentage of Staff respondents (36%, *n* = 518) than Faculty respondents (41%, *n* = 365) and Administrator respondents (45%, *n* = 95) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Higher percentages of Faculty, Staff, and Administrator Respondents of Color (56%, *n* = 146) and Multiple Race employee respondents (49%, *n* = 39) than White employee respondents (35%, *n* = 748) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. In terms of sexual identity, a significantly lower percentage of Heterosexual employee

respondents (37%,  $n = 804$ ) than LGBTQ employee respondents (48%,  $n = 57$ ) and Asexual/Other employee respondents (51%,  $n = 58$ ) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition. Higher percentages of Other Faith-Based (47%,  $n = 40$ ) and Spiritual employee respondents (43%,  $n = 99$ ) than employee respondents with No Affiliation (38%,  $n = 193$ ), or Christian Affiliations (36%,  $n = 599$ ), and employee respondents with Multiple Affiliations (35%,  $n = 7$ ) reported feeling that they had to work harder than their colleagues/coworkers did to achieve the same recognition.

**Table 34. Employee Respondents’ Attitudes about Work-Related Issues by Gender Identity, Position, Racial Identity, Disability Status, Sexual Identity, Military Status, Citizenship Status, and Religious/Spiritual Affiliation**

		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have to work harder than I believe my colleagues/coworkers do to achieve the same recognition.</b>		<b>356</b>	<b>13.9</b>	<b>622</b>	<b>24.2</b>	<b>1,244</b>	<b>48.4</b>	<b>348</b>	<b>13.5</b>
Gender <sup>liv</sup>									
	Men	129	12.0	231	21.5	563	52.4	152	14.1
	Women	218	15.0	382	26.3	659	45.4	191	13.2
Position <sup>lv</sup>									
	Faculty	147	16.4	218	24.3	427	47.6	106	11.8
	Administrator	41	19.2	54	25.4	89	41.8	29	13.6
	Staff	168	11.5	350	24.0	728	49.9	213	14.6
Racial Identity <sup>lvi</sup>									
	People of Color	58	22.1	88	33.6	95	36.3	21	8.0
	White	256	12.0	492	23.0	1,084	50.7	308	14.4
	Multiple Race	20	25.3	19	24.1	36	45.6	< 5	---
Sexual Identity <sup>lvii</sup>									
	LGBQ	22	18.3	35	29.2	47	39.2	16	13.3
	Heterosexual	282	12.8	522	23.7	1,094	49.6	309	14.0
	Asexual/Other	22	19.5	36	31.9	45	39.8	10	8.8
Religious/Spiritual Affiliation <sup>lviii</sup>									
	Christian	203	12.2	396	23.9	844	50.9	216	13.0
	Other Faith-Based	16	18.8	24	28.2	34	40.0	11	12.9
	Spiritual	27	11.6	72	31.0	109	47.0	24	10.3
	No Affiliation	79	15.6	114	22.4	224	44.1	91	17.9
	Multiple Affiliations	7	35.0	< 5	---	5	25.0	< 5	---

Note: Table includes Faculty, Staff, and Administrator responses ( $n = 2,606$ ) only.

More than 470 respondents provided written responses about their work-life experiences relative to several statements on the survey. Most respondents elaborated on the following statements: “I

believe the process for determining salaries is clear” and “I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.”

*Lack of salary clarity.* Nearly 60 respondents drew specific attention to the statement related to whether they believe the process for determining salaries is clear. Some respondents shared that “the process for determining salary increases is unclear and unfair in many instances.” One respondent noted that “it’s not clear to me how the initial salary is set. Several members make a wide variety of salaries even though they have similar experience.” Other respondents echoed the sentiment of this respondent, who wrote, “I do not believe there is a true process for determining salaries on this campus...salary decisions appear completely arbitrary and seem to have no relation to comparable jobs outside of K-State.” Even respondents who were pleased with their salaries noted that the salary determinations were confusing. One employee wrote, “I am not really privy to the process for determining salaries. That being said, I am extremely happy with the salary that I am making. I am just not sure how salaries are determined.” These respondents generally felt that “salary structures were not transparent” and that, in some units, the salaries “are all over the place and not consistent across colleges and departments.”

*Ability to take leave.* Almost 40 respondents elaborated on the statement related to their comfort in taking leave. Mixed sentiments emerged. Several respondents indicated that they were comfortable and often received support from their supervisor in doing so. One of these respondents wrote, “My boss is super about any leave I request, whether it is sick leave or vacation.” Another wrote, “My boss is great and very supportive when it comes to taking time off.” Yet another indicated, “I have no fear of taking leave as my supervisor is great about it.” Many more respondents, however, expressed hesitation regarding their absence from work. These respondents echoed the sentiment of the employee respondent who wrote, “There is so much work to do that there is always fear that we will get further behind and will not meet expectations if we do take leave during the academic year.” Another respondent more pointedly said, “I did not take the leave I was entitled to after I had a child because I knew it would negatively affect my career.” Yet another respondent wrote, “I was told that I might not have a job if I took off the doctor-recommended time after a scheduled surgery.” Generally, more

respondents expressed angst regarding taking leave, indicating that they felt “it is almost impossible to take a day off.”

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<sup>xxxvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by racial identity:  $\chi^2(6, N = 2,491) = 24.0, p < .001$ .

<sup>xxxviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by disability status:  $\chi^2(6, N = 2,429) = 26.3, p < .001$ .

<sup>xxxix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by sexual identity:  $\chi^2(6, N = 2,454) = 15.8, p < .05$ .

<sup>xl</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by citizenship status:  $\chi^2(6, N = 2,565) = 16.2, p < .05$ .

<sup>xli</sup>A chi-square test was conducted to compare percentages of employee respondents who reported being reluctant to bring up issues for fear it will affect performance evaluation or tenure decision by religious/spiritual affiliation:  $\chi^2(12, N = 2,517) = 26.2, p < .01$ .

<sup>xlii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by position:  $\chi^2(6, N = 2,472) = 26.1, p < .001$ .

<sup>xliii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by racial identity:  $\chi^2(6, N = 2,395) = 53.8, p < .001$ .

<sup>xliiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that coworkers expected them to represent the point of view of their identities by sexual identity:  $\chi^2(6, N = 2,360) = 24.2, p < .001$ .

<sup>xliiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by gender identity:  $\chi^2(3, N = 2,521) = 20.2, p < .001$ .

<sup>xlivi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by racial identity:  $\chi^2(6, N = 2,475) = 21.7, p < .001$ .

<sup>xliivii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by sexual identity:  $\chi^2(6, N = 2,441) = 13.8, p < .05$ .

<sup>xliiviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the process for determining salaries is clear by religious/spiritual affiliation:  $\chi^2(12, N = 2,502) = 21.7, p < .05$ .

<sup>xlix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by gender identity:  $\chi^2(3, N = 2,526) = 10.9, p < .05$ .

<sup>i</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by position:  $\chi^2(6, N = 2,572) = 16.0, p < .05$ .

<sup>ii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by racial identity:  $\chi^2(6, N = 2,481) = 41.3, p < .001$ .

<sup>iii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by disability status:  $\chi^2(6, N = 2,556) = 16.9, p < .05$ .

<sup>liii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling comfortable taking leave without fear it might affect their job/career by citizenship status:  $\chi^2(6, N = 2,421) = 15.0, p < .01$ .

<sup>liv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by gender identity:  $\chi^2(3, N = 2,525) = 16.7, p < .01$ .

<sup>lv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by position:  $\chi^2(6, N = 2,570) = 20.4, p < .01$ .

<sup>lvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by racial identity:  $\chi^2(6, N = 2,481) = 58.7, p < .001$ .

<sup>lvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by sexual identity:  $\chi^2(6, N = 2,440) = 16.7, p < .05$ .

<sup>lviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they had to work harder than their colleagues to achieve the same recognition by religious/spiritual affiliation:  $\chi^2(12, N = 2,504) = 35.9, p < .001$ .

Several survey items queried Faculty, Staff, and Administrators about their opinions regarding work-life issues at Kansas State University. Tables 35 through 39 illustrate responses to work-life questions by position, gender identity,<sup>66</sup> racial identity, age,<sup>67</sup> and sexual identity where the responses for these groups significantly differed from one another; splits are not presented in the tables where the results were not statistically significant.

Eighty-five percent ( $n = 2,124$ ) of Faculty, Staff, and Administrator respondents found K-State supportive of taking leave. A lower percentage of Faculty respondents (78%,  $n = 647$ ) than Administrator respondents (90%,  $n = 189$ ) or Staff respondents (88%,  $n = 1,288$ ) found K-State supportive of taking leave. Likewise, a significantly higher percentage of White employee respondents (86%,  $n = 1,800$ ) than Employee of Color respondents (81%,  $n = 209$ ) or Multiple Race Employee respondents (79%,  $n = 62$ ) found K-State supportive of taking leave.

Eighty-six percent ( $n = 1,908$ ) of Faculty, Staff, and Administrator respondents reported believing that K-State was supportive of faculty taking sabbatical/faculty enhancement leave. Again, a lower percentage of Faculty respondents (78%,  $n = 641$ ) than Administrator respondents (91%,  $n = 171$ ) found K-State supportive of faculty taking sabbatical/faculty enhancement leave. In terms of gender differences, 88% ( $n = 1,080$ ) of Women Faculty, Staff, and Administrator respondents and 85% ( $n = 801$ ) of Men Faculty, Staff, and Administrator respondents found K-State supportive of faculty taking sabbatical/faculty enhancement leave.

Seventy-three percent ( $n = 1,818$ ) of Faculty, Staff, and Administrator respondents found Kansas State University supportive of flexible work schedules. A higher percentage of Faculty respondents (81%,  $n = 688$ ) than Administrator respondents (71%,  $n = 150$ ) or Staff respondents (69%,  $n = 980$ ) found K-State supportive of flexible work schedules. Seventy-eight percent ( $n = 816$ ) of Men Faculty, Staff, and Administrator respondents and 70% ( $n = 980$ ) of Women Faculty, Staff, and Administrator respondents found K-State supportive of flexible work

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<sup>66</sup>Transgender ( $n = 0$ ) employee respondents, Genderqueer ( $n = 6$ ) employee respondents, and employee respondents with Genders Not Listed ( $n = 13$ ) on the survey were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>67</sup>Employee respondents aged 22 and younger ( $n = 12$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.



schedules. Faculty, Staff, and Administrator respondents aged 68 and older (83%,  $n = 48$ ) were most likely to find K-State supportive of flexible work schedules.

**Table 35. Employee Respondents' Attitudes about Work-Life Issues by Position, Gender Identity, Racial Identity, Age, and Sexual Identity**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I find that K-State is supportive of taking leave.</b>	<b>524</b>	<b>20.9</b>	<b>1,600</b>	<b>63.9</b>	<b>335</b>	<b>13.4</b>	<b>46</b>	<b>1.8</b>
Position <sup>lix</sup>								
Faculty	120	14.4	527	63.1	162	19.4	26	3.1
Administrator	63	29.9	126	59.7	21	10.0	1	0.5
Staff	341	23.4	947	64.9	152	10.4	19	1.3
Racial Identity <sup>lx</sup>								
People of Color	58	22.6	151	58.8	40	15.6	8	3.1
White	445	21.3	1,355	65.0	255	12.2	30	1.4
Multiple Race	9	11.4	53	67.1	12	15.2	5	6.3
<b>I find that K-State is supportive of faculty taking sabbatical/faculty enhancement leave.</b>	<b>365</b>	<b>16.5</b>	<b>1,543</b>	<b>69.8</b>	<b>248</b>	<b>11.2</b>	<b>54</b>	<b>2.4</b>
Position <sup>lxi</sup>								
Faculty	122	14.9	519	63.2	144	17.5	36	4.4
Administrator	45	23.8	126	66.7	16	8.5	< 5	---
Gender <sup>lxii</sup>								
Men	171	18.1	630	66.7	118	12.5	26	2.8
Women	187	15.2	893	72.7	123	10.0	26	2.1
<b>I find that K-State is supportive of flexible work schedules.</b>	<b>376</b>	<b>15.1</b>	<b>1,442</b>	<b>57.9</b>	<b>518</b>	<b>20.8</b>	<b>155</b>	<b>6.2</b>
Position <sup>lxiii</sup>								
Faculty	148	17.4	540	63.5	136	16.0	26	3.1
Administrator	23	10.9	127	60.2	54	25.6	7	3.3
Staff	205	14.3	775	54.2	328	22.9	122	8.5
Gender <sup>lxiv</sup>								
Men	174	16.7	642	61.6	176	16.9	50	4.8
Women	197	14.0	783	55.7	327	23.2	100	7.1
Age <sup>lxv</sup>								
23–34 yrs.	97	19.1	300	58.9	92	18.1	20	3.9
35–48 yrs.	101	14.6	401	57.9	143	20.6	48	6.9
49–67 yrs.	164	13.8	681	57.4	258	21.8	83	7.0
68 yrs. +	9	15.5	39	67.2	10	17.2	0	0.0

Note: Table includes Faculty, Staff, and Administrator responses ( $n = 2,606$ ) only.

Twenty-four percent ( $n = 578$ ) of Faculty, Staff, and Administrator respondents agreed that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour

work, work weekends) beyond those who do have children (Table 36). In terms of position, 25% ( $n = 51$ ) of Administrator respondents, 24% ( $n = 331$ ) of Staff respondents, and 23% ( $n = 196$ ) of Faculty respondents agreed. Women Faculty, Staff, and Administrator respondents (25%,  $n = 347$ ) were significantly more likely than Men Faculty, Staff, and Administrator respondents (21%,  $n = 1,215$ ) to believe that people who do not have children are burdened with work responsibilities beyond those who do have children. White Faculty, Staff, and Administrator respondents (22%,  $n = 446$ ) were significantly less likely than Faculty, Staff, and Administrator Respondents of Color (30%,  $n = 74$ ) or Multiple Race Faculty, Staff, and Administrator respondents (35%,  $n = 28$ ) to believe that people who do not have children are burdened with work responsibilities beyond those who do have children. In comparison with employees ages 23 to 34 years old (27%,  $n = 138$ ), 35 to 48 years old (23%,  $n = 163$ ), and 49 to 67 years old (23%,  $n = 262$ ) Faculty, Staff, and Administrator respondents aged 68 and older (7%,  $n < 5$ ) were least likely to believe that people who do not have children are burdened with work responsibilities beyond those who do have children. Forty-six percent ( $n = 53$ ) of LGBTQ employee respondents, 31% ( $n = 33$ ) of Asexual/Other employee respondents, and 22% ( $n = 466$ ) of Heterosexual employee respondents indicated that people who do not have children are burdened with work responsibilities beyond those who do have children.

Fifty-three percent ( $n = 1,245$ ) of Faculty, Staff, and Administrator respondents suggested that K-State provides resources to help employees balance work-life needs, such as childcare and elder care. Staff respondents (59%,  $n = 788$ ) were more likely than Administrator respondents (48%,  $n = 97$ ) and Faculty respondents (45%,  $n = 360$ ) to agree. Likewise, Men employee respondents (58%,  $n = 562$ ) were significantly more likely than Women employee respondents (50%,  $n = 666$ ) to believe that K-State provides resources to help employees balance work-life needs. Lower percentages of Faculty, Staff, and Administrator respondents ages 35 to 48 years old (48%,  $n = 320$ ) and 68 years old and older (50%,  $n = 26$ ) than Faculty, Staff, and Administrator respondents ages 23 to 34 years old (55%,  $n = 267$ ) and 49 through 67 years old (56%,  $n = 608$ ) reported feeling that K-State provides resources to help employees balance work-life needs.

**Table 36. Employee Respondents’ Attitudes about Work-Life Issues and Caregiving by Position, Gender Identity, Racial Identity, Age, and Sexual Identity**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.</b>								
	<b>176</b>	<b>7.2</b>	<b>402</b>	<b>16.3</b>	<b>1,429</b>	<b>58.1</b>	<b>453</b>	<b>18.4</b>
Position <sup>lxvi</sup>								
Faculty	74	8.7	122	14.4	472	55.6	181	21.3
Administrator	15	7.2	36	17.4	130	62.8	26	12.6
Staff	87	6.2	244	17.4	827	58.9	246	17.5
Gender <sup>lxvii</sup>								
Men	56	5.5	159	15.5	603	58.9	205	20.0
Women	115	8.3	232	16.7	807	57.9	239	17.2
Racial Identity <sup>lxviii</sup>								
People of Color	29	11.6	45	17.9	128	51.0	49	19.5
White	126	6.2	320	15.6	1,222	59.8	377	18.4
Multiple Race	12	15.0	16	20.0	39	48.8	13	16.3
Age <sup>lxix</sup>								
23–34 yrs.	56	11.1	82	16.3	271	53.8	95	18.8
35–48 yrs.	53	7.6	110	15.8	382	55.0	150	21.6
49–67 yrs.	64	5.5	198	17.1	700	60.6	194	16.8
68 yrs. +	< 5	---	< 5	---	48	78.7	9	14.9
Sexual Identity <sup>lxx</sup>								
LGBQ	22	19.0	31	26.7	49	42.2	14	12.1
Heterosexual	140	6.6	326	15.5	1,245	59.0	399	18.9
Asexual/Other	9	8.5	24	22.6	55	51.9	18	17.0
<b>I feel that K-State provides available resources to help employees balance work-life needs, such as childcare and elder care.</b>								
	<b>135</b>	<b>5.8</b>	<b>1,110</b>	<b>47.5</b>	<b>838</b>	<b>35.9</b>	<b>252</b>	<b>10.8</b>
Position <sup>lxxi</sup>								
Faculty	37	4.6	323	40.5	315	39.5	122	15.3
Administrator	12	6.0	85	42.3	85	42.3	19	9.5
Staff	86	6.4	702	52.5	438	32.8	111	8.3
Gender <sup>lxxii</sup>								
Men	64	6.6	498	51.6	322	33.4	81	8.4
Women	70	5.3	596	44.8	502	37.7	162	12.2
Age <sup>lxxiii</sup>								
23–34 yrs.	35	7.2	232	47.6	159	32.6	61	12.5
35–48 yrs.	30	4.5	290	43.7	249	37.5	95	14.3
49–67 yrs.	63	5.8	545	50.0	396	36.3	87	8.0
68 yrs. +	< 5	---	26	50.0	20	38.5	< 5	---

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

The majority (66%,  $n = 1,659$ ) of Faculty, Staff, and Administrator respondents indicated that they had supervisors who gave them job/career advice or guidance when they needed it (Table 37). Slight differences emerged when analyzed by racial identity. Sixty-seven percent ( $n = 1,395$ ) of White Faculty, Staff, and Administrator respondents, 65% ( $n = 166$ ) of Faculty, Staff, and Administrator Respondents of Color, and 63% ( $n = 49$ ) of Multiple Race Faculty, Staff, and Administrator respondents reported feeling that they had supervisors who gave them job/career advice or guidance when they needed it. Seventy-nine percent of Faculty, Staff, and Administrator respondents ages 23 through 34 years old (79%,  $n = 406$ ), in comparison with 71% ( $n = 41$ ) of employee respondents 68 years of age or older, 65% ( $n = 458$ ) of employee respondents 35 to 48 years old, and 62% ( $n = 727$ ) of employee respondents between 49 and 67 years old reported feeling that they had supervisors who gave them job/career advice or guidance when they needed it. Sixty-seven percent ( $n = 1,449$ ) of Heterosexual employee respondents, 64% ( $n = 77$ ) of LGBTQ employee respondents, and 54% ( $n = 60$ ) of Asexual/Other employee respondents reported feeling that they had supervisors who gave them job/career advice or guidance when they needed it.

Most Faculty, Staff, and Administrator respondents (76%,  $n = 1,906$ ) also indicated that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. In terms of position, Staff respondents (75%,  $n = 1,061$ ) were significantly less likely than Faculty (78%,  $n = 676$ ) and Administrator respondents (81%,  $n = 169$ ) to feel they had colleagues/coworkers who gave them job/career advice or guidance. Women employee respondents (78%,  $n = 1,102$ ) were slightly more likely than Men employee respondents (75%,  $n = 776$ ) to report feeling that they had colleagues/coworkers who gave them job/career advice or guidance. Seventy-eight percent each of White Faculty, Staff, and Administrator respondents ( $n = 1,614$ ) and Multiple Race Faculty, Staff, and Administrator respondents ( $n = 61$ ), in comparison with 69% ( $n = 174$ ) of Faculty, Staff, and Administrator Respondents of Color reported feeling that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. Higher percentages of Faculty, Staff, and Administrator respondents ages 23 through 34 years old (88%,  $n = 452$ ) and 68 years of age or older (82%,  $n = 45$ ) than employee respondents 35 to 48 years old (77%,  $n = 539$ ) and those between 49 and 67 years old (71%,  $n = 841$ ) reported feeling that they had colleagues/coworkers who gave them

job/career advice or guidance when they needed it. Seventy-eight percent ( $n = 1,665$ ) of Heterosexual employee respondents, 71% ( $n = 85$ ) of LGBTQ employee respondents, and 64% ( $n = 70$ ) of Asexual/Other employee respondents reported feeling that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Sixty-eight percent ( $n = 1,719$ ) of Faculty, Staff, and Administrator respondents agreed that their supervisors provided ongoing feedback to help improve their performance. Younger employees (between 23 and 34 years old) were significantly more likely than other Faculty, Staff, and Administrator respondents to agree with this statement.

**Table 37. Employee Respondents’ Perceptions of Support Available at Kansas State University by Position, Gender Identity, Racial Identity, Age, and Sexual Identity**

Resources	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have supervisors who give me job/career advice or guidance when I need it.</b>								
<b>440 17.6 1,219 48.8 613 24.5 226 9.0</b>								
Racial Identity <sup>lxxiv</sup>								
People of Color	57	22.4	109	42.7	54	21.2	35	13.7
White	362	17.4	1,033	49.6	519	24.9	168	8.1
Multiple Race	13	16.7	36	46.2	24	30.8	5	6.4
Age <sup>lxxv</sup>								
23–34 yrs.	137	26.5	269	52.0	90	17.4	21	4.1
35–48 yrs.	122	17.4	336	48.0	161	23.0	81	11.6
49–67 yrs.	169	14.3	558	47.4	343	29.1	108	9.2
68 yrs. +	< 5	---	41	70.7	11	19.0	< 5	---
Sexual Identity <sup>lxxvi</sup>								
LGBQ	28	23.3	49	40.8	30	25.0	13	10.8
Heterosexual	380	17.7	1,069	49.8	515	24.0	184	8.6
Asexual/Other	13	11.7	47	42.3	38	34.2	13	11.7
<b>I have colleagues/coworkers who give me job/career advice or guidance when I need it.</b>								
<b>426 17.1 1,480 59.3 465 18.6 124 5.0</b>								
Position <sup>lxxvii</sup>								
Faculty	172	19.9	504	58.4	141	16.3	46	5.3
Administrator	42	20.2	127	61.1	31	14.9	8	3.8
Staff	212	14.9	849	59.6	293	20.6	70	4.9
Gender <sup>lxxviii</sup>								
Men	174	16.9	602	58.4	214	20.8	40	3.9
Women	245	17.2	857	60.3	239	16.8	80	5.6
Racial Identity <sup>lxxix</sup>								
People of Color	46	18.2	128	50.6	59	12.3	20	7.9
White	360	17.3	1,254	60.3	375	18.0	91	4.4
Multiple Race	10	12.8	51	65.4	13	16.7	< 5	---
Age <sup>lxxx</sup>								
23–34 yrs.	139	27.0	313	60.8	55	10.7	8	1.6
35–48 yrs.	117	16.7	422	60.2	119	17.0	43	6.1
49–67 yrs.	158	13.4	683	58.0	275	23.3	62	5.3
68 yrs. +	5	9.1	40	72.7	7	12.7	< 5	---
Sexual Identity <sup>lxxxi</sup>								
LGBQ	28	23.3	57	47.5	26	21.7	9	7.5
Heterosexual	369	17.2	1,296	60.4	382	17.8	98	4.6
Asexual/Other	15	13.8	55	50.5	32	29.4	7	6.4
<b>My supervisor provides ongoing feedback to help me improve my performance.</b>								
<b>410 16.2 1,309 51.7 586 23.1 227 9.0</b>								
Age <sup>lxxxii</sup>								
23–34 yrs.	114	22.1	267	51.7	112	21.7	23	4.5
35–48 yrs.	114	16.2	360	51.3	148	21.1	80	11.4
49–67 yrs.	172	14.3	621	51.4	300	24.9	114	9.4
68 yrs. +	< 5	---	42	68.9	15	24.6	< 5	---

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

Sixty-eight percent ( $n = 1,726$ ) of Faculty, Staff, and Administrator respondents agreed that their supervisors provided them with resources to pursue professional development opportunities (Table 38). A higher percentage of Administrator respondents (82%,  $n = 175$ ) than Faculty respondents (71%,  $n = 614$ ) or Staff respondents (65%,  $n = 937$ ) agreed. Higher percentages of Faculty, Staff, and Administrator respondents ages 23 through 34 years old (77%,  $n = 400$ ) and 68 years of age or older (78%,  $n = 46$ ) than employee respondents 35 to 48 years old (68%,  $n = 471$ ) and those between 49 and 67 years old (65%,  $n = 785$ ) reported feeling that their supervisors provided them with resources to pursue professional development opportunities.

Seventy-two percent ( $n = 1,812$ ) of Faculty, Staff, and Administrator respondents agreed that K-State provided them with resources to pursue professional development opportunities. A higher percentage of Women employee respondents (75%,  $n = 1,069$ ) than Men employee respondents (69%,  $n = 714$ ) agreed. Similar to previous items, higher percentages of Faculty, Staff, and Administrator respondents ages 23 through 34 years old (78%,  $n = 402$ ) and 68 years of age or older (75%,  $n = 44$ ) than employee respondents 35 to 48 years old (70%,  $n = 487$ ) and those between 49 and 67 years old (71%,  $n = 851$ ) agreed that K-State provided them with resources to pursue professional development opportunities.

**Table 38. Employee Respondents’ Perceptions of Resources Available at Kansas State University by Position, Gender Identity, Racial Identity, Age, and Sexual Identity**

Resources	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>My supervisor provides me with resources to pursue professional development opportunities.</b>	<b>512</b>	<b>20.3</b>	<b>1,214</b>	<b>48.1</b>	<b>580</b>	<b>23.0</b>	<b>217</b>	<b>8.6</b>
Position <sup>lxxxiii</sup>								
Faculty	163	18.8	451	52.0	181	20.9	72	8.3
Administrator	62	29.0	113	52.8	29	13.6	10	4.7
Staff	287	19.9	650	45.1	370	25.7	135	9.4
Age <sup>lxxxiv</sup>								
23–34 yrs.	152	29.3	248	47.9	91	17.6	27	5.2
35–48 yrs.	136	19.5	335	48.0	155	22.2	72	10.3
49–67 yrs.	209	17.4	576	47.9	307	25.5	111	9.2
68 yrs. +	7	11.9	39	66.1	12	20.3	< 5	---
<b>K-State provides me with resources to pursue professional development opportunities.</b>	<b>400</b>	<b>16.0</b>	<b>1,412</b>	<b>56.3</b>	<b>542</b>	<b>21.6</b>	<b>152</b>	<b>6.1</b>
Gender <sup>lxxxv</sup>								
Men	149	14.3	565	54.4	264	25.4	61	5.9
Women	243	17.1	826	58.0	272	19.1	82	5.8
Age <sup>lxxxvi</sup>								
23–34 yrs.	108	21.0	294	57.1	95	18.4	18	3.5
35–48 yrs.	116	16.7	371	53.5	152	21.9	55	7.9
49–67 yrs.	165	13.8	686	57.4	271	22.7	74	6.2
68 yrs. +	6	10.2	38	64.4	15	25.4	0	0.0

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

Sixty-six percent (*n* = 1,671) of Faculty, Staff, and Administrator respondents agreed that the annual performance evaluation process is clear (Table 39). Differences emerged in terms of position, age, and sexual identity. A higher percentage of Faculty respondents (75%, *n* = 658) than Administrator respondents (66%, *n* = 142) or Staff respondents (60%, *n* = 871) agreed. Higher percentages of Faculty, Staff, and Administrator respondents 68 years of age or older (82%, *n* = 51) and ages 23 through 34 years old (70%, *n* = 357) than employee respondents 35 to 48 years old (61%, *n* = 425) and those between 49 and 67 years old (66%, *n* = 809) reported feeling that the annual performance evaluation process is clear. Sixty-seven percent (*n* = 1,459) of Heterosexual employee respondents, 59% (*n* = 65) of Asexual/Other employee respondents,



and 54% ( $n = 64$ ) of LGBTQ employee respondents reported feeling that the annual performance evaluation process is clear.

Sixty-eight percent ( $n = 1,674$ ) of Faculty, Staff, and Administrator respondents agreed that the annual performance evaluation process is fair (Table 39). Differences emerged in terms of position, gender, racial identity, age, and sexual identity. A higher percentage of Administrator respondents (76%,  $n = 157$ ) and Faculty respondents (73%,  $n = 622$ ) than Staff respondents (63%,  $n = 895$ ) agreed. A lower percentage of Women employee respondents (66%,  $n = 910$ ) than Men employee respondents (71%,  $n = 745$ ) believed that the annual performance evaluation process is fair. Sixty-nine percent ( $n = 1,420$ ) of White Faculty, Staff, and Administrator respondents, 66% ( $n = 163$ ) of Faculty, Staff, and Administrator Respondents of Color, and 55% ( $n = 44$ ) of Multiple Race Faculty, Staff, and Administrator respondents reported feeling that the annual performance evaluation process is fair. Higher percentages of Faculty, Staff, and Administrator respondents 68 years of age or older (87%,  $n = 52$ ) and ages 23 through 34 years old (77%,  $n = 379$ ) than employee respondents 35 to 48 years old (66%,  $n = 446$ ) and employee respondents between 49 and 67 years old (64%,  $n = 769$ ) reported feeling that the annual performance evaluation process is fair. Sixty-nine percent ( $n = 1,473$ ) of Heterosexual employee respondents, in comparison with 56% ( $n = 65$ ) of LGBTQ employee respondents and 55% ( $n = 59$ ) of Asexual/Other employee respondents, reported feeling that the annual performance evaluation process is fair.

Almost three-quarters of Faculty, Staff, and Administrator respondents (72%,  $n = 1,590$ ) reported believing that tenure/promotion standards were reasonable (Table 39). A higher percentage of Faculty respondents (82%,  $n = 672$ ) than Administrator respondents (76%,  $n = 139$ ) or Staff respondents (64%,  $n = 779$ ) agreed. A slightly higher percentage of Men Faculty, Staff, and Administrator respondents (74%,  $n = 714$ ) than of Women Faculty, Staff, and Administrator respondents (70%,  $n = 851$ ) reported believing that tenure/promotion standards were reasonable. A much higher percentage of Faculty, Staff, and Administrator respondents 68 years of age or older (93%,  $n = 50$ ) than employee respondents ages 23 through 34 years old (70%,  $n = 326$ ), employee respondents 35 to 48 years old (71%,  $n = 438$ ), and employee respondents between 49 and 67 years old (71%,  $n = 746$ ) thought that tenure/promotion standards were reasonable.

**Table 39. Employee Respondents' Attitudes about Annual Performance Evaluation and Tenure/Promotion Standards by Position, Gender Identity, Racial Identity, Age, and Sexual Identity**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that the annual performance evaluation process is clear.</b>	<b>321</b>	<b>12.6</b>	<b>1,350</b>	<b>53.1</b>	<b>619</b>	<b>24.4</b>	<b>250</b>	<b>9.8</b>
Position <sup>lxxxvii</sup>								
Faculty	148	16.8	510	57.8	159	18.0	65	7.4
Administrator	39	18.2	103	48.1	53	24.8	19	8.9
Staff	134	9.3	737	51.0	407	28.2	166	11.5
Age <sup>lxxxviii</sup>								
23–34 yrs.	82	16.1	275	54.1	108	21.3	43	8.5
35–48 yrs.	76	10.9	349	50.1	186	26.7	86	12.3
49–67 yrs.	147	12.0	662	54.0	305	24.9	113	9.2
68 yrs. +	11	17.7	40	64.5	10	16.1	< 5	---
Sexual Identity <sup>lxxxix</sup>								
LGBQ	16	13.6	48	40.7	37	31.4	17	14.4
Heterosexual	274	12.5	1,185	54.2	520	23.8	206	9.4
Asexual/Other	17	15.5	48	43.6	33	30.0	12	10.9
<b>I believe that the annual performance evaluation process is fair.</b>	<b>296</b>	<b>12.0</b>	<b>1,378</b>	<b>55.7</b>	<b>548</b>	<b>22.2</b>	<b>252</b>	<b>10.2</b>
Position <sup>xc</sup>								
Faculty	136	15.9	486	56.8	150	17.5	83	9.7
Administrator	35	16.9	122	58.9	36	17.4	14	6.8
Staff	125	8.9	770	54.5	362	25.6	155	11.0
Gender <sup>xcii</sup>								
Men	139	13.3	606	57.8	209	19.9	95	9.1
Women	150	10.8	760	54.9	330	23.8	145	10.5
Racial Identity <sup>xciii</sup>								
People of Color	36	14.5	127	51.2	54	21.8	31	12.5
White	242	11.7	1,178	57.1	452	21.9	190	9.2
Multiple Race	9	11.3	35	43.8	20	25.0	16	20.0
Age <sup>xciv</sup>								
23–34 yrs.	73	14.8	306	62.1	85	17.2	29	5.9
35–48 yrs.	74	10.9	372	54.8	150	22.1	83	12.2
49–67 yrs.	135	11.3	634	52.8	299	24.9	132	11.0
68 yrs. +	9	15.0	43	71.7	7	11.7	< 5	---
Sexual Identity <sup>xcv</sup>								
LGBQ	17	14.5	48	41.0	37	31.6	15	12.8
Heterosexual	252	11.8	1,221	57.3	450	21.1	208	9.8
Asexual/Other	14	13.0	45	41.7	35	32.4	14	13.0

<i>Table 39 (cont.)</i>		Strongly agree		Agree		Disagree		Strongly disagree	
		<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I believe that the tenure/promotion standards are reasonable.</b>		<b>207</b>	<b>9.3</b>	<b>1,383</b>	<b>62.2</b>	<b>466</b>	<b>21.0</b>	<b>166</b>	<b>7.5</b>
Position <sup>xcv</sup>									
	Faculty	135	16.4	537	65.2	120	14.6	32	3.9
	Administrator	25	13.6	114	62.0	34	18.5	11	6.0
	Staff	47	3.9	732	60.3	312	25.7	123	10.1
Gender <sup>xcvi</sup>									
	Men	119	12.3	595	61.3	192	19.8	65	6.7
	Women	82	6.8	769	63.4	265	21.9	96	7.9
Age <sup>xcvii</sup>									
	23–34 yrs.	34	7.3	292	62.8	106	22.8	33	7.1
	35–48 yrs.	56	9.0	382	61.7	127	20.5	54	8.7
	49–67 yrs.	103	9.9	643	61.5	225	21.5	74	7.1
	68 yrs. +	10	18.5	40	74.1	< 5	---	0	0.0

Note: Table includes Faculty, Staff, and Administrator responses (*n* = 2,606) only.

More than 540 respondents provided written responses elaborating on their experience of work life related to select statements. The statements most respondents chose to discuss were “I find that K-State is supportive of flexible work schedules” and “I feel that K-State provides available resources to help employees balance work-life needs, such as childcare and elder care.”

*Flexible schedule.* Several respondents commented on whether K-State was supportive of flexible work schedules. Many respondents indicated that they believed K-State was supportive and noted that they employed flexible scheduling. However, one respondent wrote, “Flexible schedules are at risk in my department.” Another respondent indicated that “a new policy in facilities is ending flex time for most employees.” Respondents indicated that “flexible work schedules [were] a great incentive and morale booster” and that “doing away with it would create hardships... [and] would be a morale buster.” Generally, respondents were concerned with the “chatter that [K-State] [is] going to do away with flexible work schedules.”

*Childcare.* Several respondents commented on childcare resources at K-State. Respondents wrote that “there is not enough affordable childcare in the city of Manhattan for the lower paid staff.” One respondent wrote, “On campus child care [is] very expensive and they are closed

many days the University is open causing parents to have to take leave.” Another added, “Daycare is ridiculously expensive here in Manhattan! K-State’s childcare does not help employees with this either.” Yet another respondent wrote, “K-State childcare is ridiculously unaffordable even with staff and alumni discounts. It cannot be seen as a serious option for most staff members.” Generally, many respondents indicated feeling like the individual who offered, “K-State does provide excellent child care. I have never been able to use it due to the cost compared to my salary.”

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<sup>lix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State was supportive of taking leave by position:  $\chi^2(6, N = 2,505) = 76.1, p < .001$ .

<sup>lxx</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State was supportive of taking leave by racial identity:  $\chi^2(6, N = 2,421) = 20.9, p < .01$ .

<sup>lxi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State is supportive of faculty taking sabbatical/faculty enhancement leave by position:  $\chi^2(6, N = 2,210) = 84.0, p < .001$ .

<sup>lxii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State is supportive of faculty taking sabbatical/faculty enhancement leave by gender identity:  $\chi^2(3, N = 2,174) = 9.3, p < .05$ .

<sup>lxiii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State is supportive of flexible work schedules by position:  $\chi^2(6, N = 2,491) = 57.9, p < .001$ .

<sup>lxiv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State is supportive of flexible work schedules by gender identity:  $\chi^2(3, N = 2,449) = 23.5, p < .001$ .

<sup>lxv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State is supportive of flexible work schedules by age:  $\chi^2(9, N = 2,446) = 20.0, p < .05$ .

<sup>lxvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by position:  $\chi^2(6, N = 2,460) = 18.0, p < .01$ .

<sup>lxvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by gender identity:  $\chi^2(3, N = 2,416) = 9.7, p < .05$ .

<sup>lxviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by racial identity:  $\chi^2(6, N = 2,376) = 22.9, p < .001$ .

