Rankin & Associates, Consulting

Assessment • Planning • Interventions

University of Rhode Island

Assessment of Climate for Learning, Living, and Working

Final Report

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Rankin & Associates, Consulting

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Executive Summary

History of the Project

This report provides the findings from a survey entitled "*University of Rhode Island Assessment of Climate for Learning, Living, and Working*," conducted at University of Rhode Island (URI). In the summer of 2020, URI contracted with Rankin & Associates Consulting (R&A) to conduct a university-wide study. Twenty-seven URI faculty, staff, students, and administrators formed the Climate Study Working Group (CSWG). The CSWG worked with R&A to develop the survey instrument and promote the survey's administration in spring 2021. Owing to the COVID-19 pandemic, URI engaged in online learning and working environments. All members of URI were encouraged to complete the survey.

Responses to the multiple-choice format survey items were analyzed for statistical differences based on various demographic categories (e.g., URI position status, gender identity, disability status) where appropriate. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Throughout the report, for example, the Faculty category included tenure-track faculty, non-tenure-track academic appointment faculty, PTF/per-course faculty, and post-doctoral fellow.

In addition to multiple-choice survey items, several open-ended questions provided respondents with the opportunity to describe their experiences at URI. Comments were solicited to 1) give "voice" to the quantitative findings and 2) highlight the areas of concern that might have been overlooked owing to the small number of survey responses from historically underrepresented populations. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data.

Four thousand five hundred fifty-five (4,555) surveys were returned for a 22.4% overall response rate. Table 1 provides a summary of selected demographic characteristics of survey respondents. Of the respondents, 58% ($n = 2,660$) of the sample were Undergraduate Students, 12% ($n = 565$) were Graduate Students, 18% ($n = 820$) were Staff members, and 11% ($n = 510$) were Faculty members.

Table 1. **URI Sample Demographics**

Characteristic	Subgroup	*n*	% of sample
Position status	Undergraduate Student	2,660	58.4
	Graduate Student	565	12.4
	Faculty	510	11.2
	Staff	820	18.0
Gender identity	Women	3,013	66.1
	Men	1,379	30.3
	Trans-spectrum/Multiple/Other	123	2.7
	Missing	40	0.9
Racial/ethnic identity	APIDA	261	5.7
	Black/African/African American	175	3.8
	Latinx	229	5.0
	Multiracial	331	7.3
	Additional Respondents of Color	44	1.0
	White	3,370	74.0
	Missing	145	3.2
Sexual identity	Queer-spectrum	360	7.9
	Asexual	121	2.7
	Bisexual	349	7.7
	Heterosexual	3,590	78.8
	Missing	135	3.0
Citizenship status	U.S. Citizen-Birth	3,995	87.7
	Naturalized/Permanent Status	331	7.3
	International	168	3.7
	Missing	61	1.3
Disability status	Single Disability	551	12.1
	No Disability	3,698	81.2
	Multiple Disabilities	269	5.9
	Missing	37	0.8

Table 1. **URI Sample Demographics**

Characteristic	Subgroup	*n*	% of sample
Religious affiliation	Christian Religious Affiliation	1,912	42.0
	Jewish Religious Affiliation	105	2.3
	Additional Religious Affiliation	220	4.8
	No Religious Affiliation	1,974	43.3
	Multiple Religious Affiliations	188	4.1
	Missing	156	3.4

Note: The total *n* for each demographic characteristic may differ as a result of missing data.
[*]ND: No data available

Comfort With Campus, Workplace, and Classroom Climate at URI

Research on campus climate generally has focused on the experiences of faculty, staff, and students associated with historically underserved social/community/affinity groups (e.g., women, People of Color, people with disabilities, first-generation and/or low-income students, queer-spectrum and/or trans-spectrum individuals, and veterans).[1] Several groups at URI indicated on the survey that they were less comfortable than their majority counterparts with the climates of the campus and workplace.

Most survey respondents were "very comfortable" or "comfortable" with the overall climate at URI (69%, *n* = 3,147, p. 65) with the climate in their departments, divisions, or colleges (70%, *n* = 930, p. 65), and with the climate in their classes (76%, *n* = 2,832, p. 65). Trans-spectrum respondents and Women respondents were significantly[2] less comfortable than were Men respondents with the overall climate (p. 69). Women respondents were less comfortable than were Men respondents with the climate in their department, division, or college and classes (p. 70, p. 71). Black/African/African American respondents were less comfortable than were Multiracial respondents, Latinx respondents, and White respondents with the overall climate (p. 72). Multiracial Faculty and Staff respondents and Faculty and Staff Respondents of Color were less comfortable than were White Faculty and Staff respondents with the climate in their department, division, or college (p. 73). Queer-spectrum respondents were less comfortable than

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[1] Garvey et al. (2015); Goldberg et al. (2019); Harper & Hurtado (2007); Jayakumar et al. (2009); Johnson (2012); Means & Pyne (2017); Soria & Stebleton (2013); Rankin (2003); Rankin & Reason (2005); Walpole et al. (2014)

[2] All findings that are reported were found to be statistically significant.

were Heterosexual respondents with the overall climate at URI (p. 75). Bisexual Faculty and Student respondents were less comfortable than were Heterosexual Faculty and Student respondents with the climate in their classes (p. 76). Respondents with Disabilities were less comfortable than were Respondents with No Disabilities with the overall climate and climate in their classes (p. 77, p. 78). Low-Income Student respondents were less comfortable than were Not-Low-Income Student respondents with the overall climate (p. 79).

Faculty Respondents – Positive Attitudes About Faculty Work

Tenured and Tenure-Track

Tenure-line Faculty respondents held positive attitudes about faculty work at URI and indicated that research (78%, $n = 254$, p. 167) and teaching (73%, $n = 238$, p. 168) were valued at URI. Some differences emerged based on gender identity, racial identity, and disability status, where the responses of Women Faculty respondents, Faculty Respondents of Color, and Faculty Respondents with At Least One Disability were less positive than responses from Men Faculty respondents, White Faculty respondents, and Faculty Respondents with No Disability (p. 165-170).

Non-Tenure-Track

Non-tenure line faculty held positive views about the review and promotion process and indicated that the process for review (79%, $n = 95$, p. 174) and process for promotion (74%, $n = 89$, p. 174) were clear.

PTF/Per-Course

PTF faculty felt that clear expectations of their responsibilities existed (74%, $n = 29$, p. 179).

All Faculty

A majority of all Faculty respondents felt that they belonged at URI (68%, $n = 337$, p. 195) and connected to coworkers (64%, $n = 320$, p. 195). Faculty with fewer years of employment felt less that they belonged at URI and less connected to coworkers than faculty with more years of employment (p. 195).

Staff Respondents – Positive Attitudes About Staff Work

Staff respondents generally held positive views about working at URI. Staff respondents felt their coworkers/colleagues (72%, $n = 582$, p. 199) gave them job/career advice or guidance when

they needed it and that their supervisors provided adequate support for them to manage work-life balance (73%, $n = 587$, p. 202). A majority of Staff respondents thought that their supervisors were supportive of flexible work schedules (71%, $n = 570$, p. 216) and that they had job security (69%, $n = 559$, p. 224). Some differences emerged based on staff status, years of employment, and disability status, where the responses of Classified Staff respondents, Staff respondents with more years of employment, and Staff Respondents with At Least One Disability were less positive than responses from Non-Classified Staff, Staff with fewer years of employment, and Staff with No Disability (p. 198-206).

Student Respondents – Positive Attitudes About Academic Experiences

Overall, Undergraduate Student respondents had positive perceptions of their experiences at URI. Most Student respondents felt that they belonged at URI (66%, $n = 2,095$, p. 259), and felt that they had other students whom they perceived as role models (63%, $n = 1,997$, p. 260). More than half of Student respondents (58%, $n = 1,850$) felt connected to other students (p. 258). Some findings suggested that students of color, trans-spectrum students, queer-spectrum students, first-generation students, and students with disabilities had less positive perceptions than did their peers (p. 258).

In general, Graduate Student respondents also viewed their URI experiences favorably. Most Graduate Student respondents felt satisfied with the quality of advising they have received from their departments (72%, $n = 405$, p. 274), that they had adequate access to their advisors (84%, $n = 476$, p. 274), and felt that their major professors (80%, $n = 452$, p. 275) and advisors (77%, $n = 431$, p. 274) provided clear expectations. Some findings underscored students with disabilities had less positive perceptions than did their graduate peers (p. 274).

Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Several empirical studies reinforce the importance of the perception of non-discriminatory environments for positive learning and developmental outcomes.[3] Research also underscores the

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[3] Dugan et al. (2012); Eunyoung & Hargrove (2013); Garvey et al. (2018); Hurtado & Ponjuan (2005); Mayhew et al. (2016); Oseguera et al. (2017); Pascarella & Terenzini (2005); Strayhorn (2012)

relationship between hostile workplace climates and subsequent productivity.[4] The survey requested information on experiences of exclusionary, intimidating, offensive, and/or hostile conduct.

- 15% ($n = 685$) of respondents indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (p. 90). Of these respondents, 25% ($n = 169$) indicated that the conduct was based on their position status, 19% ($n = 132$) suggested that the conduct was based on gender identity, 14% ($n = 97$) noted that the conduct was based on age, and 13% ($n = 91$) indicated that the conduct was based on racial identity.

Differences Based on Gender Identity, Age, and Racial Identity

- By gender identity, higher percentages of Trans-spectrum respondents (20%, $n = 24$) and Women respondents (16%, $n = 479$) than Men respondents (12%, $n = 165$) indicated that they had experienced this conduct (p. 92).
  - Higher percentages of Trans-spectrum respondents (33%, $n = 8$) and Women respondents (23%, $n = 109$) than Men respondents (7%, $n = 12$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity (p. 92).
- By age, higher percentages of respondents who were 65-74 Years of Age (23%, $n = 26$), 55-64 Years of Age (22%, $n = 74$), 45-54 Years of Age (23%, $n = 75$), and 35-44 Years of Age (20%, $n = 68$) than respondents who were 22-24 Years of Age (12%, $n = 60$), 20-21 Years of Age (11%, $n = 119$), and 18-19 Years of Age (10%, $n = 104$) indicated that they had experienced this conduct (p. 93).
  - A higher percentage of respondents who were 25-43 Years of Age (27%, $n = 22$) than respondents who were 20-21 Years of Age (8%, $n = 9$), 45-54 Years of Age (7%, $n = 5$), and 18-19 Years of Age (5%, $n = 5$) who had

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[4] Bilimoria & Stewart (2009); Costello (2012); Dade et al. (2015); Eagan & Garvey (2015); García (2016); Hirshfield & Joseph (2012); S. J. Jones & Taylor (2012); Levin et al. (2015); Rankin et al. (2010); Silverschanz et al. (2008)

experienced exclusionary, intimidating, offensive, and/or hostile conduct
indicated that the conduct was based on their age (p. 93).

- By racial identity, higher percentages of Multiracial respondents (20%, $n = 65$)
and APIDA respondents (21%, $n = 54$) than White respondents (13%, $n = 447$)
indicated that they had experienced this conduct (p. 94).
  - Higher percentages of Black/African/African American respondents (52%,
$n = 17$), APIDA respondents (48%, $n = 26$), Multiracial respondents (29%,
$n = 19$), and Latinx respondents (27%, $n = 9$) than White respondents (3%,
$n = 12$) who had experienced exclusionary, intimidating, offensive, and/or
hostile conduct indicated that the conduct was based on their racial
identity (p. 94).

Respondents Who Seriously Considered Leaving URI

Campus climate research has demonstrated the effects of campus climate on faculty and student
retention.[5] Research specific to student experiences has found that sense of belonging is integral
to student persistence and retention.[6]

Faculty and Staff Respondents

Forty-eight percent ($n = 244$) of Faculty respondents and 48% ($n = 392$) of Staff
respondents had seriously considered leaving URI in the past year (p. 232). Forty-one
percent ($n = 101$) of Faculty respondents who seriously considered leaving did so because
of low salary/pay rate, and 37% ($n = 90$) for increased workload, and 37% ($n = 90$) for
institutional support (p. 234). Fifty-eight percent ($n = 228$) of Staff respondents who
seriously considered leaving did so because of low salary/pay rate, and 54% ($n = 211$)
limited opportunities for advancement (p. 233).

Student Respondents

Thirty-two percent ($n = 1,465$) of Undergraduate Student respondents and 19% ($n = 105$)
of Graduate Student respondents had seriously considered leaving URI in the past year

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[5] Blumenfeld et al. (2016); Gardner (2013); Garvey & Rankin (2016); D. R. Johnson et al. (2014); Kutscher &
Tuckwiller (2019); Lawrence et al. (2014); Pascale (2018); Ruud et al. (2018); Strayhorn (2013); Walpole et al.
(2014)

[6] Booker (2016); García & Garza (2016); Hausmann et al. (2007)

(p. 282). Fifty-one percent ($n = 371$) of Undergraduate Student respondents who seriously considered leaving did so because of a lack of sense of belonging, 47% ($n = 337$) wanted to transfer to another institution, and 46% ($n = 334$) owing to a lack of a social life (p. 283). Thirty-eight percent ($n = 40$) of Graduate Student respondents who seriously considered leaving did so because of a lack of a sense of belonging, while others contemplated leaving owing to the climate was not welcoming (31%, $n = 32$), lack of social life (26%, $n = 27$), and personal reasons (26%, $n = 27$) (p. 283).

Respondents' *Sense of Belonging*

A confirmatory factor analysis was conducted on the *Sense of Belonging* scale derived from questions 105, 109, and 110 on the survey. Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at URI. Using this scale, analyses revealed the following significant differences in the overall test means for:

- Faculty respondents by gender identity, racial identity, years of employment, and disability status on *Faculty Sense of Belonging*. Findings indicated that Faculty Respondents with No Disability were more likely than their counterparts to feel a stronger sense of belonging at URI (p. 194).
- Staff respondents by gender identity, racial identity, years of employment, and disability status on *Staff Sense of Belonging*. Findings indicated that Staff Respondents with Less Than 7 Years of Employment; White, APIDA and Multiple Race Staff respondents; and Staff Respondents with No Disability were more likely than their counterparts to feel a stronger sense of belonging at URI (p. 230).
- Student respondents by gender identity, racial identity, first-generation status, and sexual identity on *Student Sense of Belonging*. Findings indicated that Women Student respondents; White Student respondents; and Heterosexual Student respondents were more likely than their counterparts to feel a stronger sense of belonging at URI (p. 255).

Challenges and Opportunities Related to Campus Climate

Staff Respondents

Staff responses indicated that they felt less positive about several aspects of their work life at URI. Twenty-two percent ($n = 179$) of Staff respondents felt that staff salaries were

competitive (p. 217). Thirty-five percent ($n = 280$) of Staff respondents felt positive about their career opportunities at URI (p. 222). Forty-eight percent ($n = 393$) of Staff respondents felt that their workload increased without additional compensation as a result of other staff departures (p. 205). More than half of Staff respondents (53%, $n = 426$) indicated that a hierarchy existed within staff positions that allowed some voices to be valued more than others (p. 206).

Faculty Respondents

Forty-one percent ($n = 132$) of Tenure-Track Faculty respondents felt that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations (p. 169) and 46% ($n = 147$) that they performed more work to help students than did their colleagues (p. 169). Just less than half (46%, $n = 55$) of Non-Tenure-Track Faculty respondents felt pressured to do extra work that was uncompensated (p. 175). Less than half of PTF/Per-Course Academic Appointment Faculty respondents felt that the PTF performance evaluations were clear (43%, $n = 17$, p. 178) and that the procedure for PTF advancement was clear (45%, $n = 18$, p. 178). Just one-third of all Faculty respondents (35%, $n = 174$) felt that salaries for tenure-track faculty positions were competitive (p. 182), and 14% ($n = 69$) felt that salaries for adjunct faculty were competitive (p. 182). Only 18% ($n = 88$) of all Faculty respondents felt that URI provided adequate resources to help them manage work-life balance (p. 185).

Student Respondents

One-third of Student respondents (31%, $n = 977$) felt that faculty prejudged their abilities based on their perceptions of their identity/background (p. 259). Analyses of the Students' survey responses revealed statistically significant differences based on gender identity, racial identity, sexual identity, citizenship status, first-generation status, and disability status, where students from backgrounds historically underrepresented at colleges held less positive views of their experiences than did their peers from "majority" backgrounds (pp. 258 - 264).

Student Respondents' *Perceived Academic Success*

A confirmatory factor analysis was conducted on the *Perceived Academic Success* scale derived from Question 14 on the survey. Higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful. Using this scale, analyses revealed the following significant differences in the overall test means for: Undergraduate Student respondents by gender identity, racial identity, income status, and first-generation status. Findings indicated that Women Undergraduate Student respondents; White Undergraduate Student respondents; Not-Low-Income Undergraduate Student respondents; and Not-First-Generation Undergraduate Student respondents were more likely than their counterparts to perceive themselves as academically successful (p. 251).

A Meaningful Percentage of Respondents Experienced Unwanted Sexual Conduct

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

- 10% (*n* = 457) of respondents indicated that they had experienced unwanted sexual contact/conduct while at URI (p. 122).[7]
    - 1% (*n* = 49) experienced relationship violence (e.g., ridiculed, controlling, hitting, p. 123).
    - 2% (*n* = 88) experienced stalking (e.g., following me, on social media, texting, phone calls, p. 129).
    - 6% (*n* = 280) experienced sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment, p. 136).
    - 3% (*n* = 155) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent, p. 141).
- Respondents identified URI students, current or former dating/intimate partners, acquaintances/friends, and strangers as sources of unwanted sexual contact/conduct (pp. 125 - 150).

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[7] Percentages may not sum to the total n as a result of multiple response choices.

- Most respondents did not report the unwanted sexual contact/conduct (pp. 126 -
  152).

Respondents were offered the opportunity to elaborate on why they did not report unwanted
sexual contact/conduct. The primary reason cited for not reporting these incidents was that
respondents handled the situation on their own or a feeling that nothing would be done. Other
rationales included the concern for the assailant's wellbeing, minimizing the severity of the
incident, failing to report the incident out of fear or retaliation, embarrassment or self-blame, or
the fact that they could not identify or did not know the assailant.

Conclusion

URI climate findings[8] were consistent with those found in higher education institutions across
the country, based on the work of R&A Consulting.[9] For example, 70% to 80% of respondents in
similar reports found the campus climate to be "very comfortable" or "comfortable." A slightly
lower percentage (69%) of URI respondents indicated that they were "very comfortable" or
"comfortable" with the overall climate at URI (p. 65). Twenty percent to 25% of respondents in
similar reports indicated that they personally had experienced exclusionary, intimidating,
offensive, and/or hostile conduct. At URI, a lower percentage of respondents (15%) indicated
that they personally had experienced exclusionary, intimidating, offensive, and/or hostile
conduct (p. 90). The results also paralleled the findings of other climate studies of specific
constituent groups offered in the literature.[10]

URI's climate assessment report provides baseline data on diversity and inclusion, and addresses
URI's mission and goals. While the findings may guide decision-making regarding policies and
practices at URI, it is important to note that the cultural fabric of any institution and unique
aspects of each campus's environment must be taken into consideration when deliberating
additional action items based on these findings. The climate assessment findings provide the URI
community with an opportunity to build upon its strengths and to develop a deeper awareness of

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

[9] Rankin & Associates Consulting (2021)

[10] Guiffrida et al. (2002); Harper & Hurtado (2007); Harper & Quaye (2004); Hurtado & Ponjuan (2005); Rankin &
Reason (2005); Sears (2002); Settles et al. (2006); Silverschanz et al. (2008); Yosso et al. (2009)

the challenges ahead. URI, with support from senior administrators and collaborative leadership, is in a prime position to actualize its commitment to promote an inclusive campus and to institute organizational structures that respond to the needs of its dynamic campus community.

