

UW-Whitewater Campus Climate Survey

(Administered for the University of Wisconsin System by Rankin & Associates, Consulting)

Purpose

You are invited to participate in a survey of students, faculty, staff and administrators regarding the climate at UW-Whitewater. The results of the survey will provide important information about our climate and will enable us to improve the environment for working, living, and learning at the University.

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 40 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 and 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 and submitted as an appendix to the survey report. 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 stop responding to the survey at any time.

Faculty, staff, and administrators who experience discomfort should be encouraged to contact the following offices/groups:

Employee Assistance Program, University Health and Counseling Services—for an appointment, call 472-1305. In the case of a mental health emergency when the counseling service is closed call 1-800-365-1597 for the 24 hour crisis line. Additional information can be accessed online at <http://www.uww.edu/uwcs/counseling/eaprogram.html>.

Students who experience discomfort should be encouraged to contact the following offices/groups:

University Health and Counseling Services—for an appointment, call: 472-1300. In the case of a mental health emergency when the counseling service is closed call 1-800-365-1597 for the 24 hour crisis line. Additional information can be accessed online at <http://www.uww.edu/uwcs/health/index.html>.

Other resources available to the university community:

- National Suicide Prevention Lifeline—call: 800-273-8255 (24 hour number).
- The <http://www.uww.edu/sart> (UW-Whitewater Winther Counseling Lab)—call: (262) 472-2842 or email: counselinglab@uww.edu. The Lab is located in Winther Hall 3002F. Additional information may be accessed online at <http://academics.uww.edu/counseled/lab.htm>.
- The UW-Whitewater Sexual Assault Response Team—call: 262-472-1060 (24 hour number). Additional information regarding SART may be accessed online at <http://www.uww.edu/stdrcses/sart>. The UW-Whitewater Sexual Assault Response Team (SART) phone number could/should be listed after question 26, for example.

Benefits

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

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

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). No guarantees can be made regarding the interception of data sent via the Internet by any third parties. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than 10 individuals that may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential for demographic information to be identifiable. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified in an attempt to make those comments anonymous. Thus, participant comments will not be attributable to their author nor to any demographic characteristics. However, depending on what you say, others who know you may be able to attribute certain comments to you. The anonymous comments will be analyzed using content analysis and submitted as an appendix to the survey report. 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 research. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.

Principal & Senior Research Associate
Rankin and Associates, Consulting
sue@rankin-consulting.com
814-625-2780

Questions regarding the survey process may also be directed to:

Barbara Monfils

Associate Vice Chancellor for Academic Affairs
UW-Whitewater
monfilsb@uww.edu
(262) 472-1055

Sharon Wilhelm

Associate Vice President
Office of Policy Analysis and Research
UW System Administration
swilhelm@uwsa.edu
(608) 262-3905

Questions concerning the rights of research participants should be directed to:

Denise Ehlen
Director, Office of Research and Sponsored Programs
ehlend@uww.edu
(262) 472-5212

Completing the survey indicates your consent to participate in this study. It is recommended that you record the address for this site and keep them for reference.

This informed consent form was reviewed and approved by the Institutional Review Board at UW-Whitewater on August 13, 2009.

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.

Survey Terms and Definitions

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 person who has a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such impairment.

Ethnic Identity: A unique social and cultural heritage shared by a group of people.

Gender Identity: A person's inner sense of being male, female, 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 their gender, regardless of the physical characteristics that might typically define them as male or female.

Institutional Status: Within the institution, the status one holds by virtue of their position/status within the institution (e.g., staff, full-time faculty, part-time faculty, administrator, etc.)

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.

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

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

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 harassment: Conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment. Sexual harassment may consist of a repeated course conduct, or it may occur from a single incident if the perpetrator's conduct is sufficiently egregious.

Sexual Assault: Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

Sexual Orientation: 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.

Social Support: The resources other people provide, including a person's perception that he or she can rely on other people for help with problems or in times of crisis. Having feelings of connectedness and being a part of a community.

Transgender: Umbrella term for someone whose self-identity challenges traditional societal definitions of male and female.

Please do not complete this survey more than once.

Personal Experiences

Within The Past Two Years...

1. Overall, how comfortable are you with the climate at UW-Whitewater?

- Very Comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very Uncomfortable

2. Overall, how comfortable are you with the climate in your department/work unit?

- Very Comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very Uncomfortable

3. Overall, how comfortable are you with the climate in your classes?

- Very Comfortable
- Comfortable
- Neither comfortable nor uncomfortable
- Uncomfortable
- Very Uncomfortable

4. If you would like to elaborate on your responses in questions 1-3, please do so here.

5. **Within the past two years**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn at UW-Whitewater?