<sup>lxix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by age:  $\chi^2(9, N = 2,416) = 37.7, p < .001$ .

<sup>lxx</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that people who do not have children are burdened with work responsibilities beyond those who do have children by sexual identity:  $\chi^2(6, N = 2,332) = 43.2, p < .001$ .

<sup>lxxi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State provides available resources to help employees balance work-life needs by position:  $\chi^2(6, N = 2,335) = 51.1, p < .001$ .

<sup>lxxii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State provides available resources to help employees balance work-life needs by gender identity:  $\chi^2(3, N = 2,295) = 17.8, p < .001$ .

<sup>lxxiii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State provides available resources to help employees balance work-life needs by age:  $\chi^2(9, N = 2,294) = 28.9, p < .001$ .

<sup>lxxiv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by racial identity:  $\chi^2(6, N = 2,415) = 16.9, p < .01$ .

<sup>lxxv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by age:  $\chi^2(9, N = 2,453) = 85.5, p < .001$ .

<sup>lxxvi</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that they have supervisors who give them job/career advice or guidance by sexual identity:  $\chi^2(6, N = 2,379) = 13.6, p < .05$ .

<sup>lxxvii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by position:  $\chi^2(6, N = 2,495) = 17.2, p < .01$ .

<sup>lxxviii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by gender identity:  $\chi^2(3, N = 2,451) = 9.2, p < .05$ .

<sup>lxxix</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by racial identity:  $\chi^2(6, N = 2,411) = 14.5, p < .05$ .

<sup>lxxx</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by age:  $\chi^2(9, N = 2,449) = 91.5, p < .001$ .

<sup>lxxxi</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having colleagues/coworkers who give them job/career advice or guidance by sexual identity:  $\chi^2(6, N = 2,374) = 18.8, p < .01$ .

<sup>lxxxii</sup> A chi-square test was conducted to compare percentages of employee respondents who indicated that their supervisors provide ongoing feedback to help them improve their performance by age:  $\chi^2(9, N = 2,486) = 46.1, p < .001$ .

<sup>lxxxiii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having supervisors who provide resources to pursue professional development opportunities by position:  $\chi^2(6, N = 2,523) = 34.8, p < .001$ .

<sup>lxxxiv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported having supervisors who provide resources to pursue professional development opportunities by age:  $\chi^2(9, N = 2,478) = 55.7, p < .001$ .

<sup>lxxxv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State provides resources to pursue professional development opportunities by gender identity:  $\chi^2(3, N = 2,462) = 15.2, p < .01$ .

<sup>lxxxvi</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that K-State provides resources to pursue professional development opportunities by age:  $\chi^2(9, N = 2,464) = 31.8, p < .001$ .

<sup>lxxxvii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was clear by position:  $\chi^2(6, N = 2,540) = 68.9, p < .001$ .

<sup>lxxxviii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was clear by age:  $\chi^2(9, N = 2,494) = 26.9, p < .001$ .

<sup>lxxxix</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was clear by sexual identity:  $\chi^2(6, N = 2,413) = 13.7, p < .05$ .

<sup>xc</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was fair by position:  $\chi^2(6, N = 2,474) = 49.2, p < .001$ .

<sup>xc1</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was fair by gender identity:  $\chi^2(3, N = 2,434) = 9.2, p < .05$ .

<sup>xcii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was fair by racial identity:  $\chi^2(6, N = 2,390) = 16.3, p < .05$ .

<sup>xciii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was fair by age:  $\chi^2(9, N = 2,432) = 42.5, p < .001$ .

<sup>xciv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that the annual performance evaluation process was fair by sexual identity:  $\chi^2(6, N = 2,356) = 22.9, p < .001$ .

<sup>xcv</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that tenure/promotion standards are reasonable by position:  $\chi^2(6, N = 2,222) = 144.2, p < .001$ .

<sup>xcvi</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that tenure/promotion standards are reasonable by gender identity:  $\chi^2(3, N = 2,183) = 20.3, p < .001$ .

<sup>xcvii</sup> A chi-square test was conducted to compare percentages of employee respondents who reported feeling that tenure/promotion standards are reasonable by age:  $\chi^2(9, N = 2,183) = 19.9, p < .05$ .

## Perceptions of Employment Practices

Regarding respondents' observations of discriminatory employment practices, 27% ( $n = 59$ ) of Administrator respondents, 22% ( $n = 332$ ) of Staff respondents, and 20% ( $n = 181$ ) of Faculty respondents<sup>xcviii</sup> reported having observed hiring practices at Kansas State University (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool) within the past year/hiring cycle that they perceived to be unfair or unjust or that would inhibit diversifying the community (Table 40).

**Table 40. Employee Respondents Who Reported Believing that They Had Observed Employment Practices that were Unfair or Unjust, or that Would Inhibit Diversifying the Community**

	Hiring practices		Employment-related disciplinary actions		Procedures or practices related to promotion/tenure/reclassification	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>No</b>	<b>1,601</b>	<b>61.8</b>	<b>1,880</b>	<b>72.8</b>	<b>1,492</b>	<b>57.9</b>
Faculty	613	67.5	690	76.0	570	63.1
Administrator	137	63.7	164	77.4	132	61.4
Staff	851	58.0	1,026	70.2	790	54.1
<b>Yes</b>	<b>572</b>	<b>22.1</b>	<b>357</b>	<b>13.8</b>	<b>639</b>	<b>24.8</b>
Faculty	181	19.9	106	11.7	200	22.1
Administrator	59	27.4	38	17.9	54	25.1
Staff	332	22.6	213	14.6	385	26.4
<b>Don't know</b>	<b>418</b>	<b>16.1</b>	<b>345</b>	<b>13.4</b>	<b>447</b>	<b>17.3</b>
Faculty	114	12.6	112	12.3	134	14.8
Administrator	19	8.8	10	4.7	29	13.5
Staff	285	19.4	223	15.3	284	19.5

Note: Answered by Faculty, Staff, and Administrator respondents ( $n = 2,606$ ) only.

Of those Faculty, Staff, and Administrator respondents who believed that they had observed discriminatory hiring, 38% ( $n = 215$ ) said it was based on preferential treatment, 21% ( $n = 117$ ) on nepotism, 20% ( $n = 116$ ) on age, 17% each on ethnicity ( $n = 99$ ) or position ( $n = 97$ ), and 16% ( $n = 90$ ) on gender/gender identity. Subsequent analyses<sup>68</sup> were conducted by position, age,<sup>69</sup> gender identity,<sup>70</sup> racial identity, and sexual identity.

<sup>68</sup>Chi-square analyses were conducted; only significant differences are reported.

<sup>69</sup>Employee respondents aged 22 and younger ( $n = 12$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.

- By age: 20% ( $n = 102$ ) of employee respondents ages 23 through 34 years old, 23% ( $n = 163$ ) of employee respondents 35 to 48 years old, 23% ( $n = 285$ ) of employee respondents between 49 and 67 years old, and 14% ( $n = 9$ ) of employee respondents ages 68 years and older reported believing that they had observed discriminatory hiring practices.<sup>xcix</sup>
- By gender identity: 23% ( $n = 337$ ) of Women employee respondents and 20% ( $n = 217$ ) of Men employee respondents reported believing that they had observed discriminatory hiring practices.<sup>c</sup>
- By racial identity: 36% ( $n = 94$ ) of Faculty, Staff, and Administrator Respondents of Color, 33% ( $n = 27$ ) of Multiple Race Faculty, Staff, and Administrator respondents, and 20% ( $n = 421$ ) of White Faculty, Staff, and Administrator respondents reported having observed unfair or unjust hiring at K-State.<sup>ci</sup>
- By sexual identity: 35% ( $n = 42$ ) of LGBTQ employee respondents, 28% ( $n = 32$ ) of Asexual/Other employee respondents, and 21% ( $n = 461$ ) of Heterosexual employee respondents reported believing that they had observed discriminatory hiring practices.<sup>cii</sup>

One hundred ninety Faculty, Staff, and Administrator respondents elaborated on their observation of unfair or unjust hiring practices. Nepotism was the one broad theme that emerged among these responses.

*Nepotism.* Sixty-five respondents offered that the unfair or unjust hiring practices they observed were related to somebody being hired because they were either friends or family with a key decision-maker in the hiring process. One respondent wrote, “In hiring of a supervisor, a less qualified candidate was hired because of friendship.” Another respondent wrote, “Before the hiring process began the Head already knew who would be hired.” Others shared this sentiment, and one person shared, “Commonly, the individual that is going to be hired is determined before the search has even started.” While several respondents were concerned about the pre-selection of candidates for positions, many others expressed that the unfair/unjust practices they observed

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<sup>70</sup>Transgender ( $n = 0$ ) employee respondents, Genderqueer ( $n = 6$ ) employee respondents, and employee respondents with Genders Not Listed ( $n = 13$ ) on the survey were not included in these analyses because their numbers were too few to ensure confidentiality.



happened after the committee had gone through the process and selected a preferable candidate. One respondent who reported having observed this wrote, “Even though a search was conducted, the department head hired his choice regardless of committee choices.” Similarly, another respondent wrote, “There was a hiring committee put together for a new hire, went through the process gave a 3-1 choice on a hire and the director overlooked their choice and chose the candidate he wanted.” Generally, these respondents shared the concern that much of the hiring decision is “based on being friends with the right person.”

Fourteen percent ( $n = 357$ ) of Faculty, Staff, and Administrator respondents reported having observed unfair, unjust, or discriminatory employment-related disciplinary actions, up to and including dismissal, within the past year/hiring cycle. Subsequent analyses indicated that of those individuals, 22% ( $n = 79$ ) indicated that they believed that the discrimination was based on age, 22% ( $n = 78$ ) on preferential treatment, 20% ( $n = 73$ ) on position, 17% ( $n = 61$ ) on philosophical views, and 12% ( $n = 41$ ) on ethnicity.

Subsequent analyses<sup>71</sup> also indicated the following:

- By position: 18% ( $n = 38$ ) of Administrator respondents, 15% ( $n = 213$ ) of Staff respondents, and 12% ( $n = 106$ ) of Faculty respondents reported having observed discriminatory disciplinary actions.<sup>ciii</sup>
- By age: 9% ( $n = 45$ ) of employee respondents ages 23 through 34 years old, 12% ( $n = 87$ ) of employee respondents 35 to 48 years old, 17% ( $n = 211$ ) of employee respondents between 49 and 67 years old, and 11% ( $n = 7$ ) of employee respondents ages 68 years and older reported believing that they had observed discriminatory disciplinary practices.<sup>civ</sup>
- By racial identity: 19% ( $n = 50$ ) of Faculty, Staff, and Administrator Respondents of Color, 15% ( $n = 12$ ) of Multiple Race Faculty, Staff, and Administrator respondents, and 13% ( $n = 280$ ) of White Faculty, Staff, and Administrator respondents reported having observed discriminatory disciplinary actions at K-State.<sup>cv</sup>

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<sup>71</sup>Chi-square analyses were conducted by age, position, gender identity, racial identity, and sexual identity; only significant differences are reported.

- By sexual identity: 24% ( $n = 27$ ) of Asexual/Other employee respondents, 14% ( $n = 17$ ) of LGBQ employee respondents, and 13% ( $n = 294$ ) of Heterosexual employee respondents reported witnessing discriminatory disciplinary actions.<sup>cvi</sup>

One hundred Faculty, Staff, and Administrator respondents offered more details of their observations of unfair or unjust employment-related discipline or actions. Two major themes emerged among these responses and are provided below, with supporting quotations that highlight the ways respondents observed this behavior.

*Employees forced out of their positions.* Several respondents shared that the unfair or unjust employment-related discipline that they observed was related to colleagues who were forced out of their positions. One respondent wrote, “One case was the forcing out of a program administrator who was told to retire or be fired.” Another respondent shared an example in which a senior administrator took “responsibilities away from an individual so there is little for them to do and have forced them to leave.” Another respondent who self-identified as a woman shared a similar story, commenting that a colleague was given a “new job with nothing to do” which they felt “railroaded her out of the department.” Some of these respondents shared narratives highlighting how their colleagues were “bullied or pushed out of the organization” and noted that this sort of action “continues to happen” across the institution. These respondents indicated that “valued employees have been forced to leave, regardless of their value and contribution.”

*Non-reappointment.* Non-reappointment was the second most-cited form of unfair or unjust employment-related discipline. Several respondents referenced “the faculty member that was fired for publishing an article,” which respondents believed “was at odds with the university’s view.” Others noted that “unclassified staff people are getting notices of non-reappointment at unprecedented rates.” One respondent elaborated on this experience and wrote, “An unclassified professional staff coworker was given a notice of non-reappointment after receiving numerous ‘exceeds expectations’ performance evaluations.” In a similar vein, another respondent added, “Long-time employees were given terminal contracts by a new administrator based on others opinions without the individuals having the opportunity to prove their worth.”

Twenty-five percent ( $n = 639$ ) of Faculty, Staff, and Administrator respondents observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification at Kansas State University. Subsequent analyses indicated that respondents believed that much of this conduct was based on preferential treatment (34%,  $n = 215$ ), position (20%,  $n = 125$ ), nepotism (14%,  $n = 89$ ), age (11%,  $n = 72$ ), and gender/gender identity (10%,  $n = 65$ ).

Subsequent analyses<sup>72</sup> also indicated the following:

- By position: 26% ( $n = 385$ ) of Staff respondents, 25% ( $n = 54$ ) of Administrator respondents, and 22% ( $n = 200$ ) of Faculty respondents reported having observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.<sup>cvii</sup>
- By age: 18% ( $n = 91$ ) of employee respondents ages 23 through 34 years old, 26% ( $n = 184$ ) of employee respondents 35 to 48 years old, 27% ( $n = 338$ ) of employee respondents between 49 and 67 years old, and 21% ( $n = 13$ ) of employee respondents ages 68 years and older reported believing that they had observed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.<sup>cviii</sup>
- By gender identity: 25% ( $n = 368$ ) of Women employee respondents and 23% ( $n = 252$ ) of Men employee respondents reported having witnessed discriminatory promotion/tenure/reappointment/reclassification.<sup>cix</sup>
- By racial identity: 31% ( $n = 81$ ) of Faculty, Staff, and Administrator Respondents of Color, 35% ( $n = 28$ ) of Multiple Race Faculty, Staff, and Administrator respondents, and 23% ( $n = 497$ ) of White Faculty, Staff, and Administrator respondents reported having witnessed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.<sup>cx</sup>
- By sexual identity: 33% ( $n = 37$ ) of Asexual/Other employee respondents, 29% ( $n = 35$ ) of LGBTQ employee respondents, and 24% ( $n = 525$ ) of Heterosexual employee respondents reported having witnessed unfair or unjust practices related to promotion/tenure/reappointment/reclassification.<sup>cxii</sup>

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<sup>72</sup>Chi-square analyses were conducted by age, position, gender identity, racial identity, and sexual identity; only significant differences are reported.

One hundred seventy-five Faculty, Staff, and Administrator respondents elaborated on their observations of unfair or unjust promotion, tenure, reappointment, or reclassification at K-State. One theme emerged is presented below, with supporting quotations.

*Favoritism.* Twenty-six respondents described favoritism, the most cited, as the unfair practice they observed at K-State regarding promotion, tenure, reappointment, or reclassification. Similarly to those who described nepotism, these respondents believed as one respondent noted, “it is based on who you know and who can get you what you want.” Another respondent offered, “Favoritism is played way too often.” Another respondent wrote, “I have seen numerous employees hired or supervisors promoted within my unit because they are close friends with my senior administrator.” Yet another respondent wrote that “friendship with the senior administrator can go a long way in my building.” Generally, the respondents who discussed favoritism echoed the sentiments of the respondent who wrote, “If someone from upper administration likes you then you move right on up the ladder in some cases without following all the steps that every other department has to follow.”

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<sup>xcviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at K-State by position:  $\chi^2(4, N = 2,591) = 37.9, p < .001$ .

<sup>xcix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at K-State by age:  $\chi^2(6, N = 2,545) = 13.3, p < .05$ .

<sup>c</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at K-State by gender identity:  $\chi^2(2, N = 2,544) = 14.6, p < .001$ .

<sup>ci</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at K-State by racial identity:  $\chi^2(4, N = 2,460) = 63.1, p < .001$ .

<sup>cii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory employment practices related to hiring at K-State by sexual identity:  $\chi^2(4, N = 2,501) = 22.7, p < .001$ .

<sup>ciii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at K-State by position:  $\chi^2(6, N = 2,535) = 29.7, p < .001$ .

<sup>civ</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at K-State by age:  $\chi^2(4, N = 2,582) = 25.9, p < .001$ .

<sup>cv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at K-State by racial identity:  $\chi^2(4, N = 2,493) = 36.7, p < .001$ .

<sup>cvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed discriminatory disciplinary practices up to dismissal at K-State by sexual identity:  $\chi^2(4, N = 2,455) = 12.9, p < .05$ .

<sup>cvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by position:  $\chi^2(4, N = 2,578) = 21.2, p < .001$ .

<sup>cviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by age:  $\chi^2(6, N = 2,534) = 23.6, p < .001$ .

<sup>cix</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by gender identity:  $\chi^2(2, N = 2,533) = 17.4, p < .001$ .

<sup>cx</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by racial identity:  $\chi^2(4, N = 2,492) = 21.8, p < .001$ .

<sup>cxii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having observed unfair employment practices related to promotion/tenure/reappointment/reclassification by sexual identity:  $\chi^2(4, N = 2,452) = 9.7, p < .05$ .

## Faculty Respondents' Views on University Policies

One survey item queried Faculty respondents ( $n = 914$ ) about their opinions regarding statements specific to faculty work (Table 41). The majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was clear (71%,  $n = 623$ ). Analyzed by faculty status, 73% ( $n = 408$ ) of Tenure-Track/Tenured Faculty respondents, 61% ( $n = 77$ ) of Non-Tenure Track (Continuing/Regular) Faculty respondents, and 64% ( $n = 42$ ) of Non-Tenure Track (Term) Faculty respondents believed that the tenure/promotion process was clear.<sup>cxii</sup>

Additionally, the majority of Faculty respondents “agreed” or “strongly agreed” that the tenure/promotion process was reasonable (79%,  $n = 679$ ). Subsequent analyses indicated that 83% ( $n = 459$ ) of Tenure-Track/Tenured Faculty respondents, 66% ( $n = 81$ ) of Non-Tenure Track (Continuing/Regular) Faculty respondents, and 73% ( $n = 45$ ) of Non-Tenure Track (Term) Faculty respondents believed that the tenure/promotion process was reasonable.<sup>cxiii</sup>

Tables 41 through 43 illustrate significant differences that emerged in analyses conducted based on faculty status, gender identity,<sup>73</sup> racial identity,<sup>74</sup> age, sexual identity, and disability status.

Twenty-seven percent ( $n = 219$ ) of all Faculty respondents felt pressured to change their research agendas to achieve tenure/promotion, and 73% ( $n = 639$ ) believed their colleagues included them in opportunities that will help their careers as much as they do others in their position (Table 41). However, a significantly lower percentage of Faculty of Color respondents (67%,  $n = 57$ ) than White Faculty respondents (76%,  $n = 463$ ) believed their colleagues included them in opportunities that will help their careers as much as they do others in their position.

Thirty-eight percent ( $n = 338$ ) of all Faculty respondents felt burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of their colleagues with similar performance expectations. Tenure Track Faculty respondents (42%,  $n = 230$ ) were much more likely than Non-Tenure Track (Cont./Reg.) Faculty respondents (31%,  $n = 42$ ) and

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<sup>73</sup>Genderqueer Faculty respondents ( $n < 5$ ) and Gender Not Listed Faculty respondents ( $n = 5$ ) were not included in these analyses because their numbers were too few to ensure confidentiality.

<sup>74</sup>Multiple Race Faculty respondents were not included in these analyses because their numbers were too few to ensure confidentiality ( $n = 20$ ).

Non-Tenure Track (Term) Faculty respondents (26%,  $n = 17$ ) to feel burdened by service responsibilities beyond those of their colleagues with similar performance expectations. A significantly lower percentage of Heterosexual Faculty respondents (37%,  $n = 243$ ) than LGBQ Faculty respondents (42%,  $n = 16$ ) or Asexual/Other Faculty respondents (54%,  $n = 14$ ) felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations.

Forty-six percent ( $n = 392$ ) of all Faculty respondents felt they performed more work to help students than did their colleagues. Significant differences emerged when analyzed by sexual identity and disability status. Asexual/Other Faculty respondents (74%,  $n = 20$ ) were much more likely than LGBQ Faculty respondents (53%,  $n = 20$ ) and Heterosexual Faculty respondents (45%,  $n = 290$ ) to feel they performed more work to help students than did their colleagues. Forty-five percent each of Faculty respondents with No Disabilities ( $n = 263$ ) and Faculty respondents with Disabilities ( $n = 39$ ), in comparison with 50% of Faculty respondents with Multiple Disabilities ( $n = 10$ ), felt they performed more work to help students than did their colleagues.

**Table 41. Faculty Respondents' Attitudes about Faculty Work by Faculty Status, Gender Identity, Racial Identity, Age, Sexual Identity, and Disability Status**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel pressured to change my research agenda to achieve tenure/promotion.</b>	<b>46</b>	<b>5.6</b>	<b>173</b>	<b>20.9</b>	<b>453</b>	<b>54.8</b>	<b>154</b>	<b>18.6</b>
<b>I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.</b>	<b>154</b>	<b>17.7</b>	<b>485</b>	<b>55.7</b>	<b>162</b>	<b>18.6</b>	<b>69</b>	<b>7.9</b>
Racial Identity <sup>cxiv</sup>								
Faculty of Color	19	22.4	38	44.7	13	15.3	15	17.6
White Faculty	116	19.0	347	56.9	109	17.9	38	6.2
<b>I feel that I am burdened by service responsibilities beyond those of my colleagues with similar performance expectations.</b>	<b>119</b>	<b>13.6</b>	<b>219</b>	<b>25.0</b>	<b>446</b>	<b>51.0</b>	<b>91</b>	<b>10.4</b>
Faculty Status <sup>cxv</sup>								
Tenure Track/Tenured	93	16.8	137	24.8	271	49.0	52	9.4
Non-Tenure (Cont./Reg.)	8	6.0	34	25.4	77	57.5	15	11.2
Non-Tenure (Term)	5	7.7	12	18.5	30	46.2	18	27.7
Sexual Identity <sup>cxvi</sup>								
LGBQ	11	28.9	5	13.2	16	42.1	6	15.8
Heterosexual	88	13.3	155	23.4	344	51.9	76	11.5
Asexual/Other	<5	---	14	53.8	7	26.9	<5	---
<b>I perform more work to help students than my colleagues.</b>	<b>139</b>	<b>16.2</b>	<b>253</b>	<b>29.5</b>	<b>410</b>	<b>47.8</b>	<b>55</b>	<b>6.4</b>
Sexual Identity <sup>cxvii</sup>								
LGBQ	9	23.7	11	28.9	13	34.2	5	13.2
Heterosexual	105	16.2	185	28.6	313	48.4	44	6.8
Asexual/Other	6	22.2	14	51.9	7	25.9	0	0.0
Disability Status <sup>cxviii</sup>								
Disability	14	16.3	25	29.1	34	39.5	13	15.1
No Disability	100	17.1	163	27.9	286	49.0	35	6.0
Multiple Disability	<5	---	10	50.0	6	30.0	<5	---

Note: Table includes Faculty respondents (*n* = 914) only.



Table 42 reports on statements about Faculty respondents' attitudes about tenure and advancement processes and illustrates that 57% of ( $n = 392$ ) of all Faculty respondents felt their diversity-related activities have been/will be valued for promotion or tenure. A significantly lower percentage of Faculty of Color respondents (53%,  $n = 43$ ) than White Faculty respondents (60%,  $n = 329$ ) believed their diversity-related activities have been/will be valued for promotion or tenure.

Likewise, 63% of ( $n = 494$ ) of all Faculty respondents felt their international-related activities have been/will be valued for promotion or tenure. Again, a significantly lower percentage of Faculty of Color respondents (54%,  $n = 44$ ) than White Faculty respondents (67%,  $n = 355$ ) believed their international-related activities have been/will be valued for promotion or tenure.

Eighty-three percent ( $n = 677$ ) of all Faculty respondents felt their research contributions have been/will be valued for tenure and promotion. Tenure Track Faculty respondents (86%,  $n = 475$ ) were much more likely than Non-Tenure Track (Cont./Reg.) Faculty respondents (69%,  $n = 68$ ) and Non-Tenure Track (Term) Faculty respondents (71%,  $n = 37$ ) to feel their research contributions have been/will be valued for tenure and promotion. A higher percentage of Men Faculty respondents (85%,  $n = 341$ ) than Women Faculty respondents (79%,  $n = 229$ ) felt their research contributions have been/will be valued for tenure and promotion.

Seventy-six percent ( $n = 625$ ) of all Faculty respondents felt their teaching contributions have been/will be valued for tenure and promotion. No significant differences emerged by faculty status, gender identity, racial identity, age, sexual identity, and disability status.

**Table 42. Faculty Respondents' Attitudes about Tenure and Advancement Processes by Faculty Status, Gender Identity, Racial Identity, Age, Sexual Identity, and Disability Status**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I feel that my diversity-related activities have been/will be valued for promotion or tenure.</b>	<b>47</b>	<b>5.9</b>	<b>410</b>	<b>51.3</b>	<b>277</b>	<b>34.7</b>	<b>65</b>	<b>8.1</b>
Racial Identity <sup>cxxix</sup>								
Faculty of Color	7	8.6	36	44.4	23	28.4	15	18.5
White Faculty	32	5.8	297	53.8	189	34.2	34	6.2
<b>I feel that my international-related activities have been/will be valued for promotion or tenure.</b>	<b>62</b>	<b>7.9</b>	<b>432</b>	<b>55.4</b>	<b>227</b>	<b>29.1</b>	<b>59</b>	<b>7.6</b>
Racial Identity <sup>cxx</sup>								
Faculty of Color	7	8.5	37	45.1	27	32.9	11	13.4
White Faculty	46	8.7	309	58.2	145	27.3	31	5.8
<b>I feel that my research contributions have been/will be valued for tenure or promotion.</b>	<b>243</b>	<b>29.6</b>	<b>434</b>	<b>52.9</b>	<b>115</b>	<b>14.0</b>	<b>29</b>	<b>3.5</b>
Faculty Status <sup>cxxxi</sup>								
Tenure Track/Tenured	196	35.5	279	50.5	64	11.6	13	2.4
Non-Tenure (Cont./Reg.)	9	9.2	59	60.2	24	24.5	6	6.1
Non-Tenure (Term)	12	23.1	25	48.1	12	23.1	<5	--
Gender Identity <sup>cxxii</sup>								
Men	148	36.8	193	48.0	47	11.7	14	3.5
Women	65	22.4	164	56.6	53	18.3	8	2.8
<b>I feel that my teaching contributions have been/will be valued for tenure or promotion.</b>	<b>153</b>	<b>18.6</b>	<b>472</b>	<b>57.4</b>	<b>146</b>	<b>17.7</b>	<b>52</b>	<b>6.3</b>

Note: Table includes Faculty respondents (*n* = 914) only.

Table 43 reports on statements about Faculty respondents' attitudes K-State policies and illustrates that 27% ( $n = 197$ ) of all Faculty respondents have used K-State policies for active service duties. Tenure Track Faculty respondents (27%,  $n = 129$ ) and Non-Tenure Track (Cont./Reg.) Faculty respondents (26%,  $n = 26$ ) were more likely than Non-Tenure Track (Term) Faculty respondents (12%,  $n = 6$ ) to have used K-State policies for active service duties. A significantly higher percentage of Faculty of Color respondents (44%,  $n = 33$ ) than White Faculty respondents (24%,  $n = 123$ ) have used K-State policies for active service duties. Asexual/Other Faculty respondents (26%,  $n = 6$ ) and Heterosexual Faculty respondents (25%,  $n = 141$ ) were much more likely than LGBTQ Faculty respondents (15%,  $n = 5$ ) to have used K-State policies for active service duties.

Twenty-three percent ( $n = 170$ ) of all Faculty respondents have used K-State policies for modified instructional duties.<sup>75</sup> Tenure Track Faculty respondents (21%,  $n = 100$ ) and Non-Tenure Track (Cont./Reg.) Faculty respondents (24%,  $n = 25$ ) were more likely than Non-Tenure Track (Term) Faculty respondents (16%,  $n = 8$ ) to have used K-State policies for modified instructional duties. A significantly higher percentage of Faculty of Color respondents (42%,  $n = 31$ ) than White Faculty respondents (19%,  $n = 98$ ) have used K-State policies for modified instructional duties.

Eight percent ( $n = 38$ ) of all Tenure Track Faculty respondents have used K-State policies for delay of the tenure clock. Again, differences emerged in analyses conducted by racial identity. A significantly higher percentage of Faculty of Color respondents (14%,  $n = 10$ ) than White Faculty respondents (6%,  $n = 33$ ) have used K-State policies for delay of the tenure clock.

Eleven percent ( $n = 85$ ) of Faculty respondents reported feeling that, in their departments, faculty members who use family accommodation (FMLA) policies were disadvantaged in promotion and tenure. Non-Tenure Track (Continuing/Regular) Faculty respondents (17%,  $n = 19$ ) were more likely than Tenure-Track Faculty respondents (9%,  $n = 45$ ) and Non-Tenure Track (Term) Faculty respondents (11%,  $n = 5$ ) reported feeling that faculty members who use family

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<sup>75</sup> Given that the reported number of individuals who have actually used this policy is much less than reported here, it is assumed that respondents misinterpreted the question.

accommodation (FMLA) policies were disadvantaged in promotion and tenure. Nineteen percent ( $n = 14$ ) of Faculty of Color respondents and 9% ( $n = 50$ ) of White Faculty respondents reported feeling that faculty members who use family accommodation (FMLA) policies were disadvantaged in promotion and tenure.

**Table 43. Faculty Respondents' Attitudes about K-State Policies by Faculty Status, Gender Identity, Racial Identity, Age, Sexual Identity, and Disability Status**

Issues	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I have used K-State policies for active service duties.</b>	<b>27</b>	<b>3.7</b>	<b>170</b>	<b>23.0</b>	<b>319</b>	<b>43.2</b>	<b>222</b>	<b>30.1</b>
Faculty Status <sup>cxxiii</sup>								
Tenure-Track/Tenured	20	4.1	109	22.6	187	38.8	166	34.4
Non-Tenure Track (Cont./Reg.)	< 5	---	26	25.7	49	48.5	25	24.8
Non-Tenure Track (Term)	< 5	---	6	12.0	30	60.0	10	20.0
Racial Identity <sup>cxxiv</sup>								
Faculty of Color	10	13.2	23	30.3	28	36.8	15	19.7
White Faculty	14	2.7	109	21.2	224	43.5	168	32.6
Sexual Identity <sup>cxxv</sup>								
LGBQ	< 5	---	5	14.7	15	44.1	11	32.4
Heterosexual	17	3.0	124	22.2	238	42.8	180	32.2
Asexual/Other	< 5	---	6	26.1	8	34.8	5	21.7
<b>I have used K-State policies for modified instructional duties.</b>	<b>21</b>	<b>2.9</b>	<b>149</b>	<b>20.3</b>	<b>334</b>	<b>45.5</b>	<b>230</b>	<b>31.3</b>
Racial Identity <sup>cxxvi</sup>								
Faculty of Color	6	8.2	25	34.2	29	39.7	13	17.8
White Faculty	12	2.3	86	16.8	236	46.1	178	34.8
<b>I have used K-State policies for delay of the tenure clock.</b>	<b>12</b>	<b>1.6</b>	<b>47</b>	<b>6.4</b>	<b>363</b>	<b>49.1</b>	<b>318</b>	<b>43.0</b>
Faculty Status <sup>cxxvii</sup>								
Tenure-Track/Tenured	10	2.0	28	5.7	217	44.3	235	48.0
Non-Tenure Track (Cont./Reg.)	0	0.0	6	6.1	62	63.3	30	30.6
Non-Tenure Track (Term)	< 5	---	< 5	---	29	61.7	13	27.7
Racial Identity <sup>cxxviii</sup>								
Faculty of Color	< 5	--	10	13.5	39	52.7	24	32.4
White Faculty	9	1.7	24	4.6	249	48.2	235	45.5
<b>In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.</b>	<b>14</b>	<b>1.8</b>	<b>71</b>	<b>9.3</b>	<b>453</b>	<b>59.3</b>	<b>226</b>	<b>29.6</b>
Faculty Status <sup>cxxix</sup>								
Tenure-Track/Tenured	11	2.2	34	6.9	291	58.8	159	32.1
Non-Tenure Track (Cont./Reg.)	< 5	---	19	17.1	65	58.6	26	23.4
Non-Tenure Track (Term)	< 5	---	5	10.9	26	56.5	14	30.4
Racial Identity <sup>cxxx</sup>								
Faculty of Color	< 5	--	14	18.9	36	48.6	22	29.7
White Faculty	11	2.0	39	7.3	323	60.1	164	30.5

Note: Table includes Faculty respondents (*n* = 914) only.

Fifty-seven percent (*n* = 469) of Faculty respondents reported feeling that tenure standards/promotion standards were applied equally to all K-State faculty. Figure 38 depicts

various groups' responses. Analyses by gender identity indicated that 62% ( $n = 249$ ) of Men Faculty and 49% ( $n = 142$ ) of Women Faculty reported feeling that tenure standards/promotion standards were applied equally to all K-State faculty.<sup>cxxxii</sup> Fifty-nine percent ( $n = 62$ ) of Faculty respondents ages 23 through 34 years, 53% ( $n = 129$ ) of Faculty respondents 35 to 48 years old, 56% ( $n = 183$ ) of Faculty respondents between 49 and 67 years old, and 88% ( $n < 5$ ) of Faculty respondents ages 68 years and older reported feeling that tenure standards/promotion standards were applied equally to all K-State faculty.<sup>cxxxiii</sup> Subsequent analyses indicated no significant differences based on faculty status, racial identity, or sexual identity.

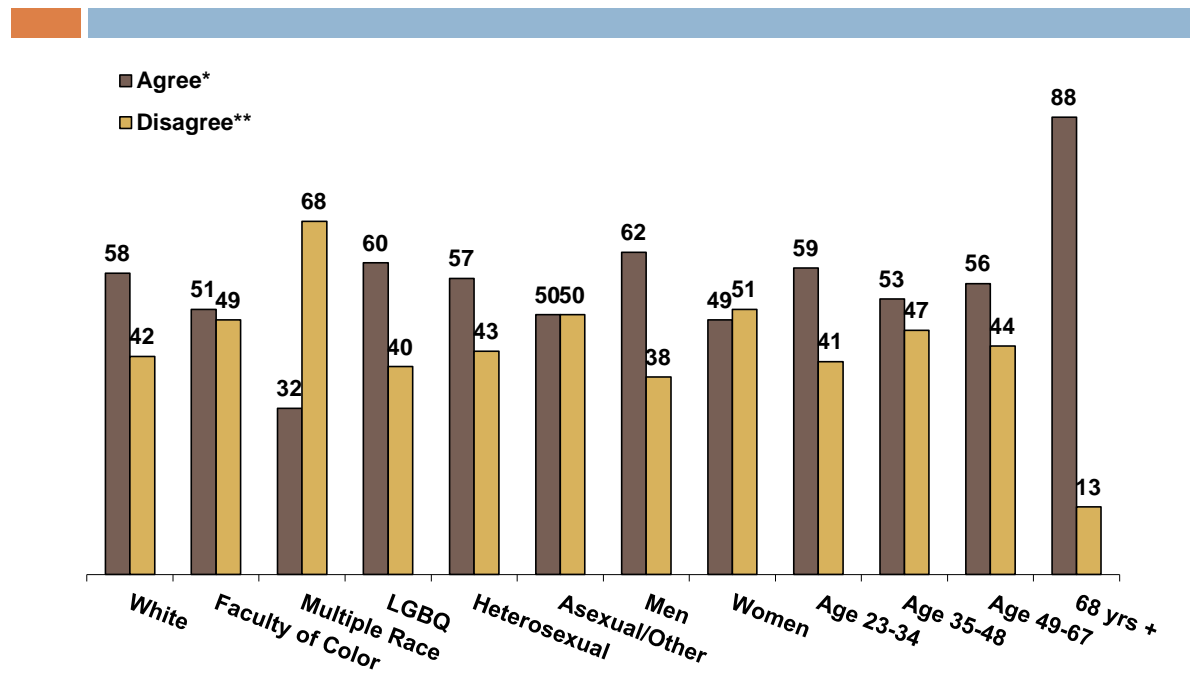


Figure 38. Faculty Respondents' Level of Agreement that Tenure and Advancement Standards were Applied Equally to All Faculty (%)

Two hundred forty Faculty respondents elaborated on their experience of work life related to tenure and advancement processes. Respondents commented most often on the statements “I believe the tenure standards/promotion standards are applied equally to all faculty” and “I believe that the tenure/promotion process is clear.”

*Tenure standards/promotion standards are not applied equally.* Twenty-two respondents discussed whether they felt that tenure and promotion standards were applied equally to all faculty. A majority of these respondents echoed the sentiment of the Faculty member who offered, “There is no consistent application of policies and the standards for tenure and promotion are not uniformly applied.” Another respondent wrote, “Tenure and promotion standards are way too easy in some departments.” Two respondents noted, respectively, that, “The tenure standards in my department are pretty modest,” and “I feel that tenure/promotion standards are somewhat less than they should be.” Generally, these respondents indicated that “the tenure/promotion process [was] too discretionary” and that “T&P is based on ‘friends’ at times.”

*Tenure/promotion process is not clear.* Fifteen respondents commented on whether they thought the tenure/promotion process was clear. While one respondent indicated feeling that “requirements for promotion and tenure are clear and fair,” the majority of respondents echoed the sentiment of the Faculty member who expressed, “I feel that the tenure and promotion process is not clear.” Respondents who reported feeling that the tenure and promotion process was not clear wrote that it was “very ambiguous in my college/unit.” Respondents indicated that “more clear quantifiable benchmarks need to be established for earning tenure” and that “while I believe that criteria for promotion/tenure decisions from assistant to associate are clear, criteria for promotion from associate to full are not at all clear.” One respondent wrote, “I have gone all the way through the process and I still would have trouble explaining it.” These respondents felt similarly to the faculty member who offered, “We do not really have tenure standards because they are worded so vaguely as to be essentially meaningless.”

