

CAMPUS CLIMATE SURVEY 2017

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ORGANIZATIONAL EFFECTIVENESS RESEARCH GROUP

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Survey Development: Survey items were developed in collaboration with Robert Colbert (who conducted several focus groups to investigate potential questions), the President’s Commission on Diversity (who helped consult on appropriate ways to word questions, particularly with respect to demographic questions), and university leadership (including Dr. Henry Morris, Dean of Institutional Diversity, Dr. Marilyn Wells, Provost and Senior VP of Academic Affairs, and Dr. Richard Davenport, President).

Survey Administration: The survey was administered using Qualtrics online survey software. Participants were invited to participate via an invitation from the university president. The survey was open for 3 weeks.

Data Analysis: We did not analyze any groups with fewer than 5 members in order to protect confidentiality. Whereas academic research tends to use statistical significance to detect meaningful effects, this approach is not ideal in this case, where sample sizes can be quite small. Instead, we provide Cohen’s *d* as a metric for the size of the difference between groups. Generally, a *d* of more than ±.30 is considered moderate, and a *d* of more than ±.50 is considered large.

| | | | |
|--|---|--|---|
| <p>Role</p> <ul style="list-style-type: none"> • 63% Staff • 21% Students • 14% Faculty • 2% Administration | <p>Sex/Gender</p> <ul style="list-style-type: none"> • 61% Female • 27% Male • 2% Trans, Non-binary, or Fill in the Blank | <p>Disability</p> <ul style="list-style-type: none"> • 2% Mental Health • 1% Learning Disability • <1% All Other Disabilities | <p>Sexual Orientation</p> <ul style="list-style-type: none"> • 62% Straight • 4% Bisexual • 2% Fill in the Blank • <1% Gay or Lesbian |
| <p>Religion</p> <ul style="list-style-type: none"> • 48% Christian • 15% Atheist/Agnostic • 5% Fill in the Blank • 2% Muslim • 1% Buddhist • 1% Hindu • <1% Folk Religion, Indigenous Religion, or Jewish | | <p>Race</p> <ul style="list-style-type: none"> • 59% Caucasian/White • 5% African-American/Black • 4% Hispanic/Latino/Latina • 2% Native American/Alaskan Native • <1% Hawaiian/Pacific Islander or Fill in the Blank | |
| <p>Parental Status</p> <ul style="list-style-type: none"> • 9% Parent/Guardian | <p>Military Experience</p> <ul style="list-style-type: none"> • 2% Veteran • 1% Active Duty | <p>English Language</p> <ul style="list-style-type: none"> • 68% English as First Language | <p>Nation of Origin</p> <ul style="list-style-type: none"> • 68% Born in US |

Total Usable Responses: **1,334**

*Percentages do not always add up to 100% due to non-responses

Strengths

- Over 84% of respondents agree with the statement “Overall, I feel welcome at Minnesota State Mankato.”
- LGBTQ+ students are satisfied overall, and demonstrate small differences from straight students.
- Only one item demonstrated an average rating under 3.00 (“I have enough time and resources to conduct my research”).
- Students who are currently in the military generally feel positively about how welcome they are at the university.

Areas for Development

- Veteran students were less satisfied compared to their civilian counterparts on nearly all questions. Only 44% feel welcome at Minnesota State Mankato. In particular, they report that faculty do not welcome or appreciate them.
- People of color also tended to hold less positive attitudes overall. The differences were larger for employees than when they were for students.
- Similarly, LGBTQ+ employees generally had less positive attitudes than their straight counterparts.
- Although employees of different religions demonstrated small differences, Muslim and Hindu students were notably less satisfied compared to other groups of students. Identifying and addressing their concerns will help with the diversity and inclusion on campus.
- Minority faculty more commonly cite the Center for Excellence in Teaching and Learning, the Faculty Association, and multicultural events as being unhelpful compared to majority groups (across multiple demographic categories).
- Attitudes among employees and students are mixed regarding gender neutral bathrooms, lactation rooms, and multicultural events. Specifically, some groups found these to be helpful, while others found them to be unhelpful. More discussion can help to explain these mixed findings.
- Attitudes about protests on the campus mall were mixed; minority groups were more likely to find them helpful, but many respondents also indicated that protesters said upsetting or offensive things. The line between free speech and harassment seemed to be a concern for some.
- Several comments left on the survey were offensive (e.g. racist, Islamophobic). This speaks to some of the issues of respect for diversity that respondents cited in their comments.

Recommended Next Steps

- Comments throughout the survey make it clear that many are pessimistic about actual change occurring as a result of this survey. It is important for administration not to view this survey as the end goal of this assessment process, but rather as a beginning. It will be important to be transparent and proactive in instigating change as a result of this survey, and identifying a few key areas for improvement. It will also be important for the university to reassess the climate every few years.
- Many respondents felt that administration does not have their best interests at heart. Comments suggested that some feel that administration is focused on the bottom line, often at the expense of quality education or empathic treatment of employees and students. Being clear and communicative about the tradeoffs that need to occur to keep the university profitable will help with this issue. Encouraging leaders to be supportive, humble, and participative will also help address this issue.
- Solutions should occur in collaboration with the groups they affect. It will be helpful for leadership to be clear about what changes are being made and why. It will also be important for leadership to be clear about what constraints are in place (e.g. union rules, regulations, laws) that may prevent some actions.
- Employees and students of color, veteran students, Hindu, and Muslim students are in particular need of attention.
- Work-family balance and leadership are clear problem areas for employees. Establishing reasonable workloads and expectation, and helping new leaders with performance management and leadership skills can help resolve some of these issues.
- There is a need for more clarity about the line between free speech and harassment on campus. Many people find public demonstrations to be a helpful and important part of campus experience, but many respondents indicated they felt frightened or intimidated by some protests. Employees and students sometimes find these distract them from their work.
- Many respondents indicated they do not see many people like themselves succeeding. Continuing to recruit diverse students and talent will help employees and faculty feel more optimistic and included in the university's mission.
- Finally, there are a few controversial policies that could be explored, such as gender neutral bathrooms, multicultural events, and lactation spaces. Learning why there are sharply divided attitudes on these can help improve either the policies themselves, or communication about the policies in the future.

Safe and Welcoming Spaces

- Student Union
 - The LGBT Center, the Women's Center, and the Multicultural Center were specifically noted in comments.
- Library
 - Respondents reported friendly and helpful staff, and a comfortable, energizing environment.

Unsafe and Unwelcoming Spaces

- Parking Lots
 - Respondents noted reports of crime in the area, poor lighting, and careless drivers as concerns.
- Gyms
 - Respondents discussed feeling awkward or intimidated, and noted sex- or sexuality-based harassment.
- Administration
 - Employees cited dismissive or rude treatment from administrators; students noted feeling disconnected from leadership or feeling as though they are wanted only for their money.

Employee Comment Themes

Welcoming environment

Subtle and blatant discrimination

Lack of diversity

Little interaction with leaders

Limited paths for advancement

Unfair application of work standards

Lack of performance feedback

Disrespect based on hierarchy

Little time to conduct research

Ineffective leadership

Student Comment Themes

Welcoming environment

Subtle and blatant discrimination

Lack of diversity

Little interaction with leaders

Uncaring professors

Unwelcoming environment

Lack of support for personal needs

Bad attitudes from employees

Background

In Fall of 2016, Minnesota State University, Mankato (Minnesota State) contracted with the Organizational Effectiveness Research Group (OERG) to create a survey investigating the “current living, learning and working conditions on campus for students and employees.” The goal of this survey was to guide future efforts to make the campus environment a safe and inclusive environment for all employees and students.

Working in conjunction with Robert Colbert, who carried out the first phase of the project, OERG members collaborated with members of the President’s Commission on Diversity to get input into how best to assess the current campus climate. OERG consultants also consulted with contacts in various departments (e.g. the LGBT center, the Multicultural Center, the Provost) to establish ways to ask demographic questions that would balance inclusivity with understandability for a broad survey audience. We are appreciative of the time and effort our stakeholders spent to create this survey.

The survey was sent in late March 2017, and ultimately received 1740 responses from the Minnesota State community.

Our survey encompassed 5 main sections: attitudes, services, policies, safety, and qualitative responses.

First, we asked respondents about their attitudes regarding statements about their experiences on campus. This was measured on a 1 (strongly disagree) to 5 (strongly agree) scale. Participants were also offered a “No opinion” option that was omitted from the analyses. For these items, we report means and effect sizes (for an explanation about the effect size calculations, see the Appendix). Tables presenting results are organized by effect size, and the items are color coded as illustrated below.

| Item | Over-represented | Under-represented | Effect Size |
|-------------|------------------|-------------------|-------------|
| Statement 1 | 3.94 | 2.80 | 0.98 |
| Statement 2 | 3.00 | 2.56 | 0.32 |
| Statement 3 | 3.92 | 3.62 | 0.18 |
| Statement 4 | 3.82 | 3.71 | 0.08 |
| Statement 5 | 4.11 | 4.60 | -0.43 |

Differences between over- and under-represented groups that are large (an effect size greater than .50) are denoted with a light purple. Effect sizes that are moderate (greater than .30) are denoted in beige. Small effect sizes (between -.30 and .30) are denoted in white. Finally, moderate and large negative effect sizes (smaller than -.30) are denoted in peach. A negative effect size indicates that the underrepresented group has a more positive attitude about the statement than the overrepresented group.

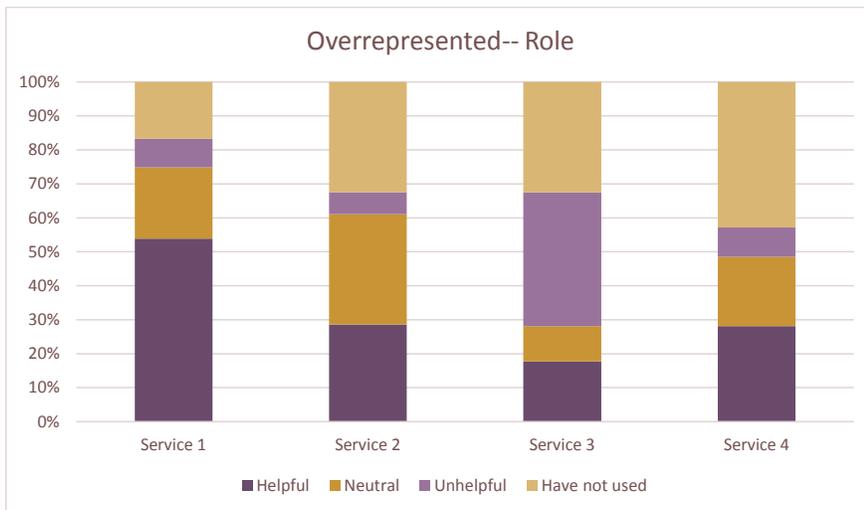
A number of items asked of employees were similar except for minor wording changes (e.g. “supervisor” versus “dean”). Because some groups are quite small, we aggregated all employees on these shared questions so that we could report results for underrepresented groups that are

quite small within a single role. However, we also break out their results when possible by role. If any group is smaller than 5 respondents, we do not report the results in order to protect respondents' confidentiality. This is particularly important in the sample of administrators, which is quite small compared to other roles.

Second, we asked respondents about their opinions about services. These items were unique across all roles, so we report on each role separately. We used the following scale:

| | | | |
|-------------------------------------|--|---------------------------------------|---|
| This service has been helpful to me | This service has been both helpful and unhelpful to me | This service has been unhelpful to me | I have not had the opportunity to access this service |
| 1 | 2 | 3 | 4 |

The stacked bar charts provide detail into how participants responded to these questions. We opted to use stacked bars because for this set of questions, we believed that the use of services likely would give us valuable information about opinions about access to and interest in services. An example of a stacked bar chart is provided below.



Third, we asked respondents about whether they found policies helpful. This was rated on a 1 (Often affects me negatively) to 5 (Often affects me positively) scale. Respondents were also provided a “No opinion” option that was coded as missing data. As with the attitude section, results are provided in color-coded tables with means and effect sizes.

Fourth, we asked respondents to indicate places on campus that they felt safe and welcome in, and places on campus where they felt unsafe or unwelcome in. The results of this are presented in heat maps, where areas that have a large percentage of clicks show up in red.

Fifth, for many of the questions we asked, we invited respondents to provide comments. Because of the massive number of comments, and the fact that reporting comments based on demographic group would lead to redundancies, we report them generally at the end of the report. In order to more easily examine group differences, this report is organized by demographic group.

Summary, Key Themes, and Next Steps

- In terms of employee roles at the university, administrators tended to have the most positive attitudes about the workplace, reporting mostly positive attitudes. Staff were also generally neutral or positive about the work environment. Faculty attitudes were slightly lower, and tended to be largely neutral on average. The only item where the average indicated disagreement was on the item “I have enough time and resources to conduct research.” Indeed, this sentiment was echoed in comments, with many faculty reporting that the requirements for teaching and service prevent them from completing research within a normal workweek.
- It is also worth noting that other than sex/gender, the administrative group did not have enough diversity to allow a breakdown of their responses on most items.
- **In terms of sex/gender...**
 - Underrepresented employees generally indicated lower attitudes than overrepresented employees, although the averages did not suggest dissatisfaction. Underrepresented respondents found anti-bullying training to be less helpful and multicultural events to be more helpful than did their majority counterparts. Underrepresented respondents in general found policies to be helpful, particularly gender neutral bathrooms and lactation space.
 - Students also generally expressed positive attitudes, with the underrepresented group being lower on average for most items. There were no major differences between over- and underrepresented groups on how helpful they find services, and the underrepresented group found gender neutral bathroom policies to be helpful.
- **In terms of race/ethnicity...**
 - Employees generally demonstrated rather large and consistent differences between over- and underrepresented groups. In particular, underrepresented members tended to disagree with the statements about seeing people similar to themselves succeeding, fair application of rules, and receiving appreciation from senior-level administrators. This, along with comments from the survey, signal that people of color on campus do not feel that there is much diversity, and that they feel that performance or behavior standards are applied differently to them. This also signals a sense that these individuals are not feeling supported by senior leadership at the institution. It also appears that more underrepresented members report CETL and the FA as being unhelpful compared to overrepresented members. Attitudes about multicultural events were mixed, with underrepresented members more likely to find them unhelpful, but with a sizeable portion also finding them helpful.

- In terms of students, underrepresented members also indicated more neutral attitudes on most items, although students generally felt neutral to positive overall. The largest differences had to do with students seeing people similar to them succeeding, feeling welcomed by fellow students, and being able to approach security with concerns as those that have large differences, with the overrepresented group feeling positively about these statements, and the underrepresented group feeling neutral. Underrepresented members were more likely to report finding services to be unhelpful; the Financial Aid office garnered the most ratings of unhelpfulness out of all services. Students generally did not indicate big differences in how they were affected by policies, with the exception of campus demonstrations, where underrepresented members tended to find them helpful.
- **In terms of sexual orientation...**
 - Attitudes among employees tended to be largely positive, although underrepresented members were less comfortable approaching campus security, were less likely to feel welcome on campus, and were less sure about how their work was evaluated compared to the majority. Underrepresented members were more likely than overrepresented members to find anti-bullying training to be unhelpful. Role appeared to matter here; whereas underrepresented staff generally found attending multicultural events to be helpful, underrepresented faculty were more likely to have neutral attitudes toward them. In general, underrepresented faculty did not have very positive attitudes toward services, especially in terms of mentorship and tenure/promotion. Underrepresented groups had less positive attitudes toward crime reporting policies, workplace environment, and grade appeal. It is possible that underrepresented groups either find that policies on crime reporting and workplace environment to be unhelpful or that complaints from other students or employees need to be dealt with often. It is also possible that among faculty, complaints about grades may be a way that students are registering their discontent about their professor's sexual orientation.¹
 - Student attitudes can be viewed as one area of success in terms of campus diversity. Differences between over- and underrepresented students tend to be quite small, and for a number of items, LGBTQ+ students report feeling more positively about issues such as feeling they are encouraged and appreciated by their professors, and that they can approach professors for help. Underrepresented students have similar attitudes about services (with more members having negative attitudes about Financial Aid and FYE), and generally positive attitudes about policies. In particular, crime reporting and workplace environment are reported as less helpful, and campus demonstrations, lactations spaces, and gender neutral bathrooms as more helpful compared to the overrepresented group's

¹ See Anderson, K.J., & Kanner, M. (2011). Inventing a gay agenda: Student perceptions of lesbian and gay professors. *Journal of Applied Social Psychology, 41*, 1538-1564.

ratings. A number of students specifically cited the LGBT Center as being a safe and helpful place for them.

- **In terms of disability...**

- Among employees, there are some fairly notable differences in attitudes between over- and underrepresented groups, most notably items about rules for workplace conduct and performance evaluation, being appreciated, recognized, and listened to by supervisors, and feeling welcome on campus. Underrepresented members were more likely to use services, and had strong opinions about them. CETL, FA, and promotion/tenure were seen as more unhelpful among underrepresented respondents compared to overrepresented respondents. Underrepresented respondents also were more likely to find workplace environment and parking policies to be unhelpful. Underrepresented respondents generally felt positively about campus demonstrations.
- Among students, differences in attitudes tended to be smaller, with underrepresented students responding neutrally on average. Underrepresented students were more likely to use services, and tended to have more concerns about financial aid, FYE, and the Center for Academic Success. Underrepresented students felt slightly less positive than overrepresented students about access for students with disabilities (likely because they are more directly affected than the majority by these policies—the average still reflected a positive attitude overall), and crime reporting requirements. Underrepresented students were more satisfied than overrepresented students on gender neutral bathrooms (as these may be more accessible for students with disabilities) and English speech placement.

- **In terms of religion...**

- There were only small differences between under- and overrepresented employees. Anti-bullying training, FA, and multicultural events were more likely to be rated as unhelpful by underrepresented respondents. Respondents were generally unhappy with parking policies, and were less positive about campus demonstrations compared to overrepresented respondents.
- Among students, attitude differences were also small, and underrepresented respondents generally felt positively. The only item with a large difference was whether the individual felt welcome at the university. Attitudes toward services were also similar among over- and underrepresented respondents, and the only policy that was rated as less helpful compared to overrepresented groups was access for students with disabilities, although overall, underrepresented students still tended to rate this policy positively.

- **In terms of military service...**

- Samples tended to be small in this area, with employees having too few active members of the military to be assessed in this analysis.
- Attitudes among former service members tended to be positive, with the only moderate difference being that military members were less likely to feel welcomed by staff. Military members also tended to feel more positively about security on campus. Military members were less likely to report using services on

campus, and were more likely to feel neutrally about them. Increased outreach targeting military members may be helpful. Former military members tended to feel negatively about the campus demonstration policy, and positively about crime reporting requirements and lactation spaces.

- In terms of students, there were some very large and consistent differences between groups. Students who were former members of the military had notably negative attitudes about most items on the survey. They reported feeling unsupported by nearly all groups on campus, and reported positive attitudes only about security on campus. Former military members also were very unlikely to have used services, and tended to feel that most services were unhelpful to them—particularly financial aid, FYE, advising, career counseling, and multicultural events. Attitudes toward services were likewise negative, with service members finding crime reporting and campus demonstrations to be notably unhelpful.
- Current student service members differed quite a bit from their former member counterparts. Active duty students demonstrated small differences from non-military students, and in fact, felt more positively than civilian students in most of their attitudes. In general, active duty students feel welcome, safe, and appreciated on campus. They demonstrated generally positive attitudes towards campus services, and demonstrated few differences in terms of policies from civilian students. The main differences on policies is that active duty students believe that gender neutral restrooms and campus demonstrations are not beneficial, but do find disability access to be beneficial.
- **In terms of parental status...**
 - Differences in attitudes between employees who are parents/guardians and non-parents/guardians are generally quite small. Parents indicate that they feel slightly less welcome, but they still indicate positive attitudes overall. Reactions to services were generally similar between the two groups, with child-free respondents being slightly less likely to find anti-bullying training, bargaining units, multicultural events and CETL to be less helpful than the majority group. In terms of policies, employee parent/guardians feel more positively than child-free respondents about gender neutral bathrooms and campus demonstrations. The gender neutral bathrooms may be helpful for attending to children or changing infants, which might explain the difference.
 - Student parent/guardians tend to feel less welcome at the university, though overall, they demonstrate generally good attitudes. Student parent/guardians are less likely to report having used services, and are more positive about getting admitted to their major, and less positive about academic advising. Student parent/guardians tend to feel less positively about policies on gender neutral bathrooms, campus demonstrations, and financial aid eligibility compared to child-free students; however, despite these differences, parent/guardian students tend to have positive attitudes about these policies.
- **In terms of English as a first language...**

- Employees who speak English as a second language (ESL) report feeling less welcome, less comfortable with campus security, and tend not to see people similar to themselves as being successful compared those who speak English as a primary language (EPL). However, their attitudes are still generally positive. For services, ESL members tended to find professional development, CETL, the FA, and multicultural events as more unhelpful compared to the EPL group. ESL employees generally were more pleased than the majority on policies about campus demonstrations and the tobacco and smoke-free policy; respondents were split on gender neutral bathrooms, with staff members finding the policy more helpful if they were ESL, and faculty finding the policy less helpful if they were ESL.
- For students, differences between the ESL and EPL group on attitudes are small. ESL students were more likely to find financial aid and multicultural events as more helpful than EPL students, but most differences were small. ESL students also generally found the policy surrounding campus demonstrations to be helpful.
- **In terms of national origin...**
 - Foreign-born employees reported finding the campus less welcoming compared to US-born respondents. Foreign born respondents tended not to have strong opinions about services offered by campus, though they were more likely than US-born individuals to find professional development, CETL, the FA and multicultural events to be less helpful compared to US-born members. Finally, foreign-born respondents found most policies to be helpful, particularly parking and campus demonstrations.
 - Foreign- and US-born students did not demonstrate many differences in terms of their attitudes about campus. In general, both student groups tended to rate services similarly, though foreign-born students overall found services more helpful than their US-born counterparts. There were also few differences among foreign- and US-born opinions on policies, although foreign-born students found campus demonstrations more beneficial than did US-born students.

Given the large number of data points in this report, it is difficult to parse clear and consistent themes. However, we have noted the following themes in the data that might deserve more attention, discussion, and investigation.

- Overall, opinions about most issues were generally positive to neutral; only a few items indicated largely negative attitudes (e.g. faculty did not feel they have adequate time and resources to conduct research).
- Gender neutral bathrooms and lactation spaces appeared to be a controversial issue, with most underrepresented respondents indicating that this was a beneficial policy (e.g. sex/gender minorities, individuals reporting disabilities) but a few select groups finding it to be unhelpful (e.g. veterans, several faculty minorities). We suggest two possible

explanations for these differences. First, attitudes may be affected by how far away respondents are from facilities with these areas. For example, staff members and administrators who are relatively near the lactation room may be satisfied with the policy, whereas faculty, who are more likely to be far away from the lactation room, may desire more of these spaces, and thus are not satisfied with the current policy. Alternatively, both of these policies have political underpinnings (i.e. whether workplaces should accommodate the needs of nursing mothers or transgender students/employees). It is possible that more conservative groups may dislike these policies. It may be helpful to further investigate what is motivating some of these differences between groups.

- Multicultural events were also somewhat controversial. The general theme that emerged is that underrepresented student and staff groups found these events beneficial; however, faculty and some groups (e.g. racial/ethnic minorities) tended to find them unhelpful. Again, quantitative surveys typically do not provide much insight into the reasons behind these differences, but we have suggestions. First, it is possible that students and staff attend and enjoy these events, but faculty, who reported feeling overworked, view this as another part of the job that they do not have time for. Given that underrepresented faculty may feel pressure to attend these events, this may increase their stress in a way that does not feel helpful. Another possible explanation is that faculty may be more skeptical of these events, and view them as a token demonstration of inclusivity that is not reinforced by more meaningful policies. More exploration into what these events offer and are intended to offer, and how to make them more accessible and meaningful may be helpful.
- One area of some success was the responses among LGBTQ+ students. Overall, differences between LGBTQ+ respondents and straight respondents were small. Questions regarding LGBTQ+ student treatment by professors was particularly positive, with many respondents indicating that they feel supported, appreciated, and cared for by faculty. A number of respondents also indicated that the LGBT Center was an important part of their support on campus. The ways that campus interfaces with LGBTQ+ members could potentially serve as a guide for how to help other underrepresented groups on campus feel supported.
- Although a number of comments indicated that respondents were bothered or felt unsafe in the campus mall due to protesters saying offensive or upsetting things, underrepresented members in many groups reported finding the campus demonstration policy to be helpful. It is possible that underrepresented groups are more likely to recognize the value of being able to stage protests and demonstrations to raise awareness. However, it may also be helpful for the administration to be clear about the boundary between free speech and harassment, and to give faculty, staff, and students guidance on how to address differing perspectives and harassment on campus.
- All groups were in agreement that places that tended to make them feel unwelcome or unsafe tended to be parking lots, gyms/weight rooms, and areas where administrators are housed. All groups also agreed that areas that housed student support services were places where they felt safe and welcome.
- It is also worth noting that there were a number of instances where respondents left comments about the oppression of people who are white, male, and/or politically

conservative. These comments were rare and are typical on surveys that address inclusivity issues.

Comparisons Across Roles

With respect to attitudes regarding experiences on campus, we compared similar/identical items across roles. For each role, we included the overall average score given for each item followed by comparisons for each group.

On average, administrators reported high scores for all items. An average of 3.91 (“Faculty make me feel welcome at Minnesota State Mankato”) is their lowest rating, while an average of 4.87 (“I can approach campus security with my concerns”) is their highest. Staff attitudes towards their experience on campus also appear to be high. Their average lowest rating is a 3.22 (“I can progress in my career at Minnesota State Mankato”). However, faculty ratings tend to have a larger range with 2.24 (“I have enough time and resources to conduct research”) being their lowest average, and 4.34 (“I can approach campus security with my concerns”) being their highest.

Overall, we see that administrators reported higher attitudes regarding their experiences on campus than both staff and faculty. Faculty reported higher attitudes than staff toward senior leader administrators, developing professionally, and workplace conduct. Conversely, staff reported higher attitudes than faculty towards feeling welcome, safe, and seeing people similar to them succeeding. Exact averages and corresponding items are listed below.

Administrators

| Item | Overall Average |
|--|-----------------|
| I can approach campus security with my concerns. | 4.87 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.76 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.67 |
| I can approach my peers for conversations and advice about work. | 4.64 |
| Students make me feel welcome at Minnesota State Mankato. | 4.61 |
| I receive encouragement and support for professional development. | 4.61 |
| Overall, I feel welcome at Minnesota State Mankato | 4.58 |
| I can approach senior-leader administrators for conversations and advice about work. | 4.58 |
| My work makes a difference at Minnesota State Mankato. | 4.58 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.55 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.55 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.53 |
| My supervisor/dean listens to what I have to say. | 4.48 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.42 |
| My peers appreciate the qualities that make me unique. | 4.41 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.39 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.39 |
| Senior-leader administrators appreciate the qualities that make me unique. | 4.31 |
| It is clear to me how my work is evaluated. | 4.24 |
| I can progress in my career at Minnesota State Mankato. | 4.13 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.03 |
| Rules for workplace conduct are applied fairly. | 3.91 |

| Item | Admin. | Staff | Effect Size |
|--|--------|-------|-------------|
| I can approach senior-leader administrators for conversations and advice about work. | 4.58 | 3.48 | 1.03 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.55 | 3.68 | 0.87 |
| I receive encouragement and support for professional development. | 4.61 | 3.78 | 0.81 |
| Senior-leader administrators appreciate the qualities that make me unique. | 4.31 | 3.50 | 0.75 |
| I can progress in my career at Minnesota State Mankato. | 4.13 | 3.22 | 0.66 |
| I can approach campus security with my concerns. | 4.87 | 4.47 | 0.65 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.76 | 4.32 | 0.64 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.39 | 3.89 | 0.55 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.67 | 4.16 | 0.50 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.55 | 4.03 | 0.48 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.53 | 4.02 | 0.46 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.42 | 4.01 | 0.46 |
| I can approach my peers for conversations and advice about work. | 4.64 | 4.24 | 0.46 |
| Rules for workplace conduct are applied fairly. | 3.91 | 3.41 | 0.45 |
| My peers appreciate the qualities that make me unique. | 4.41 | 4.06 | 0.42 |
| It is clear to me how my work is evaluated. | 4.24 | 3.77 | 0.41 |
| Students make me feel welcome at Minnesota State Mankato. | 4.61 | 4.37 | 0.39 |
| My supervisor/dean listens to what I have to say. | 4.48 | 4.07 | 0.38 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.39 | 4.12 | 0.33 |
| My work makes a difference at Minnesota State Mankato. | 4.58 | 4.35 | 0.27 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.03 | 3.78 | 0.26 |
| Overall, I feel welcome at Minnesota State Mankato | 4.58 | 4.53 | 0.07 |

| Item | Admin. | Faculty | Effect Size |
|--|--------|---------|-------------|
| It is clear to me how my work is evaluated. | 4.24 | 2.24 | 1.77 |
| Students make me feel welcome at Minnesota State Mankato. | 4.61 | 3.17 | 1.48 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.76 | 3.78 | 1.03 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.39 | 3.47 | 0.99 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.39 | 3.33 | 0.95 |
| I can approach campus security with my concerns. | 4.87 | 4.34 | 0.81 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.55 | 3.86 | 0.73 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.42 | 3.72 | 0.70 |
| My work makes a difference at Minnesota State Mankato. | 4.58 | 3.83 | 0.70 |
| Overall, I feel welcome at Minnesota State Mankato | 4.58 | 3.88 | 0.67 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.53 | 3.90 | 0.61 |
| I can approach my peers for conversations and advice about work. | 4.64 | 3.99 | 0.59 |
| My supervisor/dean listens to what I have to say. | 4.48 | 3.88 | 0.58 |
| I can approach senior-leader administrators for conversations and advice about work. | 4.58 | 3.99 | 0.53 |
| My peers appreciate the qualities that make me unique. | 4.41 | 3.96 | 0.50 |
| I can progress in my career at Minnesota State Mankato. | 4.13 | 3.47 | 0.48 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.55 | 4.11 | 0.47 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.67 | 4.28 | 0.43 |
| I receive encouragement and support for professional development. | 4.61 | 4.27 | 0.42 |
| Rules for workplace conduct are applied fairly. | 3.91 | 3.83 | 0.08 |
| Senior-leader administrators appreciate the qualities that make me unique. | 4.31 | 4.29 | 0.02 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.03 | 4.05 | -0.02 |