- Yes [Go to Question 6]
- No [Go to Question 17]

6. What do you believe this conduct was based upon? **(Mark all that apply.)**

- My age
- My country of origin
- My educational level
- My English language proficiency/accents
- My ethnicity
- My gender
- My gender expression
- My gender identity
- My immigrant status
- My learning disability
- My military/veteran status
- My parental status (e.g., having children)
- My psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)
- My physical characteristics
- My physical disability
- My political views
- My race
- My religion/spiritual status
- My sexual orientation
- My socioeconomic status
- My status (e.g., part-time status, faculty, staff, student)
- Other (please specify) _____

7. How did you experience this conduct? **(Mark all that apply.)**

- I was the target of racial/ethnic profiling [Go to Question 8a]
- I was the target of graffiti (e.g., event advertisements removed or defaced) [Go to Question 8b]
- I received derogatory written comments [Go to Question 8c]
- I received derogatory phone calls [Go to Question 8d]
- I received threats of physical violence [Go to Question 8e]
- I received derogatory/unsolicited e-mails [Go to Question 8f]
- I was the target of physical violence [Go to Question 8g]
- I observed others staring at me [Go to Question 8h]
- I felt I was deliberately ignored or excluded [Go to Question 8i]
- I was the target of derogatory remarks (e.g., "that's so gay", "I got Jewed down", "she's/he's such a _____" [Go to Question 8j])
- I felt intimidated/bullied [Go to Question 8k]
- I feared for my physical safety [Go to Question 8l]
- I feared for my family's safety [Go to Question 8m]
- Someone assumed I was admitted or hired because of my identity [Go to Question 8n]
- I was the victim of a crime [Go to Question 8o]
- I feared getting a poor grade because of a hostile classroom environment [Go to Question 8p]
- I received a low performance evaluation [Go to Question 8q]
- I was singled out as the "resident authority" due to my identity [Go to Question 8r]
- I felt isolated or left out when work was required in groups [Go to Question 8s]
- I felt isolated or left out because of my identity [Go to Question 8t]
- Other (please specify) _____ [Go to Question 8u]

8a. Referring to your answer, "I was the target of racial/ethnic profiling" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8b. Referring to your answer, "I was the target of graffiti (e.g., event advertisements removed or defaced)" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8c. Referring to your answer, "I received derogatory written comments" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8d. Referring to your answer, "I received derogatory phone calls" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8e. Referring to your answer, "I received threats of physical violence" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8f. Referring to your answer, "I received derogatory/unsolicited e-mails" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8g. Referring to your answer, "I was the target of physical violence" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8h. Referring to your answer, "I observed others staring at me" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8i. Referring to your answer, "I felt I was deliberately ignored or excluded" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8j. Referring to your answer, "I was the target of derogatory remarks (e.g., 'that's so gay', 'I got Jewed down', 'she's/he's such a _____')" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8k. Referring to your answer, "I felt intimidated/bullied" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8l. Referring to your answer, "I feared for my physical safety" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8m. Referring to your answer, "I feared for my family's safety" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8n. Referring to your answer, "Someone assumed I was admitted or hired because of my identity" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8o. Referring to your answer, "I was the victim of a crime" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8p. Referring to your answer, "I feared getting a poor grade because of a hostile classroom environment" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8q. Referring to your answer, "I received a low performance evaluation" in question #7, where did this conduct occur?

(Mark all that apply.)

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8r. Referring to your answer, "I was singled out as the 'resident authority' due to my identity" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8s. Referring to your answer, "I felt isolated or left out when work was required in groups" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8t. Referring to your answer, "I felt isolated or left out because of my identity" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

8u. Referring to your answer, "Other" in question #7, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In University dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

9. Who was the source of this conduct? **(Mark all that apply.)**

- Academic administrator
- Administrator
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Campus security
- Campus visitor(s)
- Center director
- Colleague
- Community member
- Department chair
- Don't know source
- Faculty advisor
- Faculty member
- Graduate student
- Person that I supervise
- Research assistant
- Staff member
- Supervisor
- Teaching assistant
- Undergraduate student
- Other (please specify) _____

10. Please describe your reactions to experiencing this conduct. **(Mark all that apply.)**

- I felt embarrassed
- I told a friend
- I avoided the person who harassed me
- I confronted the harasser at the time
- I ignored it
- I was angry
- I was afraid
- I left the situation immediately
- I didn't know who to go to
- I confronted the harasser later
- I made a complaint to a campus employee/official
- I felt somehow responsible
- I didn't report it for fear of retaliation
- It didn't affect me at the time
- I sought support from counseling/advocacy services
- I did report it but my complaint was not taken seriously
- I didn't report it for fear that my complaint would not be taken seriously
- Other (please specify) _____

11. If you would like to elaborate on your personal experiences, please do so here.

Sexual Misconduct

Sexual harassment: Conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment. Sexual harassment may consist of a repeated course conduct, or it may occur from a single incident if the perpetrator's conduct is sufficiently egregious.

Sexual assault: Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

Within Your Time at University of Wisconsin Whitewater:

12. I have been touched in a sexual manner that has made me feel uncomfortable or fearful at UW-Whitewater.

- Never
- Rarely
- Sometimes
- Often
- Very often

13. There are times when I fear being the object of sexual harassment at UW-Whitewater.

- Never [Go to Question 15]
- Rarely
- Sometimes
- Often
- Very often

14. Who is the source of this fear? **(Mark all that apply.)**

- Academic advisor
- Acquaintance
- Administrator
- Department chair
- Co-worker
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Research assistant
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant
- Other (please specify) _____

15. Have you ever been a victim of sexual assault while at this campus?

- Yes
- No [Go to Question 21]

16. Who was the offender(s)? **(Mark all that apply.)**

- Academic advisor
- Acquaintance
- Administrator
- Department chair
- Co-worker
- Faculty advisor
- Faculty member
- Friend
- Partner/spouse
- Person that I supervise
- Research assistant
- Staff member
- Stranger
- Student
- Supervisor
- Teaching assistant
- Other (please specify) _____

17. Where did the incident(s) occur? **(Mark all that apply.)**

- Off-campus (please specify location) _____
- On-campus (please specify location) _____
- Other location (please specify) _____

18. Please describe your response to experiencing the incident(s). **(Mark all that apply.)**

- I sought support from off-campus hot-line/advocacy services
- I told a friend
- I told a family member
- I sought support from a Campus Resource/Counseling Center(s)
- I sought medical services
- I contacted Campus Police/Security
- I contacted local law enforcement official
- I contacted my Union
- I reported the incident and it was ignored
- I sought support from a staff person
- I sought support from a faculty member
- I sought support from a spiritual advisor (e.g., pastor, rabbi, priest)
- I sought information on-line
- I did nothing
- Other (please specify) _____

19. If you did not report the sexual assault to a campus official, staff member please explain why you did not.

20. If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately?

- Yes [Go to Question 21]
- No

20a. If not, please explain why you felt that it was not.