Introduction

History of the Project

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

URI is also committed to fostering a caring community that provides leadership for constructive participation in a diverse, multicultural world. As noted in URI's mission statement,

> "The University of Rhode Island is the State's public learner-centered research university. We are a community joined in a common quest for knowledge. The University is committed to enriching the lives of its students through its land, sea, and urban grant traditions. URI is the only public institution in Rhode Island offering undergraduate, graduate, and professional students the distinctive educational opportunities of a major research university. Our undergraduate, graduate, and professional education, research, and outreach serve Rhode Island and beyond. Students, faculty, staff, and alumni are united in one common purpose: to learn and lead together. Embracing Rhode Island 's heritage of independent thought, we value:
>
> - Creativity and scholarship
> - Diversity, fairness, and respect
> - Engaged learning and civic involvement
> - Intellectual and ethical leadership."[11]

Several diversity committees and commissions including the current senior administration at URI recognized the need for a comprehensive tool that would provide campus climate metrics for the experiences and perceptions of its students, faculty, and staff at all URI campuses. This

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[11] https://web.uri.edu/trustees/university-mission-statement/

tool would help senior administration better understand the current campus climate and serve as a foundation for building on URI's strengths while focusing on opportunities for growth and change. During spring 2021, URI conducted a comprehensive survey of students, faculty, and staff to develop a better understanding of the learning, living, and working environment on campus.

In the summer of 2020, URI contracted with Rankin & Associates Consulting (R&A) to conduct a campus-wide study entitled "*University of Rhode Island Assessment of Climate for Learning, Living, and Working.*" Members of URI formed the Climate Study Working Group (CSWG), which was composed of faculty, staff, and students, and the group was tasked with developing a campus-wide survey instrument and promoting the survey's administration between March 2nd and April 2nd. In fall 2021, R&A will present the information gathered from the campus-wide survey to the campus community. Following the presentation, members of the CSWG will facilitate forums to assist the URI community in developing action items based on these findings.

In 2020, the COVID-19 pandemic forced colleges and universities to enact a variety of safety measures intended to protect the health and well-being of their communities. During the fall 2020/spring 2021 semesters, some URI students, faculty, and staff learned and worked remotely. Students were offered courses in blended classrooms, entirely online, and in person. This study, therefore, represents a snapshot of the campus climate during the impact of COVID-19 on URI, and the pandemic's progression certainly contributed to the community and national discourse during the survey period.

Project Design and Campus Involvement

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

differing social groups. This report provides an overview of the results of the campus-wide survey.

The CSWG collaborated with R&A to develop the survey instrument. Together, they implemented participatory and community-based processes to review tested survey questions from the R&A question bank and developed a survey instrument for URI that would reveal the various dimensions of power and privilege that shaped the campus experience. The URI survey queried various campus constituent groups about their experiences and perceptions regarding the academic environment for students, the workplace environment for faculty and staff, employee benefits, sexual harassment and sexual violence, racial and ethnic identity, gender identity and gender expression, sexual identity, accessibility and disability services, sexual harassment, and sexual violence.

Foundation of Campus Climate Research and Assessment

In 1990, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education established that to build a vital community of learning, institutions must create a community that is purposeful, open, just, disciplined, caring, and celebrative (Boyer, 1990). Achieving these characteristics is part of "a larger, more integrative vision of community in higher education, one that focuses not on the length of time students spend on campus, but on the quality of the encounter, and relates not only to social activities, but to the classroom, too" (Boyer, 1990, p. 7).

In 1995, the Association of American Colleges and Universities (AAC&U) challenged higher education institutions "to affirm and enact a commitment to equality, fairness, and inclusion" (p. xvi). The AAC&U proposed that colleges and universities commit to "the task of creating inclusive educational environments in which all participants are equally welcomed, equally valued, and equally heard" (p. xxi). The report stated that a primary duty of the academy was to create a campus climate grounded in the principles of diversity, equity, and justice for all individuals to provide the foundation for a vital community of learning. The visions of these national education organizations serve as the foundation for current campus climate research and assessment.

Definition of Campus Climate

Limited consensus exists in the research literature about the definition of campus climate (Hart & Fellabaum, 2008; Ryder & Mitchell, 2013). After an extensive review of research, R&A Consulting found the scholarship of Sylvia Hurtado and her colleagues to offer the most comprehesive and well researched model to assess campus climate. Hurtado et al. (1999) examined campus climate in relation to the perceptions and experiences of an institution's members. Specifically, they described four factors that constitute campus climate. These components include, an institution's historical legacy of inclusion/exclusion, psychological climate, structural diversity, and behavioral elements. Historical legacy includes an institution's history of resistance to or compliance with desegregation as well as its current mission and policies. Psychological climate refers to perceptions of racial/ethnic tensions, discrimination, and attitudes toward and reduction of prejudice on campus. Structural dimensions of campus climate account for the impact of demographic diversity among faculty, staff, and students, while the behavioral dimensions consist of social interaction, campus involvement, and classroom diversity. Building on this model, Rankin and Reason (2008) defined campus climate as "the current attitudes, behaviors, and standards, and practices of employees and students in an institution" (p. 264). Rankin and Reason (2008) further specified,

> Because in our work we are particularly concerned about the climate for individuals from traditionally underreported, marginalized, and underserved groups, we focus particularly on those attitudes, behaviors, and standards/practices that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Note that this definition includes the needs, abilities, and potential of all groups, not just those who have been traditionally excluded or underserved by our institutions. (p. 264)

Using this definition, grounded in the work of Hurtado and her colleagues (1992, 1999), the mission of Rankin & Associates Consulting is to develop institution-specific assessment tools and analysis of the resulting data in order to understand and evaluate an institution's campus climate.

Influence of Climate on Faculty, Staff, and Students

Campus climate influences individuals' sense of belonging within social and academic institutional environments (Museus et al., 2017; Rankin & Reason, 2005; Strayhorn, 2012, 2013). D. R. Johnson (2012) defined sense of belonging as students' "feelings of connection and identification or isolation and alienation within their campus community" (p. 337). Similarly, Strayhorn (2012) characterized sense of belonging as "students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, and valued by, and important to the group (e.g., campus community) or others on campus (e.g., faculty, peers)" (p. 3). Further, Strayhorn (2012) described an individual's sense of belonging as a "basic human need [that takes on] increased significance in environments or situations that individuals experience as different, unfamiliar, or foreign, as well as in context where certain individuals are likely to feel marginalized, unsupported, or unwelcomed" (p. 10). For many underrepresented and/or underserved faculty, staff, and students, a sense of belonging on college and university campuses is paramount.

Researchers have conducted extensive studies regarding the ways in which campus climate affects sense of belonging for various student populations. For example, recent studies focused on campus climate and a sense of belonging for (a) student athletes (Gayles et al., 2018); (b) women students in science, technology, engineering, and math (STEM) fields (D. R. Johnson, 2012); (c) first-generation students (Means & Pyne, 2017); (d) racial and ethnic minority students (Maramba & Museus, 2011; Mwangi, 2016; Tachine et al., 2017; Wells & Horn, 2015); (e) Black men (Wood & Harris, 2015); (f) students with disabilities (Vaccaro et al., 2015); and (g) first-year lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students (Vaccaro & Newman, 2017). Researchers also have explored the ways that an individual's sense of belonging influenced their intent to persist at an institution (Booker, 2016; García & Garza, 2016; Hausmann et al., 2007; Museus et al., 2017).

Student persistence and retention are principal measures of campus climate. Researchers have focused on social, cultural, and academic factors that influenced students' intent to persist, including opportunities for engagement with faculty and others from diverse backgrounds as well as access to student groups, institutional support programs, and initiatives. Research in recent years has demonstrated how the above factors specifically influenced intent to persist among

Black undergraduate women (Booker, 2016; Walpole et al., 2014), Black undergraduate men (Eunyoung & Hargrove, 2013; Palmer et al., 2014), Latinx students (García & Garza, 2016; Heredia et al., 2018; Tovar, 2015), racial minority students (Baker & Robnett, 2012; D. R. Johnson et al., 2014; Lancaster & Yonghong, 2017), students with disabilities (Kutscher & Tuckwiller, 2019), queer-spectrum and trans-spectrum individuals (Blumenfeld et al., 2016), and graduate students (Ruud et al., 2018). Mayhew et al. (2016) noted that "having meaningful peer interactions and relationships and experiencing overall social and academic integration and involvement" contributed positively to student persistence and retention (p. 419).

In addition to research on the relationship between sense of belonging and retention, campus climate research has focused on the relationship between campus climate and students' engagement and success (Glass & Westmont, 2014; Hurtado & Ponjuan, 2005; Dugan et al., 2012; Garvey et al., 2018; Oseguera et al., 2017) and well-being (Gummadam et al., 2016). These studies found that minority students had characteristically different experiences of engagement and success than did their majority peers. Unique perceptions associated with access to support networks, education in pluralistic settings, and academic programs that simultaneously challenge and offer support to students, for example, were salient to positive or negative outcomes.

In addition to students, studies have also examined the impact of campus climate on the persistence and retention of underrepresented faculty populations, ones that include Black faculty (Griffin, Pifer, et al., 2011; Lynch-Alexander, 2017; Siegel et al., 2015), international faculty (Lawrence et al., 2014), racial and ethnic minority faculty (Jayakumar et al., 2009; Whittaker et al., 2015), queer-spectrum and trans-spectrum faculty (Garvey & Rankin, 2016), and women faculty in STEM fields (Pascale, 2018). Select studies noted the important role of effective mentorship in the success, promotion, and retention of underrepresented faculty (Lynch-Alexander, 2017; Zambrana et al., 2015). Unfortunately, there is scant research specific to the impact of climate on the persistence and retention of staff.

Some campus climate assessments also measured intersectional experiences (i.e., the interrelationship between race, gender and/or sexuality) in relation to the perceptions and experiences of faculty, staff and students of a given institution (Booker, 2016; Griffin, Bennett,

& Harris, 2011; Hughes, 2017; D. R. Johnson, 2012; Maramba & Museus, 2011; Park et al., 2013; Patton, 2011; Rivera-Ramos et al., 2015; Walpole et al., 2014). The following sections present campus climate research findings for select campus constituents with the understanding that individuals are multidimensional and are not ascribed to only one identity marker.

Faculty and Campus Climate

Campus climate actively shapes the experiences of faculty, particularly related to professional success, sense of belonging, and perceptions of professional development opportunities and collegial and administrative support. Most research regarding faculty and campus climate examines the impact of racial identity, sexual identity, and/or gender identity on faculty perceptions and experiences. A summary of the literature is offered below.[12]

Campus climate research found that faculty of color commonly experienced high levels of work-related stress, moderate-to-low job satisfaction, feelings of isolation, and negative bias in the promotion and tenure process (Dade et al., 2015; Eagan & Garvey, 2015; Patton & Catching, 2009; Urrieta et al., 2015; Whittaker et al., 2015). In addition, campus climate research focused specifically on two-year institutions reported similar experiences for faculty of color as well as negative perceptions of self, decreased work productivity, and decreased contributions to the institution as a result of a hostile campus climate (Levin et al., 2014, 2015). Dade et al. (2015), in their research on Black faculty in predominantly White universities, found that structural inequalities, lack of cultural awareness throughout academic institutions, and institutional racism presented substantial barriers to the emotional well-being and professional success of Black and/or African American faculty, particularly Black and/or African American women faculty.

Intersectional research found that women faculty of color were not provided with professional mentorship and leadership development opportunities in a manner consistent with those provided to their White colleagues (Blackwell et al., 2009; Grant & Ghee, 2015). Accordingly, Kelly and McCann (2014), in their study of women faculty of color at predominantly White research universities, found that pre-tenure departure was often attributed to "gendered and racialized tokenization and isolation, a need for a more intrusive style of mentoring, and poor institutional

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[12] For additional literature regarding faculty experiences and campus climate, please visit www.rankin-consulting.com.

fit" (p. 681). Focusing on gendered and racialized service expectations, Hirshfield and Joseph (2012) found that women faculty of color also experienced significant "identity taxation" within the academy (p. 214). Their findings suggested that women faculty of color faced formal and informal expectations to provide mentorship and emotional labor in support of their students.

Relatedly, when only taking gender into consideration, campus climate research specific to women faculty revealed experiences with gender discrimination, professional isolation, lack of work-life balance, and disproportionate service expectations within campus environments (Grant & Ghee, 2015). Compared with their male colleagues, these experiences resulted in higher rates of institutional departure among women faculty (Gardner, 2013). Maranto and Griffin (2011) identified women faculty's perceived lack of inclusion and support as primary contributors to their experiences of "chilly" departmental climates. According to Maranto and Griffin (2011), "Our relationships with our colleagues create the environment within which our professional lives occur, and impact our identity and our worth" (p. 152).

Additionally, recent research has highlighted the disparities in the quantity and types of service activities women faculty were asked to perform, particularly institutional service and advising within male-dominated fields (O'Meara et al., 2017). Guarino and Borden (2017) found, when accounting for faculty rank, race/ethnicity, and field of study, women faculty performed substantially more service than did men faculty, particularly internal service, or service on behalf of the department or institution. Hanasono et al. (2019) suggested that internal service, or what the authors termed "relational service," was not only performed more often by women faculty, but less valued in evaluation processes, which had a subsequent negative effect on the tenure, promotion, and retention of women faculty.

With respect to sexual and gender identity, campus climate researchers have examined the hostile and exclusionary institutional settings that queer-spectrum[13] and trans-spectrum faculty experienced within higher education. According to Bilimoria and Stewart (2009), failure to hide one's queer or transgender identity may result in unwanted scrutiny and alienation from fellow

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[13] Rankin & Associates Consulting uses the term "queer-spectrum" in materials to identify non-heterosexual sexual identities. Identities may include lesbian, gay, bisexual, queer, asexual, pansexual, and/or polysexual as well as other sexual identities. Ranking &Associates Consulting uses "trans-spectrum" as an umbrella term to describe the gender identity of individuals who do not identify as cis-gender. Identities may include transgender, gender nonbinary, gender-queer, and/or agender, in addition to other non-cis-gender identities.

faculty members. As a result, queer-spectrum faculty reported feeling compelled to maintain secrecy regarding their identities. Dozier (2015) specifically identified prejudicial comments, invalidation of LGBT-related research and cultures, and social exclusion at the department level, as the basis for hostile climates and reports of low job satisfaction for "out" gay and lesbian faculty. Blumenfeld et al. (2016) and Rankin et al. (2010) identified campus climate, specifically feelings of hostility and isolation, as significant factors in the desire among queer-spectrum and trans-spectrum faculty members to leave an institution. From an examination of institutional geography, Garvey and Rankin (2016) found that queer-spectrum and trans-spectrum faculty also were more likely to seriously consider leaving an institution that was located in a small town and/or rural environment. For queer-spectrum faculty, hostile campus climates can result in isolation, poor job satisfaction, and a desire to leave.

Race, ethnicity, gender, sexual and gender identity, when considered separately and intersectionally, affect the perceptions and experiences of faculty at large. Further, research demonstrates that campus climate influences faculty members' job satisfaction, professional and social well-being, and intent to persist at an institution. Though research applicable to staff is minimal, in the section that follows staff identities, experiences, and perceptions are examined.

Staff and Campus Climate

From the limited research available on staff members in higher education, findings suggest a lack of professional support and advancement opportunities among professional and classified/hourly staff members. Staff commonly attributed lack of support and advancement opportunities to discrimination and stereotyping based on their identities and/or personal attributes, including age, race, gender, and education level (Costello, 2012; Jones & Taylor, 2012).

Garcia (2016), Jones and Taylor (2012), and Mayhew et al. (2006) found that staff members' perceptions of campus climate were constructed through daily interactions with colleagues and supervisors, institutional norms and practices, and staff members' immediate work environments. For example, in an investigation of the campus climate experiences of student affairs professionals working at a Hispanic-serving institution (HSI), Garcia (2016) found that compositional diversity of a department and the microclimate of individuals' offices/departments directly affected staff members' perceptions of campus climate. Garcia's findings were similar to

those of Mayhew et al. (2006), who found that staff members' experiences with their immediate office/department influenced how they perceived the broader campus climate. According to Mayhew et al. (2006), "Staff members who perceived their local unit to be non-sexist, non-racist, and non-homophobic were consistently more likely to perceive that their community had achieved a positive climate for diversity" across the organization (p. 83).

In an investigation of the various forms of labor staff and administrators of color performed independent of their assigned job duties, Luedke (2017) analyzed mentor-mentee relationships aimed at supporting first-generation Black, Latinx, and biracial students. Luedke employed social reproduction theory to study the various forms of social and emotional support staff members provided to students and the ways in which staff nurtured the social capital that students brought with them to college. Key to such relationships, staff members of color understood and found value in the backgrounds, skills, and abilities held by students of color which, Luedke explained, opened the door for students to acquire various forms of cultural capital.

Undergraduate Students and Campus Climate
Most literature about campus climate and undergraduate students examined campus climate in the context of multiple factors that shaped students' identities and experiences. Research findings demonstrated that campus climate influenced students' social and academic development and engagement, academic success, sense of belonging, and well-being. Scholars also have repeatedly found that when students of color perceived their campus environment as hostile, desired outcomes, such as persistence and academic performance, were negatively affected (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013; Walpole et al., 2014). Climate research regarding the experiences of student populations that include low-income students, students with disabilities, first-generation students, veteran students, international students, Native American/Indigenous students, undocumented students, and student-athletes has become increasingly available over the past decade.[14] The following paragraphs offer a summary of the most robust areas of campus climate research specific to student experiences, including the role

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[14] For additional research regarding student-specific campus climate experiences, please visit www.rankin-consulting.com.

of microaggressions (i.e., indirect and/or subtle discrimination) in creating hostile and exclusionary campus climates for minoritized undergraduate students.[15]

Hostile or exclusionary campus climates negatively affect students of color in various ways. For example, scholars have found that when racially minoritized students perceived their campus environment as hostile, there was a decline in persistence and academic performance (Booker, 2016; Eunyoung & Hargrove, 2013; Strayhorn, 2013). Additionally, Walpole et al. (2014) evaluated the ways that race-based microaggressions contributed to hostile and exclusionary campus climates for students of color, which resulted in reduced academic success and decreased retention and persistence. In related work, Mills (2020) examined Black undergraduate students experiences with environmental microaggressions, in contrast to interpersonal microaggressions, at a predominantly White institution (PWI). Developed from the work of Sue (2010), Mills (2020) noted that environmental microaggressions were unique in that they occurred at systemic levels with "no apparent offender" (p. 1). Mills (2020) identified six themes related to environmental microaggressions experienced by Black undergraduate students: segregation (particularly within student housing), lack of representation across institutional populations, campus response to criminality or an assumption of criminality, cultural bias in courses, tokenism, and pressures to conform to standards of whiteness. Yosso et al. (2009) examined the effects of various forms of racial microaggressions (including interpersonal microaggressions, racial jokes, and institutional microaggressions) on Latinx students.[16] Reynolds et al. (2010) also noted the negative impact hostile racial climates have on Black and Latinx students' intrinsic and extrinsic academic motivations, which subsequently diminished students' academic success.

Research on racially diverse women undergraduate students, particularly within science, technology, engineering, and math (STEM) fields, has explored how students' perceived sense of belonging affected their academic success and well-being. Booker (2016) described the challenges that Black/African American undergraduate women face in the classroom, including microaggressions from faculty, microaggressions from peers, and expectations that

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[15] This review is intended to map the broad scope of campus climate research on students; it is not intended to present comprehensive findings of all research in this area.

[16] Rankin & Associates Consulting uses the gender-inclusive term "Latinx" in our materials to identify individuals and communities of Latin decent. That terminology has been adopted in this document, even when reporting campus climate research that used terms including "Latino," "Latina," and/or "Latino/a."

Black/African American students represent their race(s) when speaking about specific course topics. As a result, Black/African American undergraduate women experienced a decreased sense of belonging in the classroom and a perception that faculty members were not approachable. Similarly, in a study of racially diverse women in STEM, D. R. Johnson (2012) found that perceptions of campus racial climate and students' experiences within different college environments, including residence halls, classrooms, and dining facilities, were significant predictors of students' sense of belonging.