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<sup>cxii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that the tenure/promotion process was clear by faculty status:  $\chi^2(6, N = 752) = 22.4, p < .001$ .

<sup>cxiii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that the tenure/promotion process was reasonable by faculty status:  $\chi^2(6, N = 737) = 37.8, p < .001$ .

<sup>cxiv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that colleagues include them in opportunities that will help their career as much as they do others by racial identity:  $\chi^2(3, N = 695) = 15.5, p < .001$ .

<sup>cxv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling burdened by service responsibilities beyond those of their colleagues by faculty status:  $\chi^2(6, N = 752) = 31.1, p < .001$ .

<sup>cxvi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling burdened by service responsibilities beyond those of their colleagues by sexual identity:  $\chi^2(6, N = 727) = 24.5, p < .001$ .

<sup>cxvii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that they performed more work to help students than did their colleagues by sexual identity:  $\chi^2(6, N = 727) = 24.5, p < .001$ .

<sup>cxviii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that they performed more work to help students than did their colleagues by disability status:  $\chi^2(6, N = 690) = 15.4, p < .05$ .

<sup>cxix</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their diversity-related activities have been/will be valued for promotion or tenure by racial identity:  $\chi^2(3, N = 633) = 16.8, p < .001$ .

<sup>cxx</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their international-related activities have been/will be valued for promotion or tenure by racial identity:  $\chi^2(3, N = 613) = 8.9, p < .05$ .

<sup>cxxi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their research contributions have been/will be valued for tenure or promotion by faculty status:  $\chi^2(6, N = 702) = 39.2, p < .001$ .

<sup>cxxii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported feeling that their research contributions have been/will be valued for tenure or promotion by gender identity:  $\chi^2(3, N = 692) = 19.1, p < .001$ .

<sup>cxxiii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for active service duties by faculty status:  $\chi^2(6, N = 633) = 18.2, p < .01$ .

<sup>cxxiv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for active service duties by racial identity:  $\chi^2(3, N = 591) = 24.4, p < .001$ .

<sup>cxxv</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for active service duties by sexual identity:  $\chi^2(6, N = 616) = 16.0, p < .05$ .

<sup>cxxvi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for modified instructional duties by racial identity:  $\chi^2(3, N = 585) = 23.6, p < .001$ .

<sup>cxxvii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for delay of the tenure clock by faculty status:  $\chi^2(6, N = 635) = 19.1, p < .01$ .

<sup>cxxviii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported having used K-State policies for delay of the tenure clock by racial identity:  $\chi^2(3, N = 591) = 11.7, p < .01$ .

<sup>cxxix</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that faculty in their department who use FMLA policies are disadvantaged in promotion by faculty status:  $\chi^2(6, N = 652) = 14.0, p < .05$ .

<sup>cxxx</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that faculty in their department who use FMLA policies are disadvantaged in promotion by racial identity:  $\chi^2(3, N = 611) = 11.8, p < .01$ .

<sup>cxxxi</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that tenure standards were applied equally to all faculty by gender identity:  $\chi^2(3, N = 695) = 17.2, p < .01$ .

<sup>xxxii</sup> A chi-square test was conducted to compare percentages of Faculty respondents who reported believing that tenure standards were applied equally to all faculty by age:  $\chi^2(9, N = 699) = 2.1, p < .01$ .



## **Faculty, Staff, and Administrator Respondents Who Have Seriously Considered Leaving Kansas State University**

Thirty-five percent ( $n = 2,556$ ) of all respondents reported that they had seriously considered leaving Kansas State University. With regard to position status, 61% ( $n = 557$ ) of Faculty respondents, 60% ( $n = 128$ ) of Administrator respondents, and 56% ( $n = 823$ ) of Staff respondents had seriously considered leaving Kansas State University.<sup>cxxxiii</sup> Subsequent analyses found significant differences by staff position status, gender identity, racial identity, disability status, and age:

- By staff position status: 59% ( $n = 410$ ) of Unclassified Professional Staff respondents and 53% ( $n = 344$ ) of University Support Staff respondents considered leaving K-State.<sup>cxxxiv</sup>
- By faculty position status: 65% ( $n = 361$ ) of Tenure-Track/Tenured Faculty respondents, 54% ( $n = 79$ ) of Non-Tenure Track (Continuing/Regular) Faculty respondents, and 59% ( $n = 45$ ) of Non-Tenure Track (Term) Faculty respondents considered leaving K-State.
- By gender identity:<sup>76</sup> 62% ( $n = 669$ ) of Men employee respondents and 55% ( $n = 803$ ) of Women employee respondents considered leaving K-State.<sup>cxxxv</sup>
- By racial identity: 70% ( $n = 57$ ) of Multiple Race employee respondents, 61% ( $n = 162$ ) of Employees of Color respondents, and 56% ( $n = 1,221$ ) of White employee respondents considered leaving K-State.<sup>cxxxvi</sup>
- By sexual identity: 66% ( $n = 80$ ) of LGBTQ employee respondents, 61% ( $n = 69$ ) of Asexual/Other employee respondents, and 58% ( $n = 1,287$ ) of Heterosexual employee respondents considered leaving K-State.
- By disability status: 72% ( $n = 69$ ) of employee respondents with Multiple Disabilities, 64% ( $n = 202$ ) of employee respondents with Single Disabilities, and 55% ( $n = 1,123$ ) of employee respondents with No Disabilities considered leaving K-State.<sup>cxxxvii</sup>
- By citizenship status: 58% ( $n = 1,377$ ) of U.S. Citizen employee respondents, 56% ( $n = 99$ ) of Non-U.S. Citizen employee respondents, and 48% ( $n = 20$ ) of employee respondents with Multiple Citizenships considered leaving K-State.

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<sup>76</sup>Genderqueer and Transgender employee respondents were not included because their numbers were too few to ensure confidentiality.

- By age: 62% ( $n = 443$ ) of employee respondents between the ages of 35 and 48 years, 58% ( $n = 723$ ) of employee respondents between the ages of 49 and 67 years, 53% ( $n = 278$ ) of employee respondents between the ages of 23 and 34 years, and 47% ( $n = 30$ ) of employee respondents ages 68 years and older considered leaving K-State.<sup>cxxxviii</sup>

Forty-six percent ( $n = 696$ ) of those Faculty, Staff, and Administrator respondents who seriously considered leaving did so for lack of salary/benefits (Table 44). Forty-two percent ( $n = 628$ ) of those Faculty, Staff, and Administrator respondents who seriously considered leaving indicated that they saw limited opportunities for advancement at K-State, and 35% ( $n = 521$ ) experienced tension in their departments/work units. Other reasons included financial reasons (34%), tensions in their departments/work units with supervisor/manager (30%), and interest in positions at other institutions (27%). “Other” responses included “early retirement option,” “promised salary increase never materialized,” “administration hostile to researchers,” “micromanagement,” “discrimination,” “extreme gender bias,” “gossip,” “got a new job,” “lack of collegial network,” “lack of institutional resources,” “personal growth,” “sick of hearing about 2025,” “favoritism,” and “toxic environment in department.”

**Table 44. Reasons Why Faculty, Staff, and Administrator Respondents Considered Leaving K-State**

Reason	<i>n</i>	%
Lack of salary/benefits	696	46.2
Limited opportunities for advancement	628	41.6
Tension in department/work unit	521	34.5
Financial reasons	509	33.8
Tension in department/work unit with supervisor/manager	447	29.6
Interested in a position at another institution	406	26.9
Increased workload	382	25.3
Political climate in Kansas	331	21.9
Campus climate was unwelcoming	238	15.8
Other	236	15.6
Recruited or offered a position at another institution	207	13.7
Family responsibilities	136	9.0
Trauma	109	7.2
Local community did not meet my (my family) needs	103	6.8
Personal reasons	96	6.4
Spouse/partner unable to find suitable employment	93	6.2
Relocation	66	4.4
Offered position in government or industry	57	3.8
Spouse/partner relocated	32	2.1

Note: Table includes responses only from those Faculty, Staff, and Administrator respondents who indicated that they had seriously considered leaving Kansas State University in the past year (*n* = 1,508).

More than 1,200 respondents provided written responses elaborating on why they seriously considered leaving K-State. Below are several themes, with supporting quotations that highlight examples of why respondents considered leaving.

*Poor salaries/lack of raises.* More than 170 respondents indicated that they considered leaving the institution owing to “poor pay and lack of raises.” Several respondents noted that they “barely make enough money to survive.” These respondents echoed the sentiments of the respondent who noted, “The pay at K-State is not near what I could receive doing the same tasks at a similar institution.” Another respondent noted, “My pay is lower than other like positions beyond K-State.” Still another respondent said, “I have the lowest pay among my peers in identical positions at many other universities/Big 12.” Several respondents offered a specific monetary figure regarding what they believe they would earn at other institutions. A couple of examples included, “With my professional skills, I could earn at least \$30,000 more per year than I do at K-State” and “I am underpaid by roughly \$20K to \$30K.” While many respondents were concerned with salary equity outside of K-State, some noted that they believed the salary distribution within the institution was a problem as well. One such respondent wrote, “I considered leaving due to the lack of consistency with salary in my division.” Respondents also considered leaving as a result of lack of raises. Several respondents noted as did one respondent that “the pay here is low and there are very few raises.” One respondent offered, “I make a little more than I did when I started 6 years ago, though the cost of living has continued to increase.” While other respondents who expressed this same concern simply wrote, “No raises for several years,” many more individuals suggested that though their “work load has increased significantly, we have not been offered an increase in salary.”

*Experiences of bullying.* More than 110 respondents indicated that they considered leaving K-State owing to bullying or hostility that they experienced in their work environment. One respondent offered, “When your work environment is so hostile with no hopes of resolution to the problem, that it is only natural to want to leave it so badly!” Several respondents considered leaving because “the work place here in my department is very hostile” and that “attempts to make it less hostile have only made it differently hostile.” Others added that they considered leaving because of the “unfair bullying and harassment at my work place” and, in fact, one respondent wrote, “I recently submitted my resignation for reasons associated with feeling disrespected and experiencing unfair treatment.” Although several respondents commented on their own experiences, they also articulated that observing others experience bullying or a hostile

environment caused them to consider leaving as well. One such respondent wrote that his/her supervisor “often berates employees in front of others in meetings...this creates an intimidating climate where my future at K-State is in question.”

*Supervisor difficult to work for.* Seventy respondents identified their supervisors as a reason for considering leaving K-State. Though this was, in some instances, related to the supervisor’s “creating a hostile work environment,” more often respondents indicated that their supervisors were “very difficult to work for and with.” Some respondents drew particular attention to their supervisor’s “lack of people management ability or inclination,” while others noted that their supervisor “made me feel very unwanted.” Some of these respondents also noted that their supervisors threatened that employees’ continued employment at K-State was not guaranteed. One respondent echoed the sentiments of other respondents, indicating that “my supervisor at the time was always threatening/telling me that my job was in jeopardy.” Another wrote, “My supervisor said that there won’t be funding for my position after next spring although [*the supervisor*] is currently hiring one new position and is working on a second one.”

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<sup>cxxxiii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving K-State by position:  $\chi^2(2, N = 2,604) = 6.4, p < .05$ .

<sup>cxxxiv</sup>A chi-square test was conducted to compare percentages of Staff respondents who reported having seriously considered leaving K-State by position:  $\chi^2(1, N = 1,352) = 4.5, p < .05$ .

<sup>cxxxv</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving K-State by gender identity:  $\chi^2(1, N = 2,557) = 12.9, p < .001$ .

<sup>cxxxvi</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving K-State by racial identity:  $\chi^2(2, N = 2,511) = 8.2, p < .05$ .

<sup>cxxxvii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving K-State by disability status:  $\chi^2(2, N = 2,448) = 17.7, p < .001$ .

<sup>cxxxviii</sup>A chi-square test was conducted to compare percentages of employee respondents who reported having seriously considered leaving K-State by age:  $\chi^2(3, N = 2,556) = 12.4, p < .01$ .

## Summary

The results from this section suggest that Faculty, Staff, and Administrator respondents felt positively about the workplace and a variety of policies in place at K-State, support they received, and resources available. The majority of Faculty, Staff, and Administrator respondents indicated that they had support from their supervisors and that they felt positively about their ability to balance work-life issues. Not surprisingly, some differences in many of the aforementioned topics existed in the responses from people from various backgrounds and identities, and particularly with regard to position, gender identity, racial identity, and age.

K-State employees reported observing unfair or unjust hiring (22%), unfair or unjust disciplinary actions (14%), or unfair or unjust promotion/tenure/reclassification (25%). The top perceived bases for many of the reported discriminatory employment practices were preferential treatment, position, nepotism, gender/gender identity, age, and ethnicity.

Faculty respondents reported feeling that their research contributions (83%)—much more than their teaching contributions (76%), diversity-related activities (57%), or international-related activities (63%)—were valued for promotion or tenure. Several Faculty respondents have used K-State policies for active service duties (27%), or delay of the tenure clock (8%).

Of the Faculty, Staff, and Administrator respondents who seriously considered leaving K-State, several cited the primary reasons for such consideration as the lack of salary/benefits, unwelcoming work environments, and limited advancement opportunities at K-State.

## Student Perceptions of Campus Climate

This section of the report is dedicated to survey items that were specific to K-State students and analyses of other items to highlight student experiences at K-State. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes and their on-campus jobs.

### Student Experiences of Unwanted Sexual Contact

As noted earlier in this report, 198 respondents (3%) reported having experienced unwanted sexual contact while at Kansas State University.<sup>77</sup> Subsequent analyses indicated that of the 198 respondents who reported having experienced unwanted sexual contact, 159 were Undergraduate Students (4% of Undergraduate Student respondents). Two percent ( $n = 20$ ) of Graduate Student respondents reported having experienced unwanted sexual contact while members of the K-State community.

Subsequent analyses,<sup>78</sup> the results of which are depicted in Figure 39, illustrate that for Undergraduate Student respondents:

- By gender identity:<sup>79</sup> 6% ( $n = 138$ ) of Women Undergraduate Student respondents and 1% ( $n = 16$ ) of Men Undergraduate Student respondents reported having experienced unwanted sexual contact.<sup>cxxxix</sup>
- By racial identity: 8% ( $n = 20$ ) of Multiple Race Undergraduate Student respondents, 4% ( $n = 121$ ) of White Undergraduate Student respondents, and 4% ( $n = 17$ ) of Undergraduate Student of Color respondents reported having experienced unwanted sexual contact.<sup>cxl</sup>

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<sup>77</sup>The survey defined unwanted sexual conduct as including “forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling.”

<sup>78</sup>Chi-square analyses were conducted by student position, gender identity, racial identity, sexual identity, and disability status; only significant differences are reported.

<sup>79</sup>Transgender ( $n = 5$ ), Genderqueer ( $n = 13$ ), and Gender Not Listed ( $n = 13$ ) Undergraduate responses were not reported because their numbers were too few to ensure confidentiality.

- By sexual identity: 12% ( $n = 30$ ) of LGBQ Undergraduate Student respondents, 4% ( $n = 121$ ) of Heterosexual Undergraduate Student respondents, and 2% ( $n = 6$ ) of Asexual/Other Undergraduate Student respondents reported having experienced unwanted sexual contact.<sup>cxli</sup>
- By disability status: 3% ( $n = 82$ ) of Undergraduate Student respondents with No Disabilities, 7% ( $n = 40$ ) of Undergraduate Student respondents with Single Disabilities, and 13% ( $n = 20$ ) of Undergraduate Student respondents with Multiple Disabilities reported having experienced unwanted sexual contact.<sup>cxlii</sup>

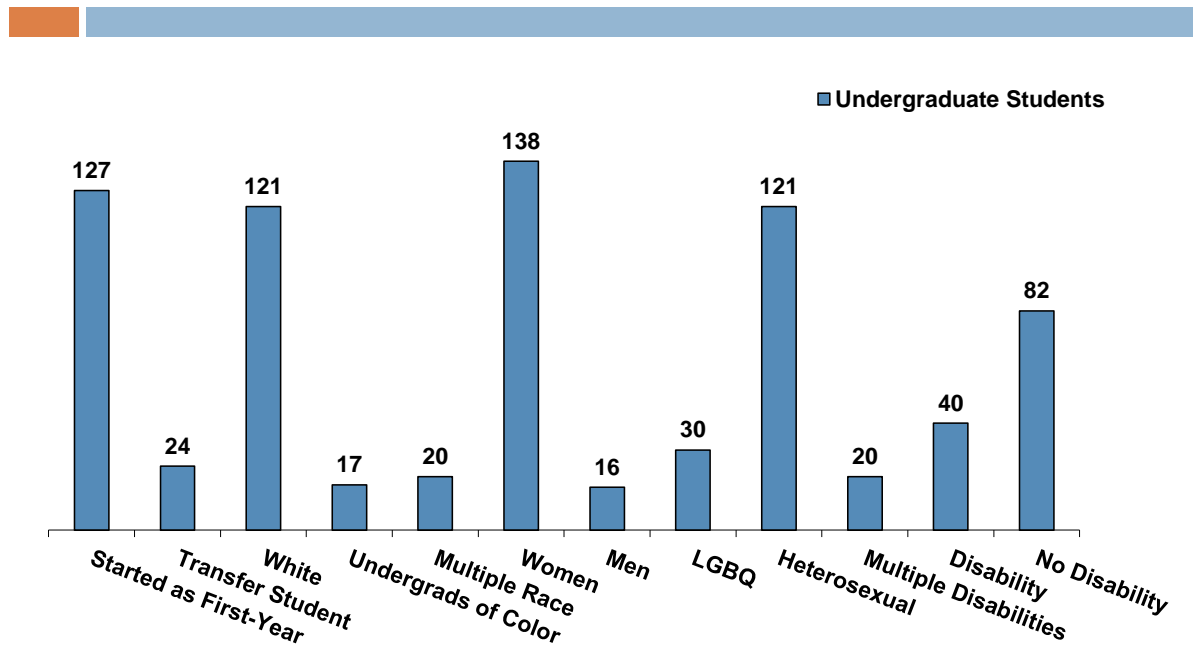


Figure 39. Undergraduate Student Respondents’ Experiences of Unwanted Sexual Contact While at Kansas State University by Position Status, Racial Identity, Gender Identity, Sexual Identity, and Disability Status ( $n$ )



Students were asked to share where they were in their college career when they experienced unwanted sexual contact. Of the 179 Student respondents who indicated that they had experienced such conduct, 44% ( $n = 78$ ) said that it occurred during their first semester at K-State, 22% ( $n = 40$ ) said that it happened in their second semester, and 17% ( $n = 31$ ) indicated that it happened in their third semester at K-State (Table 45).

**Table 45. Semester in Which Student Respondents Experienced Unwanted Sexual Contact**

<b>Semester</b>	<b><i>n</i></b>	<b>%</b>
First	78	43.6
Second	40	22.3
Third	31	17.3
Fourth	19	10.6
Fifth	15	8.4
Sixth	19	10.6
Seventh	13	7.3
Eighth	4	2.2
After eighth semester	6	3.4

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact ( $n = 179$ ).

Fifty-four percent ( $n = 96$ ) of Student respondents who reported having experienced unwanted sexual contact indicated that acquaintances/friends were responsible (Table 46). Student respondents also identified other students (39%,  $n = 70$ ) and strangers (20%,  $n = 36$ ) as the sources. “Other” sources included “a K-State football player,” “basketball player,” “Boyfriend,” “Fraternity member,” “I don’t know. I was drugged,” “K-State Basketball player,” and “non-K-State acquaintance.”

**Table 46. Perpetrator of Unwanted Sexual Contact**

Perpetrator	<i>n</i>	%
Acquaintance/friend	96	53.6
Student	70	39.1
Stranger	36	20.1
Faculty	< 5	---
Staff	< 5	---
Family member	< 5	---
Other	13	7.3

Note: Only answered by Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 179).

Of the Student respondents who reported having experienced unwanted sexual contact while members of the K-State community, 135 indicated that the incidents occurred off campus and 48 said that they happened on campus. A substantial number of respondents indicated that these instances occurred in dorm rooms/residence halls, at fraternity parties/parties/house parties, at work or in campus offices, in bars, “in his apartment,” and in their own homes/apartments.

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<sup>cxxxix</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by gender identity:  $\chi^2(1, N = 3,940) = 52.9, p < .001$ .

<sup>cxl</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by racial identity:  $\chi^2(2, N = 3,931) = 10.5, p < .01$ .

<sup>cxli</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by sexual identity:  $\chi^2(2, N = 3,925) = 48.5, p < .001$ .

<sup>cxlii</sup>A chi-square test was conducted to compare percentages of Undergraduate Student respondents who reported having experienced unwanted sexual contact by disability status:  $\chi^2(2, N = 3,739) = 62.9, p < .001$ .

## Students' Academic Experiences

The survey asked Student respondents ( $n = 4,805$ ) the degree to which they agreed or disagreed with statements regarding a variety of academic experiences (Table 47). Their answers mainly were positive. Analyses were conducted by student status (Graduate and Undergraduate), gender identity, racial identity, first-generation status, and income status; significant findings are included in the following narrative.

Eighty-two percent ( $n = 3,917$ ) of Student respondents reported that many of their courses this year have been intellectually stimulating. Subsequent analyses indicated that 84% ( $n = 685$ ) of Graduate Student respondents and 81% ( $n = 3,232$ ) of Undergraduate Student respondents indicated that many of their courses this year have been intellectually stimulating.<sup>cxliii</sup> Eighty-three percent ( $n = 3,384$ ) of Heterosexual Student respondents, 79% ( $n = 234$ ) of Asexual/Other Student respondents, and 73% ( $n = 230$ ) of LGBTQ Student respondents reported that many of their courses this year have been intellectually stimulating.<sup>cxliv</sup> In terms of disability status, 83% ( $n = 3,026$ ) of Student respondents with No Disability, 78% ( $n = 526$ ) of Student respondents with a Single Disability, and 78% ( $n = 132$ ) of Student respondents with Multiple Disabilities noted that many of their courses this year have been intellectually stimulating.<sup>cxlv</sup> A slightly higher percentage of Not Low-Income (83%,  $n = 2,866$ ) than Low-Income Student respondents (79%,  $n = 922$ ) thought that many of their courses this year have been intellectually stimulating.<sup>cxlvi</sup> With regard to gender identity,<sup>80</sup> 83% ( $n = 2,445$ ) of Women Student respondents and 80% ( $n = 1,440$ ) of Men Student respondents indicated that many of their courses this year have been intellectually stimulating.<sup>cxlvii</sup>

The majority (83%,  $n = 3,948$ ) of Student respondents were satisfied with the extent of their intellectual development since enrolling at K-State. Subsequent analyses indicated that 84% ( $n = 687$ ) of Graduate Student respondents and 82% ( $n = 3,261$ ) of Undergraduate Student respondents were satisfied with the extent of their intellectual development since enrolling at Kansas State University.<sup>cxlviii</sup> Eighty-four percent ( $n = 3,188$ ) of White Student respondents, 77% ( $n = 475$ ) of Student Respondents of Color, and 79% ( $n = 240$ ) of Multiple Race Student

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<sup>80</sup>Transgender, Genderqueer, and Gender Not Listed Student respondents were not included in these analyses because their numbers were too few to ensure confidentiality.

respondents reported being satisfied with the extent of their intellectual development since enrolling at K-State.<sup>cxlix</sup> Eighty-three percent ( $n = 3,411$ ) of Heterosexual Student respondents, 84% ( $n = 245$ ) of Asexual/Other Student respondents, and 71% ( $n = 226$ ) of LGBTQ Student respondents reported being satisfied with the extent of their intellectual development since enrolling at K-State.<sup>cl</sup> Eighty-four percent ( $n = 3,067$ ) of Student respondents with No Disabilities, 79% ( $n = 526$ ) of Student respondents with Single Disabilities, and 75% ( $n = 127$ ) of Student respondents with Multiple Disabilities reported being satisfied with the extent of their intellectual development since enrolling at K-State.<sup>cli</sup> Eighty percent ( $n = 1,218$ ) of First-Generation Student respondents and 84% ( $n = 2,727$ ) of Not First-Generation Student respondents reported being satisfied with the extent of their intellectual development since enrolling at Kansas State University.<sup>clii</sup> A slightly higher percentage of Not Low-Income (84%,  $n = 2,894$ ) than Low-Income Student respondents (80%,  $n = 931$ ) reported being satisfied with the extent of their intellectual development since enrolling at K-State.<sup>cliii</sup> Eighty-seven percent ( $n = 2,486$ ) of Women Student respondents and 80% ( $n = 1,436$ ) of Men Student respondents reported being satisfied with the extent of their intellectual development since enrolling at K-State.<sup>cliv</sup>

The majority (82%,  $n = 3,917$ ) of Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to K-State. Subsequent analyses indicated that 83% ( $n = 677$ ) of Graduate Student respondents and 82% ( $n = 3,240$ ) of Undergraduate Student respondents indicated that their interest in ideas and intellectual matters has increased since coming to K-State.<sup>clv</sup> Eighty-three percent ( $n = 243$ ) of Asexual/Other Student respondents, 82% ( $n = 3,366$ ) of Heterosexual Student respondents, and 76% ( $n = 241$ ) of LGBTQ Student respondents suggested that their interest in ideas and intellectual matters has increased since coming to K-State.<sup>clvi</sup> Eighty-three percent ( $n = 3,027$ ) of Student respondents with No Disabilities, 79% ( $n = 531$ ) of Student respondents with Single Disabilities, and 69% ( $n = 117$ ) of Student respondents with Multiple Disabilities indicated that their interest in ideas and intellectual matters has increased since coming to K-State.<sup>clvii</sup> A slightly higher percentage of Not Low-Income (83%,  $n = 2,875$ ) than Low-Income Student respondents (79%,  $n = 920$ ) indicated that their interest in ideas and intellectual matters has increased since coming to K-State.<sup>clviii</sup>

Additionally, the majority (83%,  $n = 3,972$ ) of Student respondents reported that their academic experience has had a positive influence on their intellectual growth and interest in ideas. Subsequent analyses indicated that 85% ( $n = 693$ ) of Graduate Student respondents and 83% ( $n = 3,279$ ) of Undergraduate Student respondents indicated that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clix</sup> Analyses also indicated that 84% ( $n = 3,198$ ) of White Student respondents, 81% ( $n = 493$ ) of Student Respondents of Color, and 79% ( $n = 240$ ) of Multiple Race Student respondents thought that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clx</sup> Eighty-four percent ( $n = 3,422$ ) of Heterosexual Student respondents, 81% ( $n = 238$ ) of Asexual/Other Student respondents, and 78% ( $n = 245$ ) of LGBTQ Student respondents suggested that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clxi</sup> Eighty-four percent ( $n = 3,086$ ) of Student respondents with No Disabilities, 79% ( $n = 527$ ) of Student respondents with Single Disabilities, and 73% ( $n = 123$ ) of Student respondents with Multiple Disabilities indicated that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clxii</sup> Eighty percent ( $n = 1,222$ ) of First-Generation Student respondents and 84% ( $n = 2,745$ ) of Not First-Generation Student respondents agreed that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clxiii</sup> A slightly higher percentage of Not Low-Income (85%,  $n = 2,925$ ) than Low-Income Student respondents (79%,  $n = 929$ ) respondents agreed that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clxiv</sup> With regard to gender identity, 84% ( $n = 2,478$ ) of Women Student respondents and 82% ( $n = 1,462$ ) of Men Student respondents agreed that their academic experience has had a positive influence on their intellectual growth and interest in ideas.<sup>clxv</sup>

**Table 47. Student Respondents’ Academic Experiences at Kansas State University**

<b>Academic Experiences</b>	<b>Strongly agree</b>		<b>Agree</b>		<b>Neither agree nor disagree</b>		<b>Disagree</b>		<b>Strongly disagree</b>	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Many of my courses this year have been intellectually stimulating.	1,467	30.6	2,450	51.1	572	11.9	259	5.4	45	0.9
I am satisfied with the extent of my intellectual development since enrolling at K-State.	1,535	32.1	2,413	50.4	579	12.1	218	4.6	42	0.9
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,633	34.1	2,339	48.9	591	12.4	173	3.6	47	1.0
My interest in ideas and intellectual matters has increased since coming to K-State.	1,754	36.7	2,163	45.2	634	13.2	184	3.8	50	1.0

Note: Table includes Student respondents (*n* = 4,805) only.

The majority of Student respondents indicated that they were satisfied with their academic experience at Kansas State University (80%, *n* = 3,824). Figure 40 illustrates the percentage of Student respondents who “strongly agreed”/“agreed” that they were satisfied with their academic experience at Kansas State University. Eighty-one percent (*n* = 3,303) of Heterosexual Student respondents, 79% (*n* = 231) of Asexual/Other Student respondents, and 71% (*n* = 226) of LGBTQ Student respondents reported being satisfied with their academic experience at K-State.<sup>clxvi</sup> Additionally, 80% (*n* = 653) of Graduate Student respondents and 80% (*n* = 3,171) of Undergraduate Student respondents reported being satisfied with their academic experience at Kansas State University.<sup>clxvii</sup> With regard to racial identity, White Student respondents (81%, *n* = 3,091) were found to be more satisfied with their academic experience at Kansas State University than were Student Respondents of Color (75%, *n* = 465) and Multiple Race Student respondents (76%, *n* = 229).<sup>clxviii</sup> Eighty-two percent (*n* = 2,991) of Student respondents with No Disabilities, 72% (*n* = 486) of Student respondents with Single Disabilities, and 71% (*n* = 119) of Student respondents with Multiple Disabilities reported being satisfied with their academic experience at K-State.<sup>clxix</sup> Eighty-one (*n* = 2,644) of Not First-Generation Student respondents and 77% (*n* = 1,175) of First-Generation Student respondents reported being satisfied with their academic experience at K-State.<sup>clxx</sup> With regard to gender, 82% (*n* = 2,413) of Women Student

respondents and 77% ( $n = 1,378$ ) of Men Student respondents reported being satisfied with their academic experience.<sup>clxxi</sup> A higher percentage of Not Low-Income (82%,  $n = 2,822$ ) than Low-Income Student respondents (76%,  $n = 884$ ) reported being satisfied with their academic experience at K-State.<sup>clxxii</sup>

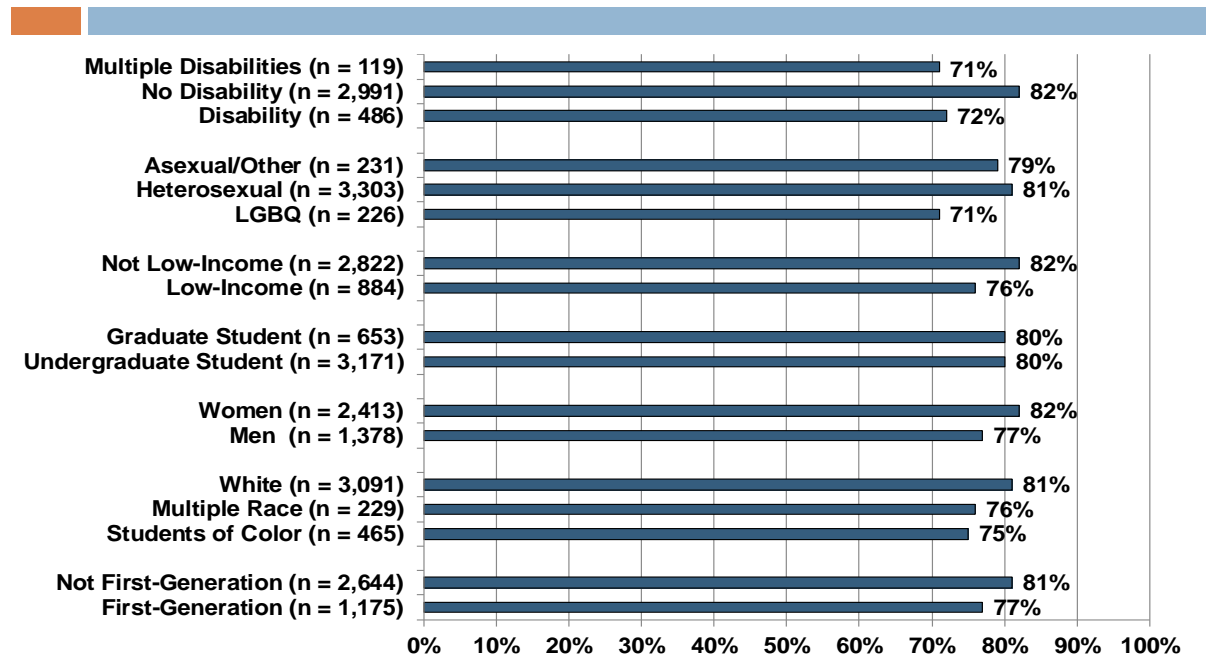


Figure 40. Student Respondents Who Strongly Agreed/Agreed that they were Satisfied with Their Academic Experience at Kansas State University by Selected Demographics (%)

Seventy-nine percent ( $n = 3,776$ ) of Student respondents reported that they were performing up to their full academic potential. Slightly fewer Student respondents reported that they performed academically as well as they had anticipated they would (65%,  $n = 3,110$ ). Table 48 illustrates responses to these questions by student status, gender identity, racial identity, sexual identity, disability status, first-generation status, and income status where the responses for these groups significantly differed from one another; splits are not presented in the table where the results were not statistically significant.

**Table 48. Student Respondents’ Academic Experiences at Kansas State University**

Academic Experiences	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>I am performing up to my full academic potential.</b>	<b>1,295</b>	<b>27.0</b>	<b>2,481</b>	<b>51.7</b>	<b>530</b>	<b>11.0</b>	<b>452</b>	<b>9.4</b>	<b>41</b>	<b>0.9</b>
<b>Student Status</b> <sup>clxxxiii</sup>										
Undergraduate	1,020	25.6	2,064	51.8	469	11.8	392	9.8	37	0.9
Graduate	275	33.7	417	51.0	61	7.5	60	7.3	< 5	---
<b>Racial Identity</b> <sup>clxxxiv</sup>										
Students of Color	139	22.6	313	50.8	89	14.4	67	10.9	8	1.3
White	1,084	28.4	1,970	51.6	389	10.2	349	9.1	23	0.6
Multiple Race	58	19.1	166	54.6	45	14.8	28	9.2	7	2.3
<b>Sexual Identity</b> <sup>clxxxv</sup>										
LGBQ	60	19.0	152	48.1	49	15.5	48	15.2	7	2.2
Heterosexual	1,128	27.5	2,138	52.1	427	10.4	381	9.3	29	0.7
Asexual/Other	85	28.7	149	50.3	45	15.2	15	5.1	< 5	---
<b>First-Generation Status</b> <sup>clxxxvi</sup>										
First-Generation	403	26.3	766	50.0	193	12.6	149	9.7	20	1.3
Not First-Generation	890	27.3	1,711	52.5	337	10.3	303	9.3	21	1.3
<b>Disability Status</b> <sup>clxxxvii</sup>										
No Disability	1,043	28.4	1,928	52.6	383	10.4	295	8.0	19	0.5
Single Disability	146	21.7	333	49.5	82	12.2	103	15.3	9	1.3
Multiple Disabilities	34	20.1	79	46.7	29	17.2	22	13.0	5	3.0
<b>Gender Identity</b> <sup>*clxxxviii</sup>										
Men	411	22.8	910	50.6	257	14.3	203	11.3	18	1.0
Women	870	29.5	1,556	52.7	262	8.9	242	8.2	22	0.7
<b>Income Status</b> <sup>clxxxix</sup>										
Low-Income	273	23.3	593	50.7	159	13.6	130	11.1	15	1.3
Not Low-Income	978	28.2	1,808	52.0	352	10.1	312	9.0	24	0.7
<b>I have performed academically as well as I anticipated I would.</b>	<b>1,169</b>	<b>24.4</b>	<b>1,941</b>	<b>40.6</b>	<b>875</b>	<b>18.3</b>	<b>680</b>	<b>14.2</b>	<b>121</b>	<b>2.5</b>
<b>Student Status</b> <sup>clxxx</sup>										
Undergraduate	884	22.3	1,583	39.9	762	19.2	625	15.7	116	2.9
Graduate	285	34.9	358	43.9	113	13.8	55	6.7	5	0.6
<b>Racial Identity</b> <sup>clxxxxi</sup>										
Students of Color	120	19.4	241	39.1	135	21.9	95	15.4	26	4.2
White	983	25.9	1,553	40.8	669	17.6	518	13.6	79	2.1
Multiple Race										
<b>Sexual Identity</b> <sup>clxxxii</sup>										
LGBQ	67	21.3	105	33.4	60	19.1	67	21.3	15	4.8
Heterosexual	1,016	24.8	1,683	41.1	734	17.9	569	13.9	93	2.3
Asexual/Other	62	21.1	127	43.2	59	20.1	36	12.2	10	3.4
<b>Disability Status</b> <sup>clxxxiii</sup>										
No Disability	944	25.8	1,526	41.7	659	18.0	454	12.4	74	2.0
Single Disability	135	20.1	242	36.0	122	18.2	144	21.4	29	4.3
Multiple Disabilities	24	14.2	64	37.9	38	22.5	35	20.7	8	4.7



**Table 48 (cont.)**

	Strongly agree		Agree		Disagree		Strongly disagree		Not applicable		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<b>Gender Identity*</b> <sup>clxxxiv</sup>											
Men	394	21.9	703	39.2	392	21.8	255	14.2	51	2.8	
Women	763	25.9	1,225	41.6	473	16.1	416	14.1	66	2.2	
<b>First-Generation Status</b> <sup>clxxxv</sup>											
First-Generation	339	22.2	612	40.1	264	17.3	260	17.0	50	3.3	
Not First-Generation	830	25.5	1,327	40.8	608	18.7	419	12.9	71	2.2	

Note: Table includes Student respondents (*n* = 4,805) only.