Demographic Information

Your confidentiality will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). In addition, Rankin & Associates will not report any group data for groups of fewer than 10 individuals that may be small enough to compromise identity. Instead, the groups will be combined to eliminate the possibility of identifying an individual.

21. What is your gender identity?

- Woman
- Man
- Transgender
- Other (please specify) _____

22. What is your race/ethnicity?

(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply.)

- African _____
- African American/Black (not Hispanic) _____
- Alaskan Native (please specify corporation) _____
- Asian (please specify) _____
- Asian American _____
- Southeast Asian (please specify) _____
- Caribbean/West Indian (please specify) _____
- Caucasian/White (not Latino(a)/Hispanic) _____
- Indian subcontinent _____
- Latino(a)/Hispanic (please specify) _____
- Middle Eastern (please specify) _____
- Native American Indian (please specify Tribal affiliations) _____
- Pacific Islander/Hawaiian Native _____
- Other (please specify) _____

23. Which term best describes your sexual orientation?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Queer
- Questioning
- Other (please specify) _____

24. What is your age?

- 19 or under
- 20-21
- 22-25
- 26-32
- 33-42
- 43-51
- 52-60
- 61-69
- 70 and over

25. What is your current parental status?

- No children
- Single parent
- Pregnant
- Co-parent with a partner/spouse
- Other other (e.g., expectant partner, adoption pending) _____

26. What is your current relationship situation?

- Single
- Partnered
- Partnered in civil union
- Married
- Separated
- Divorced
- Remarried
- Partner/spouse deceased

27. Are you active military status or a veteran?

- Yes
- No

28. What is your **primary** status on campus? (Please mark only one)

- Transfer student
- Associate degree student
- Dual enrollment
- Non-degree seeking student [Go to Question 29]
- Bachelor degree student [Go to Question 29]
- Master Degree student [Go to Question 29]
- Doctoral/Terminal Degree student [Go to Question 29]
- Professional degree student [Go to Question 29]
- Adjunct professor [Go to Question 30]
- Instructional Academic Staff [Go to Question 30]
- Assistant professor [Go to Question 30]
- Associate professor [Go to Question 30]
- Professor [Go to Question 30]
- Limited Term employee [Go to Question 30]
- Classified staff non-exempt [Go to Question 30]
- Classified staff exempt staff [Go to Question 30]
- Non-instructional academic staff [Go to Question 30]
- Limited academic staff [Go to Question 30]
- Administrator [Go to Question 30]
- Other (please specify) _____ [Go to Question 30]

28a. Which of the following best describes your academic plans?

- Working towards an Associate degree only
- Working towards an Associate degree and then transferring to another institution
- Will transfer without an Associate degree

29. **Students Only:** What is the highest level of education achieved by your parent(s)/legal guardian(s)?

Parent/Legal Guardian 1

- No high school High school Some college Business/Technical certificate/degree
- Associates degree Bachelors degree Some graduate work Masters degree
- Doctoral degree Other professional degree Unkonwn Not applicable

Parent/Legal Guardian 2

- No high school High school Some college Business/Technical certificate/degree
- Associates degree Bachelors degree Some graduate work Masters degree
- Doctoral degree Other professional degree Unkonwn Not applicable

30. **Faculty/Staff Only:** What type of appointment do you have?

- Unclassified staff
- Faculty
- Academic staff
- Limited staff
- Classified staff
- Represented classified staff
- Non-represented classified staff
- Limited term appointments
- Project appointments

31. **Faculty/Staff Only:** What is your highest level of education?

- Did not complete high school
- Completed high school
- Some college
- Some graduate work
- Associates degree
- Bachelors degree
- Masters degree
- Doctoral degree/Terminal Professional degree
- Business /Technical certificate/degree
- Other professional degree

32. With which academic department/work unit/program are you primarily affiliated at this time? **(Mark all that apply.)**

- College of Arts and Communication (Reporting to Richard Haven)
- College of Business & Economics (Reporting to Lois Smith)
- College of Education (Reporting to Katy Heyning)
- College of Letters and Sciences (Reporting to Mary Pinkerton)
- School of Graduate Studies & Continuing Education (Reporting to John Stone)
- Chancellor's Office and/or Provost's Office
- Academic Affairs (Division reporting to Christine Clements)
- Administrative Services (Division reporting to Randy Marnocha)
- Division of Student Affairs (Division reporting to Tom Rios)
- University Advancement (Reporting to Jon Enslin)
- Intercollegiate Athletics (Reporting to Paul Plinske)
- Other (Please specify) _____

33. Are you full-time or part-time in that primary status?

- Full-time
- Part-time

34. Do you have a disability (physical, learning, psychological) that substantially affects a major life activity?

- Yes
- No [Go to Question 36]