In their investigation of undergraduate students with disabilities attending four-year institutions, Fleming et al. (2017) found that their perceptions of campus climate directly affected their sense of belonging and satisfaction at their institution. In a related line of scholarship, Vaccaro et al. (2015) noted the importance of sense of belonging among students with disabilities, particularly first-year students with disabilities, as they adjusted to a postsecondary educational environment. Kutscher and Tuckwiller (2019) investigated the unique challenges that students with disabilities experienced in higher education environments, particularly related to personal identities, academic and social engagement, and accommodations and, subsequently, their persistence. In a study of the most salient barriers faced by students with disabilities, Hong (2015) identified faculty perceptions, engagement with advisors, college stressors, and quality of support programs and services.

Examining the role of social class in relation to students' first-year experience, Soria and Stebleton (2013) found that working-class students felt less welcome, or a lesser sense of belonging, when compared with their middle- and upper-class peers. In a characteristically different study, one focused on private, normatively affluent institutions, Allen and Alleman (2019) found that students who experienced food insecurity frequently self-excluded from food-oriented social events and missed academic and community engagement opportunities owing to their need to work. In a study of 324 undergraduates, Ostrove and Long (2007) found that students' "social class background was strongly related to a sense of belonging at college, which in turn predicted social and academic adjustment to college, quality of experience at college, and academic performance" (p. 380). They noted that such a finding was helpful because, while

social class cannot be changed, "we can change the extent to which institutions of higher education are welcoming and inclusive with respect to social class" (p. 384).[17]

Campus climate research specific to the experiences of queer-spectrum and trans-spectrum students has indicated that queer-spectrum and trans-spectrum individuals experienced hostility, discrimination, and lack of sense of belonging within various institutional environments (Rankin et al., 2010; Seelman et al., 2017). Vaccaro and Newman (2017) examined the extent to which lesbian, gay, bisexual, pansexual, and queer (LGBPQ) students developed a sense of belonging during their first year at an institution. The authors found that students' sense of belonging was influenced by their degree of outness, university messaging specific to LGBPQ individuals, and meaningful social interactions with peers. Garvey et al. (2015) found classroom climate was a key indicator of how LGBPQ community college students perceived campus climate. Trans-identified students reported more negative perceptions of classroom climate, campus climate, and curriculum inclusivity than their heterosexual and queer-spectrum peers (Dugan et al., 2012; Garvey et al., 2015; Nicolazzo, 2016).

As noted by the literature, undergraduate students experience campus climate differentially, based upon their various identity formations. The extent to which a campus climate is perceived and experienced as welcoming or hostile shapes the undergraduate student trajectory. In a similar vein, graduate students also express varied perceptions, experiences and outcomes in relation to campus climate.

Graduate Students and Campus Climate

Most of the research regarding students' campus climate experiences has focused on the experiences of undergraduates. The available campus climate research specific to graduate students suggested that, particularly, women graduate students, graduate students of color, international graduate students of color, and trans-spectrum graduate students experienced an exclusionary campus climate.

Regarding the experiences of international graduate students, research has identified significant differences according to students' nationality, race, and religion. While many or most

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[17] For additional research regarding various minority populations' sense of belonging in higher education, please visit www.rankin-consulting.com.

international graduate students experience some level of "acculturative stress" owing to English language proficiency, homesickness, loneliness and isolation, research demonstrated that international graduate students of color are more likely to experience heightened acculturative stress because of extant racism and nativism on U.S. campuses (Mwangi et al., 2019; Moglen, 2017; Yen & Inose, 2003). For example, Yakaboski et al. (2018) investigated Saudi graduate students' interactions with faculty, staff, and U.S. students. Though the study's subjects shared positive interactions with faculty and staff, they also shared negative and discriminatory interactions with U.S. students, and specifically noted a "lack of cultural and religious understanding or acceptance and pervasive gender stereotypes for Muslim women who veil" (p. 222). Mwangi et al. (2019) echo these findings in their study of Black African graduate students' experience. They note that Black African graduate students are subjected to racism, tokenism, negative stereotyping, microaggressions, and overt hostility from faculty, staff and students alike. While it is understood that international graduate students experience some degree of transitional challenges upon arriving in the United States, their academic and social well-being depends upon a campus culture that will either mitigate or exacerbate their sense of otherness (Mwangi et al., 2019).

While international graduate students of color have unique experiences specific to their foreign status, there are some parallels to the experiences of domestic graduate students of color. For example, Shavers and Moore (2014) examined how Black women doctoral candidates experienced campus climate through social and academic engagements. The researchers found that Black women graduate students engaged in "survival oriented" or "suboptimal resistance strategies" to persevere through feelings of isolation, lack of community, and lack of support within their individual programs and the broader campus climate (p. 404). Identifying the effects of hostile campus climates for racial minority women graduate students in STEM fields, Ong, et al. (2011) wrote,

> The existing empirical work on graduate experiences overwhelmingly identifies the STEM social and cultural climate—that is, the interpersonal relationships with other members of the local STEM communities and the cultural beliefs and practices within STEM that govern those relationships—as the leading challenge to the persistence of women of color in STEM career trajectories. (p. 192)

Trans-spectrum (including trans and gender non-conforming) graduate students reported similar feelings of distress in their interpersonal academic and social relationships. Goldberg et al. (2019) found that trans-spectrum graduate students commonly presented an outward gender identity inconsistent with their inner gender identity out of concern for their own physical and emotional safety. Trans-spectrum graduate student survey respondents in the Goldberg et al. (2019) study identified acts of gender identity invalidation and misgendering by peers, faculty, and advisors as a source of emotional stress. Regarding trans-spectrum graduate students' interactions with faculty, Goldberg et al. (2019) identified respondents' interactions with their faculty advisor as a specifically "salient context for experiencing affirmations versus invalidation of one's gender identity" (p. 38). Campus climate research has demonstrated that positive engagement with peers and faculty is a critical factor in the success and well-being of trans-spectrum graduate students.

Campus Climate: Institution Type

Though the majority of campus climate research available pertains to four-year and predominantly White institutions (PWIs), an increasing amount of research is currently available regarding campus climate at historically Black colleges and universities (HBCU), Hispanic-serving institutions (HSI), two-year and/or community college institutions, and religiously/spiritually affiliated institutions.[18] Today's broadening scope of campus climate research also encompasses research specific to professional schools, including schools of medicine and law.[19] A summary of campus climate research specific to institutional type and student experiences is offered in the following sections.

Historically Black Colleges and Universities (HBCU)

In recent years, researchers have begun to investigate campus climate specific to HBCUs. The majority of HBCU-specific campus climate research examined the experiences of minority and underrepresented populations in HBCU environments and included Black international students (Mwangi, 2016), Asian American and Latinx students (Palmer & Maramba, 2015a, 2015b), first-

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[18] For research regarding Asian American and Native American Pacific Islander Serving Institutions (AANAPISI), Tribal Colleges, or private institutions, please visit www.rankin-consulting.com.

[19] Rankin & Associates Consulting acknowledges that the institutional categories provided are not mutually exclusive. For example, research described regarding Hispanic Serving Institutions (HSIs) may also include findings related to two-year or community college institutions.

generation students (Longmire-Avital & Miller-Dyce, 2015), African American gay and bisexual men (Patton, 2011), and/or queer-spectrum and trans-spectrum students (Lewis & Ericksen, 2016).

HBCU-specific research has provided insight into the role of faculty engagement in constructing minority students' perceptions of HBCUs' campus climates, often in contrast to PWIs. For example, McCoy et al. (2017) examined the role of faculty interactions in constructing racial minority students' perceptions of STEM disciplines. Drawing from Bourdieu's social reproduction theory, McCoy et al. (2017) contrasted the faculty mentoring experiences of racial minority students majoring in a STEM discipline at a predominantly White institution and racial minority students majoring in a STEM discipline at an HBCU. McCoy et al. (2017) found that students perceived faculty at the PWI to be unwilling to mentor students, and instead, as commonly working to "weed out" students. In contrast, respondents at HBCUs characterized faculty as providing positive mentoring and constructive professional development opportunities. Extending their prior research, Winkle-Wagner and McCoy (2018) found that students from a PWI described a challenging environment based on experiences of exclusion and isolation. In comparison, HBCU students characterized the composition of their STEM program as diverse and described their program and institution as supportive of individuals' needs. In research specific to the experiences of Asian American and Latinx students, Palmer and Maramba (2015a) found that faculty interactions were important to students' campus climate experiences. Palmer and Maramba's (2015b) study participants noted that HBCU faculty demonstrated care and concern for students' well-being and that they felt supported.

Hispanic-Serving Institutions (HSI)
In 2017, the Hispanic Association of Colleges and Universities (HACU) noted that HSIs, defined as institutions where the total Hispanic enrollment constitutes a minimum of 25% of the total enrollment, enrolled 66% of all Hispanic undergraduates in the United States (HACU, 2019). Despite limited research regarding campus climates at HSIs, the research available demonstrated the positive effects of attending an HSI for Latinx students. Research suggests that Latinx students' HSI enrollment encouraged racial-ethnic identity development and contributed to greater senses of belonging, positive self-perceptions, and increased academic capabilities (Arbelo-Marrero & Milacci, 2016; Chun et al., 2016).

Additionally, Sanchez (2019) examined Latinx students' experiences of racial microaggressions and subsequent sense of belonging at HSIs and emerging Hispanic-serving institutions (EHSIs).[20] She found that although students at both HSIs and EHSIs experienced racist stereotypes and assumptions—including anti-Mexican or anti-immigrant sentiments, stereotypes about students' intelligence or college readiness, and assumptions that students were granted admittance or scholarship funding based exclusively on their racial or ethnic identity—students enrolled at HSIs experienced racial microaggressions less frequently than did their peers attending an EHSI. Regarding students' reported sense of belonging, Sanchez (2019) offered that students who reported a positive sense of belonging attributed their institutional affiliation to "being able to speak Spanish on campus without judgment, noticing that their campus culture embraced Latino culture, and having friendly and supportive professors and staff" (p. 249). Participants who reported a lesser sense of belonging felt that "campus culture was geared toward White students" and that "Latino cultural events or organizations on campus" were often "invisible" (p. 250).

Two-Year Institutions and Community Colleges

The expanding scope of campus climate research also includes research about two-year and/or community college institutions. Most commonly, researchers have examined campus climate in the context of two-year institutions as it relates to certain minority populations. For example, research currently exists about the campus climate experiences of LGBTQ students (Garvey et al., 2015), racial/ethnic minority faculty (Levin et al., 2014, 2015), Black/African American women (Walpole et al., 2014), Black/African American men (Newman et al., 2015; Wood & Harris, 2015), Latinx men (García & Garza, 2016), and faculty of color (Levin et al., 2014, 2015) in two-year community colleges.

Consistent with findings specific to four-year institutions, campus climate research concerning two-year institutions has found that students' interactions and engagement with faculty and staff influenced both perceived student academic success and students' sense of belonging. In their examination of the factors that influenced sense of belonging for Latinx men students and international students, García and Garza (2016) and García et al. (2019) found that socio-

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[20] Sanchez (2019) defines Emerging Hispanic Serving Institutions as "institution[s] with 15% to 24.9% Latino full-time undergraduate enrollment" (p. 241).

academic integration—academic interactions with faculty and administrative personnel—was the most salient for developing individuals' sense of belonging and, subsequently, academic success and retention. Lundberg et al. (2018) found that frequent and high-quality interactions with faculty were significant to Latinx students' learning and engagement. Regarding the experiences of Black men's sense of belonging and academic engagement with faculty, Newman et al. (2015) found that Black men's perceptions of belonging were influenced by faculty members' racial and gender stereotypes, faculty engagement with students, and acts of validation by faculty.

Jones (2013) examined the influence of the racial composition of two-year institutions' student body on the institutions' campus climate. Through an examination of three diversity variables— 1) student engagement with racially and culturally different peers, students' engagement with peers who possess beliefs different from their own, and students' understanding of racial difference— Jones (2013) found that community college student body racial diversity positively correlated with students' frequent engagement with racially different peers and peers who held different personal beliefs and values from their own.

Religiously Affiliated Institutions

Recent campus climate research also examined campus climate at religiously affiliated institutions. For example, in an exploration of campus climate and student spirituality at religiously affiliated or faith-based institutions, Paredes-Collins (2014) found that the campus climate for diversity was a predictor of students' spiritual well-being and increased religious behaviors independent of student racial and/or ethnic identity. For students of color, Paredes-Collins (2014) found that sense of belonging was the single direct predictor of spirituality. The importance of student sense of belonging also was evident in findings of Ash and Schreiner (2016), who investigated the institutional factors that influenced intent to persist among students of color enrolled in Christian colleges and universities. Ash and Schreiner (2016) found that students' perceptions of institutional fit; the institutions' commitment to student welfare; and students' perceptions of their ability to intellectually, socially, and psychologically thrive were direct contributors (or detractors) to students' success.

Negrón-Gonzales (2015), in an investigation of the experiences of undocumented students at Jesuit universities, found that institutional actions (or inactions) regarding social justice directly

affected students' perceptions of campus climate. In addition, Negrón-Gonzales (2015) found that the concept of social justice was a draw and an anchor for undocumented students enrolled at Jesuit institutions and that institutional reticence related to immigrant rights effectively silenced undocumented students. In a review of research regarding faith, gender identity, sexual identity, and Christian higher education, Rockenbach and Crandall (2016) acknowledged the complex relationship between faith, gender, and sexuality and encouraged institutional leaders to

> address the most basic needs of LGBTQ individuals, namely, their safety, freedom from discrimination and harassment, and access to resources in support of their psychological and spiritual well-being….At a minimum, leaders should establish campus policies and community standards that protect individuals from bullying and mistreatment on the basis of sexual orientation and gender identity. (p. 69)

Professional Schools

In a study of campus climate at law schools, Rocconi et al. (2019) emphasized the need for structural diversity and diversity of interactions to build positive campus climate in law school environments. As evidence of the importance of diversity of interactions for law school students, Rocconi et al. (2019) referenced the work of Daye et al. (2012), which concluded that "students attending law schools with racially diverse populations and high intergroup contact were more likely to perceive environments of openness and mutual respect" (p. 29). In addition to structural or compositional diversity, Rocconi et al. (2019) found that law students' perceptions of the law school environment as providing friendly and supportive experiences, offering positive interactions with faculty, and engendering positive relationships with peers contributed to a greater frequency of diverse interactions. The researchers also described collaborative faculty interactions and curricula that encouraged peer engagement as essential to realizing the full benefits of structural diversity. They further determined that engagement in pro bono work and participation in a student organization also contributed to an increased frequency of diverse interactions. Rocconi et al. (2019) explained, "intentionally engaging students with others from different backgrounds through curricular and co-curricular activities can help build a supportive and nurturing environment and foster the type of interactions that harness the educational benefits of diversity" (p. 34).

Focusing on law school faculty experiences, Barnes and Mertz (2018) investigated the factors that contributed to job dissatisfaction for post-tenure racial minority law professors and post-tenure women law professors. Barnes and Mertz (2018) specifically identified institutional structures and implicit biases related to "issues of respect, voice, and collegiality" (p. 441) as significant factors that contributed to job dissatisfaction among post-tenure racial minority law professors. From their qualitative analyses, Barnes and Mertz (2018) noted subjects' descriptions of the "subtle and continuing ways in which [they] felt disrespected in their work settings" (p. 455), including dismissal of their concerns and being penalized or unjustly disciplined for raising issues related to equity or exclusionary/hostile policies and/or behaviors. Research subjects described the need for peer and/or support networks for navigating the challenges associated with being a racial and/or gender minority law school professor, ones that were independent of the institution.

Regarding medical school campus climate research, Kaplan et al. (2018) examined challenges in the recruitment, retention, and promotion of underrepresented faculty within academic medicine. Though minority faculty described their academic climate as neutral to positive, Kaplan et al. (2018) identified three consistent themes or challenges regarding the minority faculty and recruitment, retention, and promotion. The first theme or challenge Kaplan et al. (2018) identified was a lack of critical mass or a lack of a "sufficient number of (underrepresented) faculty at an individual institution to create community and impact change" (p. 59). The subjects in Kaplan et al. (2018) also identified the dearth of programming or initiatives specific to the retention and promotion of minority faculty. Last, they described the need for "a diversity champion or a group of individuals vested in diversity" at senior leadership levels to effectively address recruitment, retention, and promotion concerns (p. 59).

Campus Climate and Unwanted Sexual Conduct

In recent years, sexual harassment, stalking, intimate partner violence, and sexual assault within higher education have drawn national attention. In January 2014, in response to calls for state and federal action, President Barack Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force released its first report, *Not Alone*, in April 2014, which emphasized the need for nationwide action to raise awareness of, prevent, and respond to the prevalence of sexual assault on college campuses. The Task Force asserted that "we are here

to tell sexual assault survivors they are not alone" and "to help schools live up to their obligation to protect students from sexual violence" (White House Task Force, 2014, p. 2).

The Task Force also recommended actions that should be taken by college and university communities, specifically campus administrations, regarding on-campus sexual assault. The Task Force encouraged campus leaders to conduct campus climate surveys to identify the prevalence of and attitude toward sexual assault on their individual college campuses (White House Task Force, 2014). According to the report, "The first step in solving a problem is to name it and know the extent of it – and a campus climate survey is the best way to do that" (White House Task Force, 2014, p. 2).

Similarly, the U.S. Department of Justice (DOJ) Office of Violence Against Women has supported the use of campus climate surveys in their effort to reduce sexual assault, dating and intimate partner violence, and sexual harassment on college and university campuses. According to the Office, "Campus climate surveys are essential because they generate data on the nature and extent of sexual assault on campuses, as well as campus attitudes surrounding sexual assault. Armed with accurate data, administrators and students can then begin to direct resources where they are most needed" (United States Department of Justice, 2018).

Inherent in examinations of sexual assault and campus climate are questions about how various members of the community experienced sexual assault and the prevalence and patterns of assault. Recent research has identified various campus populations' unique and disproportionate experiences with unwanted sexual conduct and/or contact on college and university campuses. These populations included: women (Krebs et al., 2009), graduate students (Rosenthal et al., 2016), lesbian and bisexual women (Martin et al., 2011), students with disabilities (Brown et al., 2017), and trans-spectrum students (Griner et al., 2017). For example, in a national study conducted by the Association of American Institutions, as cited in the National Council on Disability's 2018 report, *Not on the Radar: Sexual Assault of College Students With Disabilities*, researchers found that 32% of undergraduate female students with a disability experienced unwanted sexual contact, including the use of physical force or incapacitation. By comparison, the same report found that 18% of undergraduate female students without a disability experienced sexual assault (National Council on Disability, 2018).

Noting disparities in rates of sexual harassment and/or assault, Coulter et al. (2017) explained, "For sexual identity, sexual assault was highest among bisexuals and people unsure of their sexual identity (15.7% and 12.6%, respectively), followed by gays/lesbians (9.8%), and lowest among heterosexuals (6.4%)" (p. 729). Coulter et al. (2017) also reported that Black trans-spectrum students had a 58% probability of being sexually assaulted and noted that this finding underscores the importance of intersectional campus climate research. Regarding graduate students' experiences, McMahon et al. (2018) found that graduate students, in contrast to undergraduate student respondents, reported less awareness of campus resources and lower confidence in the outcomes of reporting an incident of unwanted sexual contact and conduct. While some research is now available, the complex intersections of campus climate; unwanted sexual conduct; and various social identities such as gender identity, sexual identity, disability status, and racial identity underscore the need for further research (Coulter & Rankin, 2017; Harris & Linder, 2017; Lundy-Wagner & Winkle-Wagner, 2013; Wood et al., 2017).