Staff

| Item | Overall Average |
|--|-----------------|
| Overall, I feel welcome at Minnesota State Mankato | 4.53 |
| I can approach campus security with my concerns. | 4.47 |
| Students make me feel welcome | 4.37 |
| My work makes a difference at Minnesota State Mankato. | 4.35 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.32 |
| I can approach my peers for conversations and advice about work. | 4.24 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.16 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.12 |
| My supervisor/dean listens to what I have to say. | 4.07 |
| My peers appreciate the qualities that make me unique. | 4.06 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.03 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.89 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.78 |
| I receive encouragement and support for professional development. | 3.78 |
| It is clear to me how my work is evaluated. | 3.77 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.68 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.50 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.48 |
| Rules for workplace conduct are applied fairly. | 3.41 |
| I can progress in my career at Minnesota State Mankato. | 3.22 |

| Item | Staff | Admin. | Effect Size |
|--|-------|--------|-------------|
| Overall, I feel welcome at Minnesota State Mankato | 4.53 | 4.58 | -0.07 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.78 | 4.03 | -0.26 |
| My work makes a difference at Minnesota State Mankato. | 4.35 | 4.58 | -0.27 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.12 | 4.39 | -0.33 |
| My supervisor/dean listens to what I have to say. | 4.07 | 4.48 | -0.38 |
| Students make me feel welcome | 4.37 | 4.61 | -0.39 |
| It is clear to me how my work is evaluated. | 3.77 | 4.24 | -0.41 |
| My peers appreciate the qualities that make me unique. | 4.06 | 4.41 | -0.42 |
| Rules for workplace conduct are applied fairly. | 3.41 | 3.91 | -0.45 |
| I can approach my peers for conversations and advice about work. | 4.24 | 4.64 | -0.46 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 | 4.42 | -0.46 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 | 4.53 | -0.46 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.03 | 4.55 | -0.48 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.16 | 4.67 | -0.50 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.89 | 4.39 | -0.55 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.32 | 4.76 | -0.64 |
| I can approach campus security with my concerns. | 4.47 | 4.87 | -0.65 |
| I can progress in my career at Minnesota State Mankato. | 3.22 | 4.13 | -0.66 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.50 | 4.31 | -0.75 |
| I receive encouragement and support for professional development. | 3.78 | 4.61 | -0.81 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.68 | 4.55 | -0.87 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.48 | 4.58 | -1.03 |

| Item | Staff | Faculty | Effect Size |
|--|-------|---------|-------------|
| It is clear to me how my work is evaluated. | 3.77 | 2.24 | 1.26 |
| Students make me feel welcome | 4.37 | 3.17 | 1.14 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.12 | 3.33 | 0.67 |
| Overall, I feel welcome at Minnesota State Mankato | 4.53 | 3.88 | 0.60 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.32 | 3.78 | 0.50 |
| My work makes a difference at Minnesota State Mankato. | 4.35 | 3.83 | 0.48 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.89 | 3.47 | 0.40 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 | 3.72 | 0.25 |
| I can approach my peers for conversations and advice about work. | 4.24 | 3.99 | 0.21 |
| My supervisor/dean listens to what I have to say. | 4.07 | 3.88 | 0.17 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.03 | 3.86 | 0.16 |
| I can approach campus security with my concerns. | 4.47 | 4.34 | 0.16 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 | 3.90 | 0.11 |
| My peers appreciate the qualities that make me unique. | 4.06 | 3.96 | 0.10 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.16 | 4.28 | -0.11 |
| I can progress in my career at Minnesota State Mankato. | 3.22 | 3.47 | -0.20 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.78 | 4.05 | -0.26 |
| Rules for workplace conduct are applied fairly. | 3.41 | 3.83 | -0.32 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.68 | 4.11 | -0.38 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.48 | 3.99 | -0.40 |
| I receive encouragement and support for professional development. | 3.78 | 4.27 | -0.46 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.50 | 4.29 | -0.75 |

Faculty

| Item | Overall Average |
|--|-----------------|
| Students make me feel welcome at Minnesota State Mankato | 4.39 |
| I can approach campus security with my concerns. | 4.34 |
| My work makes a difference at Minnesota State Mankato. | 4.29 |
| I can approach my peers for conversations and advice about work. | 4.28 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.27 |
| Overall, I feel welcome at Minnesota State Mankato | 4.11 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.05 |
| I can approach my supervisor/dean for conversations and advice about work. | 3.99 |
| I can approach my dean for conversations and advice about work. | 3.99 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.96 |
| My peers appreciate the qualities that make me unique. | 3.90 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.88 |
| My supervisor/dean listens to what I have to say. | 3.88 |
| My students recognize my contributions at Minnesota State Mankato. | 3.86 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 3.83 |
| My supervisor/dean appreciates the qualities that make me unique. | 3.83 |
| I can progress in my career at Minnesota State Mankato. | 3.78 |
| It is clear to me how my work is evaluated. | 3.72 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.47 |
| I have enough time and resources to teach students. | 3.47 |
| Rules for workplace conduct are applied fairly. | 3.33 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.17 |
| I have enough time and resources to conduct research. | 2.24 |

| Item | Faculty | Admin. | Effect Size |
|--|---------|--------|-------------|
| Faculty make me feel welcome at Minnesota State Mankato. | 4.05 | 4.03 | 0.02 |
| My work makes a difference at Minnesota State Mankato. | 4.29 | 4.31 | -0.02 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 3.83 | 3.91 | -0.08 |
| Students make me feel welcome at Minnesota State Mankato | 4.39 | 4.61 | -0.32 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.27 | 4.61 | -0.42 |
| I can approach my peers for conversations and advice about work. | 4.28 | 4.67 | -0.43 |
| Overall, I feel welcome at Minnesota State Mankato | 4.11 | 4.55 | -0.47 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.47 | 4.13 | -0.48 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.96 | 4.41 | -0.50 |
| I can approach my supervisor/dean for conversations and advice about work. | 3.99 | 4.58 | -0.53 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.88 | 4.48 | -0.58 |
| I can approach my dean for conversations and advice about work. | 3.99 | 4.64 | -0.59 |
| My peers appreciate the qualities that make me unique. | 3.90 | 4.53 | -0.61 |
| My supervisor/dean listens to what I have to say. | 3.88 | 4.58 | -0.67 |
| My supervisor/dean appreciates the qualities that make me unique. | 3.83 | 4.58 | -0.70 |
| It is clear to me how my work is evaluated. | 3.72 | 4.42 | -0.70 |
| My students recognize my contributions at Minnesota State Mankato. | 3.86 | 4.55 | -0.73 |
| I can approach campus security with my concerns. | 4.34 | 4.87 | -0.81 |
| Rules for workplace conduct are applied fairly. | 3.33 | 4.39 | -0.95 |
| I have enough time and resources to teach students. | 3.47 | 4.39 | -0.99 |
| I can progress in my career at Minnesota State Mankato. | 3.78 | 4.76 | -1.03 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.17 | 4.61 | -1.48 |
| I have enough time and resources to conduct research. | 2.24 | 4.24 | -1.77 |

| Item | Faculty | Staff | Effect Size |
|--|---------|-------|-------------|
| My work makes a difference at Minnesota State Mankato. | 4.29 | 3.50 | 0.75 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.27 | 3.78 | 0.46 |
| I can approach my supervisor/dean for conversations and advice about work. | 3.99 | 3.48 | 0.40 |
| Overall, I feel welcome at Minnesota State Mankato | 4.11 | 3.68 | 0.38 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 3.83 | 3.41 | 0.32 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.05 | 3.78 | 0.26 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.47 | 3.22 | 0.20 |
| I can approach my peers for conversations and advice about work. | 4.28 | 4.16 | 0.11 |
| Students make me feel welcome at Minnesota State Mankato | 4.39 | 4.37 | 0.02 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.96 | 4.06 | -0.10 |
| My peers appreciate the qualities that make me unique. | 3.90 | 4.02 | -0.11 |
| I can approach campus security with my concerns. | 4.34 | 4.47 | -0.16 |
| My students recognize my contributions at Minnesota State Mankato. | 3.86 | 4.03 | -0.16 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.88 | 4.07 | -0.17 |
| I can approach my dean for conversations and advice about work. | 3.99 | 4.24 | -0.21 |
| It is clear to me how my work is evaluated. | 3.72 | 4.01 | -0.25 |
| I have enough time and resources to teach students. | 3.47 | 3.89 | -0.40 |
| My supervisor/dean appreciates the qualities that make me unique. | 3.83 | 4.35 | -0.48 |
| I can progress in my career at Minnesota State Mankato. | 3.78 | 4.32 | -0.50 |
| My supervisor/dean listens to what I have to say. | 3.88 | 4.53 | -0.60 |
| Rules for workplace conduct are applied fairly. | 3.33 | 4.12 | -0.67 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.17 | 4.37 | -1.14 |
| I have enough time and resources to conduct research. | 2.24 | 3.77 | -1.26 |

Students

| Item | Overall Average |
|--|-----------------|
| My professors make me feel welcome at Minnesota State Mankato. | 4.33 |
| Overall, I feel welcome at Minnesota State Mankato | 4.31 |
| I can approach my professors for academic help. | 4.24 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.23 |
| I can approach my professors about my learning. | 4.22 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.21 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.17 |
| I can approach campus security with my concerns. | 4.13 |
| Rules for class conduct are applied fairly. | 4.11 |
| I feel welcome and respected in residence halls. | 4.05 |
| I am aware of resources that help me manage my education process. | 4.04 |
| My professors encourage me to express my thoughts. | 4.04 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.01 |
| Grading is understandable and applied fairly. | 3.98 |
| Staff members encourage me to express my thoughts. | 3.93 |
| Professors appreciate the qualities that make me unique. | 3.91 |
| Staff members appreciate the qualities that make me unique. | 3.81 |
| Senior-leader administrators encourage me to express my thoughts. | 3.73 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.68 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.67 |
| My professors understand that my personal life can affect my schoolwork. | 3.63 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.48 |

Comparisons Across Sex/Gender

In response to our general request about whether respondents are or are perceived to be a minority in terms of sex/gender, 694 individuals identified themselves as majority members, and 344 individuals identified themselves as minority members. Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents were allowed to select more than one category if they wished.

| Category | N |
|-------------------|-----|
| Male | 312 |
| Female | 663 |
| Man | 87 |
| Woman | 269 |
| Transgender | 6 |
| Non-binary | 13 |
| Fill in the blank | 7 |

As the table demonstrates, only a small number of respondents identified themselves as transgender, non-binary, or another category. Because of these small numbers, we are unable to provide detail about how these groups differ, with the exception of students. Thus, to preserve confidentiality, we do not provide breakdowns of smaller groups for staff, faculty, or administrators. For students, in order to make the groups large enough for analysis, we examine transgender, non-binary, and other categories as one group. While not ideal, we believe that preserving confidentiality is important for this survey, hence the decision to collapse small groups together.

Although representation depends upon the role at the university (e.g. there are more female than male students, while the male/female balance is roughly equal for faculty) women tend to be less present at administrative levels. Thus, we clarify within the tables which specific groups constitute over- and under-represented. Again, because of the small numbers, transgender, non-binary, and other categories are collapsed into the “underrepresented” group due to the small sample size, except for the student sample.

Experiences on Campus

With respect to experiences, overrepresented respondents reported more positive attitudes when compared to the underrepresented group. However, underrepresented administrators reported stronger attitudes in feeling that their work makes a difference at Minnesota State, Mankato. Common themes across roles include underrepresented respondents feeling less welcomed, less safe on campus, and less able to progress in their careers.

Employees (Administrators, Staff & Faculty)

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| Students make me feel welcome at Minnesota State Mankato. | 4.51 | 4.21 | 0.54 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.61 | 3.03 | 0.48 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.46 | 4.06 | 0.47 |
| Rules for workplace conduct are applied fairly. | 3.63 | 3.02 | 0.46 |
| I can progress in my career at Minnesota State Mankato. | 3.70 | 3.16 | 0.40 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.73 | 3.23 | 0.40 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.81 | 3.27 | 0.37 |
| My supervisor/dean listens to what I have to say. | 4.18 | 3.74 | 0.36 |
| I can approach campus security with my concerns. | 4.53 | 4.25 | 0.35 |
| Overall, I feel welcome at Minnesota State Mankato | 4.46 | 4.16 | 0.33 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.12 | 3.71 | 0.32 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.12 | 3.72 | 0.32 |
| Faculty make me feel welcome at Minnesota State Mankato. | 4.01 | 3.72 | 0.29 |
| It is clear to me how my work is evaluated. | 3.91 | 3.55 | 0.29 |
| My peers appreciate the qualities that make me unique. | 4.09 | 3.79 | 0.29 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.26 | 3.92 | 0.28 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.05 | 3.79 | 0.25 |
| My students recognize my contributions at Minnesota State Mankato. | 3.94 | 3.71 | 0.24 |
| I can approach my dean for conversations and advice about work. | 4.14 | 3.85 | 0.23 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.26 | 4.07 | 0.23 |
| My work makes a difference at Minnesota State Mankato. | 4.40 | 4.21 | 0.22 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.05 | 3.82 | 0.21 |
| I have enough time and resources to conduct research. | 2.31 | 2.14 | 0.14 |
| I can approach my peers for conversations and advice about work. | 4.31 | 4.17 | 0.14 |
| I receive encouragement and support for professional development. | 3.91 | 3.76 | 0.13 |
| I have enough time and resources | 3.50 | 3.38 | 0.11 |

The overrepresented group consists of men who were assigned male at birth; the underrepresented group consists of women assigned female at birth, transgender individuals, non-binary individuals, and other classifications.

Students (Male/Female Comparison)

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| I feel physically safe and protected at Minnesota State Mankato. | 4.17 | 3.69 | 0.47 |
| I can approach campus security with my concerns. | 4.23 | 3.87 | 0.36 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.79 | 3.43 | 0.34 |
| Staff members appreciate the qualities that make me unique. | 3.92 | 3.62 | 0.30 |
| Senior-leader administrators encourage me to express my thoughts. | 3.85 | 3.54 | 0.29 |
| I feel welcome and respected in residence halls. | 4.15 | 3.86 | 0.29 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.78 | 3.50 | 0.28 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.59 | 3.32 | 0.25 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.30 | 4.09 | 0.25 |
| Staff members encourage me to express my thoughts. | 4.02 | 3.77 | 0.24 |
| I am aware of resources that help me manage my education process. | 4.12 | 3.89 | 0.22 |
| My professors understand that my personal life can affect my schoolwork. | 3.73 | 3.44 | 0.22 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.32 | 4.08 | 0.20 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.24 | 4.06 | 0.19 |
| Rules for class conduct are applied fairly. | 4.18 | 4.04 | 0.15 |
| I can approach my professors about my learning. | 4.28 | 4.14 | 0.14 |
| Grading is understandable and applied fairly. | 4.03 | 3.90 | 0.13 |
| Overall, I feel welcome at Minnesota State Mankato | 4.38 | 4.29 | 0.12 |
| I can approach my professors for academic help. | 4.29 | 4.18 | 0.11 |
| My professors encourage me to express my thoughts. | 4.08 | 3.99 | 0.09 |
| Professors appreciate the qualities that make me unique. | 3.93 | 3.89 | 0.04 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.34 | 4.33 | 0.02 |

The overrepresented group consists of men who were assigned male at birth; the underrepresented group consists of women assigned female at birth.

Students (Male/ Transgender + Non-Binary + Other Categories Comparison)

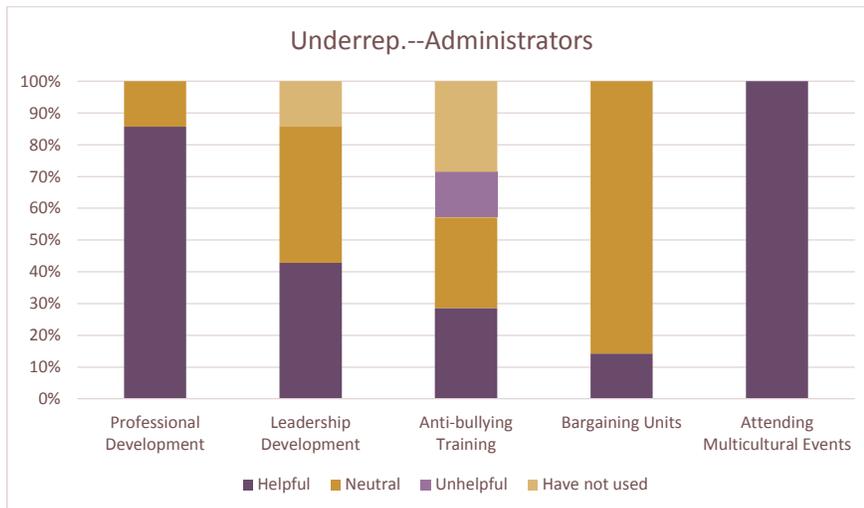
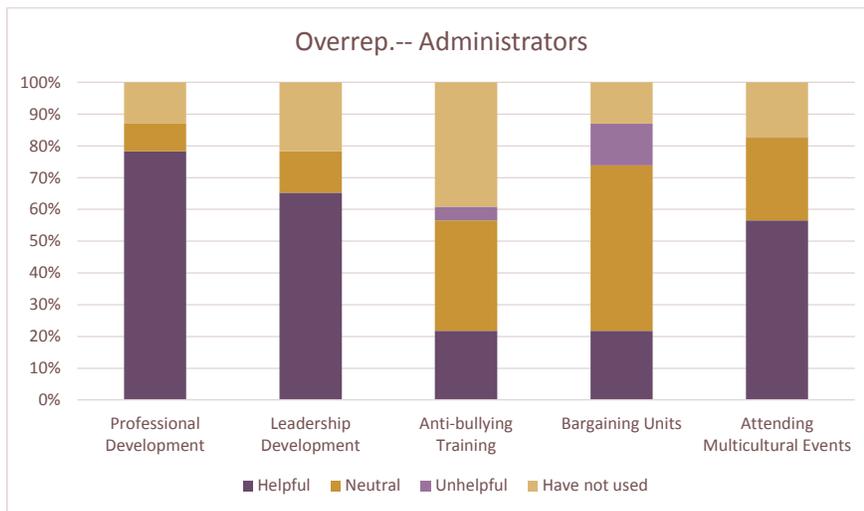
| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| I feel physically safe and protected at Minnesota State Mankato. | 4.17 | 4.02 | 0.12 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.30 | 4.21 | 0.10 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.78 | 3.67 | 0.09 |
| Staff members encourage me to express my thoughts. | 4.02 | 3.91 | 0.08 |
| Overall, I feel welcome at Minnesota State Mankato | 4.38 | 4.31 | 0.07 |
| My professors understand that my personal life can affect my schoolwork. | 3.73 | 3.63 | 0.06 |
| I am aware of resources that help me manage my education process. | 4.12 | 4.04 | 0.06 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.32 | 4.24 | 0.06 |
| I can approach my professors about my learning. | 4.28 | 4.22 | 0.05 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.24 | 4.19 | 0.05 |
| Rules for class conduct are applied fairly. | 4.18 | 4.13 | 0.05 |
| Grading is understandable and applied fairly. | 4.03 | 3.97 | 0.04 |
| I can approach my professors for academic help. | 4.29 | 4.24 | 0.04 |
| My professors encourage me to express my thoughts. | 4.08 | 4.03 | 0.04 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.34 | 4.33 | 0.02 |
| Professors appreciate the qualities that make me unique. | 3.93 | 3.92 | 0.01 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.59 | 3.60 | -0.01 |
| Staff members appreciate the qualities that make me unique. | 3.92 | 3.94 | -0.02 |
| I can approach campus security with my concerns. | 4.23 | 4.28 | -0.04 |
| Senior-leader administrators encourage me to express my thoughts. | 3.85 | 4.08 | -0.16 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.79 | 4.02 | -0.17 |
| I feel welcome and respected in residence halls. | 4.15 | 4.68 | -0.42 |

The overrepresented group consists of men who were assigned male at birth; the underrepresented group consists of transgender individuals, non-binary individuals, and other classifications. This underrepresented group consists of a small sample size (N=13) and should be interpreted with caution.

Services

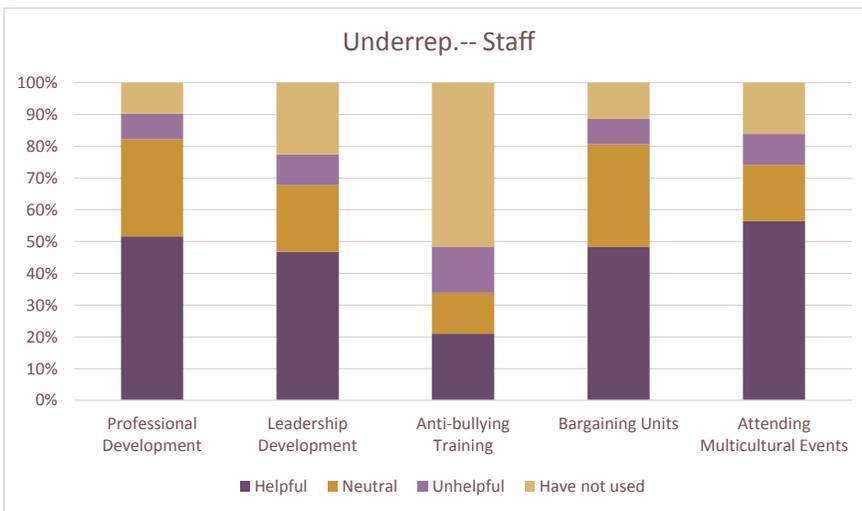
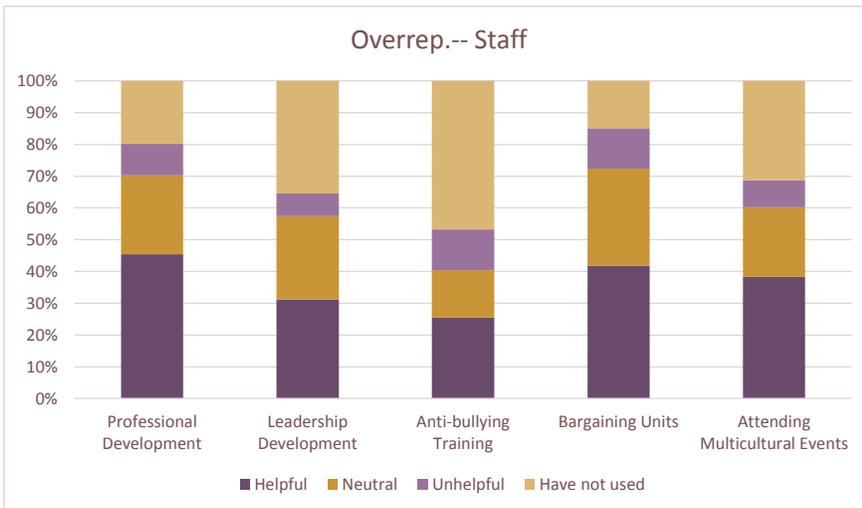
Administrators

As the following graphics show, both groups of administrators feel largely positive or neutral about all services with the exception of the anti-bullying training, where a small contingent has found this service to be unhelpful; this attitude is more prevalent among underrepresented employees. In addition, all underrepresented members in administration have found attending multicultural events to be helpful.



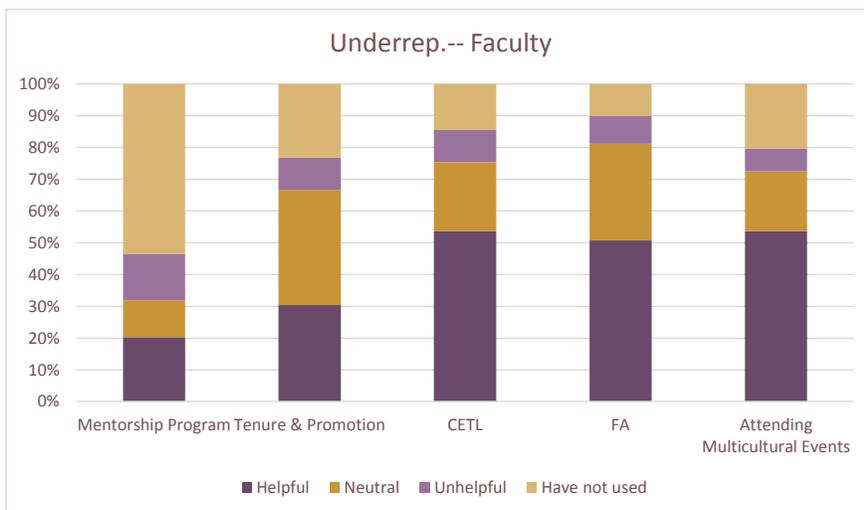
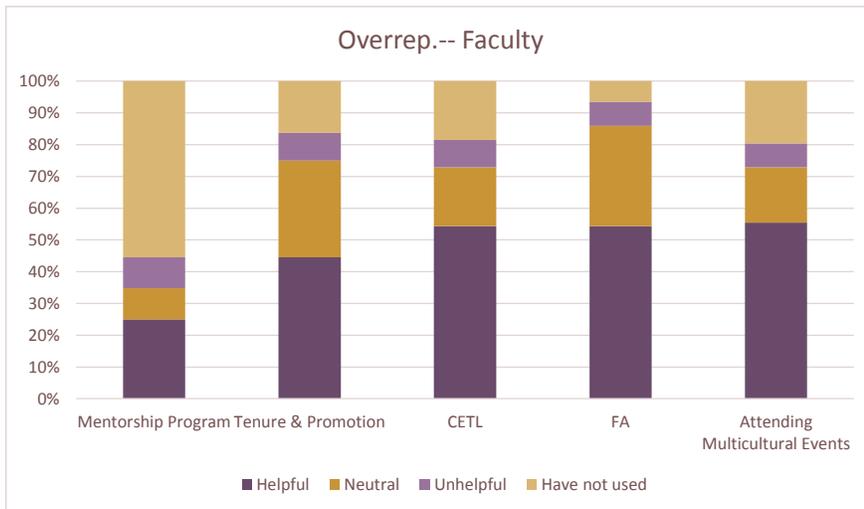
Staff

Among staff members, underrepresented members tended to have better attitudes about services, and were more likely to have taken advantage of them. The only exception was for leadership development and anti-bullying training, where underrepresented individuals demonstrated a slightly larger propensity to identify the service as unhelpful.



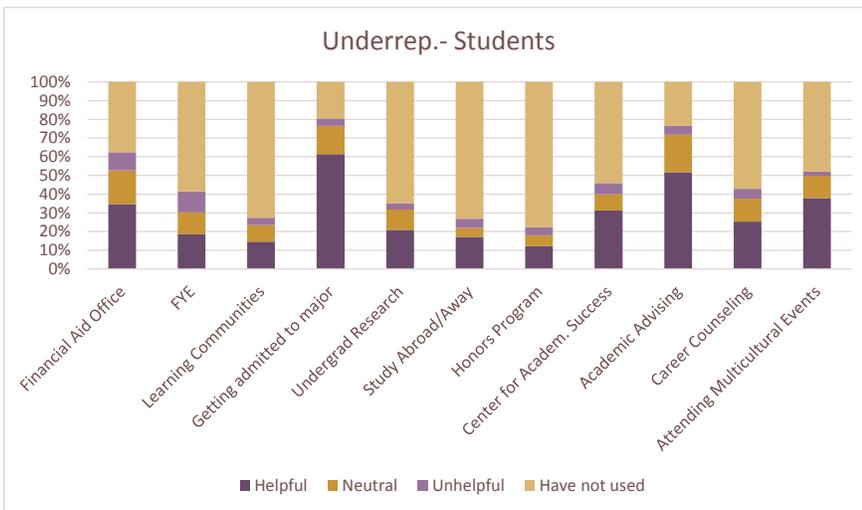
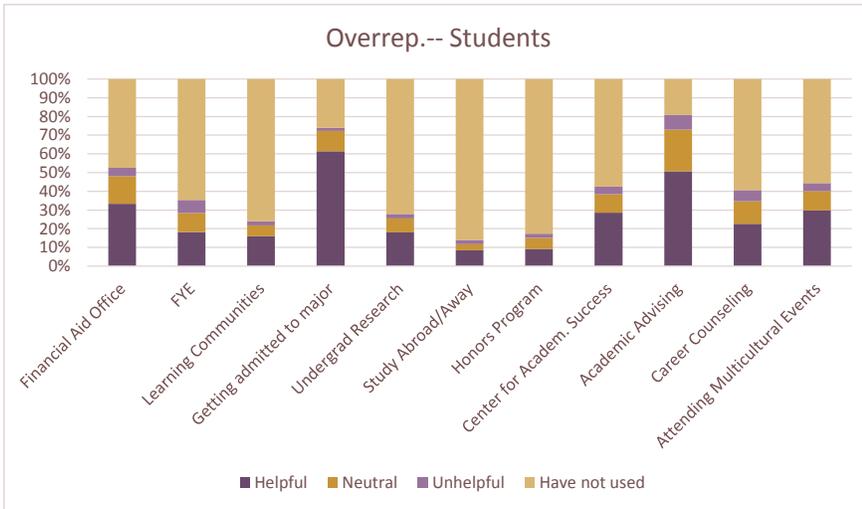
Faculty

With respect to faculty, both groups were similar in their attitudes, with underrepresented members being slightly more likely to have used the services. The one exception is tenure and promotion, where underrepresented members were more likely to be neutral about the helpfulness of the service.



Students

Both groups of students had similar attitudes about services. Students generally felt positive in particular about being able to get admitted to their desired major and academic advising. Financial aid and first-year experience tended to have the largest proportion of respondents reporting that the service was unhelpful.



Policies

With respect to policies, underrepresented respondents tended to find some policies more helpful compared to their overrepresented counterparts. Perhaps unsurprisingly, underrepresented members generally found the policies around gender neutral bathrooms and lactation spaces to be beneficial. Underrepresented administrators also found a number of additional policies to be helpful (e.g. crime reporting, campus demonstrations, reporting research misconduct). It is possible that we see this effect because administrators believe that these policies help protect underrepresented members from mistreatment or coercion, and allow underrepresented members to have a voice in the community. For this set of questions, we did not have enough responses from transgender, non-binary, and other groups to break down the averages beyond the broad over/underrepresented comparisons presented here.