35. What type of disability do you have? **(Mark all that apply)**

- Physical (e.g., mobility impairment, sensory impairment)
- Learning disability (e.g. dyslexia)
- Mental health (e.g., post-traumatic stress disorder, depression)
- Other, please specify _____

36. What is your citizenship status?

- U.S. citizen
- U.S. citizen – naturalized
- Dual citizenship
- Permanent resident (immigrant)
- Permanent resident (refugee)
- International (F-1, J-1, H1-B, or other visa)
- Other (please specify) _____

37. What is your religious or spiritual affiliation?

- Animist
- Anabaptist
- Agnostic
- Atheist
- Baha'i
- Baptist
- Buddhist
- Eastern Orthodox
- Episcopalian
- Hindu
- Islam
- Jehovah's Witness
- Jewish
- Latter Day Saints (Mormon)
- Lutheran
- Mennonite
- Methodist
- Moravian
- Native American Traditional Practitioner
- Nondenominational Christian
- Pagan
- Pentecostal
- Presbyterian
- Quaker
- Roman Catholic
- Seventh Day Adventist
- Shamanist
- Sikh
- Unitarian Universalist
- United Church of Christ
- Wiccan
- Spiritual, but no religious affiliation
- No affiliation
- Other (please specify) _____

38. If your primary status is as an employee, how long have you been employed by the campus?

- 1 year or less
- 2-4 years
- 5-10 years
- 11-15 years
- 16-20 years
- 21-30 years
- 31+ years

39. Have you worked at more than one UW-System institution/System Administration?

- Yes
- No [Go to Question 43]

40. Please indicate where you have worked and for how many years.

UW - EauClaire

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Green Bay

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - LaCrosse

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Madison

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Milwaukee

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Oshkosh

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Parkside

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Platteville

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - River Falls

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Stevens Point

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Stout

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Superior

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Whitewater

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - Colleges

- 1-2 3-4 5-6 7-8 9-10 more than 10

UW - System Administration

- 1-2 3-4 5-6 7-8 9-10 more than 10

41. If your primary status is as a student, where are you in your college career?

- First year student
 Second year student
 Third year student
 Fourth year student
 Five years or more as an undergraduate
 Master degree candidate
 Doctoral/Terminal Degree student
 Professional degree student
 Other, please specify _____

42. If your primary status is a student, are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)

- dependent
 independent

43. What is your **best estimate** of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?

- | | |
|---|---|
| <input type="radio"/> Below \$29,999 | <input type="radio"/> \$90,000 - \$99,999 |
| <input type="radio"/> \$30,000 - \$39,999 | <input type="radio"/> \$100,000 - \$149,999 |
| <input type="radio"/> \$40,000 - \$49,999 | <input type="radio"/> \$150,000 - \$199,999 |
| <input type="radio"/> \$50,000 - \$59,999 | <input type="radio"/> \$200,000 - \$249,999 |
| <input type="radio"/> \$60,000 - \$69,999 | <input type="radio"/> \$250,000 and above |
| <input type="radio"/> \$70,000 - \$79,999 | <input type="radio"/> Don't know |
| <input type="radio"/> \$80,000 - \$89,999 | |

44. **If you are a student**, where do you live?

- Residence hall
- Fraternity/sorority housing
- Off-campus apartment/house
- With partner/spouse/children
- With parent(s)/family/relative(s)
- Other (please specify) _____

45. **If you are a student**, are you working 20 or more hours per week?

- Yes
- No

46. In what environment did you grow up? (Please mark only one)

- Farm/ranch
- Rural, non-farm
- Small-town
- Suburban
- Urban
- International
- Combination
- Other (please specify) _____

47. **As a faculty/staff member**, how satisfied are you with...

Your job?

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

The way your career has progressed?

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

48. Why are you satisfied or dissatisfied with your job and/or the way your career has progressed?

49. **As a student**, how satisfied are you with...

Your job?

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

The way your career has progressed?

- Highly satisfied
- Satisfied
- Neither satisfied nor dissatisfied
- Dissatisfied
- Highly dissatisfied

50. Why were you satisfied or dissatisfied with your education and/or the way your academic career has progressed?

51. Have you ever seriously considered leaving UW-Whitewater?

- Yes
- No [Go to Question 53]

52. Why did you consider leaving or why did you decide to stay?

Work-Life Issues

Employee-Only Questions

53. As a faculty/staff member ...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
I am reluctant to bring up issues that concern me for fear that it will affect my performance evaluation and/or tenure decision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable asking questions about performance expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/peers expect me to represent "the point of view" of my identity (e.g., race, gender, sexual orientation).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/peers have lower expectations of me than other faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My colleagues/peers have higher expectations of me than other faculty/staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I constantly feel under scrutiny by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My research interests are valued by my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my research agenda to make tenure/be promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am reluctant to take family leave that I am entitled to for fear that it may affect my career.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues do in order to be perceived as legitimate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to work harder than I believe my colleagues do in order to achieve the same recognition/rewards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many unwritten rules concerning how one is expected to interact with colleagues in my work unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others seem to find it easier than I do to "fit in".	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel pressured to change my methods of teaching to achieve tenure/be promoted.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

54. As a faculty/staff member ...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I am usually satisfied with the way in which I am able to balance my professional and personal life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find that UW-Whitewater is supportive of my family leave.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have to miss out on important things in my personal life because of professional responsibilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty/staff who have children are considered less committed to their careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that faculty/staff who do not have children are often burdened with work responsibilities (e.g., stay late, early classes) beyond those who do have children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find UW-Whitewater unfair in providing health benefits to unmarried, co-parenting families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to domestic partner benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to tuition reimbursement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