Role of Campus Senior Leadership

Improving campus climate to build diverse, inclusive, and equitable educational environments and opportunities for all is not a simple task. In their foundational research, Hurtado et al. (1999) stated,

> Campuses are complex social systems defined by the relationships maintained between people, bureaucratic procedures, structural arrangements, institutional goals and values, traditions, and the larger sociohistorical environments where they are located. Therefore, any effort to redesign campuses with the goal of improving the climate for racial and cultural diversity must adopt a comprehensive approach. (p. 69)

Smith (2015) also asserted that building a deep capacity for diversity requires a commitment by all members of the academic community but, perhaps most importantly, a sincere commitment by campus leadership. Smith (2009) explained, "The role of leadership cannot be underestimated in creating change for diversity." Additionally, Smith also shared, "Leadership can make a dramatic difference to whether and how diversity is built into the institution's understanding of itself or whether it is merely a series of programs or initiatives that run parallel to the core elements of the campus" (p. 264).

To foster a diverse, inclusive, and equitable organization, campus climate research has suggested *whether* senior leadership actively supports those goals is just as important as *how* senior leaders engage these topics and concerns. Furthermore, how campus leaders approached topics of diversity has been shown to influence students' perceptions of diversity and willingness to engage diverse perspectives. For instance, Harper and Yeung (2013) found that student perceptions of institutional commitment to diversity positively correlated with students' willingness to engage diverse perspectives. Similarly, in relation to perceptions of racial minority faculty, Squire (2017) found that how campus leadership responded to nationally known incidents of racial inequities or discrimination affected faculty members' perceptions of the institution's commitment to diversity as well as faculty members' overall experience. According to Squire (2017), "Faculty of color noted that the ways their institutions responded to racial incidences had direct effects on the way that they understood their institution's values concerning diversity, equity, and justice" (p. 740). Squire (2017) also found that faculty of color held a perception that universities, in their pursuit of serving a public good, "should respond to community incidences in ways that are appropriate to the scope of the matter" (p. 739). For institutions that have created or are in the process of creating a Chief Diversity Officer position, how the position is structured as well as what resources and authority the position retains "sends a powerful message about the role's importance on campus and illustrates the values of an institution" (Williams & Wade-Golden, 2013, pp. 151–152). Ultimately, climate research has illustrated that how senior leadership defined and demonstrated their commitment to diversity, equity, and social justice was critical to how faculty, staff, and students experienced campus climate.

In their discussion of the complex role of today's college and university presidents, Green and Shalala (2017) reminded administrators that it is the responsibility of senior leadership to enhance students' "inclusion in and belonging to the broader campus community" (p. 15). In their foundational work regarding effective diversity-oriented leadership, Astin and Astin (2000) asserted that leaders must engage in transformational leadership practices, where senior leaders serve as community-oriented change agents. The researchers emphasized that effective leadership requires modeling of specific leadership behaviors. These behaviors and skills included a commitment to collaboration and shared purpose, demonstrations of authenticity and self-awareness, and the ability to respectfully and civilly disagree with others (p. 71). Astin and

Astin (2000) also highlighted the essential skills of empathy and listening for effective transformative leadership. Noting the value of behavior modeling, they wrote,

> [I]f the president is able to model the principles of transformative leadership in her dealings with her cabinet and if she openly advocates that cabinet members do the same with their immediate colleagues, she could well create a ripple effect that can transform the culture of an entire institution. (p. 86)

Williams and Wade-Golden (2013) concurred that transformational leadership practices were critical for contemporary institutions of higher education. According to Williams and Wade-Golden (2013), "Diversity issues cannot exist on the margins. To the contrary, issues of access, retention, curricular diversity, and engaged scholarship represent a new 'academic diversity cannon' that has become fundamental to fulfilling the mission of academia in the new millennium" (p. 171). Fortunately, campus climate research and assessment can provide today's senior leaders with both the information and skills necessary to build equitable and just environments for all members of their campus communities.

Taken together, an examination of student, faculty, and staff perceptions and experiences of campus climate across institutional type and setting provide an expansive view of the importance of campus climate and the role of senior leadership in enhancing the collegiate experience. The diversity of racial/ethnic backgrounds, gender, sexual and gender identity, economic class, and other indexes of social status/affiliation reveal the robust dynamics at play in enhancing persistence, retention, and academic and social well-being.

Methodology

Conceptual Framework

R&A defines diversity as the "variety created in any society (and within any individual) by the presence of different points of view and ways of making meaning, which generally flow from the influence of different cultural, ethnic, and religious heritages, from the differences in how we socialize women and men, and from the differences that emerge from class, age, sexual identity, gender identity, ability, and other socially constructed characteristics."[21] Rankin (2003) modified the conceptual model of campus climate developed by Smith et al. (1997) to use as the foundation for URI's campus climate assessment.

Research Design

Survey Instrument. The survey instrument was constructed based on the results of the focus groups and the work of Rankin (2003), and with the assistance of the Climate Study Working Group (CSWG). The CSWG reviewed several drafts of the initial survey proposed by R&A and vetted the questions to be contextually appropriate for the URI population. The final URI campus-wide survey contained 119 questions,[22] including 18 open-ended questions for respondents to provide commentary. The survey was designed so respondents could provide information about their personal campus experiences, their perceptions of the campus climate, and their perceptions of URI's institutional actions, including administrative policies and academic initiatives regarding diversity issues and concerns. The survey was available in both online and pencil-and-paper formats. Survey responses were entered into a secure-site database, stripped of their IP addresses (for online responses), and then tabulated for appropriate analysis. Any comments provided by participants also were separated from identifying information at submission so comments were not attributed to any individual demographic characteristics.

Sampling Procedure. URI's Institutional Review Board (IRB) reviewed the project proposal, including the survey instrument. The IRB considered the activity to be designed to assess

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[21] Rankin & Associates Consulting (2021) adapted from AAC&U (1995).

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

campus climate within the University and to inform URI's strategic quality improvement initiatives. The IRB approved the project on March 4th, 2021.

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

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

Data Analysis. Survey data were analyzed via SPSS to compare the responses (in raw numbers and percentages) of various groups. Missing data analyses (e.g., missing data patterns, survey fatigue) were conducted, and those analyses were provided to URI in a separate document. Descriptive statistics were calculated by salient group memberships (e.g., gender identity, racial identity, position status) to provide additional information regarding participant responses. Throughout much of this report, including the narrative and data tables within the narrative, information is presented using valid percentages.[23] The data tables in Appendix B provide actual percentages[24] with missing or "no response" information. The purpose for this difference in reporting is to note the missing or "no response" data in the appendices for Institutional

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[23] Valid percentages were derived using the total number of responses to an item (i.e., missing data were excluded).

[24] Actual percentages were derived using the total number of survey respondents.

information while removing such data within the report for subsequent cross tabulations and significance testing using the chi-square test for independence.

Chi-square tests provide only omnibus results; as such, they identify that significant differences exist in the data table but do not specify if differences exist between specific groups. Therefore, these analyses included post hoc investigations of statistically significant findings by conducting *z*-tests between column proportions for each row in the chi-square contingency table, with a Bonferroni adjustment for larger contingency tables. This approach is useful because it compares individual cells to each other to determine if they are statistically different (Sharpe, 2015). Thus, the data may be interpreted more precisely by showing the source of the greatest discrepancies. Throughout the report, distinctions that were noted between group were all found to be statistically significant.

Furthermore, R&A used the guidelines outlined in this paragraph to describe quantitative results. In summarizing the overall distribution of a Likert-scale question in the survey, "strongly agree" and "agree" were combined. For example, "Sixty percent ($n = 50$) of respondents 'strongly agreed' or 'agreed' that…." If the responses for either "strongly agree" or "agree" resulted in $n < 5$, then the combination of "strongly disagree" and "disagree" may have been used instead. When at least one statistically significant result emerged between demographic analysis groups, only one category of the Likert metric was reported, indicating exactly where the significant difference was located. For example, "A higher percentage of White/European American respondents (40%, $n = 10$) than Respondents of Color (20%, $n = 5$) 'disagreed' that...." If more than one significant difference existed, R&A offered multiple sentences to describe the results for that survey item.

Factor Analysis Methodology. The survey contained questions that measured two outcomes related to campus climate: Student respondents' *Perceived Academic Success* (Question 14) and *Sense of Belonging* for students (Question 105), faculty (Question 109), and staff (Question 110). The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence. The *Sense of Belonging* scales were informed by Strayhorn's

(2012) qualitative examination of students' sense of belonging. Rankin & Associates developed survey questions to quantitatively measure sense of belonging for students, faculty, and staff.

The survey contained one question that measured an outcome related to campus climate, Student respondents' *Perceived Academic Success* (Question 14). The *Perceived Academic Success* scale was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale*. This scale has been used in a variety of studies examining student persistence.

The questions on the scales were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, only respondents who answered all scale sub-questions were included in the analyses.

Confirmatory factor analyses using parallel analysis were conducted. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of each scale.[25] The internal consistency reliability (Cronbach's alpha) of the scale was calculated to determine if the scale produced consistent results.

Factor Scores. The factor score for each of the scales was created by taking the average of the scores for the sub-questions in each factor. Each response for individuals who answered all the questions included in a given factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful and higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at URI.

Means Testing Methodology. After creating the factor scores for respondents based on the factor analyses and where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the demographic areas determined by the CSWG.

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[25] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

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

Qualitative Comments

Several survey questions provided respondents the opportunity to describe their experiences at URI, elaborate upon their survey responses, and append additional thoughts. The survey solicited comments (1) to give "voice" to the quantitative findings and (2) to highlight areas of concern that might have been overlooked by the analyses of multiple-choice items because of the small number of survey respondents from historically underrepresented populations at URI. For this reason, some qualitative comments may not seem aligned with the quantitative findings; however, they are important data. The R&A team reviewed[26] these comments using standard methods of thematic analysis. R&A reviewers read all comments and generated a list of common themes based on their analysis. This methodology does not reflect a comprehensive qualitative study. Comments were not used to develop grounded hypotheses independent of the quantitative data.

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[26] Any comments provided in languages in addition to English were translated and incorporated into the qualitative analysis.

Results

This section of the report provides a description of the sample demographics, measures of internal reliability, and a discussion of validity. Several analyses were conducted to determine whether significant differences existed in the responses between participants from various demographic categories. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality. Where significant differences occurred, endnotes (denoted by lowercase Roman numeral superscripts) at the end of each section of this report provide the results of the significance testing.

Description of the Sample[27]

Four thousand five hundred fifty-five (4,555) surveys were returned for a 22.4% overall response rate. Response rates by position status were 18% for Students, 42% for Faculty, and 43% for Staff. The sample and population figures, chi-square analyses,[28] and response rates are presented in Table 2. All analyzed demographic categories showed statistically significant differences between the sample data and the population data as provided by URI.

- Black/African/African American individuals, Latinx individuals, and individuals whose racial/ethnic identity was categorized as Missing/International/Not Listed were underrepresented in the sample. APIDA individuals, White individuals, and Additional Respondents of Color were overrepresented in the sample.
- Students were underrepresented in the sample. Faculty and Staff were overrepresented in the sample.

Table 2. **University of Rhode Island Sample Demographics**

Characteristic	Group	Population N	Population %	Sample n	Sample %	Response rate
	Student	17,671	85.0	3,225	70.8	18.3
Position status[a]	Faculty	1,203	5.8	510	11.2	42.4
	Staff	1,906	9.2	820	18.0	43.0

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[27] Frequency tables for each survey item are provided in Appendix B.

[28] Chi-square tests were conducted only on those categories that were response options in the survey and included in demographics provided by URI.

Table 2. **University of Rhode Island Sample Demographics**

Characteristic	Group	Population N	Population %	Sample n	Sample %	Response rate
Racial/ethnic identity[b]	APIDA	815	3.9	261	5.7	32.0
	Black/African/African American	1,004	4.8	175	3.8	17.4
	Latinx	1,801	8.7	229	5.0	12.7
	Additional Respondents of Color	51	0.2	44	1.0	86.3
	White	14,933	71.9	3,370	74.0	22.6
	Multiracial	ND*	ND*	331	7.3	ND*
	Missing/International/Not Listed	2,176	10.5	145	3.2	6.7
Sexual identity	Queer-spectrum	ND*	ND*	360	7.9	ND*
	Asexual	ND*	ND*	121	2.7	ND*
	Bisexual	ND*	ND*	349	7.7	ND*
	Heterosexual	ND*	ND*	3,590	78.8	ND*
	Missing/Not Listed	ND*	ND*	135	3.0	ND*
Citizenship status	U.S. Citizen-Birth	ND*	ND*	3,995	87.7	ND*
	Naturalized/Permanent Status	ND*	ND*	331	7.3	ND*
	International	ND*	ND*	168	3.7	ND*
	Missing	ND*	ND*	61	1.3	ND*
Disability status	Single Disability	ND*	ND*	551	12.1	ND*
	No Disability	ND*	ND*	3,698	81.2	ND*
	Multiple Disabilities	ND*	ND*	269	5.9	ND*
	Missing/Not Listed	ND*	ND*	37	0.8	ND*
Religious affiliation	Christian Religious Affiliation	ND*	ND*	1,912	42.0	ND*
	Jewish Religious Affiliation	ND*	ND*	105	2.3	ND*
	Additional Religious Affiliation	ND*	ND*	220	4.8	ND*
	No Religious Affiliation	ND*	ND*	1,974	43.3	ND*
	Multiple Religious Affiliations	ND*	ND*	188	4.1	ND*
	Missing	ND*	ND*	156	3.4	ND*

Note: The total *n* for each demographic characteristic may differ as a result of missing data. The racial identity category APIDA includes Asian/Asian American, Native Hawaiian, Pacific Islander, and South Asian.
*ND: No Data available
[a] X^2 (2, n = 4,555) = 725.8, $p < .001$
[b] X^2 (5, n = 4,224) = 456.2, $p < .001$

Validity. Validity is the extent to which a measure truly reflects the phenomenon or concept under study. The validation process for the survey instrument included both the development of the survey items and consultation with subject matter experts. The survey items were constructed

based on the work of Hurtado et al. (1999) and Smith et al. (1997) and were informed by instruments used in Institutional and organizational studies by the consultant over the past 20 years. Several researchers working in the area of campus climate and diversity, experts in higher education survey research methodology, and members of URI's CSWG reviewed the bank of items available for the survey.

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

Reliability – Internal Consistency of Responses.[29] Correlations between the responses to questions about overall campus climate on various dimensions (Questions 104 and 111) were moderate-to-strong and statistically significant, indicating a positive relationship between answers regarding the acceptance of various populations and the climate for those populations. The consistency of these results suggests that the survey data were internally reliable. Pertinent correlation coefficients[30] are provided in Table 3.

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

A moderate relationship (between .55 and .64) existed for all five pairs of variables, which included: Positive for People of Color and Not Racist; Positive for People who Identify as

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

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

Lesbian, Gay, Bisexual, Pansexual, or Queer and Not Homophobic; Positive for Women and Not Sexist; Positive for People of Low Socioeconomic Status and Not Classist (socioeconomic status); and Positive for Persons with Disabilities and Not Ableist.

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

	Climate characteristics				
	Not racist	Not homophobic	Not sexist	Not classist	Not ableist
Positive for People of Color	.64*				
Positive for Lesbian, Gay, Bisexual, Pansexual, or Queer People		.55*			
Positive for Women			.57*		
Positive for People of Low Socioeconomic Status				.63*	
Positive for People with Disabilities					.62*

*$p < 0.01$

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

Sample Characteristics[31]

For the purposes of several analyses, the CSWG decided to collapse certain demographic categories to make comparisons between groups and to ensure respondents' confidentiality. Analyses do not reveal in the narrative, figures, or tables where the number of respondents in a category totaled less than five ($n < 5$). In some cases, an additional category was suppressed to maintain additional confidentiality of respondents.

Respondents' primary status data were collapsed into Student respondents, Faculty respondents, and Staff respondents.[32] Of respondents, 71% ($n = 3,225$) were Students, 11% ($n = 510$) were Faculty, and 18% ($n = 820$) were Staff respondents (Figure 1). Ninety-three percent ($n = 4,243$) of respondents were full-time in their primary positions. Subsequent analyses indicated that 93% ($n = 3,003$) of Student respondents, 91% ($n = 462$) of Faculty respondents, and 95% ($n = 778$) of Staff respondents were full-time in their primary positions.

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[31] All percentages presented in the "Sample Characteristics" section of the report are actual percentages.

[32] CSWG determined the collapsed position status variables.
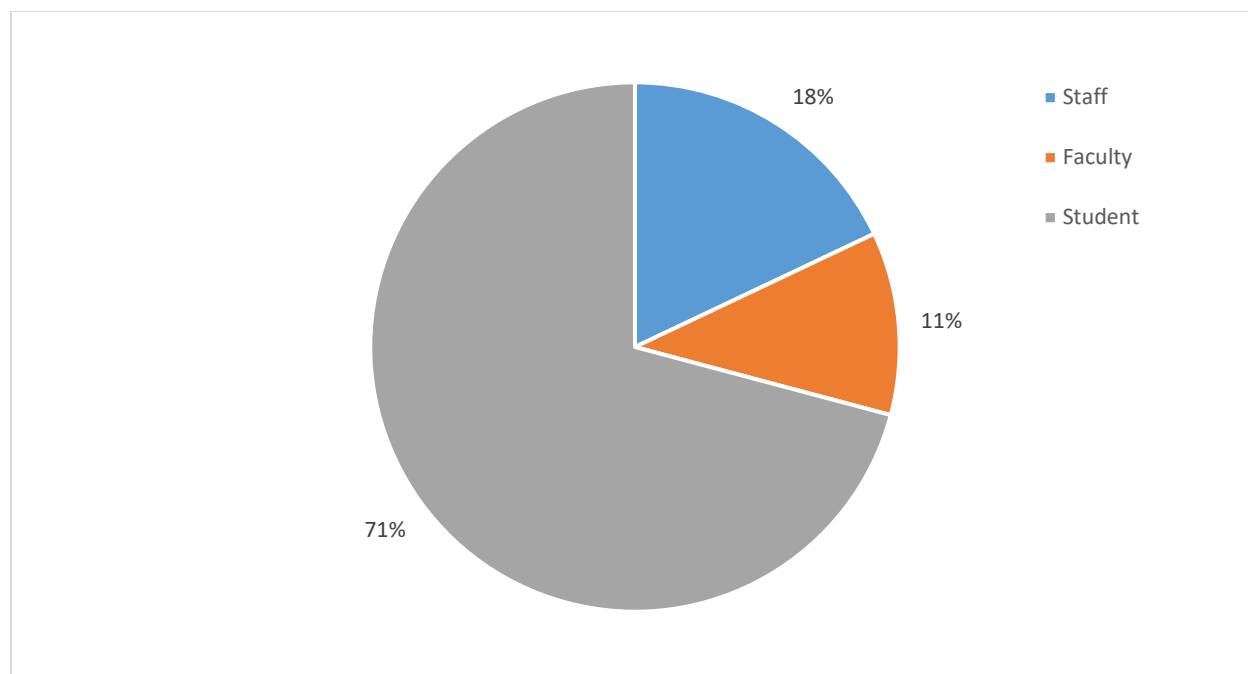
Figure 1. Respondents' Collapsed Position Status (%)

Ninety-two percent (*n* = 4,197) of respondents were primarily affiliated with the Kingston campus, 5% (*n* = 214) with Narragansett Bay Campus, 2% (*n* = 90) with Feinstein Providence Campus (Shepard Building), and 1% (*n* = 50) with Rhode Island Nursing Education Center.

Regarding respondents' primary work unit affiliations, Table 4 indicates that Staff respondents represented various academic divisions/colleges/departments across campus. Of Staff respondents, 36% (*n* = 291) were affiliated with the Division of Academic Affairs, 18% (*n* = 148) were affiliated with the Division of Student Affairs, and 11% (*n* = 92) were affiliated with the Division of Administration and Finance.