Administrators

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Parking | 4.28 | 4.29 | -0.01 |
| Tobacco and Smoke Free Campus | 4.29 | 4.43 | -0.15 |
| Workplace Environment | 3.95 | 4.14 | -0.20 |
| Campus Demonstrations | 3.53 | 3.83 | -0.32 |
| Crime Reporting | 3.93 | 4.40 | -0.44 |
| Research Misconduct | 3.67 | 4.33 | -0.58 |
| Gender Neutral Bathrooms | 3.50 | 4.40 | -0.78 |
| Conflict of Interest | 3.43 | 4.67 | -1.04 |
| Lactation Spaces | 3.80 | 4.67 | -1.16 |

Staff

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Workplace Environment | 3.97 | 3.66 | 0.26 |
| Parking | 3.06 | 2.82 | 0.17 |
| Crime Reporting Requirements | 4.15 | 4.03 | 0.14 |
| Tobacco and Smoke Free Campus | 3.95 | 3.78 | 0.12 |
| Lactation Spaces | 4.30 | 4.51 | -0.24 |
| Campus Demonstrations | 3.19 | 3.51 | -0.28 |
| Gender Neutral Bathrooms | 3.55 | 4.32 | -0.60 |

Faculty

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Human Subjects Research | 4.30 | 4.02 | 0.30 |
| Grade Appeals | 3.58 | 3.46 | 0.12 |
| Crime Reporting Requirements | 4.22 | 4.12 | 0.11 |
| Tobacco and Smoke Free Campus | 4.47 | 4.39 | 0.07 |
| Lactation Spaces | 4.45 | 4.45 | 0.00 |
| Gender Neutral Bathrooms | 4.31 | 4.37 | -0.06 |
| Campus Demonstrations | 3.77 | 4.00 | -0.23 |

Student

| Item | Overrep. | Underrep. | Effect Size |
|---------------------------------------|----------|-----------|-------------|
| Undergraduate Requirements for Degree | 3.91 | 3.75 | 0.12 |
| Access for Students with Disabilities | 4.42 | 4.34 | 0.10 |
| Crime Reporting Requirements | 4.16 | 4.09 | 0.07 |
| Student Financial Aid Eligibility | 3.90 | 3.93 | -0.02 |
| Lactation Spaces | 4.27 | 4.32 | -0.04 |
| Campus Demonstrations | 3.48 | 3.60 | -0.11 |
| Graduate Assistantship | 4.22 | 4.34 | -0.12 |
| English Speech Placement | 3.87 | 4.06 | -0.18 |
| Gender Neutral Bathrooms | 3.66 | 4.35 | -0.49 |

Comparisons Across Race/Ethnicity

In response to our general request about whether respondents are or are perceived to be a minority in terms of race/ethnicity, 813 individuals identified themselves as majority members, and 227 individuals identified themselves as minority members. Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents were allowed to select more than one category if they wished.

| Category | <i>N</i> |
|-------------------------------------|----------|
| African-American or Black | 67 |
| Hispanic or Latino/Latina | 67 |
| Caucasian or White | 791 |
| Asian | 100 |
| Native American or Alaskan Native | 23 |
| Native Hawaiian or Pacific Islander | 7 |
| Fill in the blank | 10 |

Because these sample sizes are quite small, we are only able to breakdowns of several race/ethnic groups among students, who had a larger sample size. We were also able to break out White/Caucasian and Asian employees.

Experiences on Campus

With respect to experiences, employees of color tended to report less positive attitudes than White employees. Common themes across roles include: employees of color seeing fewer people who are similar to them succeeding, feeling less welcomed, and feeling less safe. For employees, in particular, people of color also reported feeling less appreciated. In a comparison between White and Asian employees, these differences are still quite large, and generally demonstrate more positive attitudes among White respondents compared to Asian respondents. Notably, Asian respondents generally felt they could not speak to senior-leader administrators for work advice.

The number of administrators of color was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees”.

For students, sample sizes were adequate to break data down into some specific racial/ethnic groups. Overall, students are generally satisfied. Students of color tended to be less satisfied than White students on feeling welcomed, especially by staff and faculty, and feeling fairly treated (they were less likely to indicate that rules applied fairly to them, and that they felt their grading was fair and transparent). Students of color were more likely to feel welcomed by senior-leader administrators, and felt more welcomed in residence halls compared to White students. Note that many racial groups (e.g. Native American and Alaskan Native; individuals reporting mixed race backgrounds) were not large enough samples to be included in the breakdown.

Employees (Administrators, Staff, & Faculty)

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.13 | 2.89 | 1.10 |
| Students make me feel welcome at Minnesota State Mankato. | 4.47 | 3.88 | 0.84 |
| I can approach campus security with my concerns. | 4.54 | 3.80 | 0.82 |
| Overall, I feel welcome at Minnesota State Mankato | 4.47 | 3.67 | 0.80 |
| My peers appreciate the qualities that make me unique. | 4.09 | 3.35 | 0.65 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.28 | 3.65 | 0.63 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.06 | 3.36 | 0.60 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.98 | 3.42 | 0.52 |
| Rules for workplace conduct are applied fairly. | 3.52 | 2.83 | 0.50 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.51 | 2.89 | 0.48 |
| I can approach my peers for conversations and advice about work. | 4.34 | 3.80 | 0.48 |
| I can approach my dean for conversations and advice about work. | 4.15 | 3.53 | 0.45 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.73 | 3.06 | 0.43 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.22 | 3.73 | 0.38 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.38 | 4.02 | 0.38 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.07 | 3.59 | 0.38 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.63 | 3.15 | 0.36 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.06 | 3.60 | 0.35 |
| My supervisor/dean listens to what I have to say. | 4.10 | 3.65 | 0.34 |
| I can progress in my career at Minnesota State Mankato. | 3.58 | 3.21 | 0.28 |
| It is clear to me how my work is evaluated. | 3.85 | 3.52 | 0.25 |
| My work makes a difference at Minnesota State Mankato. | 4.36 | 4.16 | 0.21 |
| I receive encouragement and support for professional development. | 3.89 | 3.67 | 0.18 |
| My students recognize my contributions at Minnesota State Mankato. | 3.88 | 3.78 | 0.11 |
| I have enough time and resources to conduct research. | 2.22 | 2.39 | -0.13 |
| I have enough time and resources to teach students. | 3.42 | 3.68 | -0.23 |

Employees (White/ Asian Comparison)

| Item | White Mean | Asian Mean | Effect Size |
|--|------------|------------|-------------|
| My students make me feel welcome at Minnesota State Mankato. | 4.57 | 3.73 | 0.93 |
| Students make me feel welcome at Minnesota State Mankato. | 4.55 | 3.91 | 0.77 |
| I can approach my dean for conversations and advice about work. | 4.20 | 3.18 | 0.75 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.41 | 3.73 | 0.69 |
| Fellow faculty make me feel welcome at Minnesota State Mankato. | 4.12 | 3.36 | 0.66 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.09 | 3.27 | 0.65 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.63 | 2.91 | 0.60 |
| My peers appreciate the qualities that make me unique. | 4.03 | 3.27 | 0.57 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.07 | 3.27 | 0.57 |
| My students recognize my contributions at Minnesota State Mankato. | 4.01 | 3.36 | 0.56 |
| I can approach campus security with my concerns. | 4.58 | 4.09 | 0.52 |
| My supervisor/dean listens to what I have to say. | 4.13 | 3.45 | 0.52 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.13 | 3.45 | 0.51 |
| I can approach my peers for conversations and advice about work. | 4.31 | 3.73 | 0.49 |
| My work makes a difference at Minnesota State Mankato. | 4.39 | 4.00 | 0.40 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.96 | 3.45 | 0.39 |
| I can progress my career at Minnesota State Mankato. | 3.90 | 3.36 | 0.39 |
| It is clear to me how my work is evaluated. | 3.88 | 3.45 | 0.36 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.35 | 3.00 | 0.25 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.59 | 3.36 | 0.16 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.35 | 4.27 | 0.09 |
| Rules for workplace conduct applied fairly. | 3.48 | 3.36 | 0.07 |
| I have enough time and resources to conduct research. | 2.46 | 2.82 | -0.24 |
| I have enough time and resources to teach my students. | 3.68 | 4.09 | -0.39 |

Students

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| I see people similar to me succeeding at Minnesota State Mankato. | 4.31 | 3.85 | 0.46 |
| Overall, I feel welcome at Minnesota State Mankato | 4.43 | 4.13 | 0.37 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.32 | 4.00 | 0.36 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.79 | 3.43 | 0.35 |
| I can approach campus security with my concerns. | 4.22 | 3.88 | 0.33 |
| Rules for class conduct are applied fairly. | 4.22 | 3.91 | 0.30 |
| I feel welcome and respected in residence halls. | 4.13 | 3.86 | 0.28 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.41 | 4.16 | 0.28 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.33 | 4.02 | 0.26 |
| Professors appreciate the qualities that make me unique. | 3.98 | 3.75 | 0.21 |
| Staff members appreciate the qualities that make me unique. | 3.88 | 3.68 | 0.21 |
| I am aware of resources that help me manage my education process. | 4.11 | 3.90 | 0.20 |
| Staff members encourage me to express my thoughts. | 4.00 | 3.78 | 0.20 |
| My professors understand that my personal life can affect my schoolwork. | 3.71 | 3.46 | 0.19 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.73 | 3.53 | 0.19 |
| Senior-leader administrators encourage me to express my thoughts. | 3.80 | 3.61 | 0.18 |
| Grading is understandable and applied fairly. | 4.04 | 3.86 | 0.17 |
| I can approach my professors about my learning. | 4.28 | 4.11 | 0.17 |
| I can approach my professors for academic help. | 4.30 | 4.14 | 0.17 |
| My professors encourage me to express my thoughts. | 4.10 | 3.94 | 0.15 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.06 | 3.91 | 0.15 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.54 | 3.38 | 0.15 |

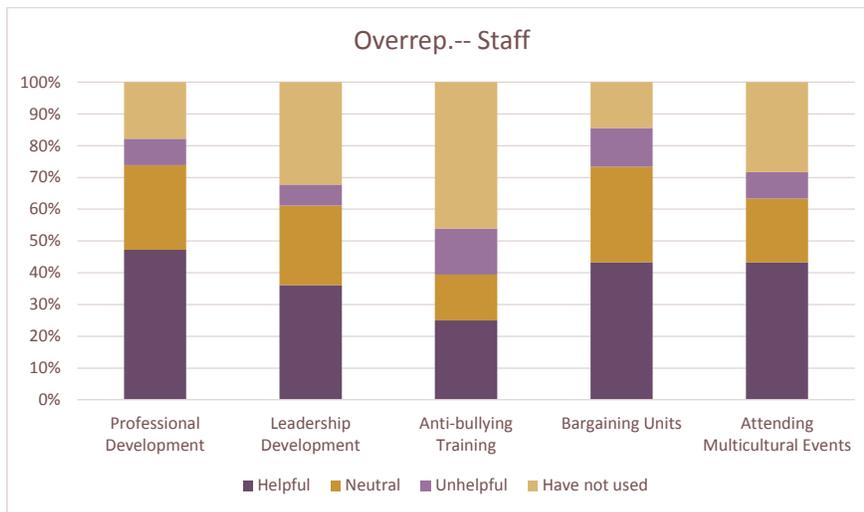
Students (Specific Racial/Ethnic Groups)

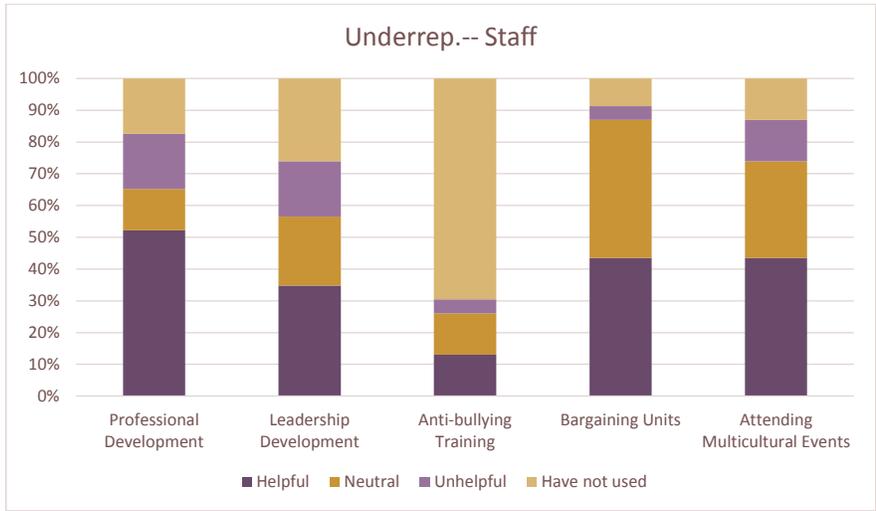
| | White Avg. | Black Avg. | Effect Size (Black) | Latino Avg. | Effect Size (Latino) | Asian Avg. | Effect Size (Asian) |
|--|------------|------------|---------------------|-------------|----------------------|------------|---------------------|
| My professors make me feel welcome at Minnesota State Mankato. | 4.41 | 3.95 | 0.44 | 3.95 | 0.46 | 4.30 | 0.11 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.31 | 3.95 | 0.29 | 3.95 | 0.32 | 3.85 | 0.40 |
| Overall, I feel welcome at Minnesota... | 4.43 | 4.20 | 0.23 | 4.20 | 0.24 | 4.03 | 0.40 |
| Rules for class conduct are applied fairly. | 4.22 | 3.80 | 0.35 | 3.80 | 0.35 | 4.07 | 0.14 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.79 | 3.45 | 0.26 | 3.45 | 0.29 | 3.49 | 0.25 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.32 | 4.14 | 0.18 | 4.14 | 0.20 | 3.96 | 0.35 |
| Grading is understandable and applied fairly. | 4.04 | 3.57 | 0.36 | 3.57 | 0.38 | 4.10 | -0.06 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.33 | 4.07 | 0.20 | 4.07 | 0.18 | 4.20 | 0.10 |
| Professors appreciate the qualities that make me unique. | 3.98 | 3.73 | 0.19 | 3.73 | 0.18 | 3.89 | 0.07 |
| I can approach campus security with my concerns. | 4.22 | 4.05 | 0.15 | 4.05 | 0.15 | 4.07 | 0.13 |
| Staff members encourage me to express my thoughts. | 4.00 | 3.82 | 0.14 | 3.82 | 0.13 | 3.80 | 0.15 |
| My professors understand that my personal life can affect my schoolwork. | 3.71 | 3.43 | 0.18 | 3.43 | 0.17 | 3.61 | 0.07 |
| I can approach my professors about my learning. | 4.30 | 4.14 | 0.14 | 4.14 | 0.14 | 4.18 | 0.10 |
| I can approach my professors for academic help. | 4.30 | 4.14 | 0.14 | 4.14 | 0.13 | 4.20 | 0.09 |
| My professors encourage me to express my thoughts. | 4.10 | 3.86 | 0.18 | 3.86 | 0.17 | 4.18 | -0.07 |
| I am aware of resources that help me manage my education process. | 4.11 | 4.02 | 0.07 | 4.02 | 0.06 | 3.96 | 0.12 |
| Staff members appreciate the qualities that make me unique. | 3.88 | 3.86 | 0.02 | 3.86 | 0.02 | 3.75 | 0.11 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.06 | 4.11 | -0.04 | 4.11 | -0.04 | 3.83 | 0.18 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.54 | 3.55 | 0.00 | 3.55 | 0.00 | 3.61 | -0.05 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.73 | 3.95 | -0.17 | 3.95 | -0.16 | 3.82 | -0.06 |
| Senior-leader administrators encourage me to express my thoughts. | 3.80 | 4.05 | -0.18 | 4.05 | -0.17 | 4.06 | -0.19 |
| I feel welcome and respected in residence halls. | 4.13 | 4.45 | -0.24 | 4.45 | -0.24 | 4.44 | -0.23 |

Services

Staff

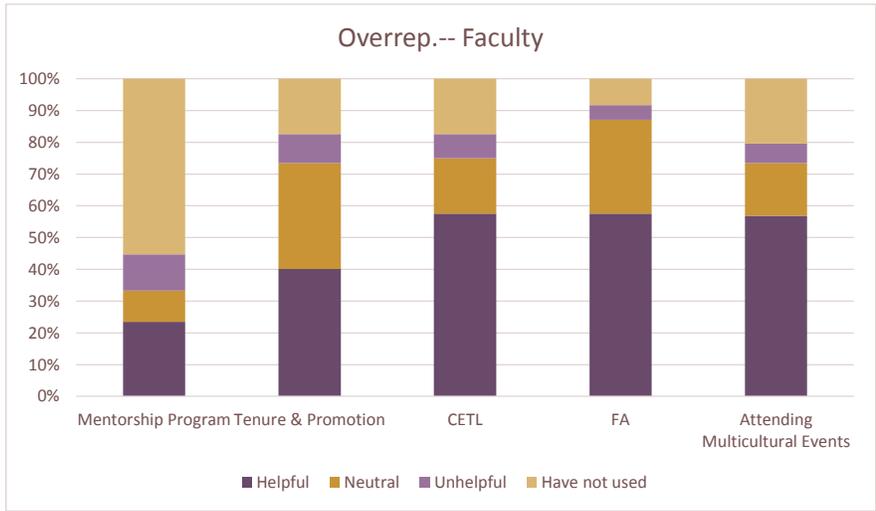
Underrepresented respondents tended to have fewer neutral opinions than the overrepresented group, with the exception of anti-bullying training, where underrepresented members rarely had experience, and bargaining units, where underrepresented members tended to be more neutral.

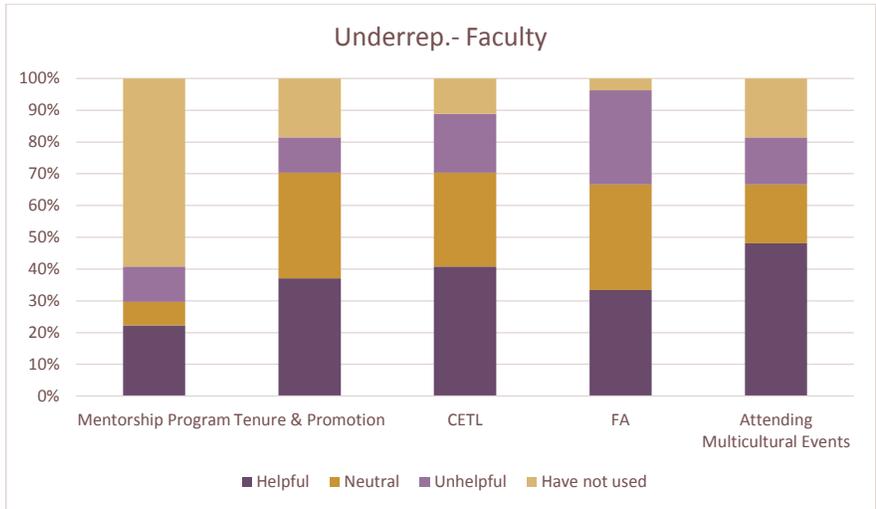




Faculty

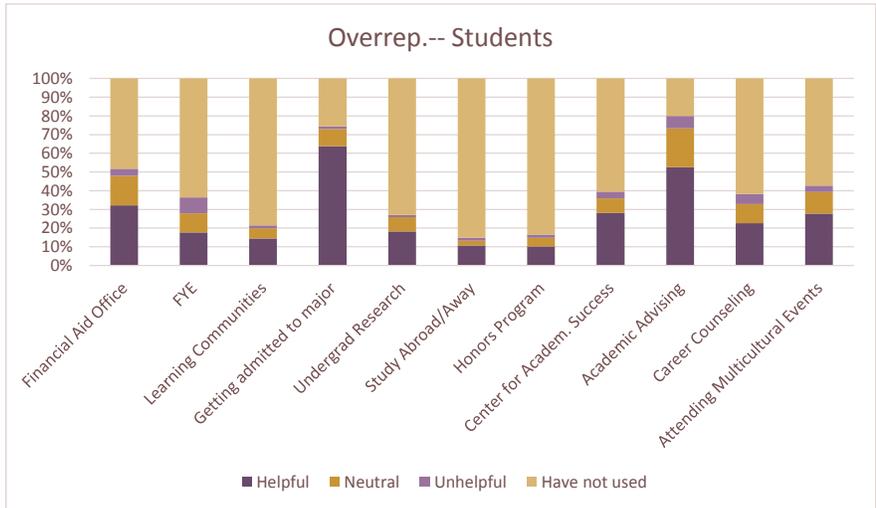
Underrepresented faculty members had notably fewer positive attitudes towards tenure, CETL, the FA, and attending multicultural events. In fact, a larger proportion of underrepresented respondents found these services to be unhelpful compared to overrepresented members. Further investigation into what might be leading to some of these negative attitudes may be helpful.

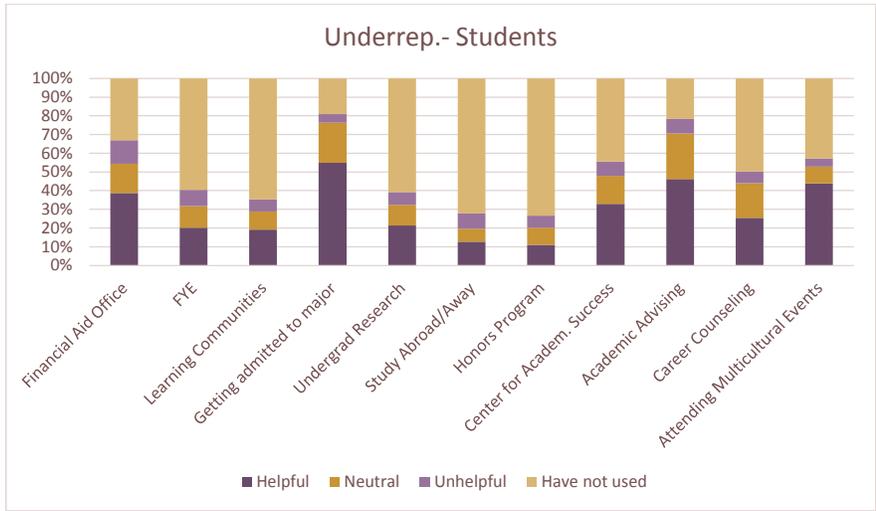




Students

Overrepresented students tended not to use services as much as underrepresented students. Underrepresented students reported more negative attitudes towards most services, most notably the Financial Aid Office, Learning Communities, undergraduate research, study abroad/away, and the Center of Academic Success. However, underrepresented members also reported more positive responses to Financial Aid, getting admitted to their major, and academic advising.





Policies

With respect to attitudes about policy, underrepresented respondents tended to find policies about campus demonstrations to be helpful. Meanwhile, underrepresented members felt negatively about policies about workplace environment (e.g. policies against harassment and bullying) and policies about crime reporting to be less helpful to them compared to overrepresented members. In general, it appears that overrepresented members believe these policies to be helpful, whereas underrepresented respondents tend to feel more neutral about policies. More exploration into this issue may be necessary.

Given the sample size, we were able to break down some of the racial/ethnic groups for students. In general, Black/African American students had more negative attitudes towards services compared to White students. Latino/Latina and Asian students were more likely to find services more helpful than White students. Campus demonstrations were universally viewed more favorably by students of color compared to White students.

Staff

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Workplace Environment | 3.95 | 3.27 | 0.58 |
| Crime Reporting Requirements | 4.15 | 3.86 | 0.32 |
| Parking | 3.03 | 2.73 | 0.21 |
| Lactation Spaces | 4.37 | 4.36 | 0.01 |
| Tobacco and Smoke Free Campus | 3.89 | 4.00 | -0.08 |
| Gender Neutral Bathrooms | 3.81 | 3.93 | -0.09 |
| Campus Demonstrations | 3.27 | 3.41 | -0.12 |

Faculty

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Human Subjects Research | 4.20 | 3.95 | 0.24 |
| Lactation Spaces | 4.48 | 4.27 | 0.23 |
| Grade Appeals | 3.56 | 3.40 | 0.16 |
| Tobacco and Smoke Free Campus | 4.43 | 4.50 | -0.07 |
| Crime Reporting Requirements | 4.14 | 4.21 | -0.08 |
| Gender Neutral Bathrooms | 4.31 | 4.44 | -0.13 |
| Campus Demonstrations | 3.81 | 4.13 | -0.31 |

Student

| Item | Overrep. | Underrep. | Effect Size |
|---------------------------------------|----------|-----------|-------------|
| English Speech Placement | 4.07 | 3.80 | 0.26 |
| Lactation Spaces | 4.34 | 4.20 | 0.15 |
| Undergraduate Requirements for Degree | 3.90 | 3.75 | 0.13 |
| Crime Reporting Requirements | 4.17 | 4.06 | 0.12 |
| Access for Students with Disabilities | 4.42 | 4.33 | 0.10 |
| Student Financial Aid Eligibility | 3.93 | 3.86 | 0.06 |
| Graduate Assistantship | 4.28 | 4.27 | 0.01 |
| Gender Neutral Bathrooms | 3.88 | 4.02 | -0.09 |
| Campus Demonstrations | 3.44 | 3.72 | -0.25 |

Student (Specific Racial/Ethnic Groups)

| | White | Black Avg. | Effect Size (Black) | Latino Avg. | Effect Size (Latino) | Asian Avg. | Effect Size (Asian) |
|---------------------------------------|-------|------------|---------------------|-------------|----------------------|------------|---------------------|
| English Speech Placement | 4.07 | 3.53 | 0.52 | 4.18 | -0.12 | 4.05 | 0.02 |
| Undergraduate Requirements for Degree | 3.90 | 3.50 | 0.37 | 3.57 | 0.29 | 4.22 | -0.32 |
| Access for Students with Disabilities | 4.42 | 4.31 | 0.13 | 4.00 | 0.40 | 4.58 | -0.21 |
| Student Financial Aid Eligibility | 3.93 | 3.39 | 0.42 | 3.83 | 0.08 | 4.23 | -0.27 |
| Crime Reporting Requirements | 4.17 | 3.67 | 0.45 | 4.29 | -0.13 | 4.33 | -0.17 |
| Lactation Spaces | 4.34 | 3.95 | 0.38 | 4.69 | -0.42 | 4.22 | 0.11 |
| Graduate Assistantship | 4.28 | 4.00 | 0.30 | 4.25 | 0.03 | 4.57 | -0.35 |
| Gender Neutral Restrooms | 3.88 | 3.52 | 0.24 | 4.79 | -0.81 | 4.36 | -0.40 |
| Campus Demonstrations | 3.44 | 3.96 | -0.45 | 4.04 | -0.55 | 4.16 | -0.69 |

Comparisons Across Sexual Orientation

In response to our general request about whether respondents are or are perceived to be a minority in terms of sexual orientation, 942 individuals identified themselves as straight, and 96 individuals identified themselves as LGBQ+. Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents could select only one category.

| Category | N |
|-------------------|-----|
| Straight | 850 |
| Gay | 12 |
| Lesbian | 12 |
| Bisexual | 49 |
| Fill in the blank | 33 |

Because the specific LGBQ+ groups are quite small, we are not able to provide means for subgroups for most survey items.

Experiences on Campus

With respect to experiences, LGBQ+ employees tended to report less positive attitudes than straight employees. Common themes for employees include LGBQ+ employees feeling less welcome, less likely to approach others, less clear on how they're being evaluated, seeing less people like them succeeding, and feeling less safe. Perhaps surprisingly LGBQ+ employees reported better attitudes regarding having enough time and resources than straight faculty. Unlike employees, LGBQ+ students did not appear to have different attitudes when compared to their straight counterparts.

The LGBQ+ group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under "Employees".

Employees (Administrators, Staff, & Faculty)

| Item | Straight | LGBQ+ | Effect Size |
|--|----------|-------|-------------|
| I can approach campus security with my concerns. | 4.51 | 3.77 | 0.76 |
| Overall, I feel welcome at Minnesota State Mankato | 4.42 | 3.92 | 0.53 |
| It is clear to me how my work is evaluated. | 3.86 | 3.23 | 0.52 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.96 | 3.45 | 0.49 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.71 | 3.05 | 0.40 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.03 | 3.63 | 0.40 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.62 | 3.10 | 0.39 |
| I receive encouragement and support for professional development. | 3.91 | 3.38 | 0.39 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.05 | 3.55 | 0.38 |
| I can approach my peers for conversations and advice about work. | 4.30 | 3.91 | 0.37 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.37 | 4.05 | 0.33 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.20 | 3.82 | 0.33 |
| Rules for workplace conduct are applied fairly. | 3.49 | 3.09 | 0.32 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.49 | 3.10 | 0.30 |
| My supervisor/dean listens to what I have to say. | 4.09 | 3.73 | 0.28 |
| I can approach my dean for conversations and advice about work. | 4.11 | 3.78 | 0.26 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.03 | 3.73 | 0.23 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 | 3.77 | 0.22 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.23 | 4.05 | 0.20 |
| I can progress in my career at Minnesota State Mankato. | 3.57 | 3.36 | 0.15 |
| My peers appreciate the qualities that make me unique. | 4.03 | 3.86 | 0.15 |
| Students make me feel welcome | 4.39 | 4.32 | 0.09 |
| My students recognize my contributions at Minnesota State Mankato. | 3.86 | 3.78 | 0.08 |
| My work makes a difference at Minnesota State Mankato. | 4.34 | 4.32 | 0.03 |
| I have enough time and resources to conduct research. | 2.22 | 2.56 | -0.26 |
| I have enough time and resources to teach students. | 3.42 | 4.13 | -0.73 |

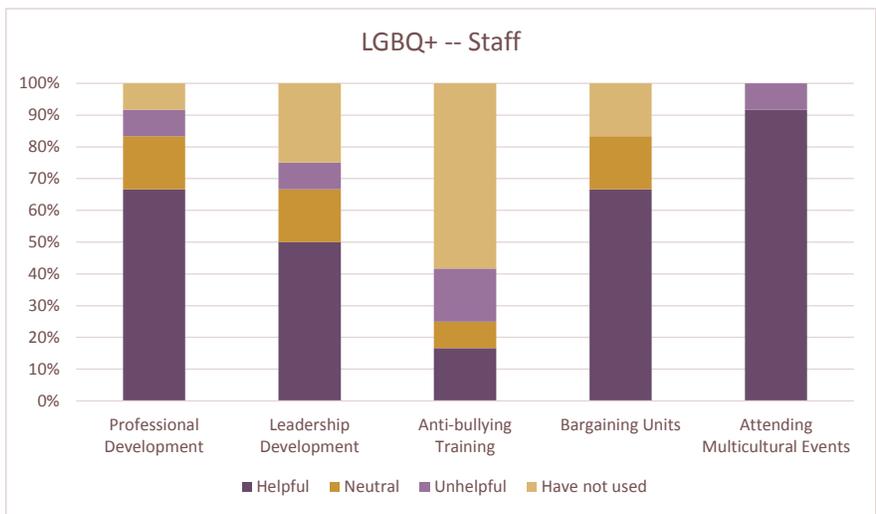
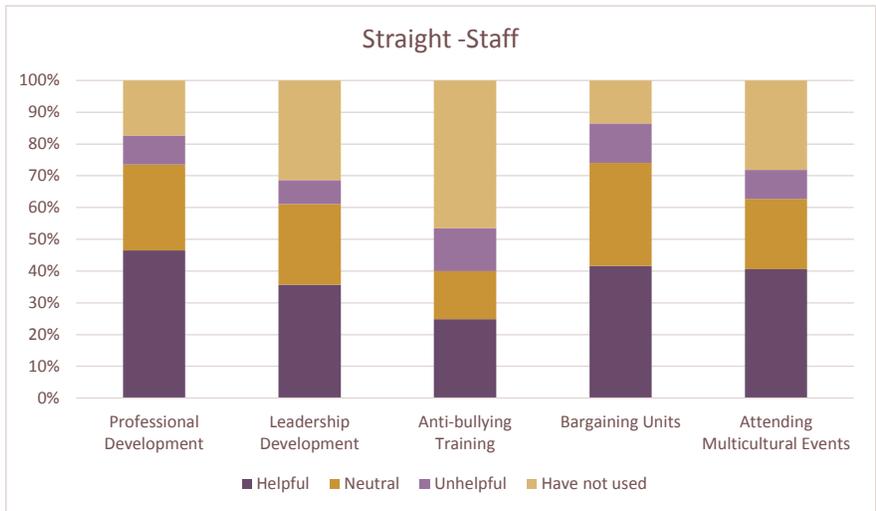
Students

| Item | Straight | LGBQ+ | Effect Size |
|--|----------|-------|-------------|
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.28 | 3.97 | 0.26 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.54 | 3.27 | 0.26 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.73 | 3.52 | 0.22 |
| I feel welcome and respected in residence halls. | 4.08 | 3.86 | 0.21 |
| Senior-leader administrators encourage me to express my thoughts. | 3.77 | 3.55 | 0.20 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.71 | 3.49 | 0.19 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.05 | 3.85 | 0.19 |
| I can approach campus security with my concerns. | 4.15 | 3.96 | 0.19 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.25 | 4.11 | 0.16 |
| My professors understand that my personal life can affect my schoolwork. | 3.66 | 3.55 | 0.09 |
| Overall, I feel welcome at Minnesota State Mankato | 4.35 | 4.30 | 0.06 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.19 | 4.15 | 0.04 |
| Rules for class conduct are applied fairly. | 4.15 | 4.11 | 0.04 |
| Grading is understandable and applied fairly. | 4.00 | 3.96 | 0.04 |
| I am aware of resources that help me manage my education process. | 4.05 | 4.04 | 0.01 |
| Staff members encourage me to express my thoughts. | 3.94 | 3.96 | -0.01 |
| Staff members appreciate the qualities that make me unique. | 3.82 | 3.88 | -0.06 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.34 | 4.39 | -0.06 |
| I can approach my professors about my learning. | 4.23 | 4.33 | -0.12 |
| I can approach my professors for academic help. | 4.24 | 4.40 | -0.17 |
| Professors appreciate the qualities that make me unique. | 3.90 | 4.09 | -0.19 |
| My professors encourage me to express my thoughts. | 4.04 | 4.24 | -0.21 |

Services

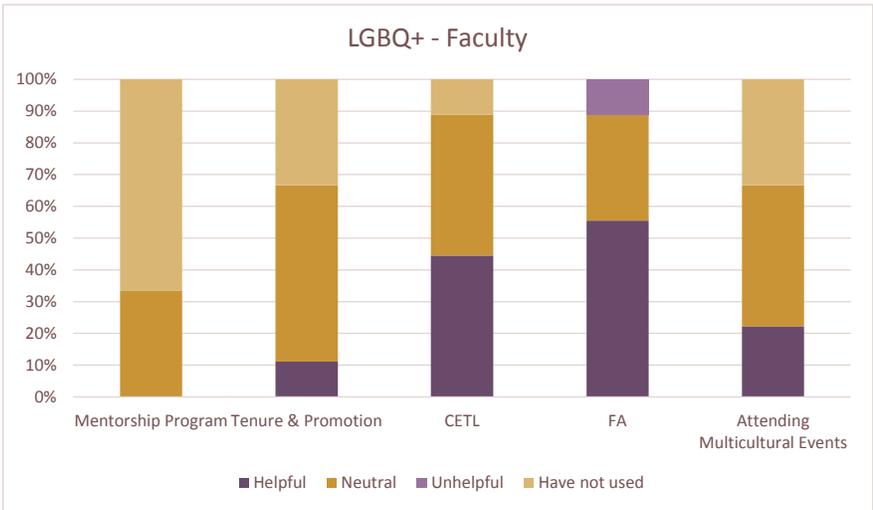
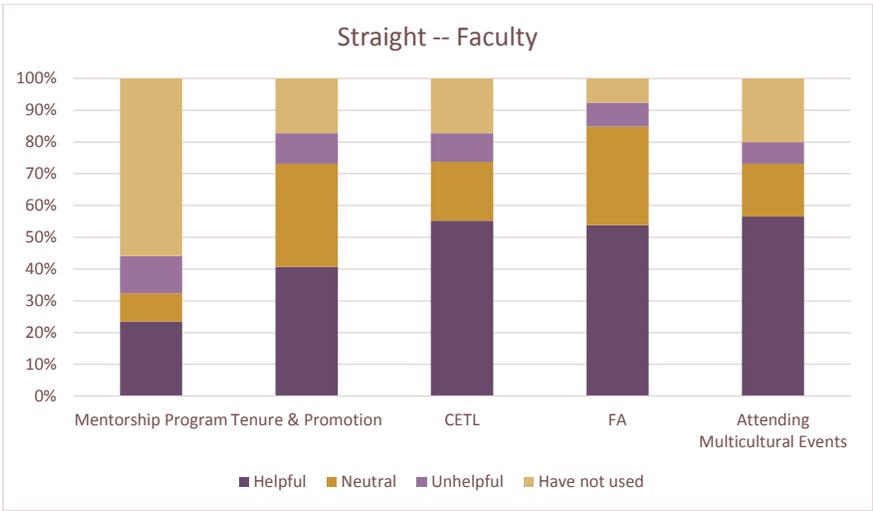
Staff

In general, LGBQ+ staff in this sample felt positively about services, with the exception of anti-bullying training, which this group found to be unhelpful at higher rates than straight staff.