55. Please indicate your level of agreement with the following statements about resources that are available to you:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
I have colleagues or peers who give me career advice or guidance when I need it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have support from decision makers/colleagues who support my career advancement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have the equipment and supplies I need to adequately perform my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive regular maintenance/upgrades of my equipment compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable work space in terms of quantity and quality as compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable laboratory space in terms of quantity and quality as compared to my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to shared space as my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to shared equipment/technology for research support as my colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable teaching support (e.g., materials, technology, funding opportunities, TAs).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my compensation is equitable to my peers with similar level of experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have equitable access to health benefits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that my supervisor/manager is receptive to accommodating a telecommuting arrangement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Perceptions

Within The Past 2 Years...

56. Within the past two years, have you observed or personally been made aware of any conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment?

- Yes
- No

57. What do you believe were the bases for this conduct? **(Mark all that apply.)**

- Age
- Country of origin
- Educational level
- English language proficiency/accents
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Immigrant status
- Learning disability
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g. post-traumatic stress disorder, depression, anxiety)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religion/spiritual status
- Sexual orientation
- Socioeconomic status
- Status (e.g., part-time status, faculty, staff, student)
- Other (please specify) _____

58. What forms of conduct have you observed or personally been made aware of? **(Mark all that apply.)**

- Someone being racially/ethnically profiled [Go to Question 59a]
- Graffiti (e.g., event advertisements removed or defaced) [Go to Question 59b]
- Someone receiving derogatory written comments because of his/her identity [Go to Question 59c]
- Someone receiving derogatory phone calls because of his/her identity [Go to Question 59d]
- Someone receiving threats of physical violence [Go to Question 59e]
- Someone receiving derogatory/unsolicited e-mails because of his/her identity [Go to Question 59f]
- Someone being the target of physical violence because of his/her identity [Go to Question 59g]
- Someone being stared at because of his/her identity [Go to Question 59h]
- Someone being deliberately ignored or excluded because of his/her identity [Go to Question 59i]
- Someone being the target of derogatory remarks because of his/her identity [Go to Question 59j]
- Someone being intimidated/bullied because of his/her identity [Go to Question 59k]
- Someone fearing for his/her physical safety because of his/her identity [Go to Question 59l]
- Someone fearing for his/her family's safety because of his/her identity [Go to Question 59m]
- The assumption that someone was admitted or hired because of his/her identity [Go to Question 59n]
- Someone being the victim of a crime because of his/her identity [Go to Question 59o]
- Someone receiving a poor grade because of a hostile classroom environment [Go to Question 59p]
- Someone receiving a low performance evaluation because of his/her identity [Go to Question 59q]
- Someone singled out as the "resident authority" due to his/her identity [Go to Question 59r]
- Someone isolated or left out when work was required in groups because of his/her identity [Go to Question 59s]
- Someone isolated or left out because of his/her identity [Go to Question 59t]
- Someone isolated or left out because of his/her socioeconomic status [Go to Question 59u]
- Other (please specify) _____ [Go to Question 59v]

59a. Referring to your answer, "Someone being racially/ethnically profiled" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59b. Referring to your answer, "Graffiti (e.g., event advertisements removed or defaced)" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59c. Referring to your answer, "Someone receiving derogatory written comments because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59d. Referring to your answer, "Someone receiving derogatory phone calls because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59e. Referring to your answer, "Someone receiving threats of physical violence" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59f. Referring to your answer, "Someone receiving derogatory/unsolicited e-mails because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59g. Referring to your answer, "Someone being the target of physical violence because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59h. Referring to your answer, "Someone being stared at because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59i. Referring to your answer, "Someone being deliberately ignored or excluded because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59j. Referring to your answer, "Someone being the target of derogatory remarks because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59k. Referring to your answer, "Someone being intimidated/bullied because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59l. Referring to your answer, "Someone fearing for their physical safety because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59m. Referring to your answer, "Someone fearing for their family's safety because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59n. Referring to your answer, "The assumption that someone was admitted or hired because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59o. Referring to your answer, "Someone being the victim of a crime because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59p. Referring to your answer, "Someone receiving a poor grade because of a hostile classroom environment" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59q. Referring to your answer, "Someone receiving a low performance evaluation" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59r. Referring to your answer, "Someone singled out as the 'resident authority' due to his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59s. Referring to your answer, "Someone isolated or left out when work was required in groups because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59t. Referring to your answer, "Someone isolated or left out because of his/her identity" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59u. Referring to your answer, "Someone isolated or left out because of his/her socioeconomic status" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

59v. Referring to your answer, "Other" in question #58, where did this conduct occur? **(Mark all that apply.)**

- In a class
- While working at a campus job
- While walking on campus
- In a residence hall
- In a fraternity/sorority house
- In the campus dining facility
- In a campus office
- At a campus event
- In a faculty office
- In a public space on campus
- In a meeting with one other person
- In a meeting with a group of people
- In off-campus housing
- In athletic facilities
- Off campus
- Other (please specify) _____

60. Who was the source of this conduct? **(Mark all that apply.)**

- Academic administrator
- Administrator
- Campus security
- Campus visitor
- Center director
- Colleague
- Community member
- Department chair
- Don't know source
- Graduate student
- Faculty advisor
- Faculty member
- Campus media (posters, brochures, flyers, handouts, web sites, etc.)
- Person that I supervise
- Research assistant
- Staff member
- Supervisor
- Teaching assistant
- Undergraduate student
- Other (please specify) _____