\*Table does not report Transgender/Genderqueer respondents because their number was too low to ensure confidentiality.

<sup>clxliii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by student status:  $\chi^2(4, N = 4,793) = 41.9, p < .001$ .

<sup>clxliv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by sexual identity:  $\chi^2(8, N = 4,709) = 28.2, p < .001$ .

<sup>clxlv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by disability status:  $\chi^2(8, N = 4,505) = 32.3, p < .001$ .

<sup>clxlvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by income status:  $\chi^2(4, N = 4,638) = 12.6, p < .05$ .

<sup>clxlviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported feeling that their courses were intellectually stimulating by gender identity:  $\chi^2(4, N = 4,745) = 121, p < .05$ .

<sup>clxlix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by student status:  $\chi^2(4, N = 4,787) = 18.1, p < .001$ .

<sup>cl</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by racial identity:  $\chi^2(8, N = 4,723) = 26.5, p < .001$ .

<sup>cli</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by sexual identity:  $\chi^2(8, N = 4,704) = 38.1, p < .001$ .

<sup>clii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by disability status:  $\chi^2(8, N = 4,498) = 47.6, p < .001$ .

<sup>cliii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by first-generation status:  $\chi^2(4, N = 4,781) = 14.2, p < .01$ .

<sup>cliv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by income status:  $\chi^2(4, N = 4,633) = 10.3, p < .05$ .

<sup>clv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their intellectual development since enrolling at K-State by gender identity:  $\chi^2(4, N = 4,739) = 22.6, p < .001$ .

<sup>clvi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to K-State by student status:  $\chi^2(4, N = 4,785) = 12.6, p < .05$ .

<sup>clvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to K-State by sexual identity:  $\chi^2(8, N = 4,702) = 21.2, p < .01$ .

<sup>clviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to K-State by disability status:  $\chi^2(8, N = 4,496) = 59.7, p < .001$ .

<sup>clviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their interest in ideas and intellectual matters has increased since coming to K-State by income status:  $\chi^2(4, N = 4,631) = 20.0, p < .001$ .

<sup>clix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by student status:  $\chi^2(4, N = 4,783) = 26.0, p < .001$ .

- <sup>clx</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by racial identity:  $\chi^2(8, N = 4,719) = 17.1, p < .05$ .
- <sup>clxi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by sexual identity:  $\chi^2(8, N = 4,700) = 24.7, p < .01$ .
- <sup>clxii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by disability status:  $\chi^2(8, N = 4,494) = 64.7, p < .001$ .
- <sup>clxiii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by first-generation status:  $\chi^2(4, N = 4,777) = 13.2, p < .01$ .
- <sup>clxiv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by income status:  $\chi^2(4, N = 4,630) = 19.2, p < .001$ .
- <sup>clxv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that their academic experience has had a positive influence on intellectual growth and interest in ideas by gender identity:  $\chi^2(4, N = 4,735) = 14.6, p < .01$ .
- <sup>clxvi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by sexual identity:  $\chi^2(8, N = 4,697) = 39.7, p < .001$ .
- <sup>clxvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by student status:  $\chi^2(4, N = 4,780) = 11.0, p < .05$ .
- <sup>clxviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by racial identity:  $\chi^2(8, N = 4,716) = 22.5, p < .01$ .
- <sup>clxix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by disability status:  $\chi^2(8, N = 4,493) = 94.7, p < .001$ .
- <sup>clxx</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by first-generation status:  $\chi^2(4, N = 4,774) = 13.9, p < .01$ .
- <sup>clxxi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by gender identity:  $\chi^2(4, N = 4,732) = 22.3, p < .001$ .
- <sup>clxxii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported being satisfied with their academic experience by income status:  $\chi^2(4, N = 4,625) = 29.1, p < .001$ .
- <sup>clxxiii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by student status:  $\chi^2(4, N = 4,799) = 33.8, p < .001$ .
- <sup>clxxiv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by racial identity:  $\chi^2(8, N = 4,735) = 41.8, p < .001$ .
- <sup>clxxv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by sexual identity:  $\chi^2(8, N = 4,715) = 46.6, p < .001$ .
- <sup>clxxvi</sup> A chi-square test was conducted to compare percentages of Student respondents who were performing up to their full academic potential by first-generation status:  $\chi^2(4, N = 4,793) = 12.0, p < .05$ .
- <sup>clxxvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by disability status:  $\chi^2(8, N = 4,510) = 74.3, p < .001$ .
- <sup>clxxviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by gender identity:  $\chi^2(4, N = 4,751) = 61.4, p < .001$ .
- <sup>clxxix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they were performing up to their full academic potential by income status:  $\chi^2(4, N = 4,644) = 25.2, p < .001$ .
- <sup>clxxx</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by student status:  $\chi^2(4, N = 4,786) = 110.6, p < .001$ .
- <sup>clxxxi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by racial identity:  $\chi^2(8, N = 4,722) = 40.0, p < .001$ .
- <sup>clxxxii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by sexual identity:  $\chi^2(8, N = 4,703) = 28.9, p < .001$ .

<sup>clxxxiii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by disability status:  $\chi^2(8, N = 4,498) = 75.9, p < .001$ .

<sup>clxxxiv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by gender identity:  $\chi^2(4, N = 4,738) = 30.8, p < .001$ .

<sup>clxxxv</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they performed academically as well as they anticipated they would by first-generation status:  $\chi^2(4, N = 4,780) = 23.4, p < .001$ .

**Students’ Academic Success and Intent to Persist**

This section of the report investigates Students’ academic success and their intent to persist at K-State. Two percent ( $n = 107$ ) of Student respondents indicated that they intended to withdraw from K-State and not attend college elsewhere. A confirmatory factor analysis was conducted on two scales embedded in Question 12 of the survey. The first scale, termed “Academic Success” for the purposes of this project, was developed using Pascarella and Terenzini’s (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining undergraduate student success. The first seven items in Question 12 of the survey reflect the questions on this scale. The second scale, termed “Intent to Persist” for this project, was based on the *Persistence at the Institution* subscale of *The Undergraduate Persistence Intentions Measure (UPI)* (Gloria & Kurpius, 1996; Robinson, 2003). This scale has been used in several studies to examine undergraduate student persistence. Survey items Q12.8 and Q12.9 were used to create this scale. Q12.9 was reverse-coded before it was included in the analysis. As noted in the methods section of the report, the data for the *Intent to Persist* scale were skewed; therefore, significance testing was not conducted. The means are included in this report for each group and subgroup to allow for comparisons, though statistical significance is not reported.

A separate factor analysis was conducted on each scale utilizing principal axis factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the two respective scales: *Academic Success* or *Intent to Persist*<sup>81</sup> (Table 49). The internal consistency reliability (Cronbach’s alpha) of each scale was good, resulting in scales that produce consistent results.

**Table 49. Academic Success and Intent to Persist Factors**

Factor	Cronbach's Alpha	N of Items
Academic Success	0.872	7
Intent to Persist	0.736	2

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<sup>81</sup>Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

## **Factor Scores**

Factor scores were created by taking the average of the scores for all the items in the factor. Each respondent who answered all of the questions included in the given factor (i.e., did not skip any items or answer “not applicable” to any items) was given a score on a five-point scale for *Academic Success* and a score for *Intent to Persist*. Lower scores on the *Academic Success* factor suggest that a student or constituent group is more academically successful; lower scores on the *Intent to Persist* Factor suggest that a student or constituent group is more likely to persist.

## **Means Testing Methodology**

After the two factor scores for respondents were created based on the factor analysis, means were calculated for all Student respondents.

### *Academic Success*

Where *n*'s were of sufficient size, analyses were conducted to determine whether the means for the *Academic Success* factor were different for first-level categories in the following demographic areas for students:

- Student status (Undergraduate Student, Graduate Student)
- Gender identity (Man, Woman)
- Racial identity (White, Person of Color, Multiple Race)
- Sexual identity (LGBQ, Heterosexual, Asexual/Other)
- Disability status (Single Disability, Multiple Disabilities, No Disability)
- Income status (Low-Income, Not Low-Income)
- First-generation status (First-Generation, Not First-Generation)
- First-generation/Low-income status (First-Generation and Low-Income, Not First-Generation and/or Not Low-Income)
- Military service (Military Service, Military Connected, No Military Service, Multiple Military Service statuses)
- Employment status (Not Employed, Employed [on or off campus, or both])
- Housing status (Campus Housing; Non-Campus Housing)

When only two categories were specified for the specified demographic variable (e.g., student status, housing status, first-generation status) a *t*-test for difference of means was used. If the difference in means was significant, effect size was calculated using Cohen's *d* and any moderate-to-large effects were noted.

When the specific variable of interest had more than two categories (e.g., racial identity, disability status), ANOVAs were run to determine whether any differences existed. If the ANOVA was significant, post-hoc tests were run to determine which differences between pairs of means were significant. Additionally, if the difference in means was significant, effect size was calculated using  $\eta^2$  and any moderate-to-large effects are noted.

#### *Intent to Persist*

Figure 41 depicts the distribution of the scores for the *Intent to Persist* factor. Because the responses were not normally distributed, the scores did not satisfy the assumptions for means testing using any of the methods mentioned above. Means are included in the narrative to allow for comparisons, though statistical significance is not reported.

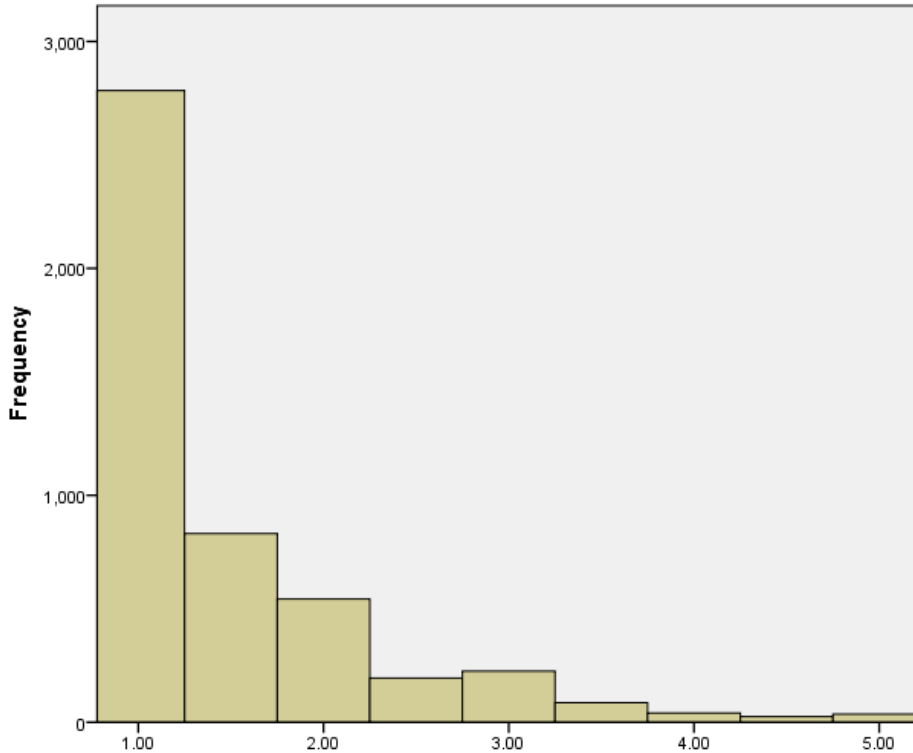


Figure 41. Distribution of Scores for *Intent to Persist* Factor

### Means Testing Results

The following sections offer analyses to determine differences for the demographic characteristics mentioned above for Student respondents (where possible).

#### Student Status

A significant difference ( $p < .001$ ) was noted in the means for Student respondents by status on *Academic Success* (Table 50). Graduate Student respondents had a lower mean score than Undergraduate Student respondents, suggesting that they experience greater academic success. Statistical significance was not established for the *Intent to Persist* factor.

**Table 50. Student Respondents' Academic Success and Intent to Persist by Student Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Undergraduate student	3,880	2.023	0.674	3,957	1.491	0.013
Graduate student	780	1.867	0.645	809	1.404	0.023
Mean difference	0.156*			0.088		

\*p < .001

*Cohen's d = 0.23648*

Gender Identity

A significant difference (p < .001) was noted in the means for Student respondents by gender identity on *Academic Success* (Table 51). Women Student respondents had a lower mean score than Men Student respondents, suggesting that they experience greater academic success. Statistical significance was not established for the *Intent to Persist* factor.

**Table 51. Student Respondents' Academic Success and Intent to Persist by Gender Identity**

Gender Identity	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Men	1,752	2.060	0.686	1,741	1.478	0.018
Women	2,894	1.949	0.651	2,872	1.470	0.015
Mean difference	0.111*			0.008		

\*p < .001

*Cohen's d = 0.16572*

Racial Identity

A significant difference (p < .001) was noted in the overall test for means for Student respondents by racial/ethnic identity on *Academic Success* (Table 52). Statistical significance was not established for the *Intent to Persist* factor (Table 53).

**Table 52. Student Respondents' Academic Success by Racial Identity**

Racial Identity	N	Mean	Std. Dev	Minimum	Maximum
Person of Color	600	2.075	0.700	1.00	5.00
White Only	3,732	1.967	0.655	1.00	4.71
Multiple Race	298	2.114	0.710	1.00	4.43



**Table 53. Student Respondents' Intent to Persist by Racial Identity**

Racial Identity	N	Mean	Std. Dev	Minimum	Maximum
Person of Color	609	1.694	0.829	1.00	5.00
White Only	3,789	1.431	0.742	1.00	5.00
Multiple Race	304	1.572	0.831	1.00	5.00

Subsequent analyses on the *Academic Success* factor were significant for two comparisons: Person of Color vs. White Only, and White Only vs. Multiple Race (Table 54). These findings suggest that White Student respondents have more academic success than Student Respondents of Color and Multiple Race Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 54. Difference Between Means for Academic Success and Intent to Persist by Racial Identity**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
Person of Color vs. White Only	0.108*	0.263
Person of Color vs. Multiple Race	-0.038	0.121
White Only vs. Multiple Race	-0.147*	-0.142

\*p < .001

Eta<sup>2</sup> = Small effect size

### Sexual Identity

A significant difference (p < .01) was noted in the means for Student respondents by sexual identity on *Academic Success* (Table 55). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Table 56).

**Table 55. Student Respondents' Academic Success by Sexual Identity**

Sexual Identity	N	Mean	Std Dev	Minimum	Maximum
LGBQ	311	2.209	0.781	1.00	4.57
Heterosexual	4,016	1.976	0.659	1.00	5.00
Asexual/Other	285	2.011	0.647	1.00	4.71

**Table 56. Student Respondents' Intent to Persist by Sexual Identity**

Sexual Identity	N	Mean	Std Dev	Minimum	Maximum
LGBQ	312	1.664	0.886	1.00	5.00
Heterosexual	4,078	1.453	0.750	1.00	5.00
Asexual/Other	295	1.581	0.797	1.00	5.00

Subsequent analyses on *Academic Success* were significant for two comparisons: LGBQ vs. Heterosexual Students and LGBQ vs. Asexual/Other Students (Table 57). These findings suggest that Heterosexual Student respondents and Asexual/Other Student respondents have more academic success than LGBQ Student respondents. Statistical significance was not established for the *Intent to Persist* factor.

**Table 57. Difference Between Means for *Academic Success* and *Intent to Persist* by Sexual Identity**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
LGBQ vs. Heterosexual	0.232*	0.211
LGBQ vs. Asexual/Other	0.198*	0.082
Heterosexual vs. Asexual/Other	-0.035	-0.129

\*p < .001

### Disability Status

A significant difference (p < .05) was noted in the means for Student respondents by disability status on *Academic Success* (Table 58). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor; however, means are provided for comparison (Table 59).

**Table 58. Difference Between Means for *Academic Success* by Disability Status**

Disability Status	N	Mean	Std Dev	Minimum	Maximum
Single Disability	655	2.122	0.693	1.00	4.57
No Disability	3,587	1.953	0.651	1.00	4.71
Multiple Disabilities	167	2.289	0.772	1.00	4.71

**Table 59. Difference Between Means for *Intent to Persist* by Disability Status**

Disability Status	N	Mean	Std Dev	Minimum	Maximum
Single Disability	668	1.544	0.813	1.00	5.00
No Disability	3,645	1.450	0.748	1.00	5.00
Multiple Disabilities	166	1.756	0.975	1.00	5.00

Subsequent analyses on *Academic Success* were significant for three comparisons: Student respondents with No Disability had greater academic success than both Student respondents with a Single Disability and Student respondents with Multiple Disabilities (Table 6) Student respondents with a Single Disability had more academic success than Student respondents with Multiple Disabilities. Statistical significance was not established for the *Intent to Persist* factor.

**Table 60. Difference Between Means for Academic Success and Intent to Persist by Disability Status**

Groups Compared	Academic Success Mean difference	Intent to Persist Mean difference
Single Disability vs. No Disability	0.169**	0.938
Single Disability vs. Multiple Disabilities	-0.167*	-0.212
No Disability vs. Multiple Disabilities	-0.336**	-0.306

\*p < .01; \*\*p < .001

First-Generation Status

A significant difference (p < .01) was noted between the means for Student respondents by first-generation status for *Academic Success* (Table 61). Not First-Generation Student respondents had greater academic success than First-Generation Student respondents. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 61. Student Respondents’ Academic Success and Intent to Persist by First-Generation Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
First-Generation	1,492	2.036	0.706	1,522	1.576	0.847
Not First-Generation	3,196	1.976	0.654	3,238	1.430	0.720
Mean difference	*0.060			0.146		

\*p < .01

Income Status

A significant difference (p < .001) was noted in the test for means for Student respondents by income status for *Academic Success* (Table 62). Low-Income Student respondents had less academic success than Not Low-Income Student respondents. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 62. Student Respondents' Academic Success and Intent to Persist by Income Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Low-Income	1,146	2.076	0.691	1,163	1.549	0.786
Not Low-Income	3,395	1.967	0.661	3,450	1.447	0.754
Mean difference	*0.108			0.102		

\*p < .001

First-Generation/Income Status

A significant difference (p < .001) was noted in the test for means for Student respondents by first-generation/income status for *Academic Success* (Table 63). Student respondents who were Not First-Generation/Low-Income had greater academic success than First-Generation/Low-Income Student respondents. Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 63. Student Respondents' Academic Success and Intent to Persist by First-Generation/Income Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
First-Gen/Low-Income	560	2.116	0.704	571	1.649	0.872
Not First-Gen/Low-Income	4,134	1.979	0.665	4,195	1.453	0.748
Mean difference	*0.137			0.196		

\*p < .001

Employment Status

No significant difference was noted in the means for Student respondents by employment status on *Academic Success* (Table 64). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 64. Student Respondents' Academic Success and Intent to Persist by Employment Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Not Employed	1,705	1.996	0.657	1,696	1.522	0.811
Employed (On or Off Campus, or Both)	2,964	1.995	0.678	2,939	1.451	0.739
Mean Difference	0.001			0.071		

Housing Status

No significant difference was noted in the means for Students by housing status on *Academic Success* (Table 65). Statistical significance for *Intent to Persist* was not established owing to the skewed nature of the responses for this factor.

**Table 65. Student Respondents' Academic Success and Intent to Persist by Housing Status**

	Academic Success			Intent to Persist		
	N	Mean	SD	N	Mean	SD
Campus Housing	1,252	2.016	0.656	1,245	1.639	0.888
Non-Campus Housing	3,394	1.987	0.676	3,369	1.415	0.705
Mean Difference	0.029			0.224		

### **Students' Perceptions of Campus Climate**

One of the survey items asked Student respondents the degree to which they agreed with several statements about their interactions with faculty, students, and staff members at Kansas State University (Table 66). Ninety percent ( $n = 4,277$ ) of Student respondents reported feeling valued by faculty in the classroom, and 87% ( $n = 4,126$ ) reported feeling valued by other students in the classroom. Student respondents reported that K-State faculty/instructors (85%,  $n = 4,040$ ), staff (86%,  $n = 4,059$ ), and administrators (80%,  $n = 3,756$ ) were genuinely concerned with their welfare. Forty-five percent ( $n = 2,155$ ) of Student respondents indicated believing that faculty/instructors pre-judged their abilities based on their perception of students' identities/backgrounds. Eighty-five percent ( $n = 4,015$ ) of Student respondents noted that they had faculty/instructors whom they perceived as role models, and 74% ( $n = 3,474$ ) had staff whom they perceived as role models. Ninety-three percent ( $n = 4,402$ ) of Student respondents reported having opportunities for academic success that were similar to those of their classmates.

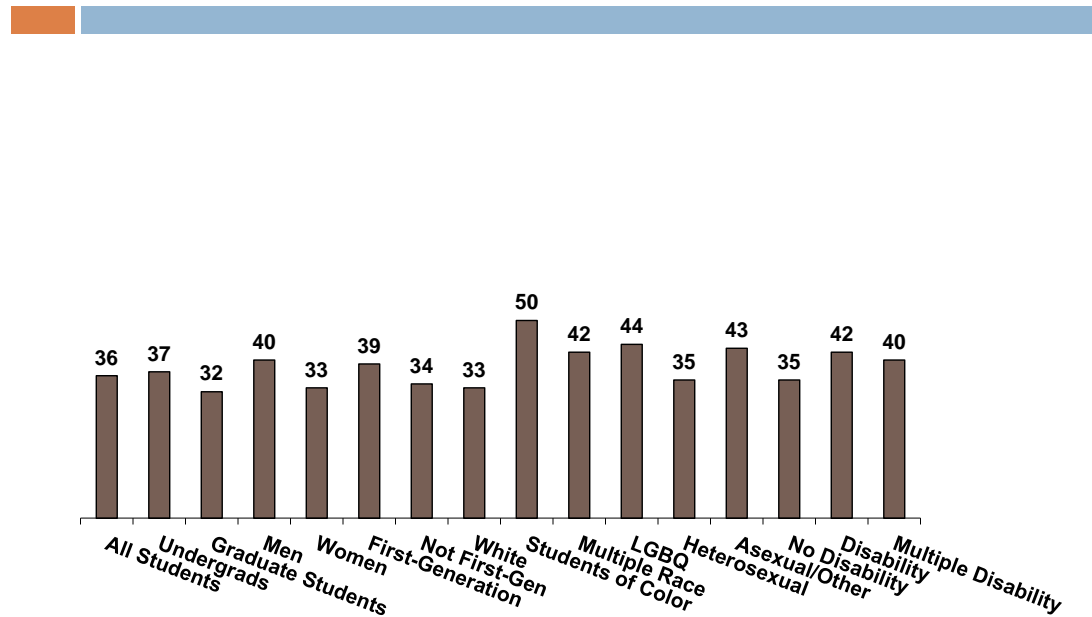
**Table 66. Student Respondents' Perceptions of Campus Climate**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment.	1,653	34.6	2,624	54.9	420	8.8	82	1.7
I feel valued by other students in the classroom/learning environment.	1,298	27.3	2,828	59.4	566	11.9	66	1.4
I think K-State faculty/instructors are genuinely concerned about my welfare.	1,648	34.6	2,392	50.2	597	12.5	124	2.6
I think K-State staff are genuinely concerned with my welfare.	1,544	32.5	2,515	53.0	581	12.2	106	2.2
I think K-State administrators are genuinely concerned with my welfare.	1,398	29.6	2,358	49.9	756	16.0	209	4.4
I think K-State faculty/instructors pre-judge my abilities based on perceived identity/background.	642	13.5	1,513	31.9	2,026	42.7	559	11.8
I have faculty/instructors who I perceive as role models.	1,809	38.1	2,206	46.5	630	13.3	103	2.2
I have staff who I perceive as role models.	1,300	27.6	2,174	46.2	1,109	23.6	125	2.7
I don't see enough faculty/instructors/staff with whom I identify.	477	10.1	1,215	25.9	2,355	50.1	653	13.9
I have opportunities for academic success that are similar to those of my classmates.	1,889	40.0	2,513	53.2	256	5.4	69	1.5

Note: Table includes Student responses (*n* = 4,805) only.

Thirty-six percent (*n* = 1,692) of Student respondents reported that they did not see enough faculty/instructors or staff with whom they identified (Figure 42). Responses were not statistically significant by income status. Thirty-seven percent (*n* = 1,442) of Undergraduate Student respondents and 32% (*n* = 250) of Graduate Student respondents reported that they did not see enough faculty/instructors or staff with whom they identified.<sup>clxxxvi</sup> Fifty percent (*n* =

193) of Student Respondents of Color and 42% ( $n = 124$ ) of Multiple Race Student respondents, in comparison with 33% ( $n = 1,243$ ) of White Student respondents, indicated that they did not see enough faculty/instructors or staff with whom they identified.<sup>clxxxvii</sup> Higher percentages of Men Student respondents (40%,  $n = 705$ ) than Women Student respondents (33%,  $n = 964$ )<sup>clxxxviii</sup> and First-Generation Student respondents (39%,  $n = 587$ ) than Not First-Generation Student respondents (34%,  $n = 1,102$ )<sup>clxxxix</sup> reported feeling that they did not see enough faculty/instructors or staff with whom they identified. With regard to sexual identity, greater percentages of LGBQ Student respondents (44%,  $n = 139$ ) and Asexual/Other Student respondents (43%,  $n = 124$ ) than Heterosexual Student respondents (35%,  $n = 1,397$ ) did not see enough faculty/instructors or staff with whom they identified.<sup>cxc</sup> Additionally, greater percentages of Student respondents with Multiple Disabilities (40%,  $n = 67$ ) and Student respondents with Single Disabilities (42%,  $n = 275$ ) than Student respondents with No Disabilities (35%,  $n = 1,239$ ) reported that they did not see enough faculty/instructors or staff with whom they identified.<sup>cxc</sup>



Note: Agree and strongly agree are collapsed into one category.



*Figure 42. Student Respondents Who Did Not See Enough Faculty/Instructors or Staff with Whom They Identified (%)*

Four hundred sixty Student respondents elaborated on their agreement with most of the statements in this section of the survey. They most often commented on the following statement: “I think K-State faculty/instructors are genuinely concerned about my welfare.”

*Faculty Concern.* Student respondents expressed dichotomous responses to this statement. One respondent echoed the feelings of others, writing, “I have professors who only want the best for me and I find instructors are very friendly and seem genuinely concerned with my well-being as well as my academic success.” Some Student respondents touted specific departments and programs, as did the respondent who offered, “My department does an excellent job of making me feel valued and are concerned about my welfare.” The majority of these Student respondents had a different opinion and offered, as did one respondent, that “teachers don’t care...most faculty don’t give two turtle [expletive].” Another respondent offered, “Several professors are more concerned with research,” and another similarly stated, “Most research based teachers are not concerned with their student’s welfare or learning in the classroom because they have research to do.” Still other Student respondents echoed the sentiment of the respondent who wrote, “I do believe that faculty/instructors, staff, and administrators do care about my welfare...they are just as or more concerned about getting their paycheck.”

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<sup>clxxxvi</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by student status:  $\chi^2(6, N = 4,700) = 12.0, p < .01$ .

<sup>clxxxvii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by racial identity:  $\chi^2(6, N = 4,638) = 80.6, p < .001$ .

<sup>clxxxviii</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by gender identity:  $\chi^2(3, N = 4,654) = 22.0, p < .001$ .

<sup>clxxxix</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by first-generation status:  $\chi^2(3, N = 4,695) = 14.1, p < .01$ .

<sup>cxc</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by sexual identity:  $\chi^2(6, N = 4,621) = 21.6, p < .001$ .

<sup>cxc</sup> A chi-square test was conducted to compare percentages of Student respondents who reported that they did not see enough faculty/staff with whom they identified by disability status:  $\chi^2(6, N = 4,419) = 18.6, p < .01$ .

### **Students Who Have Seriously Considered Leaving Kansas State University**

Thirty-five percent ( $n = 2,556$ ) of all respondents indicated that they had seriously considered leaving Kansas State University. With regard to student status, 22% ( $n = 881$ ) of Undergraduate Student respondents and 20% ( $n = 167$ ) of Graduate Student respondents had seriously considered leaving K-State. Of the Student respondents who considered leaving, 63% ( $n = 661$ ) considered leaving in their first year as a student, 42% ( $n = 439$ ) in their second year, and 23% ( $n = 236$ ) in their third year.

Forty-seven percent ( $n = 487$ ) of Student respondents who indicated that they had considered leaving suggested that they lacked a sense of belonging (Table 67). Others considered leaving for financial reasons (32%,  $n = 331$ ), lack of a support group (26%,  $n = 271$ ), and/or for personal reasons (23%,  $n = 242$ ). “Other” reasons included “advisor died,” “athlete,” “bad service experiences – cashiers office, financial aid office,” “coursework not challenging enough,” “culturally insensitive faculty,” “disappointed,” “for a better school,” “friends,” “overwhelmed with research,” “roommate’s drug use and mental illness,” “more competitive options at KU,” “veteran discrimination,” “wanted to be a pilot,” and “work.”

**Table 67. Reasons Why Student Respondents Considered Leaving K-State**

<b>Reasons</b>	<b><i>n</i></b>	<b>%</b>
Lack of a sense of belonging	487	46.5
Financial reasons	331	31.6
Lack of a support group	271	25.9
Other	259	24.7
Personal reasons	242	23.1
Homesick	233	22.2
Climate was not welcoming	213	20.3
Did not like major	156	14.9
Coursework was too difficult	114	10.9
Major was not offered	82	7.8
My marital/relationship status	70	6.7
Trauma	52	5
Did not meet the selection criteria for a major	39	3.7

Note: Table includes only those Student respondents who indicated that they had considered leaving K-State ( $n = 1,048$ ).

## Summary

By and large, Students' responses to a variety of items indicated that they held their academic and intellectual experiences and their interactions with faculty and other students at Kansas State University in a very positive light. The majority of Student respondents reported feeling that the classroom climate was welcoming for all groups of students, and most Student respondents reported feeling valued by faculty and other students in the classroom. Student respondents indicated that Kansas State University faculty and staff were genuinely concerned with their welfare. Twenty-two percent ( $n = 881$ ) of Undergraduate Student respondents and 20% ( $n = 167$ ) of Graduate Student respondents noted that they had seriously considered leaving Kansas State University, while 94% ( $n = 4,468$ ) of all Student respondents intended to graduate from Kansas State University.

Four percent ( $n = 159$ ) of Undergraduate Student respondents and 2% ( $n = 20$ ) of Graduate Student respondents indicated on the survey that they experienced unwanted sexual contact while members of the K-State community. Forty-four percent ( $n = 78$ ) of these respondents indicated that the incidents occurred during their first semester at K-State, and 22% ( $n = 40$ ) indicated that they happened during their second semester. Unwanted sexual contact largely went unreported to authorities.

## **Institutional Actions**

The survey asked Faculty respondents to indicate how they thought that various initiatives influenced the climate at K-State if they were currently available and how those initiatives would influence the climate if they were not currently available (Table 68). Respondents were asked to decide whether certain institutional actions positively or negatively influenced the climate, or if they have no influence on the climate. Table 68 illustrates that the majority of Faculty respondents believed that all but two of the listed initiatives currently were available at K-State. Faculty respondents were divided regarding whether career-span development opportunities and salary increases comparable to those offered at other Big 12 institutions were available at K-State. Forty-five percent ( $n = 413$ ) of Faculty respondents thought that salary increases comparable to those offered at other Big 12 institutions would positively influence the climate if they were available at K-State.

At least half of Faculty respondents indicated that they thought that providing access to counseling for people who had experienced harassment (57%,  $n = 519$ ), mentorship for new faculty (64%,  $n = 587$ ), and a clear and fair process to resolve conflicts (56%,  $n = 511$ ) were available at K-State and positively influenced the climate. Almost half of Faculty respondents believed that providing flexibility for computing the probationary period for tenure (48%,  $n = 440$ ) was available at K-State and positively influenced the climate.

While 57% ( $n = 519$ ) of Faculty respondents reported believing that providing recognition and rewards for including diversity issues in courses across the curriculum was available at K-State, only 31% ( $n = 285$ ) of Faculty respondents reported feeling that this initiative positively influenced the campus climate. Fifteen percent ( $n = 137$ ) of Faculty respondents reported believing that the initiative was not currently available but that it would positively influence the climate. Additionally, Faculty respondents reported thinking that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty (22%,  $n = 199$ ) and providing equity and diversity training to search, appointment, and promotion & tenure committees (29%,  $n = 267$ ) were currently available and positively influenced the climate.

**Table 68. Faculty Respondents' Perceptions of Campus Initiatives**

	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	440	48.1	114	12.5	16	1.8	149	16.3	17	1.9	7	0.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	285	31.2	200	21.9	34	3.7	137	15.0	54	5.9	20	2.2
Providing diversity training for faculty	329	36.0	225	24.6	48	5.3	118	12.9	38	4.2	13	1.4
Providing access to counseling for people who have experienced harassment	519	56.8	106	11.6	< 5	---	105	11.5	9	1.0	< 5	---
Providing mentorship for new faculty	587	64.2	59	6.5	6	0.7	138	15.1	< 5	---	0	0.0
Providing a clear and fair process to resolve conflicts	511	55.9	91	10.0	5	0.5	153	16.7	9	1.0	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	199	21.8	177	19.4	95	10.4	131	14.3	84	9.2	64	7.0
Providing equity and diversity training to search and appointment, promotion & tenure committees	267	29.2	193	21.1	57	6.2	142	15.5	72	7.9	28	3.1
Providing career span development opportunities for faculty	339	37.1	97	10.6	5	0.5	302	33.0	21	2.3	< 5	---
Providing salary increases comparable to those offered at other Big 12 institutions	341	37.3	29	3.2	18	2.0	413	45.2	6	0.7	0	0.0

Note: Table includes Faculty responses (*n* = 914) only. Table reports actual percentages.

More than 190 Faculty respondents elaborated on how a selection of initiatives may influence the campus climate.

*Salary concerns.* Thirty-eight Faculty respondents noted that they believed that a change in salary would influence the campus climate. Specifically, these respondents noted as did the respondent who wrote that “salary is a huge concern...salary issues severely detract from the climate at K-State.” Respondents also shared that “salary does affect morale” and that “salaries at every level, from GRA to full professor are a major problem, and one not being adequately addressed. Not even taken seriously.” Many other respondents expressed that “getting up to speed with salary will keep good faculty at K-State” and that “providing salary increases comparable to those offered at other Big 12 institutions is crucial for a positive campus climate.”

*Diversity training.* Twenty-three Faculty respondents addressed the influence that diversity training would have on the campus climate. Several respondents expressed a sentiment opposing diversity training. Some of these respondents wrote, for example, “Screw your diversity training. I am sick and tired of it being crammed down my throat” and “do NOT burden us with more diversity training as faculty or on search committees. We are well aware and have been over-indoctrinated to the diversity agenda.” However, while a few individuals noted being opposed to diversity training, more Faculty respondents advocated for it, but with provisions. These respondents agreed with the faculty member who wrote, “Diversity training is good in theory, but I have experienced training that is fairly benign and almost offensive.” Another respondent wrote, “Diversity training should be done appropriately for it to be effective.” Some of these respondents cautioned, “You can provide all the diversity training that you want; however, people who are forced to take it don’t learn anything.”

The survey asked Staff and Administrator respondents to offer their perceptions of similar initiatives, which are listed in Table 69. Half of Staff and Administrator respondents indicated that they thought that providing diversity training for staff (53%,  $n = 900$ ) and mentorship for new staff (50%,  $n = 853$ ) were available at K-State and positively influenced the climate. Twenty-nine percent ( $n = 490$ ) of Staff and Administrator respondents thought that providing mentorship for new staff would positively influence the climate if it were available at K-State.

Fifty-nine percent ( $n = 999$ ) of Staff and Administrator respondents thought that providing career development opportunities for staff was available at K-State and positively influenced the climate, and 65% ( $n = 1,095$ ) of Staff and Administrator respondents indicated that providing access to counseling for people who have experienced harassment was available and positively influenced the climate.

Sixty percent ( $n = 1,010$ ) of Staff and Administrator respondents indicated that they believed that providing a clear and fair process to resolve conflicts positively influenced the climate. Thirty-seven percent ( $n = 629$ ) of Staff and Administrator respondents thought that including diversity-related professional experiences as one of the criteria for hiring of staff/faculty positively influenced the climate. While 48% ( $n = 811$ ) of Staff and Administrator respondents believed that providing salary increases comparable to peers were available at K-State and positively influenced the climate, 36% ( $n = 600$ ) thought that salary increases were not available but would positively influence the climate if they were available.

More than 160 Staff respondents commented on how this selection of initiatives influenced or might influence the campus climate. Salary was the central theme that emerged from these respondents' comments.

*Salary concerns.* Similarly to their Faculty counterparts, these Staff respondents believed that salary increases would influence the campus climate. Forty-eight Staff respondents wrote specifically about how salary might influence the campus climate and many shared that “salary increases comparable to peers would be a very positive thing for K-State.” One respondent noted, “It is a constant distraction for people to be concerned about income.” Another respondent echoed this sentiment and noted, “Unfortunately, one of the big things comes down to money and compensation because it’s one of those tangible recognitions/affirmations for performance...it detracts from the overall employee morale.” Others added that “salary increases and development opportunities would certainly help to improve morale. Right now, I have no motivation to excel in my job.” Another respondent wrote, “It goes without saying, better pay leads to better morale.” Generally, many of the Staff respondents who commented on salary shared that “salary increases would do a great deal to improve the climate.”



**Table 69. Staff and Administrator Respondents' Perceptions of Campus Initiatives**

	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for staff	900	53.2	356	21.0	48	2.8	190	11.2	49	2.9	5	0.3
Providing access to counseling for people who have experienced harassment	1,095	64.7	194	11.5	16	0.9	188	11.1	24	1.4	10	0.6
Providing mentorship for new staff	853	50.4	155	9.2	10	0.6	490	29.0	30	1.8	5	0.3
Providing a clear and fair process to resolve conflicts	1,010	59.7	163	9.6	19	1.1	308	18.2	21	1.2	6	0.4
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	629	37.2	347	20.5	137	8.1	222	13.1	102	6.0	57	3.4
Providing career development opportunities for staff	999	59.0	139	8.2	16	0.9	39	23.1	11	0.7	5	0.3
Providing salary increases comparable to peers	811	47.9	91	5.4	49	2.9	600	35.5	11	0.7	6	0.4

Note: Table includes Staff and Administrator responses (*n* = 1,692) only. Table reports actual percentages.