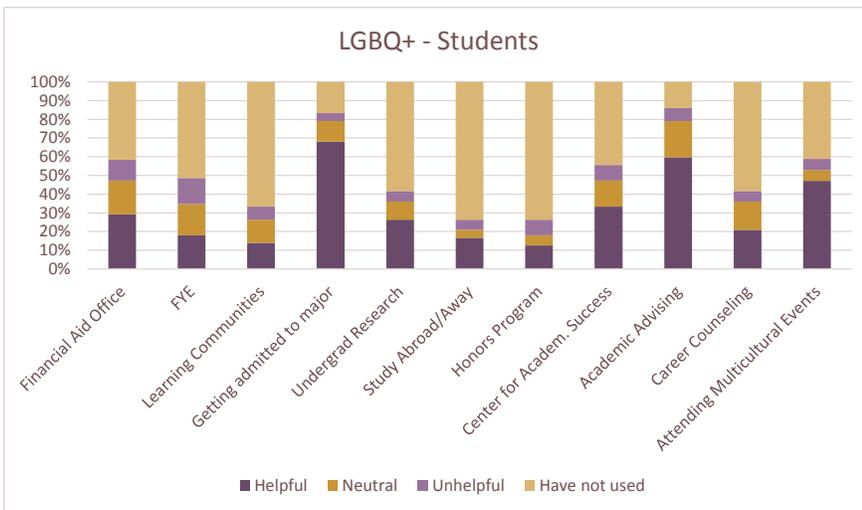
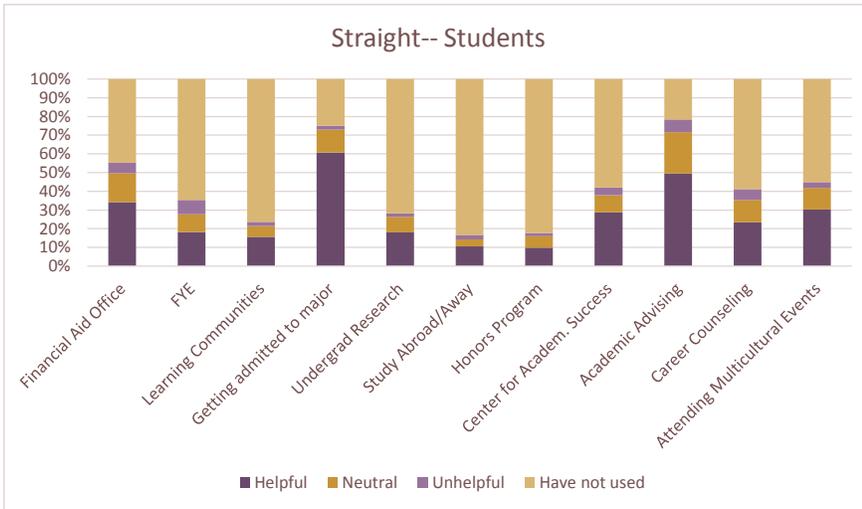
Faculty

LGBQ+ faculty generally felt less positive about services. However, they did not report finding services unhelpful, with the exception of FA. Given these notable differences, this may be an area for further investigation.



Students

LGBQ+ students felt more positively about getting admitted to majors, academic advising, and attending multicultural events compared to majority students. However, LGBQ+ students were also more likely to report some services as unhelpful, such as first-year experience, Financial Aid, and the Center for Academic Success.



Policies

With respect to policies, underrepresented respondents felt generally more positive about gender neutral bathrooms, human subjects research, and financial aid eligibility. LGBQ+ groups felt more negatively about crime reporting requirements, workplace environment, tobacco free campus rules, and grade appeals. Interestingly, staff and faculty disagreed on gender neutral bathrooms and lactation spaces, with LGBQ+ staff members finding these policies more helpful than straight members, while the reverse was true for faculty. One possible explanation for this is that both lactation spaces and gender neutral bathrooms are more likely to be in places where there are more staff and fewer faculty (e.g. Wigley, CSU) which may lead to that group being more satisfied with those policies because they are more directly affected. In any case, on average, both LGBQ+ and straight groups believed these policies to be beneficial overall.

Staff

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Crime Reporting Requirements | 4.15 | 3.60 | 0.58 |
| Workplace Environment | 3.95 | 3.45 | 0.42 |
| Tobacco and Smoke Free Campus | 3.95 | 3.60 | 0.26 |
| Parking | 3.01 | 2.80 | 0.15 |
| Campus Demonstrations | 3.29 | 3.67 | -0.32 |
| Lactation Spaces | 4.37 | 4.80 | -0.49 |
| Gender Neutral Bathrooms | 3.74 | 5.00 | -0.98 |

Faculty

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Lactation Spaces | 4.52 | 3.33 | 1.30 |
| Crime Reporting Requirements | 4.19 | 3.60 | 0.67 |
| Tobacco and Smoke Free Campus | 4.46 | 3.75 | 0.66 |
| Grade Appeals | 3.58 | 3.00 | 0.59 |
| Gender Neutral Bathrooms | 4.38 | 4.00 | 0.40 |
| Campus Demonstrations | 3.82 | 3.71 | 0.11 |
| Human Subjects Research | 4.14 | 4.50 | -0.37 |

Students

| Item | Overrep. | Underrep. | Effect Size |
|---------------------------------------|----------|-----------|-------------|
| Access for Students with Disabilities | 4.43 | 4.22 | 0.23 |
| Campus Demonstrations | 3.53 | 3.48 | 0.04 |
| English Speech Placement | 3.96 | 4.00 | -0.04 |
| Crime Reporting Requirements | 4.14 | 4.21 | -0.07 |
| Undergraduate Requirements for Degree | 3.85 | 4.02 | -0.13 |
| Graduate Assistantship | 4.26 | 4.39 | -0.14 |
| Lactation Spaces | 4.27 | 4.46 | -0.18 |
| Student Financial Aid Eligibility | 3.86 | 4.30 | -0.36 |
| Gender Neutral Bathrooms | 3.81 | 4.59 | -0.57 |

Comparisons Across Disability

In response to our general request about whether respondents are or are perceived to be a minority in terms of disability, 938 individuals identified themselves as individuals without a disability, and 86 individuals identified themselves as individuals with a disability/disabilities. Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents were allowed to select more than one category if they wished.

| Category | N |
|---------------------------|----|
| Mobility | 12 |
| Visual | 5 |
| Systemic Health Condition | 12 |
| Auditory | 5 |
| Mental Health | 27 |
| Learning | 19 |
| Fill in the blank | 9 |

Although there was a large sample size for mental health conditions, this was often comorbid with other disabilities. Furthermore, the samples sizes precluded us from doing breakdowns of subgroups in this analysis.

Experiences on Campus

With respect to experiences, employees with disabilities tend to report less positive attitudes towards their supervisors/dean, rules, feeling appreciated by peers, and approaching others. However, they also reported more positive attitudes towards feeling welcome by students and having enough time and resources. Students with disabilities reported less positive attitudes toward all items except for being appreciated for what makes them unique and being encouraged to express their thought. On these items, there were no differences between the two groups. The disability group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees”.

Employees (Administrators, Staff, & Faculty)

| Item | Without Disability | With Disability | Effect Size |
|--|--------------------|-----------------|-------------|
| Rules for workplace conduct are applied fairly. | 3.51 | 2.56 | 0.68 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.08 | 3.12 | 0.68 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.08 | 3.12 | 0.67 |
| It is clear to me how my work is evaluated. | 3.88 | 2.97 | 0.65 |
| My supervisor/dean listens to what I have to say. | 4.13 | 3.21 | 0.65 |
| Overall, I feel welcome at Minnesota State Mankato | 4.42 | 3.74 | 0.61 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.04 | 3.39 | 0.57 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.23 | 3.45 | 0.57 |
| I can approach my dean for conversations and advice about work. | 4.15 | 3.35 | 0.55 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.63 | 2.91 | 0.50 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.49 | 2.85 | 0.46 |
| My peers appreciate the qualities that make me unique. | 4.05 | 3.58 | 0.45 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.72 | 2.91 | 0.43 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.03 | 3.60 | 0.41 |
| I can approach my peers for conversations and advice about work. | 4.32 | 3.88 | 0.40 |
| I can progress in my career at Minnesota State Mankato. | 3.58 | 3.12 | 0.32 |
| My work makes a difference at Minnesota State Mankato. | 4.36 | 4.06 | 0.29 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.23 | 4.00 | 0.27 |
| I receive encouragement and support for professional development. | 3.89 | 3.54 | 0.25 |
| I can approach campus security with my concerns. | 4.48 | 4.27 | 0.24 |
| My students recognize my contributions at Minnesota State Mankato. | 3.88 | 3.70 | 0.15 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.35 | 4.25 | 0.11 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.93 | 3.91 | 0.02 |
| I have enough time and resources to conduct research. | 2.22 | 2.22 | 0.00 |
| Students make me feel welcome at Minnesota State Mankato. | 4.38 | 4.47 | -0.09 |
| I have enough time and resources to teach students | 3.39 | 3.94 | -0.57 |
| Students make me feel welcome | 4.33 | 4.64 | -0.75 |

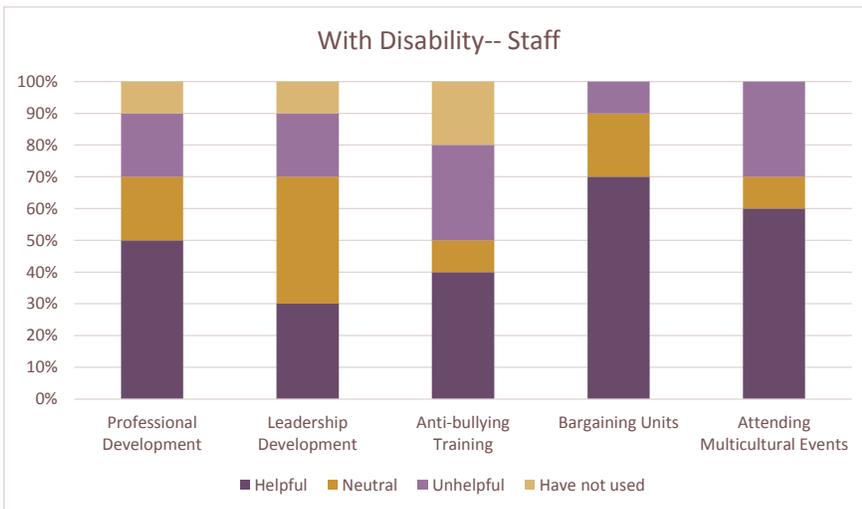
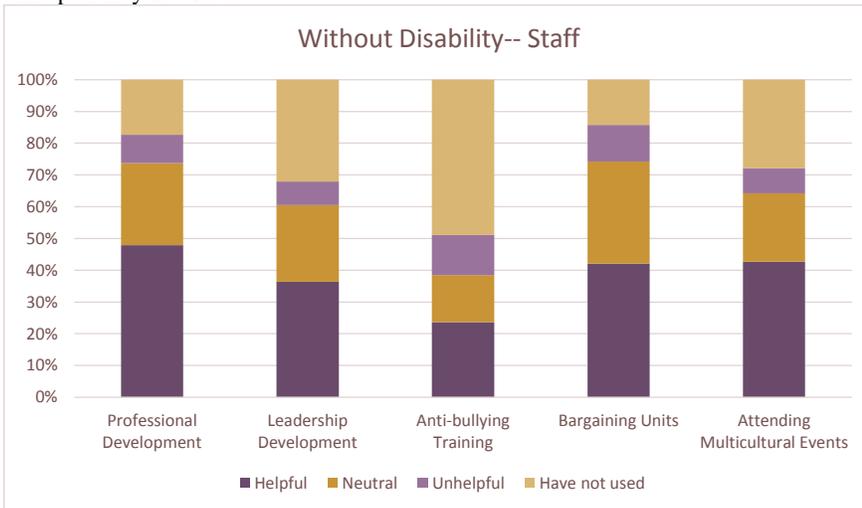
Students

| Item | Without Disability | With Disability | Effect Size |
|--|--------------------|-----------------|-------------|
| I feel welcome and respected in residence halls. | 4.10 | 3.56 | 0.49 |
| I can approach campus security with my concerns. | 4.17 | 3.69 | 0.46 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.22 | 3.76 | 0.44 |
| Overall, I feel welcome at Minnesota State Mankato | 4.39 | 3.98 | 0.44 |
| I can approach my professors about my learning. | 4.27 | 3.82 | 0.44 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.75 | 3.30 | 0.42 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.27 | 3.86 | 0.42 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.07 | 3.59 | 0.42 |
| Senior-leader administrators encourage me to express my thoughts. | 3.79 | 3.30 | 0.42 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.29 | 3.73 | 0.41 |
| My professors understand that my personal life can affect my schoolwork. | 3.69 | 3.18 | 0.40 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.71 | 3.26 | 0.38 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.37 | 4.04 | 0.35 |
| I can approach my professors for academic help. | 4.29 | 3.93 | 0.34 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.54 | 3.17 | 0.34 |
| Grading is understandable and applied fairly. | 4.02 | 3.65 | 0.33 |
| I am aware of resources that help me manage my education process. | 4.08 | 3.70 | 0.33 |
| Rules for class conduct are applied fairly. | 4.17 | 3.88 | 0.27 |
| My professors encourage me to express my thoughts. | 4.07 | 3.84 | 0.22 |
| Staff members encourage me to express my thoughts. | 3.96 | 3.77 | 0.16 |
| Staff members appreciate the qualities that make me unique. | 3.84 | 3.71 | 0.11 |
| Professors appreciate the qualities that make me unique. | 3.92 | 3.91 | 0.01 |

Services

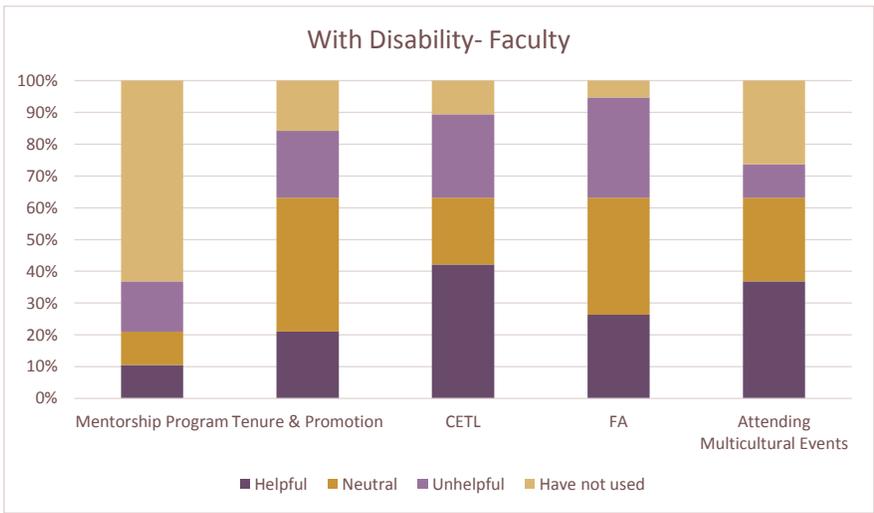
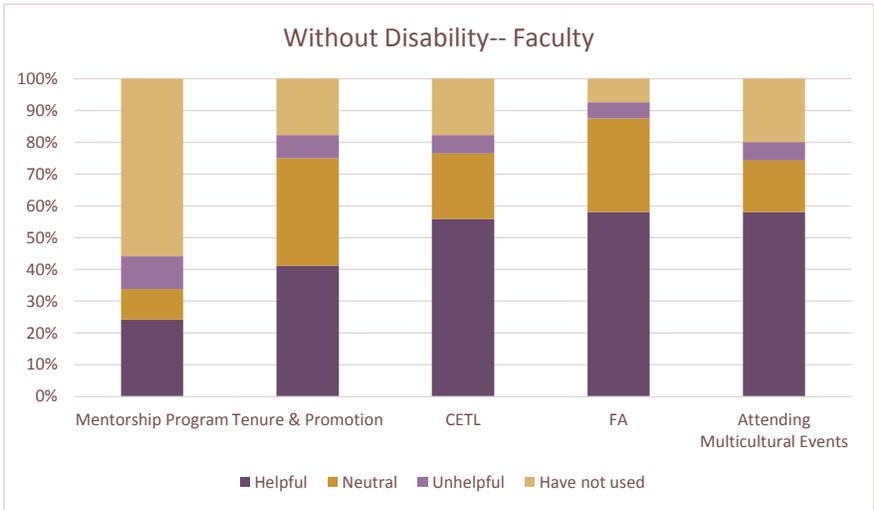
Staff

Results suggest that staff members with disabilities are more likely to have used the services. They are also more likely to find anti-bullying training, bargaining units, and attending multicultural events as helpful compared to staff members without disabilities. However, a larger proportion of respondents with disabilities also reported services as being unhelpful (with the exception on bargaining units, which was similar to the proportion of respondents without disabilities). Additional investigation into what leads respondents to feel these services are unhelpful may be useful.



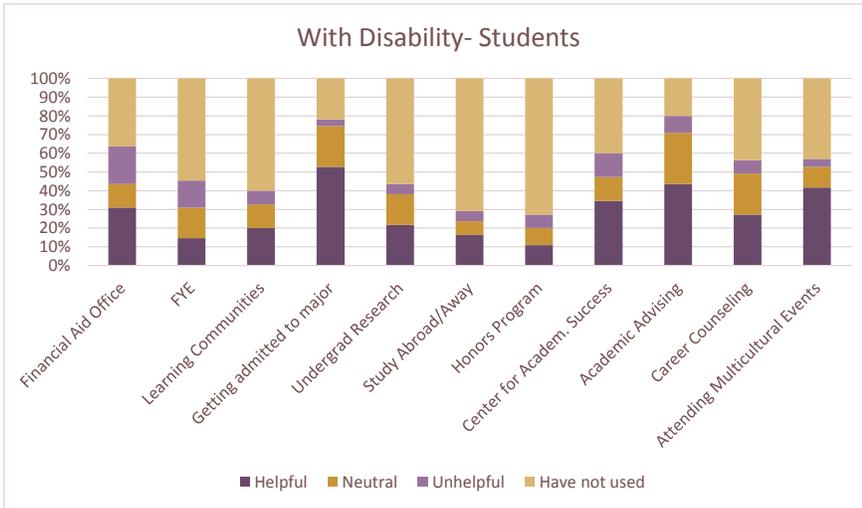
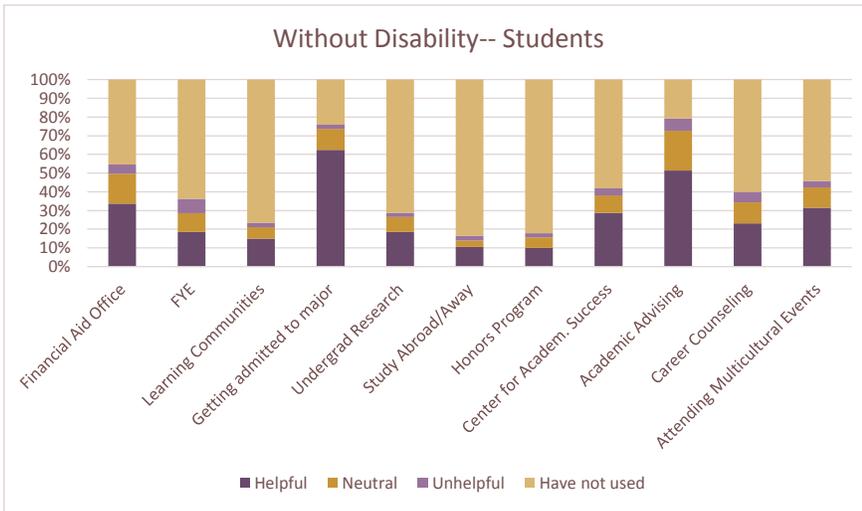
Faculty

Faculty with disabilities tended to have more negative attitudes across all services compared to faculty without disabilities. Smaller proportions indicated they found services helpful, and larger proportions indicated the services as unhelpful. More investigation into the cause of these attitudes may be helpful, particularly with respect to tenure and promotion, CETL, and the FA, which had large percentages reporting these services as unhelpful.



Students

Students with disabilities were more likely to find Financial Aid, first-year experiences, and the Center for Academic Success unhelpful compared to students without disabilities. Interestingly, students reporting disabilities were more likely to report having experience with Learning Communities, so this may be one support service that students with disabilities use, and generally find to be helpful.



Policies

With respect to policies, respondents with disabilities tended to find crime reporting, campus demonstrations, gender neutral bathrooms, and English speech placement as more helpful than those without disabilities. Meanwhile, lactations paces, workplace environment, parking, and access for students with disabilities were rated as less helpful among respondents with disabilities. More importantly, workplace environment and parking policies were found to negatively affect those with disabilities. It may be helpful to revisit how these policies affect individuals with disabilities. Disabled individuals may be having trouble finding parking that is affordable and accommodates their disabilities. Likewise, it is possible that workplace environment policies fail to protect or promote harassment against individuals with disabilities.

Staff

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Workplace Environment | 3.94 | 2.80 | 0.98 |
| Parking | 3.00 | 2.56 | 0.32 |
| Tobacco and Smoke Free Campus | 3.92 | 3.67 | 0.18 |
| Gender Neutral Bathrooms | 3.82 | 3.71 | 0.08 |
| Campus Demonstrations | 3.28 | 3.57 | -0.25 |
| Lactation Spaces | 4.37 | 4.60 | -0.26 |
| Crime Reporting Requirements | 4.11 | 4.50 | -0.43 |

Faculty

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Lactation Spaces | 4.51 | 3.80 | 0.74 |
| Tobacco and Smoke Free Campus | 4.49 | 4.00 | 0.46 |
| Gender Neutral Bathrooms | 4.40 | 4.11 | 0.30 |
| Human Subjects Research | 4.17 | 4.08 | 0.08 |
| Crime Reporting Requirements | 4.16 | 4.10 | 0.07 |
| Grade Appeals | 3.55 | 3.64 | -0.09 |
| Campus Demonstrations | 3.80 | 4.17 | -0.36 |

Students

| Item | Overrep. | Underrep. | Effect Size |
|---------------------------------------|----------|-----------|-------------|
| Access for Students with Disabilities | 4.45 | 4.16 | 0.35 |
| Crime Reporting Requirements | 4.18 | 3.84 | 0.35 |
| Student Financial Aid Eligibility | 3.93 | 3.67 | 0.21 |
| Undergraduate Requirements for Degree | 3.88 | 3.74 | 0.11 |
| Campus Demonstrations | 3.52 | 3.48 | 0.04 |
| Lactation Spaces | 4.27 | 4.43 | -0.15 |
| Graduate Assistantship | 4.24 | 4.50 | -0.26 |
| Gender Neutral Bathrooms | 3.88 | 4.38 | -0.35 |
| English Speech Placement | 3.93 | 4.31 | -0.36 |

Comparisons Across Religion

In response to our general request about whether respondents are or are perceived to be a minority in terms of disability, 798 individuals identified themselves as majority members, and 227 individuals identified themselves as minority members. Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents were allowed to select more than one category if they wished.

| Category | <i>N</i> |
|---------------------|----------|
| Atheism/Agnosticism | 197 |
| Buddhism | 16 |
| Christianity | 641 |
| Folk Religion | 2 |
| Hinduism | 15 |
| Indigenous Religion | 10 |
| Judaism | 2 |
| Muslim/Islam | 26 |
| Fill in the blank | 66 |

Most groups were too small to provide an adequate sample size for analysis. However, there were enough Christian, Buddhist, Muslim, Hindu, and Atheist/Agnostic students to analyze. Likewise, there were enough Christian and Atheist/Agnostic faculty to analyze separately. These analyses are provided below. Because comments on the “Fill in the blank” option were extremely wide-ranging (e.g. Catholic, Wiccan, Norse Pantheon, Shamanism) we did not believe further analysis of this group would be helpful.

Experiences on Campus

With respect to experiences, employees tend to have few differences regardless of their religious affiliation. Underrepresented employees appear to feel less welcomed at Minnesota State, Mankato, but few other differences emerged. This finding was also indicated in the more specific Christian versus Atheist/Agnostic breakdown. Students, meanwhile, demonstrate larger differences. Broadly speaking, students who identify themselves as being in an underrepresented religion tend to have less positive attitudes regarding senior-leader administrators, students who don't know them, and feeling welcome overall when they identify as a minority. Underrepresented respondents appear similar to majority respondents on statements about staff members and their professors.

An additional breakdown indicates that in comparison to Christian students, Hindu and Muslim students have more negative attitudes. Hindu students report feeling less welcome, especially with respect to senior-leader administrators. Of particular note, Hindu students report that they do not feel appreciated by administrators and fellow students. Physical safety also appears to be a concern for this group. Meanwhile, Muslim students are less likely to feel positively about feeling welcome and being treated fairly in class. More investigation can help to discern what resources and policies can help these students feel safe, welcome, and fairly treated.

The underrepresented group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under "Employees".