61. Please describe your reactions to observing this conduct. **(Mark all that apply.)**

- I felt embarrassed
- I told a friend
- I avoided the person who harassed me
- I confronted the harasser at the time
- I ignored it
- I was afraid
- I was angry
- I left the situation immediately
- I didn't know who to go to
- I confronted the harasser later
- I made a complaint to a campus employee/official
- I felt somehow responsible
- I didn't report it for fear of retaliation
- It didn't affect me at the time
- I sought support from counseling/advocacy services
- I didn't report it for fear that my complaint would not be taken seriously
- Other (please specify) _____

62. If you would like to elaborate on your observations, please do so here.

63. **Employee only:** I have observed unfair, unjust, or discriminatory **hiring** practices at UW-Whitewater (e.g., hiring supervisor bias, search committee bias, limited recruiting pool, lack of effort in diversifying recruiting pool).

- Yes
- No [Go to Question 66]

64. **Employee only:** I believe that the unfair, unjust, or discriminatory **hiring** practice was based upon:
(Mark all that apply.)

- Advanced experience level of the job candidate
- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Immigrant status
- Learning disability
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religion/spiritual status
- Sexual orientation
- Socioeconomic status
- Campus status (e.g., part-time status, faculty, staff, student)
- Other (please specify) _____

65. If you would like to elaborate on your observations, please do so here.

66. I have observed unfair, unjust, or **discriminatory employment-related disciplinary actions** in UW-Whitewater, up to and including dismissal.

- Yes
- No [Go to Question 69]

67. I believe that the unfair, unjust, or discriminatory action was based upon:
(Mark all that apply.)

- Advanced experience level of the job candidate
- Age
- Country of origin
- Educational level
- English language proficiency/accents
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Immigrant status
- Learning disability
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religion/spiritual status
- Sexual orientation
- Socioeconomic status
- Campus status (e.g., part-time status, faculty, staff, student)
- Other (please specify) _____

68. If you would like to elaborate on your observations, please do so here.

69. I have observed unfair, unjust, or discriminatory behavior, procedures, or employment practices related to promotion at UW-Whitewater.

- Yes
- No [Go to Question 72]

70. I believe the unfair, unjust, or discriminatory behavior, procedures, or employment practices was based upon:
(Mark all that apply.)

- Advanced experience level of the job candidate
- Age
- Country of origin
- Educational level
- English language proficiency/accent
- Ethnicity
- Gender
- Gender expression
- Gender identity
- Immigrant status
- Learning disability
- Marital/partner status
- Military/veteran status
- Parental status (e.g., having children)
- Psychological disability (e.g., post-traumatic stress disorder, depression, anxiety)
- Physical characteristics
- Physical disability
- Political views
- Race
- Religion/spiritual status
- Sexual orientation
- Socioeconomic status
- Campus status (e.g., part-time status, faculty, staff, student)
- Other (please specify) _____

71. If you would like to elaborate on your observations, please do so here.

72. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

	1	2	3	4	5	
Friendly	<input type="radio"/>	Hostile				
Concerned	<input type="radio"/>	Indifferent				
Cooperative	<input type="radio"/>	Uncooperative				
Improving	<input type="radio"/>	Regressing				
Accessible to persons with disabilities	<input type="radio"/>	Inaccessible to persons with disabilities				
Positive for people who identify as lesbian, gay, bisexual, or transgender	<input type="radio"/>	Negative for people who identify as lesbian, gay, bisexual, or transgender				
Positive for people of my faith/spiritual practice	<input type="radio"/>	Negative for people of my faith/spiritual practice				
Positive for non-native English speakers	<input type="radio"/>	Negative for non-native English speakers				
Positive for people who are immigrants	<input type="radio"/>	Not positive for people who are immigrants				
Positive for international people	<input type="radio"/>	Not positive for international people				
Welcoming	<input type="radio"/>	Non-welcoming				
Respectful	<input type="radio"/>	Disrespectful				
Positive for people who are raising children	<input type="radio"/>	Not positive for people who are raising children				
Positive for people of low socioeconomic status	<input type="radio"/>	Not positive for people of low socioeconomic status				

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

(Note: As an example, for the first item, 1= "non-racist" and 5 = "racist")

	1	2	3	4	5	
Non-racist	<input type="radio"/>	Racist				
Non-sexist	<input type="radio"/>	Sexist				
Non-homophobic	<input type="radio"/>	Homophobic				
Not age biased	<input type="radio"/>	Age biased				
Non-classist (e.g., socioeconomic status)	<input type="radio"/>	Classist (e.g., socioeconomic status)				
Non-classist (e.g., employment status)	<input type="radio"/>	Classist (e.g., employment status)				

74. The classroom climate is welcoming for students based on their:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<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"/>	<input type="radio"/>
Mental health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital/partner status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<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"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<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"/>	<input type="radio"/>
Veteran/active military status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

75. The workplace climate is welcoming for employees based on their:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Age	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Country of origin	<input type="radio"/>	<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"/>	<input type="radio"/>
Mental health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marital/partner status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<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"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<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"/>	<input type="radio"/>
Veteran/active military status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