Students also were asked in the survey to respond regarding a similar list of initiatives, provided in Table 70. More than half of Student respondents noted that they thought that all of the initiatives listed in Table 70 were available at K-State and positively influenced the climate.

The majority of Student respondents thought that available diversity training for students (52%,  $n = 2,495$ ), staff (59%,  $n = 2,840$ ), and faculty (59%,  $n = 2,838$ ) positively influenced K-State's climate. Fifty-one percent ( $n = 2,466$ ) of Student respondents believed that K-State offered a person to address student complaints of classroom inequality and that this initiative positively influenced campus climate. More than half of Student respondents agreed that increasing available opportunities for cross-cultural dialogue among students (53%,  $n = 2,525$ ) and increasing available opportunities for cross-cultural dialogue between faculty, staff, and students (52%,  $n = 2,495$ ) would positively influence the climate. Half of Student respondents (50%,  $n = 2,391$ ) believed that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum existed on campus and positively influenced K-State's climate. Student respondents reported believing that the following initiatives were available at K-State and positively influenced the campus climate: providing effective faculty mentorship of students (64%,  $n = 3,092$ ); providing effective academic advising (70%,  $n = 3,338$ ); and providing effective career counseling (69%,  $n = 3,317$ ).

**Table 70. Student Respondents' Perceptions of Campus Initiatives**

	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
Institutional initiatives	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	2,495	51.9	649	13.5	106	2.2	813	16.9	212	4.4	36	0.7
Providing diversity training for staff	2,840	59.1	541	11.3	81	1.7	676	14.1	117	2.4	16	0.3
Providing diversity training for faculty	2,838	59.1	503	10.5	80	1.7	680	14.2	110	2.3	16	0.3
Providing a person to address student complaints of classroom inequality	2,466	51.3	539	11.2	71	1.5	969	20.2	135	2.8	41	0.9
Increasing opportunities for cross-cultural dialogue among students	2,525	52.5	559	11.6	94	2.0	877	18.3	146	3.0	38	0.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	2,495	51.9	543	11.3	95	2.0	930	19.4	131	2.7	38	0.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,391	49.8	639	13.3	125	2.6	816	17.0	192	4.0	53	1.1
Providing effective faculty mentorship of students	3,092	64.3	363	7.6	49	1.0	684	14.2	60	1.2	13	0.3
Providing effective academic advising	3,338	69.5	333	6.9	48	1.0	490	10.2	38	0.8	13	0.3
Providing effective career counseling	3,317	69.0	342	7.1	43	0.9	501	10.4	32	0.7	12	0.2

Note: Table includes Student responses (*n* = 4,805) only. Table reports actual percentages.

More than 200 Student respondents commented on how this selection of initiatives influenced or may influence the campus climate. The items these respondents commented on most were: diversity initiatives, diversity training, and academic advising. These themes are discussed below, with supporting quotations that highlight how respondents noted that these items may influence campus climate.

*Diversity initiatives.* Twenty-seven Student respondents noted the influence diversity could have on the campus climate. Student respondents offered two distinct trains of thought in this regard: some of the respondents wanted to improve and increase diversity initiatives, and some felt that diversity was an unnecessary topic to discuss. Several respondents echoed the sentiments of the respondent who wrote, “I think diversity is too heavily emphasized...I think the diversity programs are a waste of money.” Another respondent who shared this sentiment wrote, “I feel like we’ve been blasted in the face so much with diversity and it really hasn’t translated too much of anything.” Some respondents wrote that they were “really tired of hearing this diversity [expletive]” and that K-State focuses “way too much on diversity and personal identity.” Some of these Student respondents shared the opposing view: In order to influence the campus climate, K-State needed “more diversity and not being afraid to talk to students and staff about it.” One respondent echoed the sentiments of others, expressing, “providing any education on diversity will positively affect anyone who is part of K-State...” The campus community is uneducated about these sorts of things.” Another respondent shared, “I believe that K-State sees the important issues that should be emphasized to create a very loving and inclusive campus.”

*Diversity training.* Twenty-three Student respondents elaborated on diversity training as an initiative that might influence the campus climate and had mixed views on this topic as well. One respondent offered, “There should be diversity training for the students for sure. People say negative things and most of the time I think it is because they are unaware that it is negative, rude, and offensive.” Another respondent noted that “diversity training for staff, students, and faculty would be an excellent thing.” Yet another wrote that “providing diversity training on campus at K-State would benefit not only the students, but the entire campus environment.” However, while these respondents were in favor of diversity training, others supported the opposite view. One respondent echoed other Student respondent voices indicating, “Diversity

training breeds contempt. It is assuming the public is ignorant and bias [sic] against those who are different.” Another respondent wrote, “The reason I think diversity training has a negative influence is because it points out that people are different and makes a big deal about it.” Yet another respondent shared this concern, writing, “Diversity training only helps to accentuate the differences between individuals and does not contribute to helpful understanding or acceptance.”

*Lack of academic advising.* Twenty-three Student respondents also chose to elaborate on the quality of academic advising and how it influenced the campus climate. One respondent echoed the sentiment of these Student respondents, writing, “Academic advising at K-State is atrocious.” Several respondents offered that “advisers are not well trained, are not invested in making the best possible decision for students and seem to frequently give ill-advised advice.” One Student respondent wrote “I believe that advisors are not fully knowledgeable of requirements for graduation.” Another shared, “I could have done a better job advising myself than my advisor did.” These Student respondents also agreed with the sentiments of the respondent who wrote, “the best impact for K-state currently, would be more effective advisors that truly care and aren’t just there to teach.”

Student respondents were also offered the opportunity to comment on the inclusiveness of the curriculum. More than half of Student respondents “strongly agreed”/“agreed” that the courses offered at K-State included sufficient materials, perspectives, and/or experiences of people based on all of the characteristics listed in Table 71.

**Table 71. Student Respondents’ Perceptions that Courses Offered at K-State Included Sufficient Materials, Perspectives, and/or Experiences of People Based on Certain Characteristics**

Characteristics	Strongly agree		Agree		Disagree		Strongly disagree		Don’t know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	1,166	25.5	1,957	42.8	520	11.4	127	2.8	804	17.6
Ethnicity	1,390	30.4	2,125	46.5	346	7.6	109	2.4	596	13.1
Gender/gender identity	1,314	28.9	1,919	42.2	481	10.6	153	3.4	680	15.0
Immigrant/citizen status	1,114	24.5	1,871	41.1	585	12.9	136	3.0	842	18.5
International status	1,271	27.9	1,948	42.8	503	11.1	124	2.7	704	15.5
Military/veteran status	1,531	33.6	1,824	40.1	384	8.4	100	2.2	711	15.6
Philosophical views	1,195	26.3	2,076	45.6	446	9.8	117	2.6	715	15.7
Political views	1,089	23.9	2,049	45.1	567	12.5	175	3.8	668	14.7
Racial identity	1,254	27.6	2,050	45.2	416	9.2	139	3.1	681	15.0
Religious/spiritual views	1,187	26.1	1,956	43.0	548	12.0	203	4.5	654	14.4
Sexual identity	1,106	24.4	1,784	39.4	610	13.5	196	4.3	829	18.3
Socioeconomic status	1,194	26.4	1,986	43.8	492	10.9	149	3.3	709	15.7

### Summary

In addition to campus constituents’ personal experiences and perceptions of the campus climate, diversity-related actions taken by the institution, or not taken, as the case may be, may be perceived either as promoting a positive campus climate or impeding it. As the above data suggest, respondents hold divergent opinions about the degree to which Kansas State University does, and should, promote diversity to shape campus climate.

## **K-State 2025**

One question in the survey queried respondents about their opinions regarding how they thought that the K-State 2025 vision and plan positively contribute to various items. Tables 71 through 73 illustrate Student, Faculty, Staff, and Administrator responses. The majority of respondents (63% to 78%) “strongly agreed” or “agreed” that the K-State 2025 plan positively contributes to all of the items offered. Differences emerged when examining these items by position status.

Faculty respondents were less likely than Students, Staff, and Administrator respondents to “strongly agree” or “agree” that the K-State 2025 vision and plan positively contributes to the K-State learning (51%,  $n = 453$ ), living (42%,  $n = 368$ ), and working environments (45%,  $n = 396$ ). Similarly, Faculty respondents (53%,  $n = 460$ ) were less likely than Students, Staff, and Administrator respondents to “strongly agree” or “agree” that the K-State 2025 vision and plan positively contributed to the K-State’s recruitment of outstanding talent to K-State (Table 72).

**Table 72. K-State 2025 vision and plan positively contribute to...**

	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>The K-State learning environment</b>	<b>2,121</b>	<b>30.3</b>	<b>3,087</b>	<b>44.1</b>	<b>1,349</b>	<b>19.3</b>	<b>335</b>	<b>4.8</b>	<b>113</b>	<b>1.6</b>
Faculty	104	11.7	349	39.4	268	30.2	126	14.2	39	4.4
Administrator	39	18.7	98	46.9	44	21.1	20	9.6	8	3.8
Staff	249	17.8	686	48.9	384	27.4	64	4.6	19	1.4
Student	1,729	38.4	1,954	43.3	653	14.5	125	2.8	47	1.0
<b>The K-State living environment</b>	<b>1,835</b>	<b>26.3</b>	<b>2,830</b>	<b>40.6</b>	<b>1,874</b>	<b>26.9</b>	<b>331</b>	<b>4.7</b>	<b>102</b>	<b>1.5</b>
Faculty	89	10.2	279	31.9	369	42.2	107	12.2	31	3.5
Administrator	26	12.5	88	42.3	67	32.2	21	10.1	6	2.9
Staff	188	13.5	606	43.4	523	37.4	62	4.4	18	1.3
Student	1,532	34.1	1,857	41.3	915	20.4	141	3.1	47	1.0
<b>The K-State working environment</b>	<b>1,721</b>	<b>24.7</b>	<b>2,875</b>	<b>41.2</b>	<b>1,766</b>	<b>25.3</b>	<b>479</b>	<b>6.9</b>	<b>135</b>	<b>1.9</b>
Faculty	88	10.0	308	34.8	271	30.7	175	19.8	42	4.8
Administrator	28	13.3	85	40.5	57	27.1	29	13.8	11	5.2
Staff	171	12.2	569	40.6	445	31.7	177	12.6	41	2.9
Student	1,434	32.0	1,913	42.7	993	22.2	98	2.2	41	0.9
<b>The recruitment of outstanding talent to K-State</b>	<b>2,063</b>	<b>29.7</b>	<b>2,779</b>	<b>40.0</b>	<b>1,643</b>	<b>23.6</b>	<b>327</b>	<b>4.7</b>	<b>140</b>	<b>2.0</b>
Faculty	130	14.9	330	37.8	252	28.9	114	13.1	46	5.3
Administrator	34	16.3	99	47.4	52	24.9	14	6.7	10	4.8
Staff	245	17.6	593	42.5	423	30.3	101	7.2	32	2.3
Student	1,654	36.9	1,757	39.2	916	20.5	98	2.2	52	1.2



Table 73 illustrates that Faculty respondents are less likely to “strongly agree” or “agree” than Students, Staff, and Administrator respondents that the K-State 2025 vision and plan positively contributes to K-State’s research capacity (67%,  $n = 589$ ), graduate education (57%,  $n = 500$ ), or undergraduate education (47%,  $n = 411$ ). Similarly, Faculty respondents were less likely to “strongly agree” or “agree” than Students, Staff, and Administrator respondents that the K-State 2025 vision and plan positively contributes to K-State’s teaching capacity (37%,  $n = 325$ ) or service capacity (34%,  $n = 297$ ).

**Table 72. K-State 2025 vision and plan positively contribute to...**

	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>K-State's research capacity</b>	<b>2,606</b>	<b>37.5</b>	<b>2,796</b>	<b>40.2</b>	<b>1,303</b>	<b>18.7</b>	<b>175</b>	<b>2.5</b>	<b>73</b>	<b>1.0</b>
Faculty	188	21.3	401	45.5	188	21.3	74	8.4	30	3.4
Administrator	63	29.9	94	44.5	42	19.9	10	4.7	<5	--
Staff	400	28.9	616	44.5	318	23.0	37	2.7	12	0.9
Student	1,955	43.7	1,685	37.6	755	16.9	54	1.2	29	0.6
<b>K-State graduate education</b>	<b>2,145</b>	<b>30.9</b>	<b>2,814</b>	<b>40.5</b>	<b>1,701</b>	<b>24.5</b>	<b>218</b>	<b>3.1</b>	<b>71</b>	<b>1.0</b>
Faculty	136	15.5	364	41.5	272	31.0	71	8.1	35	4.0
Administrator	34	16.3	102	48.8	58	27.8	14	6.7	<5	--
Staff	265	19.2	638	46.3	422	30.6	43	3.1	11	0.8
Student	1,710	38.1	1,710	38.1	949	21.2	90	2.0	24	0.5
<b>K-State undergraduate education</b>	<b>2,040</b>	<b>29.4</b>	<b>2,825</b>	<b>40.7</b>	<b>1,557</b>	<b>22.4</b>	<b>380</b>	<b>5.5</b>	<b>140</b>	<b>2.0</b>
Faculty	101	11.5	310	35.3	283	32.2	125	14.2	59	6.7
Administrator	34	16.3	84	40.4	62	29.8	20	9.6	8	3.8
Staff	222	16.1	630	45.7	426	30.9	80	5.8	22	1.6
Student	1,683	37.6	1,801	40.2	786	17.6	155	3.5	51	1.1
<b>K-State's teaching capacity</b>	<b>1,829</b>	<b>26.3</b>	<b>2,692</b>	<b>38.8</b>	<b>1,783</b>	<b>25.7</b>	<b>459</b>	<b>6.6</b>	<b>180</b>	<b>2.6</b>
Faculty	81	9.3	244	27.9	304	34.7	169	19.3	77	8.8
Administrator	19	9.0	77	36.7	69	32.9	33	15.7	12	5.7
Staff	198	14.4	595	43.3	474	34.5	81	5.9	27	2.0
Student	1,531	34.2	1,776	39.6	936	20.9	176	3.9	64	1.4
<b>K-State's service capacity</b>	<b>1,724</b>	<b>25.0</b>	<b>2,620</b>	<b>38.0</b>	<b>1,969</b>	<b>28.6</b>	<b>430</b>	<b>6.2</b>	<b>149</b>	<b>2.2</b>
Faculty	76	8.8	221	25.5	346	40.0	160	18.5	63	7.3
Administrator	20	9.8	68	33.2	75	36.6	32	15.6	10	4.9
Staff	174	12.7	555	40.5	508	37.1	103	7.5	29	2.1
Student	1,454	32.7	1,776	39.9	1,040	23.4	135	3.0	47	1.1

Faculty respondents were also less likely than Students, Staff, and Administrator respondents to “strongly agree” or “agree” that the K-State 2025 vision and plan positively contributes to the K-State morale (41%,  $n = 363$ ) or K-State identity (59%,  $n = 517$ ). Staff (71%,  $n = 979$ ) and Faculty respondents (73%,  $n = 644$ ) were less likely than Students and Administrator respondents to “strongly agree” or “agree” that the K-State 2025 vision and plan positively contributed to the K-State’s fund-raising efforts (Table 74).

**Table 74. K-State 2025 vision and plan positively contribute to...**

	Strongly agree		Agree		Neither Agree nor Disagree		Disagree		Strongly Disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>K-State morale</b>	<b>2,116</b>	<b>30.3</b>	<b>2,647</b>	<b>38.0</b>	<b>1,569</b>	<b>22.5</b>	<b>473</b>	<b>6.8</b>	<b>169</b>	<b>2.4</b>
Faculty	93	10.6	270	30.7	275	31.3	176	20.0	65	7.4
Administrator	22	10.5	75	35.7	65	31.0	38	18.1	10	4.8
Staff	201	14.4	522	37.4	448	32.1	164	11.7	62	4.4
Student	1,800	40.1	1,780	39.7	781	17.4	95	2.1	32	0.7
<b>K-State Identity</b>	<b>2,415</b>	<b>34.7</b>	<b>2,854</b>	<b>41.0</b>	<b>1,351</b>	<b>19.4</b>	<b>249</b>	<b>3.6</b>	<b>95</b>	<b>1.4</b>
Faculty	146	16.6	371	42.1	228	25.9	105	11.9	31	3.5
Administrator	53	25.2	98	46.7	41	19.5	13	6.2	5	2.4
Staff	288	20.7	667	48.0	354	25.4	58	4.2	24	1.7
Student	1,928	43.0	1,718	38.3	728	16.2	73	1.6	35	0.8
<b>K-State's fund-raising efforts</b>	<b>2,371</b>	<b>34.1</b>	<b>2,824</b>	<b>40.6</b>	<b>1,551</b>	<b>22.3</b>	<b>140</b>	<b>2.0</b>	<b>77</b>	<b>1.1</b>
Faculty	220	25.0	424	48.2	188	21.4	25	2.8	22	2.5
Administrator	81	38.6	96	45.7	24	11.4	7	3.3	<5	--
Staff	364	26.9	615	44.3	362	26.1	26	1.9	12	0.9
Student	1,696	37.8	1,689	37.7	977	21.8	82	1.1	41	0.9

Eight hundred and seventy respondents provided written responses offering additional information on how the K-State 2025 vision and plan influenced the K-State climate. Below are the two themes revealed regarding the plan with supporting quotations that highlight commonly cited examples of how respondents believe the plan will influence the climate at K-State.

*Unaware/Uninformed.* One hundred and ninety respondents indicated that they were unaware of the K-State 2025 vision and plan. Many of these respondents wrote “I honestly don’t know anything about the K-State 2025 vision and plan.” Others asked “what is the K-State 2025 vision?” One respondent wrote, “I don’t know enough about the K-state 2025 plan to give proper responses. I have looked at some information regarding the plan on the K-state website, but in my opinion the information is too vague and focuses too much on buzzwords instead of statistics and figures.” Another respondent, who self-identified as a student, wrote, “I had to look this vision plan up online--I didn’t even know that it was in existence...perhaps it would be wise to make it more known to the general student population.” Another student respondent wrote, “I would suggest that K-state make 2025 more known to students – all I know about it is that it has to do with making K-State a top 25 research school and it’s broken down into five-year segments.” While there were a number of self-identified students who indicated they were not aware of the K-State 2025 vision and plan, there were also self-identified employees who echoed the sentiments of one respondent who offered, “I don’t think a lot of people understand or are informed about how the 2025 vision and plan affects their department or themselves.” Generally the feeling from these respondents was that they were “not familiar with the plan.”

*Focus on Research.* The second theme offered by respondents was how the K-State 2025 vision and plan emphasizes research over teaching. Ninety-five respondents shared the general concern that “this only benefits research and nothing else.” Others added that “2025 is definitely focused on research, STEM, and sciences.” Respondents indicated that “research seems to be the focus as opposed to academics.” Respondents expressed that this “shift towards a research school means the sacrifice of the teaching oriented model K-State used to have.” In contemplating the 2025 plan’s focus on research, one respondent wrote “because 2025 is so research based, it leaves many of us performers and practitioners to feel like lesser areas.” Additionally respondents

shared that “the 2025 over emphasis on research minimized the value of other university activities such as teaching and learning.” Generally, there was a concern among many of the respondents that the heavy focus on research would change the mission of K-State such that the institution would be “more concerned about research, awards, and notoriety than the quality of education and experience for the students.”

## **Next Steps**

Embarking on this campus-wide assessment is further evidence of Kansas State University's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this report was to assess the climate within Kansas State University, including how members of the community felt about issues related to inclusion and work-life issues. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions for several sub-populations within the Kansas State University community. However, assessments and reports are not enough. A projected plan to develop strategic actions and a subsequent implementation plan are critical. Failure to use the assessment data to build on the successes and address the challenges uncovered in the report will undermine the commitment offered to Kansas State University community members when the project was initiated. Also, as recommended by Kansas State University's senior leadership, the assessment process should be repeated regularly to respond to an ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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## **Appendices**

Appendix A – Cross Tabulations of Level 1 Demographic Categories by Primary Status

Appendix B – Data Tables

Appendix C – Comment Analysis (Questions #99 and #100)

Appendix D – Survey: Kansas State University Assessment of Climate for Learning, Living, and Working

## Appendix A

### Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Undergraduate Student		Graduate Student		Faculty		Administrator		Staff		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
<b>Gender Identity</b>	Unknown/Missing	9	0.2%	2	0.2%	9	1.0%	2	0.9%	17	1.2%	39	0.5%
	Genderqueer	13	0.3%	3	0.4%	1	0.1%	0	0.0%	5	0.3%	22	0.3%
	Man	1,511	37.9%	289	35.3%	497	54.4%	101	47.0%	489	33.1%	2,887	39.0%
	Transgender	5	0.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.1%
	Woman	2,435	61.1%	522	63.7%	400	43.8%	112	52.1%	960	65.0%	4,429	59.8%
	Other	13	0.3%	3	0.4%	7	0.8%	0	0.0%	6	0.4%	29	0.4%
<b>Racial Identity</b>	Unknown/Missing/Other	49	1.2%	15	1.8%	44	4.8%	7	3.3%	42	2.8%	157	2.1%
	Person of Color	432	10.8%	187	22.8%	104	11.4%	24	11.2%	138	9.3%	885	11.9%
	White Only	3,251	81.6%	567	69.2%	741	81.1%	179	83.3%	1,246	84.3%	5,984	80.7%
	Multiple – POC/White	254	6.4%	50	6.1%	25	2.7%	5	2.3%	51	3.5%	385	5.2%
<b>Sexual Identity</b>	Unknown/Missing	55	1.4%	29	3.5%	35	3.8%	7	3.3%	92	6.2%	218	2.9%
	LGBQ	247	6.2%	70	8.6%	43	4.7%	12	5.6%	66	4.5%	438	5.9%
	Heterosexual	3,425	85.9%	683	83.4%	799	87.4%	191	88.8%	1,247	84.4%	6,345	85.6%
	Asexual/Other	259	6.5%	37	4.5%	37	4.1%	5	2.3%	72	4.9%	410	5.5%

		Undergraduate Student		Graduate Student		Faculty		Administrator		Staff		Total	
		<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
<b>Citizenship Status</b>	Unknown/Missing	9	0.2%	6	0.7%	8	0.9%	1	0.5%	6	0.4%	30	0.4%
	US Citizen	3,540	88.8%	619	75.6%	797	87.2%	207	96.3%	1,366	92.5%	6,529	88.1%
	Non-US Citizen	254	6.4%	178	21.7%	98	10.7%	7	3.3%	73	4.9%	610	8.2%
	Undocumented	2	0.1%	1	0.1%	0	0.0%	0	0.0%	1	0.1%	4	0.1%
	Multiple Citizenships	181	4.5%	15	1.8%	11	1.2%	0	0.0%	31	2.1%	238	3.2%
<b>Disability Status</b>	Unknown/Missing	241	6.1%	48	5.9%	55	6.0%	10	4.7%	91	6.2%	445	6.0%
	Disability	564	14.2%	110	13.4%	111	12.1%	17	7.9%	189	12.8%	991	13.4%
	No Disability	3,029	76.0%	644	78.6%	722	79.0%	182	84.7%	1,133	76.7%	5,710	77.1%
	Multiple Disability	152	3.8%	17	2.1%	26	2.8%	6	2.8%	64	4.3%	265	3.6%
<b>Religious/Spiritual Affiliation</b>	Unknown/Missing	32	0.8%	7	0.9%	20	2.2%	7	3.3%	40	2.7%	106	1.4%
	Christian	2,951	74.0%	450	55.0%	521	57.0%	143	66.5%	1,017	68.9%	5,082	68.6%
	Other Faith-Based	76	1.9%	68	8.3%	45	4.9%	5	2.3%	37	2.5%	231	3.1%
	Spiritual	224	5.6%	82	10.0%	86	9.4%	22	10.2%	126	8.5%	540	7.3%
	No Affiliation	671	16.8%	202	24.7%	235	25.7%	37	17.2%	245	16.6%	1,390	18.8%
	Multiple Affiliations	32	0.8%	10	1.2%	7	0.8%	1	0.5%	12	0.8%	62	0.8%
	Unknown/Missing	241	6.1%	48	5.9%	55	6.0%	10	4.7%	91	6.2%	445	6.0%

Note: % is the percent of each column for that demographic category (e.g., percent of undergraduate students that are men).

## Appendix B Data Tables

### PART I: Demographics

*The demographic information tables contain actual percentages except where noted.*

**Table B1. What is your primary position at K-State? (Question 1)**

Position	<i>n</i>	%
<b>Undergraduate Student</b>	<b>3,986</b>	<b>53.8</b>
Started at K-State as a first year student	2,888	72.5
Transferred from another institution	820	20.6
Missing	278	7.0
<b>Graduate Student</b>	<b>819</b>	<b>11.1</b>
Non-degree	6	0.7
Non-degree certificate	20	2.4
Master's degree	399	48.7
Doctoral/professional degree student	360	44.0
Missing	34	4.2
<b>Faculty</b>	<b>914</b>	<b>12.3</b>
Tenure Track or Tenured	560	61.3
<i>Assistant Professor</i>	165	
<i>Associate Professor</i>	189	
<i>Professor</i>	205	
Non-Tenure Track	146	16.0
<i>Instructor</i>	120	
<i>Clinical Track</i>	11	
Assistant Professor	4	
Associate Professor	5	
Professor	0	
<i>Research</i>	12	
Assistant Professor	5	
Associate Professor	3	
Professor	2	

<i>Table B1 (cont.)</i>	<i>n</i>	<i>%</i>
Non-Tenure Track (Term)	76	8.3
<i>Adjunct</i>	19	
Instructor	13	
Assistant Professor	3	
Associate Professor	0	
Professor	0	
<i>Clinical Track</i>	4	
Assistant Professor	4	
Associate Professor	0	
Professor	0	
<i>Research</i>	9	
Assistant Professor	8	
Associate Professor	0	
Professor	0	
<i>Assistant instructor</i>	22	
<i>Extension assistant</i>	1	
<i>Extension associate</i>	2	
<i>Research assistant</i>	10	
<i>Research associate</i>	2	
Missing	132	14.4
<b>Administrator</b>	<b>215</b>	<b>2.9</b>
Temporary	1	0.5
Term	12	5.6
Regular	123	57.2
Faculty appointment	61	28.4
Missing	18	8.4
<b>Staff</b>	<b>1,477</b>	<b>19.9</b>
University Support Staff	652	44.1
Unclassified Professional Staff	702	47.5
Missing	123	8.3

Note: There are no missing data for the primary categories in this question; all respondents were required to select an answer. There are missing data for the sub-categories as indicated.

**Table B2. Are you full-time or part-time in that primary status? (Question 2)**

Status	<i>n</i>	<i>%</i>
Full-time	6,748	91.1
Part time	362	4.9
Missing	301	4.1



**Table B3. What is your primary K-State geographic location? (Question 3)**

Location	<i>n</i>	%
Manhattan	6,904	93.2
Salina	177	2.4
Olathe	61	0.8
Other	261	3.5
Missing	8	0.1

**Table B4. What is your birth sex (assigned)? (Question 34)**

Birth sex	<i>n</i>	%
Female	4,453	60.1
Intersex	12	0.2
Male	2,907	39.2
Missing	39	0.5

**Table B5. What is your gender/gender identity? (Question 35)**

Gender identity	<i>n</i>	%
Genderqueer	22	0.3
Man	2,887	39.0
Transgender	5	0.1
Woman	4,429	59.8
A gender identity not listed above	29	0.4
Missing	39	0.5

**Table B6. What is your current gender expression? (Question 36)**

Gender expression	<i>n</i>	%
Androgynous	101	1.4
Feminine	4,351	59.6
Masculine	2,811	38.5
A gender expression not listed above	42	0.6

**Table B7. What is your racial/ethnic identity? Mark all that apply. (Question 37)**

Racial/ethnic identity	<i>n</i>	%
Alaskan Native	9	0.1
American Indian	174	2.3
Asian/Asian American	375	5.1
Black/African/African American	343	4.6
Latino(a)/Chicano(a)/Hispanic	395	5.3
Middle Eastern	44	0.6
Native Hawaiian	8	0.1
Pacific Islander	27	0.4
White	6,328	85.4
A racial identity not listed above	69	0.9

Note: Percentages may not sum to 100% due to multiple responses.

**Table B8. Which term best describes your sexual identity(s)? (Question 38)**

Sexual identity	<i>n</i>	%
Asexual	361	5.0
Bisexual	164	2.3
Gay	120	1.7
Heterosexual	6,345	88.2
Lesbian	50	0.7
Pansexual	32	0.4
Queer	24	0.3
Questioning	48	0.7
A sexual identity not listed above	49	0.7

**Table B9. What is your age? (Question 39)**

Age	<i>n</i>	%
22 and under	3,496	47.2
23-34	1,625	21.9
35-48	878	11.8
49-67	1,301	17.6
68 and over	64	0.9
Missing	47	0.6

**Table B10. Do you have substantial parenting or caregiving responsibility? (Mark all that apply) (Question 40)**

Parenting/caregiving responsibility	<i>n</i>	%
<b>No</b>	<b>5,920</b>	<b>79.9</b>
<b>Yes</b>	<b>1,451</b>	<b>19.6</b>
Children 18 years of age or under	1,068	73.6
Children over 18 years of age, but still legally dependent (in college, disabled, etc.)	266	18.3
Independent adult children over 18 years of age	135	9.3
Sick or disabled partner	64	4.4
Senior or other family member	285	19.6
A parent or caregiving responsibility not listed above	59	4.1
<b>Missing</b>	<b>40</b>	<b>0.5</b>

Note: Percentages may not sum to 100% due to multiple responses.

**Table B11. Are/were you or a family member connected with the U.S. Armed Forces? (Mark all that apply) (Question 41)**

Military status	<i>n</i>	%
I have not been in the military	5,530	74.6
Active military	141	1.9
Military connected (e.g., parent, spouse, partner)	1,038	14.0
Reservist/National Guard	154	2.1
ROTC	93	1.3
Veteran	541	7.3

**Table B12. Students Only: What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 42)**

Level of education	Parent /legal guardian 1		Parent/legal guardian 2	
	<i>n</i>	%	<i>n</i>	%
No high school	78	1.6	96	2.0
Some high school	108	2.2	96	2.0
Completed high school/GED	636	13.2	663	13.8
Some college	635	13.2	688	14.3
Business/technical certificate/degree	247	5.1	278	5.8
Associate's degree	313	6.5	351	7.3
Bachelor's degree	1,510	31.4	1,540	32.0
Some graduate work	100	2.1	111	2.3
Master's degree	839	17.5	646	13.4
Specialist degree	36	0.7	51	1.1
Doctoral degree	137	2.9	68	1.4
Professional degree (MD, MFA, JD)	140	2.9	110	2.3
Unknown	5	0.1	30	0.6
Not applicable	12	0.2	39	0.8
Missing	9	0.2	38	0.8

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B13. Staff Only: What is your highest level of education? (Question 43)**

Level of education	<i>n</i>	%
No high school	1	0.1
Some high school	6	0.4
Completed high school/GED	98	6.6
Some college	183	12.4
Business/technical certificate/degree	108	7.3
Associate's degree	99	6.7
Bachelor's degree	434	29.4
Some graduate work	133	9.0
Master's degree	326	22.1
Specialist degree	0	0.0
Doctoral degree	66	4.5
Professional degree (e.g., MD, JD, DVM)	16	1.1
Missing	7	0.5

Note: Table includes answers from those respondents who indicated that they were staff in Question 1 (*n* = 1,477) only.

**Table B14. Undergraduate Students Only: Where are you in your college career? (Question 44)**

College Status	<i>n</i>	%
Non-degree student	16	0.4
First year	885	22.2
Second year	804	20.2
Third year	989	24.8
Fourth year	822	20.6
Fifth year	354	8.9
Sixth year	70	1.8
Seventh year or more	42	1.1
Missing	4	0.1

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 3,986) only.

**Table B15. Graduate Students Only: Where are you in your graduate career? (Question 45)**

College status	<i>n</i>	%
<b>Master's student</b>	<b>441</b>	<b>53.8</b>
First year	203	49.6
Second year	163	39.9
Third year (or more) year	43	10.5
<b>Doctoral student</b>	<b>373</b>	<b>45.5</b>
First year	105	31.1
Second year	76	22.5
Third (or more) year	111	32.8
Advanced to Candidacy	19	5.6
ABD (all but dissertation)	27	8.0
<b>Missing</b>	<b>5</b>	<b>0.6</b>

Note: Table includes answers from those respondents who indicated that they were graduate students in Question 1 (*n* = 819) only.

**Table B16. Faculty Only: which academic division/department are you primarily affiliated with at this time? (Question 46)**

Academic division	<i>n</i>	%
College of Agriculture	123	13.5
College of Architecture, Planning, & Design	19	2.1
College of Arts & Science	302	33.0
College of Business Administration	29	3.2
College of Education	79	8.6
College of Engineering	78	8.5
College of Human Ecology	69	7.5
College of Technology & Aviation	38	4.2
College of Veterinary Medicine	73	8.0
K-State Libraries	38	4.2
K-State Research and Extension	26	2.8
Office of the Provost	20	2.2
Missing	20	2.2

Note: Table includes answers from those respondents who indicated that they were faculty (*n* = 914) in Question 1 only.

Note: Due to the small numbers involved and the large number of respondents that did not answer the sub-questions, percentages are not provided for the affiliation sub-categories.



**Table B17. Administrator Only: Which work unit are you primarily affiliated with at this time? (Question 47)**

Work unit	<i>n</i>	%
Administration & Finance	14	6.5
College of Agriculture	14	6.5
College of Architecture, Planning, & Design	5	2.3
College of Arts & Sciences	24	11.2
College of Business Administration	6	2.8
College of Education	8	3.7
College of Engineering	12	5.6
College of Human Ecology	6	2.8
College of Technology & Aviation	6	2.8
College of Veterinary Medicine	8	3.7
Communications & Marketing	2	0.9
Division of Facilities	3	1.4
Division of Human Capital Services	4	1.9
Graduate School	1	0.5
Housing & Dining	4	1.9
Information Technology Services	2	0.9
K-State Global Campus (formerly Continuing Education)	7	3.3
K-State Libraries	1	0.5
K-State Olathe	1	0.5
K-State Research and Extension	9	4.2
Office of President	6	2.8
Office of Provost	25	11.6
Office of Research	9	4.2
Student Life	27	12.6
Missing	11	5.1

Note: Table includes answers from those respondents who indicated that they were administrators in Question 1 (*n* = 215) only.  
 Note: Due to the small numbers involved and the large number of respondents that did not answer the sub-questions, percentages are not provided for the affiliation sub-categories.

**Table B18. Staff Only: Which work unit are you primarily affiliated with at this time? (Question 48)**

Work unit	<i>n</i>	%
Administration & Finance	81	5.5
College of Agriculture	132	8.9
College of Architecture, Planning, & Design	16	1.1
College of Arts & Sciences	78	5.3
College of Business Administration	20	1.4
College of Education	50	3.4
College of Engineering	65	4.4
College of Human Ecology	36	2.4
College of Technology & Aviation	27	1.8
College of Veterinary Medicine	139	9.4
Communications & Marketing	37	2.5
Division of Cooperative Extension	9	0.6
Division of Facilities	101	6.8
Division of Human Capital Services	26	1.8
Graduate School	10	0.7
Housing & Dining	85	5.8
Information Technology Services	92	6.2
K-State Global Campus (formerly known as Continuing Education)	36	2.4
K-State Libraries	53	3.6
K-State Olathe	13	0.9
K-State Research and Extension	71	4.8
Office of President	10	0.7
Office of Provost	49	3.3
Office of Research	19	1.3
Student Life	142	9.6
Missing	80	5.4

Note: Table includes answers from those respondents who indicated that they were staff in Question 1 (*n* = 1,477) only.  
 Note: Due to the small numbers involved and the large number of respondents that did not answer the sub-questions, percentages are not provided for the affiliation sub-categories.