Employees (Administrators, Staff, & Faculty)

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| Overall, I feel welcome at Minnesota State Mankato | 4.45 | 4.05 | 0.43 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.39 | 4.13 | 0.28 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.05 | 3.74 | 0.27 |
| I can approach my dean for conversations and advice about work. | 4.12 | 3.78 | 0.26 |
| My work makes a difference at Minnesota State Mankato. | 4.38 | 4.14 | 0.25 |
| I can approach campus security with my concerns. | 4.50 | 4.31 | 0.22 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.97 | 3.76 | 0.21 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.49 | 3.22 | 0.20 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.24 | 4.07 | 0.20 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.71 | 3.41 | 0.18 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.62 | 3.40 | 0.18 |
| I can approach my peers for conversations and advice about work. | 4.30 | 4.14 | 0.15 |
| My peers appreciate the qualities that make me unique. | 4.03 | 3.90 | 0.12 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.19 | 4.05 | 0.11 |
| Rules for workplace conduct are applied fairly. | 3.47 | 3.32 | 0.11 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 | 3.89 | 0.11 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.03 | 3.90 | 0.11 |
| Students make me feel welcome | 4.39 | 4.38 | 0.01 |
| I can progress in my career at Minnesota State Mankato. | 3.56 | 3.45 | 0.09 |
| I have enough time and resources to conduct research. | 2.26 | 2.16 | 0.08 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 | 3.94 | 0.07 |
| My supervisor/dean listens to what I have to say. | 4.07 | 4.00 | 0.06 |
| I receive encouragement and support for professional development. | 3.89 | 3.82 | 0.05 |
| My students recognize my contributions at Minnesota State Mankato. | 3.84 | 3.89 | -0.06 |
| It is clear to me how my work is evaluated. | 3.80 | 3.90 | -0.09 |
| I have enough time and resources to teach students. | 3.44 | 3.56 | -0.11 |

Employees (Christian/Atheist + Agnostic Comparison)

| Item | Christian Ave. | Atheist/ Agnostic Ave | Effect Size |
|--|----------------|-----------------------|-------------|
| My dean appreciates the qualities that make me unique. | 4.15 | 3.76 | 0.29 |
| I have enough time and resources to teach my students. | 3.87 | 3.50 | 0.29 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.78 | 3.40 | 0.28 |
| My dean listens to what I have to say. | 4.20 | 3.86 | 0.25 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.40 | 4.19 | 0.24 |
| I can approach my dean for conversations and advice about work. | 4.22 | 3.90 | 0.23 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.74 | 3.48 | 0.20 |
| I have enough time and resources to conduct research. | 2.70 | 2.43 | 0.18 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.40 | 3.17 | 0.17 |
| My dean recognizes my contributions at Minnesota State Mankato. | 4.16 | 3.95 | 0.16 |
| I can approach campus security with my concerns. | 4.54 | 4.45 | 0.09 |
| I can progress my career at Minnesota State Mankato. | 3.88 | 3.81 | 0.05 |
| Rules for workplace conduct applied fairly. | 3.56 | 3.50 | 0.04 |
| My work makes a difference at Minnesota State Mankato. | 4.42 | 4.40 | 0.02 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.11 | 4.10 | 0.02 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.37 | 4.43 | -0.07 |
| My students make me feel welcome at Minnesota State Mankato. | 4.46 | 4.55 | -0.11 |
| My peers appreciate the qualities that make me unique. | 3.98 | 4.12 | -0.13 |
| Students make me feel welcome at Minnesota State Mankato. | 4.49 | 4.60 | -0.14 |
| It is clear to me how my work is evaluated. | 3.75 | 3.93 | -0.14 |
| My students recognize my contributions at Minnesota State Mankato. | 3.96 | 4.12 | -0.17 |
| I can approach my peers for conversations and advice about work. | 4.30 | 4.52 | -0.25 |
| Fellow faculty make me feel welcome at Minnesota State Mankato. | 4.08 | 4.31 | -0.26 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.85 | 4.17 | -0.31 |

Students

| Item | Overrep. | Underrep. | Effect Size |
|--|----------|-----------|-------------|
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.36 | 3.85 | 0.42 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.79 | 3.39 | 0.39 |
| Senior-leader administrators encourage me to express my thoughts. | 3.85 | 3.41 | 0.39 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.31 | 3.96 | 0.39 |
| Overall, I feel welcome at Minnesota State Mankato | 4.42 | 4.10 | 0.38 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.27 | 3.89 | 0.37 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.59 | 3.18 | 0.37 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.76 | 3.36 | 0.37 |
| I am aware of resources that help me manage my education process. | 4.13 | 3.75 | 0.36 |
| I feel welcome and respected in residence halls. | 4.11 | 3.77 | 0.34 |
| Staff members appreciate the qualities that make me unique. | 3.88 | 3.60 | 0.29 |
| Rules for class conduct are applied fairly. | 4.20 | 3.92 | 0.28 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.09 | 3.80 | 0.27 |
| I can approach campus security with my concerns. | 4.19 | 3.92 | 0.26 |
| Staff members encourage me to express my thoughts. | 3.99 | 3.76 | 0.21 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.38 | 4.21 | 0.21 |
| I can approach my professors about my learning. | 4.27 | 4.13 | 0.14 |
| Grading is understandable and applied fairly. | 4.02 | 3.88 | 0.13 |
| I can approach my professors for academic help. | 4.28 | 4.17 | 0.12 |
| Professors appreciate the qualities that make me unique. | 3.93 | 3.82 | 0.10 |
| My professors understand that my personal life can affect my schoolwork. | 3.67 | 3.56 | 0.08 |
| My professors encourage me to express my thoughts. | 4.07 | 3.99 | 0.08 |

Students (Specific Religious Groups)

| Item | Christian Ave. | Buddhist Ave. | Effect Size (Buddhist) | Hindu Ave. | Effect Size (Hindu) |
|--|----------------|---------------|------------------------|------------|---------------------|
| Staff members make me feel welcome at Minnesota State Mankato. | 4.30 | 4.23 | 0.08 | 3.64 | 0.74 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.31 | 4.29 | 0.02 | 3.27 | 0.88 |
| Senior-leader administrators appreciate the qualities that make me unique. | 4.08 | 3.99 | 0.07 | 2.91 | 0.90 |
| Overall, I feel welcome at Minnesota... | 4.37 | 4.38 | -0.02 | 3.91 | 0.55 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.66 | 3.48 | 0.15 | 2.82 | 0.72 |
| Staff members appreciate the qualities that make me unique. | 3.99 | 3.94 | 0.05 | 3.09 | 0.81 |
| Senior-leader administrators encourage me to express my thoughts. | 4.14 | 4.05 | 0.07 | 3.00 | 0.88 |
| Rules for class conduct are applied fairly. | 4.18 | 4.20 | -0.03 | 3.73 | 0.44 |
| I am aware of resources that help me manage my education process. | 4.13 | 3.98 | 0.14 | 3.73 | 0.39 |
| I can approach campus security with my concerns. | 4.34 | 4.24 | 0.09 | 3.82 | 0.49 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.33 | 4.47 | -0.16 | 4.09 | 0.29 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.11 | 3.86 | 0.24 | 3.64 | 0.45 |
| Grading is understandable and applied fairly. | 3.99 | 4.09 | -0.10 | 3.73 | 0.26 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.70 | 3.73 | -0.03 | 3.55 | 0.15 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.24 | 4.25 | -0.01 | 4.00 | 0.24 |
| I feel welcome and respected in residence halls. | 4.70 | 4.69 | 0.01 | 4.91 | -0.17 |
| Staff members encourage me to express my thoughts. | 3.92 | 3.92 | 0.00 | 3.27 | 0.58 |
| I can approach my professors for academic help. | 4.26 | 4.30 | -0.05 | 4.00 | 0.26 |
| My professors understand that my personal life can affect my schoolwork. | 3.67 | 3.58 | 0.07 | 3.55 | 0.09 |
| I can approach my professors about my learning. | 4.23 | 4.31 | -0.08 | 4.00 | 0.24 |
| Professors appreciate the qualities that make me unique. | 3.90 | 4.01 | -0.10 | 3.64 | 0.24 |
| My professors encourage me to express my thoughts. | 4.01 | 4.17 | -0.15 | 3.91 | 0.09 |

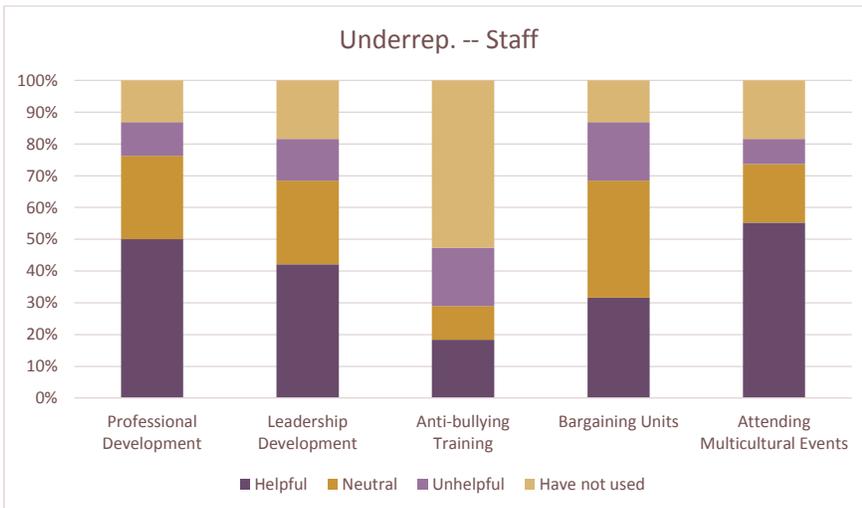
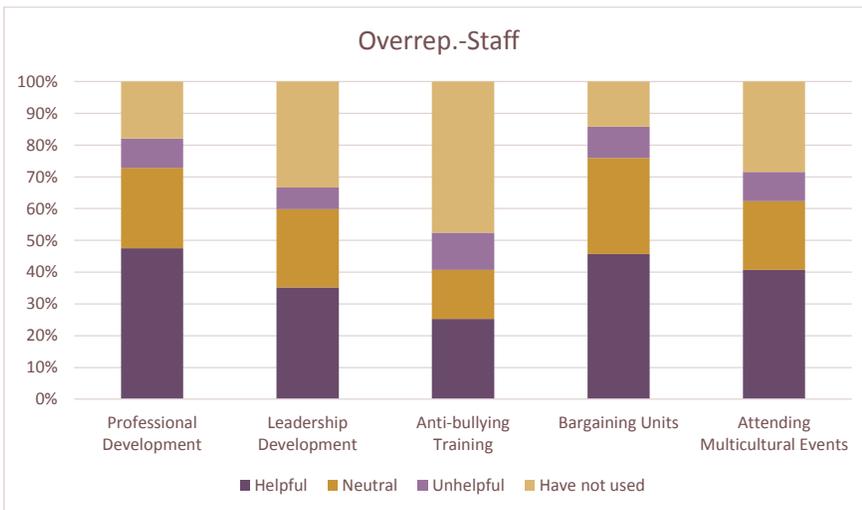
Students (Specific Religious Groups continued)

| Item | Christian Ave. | Muslim Ave. | Effect Size (Muslim) |
|--|----------------|-------------|----------------------|
| Staff members make me feel welcome at Minnesota State Mankato. | 4.30 | 3.61 | 0.77 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.31 | 4.00 | 0.26 |
| Senior-leader administrators appreciate the qualities that make me unique. | 4.08 | 3.74 | 0.26 |
| Overall, I feel welcome at Minnesota... | 4.37 | 3.96 | 0.49 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.66 | 3.43 | 0.19 |
| Staff members appreciate the qualities that make me unique. | 3.99 | 3.70 | 0.27 |
| Senior-leader administrators encourage me to express my thoughts. | 4.14 | 4.00 | 0.11 |
| Rules for class conduct are applied fairly. | 4.18 | 3.57 | 0.60 |
| I am aware of resources that help me manage my education process. | 4.13 | 3.78 | 0.34 |
| I can approach campus security with my concerns. | 4.34 | 4.04 | 0.28 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.33 | 3.78 | 0.65 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.11 | 3.83 | 0.27 |
| Grading is understandable and applied fairly. | 3.99 | 3.48 | 0.51 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.70 | 3.30 | 0.38 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.24 | 3.96 | 0.29 |
| I feel welcome and respected in residence halls. | 4.70 | 4.43 | 0.22 |
| Staff members encourage me to express my thoughts. | 3.92 | 3.74 | 0.16 |
| I can approach my professors for academic help. | 4.26 | 4.17 | 0.09 |
| My professors understand that my personal life can affect my schoolwork. | 3.67 | 3.43 | 0.17 |
| I can approach my professors about my learning. | 4.23 | 4.17 | 0.06 |
| Professors appreciate the qualities that make me unique. | 3.90 | 3.61 | 0.26 |
| My professors encourage me to express my thoughts. | 4.01 | 3.78 | 0.21 |

Services

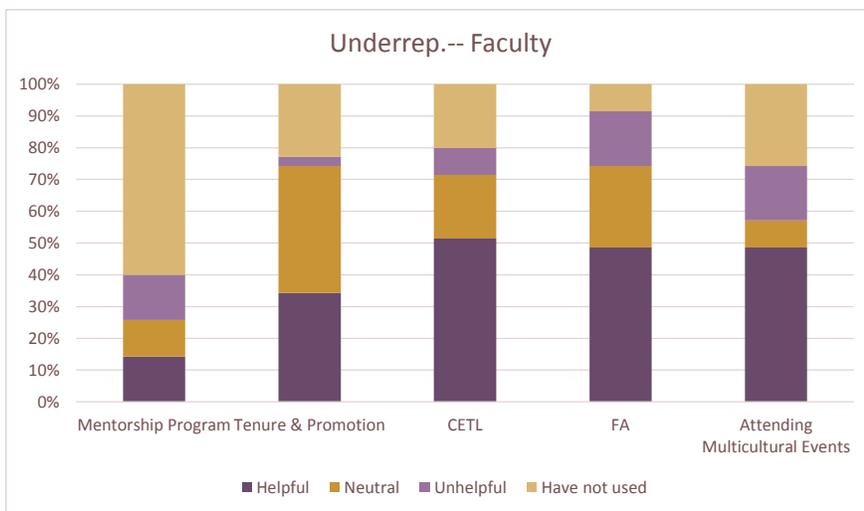
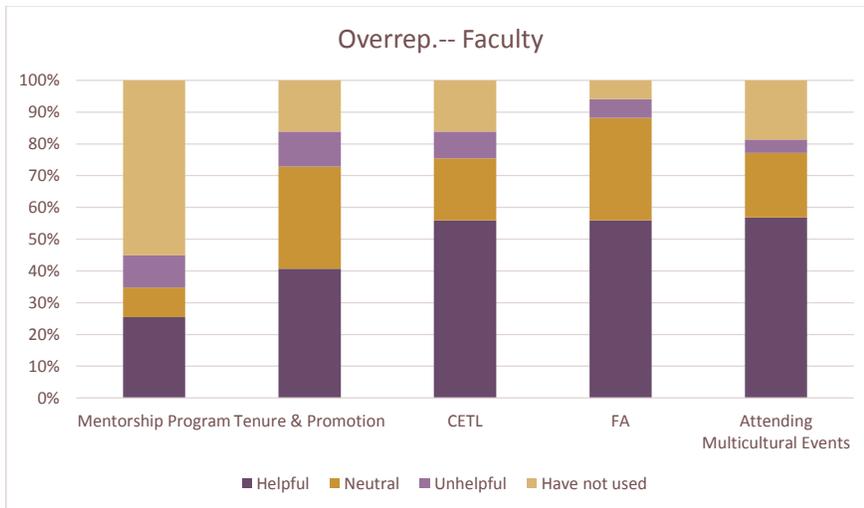
Staff

Underrepresented respondents were generally similar to overrepresented respondents in terms of reporting that services are helpful, although they did find bargaining units to be less helpful and multicultural events more helpful than the majority. Meanwhile, they were more likely to report that some services were unhelpful, particularly anti-bullying training and bargaining units.



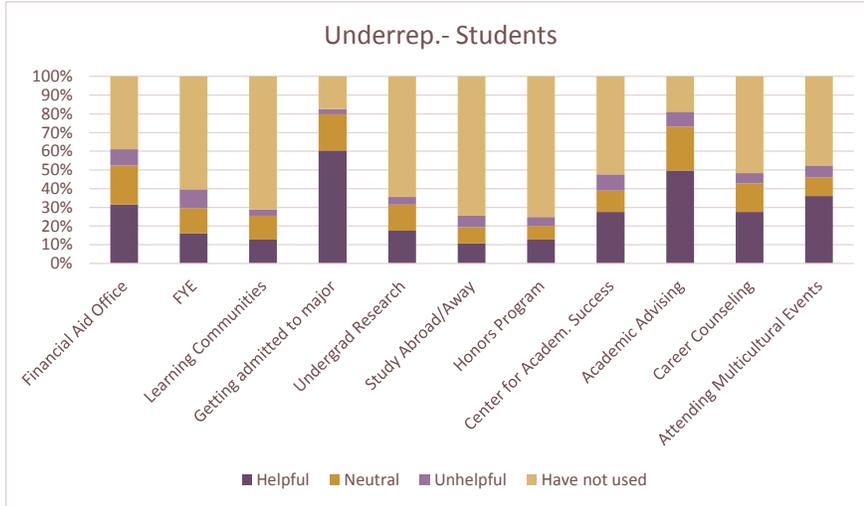
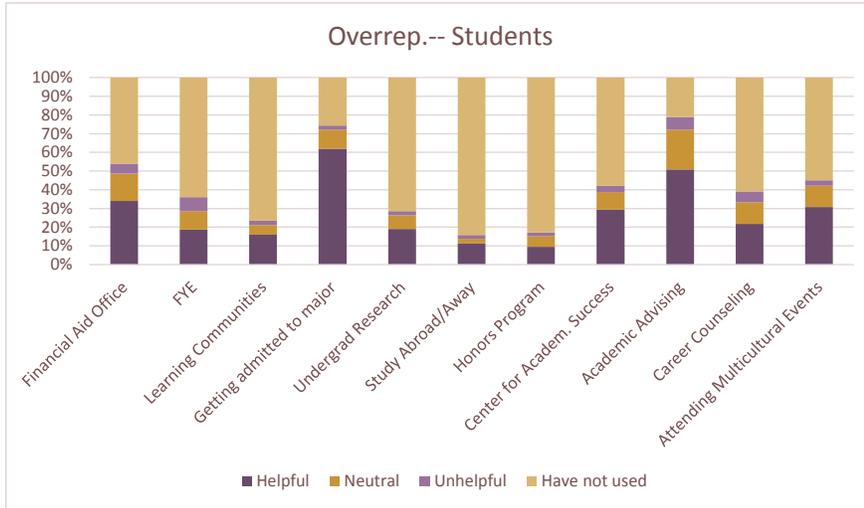
Faculty

Underrepresented faculty also found services helpful at similar rates to their overrepresented counterparts. However, again, underrepresented faculty were more likely to indicate services as unhelpful—particularly the FA, multicultural events, and mentorship programs.



Students

Among students, under- and overrepresented groups were similar in their ratings.



Policies

Underrepresented respondents had less positive attitudes about parking, campus demonstrations, gender neutral bathrooms, and access for students with disabilities. However, it should be noted that in general, attitudes toward these policies suggest both groups of students find these policies helpful, so the differences between groups is not highly concerning.

Staff

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Parking | 3.09 | 2.53 | 0.41 |
| Campus Demonstrations | 3.39 | 3.07 | 0.28 |
| Crime Reporting Requirements | 4.16 | 3.93 | 0.25 |
| Tobacco and Smoke Free Campus | 3.97 | 3.66 | 0.23 |
| Lactation Spaces | 4.40 | 4.32 | 0.09 |
| Gender Neutral Bathrooms | 3.83 | 3.78 | 0.04 |
| Workplace Environment | 3.88 | 3.91 | -0.03 |

Faculty

| Item | Overrep. | Underrep. | Effect Size |
|-------------------------------|----------|-----------|-------------|
| Campus Demonstrations | 3.97 | 3.48 | 0.48 |
| Gender Neutral Bathrooms | 4.45 | 4.13 | 0.33 |
| Tobacco and Smoke Free Campus | 4.48 | 4.30 | 0.16 |
| Crime Reporting Requirements | 4.15 | 4.16 | -0.01 |
| Lactation Spaces | 4.46 | 4.47 | -0.01 |
| Grade Appeals | 3.51 | 3.67 | -0.16 |
| Human Subjects Research | 4.13 | 4.30 | -0.18 |

Students

| Item | Overrep. | Underrep. | Effect Size |
|---------------------------------------|----------|-----------|-------------|
| Access for Students with Disabilities | 4.51 | 4.13 | 0.46 |
| Campus Demonstrations | 3.60 | 3.29 | 0.28 |
| Lactation Spaces | 4.35 | 4.16 | 0.18 |
| Gender Neutral Bathrooms | 3.98 | 3.74 | 0.17 |
| English Speech Placement | 3.99 | 3.85 | 0.13 |
| Student Financial Aid Eligibility | 3.94 | 3.80 | 0.11 |
| Crime Reporting Requirements | 4.17 | 4.06 | 0.11 |
| Undergraduate Requirements for Degree | 3.88 | 3.75 | 0.11 |
| Graduate Assistantship | 4.26 | 4.30 | -0.05 |

Comparisons Across Military Status

In response to our general request about whether respondents previously were members of the armed forces, or currently are members, 1003 individuals identified themselves as civilians (i.e. those who have never served in the military), and 44 individuals identified themselves as service members (i.e. either currently serving in the military, or previously serving in the military). Respondents were not required to provide any additional detail, but the table below summarizes the number of individuals who selected a category. Respondents were allowed to select more than one category if they wished.

| Category | <i>N</i> |
|--|----------|
| Civilian | 1003 |
| Former member of the military | 27 |
| Current member of the military | 14 |
| Both former and current member of the military | 3 |

For our analyses, we kept former and current military members separate. Because of the small numbers, however, some analyses cannot be provided due to the low number of responses.

Experiences on Campus

With respect to experiences, former members of the military who are currently employed by Minnesota State, Mankato, reported similar attitudes to their civilian counterparts, the only notable difference being that service members feel less welcomed by staff members than civilians. However, students with former military experience tend to report more negative attitudes than their civilian classmates. Whereas, students currently enlisted tend to report more positive attitudes than their civilian classmates.

The service member group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees.” There were also too few active duty service members to provide data on this group for employees.

Employees (Administrators, Staff, & Faculty)

| Item | Civilian | Service Members | Effect Size |
|--|----------|-----------------|-------------|
| Staff members make me feel welcome at Minnesota State Mankato. | 4.23 | 3.97 | 0.32 |
| I have enough time and resources to teach students | 3.48 | 3.30 | 0.14 |
| Overall, I feel welcome at Minnesota State Mankato | 4.37 | 4.23 | 0.14 |
| My supervisor/dean appreciates the qualities that make me unique. | 3.98 | 3.90 | 0.06 |
| My peers appreciate the qualities that make me unique. | 4.02 | 3.97 | 0.05 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.42 | 3.36 | 0.05 |
| Students make me feel welcome | 4.39 | 4.36 | 0.05 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.92 | 3.89 | 0.03 |
| I have enough time and resources to conduct research. | 2.24 | 2.22 | 0.01 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.56 | 3.55 | 0.01 |
| I can approach my dean for conversations and advice about work. | 3.99 | 4.00 | 0.00 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.12 | 4.13 | -0.01 |
| My supervisor/dean listens to what I have to say. | 4.02 | 4.03 | -0.01 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 3.98 | 4.00 | -0.02 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.64 | 3.67 | -0.02 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 3.96 | 4.00 | -0.04 |
| Rules for workplace conduct are applied fairly. | 3.40 | 3.59 | -0.13 |
| I can approach my peers for conversations and advice about work. | 4.27 | 4.40 | -0.15 |
| My work makes a difference at Minnesota State Mankato. | 4.33 | 4.47 | -0.15 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.32 | 4.47 | -0.17 |
| It is clear to me how my work is evaluated. | 3.77 | 4.00 | -0.20 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.97 | 4.17 | -0.21 |
| I receive encouragement and support for professional development. | 3.86 | 4.16 | -0.23 |
| My students recognize my contributions at Minnesota State Mankato. | 3.85 | 4.10 | -0.26 |
| I can progress in my career at Minnesota State Mankato. | 3.49 | 3.86 | -0.29 |
| I can approach campus security with my concerns. | 4.43 | 4.68 | -0.36 |

Students

Former Members

| Item | Civilians | Service Members | Effect Size |
|--|-----------|-----------------|-------------|
| Overall, I feel welcome at Minnesota State Mankato | 4.32 | 2.86 | 1.24 |
| Professors appreciate the qualities that make me unique. | 3.92 | 2.57 | 1.03 |
| My professors encourage me to express my thoughts. | 4.05 | 2.71 | 0.95 |
| I can approach my professors about my learning. | 4.23 | 3.14 | 0.84 |
| I am aware of resources that help me manage my education process. | 4.05 | 3.14 | 0.77 |
| I can approach my professors for academic help. | 4.25 | 3.29 | 0.73 |
| Staff members encourage me to express my thoughts. | 3.93 | 3.14 | 0.68 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.33 | 3.43 | 0.67 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.18 | 3.29 | 0.65 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.49 | 2.71 | 0.60 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.21 | 3.57 | 0.55 |
| Senior-leader administrators encourage me to express my thoughts. | 3.74 | 3.14 | 0.52 |
| Grading is understandable and applied fairly. | 3.99 | 3.43 | 0.46 |
| My professors understand that my personal life can affect my schoolwork. | 3.63 | 3.14 | 0.36 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.23 | 3.86 | 0.34 |
| Rules for class conduct are applied fairly. | 4.12 | 3.71 | 0.33 |
| Staff members appreciate the qualities that make me unique. | 3.81 | 3.57 | 0.23 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.68 | 3.43 | 0.19 |
| I feel welcome and respected in residence halls. | 4.04 | 4.00 | 0.03 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.67 | 3.83 | -0.15 |
| I can approach campus security with my concerns. | 4.12 | 4.33 | -0.19 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.00 | 4.57 | -0.69 |

Active Duty

| Item | Civilians | Service Members | Effect Size |
|--|-----------|-----------------|-------------|
| I am aware of resources that help me manage my education process. | 4.05 | 3.85 | 0.21 |
| Grading is understandable and applied fairly. | 3.99 | 3.85 | 0.13 |
| My professors encourage me to express my thoughts. | 4.05 | 4.08 | -0.04 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.18 | 4.23 | -0.06 |
| My professors understand that my personal life can affect my schoolwork. | 3.63 | 3.77 | -0.12 |
| Staff members encourage me to express my thoughts. | 3.93 | 4.08 | -0.14 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.23 | 4.38 | -0.16 |
| I can approach my professors for academic help. | 4.25 | 4.38 | -0.17 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.33 | 4.46 | -0.17 |
| Overall, I feel welcome at Minnesota State Mankato | 4.32 | 4.46 | -0.18 |
| I can approach my professors about my learning. | 4.23 | 4.38 | -0.19 |
| Rules for class conduct are applied fairly. | 4.12 | 4.31 | -0.20 |
| Senior-leader administrators encourage me to express my thoughts. | 3.74 | 4.00 | -0.26 |
| Staff members appreciate the qualities that make me unique. | 3.81 | 4.08 | -0.26 |
| Professors appreciate the qualities that make me unique. | 3.92 | 4.17 | -0.26 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.67 | 4.00 | -0.31 |
| I can approach campus security with my concerns. | 4.12 | 4.42 | -0.33 |
| I feel welcome and respected in residence halls. | 4.04 | 4.33 | -0.38 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.49 | 3.92 | -0.42 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.00 | 4.38 | -0.42 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.68 | 4.08 | -0.47 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.21 | 4.62 | -0.58 |

Services

Staff

Service members were less likely to have used university services. Thus, they were less likely to report services and either helpful or unhelpful compared to the majority group.

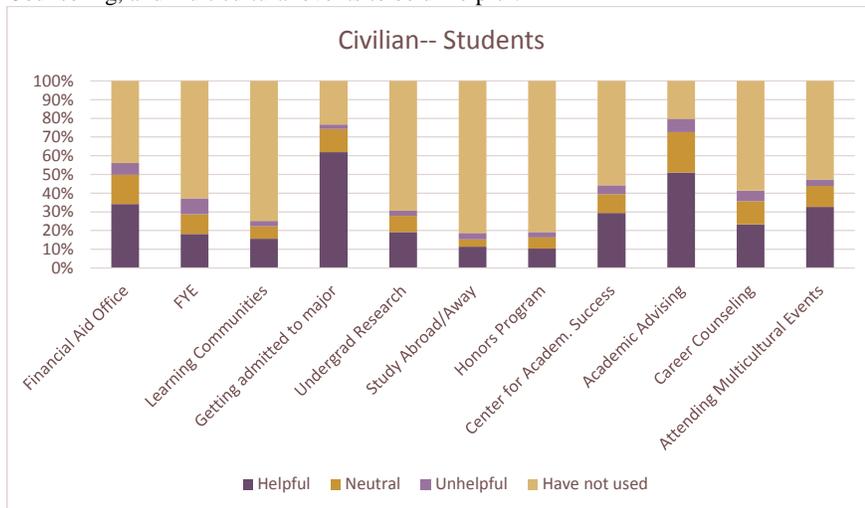
There were not enough participants to examine active duty staff members. Similarly, there were not enough faculty members who reported current or previous military membership to analyze for these questions.

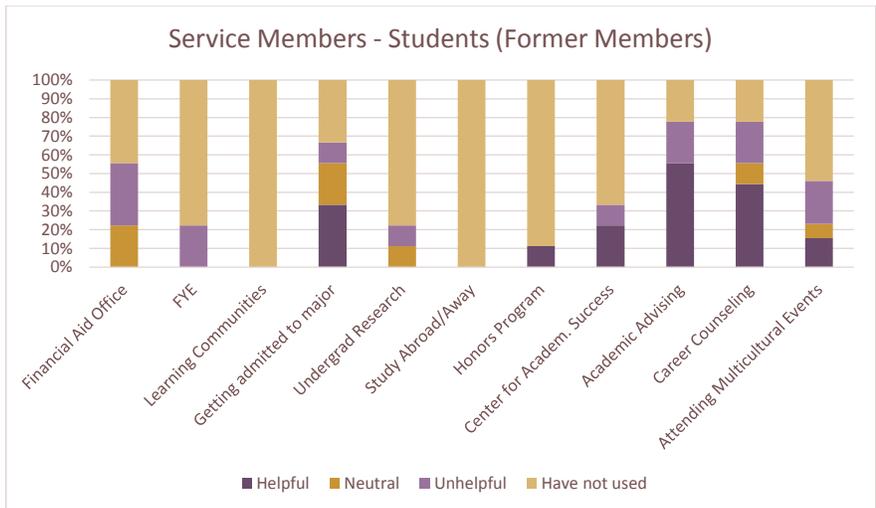
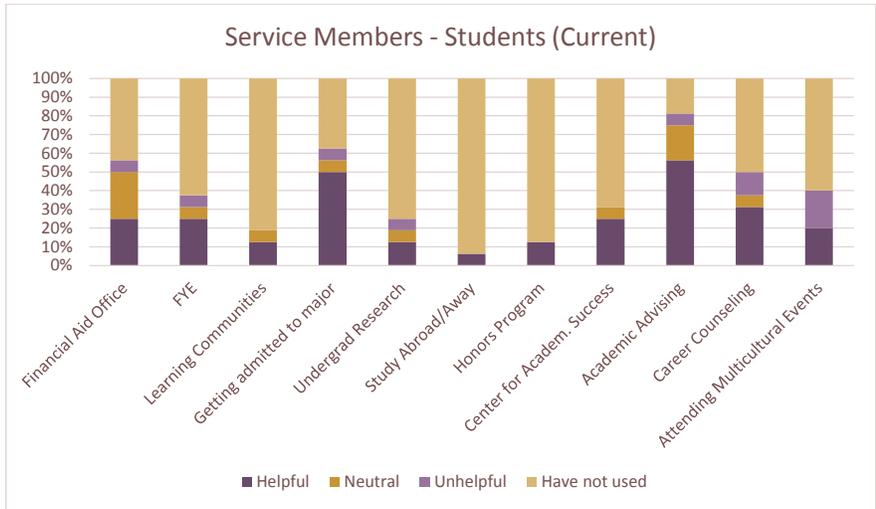


Students

Overall, students who are currently members of the military were less likely to describe services as unhelpful, with the notable exceptions of career counseling and multicultural events.

There are some notable differences between civilian students and students who were previously members of the military. First, service members were less likely to use services. In some cases, this may be due to age, as most former military members are likely to be older than the “traditional” college student. However, the data indicates that service members find the Financial Aid Office, first-year experience, the Center for Academic Success, Academic Advising, Career Counseling, and multicultural events to be unhelpful.