76. How would you rate the accessibility on campus for people with disabilities?

	Very Accessible	Accessible	Somewhat Accessible	Very Inaccessible	Don't Know
UW-WHITEWATER BUILDINGS					
Alumni Center	<input type="radio"/>				
Andersen Library	<input type="radio"/>				
Carlson Hall	<input type="radio"/>				
Dining facilities	<input type="radio"/>				
Goodhue Hall	<input type="radio"/>				
Greenhill Center of the Arts	<input type="radio"/>				
Heide Hall	<input type="radio"/>				
Hyer Hall	<input type="radio"/>				
Hyland Hall	<input type="radio"/>				
McCutchan Hall	<input type="radio"/>				
McGraw Hall	<input type="radio"/>				
Observatory	<input type="radio"/>				
Perkins Football Stadium	<input type="radio"/>				
Residence Halls	<input type="radio"/>				
Roseman Hall	<input type="radio"/>				
Student Athletic Complex	<input type="radio"/>				
University Bookstore/Textbook Rental	<input type="radio"/>				
University Center	<input type="radio"/>				
University Health Center	<input type="radio"/>				
Upham Hall	<input type="radio"/>				
Visitors Center	<input type="radio"/>				
White Hall	<input type="radio"/>				
Williams Center/Fieldhouse	<input type="radio"/>				
Winther Hall	<input type="radio"/>				
Young Auditorium	<input type="radio"/>				
PHYSICAL ACCESSIBILITY					
Bathrooms in general	<input type="radio"/>				
Doors and Entrances	<input type="radio"/>				
Elevators	<input type="radio"/>				
Parking	<input type="radio"/>				
Walkways and pedestrian paths	<input type="radio"/>				
COURSE INSTRUCTION/MATERIALS					
Classroom labs and studios	<input type="radio"/>				
Computer labs	<input type="radio"/>				
D2L	<input type="radio"/>				
In-class instruction	<input type="radio"/>				
Online and hybrid courses	<input type="radio"/>				
UW-W website	<input type="radio"/>				
WINS	<input type="radio"/>				
SERVICES AND PROGRAMS					
Academic Advising & Exploration Center	<input type="radio"/>				
Adaptive Sports/Recreation	<input type="radio"/>				
Admissions Office	<input type="radio"/>				
Academic Support Services	<input type="radio"/>				
Athletic Facilities indoor/outdoor	<input type="radio"/>				

76. (Cont.) How would you rate the accessibility on campus for people with disabilities?

	Very Accessible	Accessible	Somewhat Accessible	Very Inaccessible	Don't Know
CAMPUS-SPONSORED SERVICES AND PROGRAMS					
Career Services	<input type="radio"/>				
Center for Students with Disabilities	<input type="radio"/>				
Children's Center	<input type="radio"/>				
Counseling Center	<input type="radio"/>				
Financial Aid	<input type="radio"/>				
Financial Services	<input type="radio"/>				
Graduate Studies	<input type="radio"/>				
Health Services	<input type="radio"/>				
Leadership Services	<input type="radio"/>				
Physical Therapy	<input type="radio"/>				
Recreational and Intramural Sports	<input type="radio"/>				
Registrar's Office	<input type="radio"/>				
Residence Life	<input type="radio"/>				
Student Employment	<input type="radio"/>				
Student Life & First Year Experience	<input type="radio"/>				
Student-sponsored activities, performances, and events	<input type="radio"/>				
Student-sponsored organizations (specify)	<input type="radio"/>				
_____	<input type="radio"/>				
Technology Help Desk	<input type="radio"/>				

77. **For students only.** Before I enrolled, I expected that the campus climate would be welcoming for people who are or who have a:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
From other than Christian religious affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From Christian affiliations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gay, lesbian, bisexual, transgender persons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International students, staff, or faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability (e.g., dyslexia)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affected by mental health issues (e.g., depression, schizophrenia, bi-polar)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non-native English speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People with children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People who provide care for other than a child (e.g., elder care)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic minority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Returning/non-traditional students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socioeconomically disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veteran/active military status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

78. **For students only.** My access to college is being compromised by:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Lack of available financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concerns regarding financial debt upon graduation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tuition increases that are not met by corresponding increases in financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

79. How would you rate the overall climate on campus for persons from the following **racial/ethnic** backgrounds?

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
African	<input type="radio"/>				
African American/Black (not Hispanic)	<input type="radio"/>				
Alaskan Native	<input type="radio"/>				
Asian American	<input type="radio"/>				
Asian	<input type="radio"/>				
Southeast Asian	<input type="radio"/>				
Caribbean/West Indian	<input type="radio"/>				
Caucasian/White (not Latino(a)/Hispanic)	<input type="radio"/>				
Indian subcontinent	<input type="radio"/>				
Latino(a)/Hispanic	<input type="radio"/>				
Middle Eastern	<input type="radio"/>				
Multiracial, multiethnic, or multicultural persons	<input type="radio"/>				
Native American Indian	<input type="radio"/>				
Pacific Islanders/Hawaiian Natives	<input type="radio"/>				
Other, please specify _____	<input type="radio"/>				

80. How would you rate the overall climate on campus for people who are or who have a:

	Very Respectful	Respectful	Disrespectful	Very Disrespectful	Don't Know
From other than Christian religious affiliations	<input type="radio"/>				
From Christian affiliations	<input type="radio"/>				
Gay, lesbian, bisexual, transgender persons	<input type="radio"/>				
Immigrants	<input type="radio"/>				
International students, staff, or faculty	<input type="radio"/>				
Learning disability (e.g., dyslexia)	<input type="radio"/>				
Men	<input type="radio"/>				
Affected by mental health issues (e.g., depression, schizophrenia, bi-polar)	<input type="radio"/>				
Non-native English speakers	<input type="radio"/>				
People with children	<input type="radio"/>				
People who provide care for other than a child (e.g., elder care)	<input type="radio"/>				
Physical disability	<input type="radio"/>				
Returning/non-traditional students	<input type="radio"/>				
Socioeconomically disadvantaged	<input type="radio"/>				
Women	<input type="radio"/>				
Veterans/active military status	<input type="radio"/>				
Other, please specify _____	<input type="radio"/>				