**Table B19. Undergraduate Students Only: What is your academic major? (Select up to two)  
 (Question 49)**

Academic major	<i>n</i>	%
<b>Undecided</b>	<b>111</b>	<b>2.8</b>
<b>Non-Degree</b>	<b>20</b>	<b>0.5</b>
<b>College of Agriculture</b>	<b>625</b>	<b>15.7</b>
Agriculture Communication & Journalism	40	
Agricultural Education	39	
Agribusiness	53	
Agricultural Economics	54	
Agronomy	51	
Animal Sciences and Industry	250	
Agricultural Technology Management	10	
Bakery Science & Management	<b>31</b>	
Feed Science & Management	16	
General Agriculture	6	
Horticulture	46	
Milling Science & Management	8	
Park Management & Conservation	18	
Wildlife & Outdoor Enterprise Management	9	
<b>College of Architecture, Planning, &amp; Design</b>	<b>70</b>	<b>1.8</b>
Architecture	37	
Environmental Design	11	
Interior Architecture & Product Design	9	
Landscape Architecture	6	
Regional & Community Plan	8	
<b>College of Arts &amp; Sciences</b>	<b>1,094</b>	<b>27.4</b>
American Ethnic Studies	3	
Anthropology	25	
Art-General	9	
Fine Arts	49	
Biochemistry	36	
Fisheries, Wildlife, & Conservation Biology	25	
Biology	141	
Chemistry	35	

<b>Table B19 (cont.)</b>	<b><i>n</i></b>	<b><i>%</i></b>
Clinical Lab Science	6	
Communication Studies	51	
Economics	25	
English	46	
Geography	17	
Geology	15	
History	29	
Humanities	2	
Life Sciences	46	
Mathematics	27	
Microbiology	35	
Mass Communication	119	
Modern Languages	35	
Music - Applied	8	
Music Education	23	
Music	8	
Philosophy	13	
Physical Sciences	4	
Physics	10	
Political Science	58	
Psychology	127	
Sociology	71	
Social Work	59	
Social Science	17	
Statistics	6	
Theatre	24	
Women's Studies	11	
<b>College of Business Administration</b>	<b>590</b>	<b>14.8</b>
Accounting	161	
Entrepreneurship	42	
Finance	126	
General Business Administration	45	
Management	135	
Management Information Systems	29	
Marketing	142	

<i>Table B19 (cont.)</i>	<i>n</i>	<i>%</i>
<b>College of Education</b>	<b>426</b>	<b>10.7</b>
Education-Art	11	
Education-Biological	14	
Education-Business	8	
Education-Chemistry	3	
Elementary Education	220	
Education-English	44	
Education-English & Journalism	5	
Education-Earth Science	3	
Education-Journalism	1	
Education-Modern Languages	16	
Education-Mathematics	42	
Education-Physics	2	
Education-Speech	6	
Education-Social Studies	49	
<b>College of Engineering</b>	<b>610</b>	<b>15.3</b>
Architectural Engineering	57	
Biological Systems Engineering	33	
Civil Engineering	51	
Chemical Engineering	62	
Computer Engineering	31	
Construction Science & Management	58	
Computer Science	72	
Electrical Engineering	43	
Industrial Engineering	50	
Information Systems	17	
Mechanical Engineering	141	
<b>College of Human Ecology</b>	<b>563</b>	<b>14.1</b>
Apparel & Textiles	22	
Athletic Training	26	
Communication Sciences & Disorders	41	
Dietetics	36	
Early Childhood Education	7	
Family & Consumer Science Education	8	
Family Studies & Human Services	121	

<b>Table B19 (cont.)</b>	<i>n</i>	%
Human Ecology	4	
Hospitality Management	42	
Hotel & Restaurant Management	16	
Interior Design	13	
Kinesiology	161	
Nutrition & Health	30	
Nutrition & Kinesiology	29	
Nutritional Sciences	13	
Personal Financial Planning	12	
Public Health Nutrition	7	
<b>College of Technology &amp; Aviation</b>	<b>46</b>	<b>1.2</b>
Aeronautical Technology	13	
Aerospace Technology-Aviation Maintenance	3	
Engineering Technology	8	
Aero Tech-Professional Pilot	15	
Technology Management	8	
Airframe & Powerplant	1	

Note: Table includes answers from those respondents who indicated that they were Undergraduate Students in Question 1 ( $n = 3,986$ ) only. Because of small numbers and because respondents could select up to two majors, percentages are not included.

**Table B20. Graduate Students Only: What is your academic degree program? (Question 50)**

Academic unit	<i>n</i>	%
<b>Non-degree</b>	<b>2</b>	<b>0.2</b>
<b>Certificate</b>	<b>21</b>	<b>2.6</b>
Academic Advising	13	
Adult Learning	0	
Applied Statistics	0	
Conflict Resolution	0	
Business Administration	0	
Genetics, Genomic & Biotechnology	1	
Geology Information Sciences	0	
Horticulture Therapy	0	
Online Learning	1	
Personal Financial Planning	0	
Public Administration	0	
Teaching & Learning	3	
Teaching Students with Autism Spectrum Disorders	0	
Women's Studies	0	
Youth Development	0	
<b>College of Agriculture</b>	<b>103</b>	<b>12.6</b>
Agricultural Economics	11	
Agricultural Education & Communication	4	
Agribusiness	4	
Agronomy	18	
Animal Science	<b>11</b>	
Entomology	12	
Food Science	14	
Genetics	5	
Grain Science	5	
Horticulture	8	
Plant Pathology	8	
<b>College of Architecture, Planning, &amp; Design</b>	<b>45</b>	<b>5.5</b>
Environmental Design & Planning	2	
Architecture	17	
Community Development	1	

<b>Table B20 (cont.)</b>	<i>n</i>	%
Interior Architecture & Product Design	9	
Landscape Architecture	12	
Regional & Community Planning	2	
<b>College of Arts and Science</b>	<b>153</b>	<b>18.7</b>
Biochemistry	9	
Biology	7	
Chemistry	6	
Communication Studies	6	
Economics	6	
English	21	
Fine Arts	1	
Geography	8	
Geology	3	
History	5	
Journalism/Mass Communication	4	
Mathematics	2	
Microbiology	1	
Modern Languages	5	
Music	1	
Physics	7	
Political Science	3	
Psychology	16	
Public Administration	1	
Security Studies	5	
Sociology	12	
Statistics	4	
Theatre	5	
<b>College of Business Administration</b>	<b>37</b>	<b>4.5</b>
Accounting	19	
Business Administration	16	
<b>College of Education</b>	<b>134</b>	<b>16.4</b>
<b>College of Engineering</b>	<b>88</b>	<b>10.7</b>
Architectural Engineering	3	
Biological & Agricultural Engineering	13	
Civil Engineering	10	



<b>Table B20 (cont.)</b>	<i>n</i>	%
Chemical Engineering	7	
Computer Science	14	
Electrical Engineering	14	
Industrial Engineering	7	
Mechanical Engineering	7	
Nuclear Engineering	4	
Operations Research	1	
Software Engineering	0	
<b>College of Human Ecology</b>	<b>64</b>	<b>7.8</b>
Human Ecology	5	
Human Nutrition	7	
Hospitality and Dietetic Administration	5	
Family Studies & Human Services	32	
Human Nutrition	1	
Apparel & Textiles	2	
Apparel & Text Merchandising	0	
Dietetics	0	
Family and Community Services	0	
Gerontology	0	
Kinesiology	4	
<b>College of Technology &amp; Aviation</b>	<b>0</b>	<b>0.0</b>
Professional Master of Technology	0	
<b>College of Veterinary Medicine</b>	<b>168</b>	<b>20.5</b>
Biomedical Science	2	
Pathobiology	8	
Physiology	0	
Public Health	8	
Veterinary Medicine	136	
<b>Missing</b>	<b>4</b>	<b>0.5</b>

Note: Table includes answers from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 819) only.

**Table B21. Which, if any, of the conditions listed below impact your learning, working or living activities? (Mark all that apply) (Question 51)**

Condition	<i>n</i>	%
Acquired/Traumatic Brain Injury	45	0.6
Cognitive disability	301	4.1
Hard of hearing or deaf	159	2.1
Low vision or blind	103	1.4
Medical condition	350	4.7
Mental health/psychological condition	433	5.8
Mobility impairment	58	0.8
Physical disability	113	1.5
Speech/communication disorders	53	0.7
Other	49	0.7
I have none of the listed conditions	5,710	77.0

Note: Percentages may not sum to 100% due to multiple responses.

**Table B22. What is your citizenship status? (Mark all that apply) (Question 52)**

Citizenship status	<i>n</i>	%
A visa holder (F-1, J-1, H1-B, A, L, G, E and TN visa holder)	327	4.4
Other legally documented status	12	0.2
Permanent resident	525	7.1
Undocumented resident	6	0.1
U.S. citizen	6,766	91.3

**Table B23. What is the language(s) spoken in your home? (Question 53)**

Language at home	<i>n</i>	%
English only	6,544	88.3
Other than English	260	3.5
English and other language(s)	577	7.8
Missing	30	0.4

**Table B24. What is your religious or spiritual identity? Mark all that apply. (Question 54)**

Religious/spiritual identity	<i>n</i>	%
Christian affiliation	5,138	69.3
Other faith-based affiliation	249	3.4
Spiritual but no faith-based affiliation	595	8.0
No affiliation	1,390	18.8

**Table B25. Students Only: Are you currently dependent (family/guardian assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)? (Question 55)**

Dependency status	<i>n</i>	%
Dependent	3,375	70.2
Independent	1,368	28.5
Missing	62	1.3

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B26. Students Only:** What is your best estimate of your family’s yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 56)

Estimated income	<i>n</i>	%
Below \$10,000	444	9.2
\$10,000-\$19,999	414	8.6
\$20,000-\$29,999	317	6.6
\$30,000-\$39,999	284	5.9
\$40,000-\$49,999	246	5.1
\$50,000-\$59,999	276	5.7
\$60,000-\$69,999	274	5.7
\$70,000-\$79,999	294	6.1
\$80,000-\$89,999	284	5.9
\$90,000-\$99,999	275	5.7
\$100,000-\$124,999	577	12.0
\$125,000-\$149,999	266	5.5
\$150,000-\$199,999	286	6.0
\$200,000 -\$249,999	125	2.6
\$250,000 -\$299,999	90	1.9
\$300,000-\$399,999	87	1.8
\$400,000-\$499,999	42	0.9
\$500,000 or more	69	1.4
Missing	155	3.2

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B27. Students Only: Where do you live? (Question 57)**

Residence	<i>n</i>	%
<b>Campus housing</b>	<b>1,274</b>	<b>26.5</b>
Apartment with University housing contract (e.g., living community)	34	3.3
Boyd Hall	69	6.6
Ford Hall	110	10.6
Goodnow Hall	124	11.9
Haymaker Hall	75	7.2
Honors House	16	1.5
Jardine Apartment Complex	256	24.7
Marlatt Hall	115	11.1
Moore Hall	108	10.4
Putnam Hall	65	6.3
Smurthwaite House	6	0.6
Van Zile Hall	15	1.4
West Hall	45	4.3
<b>Non-campus housing</b>	<b>3,482</b>	<b>72.5</b>
Fraternity housing	233	7.6
Independently in an apartment/house	2,400	78.6
Living with family member/guardian	176	5.8
Sorority housing	244	8.0
<b>Housing transient</b> (e.g., couch surfing, sleeping in car, sleeping in campus office/lab)	<b>22</b>	<b>0.5</b>
<b>Missing</b>	<b>27</b>	<b>0.6</b>

Note Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.  
 Note: Percentages for subcategories are valid percentages and do not include missing responses.

**Table B28. Students Only: Do you participate in any of the following types organizations at K-State? (Mark all that apply) (Question 58)**

Clubs/organizations	<i>n</i>	%
<b>I do not participate in any clubs/organizations</b>	<b>1,223</b>	<b>25.5</b>
<b>Academic competition teams</b>	<b>202</b>	<b>4.2</b>
<b>Clubs and activities</b>	<b>2,382</b>	<b>49.6</b>
Academic or professional society chapters/clubs	831	34.9
Arts and culture	245	10.3
College-based organizations	1,348	56.6
Religion & faith-based/spiritual	607	25.5
<b>Honor societies</b>	<b>624</b>	<b>13.0</b>
<b>LGBTBQ student organizations</b>	<b>71</b>	<b>1.5</b>
<b>Multicultural student organizations</b>	<b>305</b>	<b>6.3</b>
<b>PanHellenic</b>	<b>596</b>	<b>12.4</b>
Fraternities	112	18.8
Sororities	482	80.9
<b>School spirit/philanthropy clubs</b>	<b>819</b>	<b>17.0</b>
<b>Sports and recreation</b>	<b>1,297</b>	<b>27.0</b>
K-State Athletic	122	9.4
Club sports	193	14.9
Intramural sports	1,061	81.8
<b>Student governance</b>	<b>300</b>	<b>6.2</b>
<b>Other</b>	<b>373</b>	<b>7.8</b>

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only. Percentages may not sum to 100% due to multiple responses.

**Table B29. Students Only: At the end of your last semester, what was your cumulative grade point average? (Question 59)**

GPA	<i>n</i>	%
3.5 – 4.0	2,472	51.4
3.0 – 3.4	1,275	26.5
2.5 – 2.9	661	13.8
2.0 – 2.4	253	5.3
1.5 – 1.9	43	0.9
1.0 – 1.4	9	0.2
0.0 – .99	13	0.3
Missing	79	1.6

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B30. Students only: Have you experienced financial hardship while attending K-State? (Question 60)**

Financial hardship	<i>n</i>	%
No	2,456	51.1
Yes	2,325	48.4
Missing	24	0.5

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B31. Students only: How have you experienced the financial hardship? (Question 61)**

Financial hardship experience	<i>n</i>	%
Difficulty affording tuition	1,569	67.5
Difficulty purchasing my books	1,242	53.4
Difficulty participating in social events	906	39.0
Difficulty affording food	917	39.4
Difficulty participating in academic or professional organizations	509	21.9
Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)	821	35.3
Difficulty traveling home during breaks	775	33.3
Difficulty commuting to campus	251	10.8
Difficulty in affording housing	1,251	53.8
Difficulty in affording health care	553	23.8
Difficulty in affording child care	91	3.9
Difficulty in affording other campus or program fees	563	24.2
Other	85	3.7

Note: Table includes answers from those respondents who indicated that they were Students and had experienced financial hardship in Question 60 (*n* = 2,325) only.



**Table B32. Students Only: How are you currently paying for your education at K-State? (Question 62)**

Source of funding	<i>n</i>	%
Credit card	418	8.7
Family contribution	2,221	46.2
Grant	1,204	25.1
Need-based scholarship	564	11.7
Non-need based scholarship	1,273	26.5
Parent loans	819	17.0
Personal contribution/job	1,679	34.9
Resident assistant	92	1.9
Student loans	2,474	51.5
Work study	338	7.0
Other	457	9.5

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**Table B33. Students Only: Are you employed either on campus or off-campus during the academic year? (Question 63)**

Employed	<i>n</i>	%
<b>No</b>	<b>1,746</b>	<b>36.3</b>
<b>Yes, I work on campus</b>	<b>1,796</b>	<b>37.4</b>
1-10 hours/week	499	28.7
11-20 hours/week	920	52.8
21-30 hours/week	242	13.9
31-40 hours/week	55	3.2
More than 40 hours/week	25	1.4
<b>Yes, I work off campus</b>	<b>1,434</b>	<b>29.8</b>
1-10 hours/week	314	22.8
11-20 hours/week	540	39.3
21-30 hours/week	278	20.2
31-40 hours/week	145	10.5
More than 40 hours/week	98	7.1

Note: Table includes answers from those respondents who indicated that they were students in Question 1 (*n* = 4,805) only.

**PART II: Findings**

*The tables in this section contain valid percentages except where noted.*

**Table B34. Overall, how comfortable are you with the campus climate at K-State?  
 (Question 4)**

Comfort	<i>n</i>	%
Very comfortable	2,782	37.6
Comfortable	3,405	46.0
Neither comfortable nor uncomfortable	759	10.3
Uncomfortable	355	4.8
Very uncomfortable	100	1.4

**Table B35. Faculty/Staff Only<sup>1</sup>: Over all, how comfortable are you with your department/work unit climate?  
 (Question 5)**

Comfort	<i>n</i>	%
Very comfortable	805	30.9
Comfortable	997	38.3
Neither comfortable nor uncomfortable	359	13.8
Uncomfortable	306	11.7
Very uncomfortable	138	5.3

Note: Table includes answers from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 2,606) only.

<sup>1</sup> The wording of several survey items indicated they were for “Faculty and Staff only.” These questions also were answered by Administrators, as the UCSC intended for Administrators to be directed to respond to Staff questions in the survey.

**Table B36. Students/Faculty Only: Over all, how comfortable are you with the classroom climate?  
 (Question 6)**

Comfort	<i>n</i>	%
Very comfortable	1,679	29.4
Comfortable	2,984	52.2
Neither comfortable nor uncomfortable	638	11.2
Uncomfortable	217	3.8
Very uncomfortable	46	0.8
Not applicable	149	2.6

Note Table includes answers from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 5,719) only.

**Table B37. Have you ever seriously considered leaving K-State? (Question 7)**

Considered leaving	<i>n</i>	%
No	4,848	65.5
Yes	2,556	34.5

**Table B38. Students only: When did you seriously consider leaving K-State? (Select all that apply) (Question 8)**

Year in school	<i>n</i>	%
During my first year as a student	661	63.1
During my second year as a student	439	41.9
During my third year as a student	236	22.5
During my fourth year as a student	86	8.2
After my fourth year as a student	54	5.2

Note: Table includes answers from those Students who indicated that they considered leaving in Question 7 (*n* = 1,048) only.

**Table B39. Students only: Why did you seriously consider leaving K-State? (Select all that apply) (Question 9)**

Reasons considered leaving	<i>n</i>	%
Lack of a sense of belonging	487	46.5
Financial reasons	331	31.6
Lack of a support group	271	25.9
Other	259	24.7
Personal reasons	242	23.1
Homesick	233	22.2
Climate was not welcoming	213	20.3
Did not like major	156	14.9
Coursework was too difficult	114	10.9
Major was not offered	82	7.8
My marital/relationship status	70	6.7
Trauma	52	5
Did not meet the selection criteria for a major	39	3.7

Note: Table includes answers from those Students who indicated that they considered leaving in Question 7 (*n* = 1,048) only.

**Table B40. Faculty/Staff only: Why did you seriously consider leaving K-State? (Select all that apply) (Question 10)**

Reasons considered leaving	<i>n</i>	%
Lack of salary/benefits	696	46.2
Limited opportunities for advancement	628	41.6
Tension in department/work unit	521	34.5
Financial reasons	509	33.8
Tension in department/work unit with supervisor/manager	447	29.6
Interested in a position at another institution	406	26.9
Increased workload	382	25.3
Political climate in Kansas	331	21.9
Campus climate was unwelcoming	238	15.8
Other	236	15.6
Recruited or offered a position at another institution	207	13.7
Family responsibilities	136	9
Trauma	109	7.2
Local community did not meet my (my family) needs	103	6.8
Personal reasons	96	6.4
Spouse/partner unable to find suitable employment	93	6.2
Relocation	66	4.4
Offered position in government or industry	57	3.8
Spouse/partner relocated	32	2.1

Note: Table includes answers from those Faculty, Staff, and Administrators who indicated that they considered leaving in Question 7 (*n* = 1,508) only.

**Table B41. Students Only: The following questions ask you about your academic experience at K-State (Question 12)**

Academic Experience	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am performing up to my full academic potential.	1,295	27.0	2,481	51.7	530	11.0	452	9.4	41	0.9
Many of my courses this year have been intellectually stimulating.	1,467	30.6	2,450	51.1	572	11.9	259	5.4	45	0.9
I am satisfied with my academic experience at K-State.	1,389	29.1	2,435	50.9	609	12.7	289	6.0	58	1.2
I am satisfied with the extent of my intellectual development since enrolling at K-State.	1,535	32.1	2,413	50.4	579	12.1	218	4.6	42	0.9
I have performed academically as well as I anticipated I would.	1,169	24.4	1,941	40.6	875	18.3	680	14.2	121	2.5
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	1,633	34.1	2,339	48.9	591	12.4	173	3.6	47	1.0
My interest in ideas and intellectual matters has increased since coming to K-State.	1,754	36.7	2,163	45.2	634	13.2	184	3.8	50	1.0
I intend to graduate from K-State.	3,542	74.2	926	19.4	201	4.2	54	1.1	52	1.1
I am considering transferring to another college or university due to academic reasons.	120	2.5	223	4.7	377	7.9	971	20.3	3,103	64.7
I intend to withdraw and not attend college elsewhere.	39	0.8	68	1.4	203	4.2	524	11.0	3,950	82.6

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 4,805) only.



**Table B42. Within the past year, have you personally experienced any exclusionary (e.g., shunned, ignored) intimidating, offensive, and/or hostile (bullying, harassing) behavior at K-State? (Question 13)**

Experienced conduct	<i>n</i>	%
No	5,995	81.1
Yes	1,400	18.9

**Table B43. What do you believe the conduct was based upon? (Question 14)**

Conduct based upon	<i>n</i>	%
Position (staff, faculty, student)	332	23.7
Age	266	19.0
Gender/gender identity	246	17.6
Ethnicity	213	15.2
Don't Know	213	15.2
Educational credentials	148	10.6
Philosophical views	142	10.1
Racial identity	130	9.3
Academic performance	129	9.2
Major field of study	124	8.9
Religious/spiritual views	123	8.8
Physical characteristics	122	8.7
Political views	120	8.6
Living arrangement	110	7.9
Socioeconomic status	99	7.1
Participation in an organization/team	74	5.3
Sexual identity	70	5.0
International status	59	4.2
Marital status (e.g. single, married, partnered)	56	4.0
Mental health/ psychological condition	56	4.0
English language proficiency/accent	53	3.8
Gender expression	48	3.4
Immigrant/citizen status	44	3.1
Medical condition	41	2.9
Physical disability	29	2.1
Parental status (e.g., having children)	28	2.0
Military/veteran status	23	1.6
Cognitive disability	21	1.5
Pregnancy	14	1.0
Other	294	21.0

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 1,400) only.

Percentages do not sum to 100 due to multiple responses.

**Table B44. How did you experience this conduct? (Question 15)**

Form of conduct	<i>n</i>	%
I felt I was deliberately ignored or excluded	680	48.6
I felt isolated or left out	673	48.1
I felt intimidated/bullied	533	38.1
I was the target of derogatory verbal remarks	296	21.1
I was the target of workplace incivility	219	15.6
I observed others staring at me	216	15.4
I was singled out as the spokesperson for my identity group	151	10.8
I received a low performance evaluation	143	10.2
I feared getting a poor grade because of a hostile classroom environment	116	8.3
I received derogatory written comments	97	6.9
I feared for my physical safety	90	6.4
I received derogatory phone calls/text messages/emails	83	5.9
I was the target of racial/ethnic profiling	75	5.4
Someone assumed I was admitted/hired/promoted due to my identity	68	4.9
I received derogatory/unsolicited messages through social media	44	3.1
I was the target of stalking	25	1.8
Someone assumed I was <u>not</u> admitted/hired/promoted due to my identity	25	1.8
I received threats of physical violence	24	1.7
I feared for my family's safety	20	1.4
I was the target of physical violence	20	1.4
I was the victim of a crime	16	1.1
I was the target of graffiti/vandalism	7	0.5
Other	168	12.0

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 1,400) only.

Percentages do not sum to 100 due to multiple responses.

**Table B45. Where did this conduct occur? (Question 16)**

Location of conduct	<i>n</i>	%
While working at a K-State job	476	34.0
In a meeting with a group of people	331	23.6
In a class/lab/clinical setting	311	22.2
In a public space at K-State	262	18.7
In a K-State administrative office	205	14.6
Off campus	184	13.1
In a meeting with one other person	165	11.8
In a faculty office	149	10.6
While walking on campus	144	10.3
In campus housing	134	9.6
At a K-State event	119	8.5
In off-campus housing	66	4.7
In the library	64	4.6
On social networking sites/Facebook/Twitter	60	4.3
In a K-State dining facility	57	4.1
In athletic facilities	37	2.6
In an experiential learning environment	18	1.3
In a health care setting	13	0.9
On public transportation	9	0.6
Other	106	7.6

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 1,400) only.

Percentages do not sum to 100 due to multiple responses.

**Table B46. Who/what was the source of this conduct? (Question 17)**

Source of conduct	<i>n</i>	%
Student	507	36.2
Co-worker	360	25.7
Faculty member	341	24.4
Department chair/head/director	219	15.6
Supervisor	196	14.0
Staff member	167	11.9
Stranger	159	11.4
Friend	148	10.6
Senior administrator	133	9.5
Graduate teaching assistant/graduate assistant/graduate research assistant/lab assistant/tutor	55	3.9
Student staff	54	3.9
Academic advisor	46	3.3
Off-campus community member	45	3.2
Don't know source	35	2.5
Person that I supervise	29	2.1
Alumni	21	1.5
Social networking site	18	1.3
Health/counseling services	16	1.1
K-State university police	14	1.0
K-State media	13	0.9
Athletic coach/trainer	9	0.6
Donor	4	0.3
Other	83	5.9

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 1,400) only. Percentages do not sum to 100 due to multiple responses.

**Table B47. Please describe your reactions to experiencing this conduct? (Question 18)**

Reactions to conduct	<i>n</i>	%
I was angry	748	53.4
I felt embarrassed	530	37.9
I told a family member	515	36.8
I told a friend	506	36.1
I ignored it	414	29.6
I avoided the harasser	393	28.1
I didn't report it for fear that my complaint would not be taken seriously	218	15.6
I felt somehow responsible	202	14.4
I was afraid	181	12.9
I didn't know who to go to	174	12.4
I left the situation immediately	164	11.7
I sought support from an administrator	163	11.6
I sought support from a staff person	155	11.1
I sought support from a faculty member	152	10.9
I confronted the harasser at the time	149	10.6
I reported it to a K-State employee/official	131	9.4
I confronted the harasser later	127	9.1
I sought support from a K-State resource	125	8.9
I did report it but I did not feel the complaint was taken seriously	110	7.9
It didn't affect me at the time	89	6.4
I sought support from a spiritual advisor	53	3.8
I sought information on-line	53	3.8
I contacted a local law enforcement official	25	1.8
I sought support from student staff (e.g., peer counselor)	24	1.7
I sought support from off-campus hot-line/advocacy services	18	1.3
I sought support from a graduate Teaching assistant/graduate assistant/graduate research assistant	11	0.8
I reported it to my Union representative	7	0.5
Other	121	8.6

Note: Table includes answers from those respondents who indicated that they experienced conduct (*n* = 1,400) only.

Percentages do not sum to 100 due to multiple responses.

**Table B48. While a member of the K-State community, have you experience unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)? (Question 20)**

Experienced unwanted sexual contact	<i>n</i>	%
No	7,206	97.2
Yes	198	2.7
Missing	7	0.1

**Table B49. When did the unwanted sexual contact occur? (Question 21)**

When experienced unwanted sexual contact	<i>n</i>	%
Within the last year	88	45.6
2-4 years ago	84	43.5
5-10 years ago	14	7.3
11-20 years	3	1.6
More than 21 yrs. ago	4	2.1

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 198) only.

**Table B50. Students only: What semester were you in when you experienced the unwanted sexual contact? (Question 22)**

Semester	<i>n</i>	%
First	78	43.6
Second	40	22.3
Third	31	17.3
Fourth	19	10.6
Fifth	15	8.4
Sixth	19	10.6
Seventh	13	7.3
Eighth	4	2.2
After eighth semester	6	3.4

Note: Table includes answers from student respondents who indicated that they experienced unwanted sexual contact (*n* = 179).



**Table B51. Who did this to you? (Question 23)**

Source	<i>n</i>	%
Acquaintance/friend	97	49.0
Student	75	37.9
Stranger	37	18.7
Faculty	6	3.0
Staff	4	2.0
Family member	2	1.0
Other	17	8.6

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 198).

**Table B52. Where did the incident(s) occur? (Question 24)**

Location	<i>n</i>	%
Off-campus	141	71.2
On-campus	59	29.8

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 198).

**Table B53. Please describe your reactions to experiencing the incident(s)? (Question 25)**

Reactions to unwanted sexual contact	<i>n</i>	%
I told a friend	125	63.1
I felt embarrassed	102	51.5
I felt somehow responsible	95	48.0
I was angry	89	44.9
I did nothing	82	41.4
I was afraid	67	33.8
I ignored it	60	30.3
I left the situation immediately	49	24.7
I told a family member	49	24.7
I didn't know what to do	46	23.2
I sought support from a campus resource	26	13.1
I didn't know who to go to	22	11.1
It didn't affect me at the time	18	9.1
I contacted a local law enforcement official	18	9.1
I sought support from off-campus hot-line/advocacy services	17	8.6
I sought support from a staff person	17	8.6
I sought information on-line	17	8.6
I sought support from a spiritual advisor (e.g. pastor, rabbi, priest)	14	7.1
I made an official complaint to a campus employee/official	11	5.6
I sought support from a faculty member	10	5.1
I sought support from student staff (e.g. peer counselor)	9	4.5
I sought support from an administrator	8	4.0
I sought support from my union representative	2	1.0
I sought support from a graduate Teaching assistant/ graduate assistant/graduate research assistant	1	0.5
Other	6	3.0

Note: Table includes answers from those respondents who indicated that they experienced unwanted sexual contact (*n* = 198). Percentages do not sum to 100 due to multiple responses.

**Table B54. Staff/Faculty Only: Please respond to the following statements. (Question 28)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	314	12.2	594	23.0	1,000	38.8	672	26.0
My colleagues/co-workers expect me to represent “the point of view” of my identity.	132	5.3	602	24.4	1,122	45.4	616	24.9
I believe salary determinations are clear.	129	5.0	845	32.9	1,000	38.9	594	23.1
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	796	30.9	1,190	46.3	430	16.7	156	6.1
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	356	13.9	622	24.2	1,244	48.4	348	13.5

Note: Table includes answers from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 2,606).

**Table B55. Faculty Only: As a faculty member... (Question 30)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I believe that the tenure/promotion process is clear.	152	17.3	471	53.6	204	23.2	51	5.8
I believe that the tenure/promotion standards are reasonable.	158	18.3	521	60.4	142	16.5	41	4.8
I feel pressured to change my research agenda to achieve tenure/promotion.	46	5.6	173	20.9	453	54.8	154	18.6
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	154	17.7	485	55.7	162	18.6	69	7.9
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments) beyond those of my colleagues with similar performance expectations.	119	13.6	219	25.0	446	51.0	91	10.4
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) than my colleagues.	139	16.2	253	29.5	410	47.8	55	6.4
I feel that my diversity-related activities have been/will be valued for promotion or tenure.	47	5.9	410	51.3	277	34.7	65	8.1
I feel that my international related activities have been/will be valued for promotion or tenure.	62	7.9	432	55.4	227	29.1	59	7.6
I feel that my research contributions have been/will be valued for tenure or promotion.	243	29.6	434	52.9	115	14.0	29	3.5
I feel that my teaching contributions have been/will be valued for tenure or promotion.	153	18.6	472	57.4	146	17.7	52	6.3
I have used K-State policies for active service duties.	27	3.7	170	23.0	319	43.2	222	30.1
I have used K-State policies for modified instructional duties.	21	2.9	149	20.3	334	45.5	230	31.3
I have used K-State policies for delay of the tenure-clock.	12	1.6	47	6.4	363	49.1	318	43.0
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	14	1.8	71	9.3	453	59.3	226	29.6
I believe the tenure standards/promotion standards are applied equally to all faculty.	87	10.6	382	46.4	238	28.9	116	14.1

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 914).

**Table B56. Staff/Faculty Only: Please respond to the following statements (Question 32)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I find that K-State is supportive of taking leave.	524	20.9	1,600	63.9	335	13.4	46	1.8
I find that K-State is supportive of faculty taking sabbatical/faculty enhancement leave.	365	16.5	1,543	69.8	248	11.2	54	2.4
I find that K-State is supportive of flexible work schedules.	376	15.1	1,442	57.9	518	20.8	155	6.2
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work weekends) beyond those who do have children.	176	7.2	402	16.3	1,429	58.1	453	18.4
I feel that K-State provides available resources to help employees balance work-life needs, such as childcare and elder care.	135	5.8	1,110	47.5	838	35.9	252	10.8
I have supervisors who give me job/career advice or guidance when I need it.	440	17.6	1,219	48.8	613	24.5	226	9.0
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	426	17.1	1,480	59.3	465	18.6	124	5.0
My supervisor provides me with resources to pursue professional development opportunities.	512	20.3	1,214	48.1	580	23.0	217	8.6
K-State provides me with resources to pursue professional development opportunities.	400	16.0	1,412	56.3	542	21.6	152	6.1
My supervisor provides ongoing feedback to help me improve my performance.	410	16.2	1,309	51.7	586	23.1	227	9.0
I believe that the annual performance evaluation process is clear.	321	12.6	1,350	53.1	619	24.4	250	9.8
I believe that the annual performance evaluation process is fair.	296	12.0	1,378	55.7	548	22.2	252	10.2
I believe that the tenure/promotion standards are reasonable.	207	9.3	1,383	62.2	466	21.0	166	7.5

Note: Table includes answers from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 2,606).

**Table B57. Within the past year, have you observed any conduct or communications directed towards a person or group of people at K-State that you believe created an exclusionary, intimidating, offensive and/or hostile (bullied, harassing) working or learning environment? (Question 64)**

Observed conduct or communications	<i>n</i>	%
No	5,745	77.8
Yes	1,638	22.2

**Table B58. Who/what were the targets of this conduct? (Question 65)**

Target(s) of observed conduct	<i>n</i>	%
Student	902	55.1
Co-worker	381	23.3
Friend	338	20.6
Faculty member	298	18.2
Staff member	251	15.3
Stranger	225	13.7
Graduate teaching assistant/graduate assistant/graduate research assistant/lab assistant/tutor	106	6.5
Student staff	86	5.3
Supervisor	62	3.8
Department chair/head/director	57	3.5
Don't know source	54	3.3
Off-campus community member	46	2.8
Person that I supervise	43	2.6
Social networking site (e.g., Facebook, Twitter)	42	2.6
Academic advisor	41	2.5
K-State university police	27	1.6
Senior administrator	27	1.6
K-State media	24	1.5
Alumni	16	1.0
Athletic coach/trainer	13	0.8
Donor	4	0.2
Health/counseling services	4	0.2
Other	102	6.2

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638). Percentages do not sum to 100 due to multiple responses.

**Table B59. Who/what was the source of this conduct? (Question 66)**

Source(s) of observed conduct	<i>n</i>	%
Student	672	41.0
Faculty member	328	20.0
Co-worker	237	14.5
Stranger	211	12.9
Department chair/head/director	196	12.0
Staff member	169	10.3
Supervisor	149	9.1
Senior administrator	138	8.4
Friend	92	5.6
Don't know source	91	5.6
Social networking site (e.g., Facebook, Twitter)	62	3.8
Graduate teaching assistant/graduate assistant/graduate research assistant/lab assistant/tutor	51	3.1
Off-campus community member	49	3.0
Student staff	42	2.6
Academic advisor	33	2.0
Alumni	17	1.0
K-State university police	17	1.0
K-State media (e.g., posters, brochures, flyers, handouts, web sites)	16	1.0
Athletic coach/trainer	11	0.7
Health/counseling services	11	0.7
Person that I supervise	11	0.7
Donor	3	0.2
Other	104	6.3

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638).

Percentages do not sum to 100 due to multiple responses.



**Table B60. What do you believe was the basis for this conduct? (Question 67)**

Bases of observed conduct	<i>n</i>	%
Ethnicity	359	21.9
Gender expression	328	20.0
Don't know	271	16.5
Racial identity	265	16.2
Position (staff, faculty, student)	254	15.5
Religious/spiritual views	254	15.5
Sexual identity	240	14.7
Age	198	12.1
Gender/gender identity	198	12.1
Political views	185	11.3
English language proficiency/accnt	183	11.2
Philosophical views	179	10.9
International status	164	10.0
Academic performance	156	9.5
Physical characteristics	153	9.3
Immigrant/citizen status	112	6.8
Major field of study	102	6.2
Socioeconomic status	102	6.2
Educational credentials	92	5.6
Participation in an organization/team	84	5.1
Mental health/psychological condition	76	4.6
Cognitive disability	63	3.8
Living arrangement	52	3.2
Marital status	47	2.9
Medical condition	47	2.9
Physical disability	44	2.7
Military/veteran status	37	2.3
Parental status (e.g., having children)	35	2.1
Pregnancy	32	2.0
Other	223	13.6

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638).

Percentages do not sum to 100 due to multiple responses.

**Table B61. What forms of behaviors have you observed or personally been made aware?  
 (Question 68)**

Form(s) of observed conduct	<i>n</i>	%
Derogatory verbal remarks	894	54.6
Person felt isolated or left out	695	42.4
Deliberately ignored or excluded	649	39.6
Intimidated/bullied	541	33.0
Racial/ethnic profiling	332	20.3
Workplace incivility	329	20.1
Assumption that someone was admitted/hired/ promoted based on his/her identity	270	16.5
Derogatory/unsolicited Facebook posts, Twitter posts, etc.	240	14.7
Derogatory written comments	226	13.8
Person singled out as the spokesperson for their identity group	225	13.7
Receipt of a low performance evaluation	166	10.1
Assumption that someone was <u>not</u> admitted/hired/ promoted based on his/her identity	155	9.5
Derogatory phone calls/texts/email	122	7.4
Feared for their physical safety	106	6.5
Receipt of a poor grade b/c of a hostile classroom environment	79	4.8
Threats of physical violence	75	4.6
Physical violence	58	3.5
Stalking	52	3.2
Graffiti/vandalism	46	2.8
Victim of a crime	34	2.1
Feared for their family's safety	10	0.6
Other	95	5.8

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638). Percentages do not sum to 100 due to multiple responses.

**Table B62. How many times have you observed this type of conduct?  
(Question 69)**

Number of times	<i>n</i>	%
1	208	13.2
2	256	16.3
3	319	20.3
4	147	9.3
5	57	3.6
6 or more	586	37.3

Note: Table includes answers from those respondents who indicated that they observed conduct ( $n = 1,638$ ). Percentages do not sum to 100 due to multiple responses.

**Table B63. Where did this conduct occur? (Mark all that apply)  
 (Question 70)**

Location of observed conduct	<i>n</i>	%
In a public space at K-State	492	30.0
While working at a K-State job	446	27.2
In a class/lab/clinical setting	422	25.8
In a meeting with a group of people	400	24.4
Off campus	299	18.3
While walking on campus	243	14.8
At a K-State event	235	14.3
On social networking sites/Facebook/Twitter	211	12.9
In a K-State administrative office	198	12.1
In campus housing	191	11.7
In a faculty office	167	10.2
In a meeting with one other person	159	9.7
In the library	111	6.8
In a K-State dining facility	106	6.5
In off-campus housing	101	6.2
In athletic facilities	53	3.2
In an experiential learning environment	30	1.8
On public transportation	21	1.3
In a health care setting	17	1.0
Other	84	5.1

Note Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638).

Percentages do not sum to 100 due to multiple responses.