Policies

With respect to policies, service members tended to be more satisfied with crime reporting, lactation spaces, access for students with disabilities, and English speech placement. However, service members tended to find campus demonstration policies and gender neutral bathrooms to be unhelpful. More concerning is that active duty students tend to find most policies less helpful than civilian students, and they find crime reporting policies, campus demonstrations, and gender

neutral bathroom policies to be unhelpful. More investigation into what these groups specifically find troubling about these policies would be useful.

Staff

Among staff, there were only adequate data for individuals who are former members of the military; very few individuals among staff members were active military members.

Commented [MJ1]: Hey Kristie, I found the opposite in my data. There was adequate data for staff members who were former military (N=17) but not enough current (N=1).

| Item | Civilian | Service Members | Effect Size |
|-------------------------------|----------|-----------------|-------------|
| Campus Demonstrations | 3.36 | 2.88 | 0.41 |
| Tobacco and Smoke Free Campus | 3.91 | 3.70 | 0.15 |
| Workplace Environment | 3.87 | 3.69 | 0.15 |
| Parking | 3.02 | 2.82 | 0.15 |
| Gender Neutral Bathrooms | 3.85 | 4.00 | -0.12 |
| Crime Reporting Requirements | 4.13 | 4.43 | -0.33 |
| Lactation Spaces | 4.38 | 5.00 | -0.73 |

Faculty

There was not an adequate sample of either active duty or former military members in the sample to report means and effect sizes.

Students

Active Duty

| Item | Civilians | Service Members | Effect Size |
|---------------------------------------|-----------|-----------------|-------------|
| Crime Reporting Requirements | 4.15 | 2.00 | 2.16 |
| Campus Demonstrations | 3.54 | 1.86 | 1.52 |
| Graduate Assistantship | 4.28 | 3.00 | 1.33 |
| Lactation Spaces | 4.31 | 3.00 | 1.26 |
| Gender Neutral Bathrooms | 3.96 | 2.29 | 1.17 |
| Access for Students with Disabilities | 4.40 | 3.50 | 1.04 |
| English Speech Placement | 3.95 | 3.00 | 0.88 |
| Student Financial Aid Eligibility | 3.91 | 3.00 | 0.72 |
| Undergraduate Requirements for Degree | 3.85 | 3.50 | 0.29 |

Former Military

| Item | Civilians | Service Members | Effect Size |
|---------------------------------------|-----------|-----------------|-------------|
| Gender Neutral Restrooms | 3.96 | 2.73 | 0.86 |
| Campus Demonstrations | 3.53 | 3.17 | 0.33 |
| Lactation Spaces | 4.29 | 4.13 | 0.15 |
| Student Financial Aid Eligibility | 3.91 | 3.75 | 0.12 |
| Undergraduate Requirements for Degree | 3.85 | 3.83 | 0.01 |
| Crime Reporting Requirements | 4.13 | 4.25 | -0.11 |
| Graduate Assistantship | 4.28 | 4.43 | -0.15 |
| Access for Students with Disabilities | 4.39 | 4.67 | -0.32 |
| English Speech Placement | 3.93 | 4.60 | -0.62 |

Comparisons Across Parental Status

In response to our question about whether respondents were the parent (full, adoptive, step, etc.) or guardian of a child who needed part- or full-time care, 936 individuals identified themselves as child-free, and 114 individuals identified themselves as a parent or guardian.

Experiences on Campus

With respect to attitudes, employees appear to have similar feelings regardless of whether they are a parent. As may be expected, students have more differences. Parents/guardians tend to have a few more negative attitudes than child-free individuals with regards to feeling welcome, being aware of resources, being appreciated, and approaching professors for help.

The parent/guardian group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees”.

Employees (Administrators, Staff, & Faculty)

| Item | Child-Free | Parent/ Guardian | Effect Size |
|--|------------|---------------------|----------------|
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.37 | 4.22 | 0.16 |
| I can progress in my career at Minnesota State Mankato. | 3.56 | 3.36 | 0.15 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.23 | 4.13 | 0.13 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.00 | 3.86 | 0.13 |
| I have enough time and resources to conduct research. | 2.28 | 2.14 | 0.12 |
| My work makes a difference at Minnesota State Mankato. | 4.37 | 4.27 | 0.12 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 | 3.89 | 0.10 |
| I receive encouragement and support for professional development. | 3.90 | 3.79 | 0.08 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.92 | 3.88 | 0.04 |
| My supervisor/dean listens to what I have to say. | 4.04 | 4.00 | 0.04 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.15 | 4.11 | 0.04 |
| I have enough time and resources to teach students. | 3.47 | 3.43 | 0.04 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.01 | 3.97 | 0.03 |
| I can approach campus security with my concerns. | 4.45 | 4.44 | 0.02 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.98 | 3.97 | 0.01 |
| Rules for workplace conduct are applied fairly. | 3.42 | 3.42 | 0.00 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.57 | 3.59 | -0.02 |
| My peers appreciate the qualities that make me unique. | 4.00 | 4.03 | -0.03 |
| Overall, I feel welcome at Minnesota State Mankato | 4.36 | 4.39 | -0.03 |
| Students make me feel welcome at Minnesota State Mankato. | 4.38 | 4.42 | -0.06 |
| It is clear to me how my work is evaluated. | 3.78 | 3.85 | -0.05 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.41 | 3.48 | -0.06 |
| My students recognize my contributions at Minnesota State Mankato. | 3.87 | 3.92 | -0.06 |
| I can approach my dean for conversations and advice about work. | 4.02 | 4.14 | -0.10 |
| I can approach my peers for conversations and advice about work. | 4.25 | 4.36 | -0.11 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.61 | 3.78 | -0.12 |

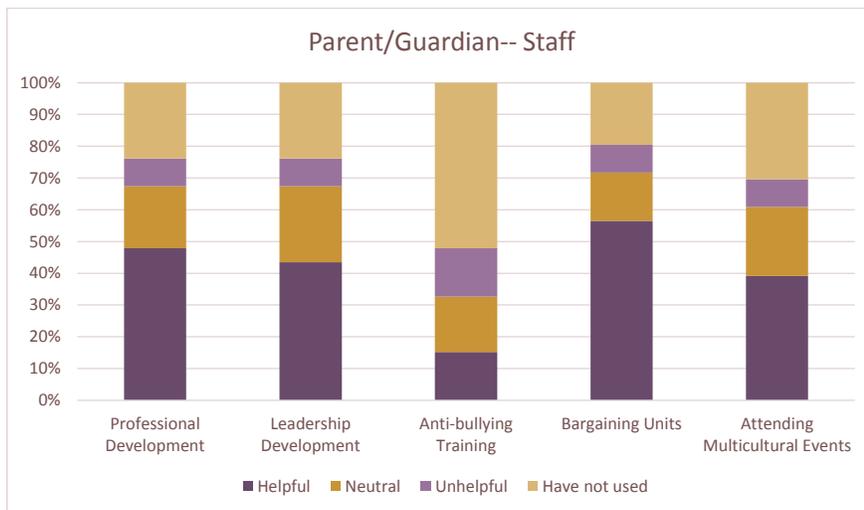
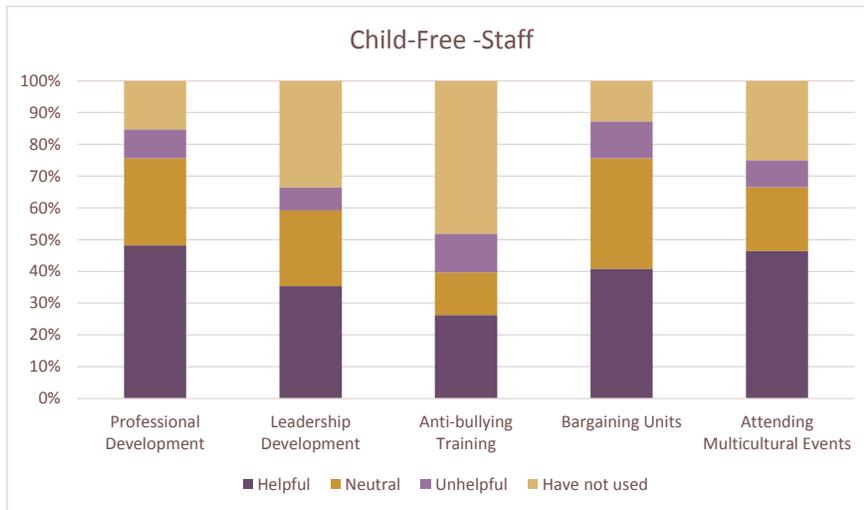
Students

| Item | Child-Free | Parent/ Guardian | Effect Size |
|--|------------|---------------------|----------------|
| Staff members make me feel welcome at Minnesota State Mankato. | 4.24 | 3.65 | 0.60 |
| Overall, I feel welcome at Minnesota State Mankato | 4.36 | 3.79 | 0.57 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.35 | 3.89 | 0.45 |
| I am aware of resources that help me manage my education process. | 4.06 | 3.61 | 0.45 |
| Staff members appreciate the qualities that make me unique. | 3.83 | 3.42 | 0.43 |
| My professors encourage me to express my thoughts. | 4.07 | 3.54 | 0.42 |
| Professors appreciate the qualities that make me unique. | 3.92 | 3.43 | 0.41 |
| Senior-leader administrators encourage me to express my thoughts. | 3.76 | 3.39 | 0.32 |
| I can approach my professors for academic help. | 4.27 | 3.93 | 0.31 |
| Staff members encourage me to express my thoughts. | 3.95 | 3.61 | 0.27 |
| I can approach my professors about my learning. | 4.24 | 3.96 | 0.26 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.70 | 3.43 | 0.25 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.25 | 3.96 | 0.22 |
| Grading is understandable and applied fairly. | 3.99 | 3.79 | 0.19 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.19 | 4.00 | 0.18 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.50 | 3.35 | 0.14 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.67 | 3.52 | 0.13 |
| Rules for class conduct are applied fairly. | 4.13 | 4.07 | 0.05 |
| My professors understand that my personal life can affect my schoolwork. | 3.64 | 3.57 | 0.05 |
| I feel welcome and respected in residence halls. | 4.05 | 4.00 | 0.05 |
| I can approach campus security with my concerns. | 4.12 | 4.29 | -0.17 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.01 | 4.20 | -0.18 |

Services

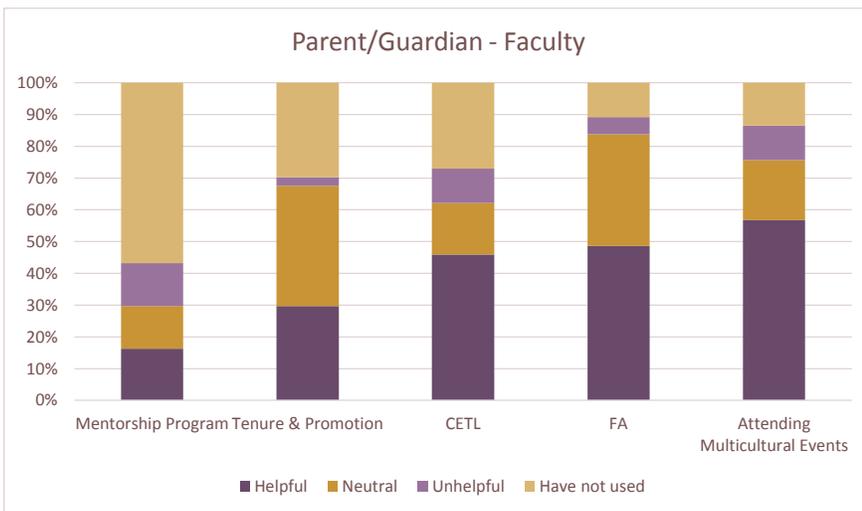
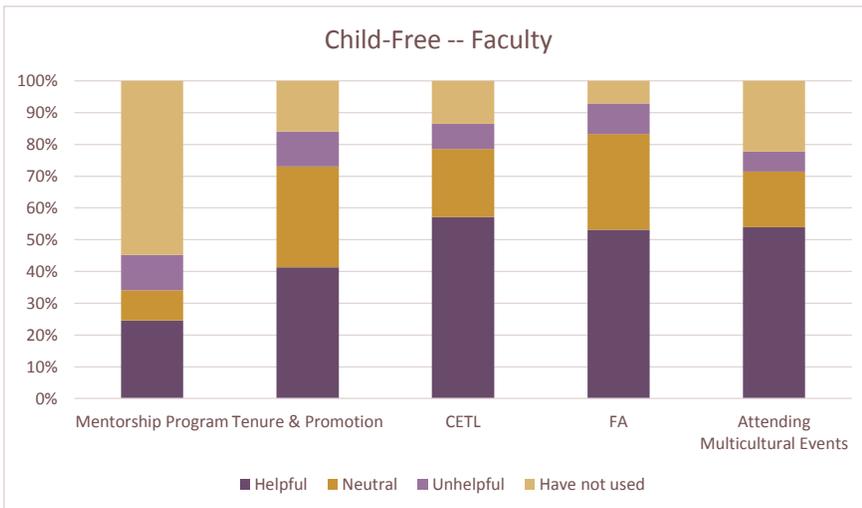
Staff

Parent/guardians and child-free respondents were similar in their attitudes about services, though parent/guardians were less likely to endorse leadership development, anti-bullying training, bargaining units, and multicultural events as helpful.



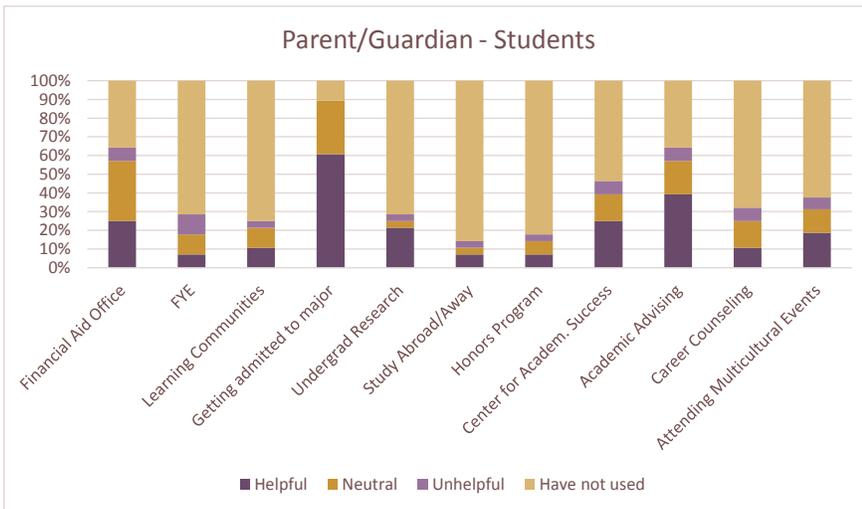
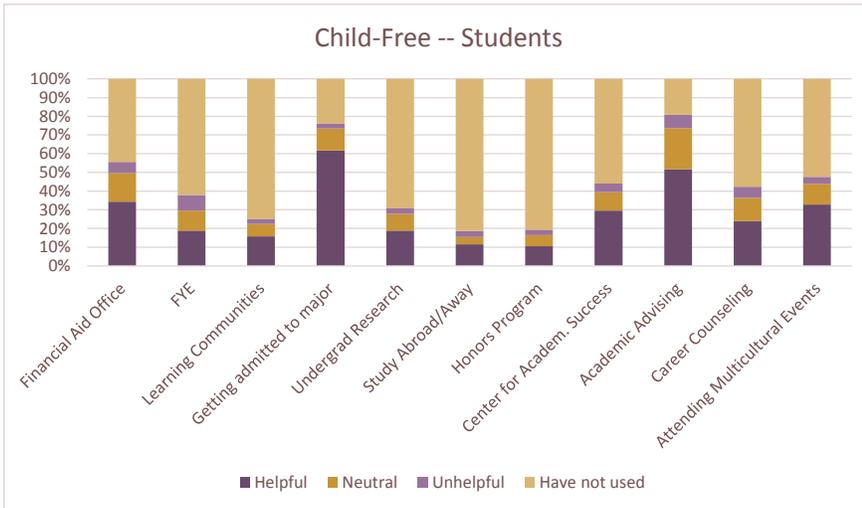
Faculty

Parent/guardian faculty and majority faculty were also generally similar in their attitudes about services. They tended to report less use of services, felt less positive about tenure and promotion, CETL, FA, and multicultural events compared to child-free respondents, but not by a large margin.



Students

Students who are parents/guardians tended to have positive attitudes about getting admitted to their major, and less positive about academic advising. Students who are parents/guardians also tended to be less likely to have used these services.



Policies

In terms of policies, differences tend to be quite small, with parents/guardians having more positive attitudes toward gender neutral bathrooms, and campus demonstrations. Students who are parent/guardians are an exception to this, however, as they find policies around these issues to be less beneficial than majority students. However, it should be noted that students don't find these policies to be problematic; instead, they tend to take a more neutral stance on the matter.

Staff

| Item | Child-Free | Parent/Guardian | Effect Size |
|-------------------------------|------------|-----------------|-------------|
| Parking | 3.04 | 2.93 | 0.08 |
| Campus Demonstrations | 3.33 | 3.30 | 0.02 |
| Crime Reporting Requirements | 4.12 | 4.17 | -0.06 |
| Tobacco and Smoke Free Campus | 3.86 | 4.08 | -0.16 |
| Lactation Spaces | 4.32 | 4.57 | -0.28 |
| Workplace Environment | 3.79 | 4.15 | -0.30 |
| Gender Neutral Bathrooms | 3.75 | 4.44 | -0.54 |

Faculty

| Item | Child-Free | Parent/Guardian | Effect Size |
|-------------------------------|------------|-----------------|-------------|
| Tobacco and Smoke Free Campus | 4.46 | 4.43 | 0.03 |
| Human Subjects Research | 4.17 | 4.15 | 0.01 |
| Grade Appeals | 3.56 | 3.55 | 0.00 |
| Lactation Spaces | 4.43 | 4.46 | -0.04 |
| Crime Reporting Requirements | 4.08 | 4.18 | -0.11 |
| Gender Neutral Bathrooms | 4.00 | 4.45 | -0.42 |
| Campus Demonstrations | 3.42 | 4.00 | -0.64 |

Students

| Item | Child-Free | Parent/Guardian | Effect Size |
|---------------------------------------|------------|-----------------|-------------|
| Gender Neutral Bathrooms | 3.96 | 3.31 | 0.45 |
| Campus Demonstrations | 3.54 | 3.10 | 0.40 |
| Student Financial Aid Eligibility | 3.92 | 3.45 | 0.37 |
| Graduate Assistantship | 4.29 | 4.00 | 0.29 |
| Lactation Spaces | 4.30 | 4.00 | 0.29 |
| English Speech Placement | 3.95 | 3.80 | 0.14 |
| Access for Students with Disabilities | 4.40 | 4.29 | 0.13 |
| Undergraduate Requirements for Degree | 3.84 | 3.95 | -0.08 |
| Crime Reporting Requirements | 4.13 | 4.33 | -0.20 |

Comparisons Across English as a First Language

In response to our question about whether English was their first language, 905 individuals identified themselves as using English as their first language (EFL), and 147 individuals identified themselves as using English as their second language (ESL).

Experiences on Campus

With respect to experiences, employee ESL respondents tend to feel less welcome, less able to approach others, and see less people similar to them succeeding at Minnesota State, Mankato. Perhaps surprisingly, ESL respondents report having more time and resources, especially for conducting research. Another perhaps surprising finding is there are no notable differences in attitudes between ESL and EFL students.

The ESL group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees”.

Employees (Administrators, Staff, & Faculty)

| Item | EFL | ESL | Effect Size |
|--|------|------|-------------|
| Students make me feel welcome at Minnesota State Mankato. | 4.42 | 3.91 | 0.73 |
| I can approach campus security with my concerns. | 4.48 | 3.94 | 0.62 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.02 | 3.35 | 0.62 |
| I can approach my dean for conversations and advice about work. | 4.12 | 3.33 | 0.59 |
| Overall, I feel welcome at Minnesota State Mankato | 4.41 | 3.82 | 0.58 |
| My peers appreciate the qualities that make me unique. | 4.04 | 3.47 | 0.50 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.04 | 3.42 | 0.49 |
| I can approach my peers for conversations and advice about work. | 4.31 | 3.76 | 0.48 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.24 | 3.72 | 0.48 |
| My peers recognize my contributions at Minnesota State Mankato. | 4.01 | 3.48 | 0.45 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.70 | 2.94 | 0.44 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.62 | 3.06 | 0.41 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.02 | 3.50 | 0.41 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.17 | 3.67 | 0.40 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.94 | 3.53 | 0.39 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.46 | 3.00 | 0.35 |
| My work makes a difference at Minnesota State Mankato. | 4.37 | 4.09 | 0.30 |
| My supervisor/dean listens to what I have to say. | 4.06 | 3.67 | 0.30 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.35 | 4.12 | 0.26 |
| Rules for workplace conduct are applied fairly. | 3.45 | 3.13 | 0.24 |
| My students recognize my contributions at Minnesota State Mankato. | 3.88 | 3.67 | 0.20 |
| It is clear to me how my work is evaluated. | 3.82 | 3.58 | 0.20 |
| I can progress in my career at Minnesota State Mankato. | 3.53 | 3.36 | 0.13 |
| I receive encouragement and support for professional development. | 3.87 | 3.92 | -0.03 |
| I have enough time and resources to teach students. | 3.43 | 3.81 | -0.33 |
| I have enough time and resources to conduct research. | 2.17 | 2.81 | -0.49 |

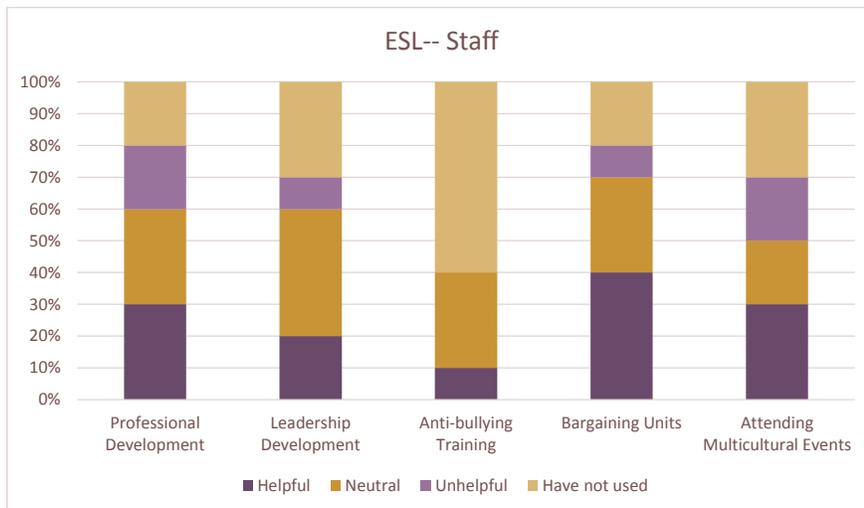
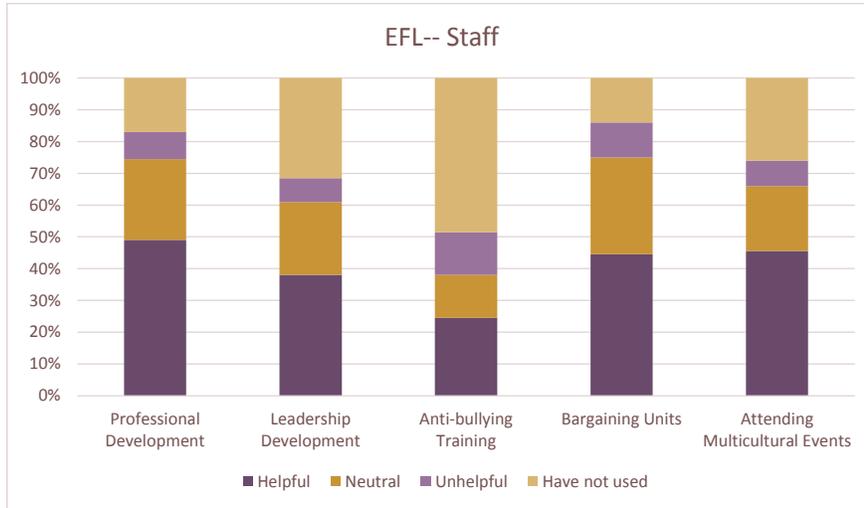
Students

| Item | EFL | ESL | Effect Size |
|--|------|------|-------------|
| Overall, I feel welcome at Minnesota State Mankato | 4.38 | 4.18 | 0.25 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.26 | 4.07 | 0.22 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.28 | 4.07 | 0.19 |
| Staff members encourage me to express my thoughts. | 3.97 | 3.80 | 0.16 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.20 | 4.07 | 0.13 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.36 | 4.26 | 0.12 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.70 | 3.60 | 0.10 |
| I am aware of resources that help me manage my education process. | 4.06 | 3.97 | 0.09 |
| Staff members appreciate the qualities that make me unique. | 3.83 | 3.77 | 0.07 |
| I can approach campus security with my concerns. | 4.13 | 4.09 | 0.04 |
| Rules for class conduct are applied fairly. | 4.13 | 4.14 | -0.01 |
| Professors appreciate the qualities that make me unique. | 3.91 | 3.92 | -0.01 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.48 | 3.52 | -0.03 |
| I feel welcome and respected in residence halls. | 4.05 | 4.08 | -0.03 |
| I can approach my professors for academic help. | 4.25 | 4.29 | -0.04 |
| I can approach my professors about my learning. | 4.23 | 4.27 | -0.05 |
| I feel physically safe and protected at Minnesota State Mankato. | 4.01 | 4.06 | -0.05 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.66 | 3.72 | -0.05 |
| My professors encourage me to express my thoughts. | 4.04 | 4.11 | -0.07 |
| Senior-leader administrators encourage me to express my thoughts. | 3.72 | 3.86 | -0.13 |
| My professors understand that my personal life can affect my schoolwork. | 3.60 | 3.80 | -0.15 |
| Grading is understandable and applied fairly. | 3.96 | 4.11 | -0.15 |

Services

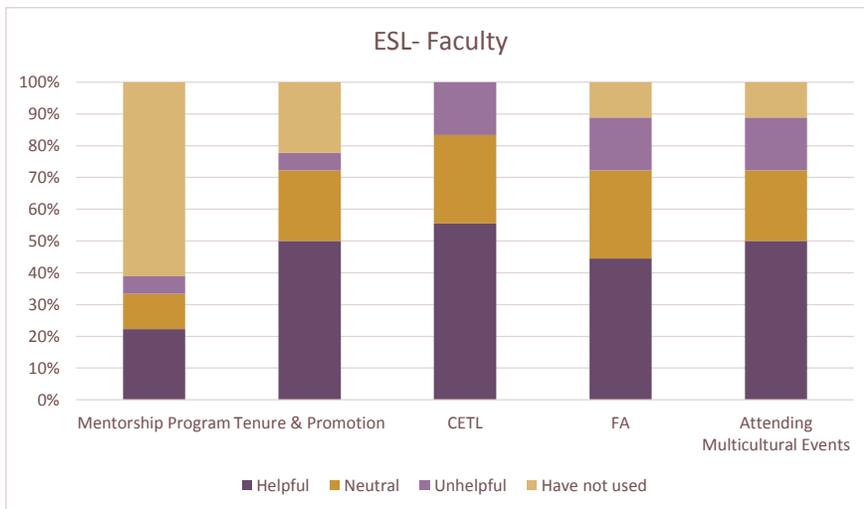
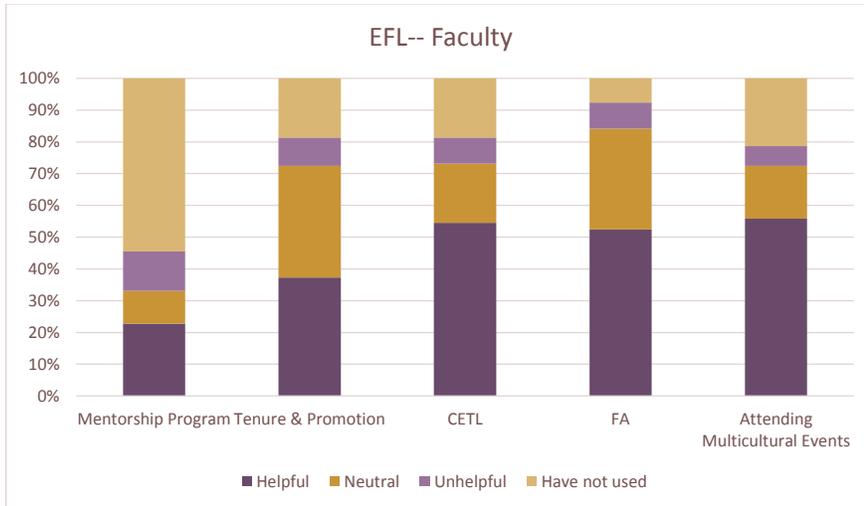
Staff

Overall, ESL respondents were less likely to indicate that they find services helpful. They also tended to find professional development and multicultural events as unhelpful.



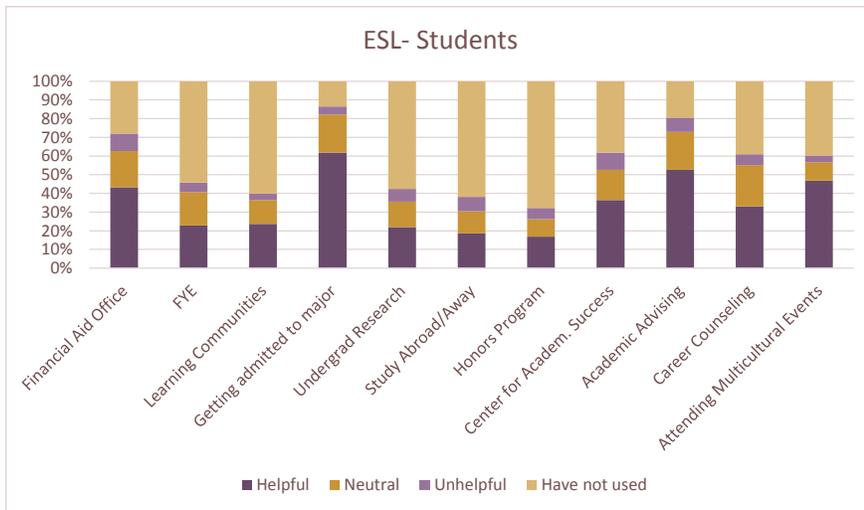
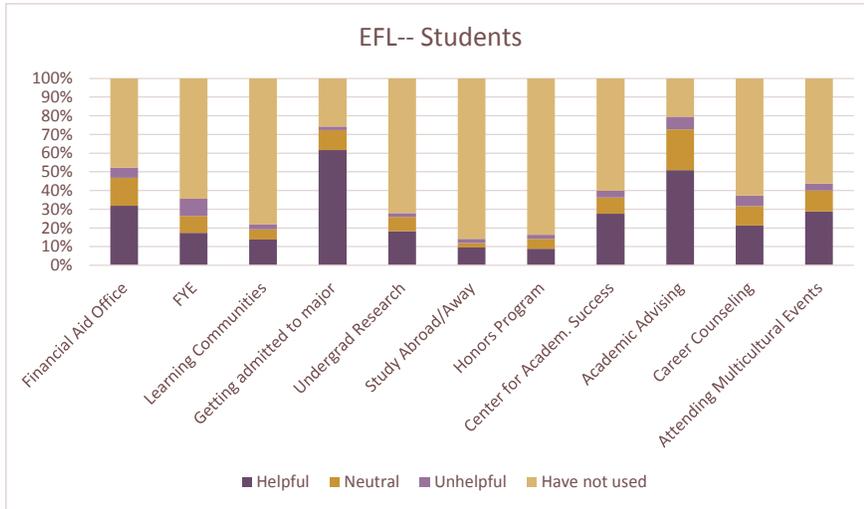
Faculty

ESL faculty had similar attitudes towards services to EFL members, though they were more likely to find CETL, the FA, and multicultural events as unhelpful. They also found tenure and promotion more helpful than EFL respondents.