Table 4. Staff Respondents' Primary Division/College/Department Affiliations

Academic division/college/department	*n*	%
Athletics	**46**	**5.6**
Administration (e.g., Equipment Room, Marketing & Promotions, Ticket Office)	10	21.7
Women's Athletics	14	30.4
Men's Athletics	9	19.6
Missing	13	28.3
Division of Academic Affairs	**291**	**35.5**
Enrollment Services	9	3.1
Admissions	19	6.5
Alan Shawn Feinstein College of Education and Professional Studies	12	4.1
College of Arts and Sciences	26	8.9
College of Business	13	4.5
College of Engineering	15	5.2
College of the Environment and Life Sciences	19	6.5
College of Health Sciences	12	4.1
College of Nursing	5	1.7
College of Pharmacy	11	3.8
Graduate School of Oceanography	29	10.0
Information Technology Services	21	7.2
Office of International Education	6	2.1
University College for Academic Success	29	10.0
University Libraries	7	2.4
Missing	58	19.9

Table 4. Staff Respondents' Primary Division/College/Department Affiliations

Academic division/college/department	*n*	%
Division of Administration & Finance	**92**	**11.2**
Public Safety	14	15.2
Risk Management	< 5	---
Capital Planning and Design	< 5	---
Facilities Services	19	20.7
Purchasing	< 5	---
Property	< 5	---
Budget Office	13	14.1
Controller	5	5.4
Human Resources	14	15.2
Missing	32	34.8
Division of Research and Economic Development	**37**	**4.5**
Small Business Development Center	< 5	---
Research Office	25	67.6
Missing	--	---*
Division of Student Affairs	**148**	**18.0**
Campus Recreation	9	6.1
Counseling Center	8	5.4
Dean of Student Office	9	6.1
Dining Services	16	10.8
Housing and Residential Life	22	14.9
Health Services	20	13.5
Memorial Union	9	6.1
Office of Vice President (e.g., Center for Student Leadership Development, Gender and Sexuality Center, Multicultural Student Services Center, Women's Center)	7	4.7
Talent Development	8	5.4
Missing	40	27.0
External Relations and Communications	**33**	**4.0**
Foundation and Alumni Engagement	**45**	**5.5**
Office of the President (e.g., General Counsel, Office of Legal and Government Relations)	**18**	**2.2**
Missing	**110**	**13.4**

Note: Table reports responses only from Staff respondents (*n* = 820).
*Category suppressed to maintain confidentiality.

Of Faculty respondents, 35% ($n = 176$) were affiliated with the College of Arts and Sciences, and 10% each with the College of Business ($n = 53$) and College of the Environment and Life Sciences ($n = 52$) (Table 5).

Table 5. Faculty Respondents' Primary College/Academic Unit Affiliations

Collee/academic unit	*n*	%
Alan Shawn Feinstein College of Education and Professional Studies	---	---*
College of Arts and Sciences	176	34.5
College of Business	53	10.4
College of Engineering	38	7.5
College of the Environment and Life Sciences	52	10.2
College of Health Sciences	47	9.2
College of Nursing	28	5.5
College of Pharmacy	32	6.3
Graduate School of Oceanography	34	6.7
University Libraries	< 5	---
Missing	32	6.3

Note: Table reports responses only from Faculty respondents ($n = 510$).
*Category suppressed to maintain confidentiality.

In terms of length of employment, 38% ($n = 304$) of Staff respondents were employed at URI between 1 and 6 years, 14% ($n = 114$) between 7 and 10 years, 15% ($n = 118$) between 11 and 15 years, 11% ($n = 92$) between 16 and 20 years, and 11% ($n = 92$) between 21 and 30 years (Table 6). As for Faculty respondents, 33% ($n = 161$) were employed at URI between 1 and 6 years, 12% ($n = 61$) between 7 and 10 years, 13% ($n = 62$) between 11 and 15 years, 12% ($n = 57$) between 16 and 20 years, and 15% ($n = 73$) between 21 and 30 years. Six percent ($n = 50$) of Staff respondents and 11% ($n = 53$) of Faculty respondents were employed at URI more than 30 years.

Table 6. Faculty and Staff Respondents' Length of Employment

	Faculty respondents		Staff respondents	
Length of employment	*n*	%	*n*	%
Less than 1 year	29	5.8	41	5.1
1–6 years	161	32.5	304	37.5
7–10 years	61	12.3	114	14.1
11–15 years	62	12.5	118	14.5
16–20 years	57	11.5	92	11.3
21-30 years	73	14.7	92	11.3
More than 30 years	53	10.7	50	6.2

Note: Table reports responses only from Faculty and Staff respondents (*n* = 1,330).

More than half of the sample (67%, *n* = 3,049) were Women; 31% (*n* = 1,401) were Men.[33] Less than 1% of respondents identified as Genderqueer (*n* = 31), Gender Non-Conforming (*n* = 29), Transgender (*n* = 23), Transman (*n* = 15), or Transwoman (*n* = 6). One percent identified as Nonbinary (*n* = 61).[34] Less than 1% of respondents marked "a gender not listed here" and offered identities such as "agender," "fluid woman," "male," and "there are only two genders."

For the purpose of some analyses, the CSWG elected to collapse the categories Genderqueer, Gender Non-Conforming, Transgender, Transman, Transwoman, Nonbinary, and "gender not listed here" into the "Trans-spectrum" category (3%, *n* = 123). The CSWG also decided not to include the Trans-spectrum category in some analyses to maintain the confidentiality of those respondents.

[33] The majority of respondents identified their birth sex as female (68%, *n* = 3,112), while 31% (*n* = 1,410) of respondents identified as male and less than five identified as intersex. Additionally, 64% (*n* = 2,928) identified their gender expression as feminine, 1% (*n* = 64) as genderfluid, 30% (*n* = 1,359) as masculine, 2% (*n* = 77) as androgynous, and 1% (*n* = 36) as "a gender expression not listed here."

[34] Self-identification as transgender/trans-spectrum does not preclude identification as man or woman, nor do all those who might fit the definition self-identify as transgender/trans-spectrum. Here, those who chose to self-identify as transgender/trans-spectrum have been reported separately to reveal the presence of an identity that might otherwise have been overlooked. When transgender/trans-spectrum respondents numbered less than five, no analyses were conducted or included in that section to maintain the respondents' confidentiality.

Figure 2 illustrates that of the responding Students, 67% ($n = 2,155$) identified as women and 30% ($n = 951$) identified as men. A higher percentage of Faculty respondents identified as women (59%, $n = 296$) than identified as men (39%, $n = 197$), and a higher percentage of Staff respondents identifies as women (70%, $n = 562$) than identified as men (29%, $n = 231$). Three percent ($n = 105$) of Student respondents, 2% ($n = 9$) of Faculty respondents, and 1% ($n = 9$) of Staff respondents identified as Trans-spectrum,
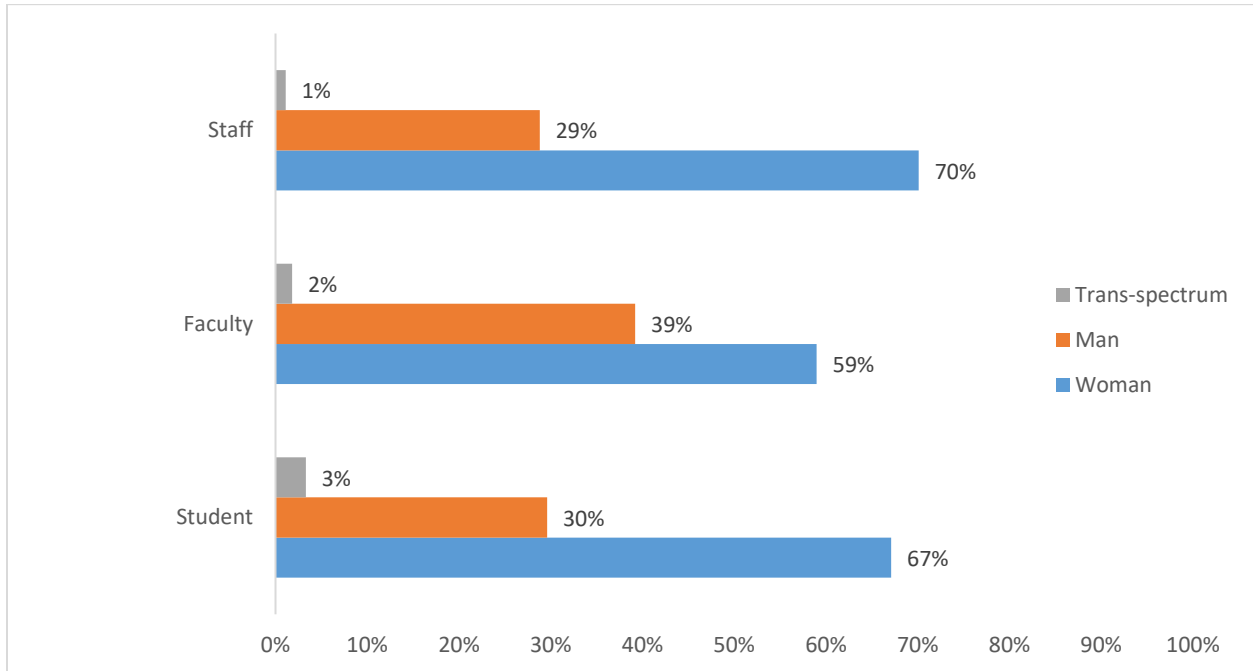
Note: Responses with $n < 5$ are not presented in the figure.

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

Most respondents identified as Heterosexual[35] (79%, $n = 3,590$); 8% ($n = 360$) identified as Queer-spectrum (i.e., lesbian, gay, pansexual, queer, or questioning), 8% ($n = 349$) identified as Bisexual, and 3% ($n = 121$) identified as Asexual (Figure 3). Three percent ($n = 135$) of respondents did not indicate their sexual identity and were recoded to Missing/Not Listed.
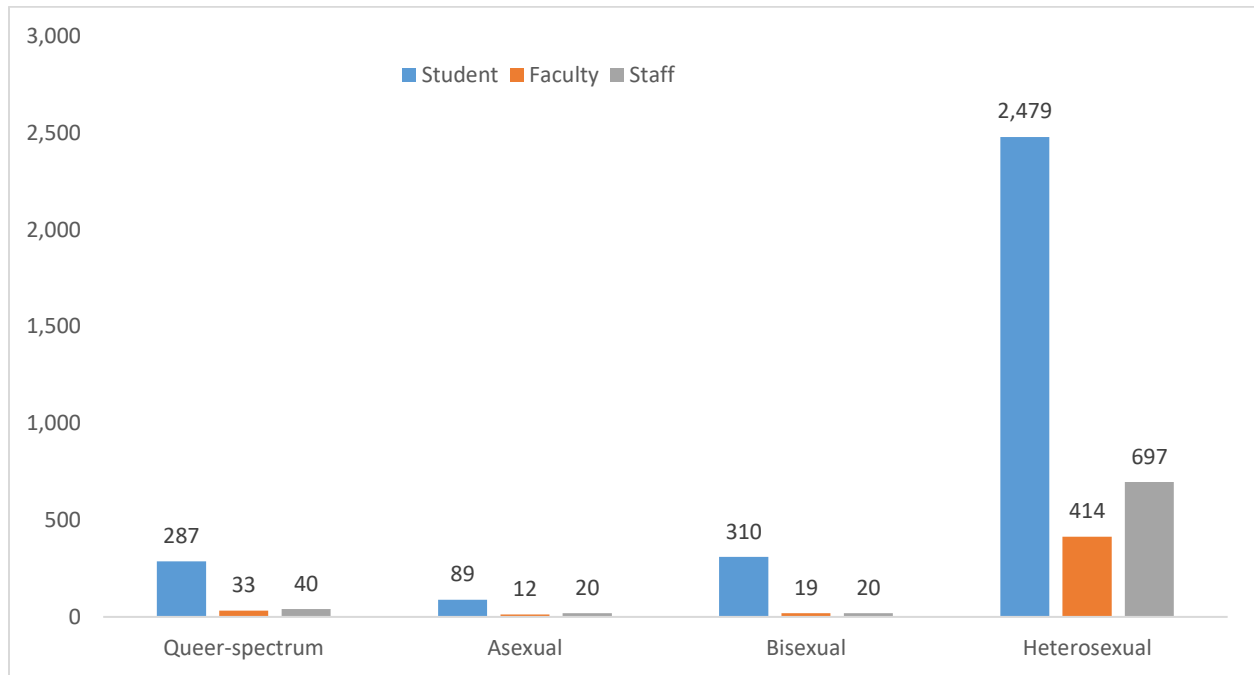
Figure 3. Respondents by Sexual Identity and Position Status (*n*)

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[35] Respondents who answered "other" in response to the question about their sexual identity and wrote "straight" or "heterosexual" in the adjoining text box were recoded as Heterosexual. Additionally, this report uses the terms "Queer-spectrum" to denote individuals who self-identified as lesbian, gay, pansexual, queer, and questioning, as well as those who wrote in "other" terms such as "demisexual," "biromantic," etc.

Of Faculty respondents, 12% ($n = 54$) were between 25 and 34 years old, 28% ($n = 125$) were between 35 and 44 years old, 23% ($n = 104$) were between 45 and 54 years old, 22% ($n = 96$) were between 55 and 64 years old, and 14% ($n = 62$) were between 65 and 74 years old (Figure 4). Of Staff respondents, 15% ($n = 108$) were between 25 and 34 years old, 20% ($n = 145$) were between 35 and 44 years old, 26% ($n = 189$) were between 45 and 54 years old, 31% ($n = 230$) were between 55 and 64 years old, and 6% ($n = 44$) were between 65 and 74 years old.
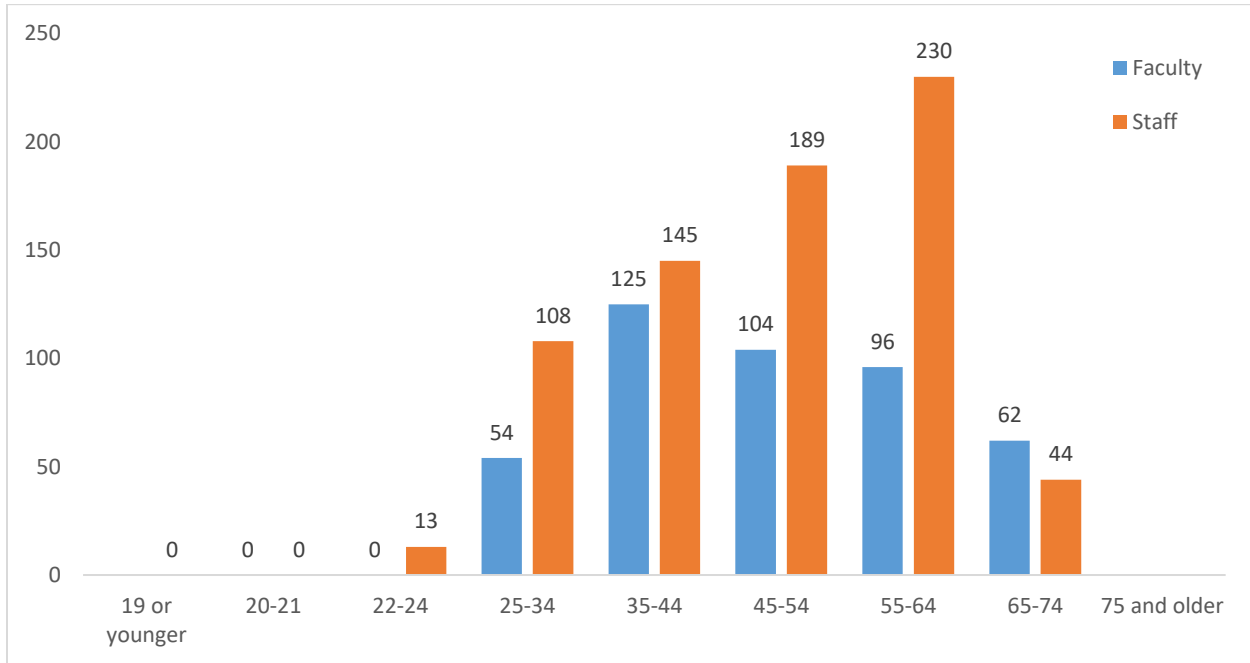
Note: Responses with $n < 5$ are not presented in the figure.

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

Of responding Students, 69% ($n = 2{,}130$) were between 18 and 21 years old, 16% ($n = 502$) were between 22 and 24 years old, and 11% ($n = 350$) were between 25 and 34 years old (Figure 5).
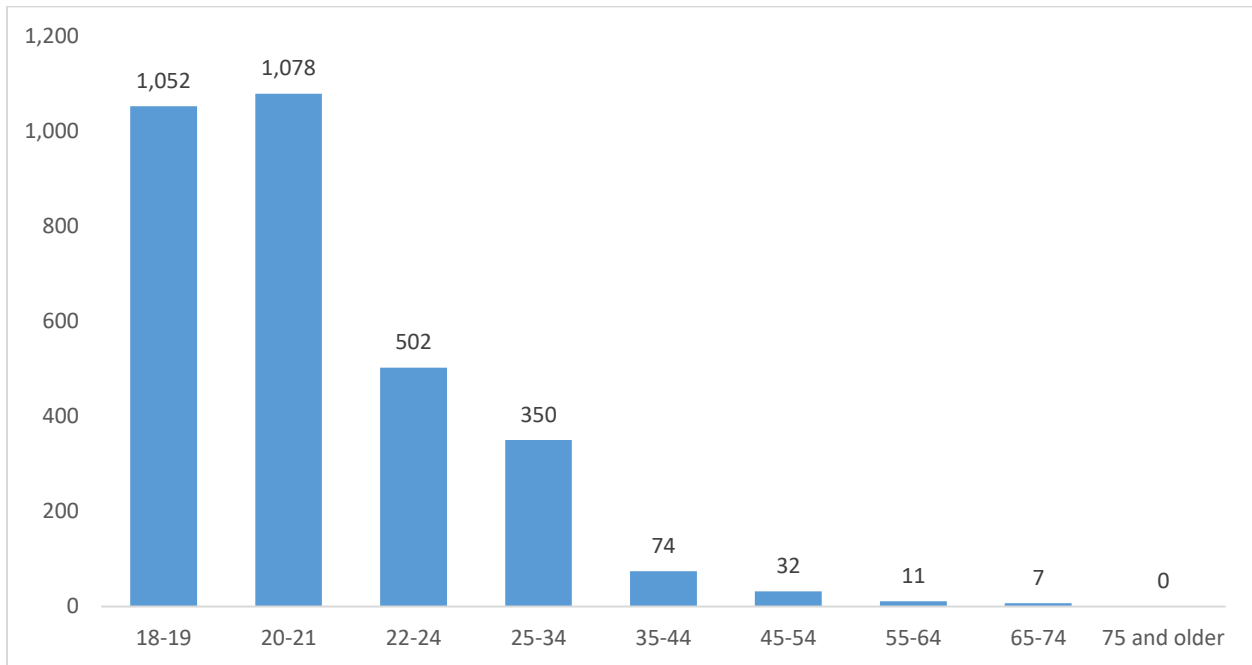
Note: Responses with $n < 5$ are not presented in the figure.