**Table B64. Please describe your reactions to observing this conduct? (Mark all that apply)  
 (Question 71)**

Reactions to observed conduct	<i>n</i>	%
I was angry	813	49.6
I felt embarrassed	613	37.4
I told a friend	428	26.1
I told a family member	341	20.8
I avoided the harasser	296	18.1
I ignored it	283	17.3
I didn't report it for fear that my complaint would not be taken seriously	216	13.2
I didn't know who to go to	195	11.9
I felt somehow responsible	193	11.8
I confronted the harasser at the time	159	9.7
It didn't affect me at the time	157	9.6
I left the situation immediately	144	8.8
I was afraid	137	8.4
I confronted the harasser later	133	8.1
I sought support from an administrator	133	8.1
I sought support from a faculty member	128	7.8
I sought support from a staff person	119	7.3
I reported it to a K-State employee/official	109	6.7
I sought support from a K-State resource	79	4.8
I did report it but I did not feel the complaint was taken seriously	77	4.7
I sought information on-line	45	2.7
I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)	24	1.5
I sought support from student staff (e.g., peer counselor)	20	1.2
I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant	15	0.9
I contacted a local law enforcement official	13	0.8
I sought support from off-campus hot-line/advocacy services	9	0.5
I reported it to my Union representative	5	0.3
Other	116	7.1

Note: Table includes answers from those respondents who indicated that they observed conduct (*n* = 1,638). Percentages do not sum to 100 due to multiple responses.

**Table B65. Faculty/Staff Only: I have observed hiring practices at K-State (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and/or unjust or would inhibit diversifying the community. (Question 73)**

Perceived unfair/ unjust hiring	<i>n</i>	%
No	1,601	61.8
Yes	572	22.1
Don't know	418	16.1

Note: Table includes answers from those respondents who indicated that they indicated that they were Faculty, Staff, or Administrators in Question 1 ( $n = 2,606$ ).

**Table B66. Staff/Faculty only: I believe that the unfair and unjust hiring practices were based upon:  
 (Question 74)**

Based On	<i>n</i>	%
Preferential treatment	215	37.6
Nepotism	117	20.5
Age	116	20.3
Ethnicity	99	17.3
Position (staff, faculty, student)	97	17.0
Gender/gender identity	90	15.7
Racial identity	71	12.4
Educational credentials	66	11.5
Philosophical views	41	7.2
Political views	32	5.6
English language proficiency/accent	31	5.4
Marital status	27	4.7
Physical characteristics	24	4.2
Don't know	24	4.2
International status	19	3.3
Sexual identity	19	3.3
Immigrant/citizen status	18	3.1
Parental status (e.g., having children)	18	3.1
Religious/spiritual views	18	3.1
Gender expression	14	2.4
Participation in an organization/team	13	2.3
Socioeconomic status	11	1.9
Military/veteran status	5	0.9
Physical disability	5	0.9
Medical condition	4	0.7
Pregnancy	4	0.7
Cognitive disability	2	0.3
Mental health/psychological condition	1	0.2
Other	104	18.2

Note: Table includes answers from those respondents who indicated that they perceived discriminatory practices (*n* = 572). Percentages do not sum to 100 due to multiple responses.

**Table B67. Faculty/Staff only: I have perceived employment-related discipline or action up to and including dismissal at K-State that I perceive to be unfair and unjust. (Question 76)**

Perceived unfair/unjust disciplinary actions	<i>n</i>	%
No	1,880	72.8
Yes	357	13.8
Don't know	345	13.4

Note: Table includes answers from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 2,606).



**Table B68. Staff/Faculty only: I believe that the unfair and unjust employment-related discipline or action were based upon: (Question 77)**

Based On	<i>n</i>	%
Age	79	22.1
Preferential treatment	78	21.8
Position (staff, faculty, student)	73	20.4
Philosophical views	61	17.1
Don't know	52	14.6
Ethnicity	41	11.5
Gender/gender identity	35	9.8
Racial identity	29	8.1
Educational credentials	24	6.7
Mental health/psychological condition	20	5.6
Political views	20	5.6
Physical characteristics	16	4.5
English language proficiency/accent	14	3.9
International status	11	3.1
Physical disability	11	3.1
Immigrant/citizen status	10	2.8
Gender expression	9	2.5
Medical condition	9	2.5
Religious/spiritual views	8	2.2
Sexual identity	6	1.7
Socioeconomic status	6	1.7
Participation in an organization/team	5	1.4
Cognitive disability	4	1.1
Parental status (e.g., having children)	4	1.1
Marital status	3	0.8
Military/veteran status	1	0.3
Pregnancy	0	0.0
Other	89	24.9

Note: Table includes answers from those respondents who indicated that they perceived unjust or unfair employment-related discipline or action (*n* = 357). Percentages do not sum to 100 due to multiple responses.

**Table B69. Faculty/Staff only: I have observed promotion/tenure/reappointment/reclassification practices at K-State that I perceive to be unfair or unjust. (Question 79)**

Perceived unfair/ unjust promotion	<i>n</i>	%
No	1,492	57.9
Yes	639	24.8
Don't know	447	17.3

Note: Table includes answers from those respondents who indicated that they were Faculty, Staff, or Administrators in Question 1 (*n* = 2,606).

**Table B70. Staff/Faculty only: I believe that the unfair and unjust behavior, procedures, or employment practices related to promotion/tenure/reappointment/reclassification were based upon: (Question 80)**

Based On	<i>n</i>	%
Preferential treatment	215	33.6
Position (staff, faculty, student)	125	19.6
Nepotism	89	13.9
Age	72	11.3
Gender/gender identity	65	10.2
Don't know	63	9.9
Educational credentials	59	9.2
Philosophical views	54	8.5
Ethnicity	52	8.1
Racial identity	46	7.2
Political views	18	2.8
Physical characteristics	17	2.7
English language proficiency/accent	15	2.3
Participation in an organization/team	14	2.2
Marital status	12	1.9
Religious/spiritual views	11	1.7
Medical condition	10	1.6
Parental status (e.g., having children)	10	1.6
Sexual identity	9	1.4
Socioeconomic status	7	1.1
Gender expression	6	0.9
Immigrant/citizen status	6	0.9
Physical disability	6	0.9
International status	5	0.8
Mental health/psychological condition	3	0.5
Cognitive disability	2	0.3
Military/veteran status	1	0.2
Pregnancy	1	0.2
Other	137	21.4

Note Table includes answers from those respondents who indicated that they perceived discriminatory practices related to promotion/tenure/reappointment/reclassification (*n* = 639). Percentages do not sum to 100 due to multiple responses.

**Table B71. Using a scale of 1-5, please rate the overall climate at K-State on the following dimensions: (Question 82)**

Dimension	1		2		3		4		5		Mean	Standard deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Friendly/Hostile	4,220	57.2	2,346	31.8	618	8.4	151	2.0	40	0.5	<b>1.6</b>	<b>0.8</b>
Cooperative/Uncooperative	3,033	41.2	3,048	41.5	945	12.9	262	3.6	65	0.9	<b>1.8</b>	<b>0.9</b>
Improving/Regressing	2,563	35.1	2,804	38.4	1,445	19.8	345	4.7	141	1.9	<b>2.0</b>	<b>1.0</b>
Positive for persons with disabilities/Negative	2,253	31.0	2,730	37.6	1,916	26.4	276	3.8	82	1.1	<b>2.1</b>	<b>0.9</b>
Positive for people who identify as lesbian, gay, bisexual/Negative	1,443	20.0	2,375	33.0	2,636	36.6	619	8.6	132	1.8	<b>2.4</b>	<b>1.0</b>
Positive for people who identify as transgender/Negative	1,210	17.0	1,799	25.3	2,969	41.7	866	12.2	270	3.8	<b>2.6</b>	<b>1.0</b>
Positive for people of Christian faith/Negative	3,424	47.0	2,236	30.7	1,285	17.6	247	3.4	94	1.3	<b>1.8</b>	<b>0.9</b>
Positive for people of other faith backgrounds faith/Negative	1,707	23.5	2,374	32.7	2,232	30.8	709	9.8	235	3.2	<b>2.4</b>	<b>1.0</b>
Positive for people of Color/Negative	2,371	32.7	2,646	36.4	1,702	23.4	433	6.0	108	1.5	<b>2.1</b>	<b>1.0</b>
Positive for men/Negative	3,868	53.0	2,222	30.5	1,014	13.9	127	1.7	61	0.8	<b>1.7</b>	<b>0.8</b>
Positive for women/Negative	3,013	41.3	2,632	36.1	1,261	17.3	324	4.4	67	0.9	<b>1.9</b>	<b>0.9</b>
Positive for non-native English speakers/Negative	1,579	21.8	2,404	33.1	2,231	30.7	830	11.4	212	2.9	<b>2.4</b>	<b>1.0</b>
Positive for people who are not U.S. Citizens/Negative	1,737	24.0	2,400	33.2	2,256	31.2	657	9.1	185	2.6	<b>2.3</b>	<b>1.0</b>
Welcoming/Not welcoming	3,863	52.5	2,556	34.8	697	9.5	182	2.5	56	0.8	<b>1.6</b>	<b>0.8</b>
Respectful/Disrespectful	3,204	43.7	2,814	38.4	933	12.7	274	3.7	102	1.4	<b>1.8</b>	<b>0.9</b>
Positive for people of high-socioeconomic status/Negative	3,748	51.7	2,240	30.9	1,156	15.9	76	1.0	35	0.5	<b>1.7</b>	<b>0.8</b>
Positive for people of low-socioeconomic status/Negative	1,903	26.3	2,175	30.0	2,111	29.1	815	11.2	244	3.4	<b>2.4</b>	<b>1.1</b>

**Table B72. Using a scale of 1-5, please rate the overall climate at K-State on the following dimensions: (Question 83)**

Dimension	1		2		3		4		5		Mean	Standard Deviation
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Not racist/racist	1,953	26.6	2,812	38.3	1,779	24.3	652	8.9	138	1.9	<b>2.2</b>	<b>1.0</b>
Not sexist/sexist	2,026	27.7	2,670	36.5	1,759	24.1	712	9.7	141	1.9	<b>2.2</b>	<b>1.0</b>
Not homophobic/homophobic	1,658	23.0	2,320	32.1	2,133	29.5	919	12.7	191	2.6	<b>2.4</b>	<b>1.1</b>
Not transphobic/transphobic	1,619	22.6	2,044	28.6	2,256	31.5	926	12.9	306	4.3	<b>2.5</b>	<b>1.1</b>
Not age biased/age biased	2,216	30.4	2,463	33.8	1,776	24.4	675	9.3	148	2.0	<b>2.2</b>	<b>1.0</b>
Not classist (socioeconomic status)/classist	1,910	26.4	2,357	32.5	1,931	26.7	813	11.2	231	3.2	<b>2.3</b>	<b>1.1</b>
Not classist (position: faculty, staff, student)/ classist	1,943	26.7	2,259	31.1	1,830	25.2	893	12.3	347	4.8	<b>2.4</b>	<b>1.1</b>
Disability friendly/ not disability friendly	2,342	32.3	2,696	37.2	1,730	23.9	387	5.3	96	1.3	<b>2.1</b>	<b>0.9</b>

**Table B73. Students Only: Please indicate your level of agreement with the following statements: (Question 84)**

	Strongly agree		Agree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in the classroom/learning environment.	1,653	34.6	2,624	54.9	420	8.8	82	1.7
I feel valued by other students in the classroom/learning environment	1,298	27.3	2,828	59.4	566	11.9	66	1.4
I think K-State faculty/instructors are genuinely concerned about my welfare.	1,648	34.6	2,392	50.2	597	12.5	124	2.6
I think K-State staff are genuinely concerned with my welfare.	1,544	32.5	2,515	53.0	581	12.2	106	2.2
I think K-State administrators are genuinely concerned with my welfare.	1,398	29.6	2,358	49.9	756	16.0	209	4.4
I think K-State faculty/instructors pre-judge my abilities based on perceived identity/background.	642	13.5	1,513	31.9	2,026	42.7	559	11.8
I have faculty/instructors who I perceive as role models.	1,809	38.1	2,206	46.5	630	13.3	103	2.2
I have staff who I perceive as role models.	1,300	27.6	2,174	46.2	1,109	23.6	125	2.7
I don't see enough faculty/instructors/staff with whom I identify.	477	10.1	1,215	25.9	2,355	50.1	653	13.9
I have opportunities for academic success that are similar to those of my classmates.	1,889	40.0	2,513	53.2	256	5.4	69	1.5

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 4,805).

**Table B74. Faculty Only: Please indicate your level of agreement with the following statements: (Question 86)**

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by faculty in my department.	266	29.3	415	45.7	106	11.7	82	9.0	40	4.4
I feel valued by my department head/chair.	340	37.6	321	35.5	109	12.0	62	6.9	73	8.1
I feel valued by students in the classroom.	286	32.8	390	44.8	163	18.7	26	3.0	6	0.7
I think K-State college-level administrators are genuinely concerned with my welfare.	142	15.7	319	35.3	216	23.9	150	16.6	77	8.5
I think K-State university-level administrators are genuinely concerned with my welfare.	77	8.6	230	25.8	285	32.0	177	19.8	123	13.8
I think faculty in my department pre-judge my abilities based on their perception of my identity/background.	49	5.5	170	19.0	248	27.6	286	31.9	144	16.1
I think that my department chair/head pre-judges my abilities based on their perception of my identity/background.	43	4.8	122	13.6	218	24.3	299	33.4	214	23.9
I believe that the campus climate encourages free and open discussion of difficult topics.	62	6.9	276	30.6	275	30.5	205	22.8	83	9.2
I feel that my teaching is valued.	160	18.2	432	49.2	166	18.9	89	10.1	31	3.5
I feel that my service contributions are valued	134	15.0	421	47.1	169	18.9	118	13.2	52	5.8

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 914).

**Table B75. Staff Only: Please indicate your level of agreement with the following statements: (Question 87)**

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
I feel valued by co-workers in my work unit.	581	34.5	761	45.2	188	11.2	111	6.6	42	2.5
I feel valued by my supervisor/manager.	629	37.4	602	35.7	215	12.8	127	7.5	111	6.6
I think K-State unit/division level administrators are genuinely concerned with my welfare.	368	21.9	602	35.8	363	21.6	212	12.6	136	8.1
I think K-State university-level administrators are genuinely concerned with my welfare.	205	12.3	474	28.4	515	30.9	312	18.7	162	9.7
I think co-workers in my department pre-judge my abilities based on their perception of my identity/background.	90	5.4	280	16.7	492	29.4	576	34.4	234	14.0
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	83	5.0	252	15.2	450	27.1	579	34.9	294	17.7
I believe that my work unit encourages free and open discussion of difficult topics.	259	15.5	602	36.0	384	23.0	261	15.6	165	9.9
I feel that my skills are valued.	419	24.9	725	43.2	257	15.3	161	9.6	118	7.0

Note: Table includes answers from those respondents who indicated that they were Staff in Question 1 (*n* = 1,692).



**Table B76. Please indicate the extent to which you agree with each of the following statements. The K-State 2025 vision and plan positively contributes to:**  
**(Question 88)**

	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
The K-State learning environment	2,121	30.3	3,087	44.1	1,349	19.3	335	4.8	113	1.6
The K-State living environment	1,835	26.3	2,830	40.6	1,874	26.9	331	4.7	102	1.5
The K-State working environment	1,721	24.7	2,875	41.2	1,766	25.3	479	6.9	135	1.9
The recruitment of outstanding talent to K-State	2,063	29.7	2,779	40.0	1,643	23.6	327	4.7	140	2.0
K-State morale	2,116	30.3	2,647	38.0	1,569	22.5	473	6.8	169	2.4
K-State Identity	2,415	34.7	2,854	41.0	1,351	19.4	249	3.6	95	1.4
K-State's fund-raising efforts	2,371	34.1	2,824	40.6	1,551	22.3	140	2.0	77	1.1
K-State's research capacity	2,606	37.5	2,796	40.2	1,303	18.7	175	2.5	73	1.0
K-State graduate education	2,145	30.9	2,814	40.5	1,701	24.5	218	3.1	71	1.0
K-State undergraduate education	2,040	29.4	2,825	40.7	1,557	22.4	380	5.5	140	2.0
K-State's teaching capacity	1,829	26.3	2,692	38.8	1,783	25.7	459	6.6	180	2.6
K-State's service capacity	1,724	25.0	2,620	38.0	1,969	28.6	430	6.2	149	2.2

**Table B77. If you are an individual with a disability (such as physical, learning, medical, sensory, psychological, etc.) have you experienced a barrier in any of the following areas? (Question 90)**

	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
<b>Accessibility</b>						
Athletic facilities	90	8.1	318	28.6	702	63.2
Classroom buildings	119	10.7	318	28.6	674	60.7
Classrooms, labs	130	11.8	292	26.6	676	61.6
College housing	69	6.3	279	25.5	747	68.2
Computer labs	55	5.0	335	30.7	701	64.3
Dining facilities	70	6.4	288	26.5	730	67.1
Doors	85	7.8	344	31.6	659	60.6
Elevators/lifts	90	8.3	343	31.5	656	60.2
Emergency preparedness	69	6.4	342	31.5	673	62.1
Health & Wellness Center	75	6.9	323	29.8	687	63.3
Library	66	6.1	364	33.5	655	60.4
On-campus transportation/parking	143	13.1	288	26.5	657	60.4
Other campus buildings	84	7.8	336	31.0	663	61.2
Podium	46	4.3	325	30.1	709	65.6
Recreational facilities	62	5.8	321	29.8	694	64.4
Restrooms	77	7.1	358	33.1	645	59.7
Studios/ performing arts spaces	48	4.5	309	28.7	720	66.9
Walkways and pedestrian paths	84	7.8	349	32.4	643	59.8
<b>Technology/Online Environment</b>						
Accessible electronic format	91	8.5	352	32.8	629	58.7
Alcohol.edu	46	4.3	315	29.5	705	66.1
ATM machines	52	4.9	331	31.0	686	64.2
Availability of FM listening systems	43	4.0	298	28.0	722	67.9
Clickers	40	3.8	314	29.5	711	66.8

<b>Table B77 (cont.)</b>	Yes		No		Not applicable	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Course management System (KSOL)	73	6.9	342	32.1	650	61.0
Closed caption at athletic events	39	3.7	296	27.8	730	68.5
E-curriculum	52	4.9	315	29.7	692	65.3
Electronic forms	54	5.1	361	34.0	647	60.9
Electronic signage	88	6.4	347	25.1	945	68.5
Electronic surveys	145	10.3	319	22.7	940	67.0
iSIS including online course registration	160	11.6	314	22.7	908	65.7
Kiosks	101	7.3	370	26.7	915	66.0
Library database	56	4.1	353	25.7	965	70.2
PA system	72	5.3	348	25.4	949	69.3
Video	94	6.9	383	27.9	895	65.2
Website	106	7.8	375	27.7	873	64.5
<b>Instructional/Campus materials</b>						
Brochures	52	4.9	361	33.9	651	61.2
Food menus	62	5.8	343	32.2	659	61.9
Forms	59	5.6	365	34.4	638	60.1
Events/exhibits/movies	69	6.5	345	32.4	650	61.1
Journal articles	67	6.3	346	32.5	652	61.2
Library books	59	5.5	356	33.5	649	61.0
Other publications	51	4.8	358	33.7	654	61.5
Signage	49	4.6	361	34.1	649	61.3
Textbooks	77	7.3	336	31.8	645	61.0
Video-closed captioning and text description	49	4.6	331	31.4	674	63.9

Note: Table includes answers from those respondents who indicated that they had a disability (*n* = 1,256).

**Table B78. Students Only: Please indicate the extent to which you agree that your courses at K-State include sufficient materials, perspectives, and/or experiences of people based on each of the following characteristics: (Question 92)**

Characteristics	Strongly agree		Agree		Disagree		Strongly disagree		Don't know	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Disability status	1,166	25.5	1,957	42.8	520	11.4	127	2.8	804	17.6
Ethnicity	1,390	30.4	2,125	46.5	346	7.6	109	2.4	596	13.1
Gender/gender identity	1,314	28.9	1,919	42.2	481	10.6	153	3.4	680	15.0
Immigrant/citizen status	1,114	24.5	1,871	41.1	585	12.9	136	3.0	842	18.5
International status	1,271	27.9	1,948	42.8	503	11.1	124	2.7	704	15.5
Military/veteran status	1,531	33.6	1,824	40.1	384	8.4	100	2.2	711	15.6
Philosophical views	1,195	26.3	2,076	45.6	446	9.8	117	2.6	715	15.7
Political views	1,089	23.9	2,049	45.1	567	12.5	175	3.8	668	14.7
Racial identity	1,254	27.6	2,050	45.2	416	9.2	139	3.1	681	15.0
Religious/spiritual views	1,187	26.1	1,956	43.0	548	12.0	203	4.5	654	14.4
Sexual identity	1,106	24.4	1,784	39.4	610	13.5	196	4.3	829	18.3
Socioeconomic status	1,194	26.4	1,986	43.8	492	10.9	149	3.3	709	15.7

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 4,805).

**Table B79. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at K-State: (Question 93)**

Institutional initiatives	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing flexibility for computing the probationary period for tenure (e.g., family leave)	440	48.1	114	12.5	16	1.8	149	16.3	17	1.9	7	0.8
Providing recognition and rewards for including diversity issues in courses across the curriculum	285	31.2	200	21.9	34	3.7	137	15.0	54	5.9	20	2.2
Providing diversity training for faculty	329	36.0	225	24.6	48	5.3	118	12.9	38	4.2	13	1.4
Providing access to counseling for people who have experienced harassment	519	56.8	106	11.6	4	0.4	105	11.5	9	1.0	1	0.1
Providing mentorship for new faculty	587	64.2	59	6.5	6	0.7	138	15.1	3	0.3	0	0.0
Providing a clear and fair process to resolve conflicts	511	55.9	91	10.0	5	0.5	153	16.7	9	1.0	0	0.0
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	199	21.8	177	19.4	95	10.4	131	14.3	84	9.2	64	7.0
Providing equity and diversity training to search and appointment, promotion & tenure committees	267	29.2	193	21.1	57	6.2	142	15.5	72	7.9	28	3.1
Providing career span development opportunities for faculty	339	37.1	97	10.6	5	0.5	302	33.0	21	2.3	1	0.1
Providing salary increases comparable to those offered at other Big 12 institutions	341	37.3	29	3.2	18	2.0	413	45.2	6	0.7	0	0.0

Note: Table includes answers from those respondents who indicated that they were Faculty in Question 1 (*n* = 914). Table reports actual percentages.

**Table B80. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each affects the climate for diversity at K-State: (Question 95)**

Institutional initiatives	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for staff	900	53.2	356	21.0	48	2.8	190	11.2	49	2.9	5	0.3
Providing access to counseling for people who have experienced harassment	1,095	64.7	194	11.5	16	0.9	188	11.1	24	1.4	10	0.6
Providing mentorship for new staff	853	50.4	155	9.2	10	0.6	490	29.0	30	1.8	5	0.3
Providing a clear and fair process to resolve conflicts	1,010	59.7	163	9.6	19	1.1	308	18.2	21	1.2	6	0.4
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty	629	37.2	347	20.5	137	8.1	222	13.1	102	6.0	57	3.4
Providing career development opportunities for staff	999	59.0	139	8.2	16	0.9	39	23.1	11	0.7	5	0.3
Providing salary increases comparable to peers	811	47.9	91	5.4	49	2.9	600	35.5	11	0.7	6	0.4

Note: Table includes answers from those respondents who indicated that they were Staff or Administrators in Question 1 (*n* = 1,692). Table reports actual percentages.

**Table B80. Students only: Please indicate how each of the following institutional actions affects the climate for diversity at K-State: (Question 97)**

Institutional initiatives	Initiative Available at K-State						Initiative NOT available at K-State					
	Positively influences climate		Has no influence on climate		Negatively influences climate		Would positively influence climate		Would have no influence on climate		Would negatively influence climate	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Providing diversity training for students	2,495	51.9	649	13.5	106	2.2	813	16.9	212	4.4	36	0.7
Providing diversity training for staff	2,840	59.1	541	11.3	81	1.7	676	14.1	117	2.4	16	0.3
Providing diversity training for faculty	2,838	59.1	503	10.5	80	1.7	680	14.2	110	2.3	16	0.3
Providing a person to address student complaints of classroom inequality	2,466	51.3	539	11.2	71	1.5	969	20.2	135	2.8	41	0.9
Increasing opportunities for cross-cultural dialogue among students	2,525	52.5	559	11.6	94	2.0	877	18.3	146	3.0	38	0.8
Increasing opportunities for cross-cultural dialogue between faculty, staff, and students	2,495	51.9	543	11.3	95	2.0	930	19.4	131	2.7	38	0.8
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	2,391	49.8	639	13.3	125	2.6	816	17.0	192	4.0	53	1.1
Providing effective faculty mentorship of students	3,092	64.3	363	7.6	49	1.0	684	14.2	60	1.2	13	0.3
Providing effective academic advising	3,338	69.5	333	6.9	48	1.0	490	10.2	38	0.8	13	0.3
Providing effective career counseling	3,317	69.0	342	7.1	43	0.9	501	10.4	32	0.7	12	0.2

Note: Table includes answers from those respondents who indicated that they were Students in Question 1 (*n* = 4,805). Table reports actual percentages.

## **Appendix C**

### **Comment Analysis (Questions #99 and #100)**

Among the 7,411 surveys submitted for the Kansas State University climate assessment, more than 3,188 contained respondents' remarks to the open-ended questions throughout the survey. The follow-up questions that allowed respondents to provide more detail about their answers to a previous survey question were included in the body of the full report. This section of the report summarizes the comments<sup>1</sup> submitted for the final two survey questions and provides examples of those remarks echoed by several respondents.

#### **Additional Thoughts on Campus Climate**

The first open-ended question allowed respondents to provide additional information on the climate at K-State. More than 1,000 respondents provided written responses elaborating on their general survey responses, further describing their experiences, or offering additional insights about issues and the ways K-State might be able to improve climate. The responses were varied, but one theme emerged and was related to a positive experience with K-State. This theme is offered below with supporting quotations highlighting how respondents felt that the climate was positive at K-State.

*Good climate.* One hundred twenty-six respondents offered comments echoing the sentiment offered by the respondent who wrote, "I really enjoy the K-State atmosphere and find it to have a great 'family' feel to it!" Other respondents similarly offered, "I think the climate at K-State is very positive" and "K-State feels like a safe place to learn and grow as an individual." Even those who noted that K-State has "many things it can improve on" shared that they "do enjoy working at K-State." One respondent wrote "the main reason I have been employed at Kansas State University for over 16 years is the climate. I work in a department that supports and promotes education, training, and a positive working environment." Generally, the sentiment among many of these

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<sup>1</sup>This report provides respondents' verbatim comments.



respondents could be summed up by the individual who wrote “I love K-State. Peace, Love, and Cats.”

### **Thoughts on the Survey**

In response to the final open-ended question, 670 respondents commented on the survey, specific survey items, and the process. Following is the most prominent theme that emerged, with supporting quotations.

*Good job/thank you.* Sixty-four respondents expressed a sincere thanks and appreciation for the survey. Many respondents simply wrote “great survey” and “thank you for doing this.” One respondent who elaborated more on this theme offered, “thank you for the opportunity to have my input heard and for evaluating where we stand as a university.” Other respondents shared that “the survey was well organized” and that “the survey was well put together and easy to navigate.” One self-identified Student respondent wrote, “I enjoyed this survey! It got me thinking more about my college experience at K-State, and things I can do to better myself and those around me.” This student went on to write, “I was glad I stayed at K-state when I was pondering transferring.” Generally, respondents echoed the sentiments of the respondent who offered, “Thank-you for the opportunity to participate in the survey and at least let me feel like I have a voice.”

This survey is accessible in alternative formats.

For more information please contact:

Student Access Center  
202 Holton Hall  
Kansas State University  
Manhattan, KS 66506  
785-532-6441 (phone)  
785-370-0431 (video phone)  
[accesscenter@ksu.edu](mailto:accesscenter@ksu.edu)  
<http://www.k-state.edu/accesscenter/>

*Kansas State University is committed to making its electronic and information technologies accessible to all individuals, including those with disabilities. If you are a student and require assistance or wish to report an issue to the accessibility of content on this website, please contact the Student Access Center, [accesscenter@ksu.edu](mailto:accesscenter@ksu.edu). If you are faculty or staff, contact the Office of Institutional Equity, [affact@ksu.edu](mailto:affact@ksu.edu).*

## **Kansas State University**

### **Assessment of Climate for Learning, Living, and Working**

(Administered by Rankin & Associates, Consulting)

#### **Purpose**

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

#### **Procedures**

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

#### **Discomforts and Risks**

There are no anticipated risks in participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may skip any questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact:

#### **Resources for all:**

Office of Institutional Equity (formerly Office of Affirmative Action)  
Phone: 785-532-6220  
Website: <http://www.k-state.edu/affact>  
Email: [affact@ksu.edu](mailto:affact@ksu.edu)

CARE - Center for Advocacy, Response and Education (formerly Women's Center)  
Phone: 785-532-6444  
Website: <http://www.k-state.edu/care>  
Email: [ksucare@ksu.edu](mailto:ksucare@ksu.edu)  
Email: [jrhaymak@k-state.edu](mailto:jrhaymak@k-state.edu)  
Email: [jmtripod@k-state.edu](mailto:jmtripod@k-state.edu)

**Resources for Students:**

Office of Student Life  
Phone: 785-532-6432  
Website: <http://www.k-state.edu/studentlife/>  
Email: [stulife@ksu.edu](mailto:stulife@ksu.edu)

Counseling Services  
Phone: 785-532-6927  
Website: <http://www.k-state.edu/counseling/>

**Resources for Faculty and Staff:**

The Division of Human Capital Services (formerly Human Resources)  
Phone: 785-532-6277  
Website: <http://www.k-state.edu/hr/current-employees/employee-relations/>

**Benefits**

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

**Voluntary Participation**

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

**Statement of Confidentiality for Participation**

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be insured. The external consultant (Rankin & Associates) will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the Kansas State University Institutional Review Board.

**Statement of Anonymity for Comments**

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

**Right to Ask Questions**

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

Susan R. Rankin, Ph.D.  
Principal & Senior Research Associate  
Rankin & Associates, Consulting  
[sue@rankin-consulting.com](mailto:sue@rankin-consulting.com)  
814-625-2780

**Questions regarding the survey process may also be directed to:**

Ruth A. Dyer  
108 Anderson Hall  
climatesurvey@ksu.edu  
785-532-6224

Thomas S. Vontz  
203 Bluemont Hall  
climatesurvey@ksu.edu  
785-532-5927

**Questions concerning the rights of participants:**

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

University Research Compliance Office  
785-532-3224  
comply@ksu.edu

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

By submitting this survey you are agreeing to take part in this assessment, as described in detail in the preceding paragraphs.

**Survey Terms and Definitions**

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

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

**Assigned Birth Sex:** Refers to the assigning (naming) of the biological sex of a baby at birth.

**Bullied:** Unwanted offensive and malicious behavior which undermines, patronizes, intimidates or demeans the recipient or target.

**Classist:** A bias based on social or economic class.

**Climate:** Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

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

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

**Experiential Learning:** Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives which are planned and articulated prior to the experience (internship, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

**Family Leave:** The Family Medical Leave Act is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to one of the following situations: a serious health

condition that makes the employee unable to perform his or her job; caring for a sick family member; caring for a new child (including birth, adoption or foster care).

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

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

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

**Homophobia:** The irrational hatred and fear of homosexuals or homosexuality. Homophobia includes prejudice, discrimination, harassment, and acts of violence brought on by fear and hatred.

**Intersex:** A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy that doesn't seem to fit the typical definitions of female or male.

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

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

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

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

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

**Sexual Identity:** Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

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

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

**Unwanted Sexual Contact:** Unwanted physical sexual contact includes forcible fondling, sexual assault, forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, and sexual assault with an object.

### Directions

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

**The survey will take between 20 and 30 minutes to complete. You must answer at least 50% of the questions for your responses to be included in the final analyses.**

1. What is your **primary** position at K-State?
  - Undergraduate student
    - Started at K-State as a first-year student
    - Transferred from another institution
  - Graduate student
    - Non-degree
    - Non-degree certificate
    - Master's degree student
    - Doctoral/Professional degree student (e.g., Ph.D., Ed.D., DVM)
  - Faculty
    - Tenure-Track or Tenured
      - Assistant Professor
      - Associate Professor
      - Professor
    - Non-Tenure Track (Continuing/Regular)
      - Instructor
      - Clinical Track
        - Assistant Professor
        - Associate Professor
        - Professor
      - Research
        - Assistant Professor
        - Associate Professor
        - Professor
    - Non-Tenure Track (Term)
      - Adjunct
        - Instructor
        - Assistant Professor
        - Associate Professor
        - Professor
      - Clinical Track
        - Assistant Professor
        - Associate Professor
        - Professor
      - Research
        - Assistant Professor
        - Associate Professor
        - Professor
      - Assistant Instructor
      - Extension assistant
      - Extension associate
      - Research assistant
      - Research associate
  - Administrator
    - Temporary
    - Term
    - Regular
    - Faculty appointment
  - Staff
    - University Support Staff
    - Unclassified Professional Staff

2. Are you full-time or part-time in that **primary** status?
- Full-time
  - Part-time
3. What is your **primary** K-State geographic location?
- Manhattan
  - Salina
  - Olathe
  - Other (please specify) \_\_\_\_\_

## Part 1: Personal Experiences

***Please reflect on your experiences WITHIN THE PAST YEAR...***

4. Overall, how comfortable are you with the campus climate at K-State?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
5. **Faculty/Staff only:** Overall, how comfortable are you with your department/work unit climate?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
6. **Students/Faculty only:** Overall, how comfortable are you with the classroom climate?
- Very comfortable
  - Comfortable
  - Neither comfortable nor uncomfortable
  - Uncomfortable
  - Very uncomfortable
  - Not applicable
7. Have you ever seriously considered leaving K-State?
- No **[SKIP TO QUESTION 12]**
  - Yes
8. **Students only:** When did you seriously consider leaving K-State? **(Mark all that apply)**
- During my first year as a student
  - During my second year as a student
  - During my third year as a student
  - During my fourth year as a student
  - After my fourth year as a student
9. **Students only:** Why did you seriously consider leaving K-State? **(Mark all that apply)**
- Climate was not welcoming
  - Coursework was too difficult
  - Did not like major
  - Did not meet the selection criteria for a major
  - Major was not offered
  - Financial reasons
  - Homesick
  - Lack of a sense of belonging
  - Lack of support group
  - My marital/relationship status
  - Personal reasons (medical, mental health, family emergencies, etc.)
  - Trauma (bullying, sexual assault, etc.)
  - Other (please specify) \_\_\_\_\_

8. **Faculty/Staff only:** When did you seriously consider leaving K-State?  
 please specify when: \_\_\_\_\_

10. **Faculty/Staff only:** Why did you seriously consider leaving K-State? **(Mark all that apply)**

- Campus climate was unwelcoming
- Family responsibilities
- Financial reasons
- Increased workload
- Interested in a position at another institution
- Lack of salary/benefits
- Limited opportunities for advancement
- Local community did not meet my (my family) needs
- Offered position in government or industry
- Personal reasons (medical, mental health, family emergencies, etc.)
- Political climate in Kansas
- Recruited or offered a position at another institution
- Relocation
- Spouse or partner relocated
- Spouse or partner unable to find suitable employment
- Tension in department/work unit with supervisor/manager
- Tension in department/work unit
- Trauma (harassment/bullying, sexual assault, etc.)
- Other (please specify) \_\_\_\_\_

11. If you wish to elaborate on why you seriously considered leaving, please do so here.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. **Students only:** The following questions ask you about your academic experience at K-State.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many of my courses this year have been intellectually stimulating.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with my academic experience at K-State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the extent of my intellectual development since enrolling at K-State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have performed academically as well as I anticipated I would.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My interest in ideas and intellectual matters has increased since coming to K-State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to graduate from K-State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am considering transferring to another college or university.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I intend to withdraw and not attend college elsewhere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. **Within the past year,** have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassed) behavior at K-State?

- No **[SKIP TO QUESTION 20]**
- Yes



14. What do you believe the conduct was based upon? **(Mark all that apply)**

- Academic Performance
- Age
- Cognitive disability (e.g., learning disability, Asperger's/Autism Spectrum)
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental health/Psychological condition
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

15. How did you experience this conduct? **(Mark all that apply)**

- I feared for my physical safety
- I feared for my family's safety
- I was singled out as the spokesperson for my identity group
- I feared getting a poor grade because of a hostile classroom environment
- I felt I was deliberately ignored or excluded
- I felt intimidated/bullied
- I felt isolated or left out
- I observed others staring at me
- I received derogatory written comments
- I received derogatory phone calls/text messages/e-mail
- I received derogatory/unsolicited messages through social media (e.g., Facebook posts, Twitter posts, etc.)
- I received threats of physical violence
- I received a low performance evaluation
- I was the target of derogatory verbal remarks
- I was the target of graffiti/vandalism
- I was the target of physical violence
- I was the target of racial/ethnic profiling
- I was the target of stalking
- I was the target of workplace incivility
- I was the victim of a crime
- Someone assumed I was admitted/hired/promoted due to my identity group
- Someone assumed I was not admitted/hired/promoted due to my identity group
- Other (please specify) \_\_\_\_\_

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

- At a K-State event
- In a class/lab/clinical setting
- In a health care setting
- In a K-State dining facility
- In a K-State administrative office
- In an experiential learning environment
- In a faculty office
- In a public space at K-State
- In a meeting with one other person
- In a meeting with a group of people
- In the library
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- On social networking sites/Facebook/Twitter
- On public transportation
- While working at a K-State job
- While walking on campus
- Other (please specify) \_\_\_\_\_

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

- Academic Advisor
- Alumni
- Athletic coach/trainer
- K-State media (posters, brochures, flyers, handouts, web sites, etc.)
- K-State university police
- Co-worker
- Department Chair /Head/Director
- Donor
- Faculty member
- Friend
- Health/Counseling Services
- Off campus community member
- Person that I supervise
- Senior Administrator (e.g., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g. Residence hall staff, peer mentor)
- Supervisor
- Graduate Teaching Assistant/Graduate Assistant/Graduate Research Assistant/Lab Assistant/Tutor
- Don't know source
- Other (please specify) \_\_\_\_\_

18. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a K-State resource (e.g., Office of Student Life, Employee Relations, Counseling Services)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., Residence hall staff, peer mentor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a K-State employee/official
- I reported it to my Union representative
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- Other (please specify) \_\_\_\_\_

19. If you would like to elaborate on your personal experiences, please do so here.

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***If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:***

**For Students:**

Office of Student Life  
Phone: 785-532-6432  
Website: <http://www.k-state.edu/studentlife/>  
Email: [stulife@ksu.edu](mailto:stulife@ksu.edu)

Counseling Services  
Phone: 785-532-6927  
Website: <http://www.k-state.edu/counseling/>

**For Faculty and Staff:**

The Division of Human Capital Services (former Human Resources)  
Phone: 785-532-6277  
Website: <http://www.k-state.edu/hr/current-employees/employeerelations.html>

**The following questions are related to unwanted physical sexual contact.**

20. While a member of the K-State community, have you experienced unwanted sexual contact (including forcible rape, use of drugs to incapacitate, forcible sodomy, gang rape, sexual assault, sexual assault with an object, and forcible fondling)?