Students

Attitudes among EFL and ESL students were very similar. ESL students were more likely to find Financial Aid and multicultural events to be helpful compared to EFL students.



Policies

In terms of policies, ESL groups tend to have more positive attitudes about campus demonstration policies compared to EFL groups. ESL staff members also felt tobacco free campus and gender neutral bathrooms are more beneficial than do EFL members.

Staff

| Item | EFL | ESL | Effect Size |
|-------------------------------|------|------|-------------|
| Workplace Environment | 3.87 | 3.67 | 0.17 |
| Lactation Spaces | 4.37 | 4.50 | -0.14 |
| Crime Reporting Requirements | 4.12 | 4.29 | -0.18 |
| Parking | 3.00 | 3.30 | -0.22 |
| Gender Neutral Bathrooms | 3.80 | 4.38 | -0.43 |
| Campus Demonstrations | 3.29 | 3.86 | -0.48 |
| Tobacco and Smoke Free Campus | 3.86 | 4.70 | -0.62 |

Faculty

| Item | EFL | ESL | Effect Size |
|-------------------------------|------|------|-------------|
| Gender Neutral Bathrooms | 4.36 | 4.00 | 0.37 |
| Lactation Spaces | 4.47 | 4.17 | 0.33 |
| Tobacco and Smoke Free Campus | 4.44 | 4.35 | 0.09 |
| Grade Appeals | 3.53 | 3.45 | 0.08 |
| Human Subjects Research | 4.14 | 4.25 | -0.12 |
| Crime Reporting Requirements | 4.12 | 4.30 | -0.20 |
| Campus Demonstrations | 3.81 | 4.20 | -0.40 |

Students

| Item | EFL | ESL | Effect Size |
|---------------------------------------|------|------|-------------|
| Lactation Spaces | 4.31 | 4.27 | 0.04 |
| Graduate Assistantship | 4.27 | 4.31 | -0.04 |
| Student Financial Aid Eligibility | 3.89 | 3.98 | -0.07 |
| Undergraduate Requirements for Degree | 3.83 | 3.95 | -0.10 |
| Crime Reporting Requirements | 4.12 | 4.23 | -0.12 |
| Access for Students with Disabilities | 4.36 | 4.50 | -0.15 |
| Gender Neutral Bathrooms | 3.87 | 4.14 | -0.18 |
| English Speech Placement | 3.85 | 4.14 | -0.24 |
| Campus Demonstrations | 3.37 | 4.16 | -0.71 |

Comparisons Across National Origin

In response to our question about whether respondents, 908 individuals identified themselves as US-born members, and 143 individuals identified themselves as foreign-born.

Experiences on Campus

With respect to experiences, similar responses were found US- and foreign-born respondents. Foreign-born employees reported slightly less positive attitudes than US-born employees. Common differences between the two groups include foreign-born respondents feeling less welcome, less able to approach campus security, and seeing less people similar to them succeeding at Minnesota State, Mankato. However, students did not report any notable differences between US- and foreign-born respondents.

The foreign-born group for administrators was too small to run separate analyses for all roles. Therefore, administrators, staff, and faculty were combined under “Employees”.

Employees (Administrators, Staff, & Faculty)

| Item | US-Born | Foreign-Born | Effect Size |
|--|---------|--------------|-------------|
| Students make me feel welcome at Minnesota State Mankato. | 4.42 | 3.97 | 0.61 |
| Overall, I feel welcome at Minnesota State Mankato | 4.41 | 3.80 | 0.56 |
| I can approach campus security with my concerns. | 4.46 | 4.09 | 0.46 |
| I can approach my dean for conversations and advice about work. | 4.09 | 3.54 | 0.41 |
| I see people who are similar to me succeeding at Minnesota State Mankato. | 4.00 | 3.55 | 0.39 |
| My peers appreciate the qualities that make me unique. | 4.03 | 3.61 | 0.36 |
| My supervisor/dean appreciates the qualities that make me unique. | 4.01 | 3.59 | 0.33 |
| I can approach my supervisor/dean for conversations and advice about work. | 4.16 | 3.74 | 0.33 |
| Staff members make me feel welcome at Minnesota State Mankato. | 4.23 | 3.91 | 0.29 |
| My supervisor/dean recognizes my contributions at Minnesota State Mankato. | 4.01 | 3.66 | 0.29 |
| I can approach senior-leader administrators for conversations and advice about work. | 3.59 | 3.24 | 0.26 |
| My supervisor/dean listens to what I have to say. | 4.05 | 3.71 | 0.26 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 3.67 | 3.26 | 0.26 |
| Faculty make me feel welcome at Minnesota State Mankato. | 3.93 | 3.68 | 0.24 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.44 | 3.15 | 0.23 |
| My peers recognize my contributions at Minnesota State Mankato. | 3.98 | 3.74 | 0.21 |
| My work makes a difference at Minnesota State Mankato. | 4.36 | 4.17 | 0.21 |
| I can approach my peers for conversations and advice about work. | 4.28 | 4.11 | 0.15 |
| I feel that I am physically safe and protected at Minnesota State Mankato. | 4.34 | 4.29 | 0.07 |
| My students recognize my contributions at Minnesota State Mankato. | 3.86 | 3.81 | 0.05 |
| Rules for workplace conduct are applied fairly. | 3.42 | 3.39 | 0.02 |
| It is clear to me how my work is evaluated. | 3.79 | 3.80 | -0.01 |
| I can progress in my career at Minnesota State Mankato. | 3.52 | 3.60 | -0.06 |
| I receive encouragement and support for professional development. | 3.88 | 4.00 | -0.10 |
| I have enough time and resources to teach students. | 3.43 | 3.68 | -0.22 |
| I have enough time and resources to conduct research. | 2.17 | 2.64 | -0.37 |

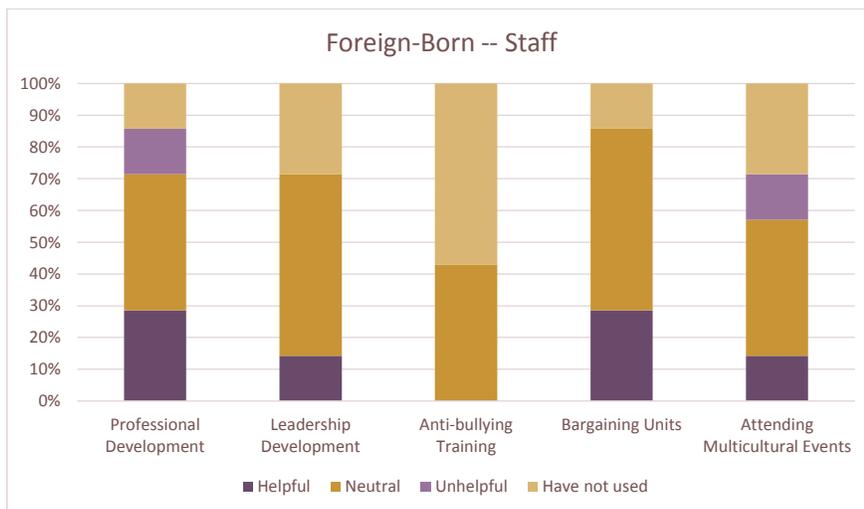
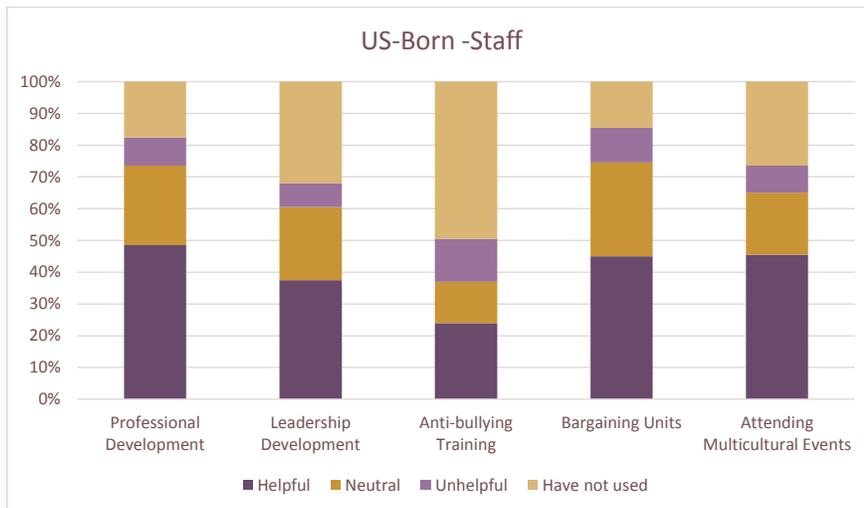
Students

| Item | US-Born | Foreign-Born | Effect Size |
|--|---------|--------------|-------------|
| Staff members make me feel welcome at Minnesota State Mankato. | 4.25 | 4.09 | 0.19 |
| Overall, I feel welcome at Minnesota State Mankato | 4.37 | 4.22 | 0.17 |
| My professors make me feel welcome at Minnesota State Mankato. | 4.36 | 4.23 | 0.15 |
| I see people similar to me succeeding at Minnesota State Mankato. | 4.20 | 4.08 | 0.13 |
| Fellow students who don't know me make me feel welcome at Minnesota State Mankato. | 3.70 | 3.63 | 0.06 |
| Senior-leader administrators make me feel welcome at Minnesota State Mankato. | 4.25 | 4.19 | 0.06 |
| Grading is understandable and applied fairly. | 4.00 | 3.94 | 0.05 |
| I feel welcome and respected in residence halls. | 4.06 | 4.03 | 0.02 |
| Staff members encourage me to express my thoughts. | 3.94 | 3.92 | 0.02 |
| Fellow students who don't know me appreciate the qualities that make me unique. | 3.49 | 3.50 | -0.01 |
| Staff members appreciate the qualities that make me unique. | 3.82 | 3.83 | -0.01 |
| Rules for class conduct are applied fairly. | 4.13 | 4.15 | -0.02 |
| Professors appreciate the qualities that make me unique. | 3.91 | 3.93 | -0.02 |
| My professors encourage me to express my thoughts. | 4.04 | 4.09 | -0.04 |
| I am aware of resources that help me manage my education process. | 4.03 | 4.10 | -0.07 |
| I can approach my professors for academic help. | 4.24 | 4.33 | -0.09 |
| I can approach my professors about my learning. | 0.00 | 4.31 | -0.10 |
| I can approach campus security with my concerns. | 4.11 | 4.21 | -0.10 |
| My professors understand that my personal life can affect my schoolwork. | 3.62 | 3.75 | -0.10 |
| I feel physically safe and protected at Minnesota State Mankato. | 3.99 | 4.15 | -0.15 |
| Senior-leader administrators appreciate the qualities that make me unique. | 3.64 | 3.81 | -0.17 |
| Senior-leader administrators encourage me to express my thoughts. | 3.69 | 3.97 | -0.28 |

Services

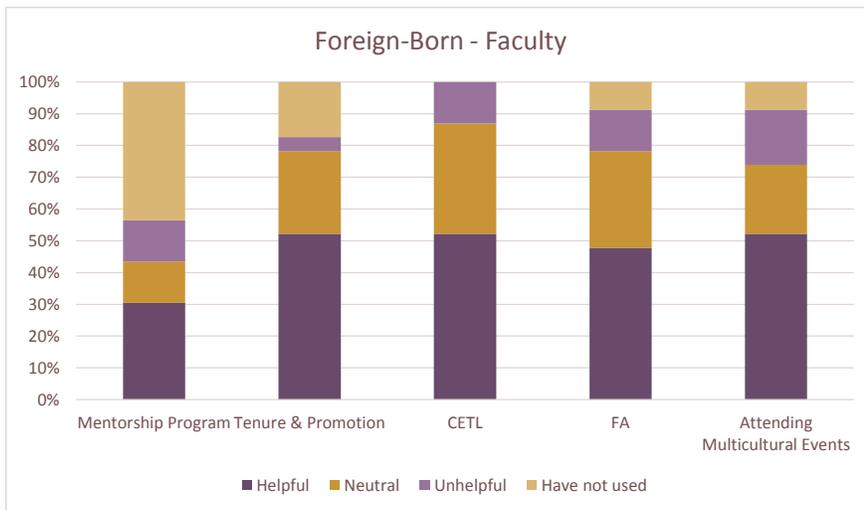
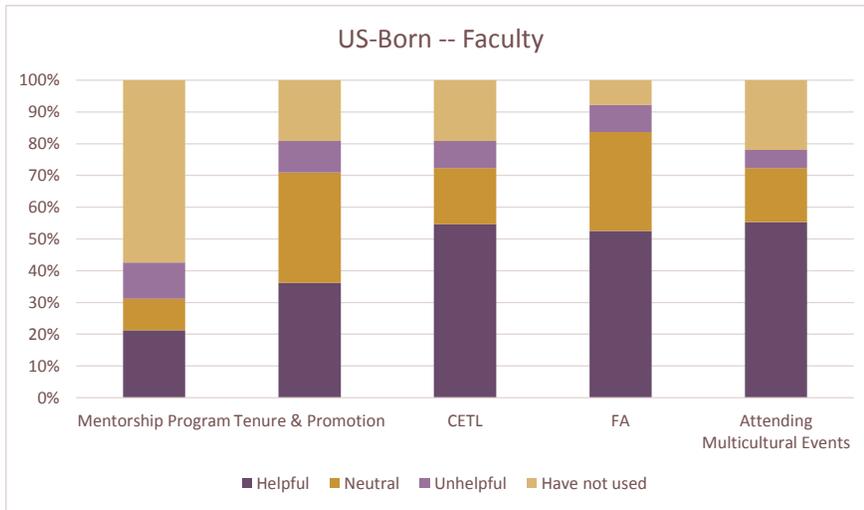
Staff

Foreign-born respondents tended not to have strong opinions about services, either reporting that they had not used the service, or that they felt it was both helpful and unhelpful. They did tend to feel that professional development and multicultural events are more unhelpful than did US-born respondents.



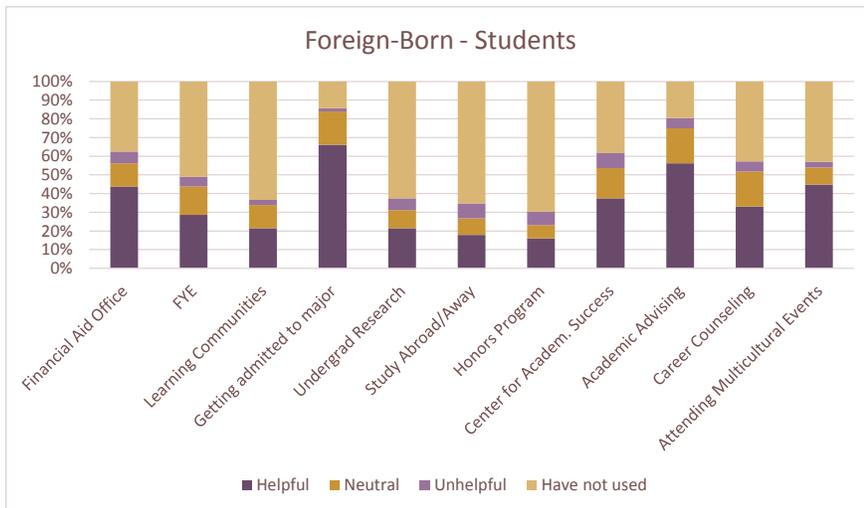
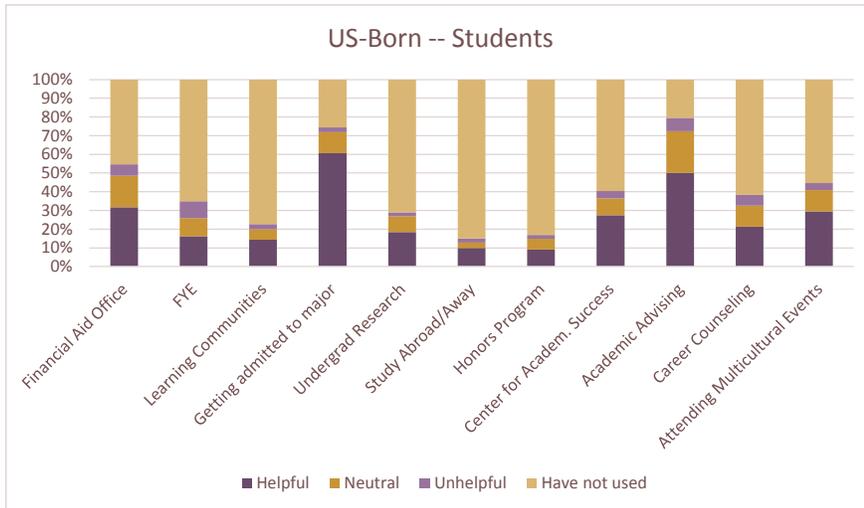
Faculty

Foreign-born faculty were more likely to have used services, and generally felt positively about them. However, larger proportions of foreign-born respondents felt that CETL, the FA, and multicultural events were unhelpful.



Students

US- and foreign-born students generally felt similarly about services. Foreign-born respondents tended to find services more helpful than their US-born counterparts.



Policies

In terms of policies, the foreign-born group generally has more positive attitudes than the US-born group. In particular, campus demonstrations were viewed positively across all roles. The one exception is that foreign-born faculty felt less positively about lactation spaces compared to US-born faculty.

Staff

| Item | US-Born | Foreign-Born | Effect Size |
|-------------------------------|---------|--------------|-------------|
| Workplace Environment | 3.84 | 4.14 | -0.25 |
| Lactation Spaces | 4.36 | 4.60 | -0.27 |
| Gender Neutral Bathrooms | 3.81 | 4.33 | -0.40 |
| Crime Reporting Requirements | 4.10 | 4.50 | -0.44 |
| Tobacco and Smoke Free Campus | 3.87 | 4.57 | -0.52 |
| Campus Demonstrations | 3.29 | 4.00 | -0.60 |
| Parking | 2.98 | 4.14 | -0.84 |

Faculty

| Item | US-Born | Foreign-Born | Effect Size |
|-------------------------------|---------|--------------|-------------|
| Lactation Spaces | 4.49 | 4.18 | 0.36 |
| Gender Neutral Bathrooms | 4.36 | 4.14 | 0.23 |
| Grade Appeals | 3.52 | 3.63 | -0.11 |
| Human Subjects Research | 4.14 | 4.28 | -0.15 |
| Tobacco and Smoke Free Campus | 4.41 | 4.59 | -0.17 |
| Crime Reporting Requirements | 4.11 | 4.38 | -0.30 |
| Campus Demonstrations | 3.81 | 4.25 | -0.46 |

Students

| Item | US-Born | Foreign-Born | Effect Size |
|---------------------------------------|---------|--------------|-------------|
| English Speech Placement | 3.99 | 3.87 | 0.11 |
| Lactation Spaces | 4.32 | 4.24 | 0.08 |
| Graduate Assistantship | 4.28 | 4.27 | 0.01 |
| Student Financial Aid Eligibility | 3.91 | 3.92 | -0.01 |
| Gender Neutral Bathrooms | 3.91 | 4.00 | -0.06 |
| Undergraduate Requirements for Degree | 3.84 | 3.94 | -0.08 |
| Access for Students with Disabilities | 4.37 | 4.46 | -0.10 |
| Crime Reporting Requirements | 4.11 | 4.24 | -0.13 |
| Campus Demonstrations | 3.39 | 4.15 | -0.68 |

Safety on Campus

On the following pages, we present information about where employees and students do/do not feel safe and welcome on campus. The heat maps provided indicate which locations were most commonly selected among respondents.

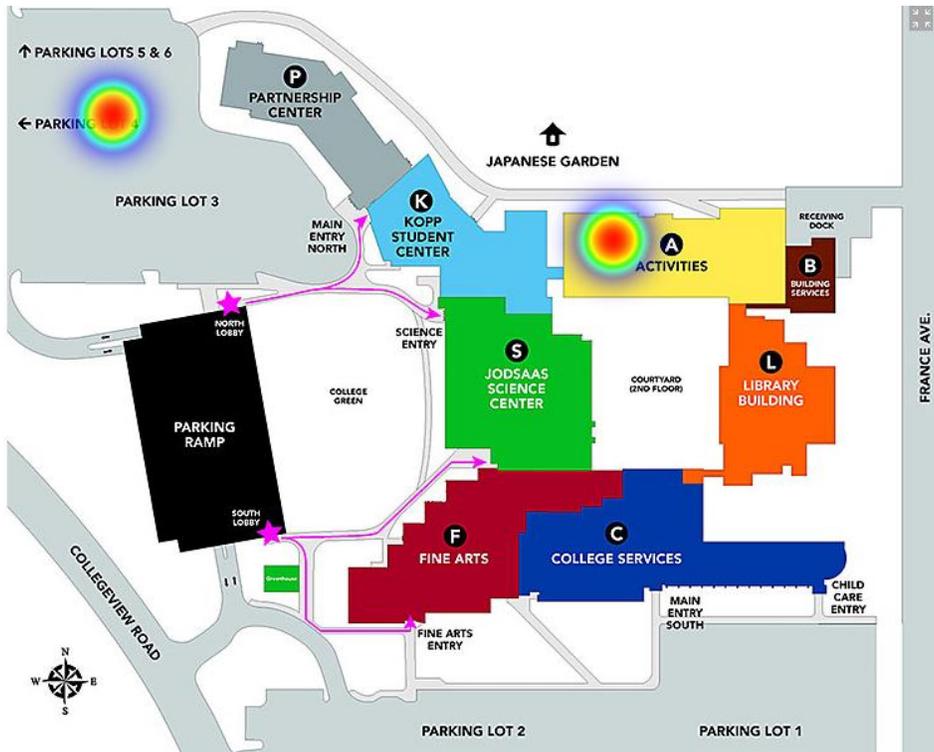
Full Sample Heat Maps—Negative Experiences

In terms of locations on campus that make respondents feel unsafe or unwelcome, respondents tended to identify the following areas as problematic:

- **Parking Lots and Roads:** Respondents indicated the locations were isolated, poorly lit, or were places where many previous crimes had been reported. Respondents also indicated that roads in general felt unsafe, as drivers go too fast, fail to see pedestrians, and/or fail to obey traffic signs and traffic lights.
- **Gyms/ Weight Rooms:** Respondents indicated they felt these spaces were too small for the size of the university, which led to uncomfortable crowding. They also reported that these spaces tend to have a lot of men and athletically fit individuals which was intimidating to some individuals. Some respondents reported rude behavior or cat-calling during workouts. Finally, respondents indicated a lack of gender-neutral options for changing rooms in athletic facilities.
- **Administrative Buildings:** Respondents indicated that administrators seemed uncaring about their well-being. This included critiques of student services (e.g. Campus Hub, Registrar, Cashier and Financial Aid were unhelpful) as well as critiques about leader and employee behavior in these areas (e.g. bullying, favoritism, arrogant or dismissive behavior from employees or administrators; the feeling that those who inhabit this space are out of touch or don't care about anything except for getting money from students).
- **Campus Mall:** Some respondents indicated that the political/religious demonstrations on the campus mall made them feel uncomfortable or unwelcome.

Respondents from Iron Range did not explain what the issues were with the places they selected.





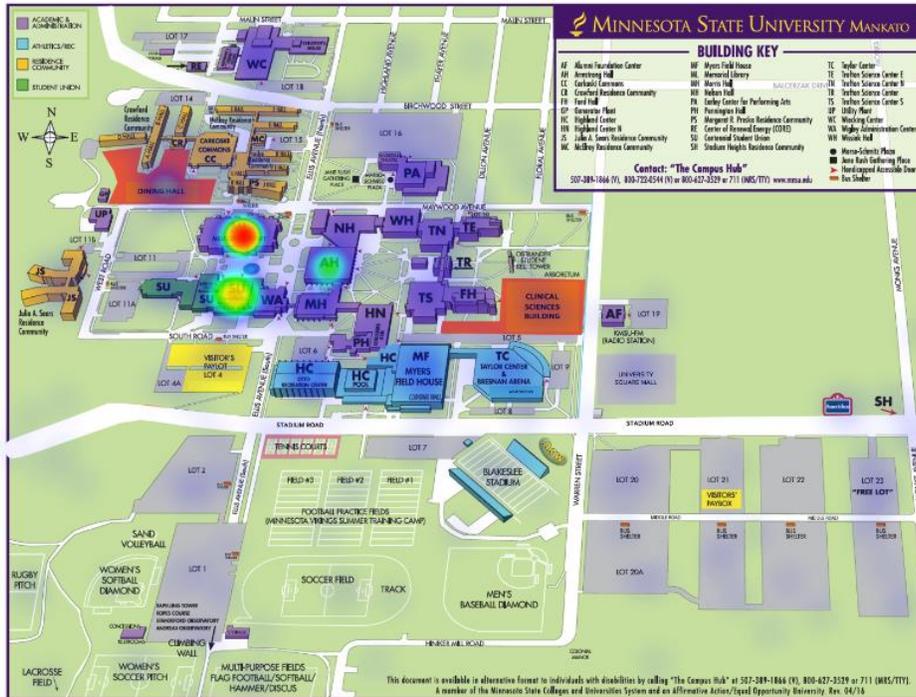
Full Sample Heat Maps – Positive Experiences

In terms of locations on campus that make respondents feel safe or welcome, respondents identified the following areas:

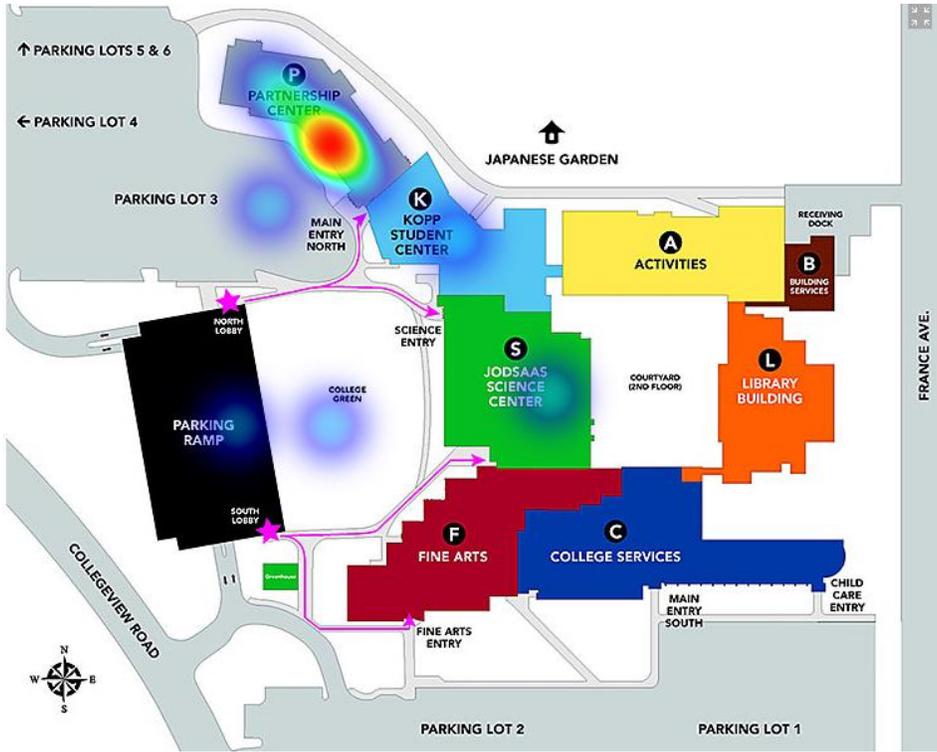
- **Student Union/ Student Services:** In general, respondents had positive feelings about the student union and student services areas. In particular, participants indicated that the Women’s Center, the Multicultural Center, the LGBT Center, the Center for Academic Success, and the MSSA office were places where they feel safe. Participants also indicated that friendly staff, good lighting, and comfortable places to sit and relax also made them feel comfortable in these spaces.
- **Library:** Although some noted concerns about safety in some areas in the library, many people noted that they feel comfortable in the library. Specifically, respondents noted the friendly and responsive staff, good lighting, and “invigorating” atmosphere of faculty and students working on projects as reasons why they felt comfortable in the library.
- **Work Spaces/ Living Spaces:** Many respondents indicated they felt most comfortable in the areas they were most familiar with—employees often cited their office or department space, and students often cited their dorms and the academic buildings where they spent

most of their time. They indicated that they enjoyed the happy memories and friendly relationships they built in these locations.

Respondents from locations other than Mankato did not elaborate on what made them feel comfortable in the locations they selected.







Employee Comments

Comments from employees (administrators, staff, and faculty) demonstrated a number of themes. In this section, we provide broad categories, as well as some illustrative examples of the types of comments that were made regarding the topic. Names and identifying information mentioned in the comments have been redacted. In addition, some portions of comments are omitted in the interest of brevity; grammatical and spelling mistakes are left as is.

No path for advancement

A number of comments noted concerns about planning a long-term career at Minnesota State due to no chance for advancement. Many respondents emphasized that they liked their position, but felt limited in terms of developing as a professional.

- On progressing in my career--there does not appear to be any type of internal tracks for promotion or even lateral movements for current employees--at least not for the majority of current employees. Succession planning does not seem to be a concept we engage in. Successful performance by internal candidates is not recognized and in fact it is many times a disadvantage in the process to be an internal candidate.
- I am in a fixed term teaching position, and because of degree requirements for any future tenure track position, it is unlikely I will be able to continue at MSU in any full-time faculty capacity.
- As a motivated young professional, I am finding it hard to "move up" within the university without leaving to gain experience elsewhere. My supervisor is not supportive of providing opportunities for increased leadership in my current position.
- There is very limited opportunities for career advancement at MSU, Mankato as a staff member. To advance, I would most likely need to move to a different institution of higher ed. Additionally, it appears that advancement opportunities are targeted....targeted to people of specific demographic groups vs. merit.
- Overall, I really enjoy the work I do here and I see great value. However, when it comes to career pathways and value seen from management...I am just a number. One that is easily replaced. I would love the opportunity to advance my career here, however the reality is I won't be given the change. I have a master's degree and [redacted] years working here, with in AFSCME and not even given the chance to interview for the various positions that I have applied for.
- Because of the labor union environment, people get pigeon-holed into particular jobs and it is almost impossible to advance beyond the classification under which one was originally hired. And while some of the classifications have a tiered structure, others do not.