Figure 5. Student Respondents by Age (*n*)

Regarding racial identity, 74% (*n* = 3,370) of the respondents identified as White/European American (Figure 6). Seven percent (*n* = 331) of respondents identified as Multiracial, 5% each were Hispanic/Latinx/Chicanx (*n* = 229) and Asian/Asian American (*n* = 214), 4% (*n* = 175) were Black/African/African American, 1% were each South Asian (*n* = 43) or Middle Eastern (*n* = 34), and less than 1% were each American Indian/Native American/Indigenous (*n* = 8), Pacific Islander (*n* < 5), and Alaska Native (*n* < 5). Some individuals marked the response category "a racial/ethnic identity not listed here" and wrote "Ashkenazi Jew," "Azorean," "Black/Haitian American," "Cape Verde and Puerto Rican," "Cape Verdean," "Caribbean Indian," and "mixed race" or identified with a specific country.
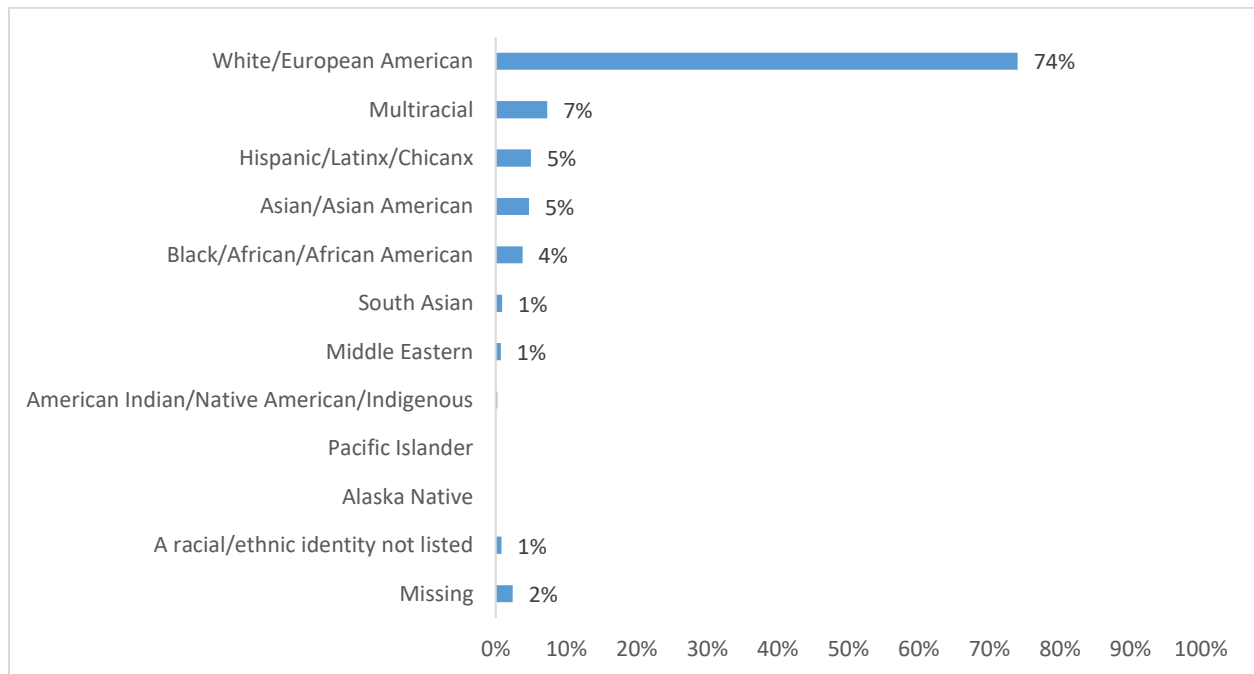
Figure 6. Respondents by Racial/Ethnic Identity (%)

Respondents were given the opportunity to mark multiple boxes regarding their racial identity,[36] allowing them to identify as biracial or multiracial. For the purposes of some analyses, the CSWG created six racial identity categories. Given the opportunity to mark multiple responses, many respondents chose only White (74%, $n = 3,370$) as their identity (Figure 7). Many respondents identified as Multiracial[37] (7%, $n = 331$), APIDA[38] (6%, $n = 261$), Latinx[39] (5%, $n = 229$), Black/African/African American (4%, $n = 175$), and Additional Respondents of Color[40] (1%, $n = 44$). A substantial percentage of respondents did not indicate their racial identity and were recoded to Missing/Unknown (3%, $n = 145$).
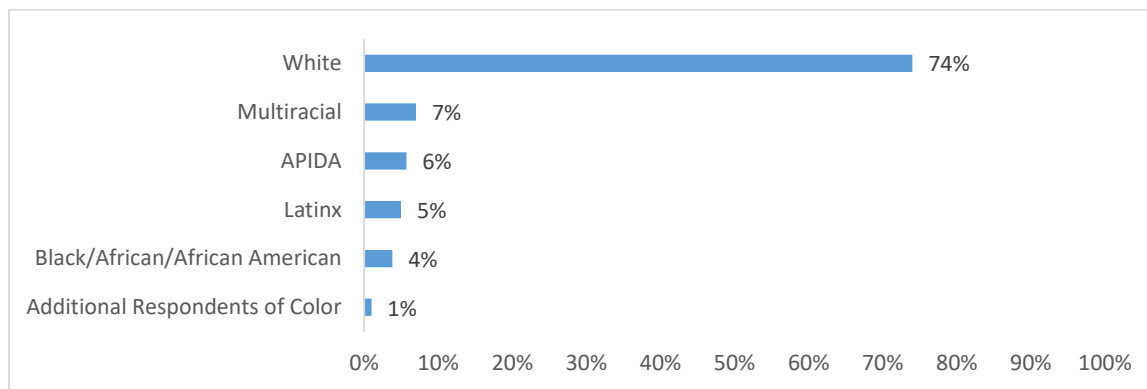
Figure 7. Respondents by Collapsed Categories of Racial Identity (%)

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

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

[38] With the CSWG's approval, the Asian Pacific Islander Desi American (APIDA) category included respondents who identified as Asian/Asian American, Pacific Islander, South Asian, and Native Hawaiian.

[39] With the CSWG's approval, the Latinx category included respondents who identified as Hispanic, Latinx, or Chicanx.

[40] With the CSWG's approval, the Additional Respondents of Color category included respondents who identified as American Indian/Native American/Indigenous, Middle Eastern, and Alaska Native. When comparing significant differences, all racial minorities are grouped together when low numbers of respondents existed (referred to, in this report, as Additional Respondents of Color). Due to the low response rate within this category, this category is excluded from many analyses to protect confidentiality of respondents.

The survey question that queried respondents about their religious or spiritual affiliations offered many response choices.[41] For the purposes of this report, the responses were collapsed into five categories. Forty-three percent (*n* = 1,974) of respondents indicated No Religious Affiliation (Figure 8). Forty-two percent (*n* = 1,912) of respondents identified as having a Christian Religious Affiliation. Five percent (*n* = 220) identified with Additional Religious Affiliations, and 4% (*n* = 188) of respondents chose Multiple Religious Affiliations. Two percent (*n* = 105) of respondents chose Jewish Religious Affiliation. Three percent (*n* = 156) of respondents did not indicate their religious affiliation and were recoded to Missing/Unknown.
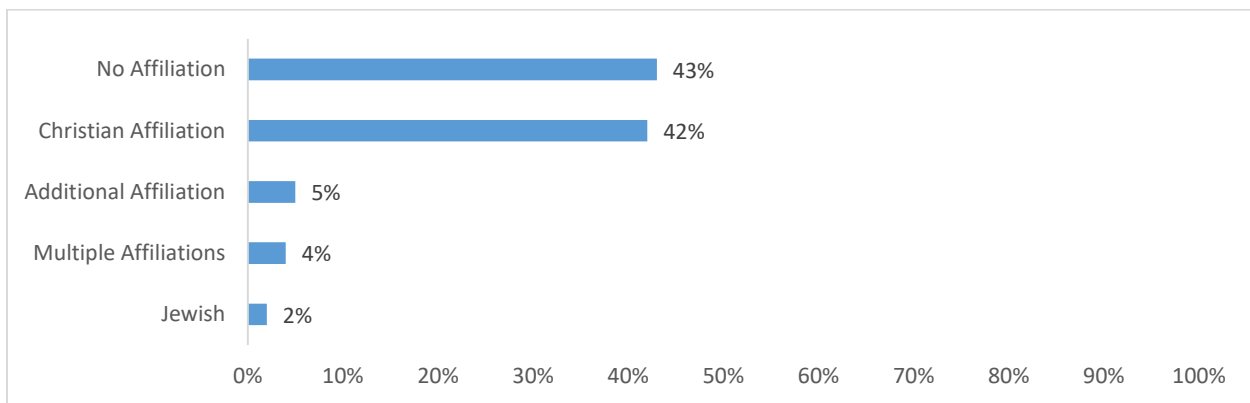
Figure 8. Respondents by Religious Affiliation (%)

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[41] With the CSWG's approval, religious/spiritual affiliation was collapsed into five categories: No Religious Affiliation, Christian Religious Affiliation, Jewish Religious Affiliation, Multiple Religious Affiliations, and Other Religious Affiliations. Jewish was identified as a separate category due to its response number that exceeded 100.

Two survey items addressed respondents' political party affiliations and views. Forty percent (*n* = 1,807) of respondents indicated that they were affiliated with the Democrat party and 9% identified as Republican (*n* = 398). Twenty-six percent (*n* = 1,195) of respondents identified as having No Political Affiliation. Twenty-one percent (*n* = 953) identified as Independent, 1% (*n* = 26) identified as Green, and 1% (*n* = 57) of respondents chose a political affiliation not listed above (Other Affiliation). Two percent (*n* = 74) of respondents did not indicate their political party affiliation and were recoded to Missing/Unknown. Figure 9 illustrates party affiliation by respondent position status.
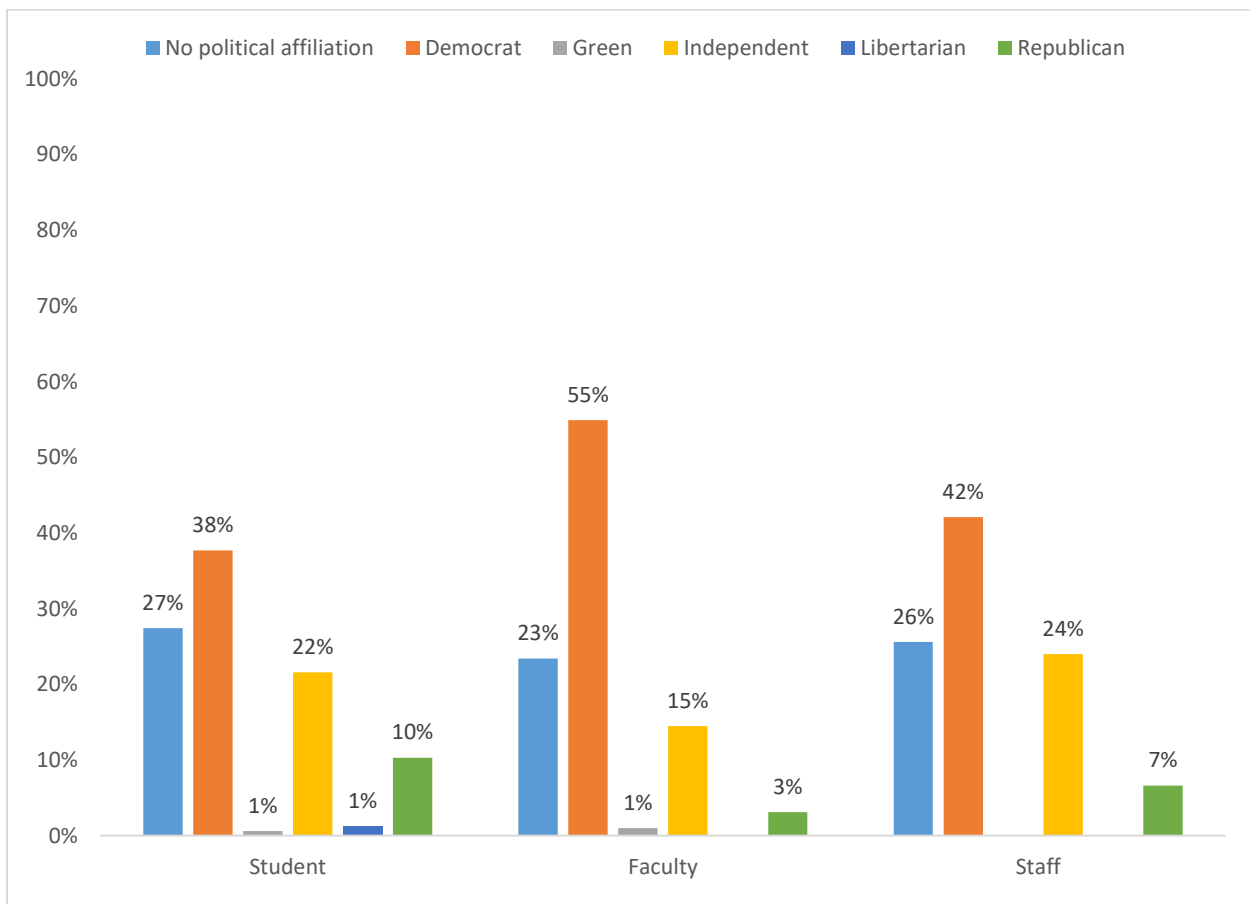
Figure 9. Respondents by Political Affiliation and Position Status (%)

Thirty-four percent (n = 1,567) of respondents described their current political views as Moderate. Thirty-two percent (n = 1,457) of respondents identified as Liberal/Progressive and 17% (n = 791) as Very Liberal/Progressive. Nine percent (n = 406) of respondents described their current political views as Conservative and 1% (n = 54) as Very Conservative. Four percent (n = 168) of respondent indicated that they held Political Views Not Listed Above. Three percent (n = 112) of respondents did not indicate their current political views and were recoded to Missing/Unknown. Figure 10 depicts current political views by respondent position status.
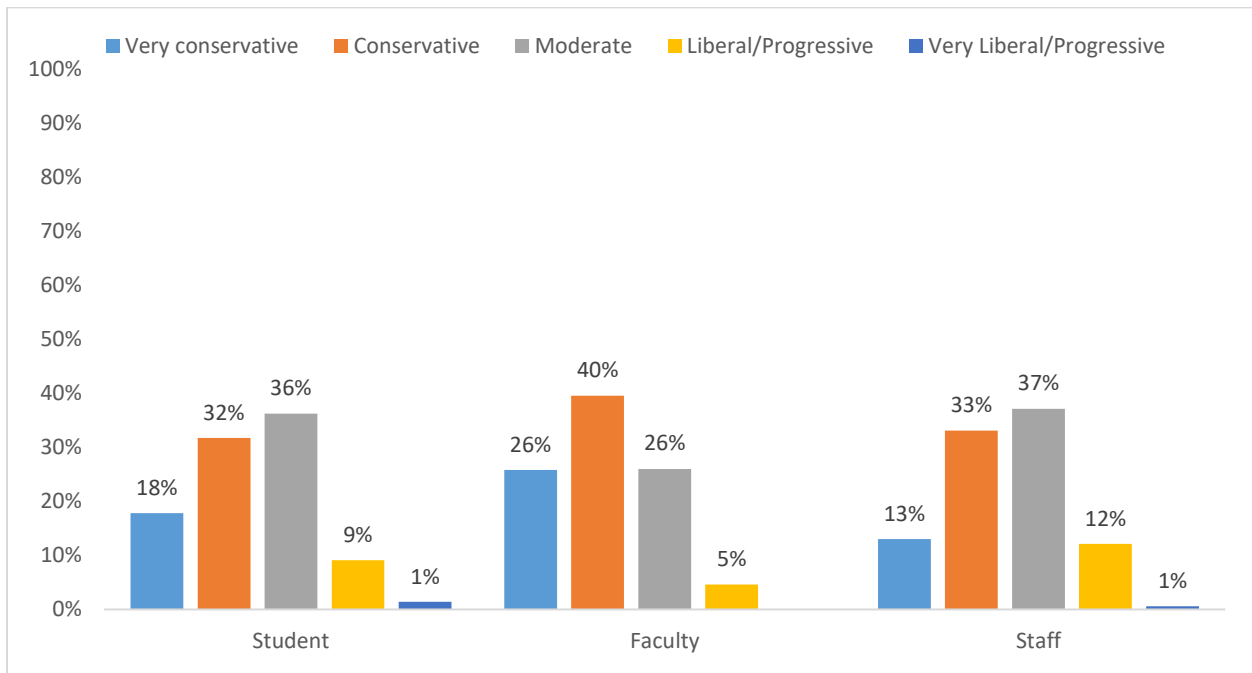
Figure 10. Respondents by Current Political Views and Position Status (%)

Nineteen percent (*n* = 872) of all respondents, including 7% (*n* = 233) of Student respondents, had substantial parenting or caregiving responsibilities. Figure 11 illustrates that of the 233 Student respondents who had caregiving responsibilities, 22% (*n* = 52) were caring for children five years old or younger and 34% (*n* = 82) were caring for children between six and 18 years old (Figure 11). Twenty-five percent (*n* = 59) of Student respondents who indicated they had caregiving responsibilities were caring for senior or other family members.
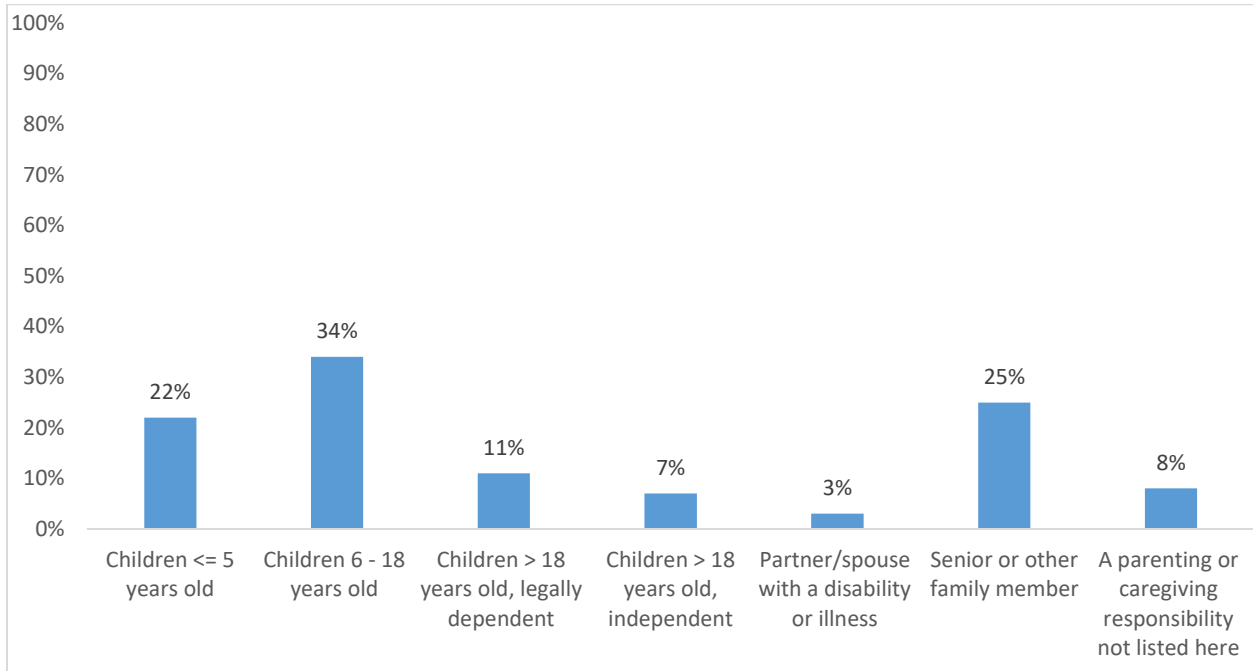
Figure 11. Student Respondents' Caregiving Responsibilities by Student Status (%)