- No [**SKIP TO QUESTION 28**]
- Yes

21. When did the unwanted sexual contact occur?

- Within the last year
- 2-4 years ago
- 5-10 years ago
- 11-20 years ago
- More than 21 years ago

22. **Students only:** What semester were you in when you experienced the unwanted sexual contact? **(Mark all that apply)**

- First
- Second
- Third
- Fourth
- Fifth
- Sixth
- Seventh
- Eighth
- After eighth semester

23. Who did this to you? **(Mark all that apply)**

- Acquaintance/friend
- Family member
- Faculty
- Staff
- Stranger
- Student
- Other (please specify) \_\_\_\_\_

24. Where did the incident(s) occur? **(Mark all that apply)**

- Off-campus (please specify location) \_\_\_\_\_
- On-campus (please specify location) \_\_\_\_\_

25. Please describe your response to experiencing the incident(s). **(Mark all that apply)**

- I did nothing
- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a campus resource (e.g., Affirmative Action/Institutional Equity, CARE (formerly Women's Center))
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., Residence hall staff, peer mentor)
- I sought support from my union representative
- I sought information on-line
- I didn't know who to go to
- I didn't know what to do
- I made an official complaint to a campus employee/official
- Other (please specify) \_\_\_\_\_

26. If you did not report the unwanted sexual contact to a campus official or staff member please explain why you did not.

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27. If you did report the unwanted sexual contact to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

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***If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:***

**Office of Institutional Equity (formerly Office of Affirmative Action)**

Phone: 785-532-6220

Website: <http://www.k-state.edu/affact>

Email: [affact@ksu.edu](mailto:affact@ksu.edu)

**CARE (formerly Women's Center)**

Phone: 785-532-6444

Website: <http://www.k-state.edu/womenscenter>

Email: [womenscenter@ksu.edu](mailto:womenscenter@ksu.edu)

## Part 2: Work-Life

28. **Staff/Faculty only:** Please respond to the following statements.

	Strongly agree	Agree	Disagree	Strongly disagree
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation or tenure/merit/promotion decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/co-workers expect me to represent “the point of view” of my identity (e.g., ability, ethnicity, gender identity, racial identity religion, sexual identity).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the process for determining salaries is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable taking leave that I am entitled to without fear that it may affect my job/career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues/co-workers do to achieve the same recognition.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. **Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements, please do so here.

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30. **Faculty only:** As a faculty member ...

	Strongly agree	Agree	Disagree	Strongly disagree
I believe that the tenure/promotion process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to achieve tenure/promotion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my colleagues include me in opportunities that will help my career as much as they do others in my position.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am burdened by service responsibilities (e.g., committee memberships, departmental work assignments, teaching load) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I perform more work to help students (e.g., formal and informal advising, sitting for qualifying exams/thesis committees, helping with student groups and activities, providing other support) beyond those of my colleagues with similar performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my diversity-related activities have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my international related activities have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my research contributions have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching contributions have been/will be valued for promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used K-State policies for active service duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used K-State policies for modified instructional duties.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have used K-State policies for delay of the tenure-clock.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my department, faculty members who use family accommodation (FMLA) policies are disadvantaged in promotion or tenure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe the tenure standards/promotion standards are applied equally to all faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. **Faculty only:** If you would like to elaborate on any of your responses to the previous questions, please do so here.

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32. **Staff/Faculty only:** Please respond to the following statements.

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I find that K-State is supportive of taking leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that K-State is supportive of faculty taking sabbatical/faculty enhancement leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that K-State is supportive of flexible work schedules.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that people who do not have children are burdened with work responsibilities (e.g., stay late, off-hour work, work week-ends) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that K-State provides available resources to help employees balance work-life needs, such as childcare and elder care.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have supervisors who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have colleagues/co-workers who give me job/career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State provides me with resources to pursue professional development opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My supervisor provides ongoing feedback to help me improve my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the annual performance evaluation process is clear.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the annual performance evaluation process is fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the tenure/promotion standards are reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. **Staff/Faculty only:** If you would like to elaborate on any of your responses to the previous statements please do so here.

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### Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than 5 responses that may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

34. What is your birth sex (assigned)?

- Female
- Intersex
- Male

35. What is your gender/gender identity?

- Genderqueer
- Man
- Transgender
- Woman
- A gender identity not listed above (if you wish please specify) \_\_\_\_\_

36. What is your current gender expression?

- Androgynous
- Feminine
- Masculine
- A gender expression not listed above (if you wish please specify) \_\_\_\_\_

37. What is your racial/ethnic identity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply)**

- Alaskan Native (if you wish please specify) \_\_\_\_\_
- American Indian (if you wish please specify) \_\_\_\_\_
- Asian/Asian American (if you wish please specify) \_\_\_\_\_
- Black/African/African American (if you wish please specify) \_\_\_\_\_
- Latino(a)/Chicano(a)/Hispanic (if you wish please specify) \_\_\_\_\_
- Middle Eastern (if you wish please specify) \_\_\_\_\_
- Native Hawaiian (if you wish please specify) \_\_\_\_\_
- Pacific Islander (if you wish please specify) \_\_\_\_\_
- White (if you wish please specify) \_\_\_\_\_
- A racial identity not listed above (if you wish please specify) \_\_\_\_\_

38. Which term best describes your sexual identity?

- Asexual
- Bisexual
- Gay
- Heterosexual
- Lesbian
- Pansexual
- Queer
- Questioning
- A sexual identity not listed above (if you wish please specify) \_\_\_\_\_

39. What is your age?

- 22 and under
- 23 – 34
- 35 – 48
- 49 – 67
- 68 and over

40. Do you have substantial parenting or caregiving responsibility?
- No
  - Yes **(Mark all that apply)**
    - Children 18 years of age or under
    - Children over 18 years of age, but still legally dependent (in college, disabled, etc.)
    - Independent adult children over 18 years of age
    - Sick or disabled partner
    - Senior or other family member
    - A parent or caregiving responsibility not listed above (e.g., pregnant, expectant partner, adoption pending) (Please specify if you wish) \_\_\_\_\_

41. Are/were you or a family member connected with the U.S. Armed Forces? **(Mark all that apply)**
- I have not been in the military
  - Active military
  - Military connected (e.g., parent, spouse, partner, etc.)
  - Reservist/National Guard
  - ROTC
  - Veteran

42. **Students only:** What is the highest level of education achieved by your primary parent(s)/guardian(s)?

	No high school	Some high school	Completed high School/GED	Some college	Business/Technical certificate/degree	Associate's degree	Bachelor's degree	Some graduate work	Master's degree (M.A., M.S., MBA)	Specialist degree (Ed.S.)	Doctoral degree (e.g., Ph.D., Ed.D.)	Professional degree (e.g., MD, JD.)	Unknown	Not applicable
Parent/Guardian 1:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- No high school
- Some high School
- Completed high School/GED
- Some college
- Business/Technical certificate/degree
- Associate's degree
- Bachelor's degree
- Some graduate work
- Master's degree
- Specialist degree (Ed.S.)
- Doctoral degree (ph.D., Ed.D.)
- Professional degree (e.g., MD, JD)

44. **Undergraduate Students only:** Where are you in your **college career**?

- Non-degree student
- First year
- Second year
- Third year
- Fourth year
- Fifth year
- Sixth year
- Seventh (or more) year

45. **Graduate Students only:** Where are you in your graduate career?
- Master's student (e.g., Degree, Non-degree, Certificate)
    - First year
    - Second year
    - Third (or more) year
  - Doctoral student (e.g., Ph.D., Ed.D, DVM)
    - First year
    - Second year
    - Third (or more) year
    - Advanced to Candidacy
    - ABD (all but dissertation)
46. **Faculty only:** Which academic division/department are you **primarily affiliated** with at this time?
- College of Agriculture
  - College of Architecture, Planning, & Design
  - College of Arts & Sciences
  - College of Business Administration
  - College of Education
  - College of Engineering
  - College of Human Ecology
  - College of Technology & Aviation
  - College of Veterinary Medicine
  - K-State Libraries
  - K-State Research and Extension
  - Office of the Provost (e.g., Office of International Programs, School for Leadership Studies)
47. **Administrator only:** Which academic division/work unit are you **primarily affiliated** with at this time?
- Administration & Finance
  - College of Agriculture
  - College of Architecture, Planning, & Design
  - College of Arts & Sciences
  - College of Business Administration
  - College of Education
  - College of Engineering
  - College of Human Ecology
  - College of Technology & Aviation
  - College of Veterinary Medicine
  - Communications & Marketing
  - Division of Facilities
  - Division of Human Capital Services
  - Graduate School
  - Housing & Dining
  - Information Technology Services
  - K-State Global Campus (formerly known as Continuing Education)
  - K-State Libraries
  - K-State Olathe
  - K-State Research and Extension
  - Office of President
  - Office of Provost
  - Office of Research
  - Student Life

48. **Staff only:** Which work unit are you **primarily affiliated** with at this time?

- Administration & Finance
- College of Agriculture
- College of Architecture, Planning, & Design
- College of Arts & Sciences
- College of Business Administration
- College of Education
- College of Engineering
- College of Human Ecology
- College of Technology & Aviation
- College of Veterinary Medicine
- Communications & Marketing
- Division of Cooperative Extension
- Division of Facilities
- Division of Human Capital Services (formerly known as Human Resources)
- Graduate School
- Housing & Dining
- Information Technology Services
- K-State Global Campus (formerly known as Continuing Education)
- K-State Libraries
- K-State Olathe
- K-State Research and Extension
- Office of President
- Office of Provost (e.g., Office of International Programs, School for Leadership Studies)
- Office of Research
- Student Life

49. **Undergraduate Students only:** What is your academic major? (**only allow 2 choices**)

- Undecided
- Non-degree
- College of Agriculture
  - Agriculture Communication & Journalism
  - Agricultural Education
  - Agribusiness
  - Agricultural Economics
  - Agronomy
  - Animal Sciences and Industry
  - Agricultural Technology Management
  - Bakery Science & Management
  - Feed Science & Management
  - General Agriculture
  - Horticulture
  - Milling Science & Management
  - Park Management & Conservation
  - Wildlife & Outdoor Enterprise Management
- College of Architecture, Planning, & Design
  - Architecture
  - Environmental Design
  - Interior Architecture & Product Design
  - Landscape Architecture
  - Regional & Community Plan
- College of Arts & Sciences
  - American Ethnic Studies
  - Anthropology
  - Art-General
  - Fine Arts
  - Biochemistry
  - Fisheries, Wildlife, & Conservation Biology
  - Biology
  - Chemistry
  - Clinical Lab Science
  - Communication Studies

- Economics
- English
- Geography
- Geology
- History
- Humanities
- Life Sciences
- Mathematics
- Microbiology
- Mass Communication
- Modern Languages
- Music - Applied
- Music Education
- Music
- Philosophy
- Physical Sciences
- Physics
- Political Science
- Psychology
- Sociology
- Social Work
- Social Science
- Statistics
- Theatre
- Women's Studies
- College of Business Administration
  - Accounting
  - Entrepreneurship
  - Finance
  - General Business Administration
  - Management
  - Management Information Systems
  - Marketing
- College of Education
  - Education-Art
  - Education-Biological
  - Education-Business
  - Education-Chemistry
  - Elementary Education
  - Education-English
  - Education-English & Journalism
  - Education-Earth Science
  - Education-Journalism
  - Education-Modern Languages
  - Education-Mathematics
  - Education-Physics
  - Education-Speech
  - Education-Social Studies
- College of Engineering
  - Architectural Engineering
  - Biological Systems Engineering
  - Civil Engineering
  - Chemical Engineering
  - Computer Engineering
  - Construction Science & Management
  - Computer Science
  - Electrical Engineering
  - Industrial Engineering
  - Information Systems
  - Mechanical Engineering
- College of Human Ecology
  - Apparel & Textiles

- Athletic Training
- Communication Sciences & Disorders
- Dietetics
- Early Childhood Education
- Family & Consumer Science Education
- Family Studies & Human Services
- Human Ecology
- Hospitality Management
- Hotel & Restaurant Management
- Interior Design
- Kinesiology
- Nutrition & Health
- Nutrition & Kinesiology
- Nutritional Sciences
- Personal Financial Planning
- Public Health Nutrition
- College of Technology & Aviation
  - Aeronautical Technology
  - Aerospace Technology-Aviation Maintenance
  - Engineering Technology
  - Aero Tech-Professional Pilot
  - Technology Management
  - Airframe & Powerplant

50. **Graduate Students only:** What is your academic degree program?

- Non-degree
- Certificate
  - Academic Advising
  - Adult Learning
  - Applied Statistics
  - Conflict Resolution
  - Business Administration
  - Genetics, Genomic & Biotechnology
  - Geology Information Sciences
  - Horticulture Therapy
  - Online Learning
  - Personal Financial Planning
  - Public Administration
  - Teaching & Learning
  - Teaching Students with Autism Spectrum Disorders
  - Women's Studies
  - Youth Development
- College of Agriculture
  - Agricultural Economics
  - Agricultural Education & Communication
  - Agribusiness
  - Agronomy
  - Animal Science
  - Entomology
  - Food Science
  - Genetics
  - Grain Science
  - Horticulture
  - Plant Pathology
- College of Architecture, Planning, & Design
  - Environmental Design & Planning
  - Architecture
  - Community Development
  - Interior Architecture & Product Design
  - Landscape Architecture
  - Regional & Community Planning
- College of Arts & Sciences

- Biochemistry
- Biology
- Chemistry
- Communication Studies
- Economics
- English
- Fine Arts
- Geography
- Geology
- History
- Journalism/Mass Communication
- Mathematics
- Microbiology
- Modern Languages
- Music
- Physics
- Political Science
- Psychology
- Public Administration
- Security Studies
- Sociology
- Statistics
- Theatre
- College of Business Administration
  - Accounting
  - Business Administration
  - College of Education
    - Academic Advising
    - Adult, Occupational, Continuing Education
    - Counseling & Student Development
    - Curriculum & Instruction
    - Education Administration & Leadership
    - Special Education
- College of Education
- College of Engineering
  - Architectural Engineering
  - Biological & Agricultural Engineering
  - Civil Engineering
  - Chemical Engineering
  - Computer Science
  - Electrical Engineering
  - Industrial Engineering
  - Mechanical Engineering
  - Nuclear Engineering
  - Operations Research
  - Software Engineering
- College of Human Ecology
  - Human Ecology
  - Human Nutrition
  - Hospitality and Dietetic Administration
  - Family Studies & Human Services
  - Human Nutrition
  - Apparel & Textiles
  - Apparel & Text Merchandising
  - Dietetics
  - Family and Community Services
  - Gerontology
  - Kinesiology
- College of Technology & Aviation
  - Professional Master of Technology
- College of Veterinary Medicine
  - Biomedical Science

- Pathobiology
- Physiology
- Public Health
- Veterinary Medicine

51. Which, if any, of the conditions listed below impact your learning, working or living activities? **(Mark all that apply)**

- Acquired/Traumatic brain injury
- Cognitive disability (e.g. Learning Disability, Asperger's/Autism Spectrum, Attention Deficit/Hyperactivity Disorder, etc.)
- Hard of hearing or Deaf
- Low vision or Blind
- Medical condition (e.g., Cancer, Diabetes, Fibromyalgia, Lupus, Multiple Sclerosis, etc.)
- Mental health/Psychological condition
- Mobility impairment
- Physical disability
- Speech/Communication disorders
- Other (please specify) \_\_\_\_\_
- I have none of the listed conditions

52. What is your citizenship status in U.S.? **(Mark all that apply)**

- A visa holder (F-1, J-1, H1-B, A, L, G, E, and TN)
- Other legally documented status (EAD card)
- Permanent resident
- Undocumented resident
- U.S. citizen

53. What is the language(s) spoken in your home?

- English only
- Other than English (please specify) \_\_\_\_\_
- English and other language(s) (please specify) \_\_\_\_\_

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

- Christian affiliation (If you wish, please specify) \_\_\_\_\_
- Other faith-based affiliation (If you wish, please specify) \_\_\_\_\_
- Spiritual, but no faith-based affiliation (If you wish, please specify) \_\_\_\_\_
- No affiliation



55. **Students only:** Are you currently financially dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)?

- Dependent
- Independent

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

- Below \$10,000
- \$10,000-\$19,999
- \$20,000-\$29,999
- \$30,000 - \$39,999
- \$40,000 - \$49,999
- \$50,000 - \$59,999
- \$60,000- \$69,999
- \$70,000- \$79,999
- \$80,000 - \$89,999
- \$90,000- \$99,999
- \$100,000 - \$124,999
- \$125,000 - \$149,999
- \$150,000 - \$199,999
- \$200,000 - \$249,999
- \$200,000 - \$249,999
- \$300,000 - \$399,999
- \$400,000 - \$499,999
- \$500,000 or more

57. **Students only:** Where do you live?

- Campus housing
  - Apartment with University housing contract (e.g., living community)
  - Boyd Hall
  - Ford Hall
  - Goodnow Hall
  - Haymaker Hall
  - Honors House
  - Jardine Apartment Complex
  - Marlatt Hall
  - Moore Hall
  - Putnam Hall
  - Smurthwaite House
  - Van Zile Hall
  - West Hall
- Non-campus housing
  - Fraternity housing
  - Independently in an apartment/house
  - Living with family member/guardian
  - Sorority housing
- Housing transient (e.g. couch surfing, sleeping in car, sleeping in campus office/lab)

58. **Students only:** Do you participate in any of the following at K-State? **(Mark all that apply)**

- I do not participate in any clubs/organizations
- Academic Competition Teams (e.g., Crop Judging, ¼ Scale Tractor)
- Clubs and Activities
  - Academic or Professional Society Chapters/Clubs (e.g., SWE, IEEE)
  - Arts and Culture
  - College-based Organizations (e.g., Block & Bridle, Economics Club, College of Education Ambassadors, etc.)
  - Religion & Faith-based/Spiritual
- Honor Societies (e.g., Chimes, Blue Key, Golden Key, etc.)
- LGBTQ Student Organizations
- Multicultural Student Organizations (e.g., BSU, HALO, International Buddies)
- Panhellenic
  - Fraternities
  - Sororities
- School spirit/philanthropy clubs (e.g., ICAT, K-State Proud, etc.)
- Sports and Recreation
  - K-State Athletic (NCAA Teams)
  - Club sports
  - Intramural sports
- Student governance (e.g., SGA, Graduate Student Council)
- Other (please list) \_\_\_\_\_

59. **Students only:** At the end of your last semester, what was your cumulative grade point average?

- 3.5 – 4.0
- 3.0 – 3.4
- 2.5 – 2.9
- 2.0 – 2.4
- 1.5 – 1.9
- 1.0 – 1.4
- 0.0 – .99

60. **Students only:** Have you experienced financial hardship while attending K-State?

- No
- Yes

61. **Students only:** How have you experienced the financial hardship? **(Mark all that apply)**

- Difficulty affording tuition
- Difficulty purchasing my books
- Difficulty participating in social events
- Difficulty affording food
- Difficulty in participating academic or professional organizations
- Difficulty participating in co-curricular events or activities (alternative spring breaks, class trips, study abroad, etc.)
- Difficulty traveling home during breaks
- Difficulty commuting to campus
- Difficulty in affording housing
- Difficulty in affording health care
- Difficulty in affording child care
- Difficulty in affording other campus or program fees
- Other (please specify) \_\_\_\_\_

62. **Students only:** How are you currently paying for your education at K-State? **(Mark all that apply)**

- Credit card
- Family contribution
- Grant (e.g., Pell)
- Need-based scholarship (e.g., Gates, Project IMPACT)
- Non-need (merit) based scholarship (e.g., athletic)
- Parent Loans
- Personal contribution/job
- Resident assistant
- Student Loans
- Work Study
- Other (please specify) \_\_\_\_\_

63. **Students only:** Are you employed either on campus or off-campus during the academic year?

- No
- Yes, I work **on-campus** – (Please indicate total number of hours you work)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - More than 40 hours/week
- Yes, I work **off-campus** – (Please indicate total number of hours you work)
  - 1-10 hours/week
  - 11-20 hours/week
  - 21-30 hours/week
  - 31-40 hours/week
  - More than 40 hours/week

## Part 4: Perceptions of Climate

In this section you will be asked to provide information about how you perceive the learning, living, and working environment at K-State.

64. **WITHIN THE PAST YEAR, have you observed any** conduct or communications directed toward a person or group of people at K-State that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile (bullied, harassing) working or learning environment?

- No [**SKIP TO QUESTION 73**]
- Yes

65. Who/what were the **targets** of this conduct? (**Mark all that apply**)

- Academic Advisor
- Alumni
- Athletic coach/trainer
- K-State media (posters, brochures, flyers, handouts, web sites, etc.)
- K-State university police
- Co-worker
- Department Chair /Head/Director
- Donor
- Faculty member
- Friend
- Health/Counseling Services
- Off campus community member
- Person that I supervise
- Senior Administrator (e.g., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g. Residence hall staff, peer mentor)
- Supervisor
- Graduate Teaching Assistant/Graduate Assistant/Graduate Research Assistant/Lab Assistant/Tutor
- Don't know source
- Other (please specify) \_\_\_\_\_

66. Who/what was the **source** of this behavior? (**Mark all that apply**)

- Academic Advisor
- Alumni
- Athletic coach/trainer
- K-State media (posters, brochures, flyers, handouts, web sites, etc.)
- K-State university police
- Co-worker
- Department Chair /Head/Director
- Donor
- Faculty member
- Friend
- Health/Counseling Services
- Off campus community member
- Person that I supervise
- Senior Administrator (e.g., Dean, Vice President)
- Social networking site (e.g., Facebook, Twitter)
- Staff member
- Stranger
- Student
- Student staff (e.g. Residence hall staff, peer mentor)
- Supervisor
- Graduate Teaching Assistant/Graduate Assistant/Graduate Research Assistant/Lab Assistant/Tutor
- Don't know source
- Other (please specify) \_\_\_\_\_

67. What do you believe were the bases for this conduct? **(Mark all that apply)**

- Academic Performance
- Age
- Cognitive disability (e.g., learning disability, Asperger's/Autism Spectrum)
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Living arrangement
- Major field of study
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological Condition
- Medical condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

68. What forms of behaviors have you observed or personally been made aware of? **(Mark all that apply)**

- Assumption that someone was admitted/hired/promoted based on his/her identity
- Assumption that someone was not admitted/hired/promoted based on his/her identity
- Deliberately ignored or excluded
- Derogatory verbal remarks
- Derogatory/unsolicited Facebook posts, Twitter posts, etc.
- Derogatory written comments
- Derogatory phone calls/ text messages/e-mail
- Feared for their physical safety
- Feared for their family's safety
- Graffiti/vandalism
- Intimidated/bullied
- Person felt isolated or left out
- Person singled out as the spokesperson for their identity group
- Racial/ethnic profiling
- Receipt of a low performance evaluation
- Receipt of a poor grade because of a hostile classroom environment
- Physical violence
- Stalking
- Threats of physical violence
- Victim of a crime
- Workplace incivility
- Other (please specify) \_\_\_\_\_

69. How many times have you observed this type of conduct?

- 1
- 2
- 3
- 4
- 5
- 6 or more

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

- At a K-State event
- In a class/lab/clinical setting
- In a health care setting
- In a K-State dining facility
- In a K-State administrative office
- In an experiential learning environment
- In a faculty office
- In a public space at K-State
- In a meeting with one other person
- In a meeting with a group of people
- In the library
- In athletic facilities
- In campus housing
- In off-campus housing
- Off campus
- On social networking sites/Facebook/Twitter
- On public transportation
- While working at a K-State job
- While walking on campus
- Other (please specify) \_\_\_\_\_

71. Please describe your reactions to observing this conduct. **(Mark all that apply)**

- I felt embarrassed
- I felt somehow responsible
- I ignored it
- I was afraid
- I was angry
- It didn't affect me at the time
- I left the situation immediately
- I sought support from off-campus hot-line/advocacy services
- I sought support from a K-State resource (e.g., Office of Student Life, Employee Relations, Counseling Services)
- I confronted the harasser at the time
- I confronted the harasser later
- I avoided the harasser
- I told a friend
- I told a family member
- I contacted a local law enforcement official
- I sought support from a staff person
- I sought support from a graduate teaching assistant/graduate assistant/graduate research assistant
- I sought support from an administrator
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought support from student staff (e.g., Residence hall staff, peer mentor)
- I sought information on-line
- I didn't know who to go to
- I reported it to a K-State employee/official
- I reported it to my Union representative
- I didn't report it for fear that my complaint would not be taken seriously
- I did report it but I did not feel the complaint was taken seriously
- Other (please specify) \_\_\_\_\_

72. If you would like to elaborate on your observations, please do so here.

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***If you have experienced any discomfort in responding to these questions and would like to speak with someone please contact:***

**For Students:**

Office of Student Life

Phone: 785-532-6432

Website: <http://www.k-state.edu/studentlife/>

Email: [stulife@ksu.edu](mailto:stulife@ksu.edu)

Counseling Services

Phone: 785-532-6927

Website: <http://www.k-state.edu/counseling/>

**For Faculty and Staff:**

The Division of Human Capital Services (former Human Resources)

Phone: 785-532-6277

Website: <http://www.k-state.edu/hr/current-employees/employeerelations.html>

Please respond to the following question based on the **last year**.

73. **Staff/Faculty only:** I have observed **hiring** practices at K-State (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [**SKIP TO QUESTION 76**]
- Yes
- Don't know

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

- Age
- Cognitive disability (e.g., learning disability, Asperger's/Autism Spectrum)
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Marital status (e.g., single, married, partnered)
- Mental Health/Psychological Condition
- Medical condition
- Military/veteran status
- Nepotism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Preferential treatment
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

75. **Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.

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Please respond to the following question based on the most RECENT ACTIONS with regard to unfair or unjust employment-related discipline up to and including dismissal.

76. **Staff/Faculty only:** I have observed employment-related discipline or action up to and including termination at K-State that I perceive to be unfair and unjust or would inhibit diversifying the community.

- No [SKIP TO QUESTION 79]
- Yes
- Don't know

77. **Staff/Faculty only:** I believe that the unfair or unjust employment-related discipline or action were based upon (Mark all that apply)

- Age
- Cognitive disability (e.g., learning disability, Asperger's/Autism Spectrum)
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accents
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Marital status (e.g., single, married, partnered)
- Medical condition
- Mental Health/Psychological Condition
- Military/veteran status
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Preferential treatment
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

78. **Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.

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**Please respond to the following question based on the most RECENT ACTIONS with regard to promotion/tenure/reappointment/reclassification.**

79. **Staff/Faculty only:** I have observed promotion/tenure/reappointment/reclassification practices at K-State that I perceive to be unfair or unjust.

- No [**SKIP TO QUESTION 82**]
- Yes
- Don't know

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

- Age
- Cognitive disability (e.g., learning disability, Asperger's/Autism Spectrum)
- Educational credentials (M.S., Ph.D., etc.)
- English language proficiency/accent
- Ethnicity
- Gender/Gender identity
- Gender expression
- Immigrant/citizen status
- International status
- Marital status (e.g., single, married, partnered)
- Medical condition
- Mental Health/Psychological Condition
- Military/veteran status
- Nepotism
- Parental status (e.g., having children)
- Participation in an organization/team (please specify) \_\_\_\_\_
- Physical characteristics
- Physical disability
- Philosophical views
- Political views
- Position (staff, faculty, student)
- Preferential treatment
- Pregnancy
- Racial Identity
- Religious/spiritual views
- Sexual identity
- Socioeconomic status
- Don't know
- Other (please specify) \_\_\_\_\_

81. **Staff/Faculty only:** If you would like to elaborate on your observations, please do so here.

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82. Using a scale of 1-5, please rate the overall climate at K-State on the following dimensions:  
 (Note: As an example, for the first item, “friendly—hostile,” 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostile
Cooperative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Uncooperative
Improving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Regressing
Positive for persons with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, or bisexual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as lesbian, gay, or bisexual
Positive for people who identify as transgender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who identify as transgender
Positive for people of Christian Faith	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of Christian faith
Positive for people of other faith backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of other faith backgrounds
Positive for People of Color	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for People of Color
Positive for men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for men
Positive for women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for women
Positive for non-native English Speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for non-native English speakers
Positive for people who are not U.S. citizens	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people who are not U.S. citizens
Welcoming	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not welcoming
Respectful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Disrespectful
Positive for people of high socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Negative for people of low socioeconomic status

83. Using a scale of 1-5, please rate the overall climate at K-State on the following dimensions: (Note: As an example, for the first item, 1= completely free of racism, 2=mostly free of racism, 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

	1	2	3	4	5	
Not Racist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Racist
Not sexist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Sexist
Not homophobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Homophobic
Not transphobic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Transphobic
Not age Biased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Age biased
Not classist (socioeconomic Status)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (socioeconomic status)
Not classist (position: faculty, staff, student)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Classist (position: faculty, staff, student)
Disability Friendly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Not disability friendly

84. **Students only:** Please indicate your level of agreement to the following statements:

	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
I feel valued by faculty/instructors in the classroom/learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by other students in the classroom/learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think K-State faculty/instructors are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think K-State staff are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think K-State administrators are genuinely concerned about my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think K-State faculty/instructors pre-judge my abilities based on perceived identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have faculty/instructors who I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have staff who I perceive as role models.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't see enough faculty/instructors/staff with whom I identify.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have opportunities for academic success that are similar to those of my classmates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. **Students only:** If you would like to elaborate on your observations, please do so here.

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

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by faculty in my department.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my department head/chair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by students in the classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that K-State college-level administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that K-State university-level administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that faculty in my department pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my department chair/head pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that the campus climate encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my teaching is valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my service contributions are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I feel valued by co-workers in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel valued by my supervisor/manager.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that K-State unit/division level administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that K-State university-level administrators are genuinely concerned with my welfare.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that co-workers in my work unit pre-judge my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think that my supervisor/manager pre-judges my abilities based on their perception of my identity/background.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that my work unit encourages free and open discussion of difficult topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my skills are valued.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

88. Please indicate the extent to which you agree with each of the following statements. The K-State 2025 vision and plan positively contributes to

	<b>Strongly agree</b>	<b>Agree</b>	<b>Neither agree nor disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
The K-State learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The K-State living environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The K-State working environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The recruitment of outstanding talent to K-State.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State morale.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State identity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State's fund-raising efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State's research capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State graduate education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State undergraduate education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State's teaching capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
K-State's service capacity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

89. If you wish to offer additional information on how the K-State 2025 vision and plan influence the climate at K-State, please do so here.

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90. If you are an individual with a disability (such as physical, learning, medical, sensory, psychological, etc.), have you experienced a barrier in any of the following areas?

	Yes	No	Not applicable
<b>Accessibility</b>			
Athletic facilities (stadium, arena, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom Buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classrooms, labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dining Facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevators/Lifts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency preparedness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Health & Wellness Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-campus transportation/parking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other campus buildings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Podium	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Restrooms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studios/Performing Arts Spaces	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Walkways, pedestrian paths. crosswalks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Technology/Online Environment</b>			
Accessible electronic format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Alcohol.edu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ATM Machines	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of FM listening systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clickers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course management System (KSOL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closed captioning at athletic events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E-curriculum (curriculum software)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Electronic surveys (including this one)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
iSIS including Online course registration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kiosks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library database	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PA System	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Instructional/Campus materials</b>			
Brochures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Food menus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Events/Exhibits/Movies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Journal articles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other publications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Signage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Video-closed captioning and text description	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

91. If you would like to elaborate on your observations to the previous question, please do so here.

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### Part 5: Institutional Actions Relative to Climate Issues

92. **Students only:** Please indicate the extent to which you agree that your courses at K-State include sufficient materials, perspectives, and/or experiences of people based on each of the following characteristics.

	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
Disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender/Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant/citizen status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military/veteran status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Philosophical views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial Identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious/spiritual views	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

93. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at K-State.

	Initiative Available at K-State			Initiative NOT Available at K-State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing flexibility for computing the probationary period for tenure (e.g., family leave).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing recognition and rewards for including diversity issues in courses across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing equity and diversity training to search, promotion & tenure committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career span development opportunities for faculty at all ranks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing salary increases comparable to those offered at other Big 12 institutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

94. **Faculty only:** If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

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95. **Staff only:** Please indicate how each of the following institutional actions affects the climate for diversity at K-State.

	Initiative Available at K-State			Initiative NOT Available at K-State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Provide diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing access to counseling for people who have experienced harassment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentorship for new staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear and fair process to resolve conflicts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Considering diversity-related professional experiences as one of the criteria for hiring of staff/faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing career development opportunities for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing salary increases comparable to peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

96. **Staff only:** If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

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97. **Students only:** Please indicate how each of the following institutional actions affects the climate for diversity at K-State.

	Initiative Available at K-State			Initiative NOT Available at K-State		
	Positively influences climate	Has no influence on climate	Negatively influences climate	Would positively influence climate	Would have no influence on climate	Would negatively influence climate
Providing diversity training for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing diversity training for faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a person to address student complaints of classroom inequity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increasing opportunities for cross-cultural dialogue between faculty, staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective faculty mentorship of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective academic advisement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing effective career counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

98. **Students only.** If you wish to elaborate on your responses regarding the impact of institutional actions on campus climate, please do so here.

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### Part 6: Your Additional Comments

99. This survey has asked you to reflect upon a large number of issues related to the climate at K-State and your experiences in this climate, using a multiple-choice format. **If you wish to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the university might improve the climate, we encourage you to do so in the space provided below.**

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100. Please provide any additional comments that you wish to share regarding this survey.

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## THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY

The survey results will be available to the K-State community in the spring semester.

To thank all members of the K-State community for their participation in this survey, you have an opportunity to win a "Climate Survey Thank You" survey award.

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

To be eligible to win a prize, please provide your position (faculty/staff or student), full name and e-mail address. This page will be separated from your survey responses upon receipt by Rankin & Associates and will not be used with any of your responses. Providing this information is voluntary, but must be provided if you wish to be entered into the drawing. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

### Students Survey Awards:

- 1 – Tuition credit of up to \$822.30, which is 3 SCH of resident UG tuition
- 1 - iPad
- 2 - \$250 book coupons
- 2 - \$25 gift cards to Caribou Café or other relevant campus (Olathe or Salina) venue
- 6 – Lunch with Pat Bosco at PJs
- 10 - \$10 coupons to Bakery Science Club sale
- 1 - \$25 coupon for Meat Lab Sale
- 2 - 5 scoops of Call Hall Ice Cream btw Jan and May
- 1 – 2 Tickets to McCain event
- 1 – Preferred parking permit in Union Parking Garage for 1 week
- 1 – 2 tickets to Men’s Basketball game
- 6 – Tickets to Men’s Baseball game ( 6 total tickets - 3 students plus their guests)

### Faculty/Staff Survey Awards:

- 1 – Paid day off; equivalent to person’s normally scheduled work day
- 1 – iPad
- 8 – Baseball tickets to reserved box (8 total tickets – 4 Faculty/staff plus their guests)
- 2 - \$25 gift cards to Caribou Café or other relevant campus (Olathe or Salina) venue
- 6 - \$25 gift cards to Union Food Court; Bluemont Room; or other relevant campus venue
- 10 - \$10 coupons to Bakery Science Club sale
- 1 - \$25 coupon for Meat Lab Sale
- 2 - 5 scoops of Call Hall Ice Cream btw Jan and May
- 1 – 2 Tickets to McCain event
- 1 – Preferred Parking permit in Garage for one week in Spring 2015 semester
- 1 - Reserved Parking stall in Garage for one week (Provost’s stall) This may change to a second preferred parking permit.
- 1 – 2 tickets to Men’s Basketball game

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- Faculty/Staff
- Student

Name: \_\_\_\_\_

E-mail address: \_\_\_\_\_

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

If you have experienced any discomfort in responding to these questions and would like to speak with someone or review relevant policies please contact/review:

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**Resources for all:**

Office of Institutional Equity (formerly Office of Affirmative Action)

Phone: 785-532-6220

Website: <http://www.k-state.edu/affact>

Email: [affact@ksu.edu](mailto:affact@ksu.edu)

CARE - Center for Advocacy, Response and Education (formerly Women's Center)

Phone: 785-532-6444

Website: <http://www.k-state.edu/care>

Email: [ksucare@ksu.edu](mailto:ksucare@ksu.edu)

Email: [jrhaymak@k-state.edu](mailto:jrhaymak@k-state.edu)

Email: [jmtripod@k-state.edu](mailto:jmtripod@k-state.edu)

**Resources for Students:**

Office of Student Life

Phone: 785-532-6432

Website: <http://www.k-state.edu/studentlife/>

Email: [stulife@ksu.edu](mailto:stulife@ksu.edu)

Counseling Services

Phone: 785-532-6927

Website: <http://www.k-state.edu/counseling/>

**Resources for Faculty and Staff:**

The Division of Human Capital Services (formerly Human Resources)

Phone: 785-532-6277

Website: <http://www.k-state.edu/hr/current-employees/employee-relations/>