Institutional Actions Relative to Climate Issues

81. There is visible leadership to foster diversity/inclusion on campus from:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Academic Support Services (e.g., Tutorial Center, Math Lab, McNair Scholars, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chancellor's Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career & Leadership Development (e.g., Multicultural/Pride/Women's /Adult Resource Centers, Warhawk Involvement Center) (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Center for Students with Disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the College of Arts & Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the College of Business & Economics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the College of Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the College of Letters & Sciences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dean of the School of Graduate Studies & Continuing Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Governance Groups (Academic Staff Assembly, Faculty Senate, Whitewater Student Government)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Resources & Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercollegiate Athletics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
International Education & Programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of the Assistant to the Chancellor for Affirmative Action & Diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offices in the Division of Administrative Affairs (e.g., Financial Services, Cashier's Office, Budget & Finance, etc.) (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offices in the Division of Student Affairs (e.g., Student Life & First Year Experience)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Residence Life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provost's Office/Academic Affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Organizations (e.g., Black History Month, Latino Heritage Month, LGBTQ Task Force, Cultural Affairs Committee) (please specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University Advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (Please specify):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

82. The courses I have taken or have taught at the UW-Whitewater campus includes materials, perspectives, and/or experiences of people based on their:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Country of origin	<input type="radio"/>	<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"/>	<input type="radio"/>
Mental health status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Immigrant status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical characteristics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disability status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion/spiritual status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<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"/>	<input type="radio"/>
Veterans/active military status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

83. The following factors influence my attendance at diversity initiatives (e.g., cultural training, presentations, and performances). **(Mark all that apply.)**

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Diversity initiatives are relevant to my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity events are well advertised.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity events fit into my schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am expected/required to attend these events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel that I am welcome at these events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learn from these events.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My work/school load prevents me from attending.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Personal invitation from UW-Whitewater leadership (department head, dean, supervisor).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diversity initiatives are not relevant to my role on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other, please specify _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Recommendations to Improve the Climate

84. **Employee only:** In your judgment, how strongly would you agree that each of the following positively affect the climate at the UW-Whitewater campus?

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
Providing tenure clock options with more flexibility for promotion/tenure for faculty/staff with families (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 in course objectives across the curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring all writing emphasis classes to involve at least one assignment that focuses on issues, research and perspective that involve diverse populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training mentors and leaders within departments to model positive climate behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Offering diversity training/programs as community outreach for members of the public/community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rewarding research efforts that evaluate outcomes of diversity training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immersion experiences for faculty/staff/students to learn a second language.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immersion experiences for faculty/staff/students in service learning projects with lower socioeconomic populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing immersion experiences for faculty/staff/students with underrepresented/underserved populations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing on-campus child-care services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing gender neutral/family friendly facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing, promoting, and improving access to quality counseling available to faculty/staff/students who experience sexual abuse on campus or in the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing mentors for minority faculty/staff/students new to campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear protocol for responding to hate/hostile incidents process on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing a clear protocol for responding to hate/hostile incidents process at the departmental level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reallocating resources to support inclusive changes on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Including diversity related activities as one of the criteria for hiring and/or evaluation of staff/faculty and administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Requiring Affirmative Action Office to provide diversity and equity training to every search and screen committee including faculty, staff, and administrators.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

85. Please offer any recommendations you suggest to improve the climate.

Your Additional Comments

86. Are your experiences on campus different than those you experience in the community surrounding campus? If so, how are these experiences different?

87. This survey has asked you to reflect upon a large number of issues related to the climate and your experiences in this climate, using a multiple-choice format. If you would like to elaborate upon any of your survey responses, further describe your experiences, or offer additional thoughts about these issues and ways that the campus might improve the climate, we encourage you to do so in the space provided below.

88. How would you describe the climate in the classroom as compared to the co-curricular climate?

89. Please describe how you are involved with the UW-Whitewater community (e.g., committees, social organizations, etc).

THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY!

To thank all members of the UW-Whitewater community for their participation in this survey, we are offering the opportunity to win a "Climate Survey Thank You" prize.

Submitting your UW-Whitewater net-ID (your campus e-mail address) for a prize is optional. No survey information is connected to entering your UW-W net-ID.

To be eligible to win a prize, simply enter your campus e-mail address at the link below. Please submit only one entry per person. Duplicate entries will be discarded. Randomly drawn names will be selected from the submitted e-mails for prizes including iTunes gift cards, University Bookstore gift certificates, lunch with Chancellor Telfer. If enough people respond to the survey, one lucky respondent will win a Kindle. The higher the response rate, the more prizes will be awarded, so encourage your friends and colleagues to fill out the survey as well.

Here are the links for you to enter your name for a chance at a "Climate Survey Thank You!" prize:

All students - <http://www.uww.edu/acadaff/campusclimate/students.php>

Faculty, staff, and administration - <http://www.uww.edu/acadaff/campusclimate/facstaff.php>