Forty-eight percent (*n* = 243) of Staff respondents and 49% (*n* = 396) of Faculty respondents had substantial parenting or caregiving responsibilities (Figure 12). Of the 243 Staff respondents and 396 Faculty respondents who had substantial parenting or caregiving responsibilities, 24% (*n* = 93) of Staff respondents and 32% (*n* = 78) of Faculty respondents were caring for children five years old or younger. Forty-nine percent (*n* = 195) of Staff respondents and 55% (*n* = 134) of Faculty respondents were caring for children ages 6 to 18 years. Twenty-one percent (*n* = 83) of Staff respondents and 15% (*n* = 36) of Faculty respondents were caring for dependent children more than 18 years old. Eleven percent (*n* = 44) of Staff respondents and 6% (*n* = 15) of Faculty respondents had independent children more than 18 years old. Six percent (*n* = 22) of Staff respondents and 5% (*n* = 12) of Faculty respondents were caring for partners/spouses with disabilities or illnesses. Thirty-seven percent (*n* = 147) of Staff respondents and 21% (*n* = 52) of Faculty respondents were caring for senior or other family members.
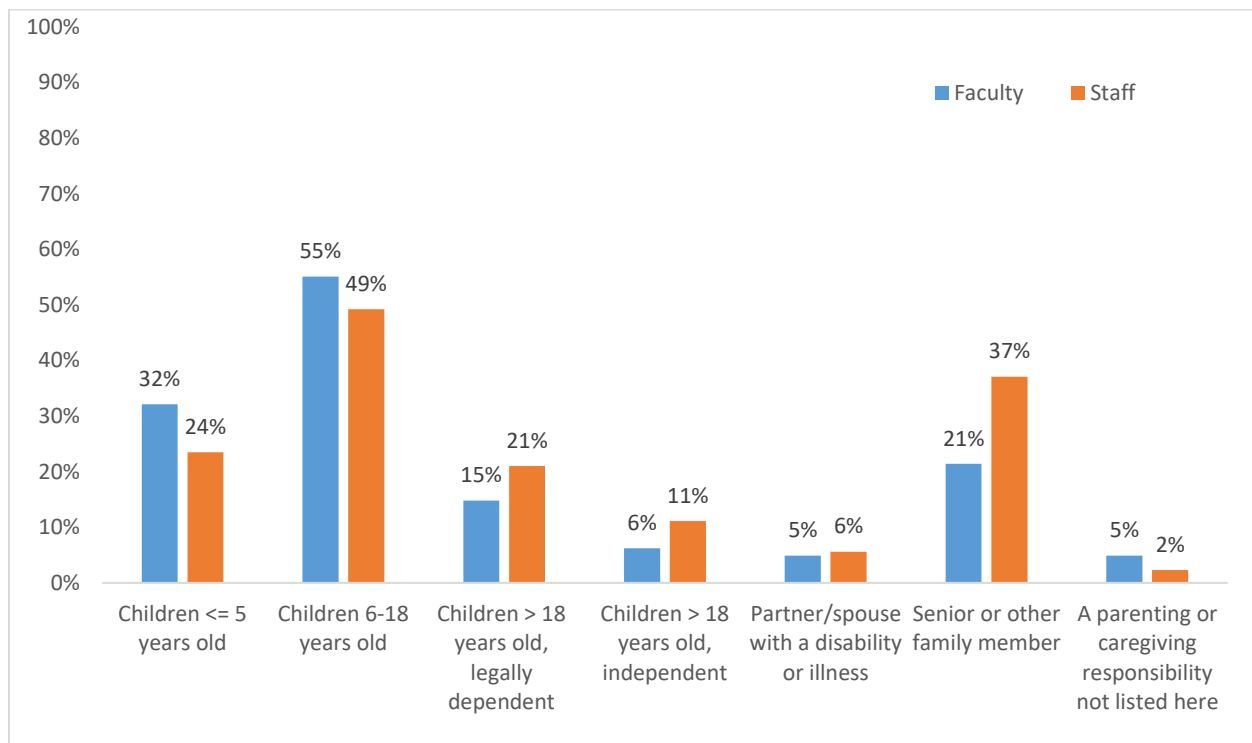
Figure 12. Employee Respondents' Caregiving Responsibilities by Position Status (%)

Data revealed that 90% (*n* = 4,093) of respondents had never served in the U.S. Armed Forces. Less than 1% of respondents each were currently on active duty (*n* = 7), currently a member of the National Guard (*n* = 18), currently a member of the Reserves (*n* = 7), or in ROTC (*n* = 10)

Two percent (*n* = 84) of respondents were not currently serving, but have served (i.e., retired, veteran). Five percent (*n* = 215) of respondents identified as a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.

Eighteen percent (*n* = 836) of respondents had conditions/disabilities that influenced their learning, living, or working activities. Subsequent analyses indicated that 12% (*n* = 551) of respondents had a single condition/disability that influenced learning, living, or working activities and 6% (*n* = 269) had multiple conditions/disabilities that influenced their learning, living, or working activities. Sixty-nine percent (*n* = 575) of respondents who indicated that they had such conditions had mental health/psychological conditions, 31% (*n* = 256) had learning disabilities, and 16% (*n* = 132) had chronic health diagnoses or medical conditions (Table 7). Thirty-two percent (*n* = 224) of Student respondents who indicated that they had conditions/disabilities noted that they were registered with Disability Services for Students. Fifteen percent (*n* = 22) of Faculty and Staff respondents who noted that they had such conditions indicated they were receiving accommodations for their disabilities.

Table 7. Respondents' Conditions/Disabilities That Influence Learning, Living, or Working Activities

Condition/disability	*n*	%
Acquired/traumatic brain injury	11	1.3
Asperger's/autism spectrum	33	3.9
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	132	15.8
Hard of hearing or d/Deaf	23	2.8
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	256	30.6
Low vision or blind	11	1.3
Mental health/psychological condition (e.g., anxiety, depression)	575	68.8
Physical/mobility condition that affects walking	31	3.7
Physical/mobility condition that does not affect walking	25	3.0
Speech/communication condition	1	0.1
A disability/condition not listed here	44	5.3
Missing	35	4.2

Note: Table includes answers only from those respondents who indicated that they have a condition/disability in Question 71 (*n* = 836). Percentages may not sum to 100 as a result of multiple response choices.

Table 8 depicts how respondents answered the survey item, "What is your citizenship/immigrant status in the U.S.? Mark all that apply." For the purposes of analyses, the CSWG created three citizenship categories:[42] 88% (n = 3,995) of respondents indicated that they were U.S. Citizens-Birth, 7% (n = 331) indicated Naturalized/Permanent Status, and 4% (n = 168) indicated International.

Table 8. Respondents' Citizenship Status (Duplicated Totals)

Citizenship	n	%
Permanent immigrant status (e.g., lawful permanent resident, refugee, asylee, T visa, VAWA)	122	2.7
Temporary resident – international student	123	2.7
Temporary resident – dual intent worker (e.g., H-1B visa holder) or other temporary worker status	33	0.7
Unprotected status (no protections)	3	0.1
U.S. citizen by birth	3,995	87.7
Naturalized U.S. citizen	209	4.6
Other legally documented status	9	0.2
Missing	61	1.3

Eighty-seven percent (n = 3,980) of respondents indicated that English was their first language and 7% (n = 339) of respondents indicated that English was not their first language. Four percent (n = 185) of respondents indicated that they learned English along with other language(s). Some of the languages other than English that respondents identified as their primary languages were Akan, Albanian, Arabic, Bahasa, Bangla, Bengali, Cambodian, Cantonese, Cape Verdean Creole, Cebuano, Chinese, Creole, Czech, Dutch, Farsi, Filipino, Finnish, French, German, Greek, Gujarati, Haitian Creole, Hindi, Hmong, Hungarian, Igbo, Indonesian, Italian, Japanese, Khmer, Korean, Laotian, Mandarin, Marathi, Nepali, Newari, Persian, Polish, Portuguese, Russian, Spanish, Swedish, Tagalog, Teluga, Turkish, Twi, Ukrainian, Urdu, Vietnamese, and Yoruba.

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[42] With the CSWG's approval, the collapsed categories for citizenship include U.S. Citizen-Birth, Naturalized/Permanent Status, and International.

Forty-one percent ($n = 333$) of Staff respondents indicated that the highest level of education they had completed was a master's degree, 24% ($n = 200$) had a bachelor's degree, 8% ($n = 66$) had finished some graduate work, 7% ($n = 59$) had finished a doctoral degree, and 6% ($n = 48$) had finished an associate's degree.

Table 9 illustrates the level of education completed by Student respondents' parents or legal guardians. Subsequent analyses indicated that 33% ($n = 1,500$) of Student respondents were First-Generation Students.[43]

Table 9. Student Respondents' Parents'/Guardians' Highest Level of Education

Level of education	Parent/legal guardian 1		Parent/legal guardian 2	
	n	%	*n*	%
No high school	49	1.1	146	3.2
Some high school	88	1.9	110	2.4
Completed high school/GED	171	3.8	191	4.2
Some college	727	16.0	807	17.7
Business/technical certificate/degree	435	9.5	535	11.7
Associate's degree	125	2.7	204	4.5
Bachelor's degree	280	6.1	333	7.3
Some graduate work	1,262	27.7	1,238	27.2
Master's degree (MA, MS, MBA)	81	1.8	75	1.6
Specialist degree (EdS)	890	19.5	591	13.0
Doctoral degree (PhD, EdD)	24	0.5	19	0.4
Professional degree (MD, JD)	218	4.8	95	2.1
Unknown	143	3.1	87	1.9
Not applicable	21	0.5	58	1.3
Missing	41	0.9	66	1.4

Note: Table reports responses only from Student respondents ($n = 3,225$).

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[43] With the CSWG's approval, "First-Generation Students" were identified as those with both parents/guardians having completed no high school, some high school, high school/GED, or some college.

As indicated in Table 10, 32% (*n* = 855) of Undergraduate Student respondents had been enrolled at URI for less than one year, 6% (*n* = 147) had been at URI for one year, 24% (*n* = 646) had been at URI for two years, 20% (*n* = 533) for three years, 14% (*n* = 372) for four years, and 3% (*n* = 74) of Undergraduate Student respondents had been at URI for five years. One percent (*n* = 32) of Undergraduate Student respondents had been at URI for six or more years.

Table 10. Undergraduate Student Respondents' Years at URI

Years	*n*	%
Less than one year	855	32.1
One year	147	5.5
Two years	646	24.3
Three years	533	20.0
Four years	372	14.0
Five years	74	2.8
Six or more years	32	1.2
Missing	< 5	---

Note: Table reports responses only from Undergraduate Student respondents *(n* = 2,660).

Table 11 reveals that 7% of Undergraduate Student respondents were each majoring in Psychology ($n = 175$) and Pharmaceutical Sciences ($n = 195$), 6% ($n = 149$) were majoring in Nursing, and 4% were majoring each in Mechanical Engineering ($n = 96$) and Kinesiology ($n = 107$).

Table 11. Undergraduate Student Respondents' Major (If Modified, Primary Department/Program, Excluding Minors)

Major	*n*	%
Accounting	70	2.6
Animal Science and Technology	62	2.3
Biological Sciences	87	3.3
Biology	55	2.1
Business – Undeclared	69	2.6
Civil Engineering	53	2.0
Communication Studies	85	3.2
Communicative Disorders	65	2.4
Computer Science	71	2.7
Criminology and Criminal Justice	65	2.4
Elementary Education	58	2.2
Finance	63	2.4
Health Studies	71	2.7
Human Development and Family Science	74	2.8
Marketing	86	3.2
Mechanical Engineering	96	3.6
Nursing	149	5.6
Pharmaceutical Sciences	195	7.3
Political Science	76	2.9
Psychology	175	6.6
Public Relations	55	2.1
Spanish	66	2.5
Wildlife and Conservation Biology	52	2.0
Missing	14	0.5

Note: Table reports responses only from Undergraduate Student respondents *(n = 2,660)*. Percentages may not sum to 100 as a result of multiple response choices. For a full list of Undergraduate Student majors, please visit Table B24 in Appendix B.

Table 12 indicates that, among Graduate Student respondents, 38% ($n = 214$) were in their first year of their graduate degree programs, 29% ($n = 161$) were in their second year, 17% ($n = 93$) were in their third year, 7% ($n = 42$) were in their fourth year, 6% ($n = 34$) were in their fifth year, and 3% ($n = 17$) were in their sixth year or more.

Table 12. Graduate Student Respondents' Years at URI

Years	N	%
First year	214	37.9
Second year	161	28.5
Third year	93	16.5
Fourth year	42	7.4
Fifth year	34	6.0
Sixth year or more	---	---*
Missing	< 5	---

Note: Table reports responses only from Graduate Student respondents ($n = 565$).
*Category suppressed to maintain confidentiality.

Twelve percent ($n = 63$) of Graduate Student respondents were enrolled in certificate programs, 62% ($n = 352$) were enrolled in Master's Degree programs, 44% ($n = 250$) were enrolled in Doctor of Philosophy programs, 5% ($n = 27$) were enrolled in Professional Doctorate in Pharmacy programs, and 4% ($n = 25$) were enrolled in Doctor of Physical Therapy programs (Table 13).

Table 13. Graduate Student Respondents' Academic Division

Academic divisions	n	%
Post-Baccalaureate Certificate Programs	63	11.5
Master's Degree	352	62.7
Post-Master's Certificate Programs	< 5	---
Doctor of Philosophy	250	44.4
Doctor of Nursing Practice	0	0.0
Doctor of Physical Therapy	25	4.4
Professional Doctorate in Business Administration	< 5	---
Professional Doctorate in Pharmacy	27	4.8
Missing	14	2.5

Note: Table reports responses only from Graduate Student respondents ($n = 565$). Percentages may not sum to 100 because of multiple response choices. For a full list of Graduate Student majors, please visit Table B25 in Appendix B.

Fifty-three percent (*n* = 1,718) of Student respondents took most of their classes online at URI since the fall 2020 semester (Figure 13*).* Thirty-one percent (*n* = 1,008) of Student respondents took all of their classes online. Ninety-four percent (*n* = 2,965) of Student respondents indicated that these courses were held online owing to the COVID-19 pandemic.
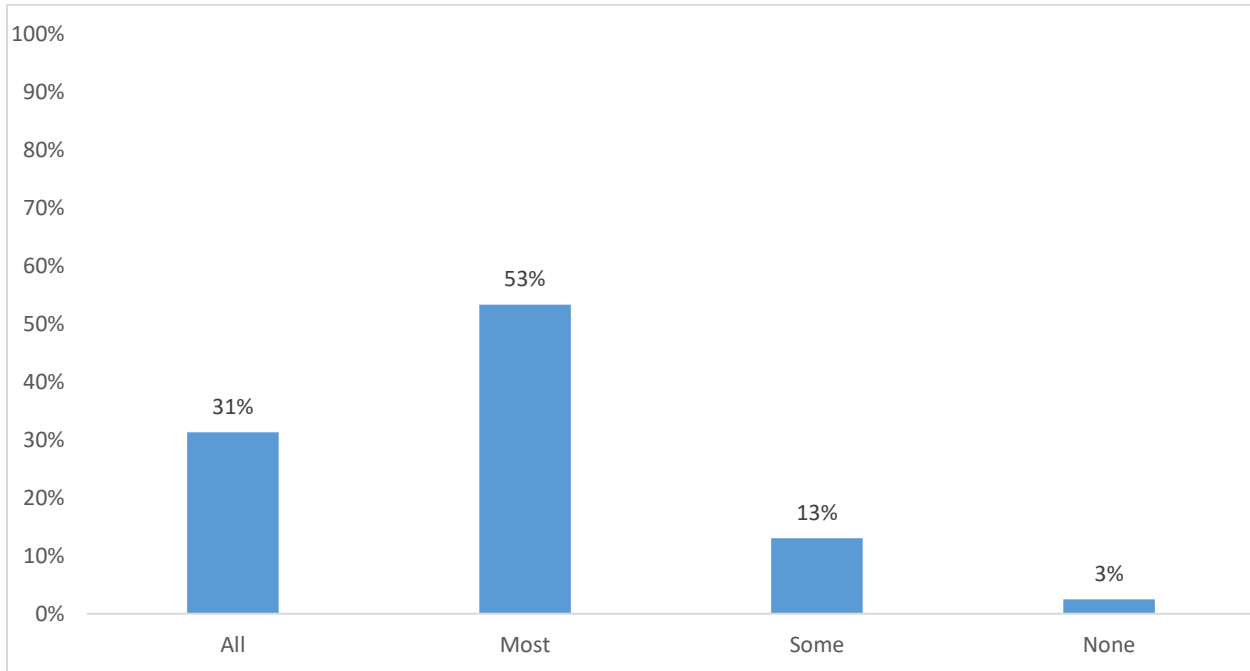
Figure 13. Percentage of Classes Taken Exclusively Online by Student Respondents (%)

Seventeen percent (*n* = 792) of Student respondents indicated that they or their families had an annual income of less than $50,000. Nineteen percent (*n* = 882) of Student respondents indicated an annual income between $50,000 and $99,999; 15% (*n* = 690) between $100,000 and $149,999; 11% (*n* = 523) between $150,000 and $249,999; and 5% (*n* = 225) had an annual income of $250,000 or more.

Information is provided for those Undergraduate and Graduate Student respondents who indicated on the survey that they were financially independent (i.e., students were the sole providers of their living and educational expenses) and those Student respondents who were financially dependent on others (Figure 14).
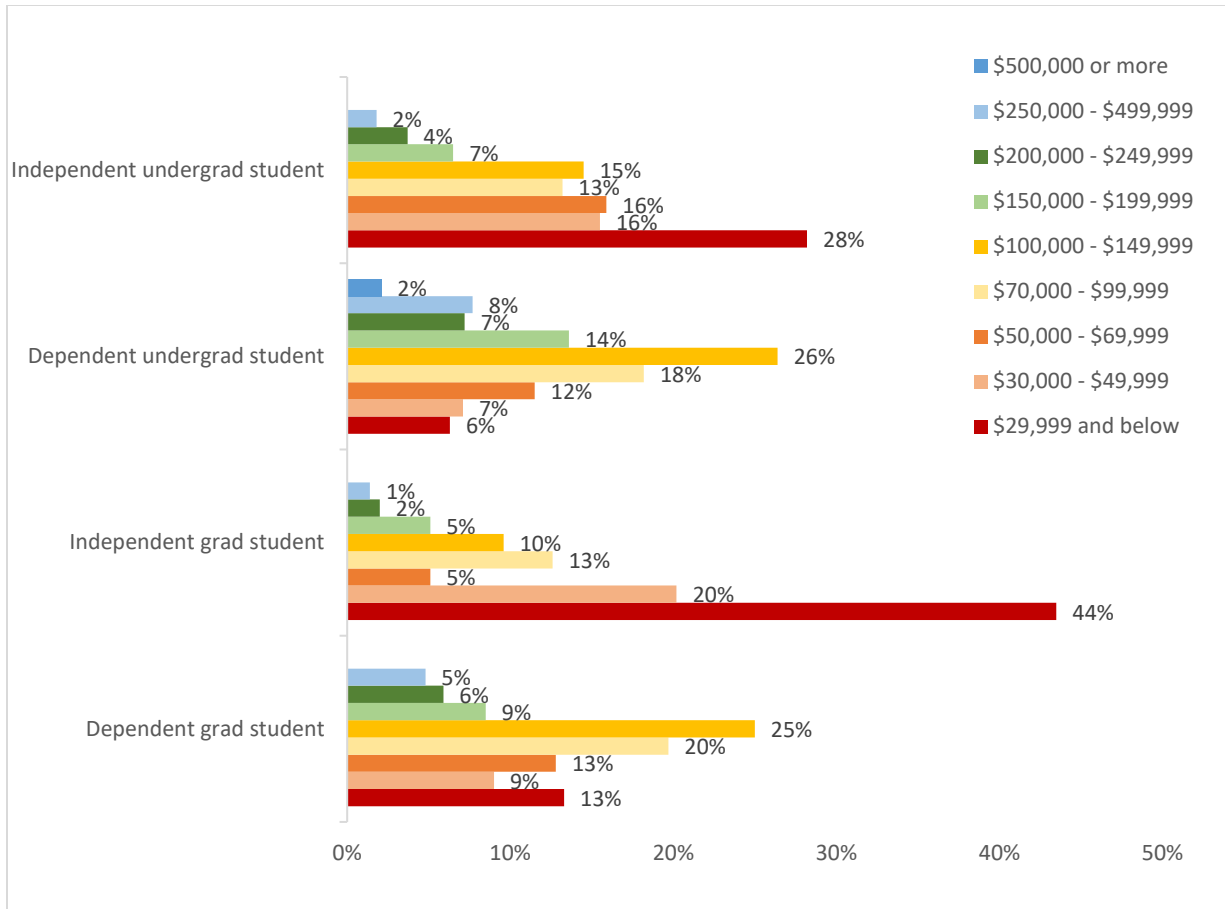
Figure 14. Student Respondents' Income by Dependency Status (Dependent, Independent) and Student Status (%)

Twenty-three percent ($n = 617$) of Undergraduate Student respondents and 47% ($n = 266$) of Graduate Student respondents were employed on campus, while 39% ($n = 1,037$) of Undergraduate Student respondents and 37% ($n = 211$) of Graduate Student respondents were employed off campus (Table 14). Of Undergraduate Student respondents who were employed on campus, 51% ($n = 307$) worked between one and 10 hours per week. Of Graduate Student respondents who were employed on campus, 63% ($n = 165$) worked between 11 and 20 hours per week. Of Undergraduate Student respondents who were employed off campus, 39% ($n = 390$) worked between 11 and 20 hours per week. Of Graduate Student respondents who were employed off campus, 32% ($n = 64$) worked between 11 and 20 hours per week.