Workplace standards are not applied fairly

A number of individuals commented that standards were unclear, and were applied very differently in different departments.

- On workplace conduct--whether or not this exists, there seems to be a PERCEPTION that these standards are not applied fairly.
- "Productivity" is being measured in one way and what we are expected to do (i.e. participate in a HUGE amount of service to the organization) *is measured in a different way*. It seems that the Provost is interested in pushing through an agenda with quantifiable measures that will enhance her portfolio. This is at the expense of true collaboration and investment in faculty support (via time, professional development and time for deep collaboration)

- *I have witnessed incidents where two individuals are accused of the same conduct. One (faculty member) walks away without incident and the other (staff) are reprimanded by their supervisor. Trust levels decrease in rules being followed and it also creates a feeling where one is valued more than the other.*

Lack of diversity

Comments often cited a lack of diversity among faculty, staff, and administration.

- *I do not see domestic people of color being very successful here at MSU. The majority of diverse faculty on our campus are international diversity. MSU does not have enough domestic Black and Brown people in administrator positions around the university. If we want a diverse population that is not primarily international students we need to start hiring scholars of color into leadership and faculty positions. Students of color need to see people that look like them in professional positions to feel like they belong.*
- *Furthermore, there are not many staff of color and those that are- reside in mainly positions in Diversity. I would like to see staff in all areas of academic and students affairs, and not solely in B range positions. The work that I see within ID is great, but I do not feel that they should be forced to do the work alone. Others, including myself, should do better at doing diversity work across the university, and not relying on one office to speak for the entire campus. We should be supporting them and their efforts every step of the way.*
- *Demographically speaking on levels of race/ethnicity, socio-economic status, etc, there are not many other staff members with whom I identify....For example, there are very few women of color at all levels of... It is disappointing at an institution of this size not to have more people of color, and women at all levels of administration across campus, especially at the senior level.*

Lack of performance feedback

A number of comments noted that respondents had not received any feedback on their job performance. Some of these comments also reported negative leadership behaviors and intimidation.

- *I have not been evaluated in the past three years I have been at Minnesota State. Some students help me feel my work makes a difference, but I often wonder if it means anything. I feel somewhat appreciated by my supervisor, but that could be stronger.*
- *The only feedback I received in the past from a dean was to request help with college projects, or to point out issues with the website. ... As an adjunct for 7 years, I have never received performance feedback. Nor do I receive day-to-day feedback unless I make a mistake.*
- *My supervisor has only provided me one evaluation in my time here (I have over 4 years of service).*
- *I have not received an evaluation from my supervisor in the entire time I have worked at MSU. My supervisor creates a culture of fear and retaliation happens in various, under the radar ways within the department. I have loved my experience at the University but not within my department.*

Not enough interaction with senior leadership

Respondents indicated that they feel that senior leadership is unapproachable, uninterested in employees, or disconnected with the work and learning that is being conducted at Minnesota State. Some respondents also noted that they feel the high rate of turnover among senior leadership is problematic.

- I do not know senior administrators. I *do not interact with them regularly*. There is much turnover with senior leadership. In my time here I have had so many deans, hard to have any consistent feeling about that role.
- *I do not feel that Senior leader administrators know much about what I have to offer*. The dean of our college never asks me about my career goals or speaks to me about my performance. I feel the higher level of the person the longer the distance is between them and the staff and students.
- I'm not sure that administration or my dean *know who I am*.
- In general, adjuncts are at a distance from most administrators, and it would be great for that gap to close some... Many of the contingent faculty in my department have worked in their capacity for years, so despite their transient status, we are a core part of the functionality of our department.
- *I am snubbed by upper management/leadership*, especially when I really work hard and make a substantial contribution to the university and our students. [Name redacted] is a perfect example because he won't even say hi if I pass him in a hallway when I say it first--he completely ignores me every time and has for years. That comes off to us staff members quite poorly as it's obvious *we aren't "worthy" of his thoughts or time*.
- *Senior leadership is disconnected with the average student, faculty, and staff person on campus*. They appear interested, but it feels more like a facade than true engagement and interest. This is especially in awarding sabbaticals for MSUAASF employees... It is rare, if ever, that a MSUAASF member will be given a full year off--unless if they are working on a doctoral program. This practice is unfair and discriminatory. Why in the world would I even want to attempt a sabbatical when senior administrators scoff at non-teaching faculty? It is indeed disturbing.

Clear hierarchy with senior administrators at the top and students on the bottom

- Senior administrators get many "perks" that faculty do not-- free sports events, special access to vikings training camp, complimentary tickets to concerts (Elton John for example), access to the MSU box seats at the verizon center-- to name a few. This makes faculty feel like second class citizens, and breeds discontentment towards the institution. I do NOT feel like a "member of the MSU family" as a faculty member.
- I feel that faculty create a divide between themselves and staff members. *It appears that they are superior and all others are beneath them and not worthy of their time*, encouragement or cooperation.
- Rules for conduct are not applied fairly. *Faculty get away with much more than a staff member ever would*. There is too much of a hierarchy here at Minnesota State, Mankato and it doesn't allow for others to grow and progress. What is that teaching our students?
- As a staff member, we are viewed and treated *as inferior to faculty*. We do not have the freedoms nor opportunities that faculty have despite the fact that some of us have the same years of experience and education as faculty members. We all do different jobs to make the university the great place it is.
- *There is a big difference between how students vs. staff/faculty are treated*. I think we all need to be a little more mindful that we are not just interacting with students all the time. We are sometimes interacting with staff/faculty instead and being rude to them because you think they are of another status is uncalled for.
-

Faculty feel "stretched thin" especially with respect to research expectations

A large number of comments from faculty indicated that they feel unable to find the time to conduct research, given the demands of teaching and service at Minnesota State.

- Achieving excellence in all five Article-22 criteria is always a challenge without a break. MSU maintains the research and publication expectations of comparable institutions with 9-credit-hour teaching loads while we still require a 12-hour teaching load. Some faculty are suggesting that we should go to 4-credit classes like other departments, not because of curricular quality, but because (like the other departments) it is seen as a way to survive.
- There *are not enough resources or time* to do a good job teaching four courses per semester while doing all the administrative work, and research is pushed down the priority list by all the immediate and emergency demands, but the lack of research funds (and complexity for getting additional funds) clearly signals that research is not important anyway. It's good enough to teach the students whatever was cutting edge whenever you started working here, no matter how many decades ago it was, and it is coming out of hide for you to do any more.
- *No reassigned time is ever given to actually do research.* If it is the goal of the University, then it should be given priority time to get the research done.
- As a faculty member, I have to spend a lot of time on administrative work that the administrative assistants should be doing. But because of numerous budget cuts, my focus is no longer on teaching and research, it is on simple time-consuming administrative work. It is very frustrating and makes me feel very devalued. I have a PhD, yet I *don't have time for research.* I work far more than 40 hours a week and end up grading papers over weekends.
- There is no workload assigned to faculty who spend time coordinating large courses that have components off campus, and that involve numerous adjunct faculty. I do all of this work, including during the summer, without compensation. The university does not value the importance of this ... The time to ensure the courses run smoothly is significant, and *affects my time and ability to engage in research.* I could do more research if my workload accurately reflected the work that I do.
- A large part of my job is mentoring students through research at the graduate level, and this seems to be a priority here at the University, yet there are no University grants for graduate student research. There is for undergraduate research but not at the graduate level, yet we except thesis and manuscript options from the students.

Unfair treatment based on demographic differences

Several comments outlined concerns about treatment based on demographic differences.

- In terms of workplace conduct rules, there seems to be an *imbalance favoring male* faculty members over female faculty members.
- I have repeatedly sought help in the dean's office, but after securing promises that they will look into it, the only result has been an intensification of the same behavior on the departmental level. *I firmly believe that my own ethnic identity, gender, and sexual orientation are fundamental factors motivating this treatment.* This is the most hostile workplace I have ever had the displeasure to experience. I am now considering ending my academic career because of it.
- Most of my disagreements with the above statements have to do with how race impacts my ability to both feel welcomed and be supported in my work. *To many people are unwilling to address the fact that we have racial problems and disparities for people of color.*

- *As someone who practices a non-Christian religion, I've found that I've been passed over for opportunities.* ... I love serving the students and I wish things were different. It makes me think that I need to find a more welcoming environment for my next position.
- The Workplace Environment Policies have improved the environment for MOST faculty and staff. The one unsettling situation where the situation has deteriorated is treatment of white males. I have observed multiple times where white males were spoken to and/or treated improperly. When complaints have been brought forward either informally or formally, there was no action taken. I believe under similar situations actions would have been taken if the person was from an underrepresented group.
- *There is a strong bias to hire and promote whites at Minnesota State University.* Some of the candidates who are promoted or hired are not qualified to be deans or administrators ... Faculty of color are often overlooked on this campus - even when their work is exceptional or potential is obvious.
- *I believe the Good Ol' Boys Club runs unchecked at our University.* Rule bending and exceptions are consistently used for those that are within this group, or friends of those in the male dominated portion of the administration. I see oppressive techniques being used routinely on women in our area to halt decisions and prevent career progression. It greatly affects our ability to do our job.
- It is the "good old boys" time and time again. If it is not an administrator's idea, it will not be heard, especially from a female. There is a great deal of gender-inequity at this institution.

Ineffective leadership

A large number of comments cite incompetent or abusive leadership as being a cause of concern.

- My VP actually *yells at me* during phone conversations. ...I feel this is a good old boys work climate and very little trust in higher administration although I do think President Davenport does a good job with the information he has but he usually doesn't have the entire story.
- The system of communication is very *"top down" instead of going both ways.* When people attempt to communicate with administration they are seen as "trouble makers."
- Our administration does not like to hold themselves accountable for anything. It is always just a mistake or some staff or student's fault. There is so much nepotism going on throughout the campus, and especially at the top levels of the administration. If they don't like someone who will not acquiesce to them, they find a way to re-organize them out. ...This place needs an overhaul beginning with the administration.
- *There are vice presidents and deans on this campus who come off with a strong attitude and arrogance of being better or above others beneath them.* It is disheartening because we all work hard and contribute to the campus, regardless of the level we are at within the organization. There is a culture among leadership of acceptance of this arrogance and the response to this behavior is, 'that is just how that person is.' In a leadership role, modeling civil, respectful behavior is of critical importance and I'm not seeing it in a number of the vice presidents and deans. I would like to see some of the vice presidents and deans walking the walk, rather than talking the talk.

Hostile colleagues

Along with comments about leadership, some comments also noted issues with peers and other colleagues.

- My colleagues, and I use that term in its most broad definition, are *very cliquish, rude, and disrespectful* of me and others in my age group. They behave as if this is a junior high school.
- Staff at times can seem either *hostile or unmotivated* to collaborate with faculty—especially with university tasks and procedures outside of their expertise—and dismissive of student requests for assistance.
- I believe that my supervision and others in my department appreciate me and my work, I also feel that I have to hide who I am and my political beliefs because they are right leaning. *I believe that if I revealed this to them that the climate around me would become, at the very least, put off.*
- *I do not feel personally safe at work.* I filed a sexual harassment report with Affirmative Action against a student as a staff member. Now, we may have to hire said student ... as he feels we may "retaliate" against him and not hire him. This does not add to my safety. I do not feel heard regarding this.
- I have witnessed employees in two different unions that are allowed to be insubordinate to their supervisor *and hostile towards their colleagues* but there are no repercussions from their supervisor or managers because they are afraid that the employee will go to their union and file a grievance. In turn, the morale of everyone in the department is affected.
- *I do not think that tenured faculty should be exempt from policies like civility, bullying, and other poor workplace behaviors.* You can say that they are not, but I have personally witnessed bullying from faculty and I know that there is no real recourse. To me, this is a very sad aspect of our environment.

Welcoming environment

One of the clearest themes with respect to positive comments was that many people do feel welcome on campus, and they appreciate the current efforts the university is making to create a more inclusive environment.

- Things are not perfect all the time in regards to diversity and inclusion but I feel *the university is making a good effort* to advance in this regard.
- *The leadership at this University understands diversity and works hard to get in front of the issues.* They make every attempt to be inclusive of diverse populations and diversity of thought.
- I started as an adjunct and *have been welcomed by all even as an adjunct.* Now that I am full-time I still believe that MSU Mankato is one of the most friendly campuses in MnSCU.
- *I really love working at Minnesota State University Mankato.* I've worked at 2 other colleges (both were private, for profit) and I have never had this supportive of an environment to take part in professional development and internally grow my career. [My supervisor] is great at listening to our concerns, helping with questions, and promoting internal development.
- *My overall experience here is excellent.* After working here for many years I still enjoy coming to work.
- After 10 years working here, 2 while I was a student, *my coworkers feel like family.*

Student Comments

Comments from employees (administrators, staff, faculty) demonstrated a number of themes. In this section, we provide broad categories, as well as some illustrative examples of the types of comments that were made regarding the topic. Names and identifying information mentioned in the comments have been redacted. In addition, some portions of comments are omitted in the interest of brevity; grammatical and spelling mistakes are left as is.

Micro-aggressions and blatant discrimination on campus

A large number of comments indicated that students had faced either subtle or blatant discrimination on campus. These concerns were most commonly about race, although other minority groups were included as well. Students indicated that they experienced this through many sources (administrators, staff, faculty, and fellow students).

- I have had some people that I don't know appreciate me for being different, but I have had several instances of people *shutting me out, making rude or threatening comments to me, or treating me poorly due to things that make me unique or even just for being female.*
- While upper administration claims to be here to help and for the minority populations on campus but we have seen on *multiple accounts where victims of sexual assault and racial discrimination have been shut down in the name of "needing both sides of the story.*
- *I believe the President is not inclusive.* He says things about accepting diverse students but his actions do not show it. There is a difference between free speech and allowing someone so hateful to speak on our campus.
- *Minorities are not accepted in the educational programs here given at MNSU, the procedure of selecting people with good grades is not true but is racially biased.* All the programs, at most have 1 black person accepted and hundreds apply.
- As a minority, it is often times hard to see other minorities like myself succeed. *It is well known that minorities have a harder time getting into their major programs.*
- I don't feel welcome at MSU. My experience at the dormitory wasn't a good one. I was told by the white students, *Black aren't wanted here!* Its so sad to have people like that on this campus.
- *I often feel like I am gas lighted by some upper level, tenure, white & male professors and administrators.* I also have a really close friend who is a transgender woman who is consistently misgendered in class even though this instructor had prior knowledge of her pronouns. ...[Faculty] need to understand privilege & the difficulties that many marginalized people here in Mankato have to deal with. You cannot just expect that having an affirmative action office or disability services or counseling office is not going to change how well your faculty/staff members are to marginalized bodies. ... I think some sort of critical discussion & training program must be instilled before participating in this job.
- *Racism is strong on campus.* Students of color are often made to feel less important in classes, and sometimes even have to face blatant racism from professors. An Asian student, for example, was told (in front of everyone) by a [department redacted] professor during a presentation that she could pretend she couldn't speak English well if she did not know how to answer a question. *The state of racial ignorance among MSU professors needs to be addressed.* There needs to be more training and more education on racism, but above all - more humility to admit deficits in the first place. Both the administration and the faculty need to admit that there is a problem on campus and to go beyond impression management and make concrete, meaningful steps to address it.
- I feel welcomed and at home in the Multicultural Center. If it weren't for that center and the students and the staff and the Dean, I would not feel welcomed at MSU. Some faculty single me out. Students and faculty *don't understand other cultures.*

- I'm Roman Catholic and I usually feel *my faith is disrespected and much less valued* than other faiths. This makes me feel unappreciated and less valued than other students at the University.
- I have been in classes where it is obvious that rules are not applied equally to students of *nationalities different* than the professor, but the majority of the time this is not true.
- It is encouraging and welcome among the international students most of the time. / However, I do feel there *are lack of harmony between local students and international...* Usually, international students get job with physical work such as dining area and sometimes managing. It is very difficult to get office job as an international. ... I hope this barrier would be educated or fixed so that I could feel equal in opportunity of all.
- *Less opportunities for employment for International Students* especially during the summer. Including internships and services provided during that time.
- The residence halls are filled with *racist people* who do not welcome or respect international students at all.
- During office hours when students goes in for help the professors appears as if they don't want to help the students and some even said some degrading to students, especially to my friends of color being that English is not their first language
- Fellow students who don't know me *gave me the look because I'm different from them* until I start to speak in English. Especially when I walk around my residence hall, I feel like an animal in the zoo because I get those bizarre stare quite a lot... I don't feel really welcomed no matter how many friends I have here and how sociable I am.
- Students, primarily white students, who don't know someone who is African-American like me will not approach you. They have a vibe where they already know they don't want to associate themselves with you. Most cultures hangout together and it seems very divided everywhere

Professors don't care about students

A number of comments indicated that students often felt as though faculty did not care about students as people, and were dismissive of concerns or pressures students face outside of the classroom.

- We are told to never be late to class and we lose points and can't take an exam if we are even 1 minute late, yet the professor is over 10 minutes late and they act like its nothing... Professors are hard to approach because we know they *choose favorites* and if we fall into to category of them not liking us, then we know everything we do will have consequences.
- Throughout my entire time at MNSU-Mankato, I have had a handful of professors that truly seem to care about my learning. Most of the teachers are extremely rigid and either are very difficult to come to for help or when you do come to them for help they seem inconvenienced that you are coming to them with questions. ... *The majority of teachers at MNSU-Mankato do not seem to care about the students but are just trying to look good to the university and being out for themselves.*
- It's not that professors are doing anything wrong, *they just don't have time to get to know their students* and to even know what would make a particular student unique.
- Many of my peers have stated multiple times that their *Advisors are unhelpful and hard to get a hold of, having to send multiple emails before finally getting a response.* ... Instead of increasing parking pass costs to fix the empty parking lots that noone can afford to park in in the first place, maybe we should invest in tutors and other ACADEMIC HELP

- In the past I have *had professors that don't understand that personal life can get in the way of school work*. There was a very difficult time where I lost a family member which took not only an emotional toll on me but also on my grades, and when I asked for help or anything to bring my grade up I was told that I am an adult and should know how to balance my personal and professional life better.
- Professors, in my opinion, *lack the understanding and sympathy for those students* who are experiencing displeasure outside the classrooms. The teachers could be more student-oriented instead of professional oriented. I think students would learn more.
- Professors don't understand that I have a disability that affects my writing. They also can be intimidating to approach to discuss my concerns.
- The professors in my major *are not welcoming, personable, polite when students ask questions or extra help*. [Name redacted] especially ridicules students who ask questions and therefore nobody does and the grades have to be curved because so few understand what he is teaching. I am treated like a burden at office hours and told to ask classmates for help instead. If I could afford to go elsewhere I would.
- *I do not feel that all of the professors and staff are respectful. I have had professors this semester telling students they are stupid and that they should quit because they do not have what it takes*. I also have witnessed these professors disrespect women because it is not in their culture to respect women. This is the first semester as a student that I am looking at other schools for the way I have been treated with my disabilities and discriminated against. I truly believe the school needs to do a better job with resources for students having issues with their professors and constant bullying to have a place to go and say something.

Unwelcoming environment

Some comments noted that students felt alienated or unwelcome at the university. A number of comments cited concerns about crimes on campus, and indicated a greater security presence and more safety measures would be helpful. There were also a number of concerns about people being unable to safely express their opinions on campus.

- Many staff members and professors have been at their same job for 20-30 years and they don't want to change, don't want to take part in anything new. I've seen staff/faculty/administration deliberately halt projects simply *to spite another person rather than working together toward a common goal*. I hope to graduate soon and have decided that I don't want to work at MSU because of the animosity between faculty/staff/administration that I've seen/experienced on campus. I appreciate the opportunity to take this survey but I don't believe anything will change.
- *I do not feel safe here* because I hear about all the random acts of violence and school shooting and I am scared that this will happen some day. I do not let this fear guide my behavior, but it is always a possibility to happen and that makes me worried.
- There seems to be *a lot of sexual assaults reported on this campus*, which is particularly concerning considering this is a small campus town and not related to crime crossover from a large city. It seems like the men here don't respect women very much.
- In terms of students in Mankato, not many are as inclusive as others. There are many students who are focused on themselves, and they have all the right to. However, the atmosphere that is created because of this creates a very isolated aura sometimes on the campus
- There has been incidents of suicides, rape, theft, guns, violence, and sexual assaults. *It does not make me feel safe*. I understand stuff happens and the things people do cannot be helped, but I feel it is also the campus's responsibility to do something about it.

- I am a republican female on this campus. I feel if I express my identity on my political stance both in class and around campus I am shamed and put down. This campus is so liberal that it makes me sick that your goal is to promote diversity but you don't hold events or support groups or anything to support the conservative side. I don't feel comfortable expressing my thoughts in class when teachers don't open conversations about politics but they just make innaproate jokes about trump over and over again.
- MSU could improve bystander training as being a minority on campus exposes us to harassment and possible assaults.
- MSU Mankato, is a good school and overall people seem to care about student success. However I *would not consider it to be an overly warm environment.*
- It makes me feel unsafe when *hate speech is considered freedom of speech* and nothing is done about people who spread hate speech on our campus.
-

Lack of diversity on campus

Comments also cited a perceived lack of diversity on campus.

- Also, I *would like to see a more divers staff/faculty.* The lack of people who look like me is detrimental to my confidence.
- *Mankato advocates for a lot of diversity, but it doesn't feel like the administration is willing to make changes to support that.* Where are the staff of color? Some times students do not feel comfortable addressing their challenges with staff that do not share similar experiences to them or do not acknowledge their cultural differences. My question is are the staff well trained on inclusive practices that encourage students to be authentic around the staff? Would community forums and lunch times that encourage students to engage with staff help? There could be a take a staff to lunch program that allows students to connect with staff and faculty on a more personal level.
- In terms of seeing people similar to me, in terms of people like me, I am an Chinese-Hmong American Student. I would appreciate that many more students of different ethnical backgrounds would be able to attend campus. Mankato in Asian minority population contains of over 50% of Hmong AMERICAN students. However we lack other Asian American students on campus. Improvement with ethnicity would be great.

Lack of support on campus

Students indicated that there were some areas where they felt they were not getting adequate support from the university.

- I feel like only now that I am a senior am I learning about the resources available on campus. ... I felt *completely on my own* when looking for jobs and I would really like the university to help me with that. Also, I feel like more options should be demonstrated to students freshman year about all the options to study. I felt so lost looking for a major. If programs similar to what I'm describing exist, focus resources on letting students know that. I had no idea about any of these things for the first 3+ years as a student.
- Senior administration *was not supportive* of my graduate research needs.

- As a veteran, I feel that I've been marginalized and unwelcomed. The administration of this university doesn't take veteran concerns seriously. We have had student-veteran suicides for 4 years consecutively. *The veteran community on campus needs more help.* They are planning to house the new veterans services coordinator in the abandoned dining center. No other student group on this campus is being treated this way.
- The school needs to assure all students of color feel welcome in the school *and have resources to help them excel academically.* Although there are some resources that students of color can utilize to help them through school, I feel that there is more that can be done.
- While my professors support me and my progress, *the department head does not respect my program or the professors in my program.* ... This significantly affects my college experience.
- I am in a doctoral program and I feel that the *GA opportunities are minimally available* and do not support me as a student. My professors are awesome and are the reason that I stay at MSU, as I know that I could receive more financial assistance at another school.
- I believe that there are many resources on campus that students are not aware of. Perhaps a good idea would be to write an article in the MSU Reporter twice a week each time picking one of the resource centers available on campus and how they help students succeed.
- I wish I had more people help me as a freshman when I first attended MSU. It took me 5 years to graduate, when realistically it should only 3-4 years, *I did not get the proper help I needed from staff to know how important it was to know MSU educational policies.*
- Please don't ever fade the URS. Provides undergraduates with invaluable skills and scholarly developments.
- My minor concern is about graduate funding. It is just very frustrating when applying for assistantships and I don't receive a response. I don't know if this is something you can do much about, but it really makes me feel like I am not important.
- Ever since I have been studying here at Minnesota State University, Mankato the Hmong Student Organization and International Diversity has played a key role to why I love being part of this school. It just breaks my heart seeing so many directors within the International Diversity leave their positions. How to we retain directors or find new directors in a timely manner. I wish there was a faster and better way of finding a director.
- I find that the *support from professors in my department is limited--* even with a small cohort and small classes, it's difficult to meet with my advisor because their schedule is overbooked with appointments, so I only see them once, maybe twice a semester. ...That being said, the professors I have had, despite being from other concentrations, have been wonderful and very supportive in helping me grow and recognizing my strengths.

Bad attitudes from employees

Students noted some specific examples of when they felt that employees (administrators and staff) were unprofessional or unfriendly in interactions.

- To be honest I feel like *the staff here at mnsu is not welcoming.* Whenever i go to campus hub they are rude to me and do not care too much about me.
- At times when I've gone to different help/administration offices. The staff are not very friendly and they seem bothered so sometimes I'd rather not ask for help and figure it out on my own.
- The staff working at campus hub *are rude and could care less about who you are as a person.* They see us all as student id numbers.
- Staff members make me feel okay. I witnessed a scene at the cashier's office where the worker *disrespected an international student because she couldn't speak English all that well.* That made

me so upset! MSU employees need to be more welcoming and patient with all students regardless of their background.

- In response to the staffs, sometimes I feel not welcomed or like they do not want to help me. It's how the way they present or interact with the students especially for the freshman students. I understand they deal with students every day but it would make the students feel more comfortable if they are greeted. I know it will make me feel more comfortable..
- *The staff here are extremely rude.* Campus hub and other administrative office personnel, including those within my major of [department], are some of the rudest people I have ever had to approach for help with something. Even asking for a simple request is hard because of how unapproachable some of these people are. Campus Hub has even been rude to my parents when I was a freshman here asking about financial aid assistance.

Not enough interaction with leadership

Students noted that they too feel disconnected from senior leaders at the university.

- *I don't really think that Senior-leader administrators appreciate the qualities that make me unique.* I don't think that they go out of their way to find out those qualities. Faculty, staff, and students all make me feel welcome to share my unique qualities, but the administrators make me feel like I'm really only a number. Emails are not even attempted to be personalized and the administrators are only to be seen during highly publicized events which makes them seem like an elitist group.
- I feel as if senior administrators are *disconnected from their students and faculty*. They ask for our opinions and then completely disregard them. It's almost as if it's just to make themselves look better. This was most apparent during my time employed by the university as a work study student.
- *Senior-level administrators do not care to get to know me.* They only see me as money or a paycheck. If they were truly interested in knowing students, they would not sit with only themselves at events. How can you get to know students if you only ever talk to your coworkers??? I think they should also have weekly lunch forums for discussion.
- *I don't think senior level administrators know anything about the students on campus.* Usually that group is so removed from students.
- Sometimes I feel that some Senior-leader administrators *do not feel welcoming or approachable* at Minnesota State Mankato. I feel that although I approach them, I am not acknowledged.

Welcoming environment

Finally, when respondents indicated something they liked, they noted that they find Minnesota State to be a welcoming and friendly environment.

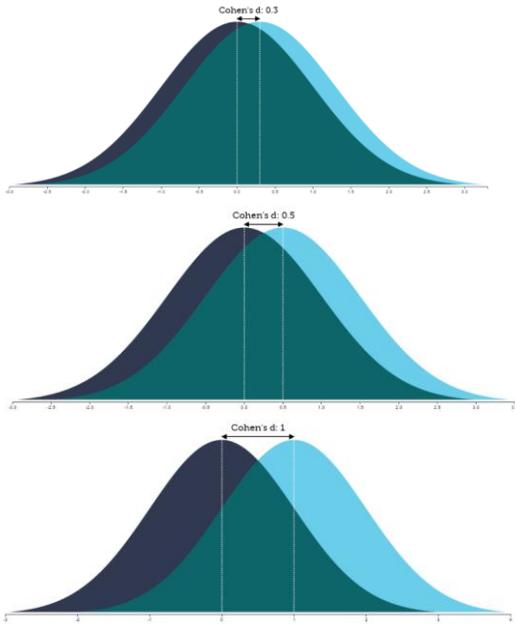
- It's a *very welcoming campus*, I have enjoyed living my first year in the dorms. I have met some of my greatest friends here.
- The environment is *very opening and friendly!* I can find friends wherever I go and in whatever activity I participate in. I'm very happy I chose Mankato for my college!
- MNSU has made *me feel welcomed* in the residence halls and on campus. Through my involvement in extra curricular activities, I feel as though my voice is heard and I am free to express my opinions.
- I have *always felt welcome* at MSU, Mankato. I love all of the many events and organizations offered.
- My experience here at MSU has been *a great one*. It is a very friendly campus where I feel welcomed everyday. I know that I can count on my professors and my advisers to help me on

my educational career. There are many great RSOs that show the diversity here on campus. MSU makes sure each and everyone of us feels welcome!

- The people, students, staffs, and professors I met *are very friendly*, helpful, and nice. Many people I met had always offer a hand to help me whenever I am feeling troubled.
- The Professors are great. they are *very welcoming* and enthusiastic about my learning. I am not telling you what you want to hear, its true.
- My department and the professors helped me lot for my learning. I appreciate how the department chair advices me to achieve my future goal and how to use my education in the best way as an international student.
- So far, as a Graduate student, I have *thoroughly enjoyed my time here at MSU*. All of my professors have been treating me like a graduate student, and not like a child.

Appendix

To understand the results of this study, it may be helpful to discuss the statistics used in this report. Often, statisticians use statistical concepts such as inferential statistics (such as t-tests and correlations) and statistical significance (i.e. the likelihood of obtaining a difference of a certain size given the assumption that there is no difference in the population) in order to discuss the “importance” of a difference. However, these traditional statistics also depend upon the sample size. Because in many cases the sample sizes in this study are quite small, especially for minority groups, we have opted to instead report effect sizes. An *effect size* is an estimate of how large or small a difference is using a calculation that is not affected by sample size in the way inferential tests are. For this report, we use Cohen’s *d* as our measure of effect size. Generally in the measure of human attitudes, an effect of .30 is considered small-to-moderate; in this case, about 88% of the two groups overlap. An effect size of .50 is considered large; about 80% of the groups overlap. Effect sizes above 1.00 are considered very large; about 60% of the groups overlap. The illustrations² below demonstrate each of these effect sizes.



To put this in a practical context, the difference in height between 15- and 16-year-old girls is about .20; the difference in height between 13- and 18-year-old girls is about .80³. Cohen’s *d* is calculated as:

² Images generated using <http://rpsychologist.com/d3/cohend/>

³ Cohen, J. 1969. *Statistical Power Analysis for the Behavioral Sciences*.

$$\frac{\bar{X}_a - \bar{X}_b}{\sqrt{\frac{(N_a - 1)s_a^2 + (N_b - 1)s_b^2}{N_a + N_b - 2}}}$$

Where:

\bar{X}_a is the mean for group a;

N_a is the sample size for group a;

s_a^2 is the variance for group a; and so on for group b.

How “important” an effect is ultimately is up for interpretation. However, using Cohen’s d at least helps to standardize across many differing sample sizes for this report.