Table 14. Student Employment

Employed	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
No	**1,136**	**42.7**	**137**	**24.2**
Yes, I work on campus	**617**	**23.2**	**266**	**47.1**
1-10 hours/week	307	50.6	47	18.0
11-20 hours/week	265	43.7	165	63.2
21-30 hours/week	31	5.1	26	10.0
31-40 hours/week	< 5	---	11	4.2
More than 40 hours/week	0	0	12	4.6
Yes, I work off campus	**1,037**	**39.0**	**211**	**37.3**
1-10 hours/week	307	30.5	44	21.7
11-20 hours/week	390	38.8	64	31.5
21-30 hours/week	207	20.6	22	10.8
31-40 hours/week	71	7.1	43	21.2
More than 40 hours/week	31	3.1	30	14.8

Note: Table reports responses only from Student respondents (n = 3,225).

Forty-two percent ($n = 1,348$) of Student respondents experienced financial hardship while attending URI, including 43% ($n = 1,133$) of Undergraduate Student respondents and 38% ($n = 215$) of Graduate Student respondents. Of these Undergraduate Student respondents, 67% ($n = 761$) had difficulty affording tuition, 47% ($n = 529$) had difficulty affording housing, and 58% ($n = 656$) had difficulty affording books/course codes/materials (Table 15). Of these Graduate Student respondents, 49% ($n = 105$) had difficulty affording housing, and 37% ($n = 79$) each had

difficulty affording books/course codes/materials and other campus fees. Two percent ($n = 52$) of Student respondents indicated other financial hardships not listed in the survey and provided responses such as "bills," "club dues," "car insurance," "meal plan," "musical instruments," "parking," "sorority dues," and "work-related expenses."

Table 15. Student Respondents Experienced Financial Hardship

Financial hardship	Undergraduate Student respondents		Graduate Student respondents	
	n	%	N	%
Books/course codes/materials	656	57.9	79	36.7
Child care	12	1.1	10	4.7
Clothing	227	20.0	24	11.2
Cocurricular events or activities	72	6.4	13	6.0
Commuting to campus	316	27.9	43	20.0
Food	363	32.0	51	23.7
Health care	131	11.6	50	23.3
Housing	529	46.7	105	48.8
J term and summer sessions	256	22.6	35	16.3
Mental health services	155	13.7	21	9.8
Other campus fees	392	34.6	79	36.7
Other campus fees (e.g., course fees, health services fees, lab fees, program fees)	392	34.6	79	36.7
Participation in social events	193	17.0	33	15.3
Spring break	145	12.8	20	9.3
Studying abroad	146	12.9	19	8.8
Technology	245	21.6	34	15.8
Travel during mandatory evacuation	37	3.3	< 5	---
Travel to and from URI (e.g., returning home during break)	151	13.3	26	12.1
Tuition	761	67.2	104	48.4
Unpaid internships/research opportunities	132	11.7	39	18.1
A financial hardship not listed here	40	3.5	12	5.6

Note: Table reports responses only of Students respondents who indicated on the survey that they experienced financial hardship ($n = 3,225$).

Table 16 depicts how students were paying for college. Fifty-three percent ($n = 1,699$) of Student respondents depended on family contributions to pay for their education at URI. Forty-nine

percent (n = 1,585) of Student respondents relied on loans to pay for their education. Thirty-four

percent (n = 1,085) of Student respondents used Scholarships (University merit) to pay for

college, and 28% (n = 914) used Federal/state grants.

Table 16. How Student Respondents Were Paying for College

Source of funding	n	%
Family member contribution	1,699	52.7
Loans	1,585	49.1
Scholarship: University merit (e.g., athletic, presidential, university, music)	1,085	33.6
Federal/state grant (e.g., Pell, Rhode Island Promise)	914	28.3
Personal contribution/job (resident assistant, off campus job)	622	19.3
Scholarship: University need based (e.g., URI Foundation)	496	15.4
Scholarship: External/community (e.g., College Crusade, Gates, Rhode Island Credit Union)	359	11.1
Employer tuition reimbursement/assistance/scholarship	327	10.1
Graduate assistantship/fellowship (e.g., administrative, research, teaching)	267	8.3
Talent development (e.g., Hardge/Forleo)	154	4.8
A method of payment not listed here	104	3.2
Military education benefits (e.g., GI Bill, STAP Waiver, ROTC)	75	2.3
Home government sponsorship	25	0.8
Missing	24	0.7

Note: Table reports responses only from Student respondents (n = 3,225).

Table 17 illustrates some differences in the ways that student respondents were paying for

college based on their income status[44] or first-generation status.

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[44] With the CSWG's approval, Low-Income Student respondents were identified as those students whose families earn less than $30,000 annually.

Table 17. How Students Were Paying for College by Income and First-Generation Status

Source of funding	Low-Income Student respondents		Not-Low-Income Student respondents		First-Generation Student respondents		Not-First-Generation Student respondents	
	n	%	*n*	%	*n*	%	*n*	%
Family member contribution	84	17.8	58.7	1,550	315	33.2	1,378	61.0
Loans	195	41.4	1,350	51.1	542	57.1	1,040	46.1
Scholarship: University merit (e.g., athletic, presidential, university, music)	71	15.1	972	36.8	232	24.4	850	37.6

Note: Table reports responses only from Student respondents (n = 3,225).

Sixty-eight percent (*n* = 2,206) of Student respondents received support for living/educational expenses from their family/guardian (i.e., they were financially dependent) and 30% (*n* = 974) of Student respondents received no support for living/educational expenses from their family/guardian (i.e., they were financially independent). Subsequent analyses indicated that 69% (*n* = 324) of Low-Income Student respondents, 24% (*n* = 631) of Not-Low-Income Student respondents, 44% (*n* = 418) of First-Generation Student respondents, and 25% (*n* = 551) of Not-First-Generation Student respondents were financially independent.

Of the Students completing the survey, 46% (*n* = 1,490) lived in off campus housing in apartments or houses, 25% (*n* = 803) lived in undergraduate residence halls, 23% (*n* = 727) lived with family members/guardians, 2% (*n* = 53) lived in Graduate Village, and 1% lived in each sorority houses (*n* = 46), fraternity houses (*n* = 20), and International Engineering Program housing (*n* = 19). Five respondents identified as housing insecure (Table 18).

Table 18. Student Respondents' Residence

Residence	*n*	%
Off campus in apartment or house	1,490	46.2
Undergraduate residence hall	803	24.9
Living with family member/guardian	727	22.5
Graduate Village	53	1.6
Other	50	1.6
Sorority house	46	1.4
Fraternity house	20	0.6

Table 18. Student Respondents' Residence

Residence	n	%
International Engineering Program housing	19	0.6
Missing	12	0.4
Housing insecure (e.g., on a friend's couch, sleeping in a car, sleeping in a campus office/laboratory)	5	0.2

Note: Table reports responses only from Student respondents ($n = 3,225$)

Thirty-eight percent ($n = 1,215$) of Student respondents did not participate in any clubs, organizations, or societies at URI (Table 19). Seventeen percent of Student respondents ($n = 540$) participated in Greek life, 15% ($n = 493$) participated in academic/major clubs, and 11% participated in each student employment related clubs, organizations, or societies ($n = 353$) and academic and academic honorary clubs, organizations, or societies ($n = 344$).

Table 19. Student Respondents' Participation in Clubs, Organizations, or Societies at URI

Clubs/Organizations/Societies	n	%
I do not participate in any clubs, organizations, or societies at URI.	1,215	37.7
Greek Life (e.g., Kappa Delta, Sigma Alpha Mu)	540	16.7
Academic/major (e.g., Psychology Club, CELS Seeds of Success [SOS], Society for Women in Marine Science [SWMS])	493	15.3
Student employment related (e.g., tour guide, RA, orientation leader)	353	10.9
Academic and academic honorary (e.g., National Society of Collegiate Scholars, Phi Kappa Phi)	344	10.7
A student association, club, group, organization, society, or team not listed above	322	10.0
Recreational (e.g., Gaming Club, Outing Club, Paranormal Society, Intramurals, Quidditch Club)	312	9.7
Club sport (e.g., gymnastics, sailing)	271	8.4
Professional or pre-professional (e.g., National Society for Black Engineers, Public Relations Student Society of America)	197	6.1
Service or philanthropic (e.g., Habitat for Humanity, SAVES)	187	5.8
Culture and identity-specific (e.g., Cape Verdean Student Associations [CVSA], Latin American Student Association [LASA], LGBTQ+, We're Offering Woman Wisdom [WOWW])	135	4.2
Athletic team (e.g., basketball, track & field)	113	3.5
Religious or spirituality-based (e.g., InterVarsity Christian Fellowship, Muslim Students Association)	114	3.5
Health and wellness (e.g., Active Minds, Counseling Center Groups, Public Health Club)	88	2.7

Table 19. Student Respondents' Participation in Clubs, Organizations, or Societies at URI

Clubs/Organizations/Societies	*n*	%
Performance (e.g., Alima International Dance Association, eXposure, URI Ramettes)	87	2.7
Governance (e.g., Graduate Student Association, Student Senate)	60	1.9
Political or issue-oriented (e.g., ACLU of URI, College Republications)	58	1.8
Publication/media (e.g., Renaissance Yearbook, The Good 5 Cent Cigar)	51	1.6
Missing	47	1.5

Note: Table reports responses only from Student respondents (*n* = 3,225)

Table 20 shows that most Student respondents indicated that they earned passing grades. Fifty-seven percent (*n* = 1,249) indicated that they earned above a 3.5 grade point average (GPA).

Table 20. Student Respondents' Reported Cumulative GPA at the End of Last Semester

Grade Point Average (GPA)	Undergraduate Student respondents		Graduate Student respondents	
	n	%	*n*	%
No GPA at the time – first semester at URI	74	2.8	15	2.7
3.75 – 4.00	804	30.4	356	63.9
3.50 – 3.74	569	21.5	114	20.5
3.25 – 3.49	477	18.0	42	7.5
3.00 – 3.24	317	12.0	25	4.5
2.75 – 2.99	199	7.5	< 5	---
2.50 – 2.74	75	2.8	< 5	---
2.25 – 2.49	55	2.1	0	0
2.00 – 2.24	43	1.6	0	0
1.99 and below	34	1.3	0	0

Note: Table reports responses only from Student respondents (n = 3,225).

Figure 15 illustrates that 48% (*n* = 1,535) of Student respondents, 75% (*n* = 380) of Faculty respondents, and 84% (*n* = 676) of Staff respondents indicated that their personal vehicles were their primary method of transportation to campus.
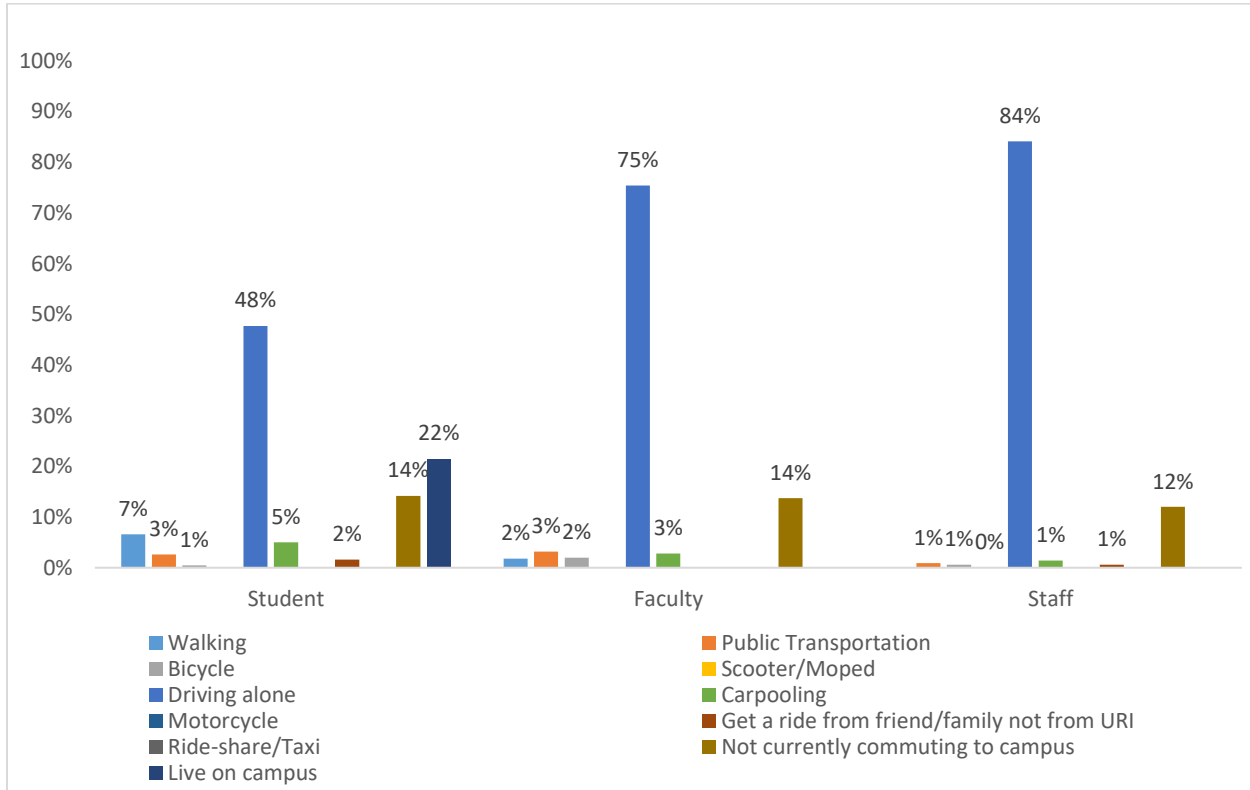
Figure 15. Respondents' Primary Methods of Transportation to Campus (%)

Campus Climate Assessment Findings[45]

The following section reviews the major findings of this study.[46] The review explores the climate at URI through an examination of respondents' personal experiences, their general perceptions of campus climate, and their perceptions of Institutional actions regarding climate on campus, including administrative policies and academic initiatives. Each of these issues was examined in relation to certain demographic characteristics and status of the respondents. Where sample sizes were small, certain responses were combined into categories to make comparisons between groups and to ensure respondents' confidentiality.

Comfort With the Climate at URI

The survey posed questions regarding respondents' levels of comfort with URI's campus climate. Table 21 illustrates that 69% ($n = 3,147$) of the survey respondents were "very comfortable" or "comfortable" with the overall climate at URI. Seventy percent ($n = 930$) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their department, division, or college. Seventy-six percent ($n = 2,832$) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes.

Table 21. Respondents' Comfort With the Climate at URI

Level of comfort	Comfort with overall climate		Comfort with climate in department/ division/college *		Comfort with climate in class**	
	n	%	*n*	%	*n*	%
Very comfortable	864	19.0	395	29.8	842	22.7
Comfortable	2,283	50.1	535	40.3	1,990	53.6
Neither comfortable nor uncomfortable	992	21.8	202	15.2	675	18.2
Uncomfortable	326	7.2	142	10.7	165	4.4
Very uncomfortable	88	1.9	53	4.0	40	1.1

*Responses only from Faculty and Staff respondents ($n = 1,330$).
**Responses only from Faculty and Student respondents ($n = 3,735$).

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[45] Frequency tables for all survey items are provided in Appendix B. Several pertinent tables and graphs are included in the body of the narrative to illustrate salient points.

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

Several analyses were conducted to determine whether respondents' levels of comfort with the overall climate, the climate in their department, division, or college, or the climate in their classes differed based on various demographic characteristics.[47]

Figure 16 illustrates that statistically significant differences existed by position status for respondents regarding their comfort with the overall campus climate. Specifically, a lower percentage of Student respondents (18%, $n = 575$) than Staff respondents (22%, $n = 181$) felt "very comfortable" with the overall climate at URI (Faculty respondents [21%, $n = 108$] did not differ statistically). Also, lower percentages of Staff respondents (45%, $n = 365$) and Faculty respondents (40%, $n = 203$) than Student respondents (53%, $n = 1,715$) felt "comfortable" with the overall climate at URI. A higher percentage of Faculty respondents (12%, $n = 59$) than Student respondents (6%, $n = 200$) felt "uncomfortable" with the overall climate at URI (Staff respondents [8%, $n = 67$] did not differ statistically from other groups).[i]
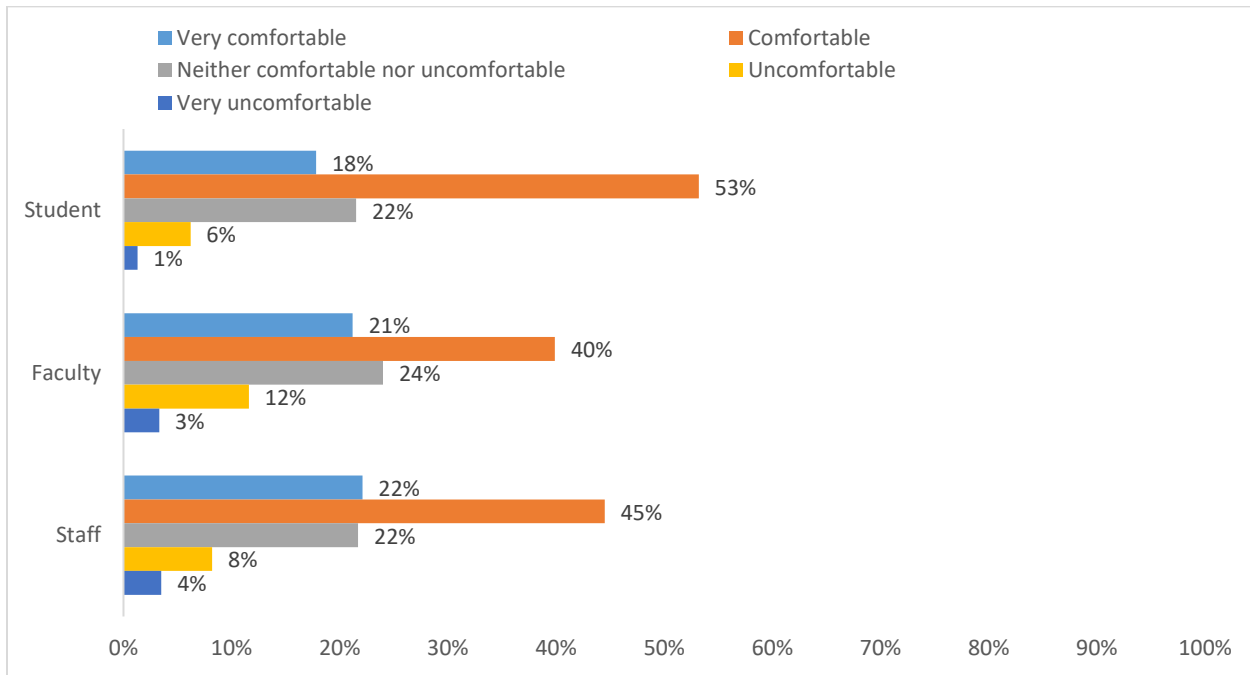
Figure 16. Respondents' Comfort With Overall Climate by Position Status (%)

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[47] Figures include percentages rounded to the nearest whole number. As a result, the percentages in figures may appear to total to more or less than 100.

No significant differences existed for Student respondents by position status (e.g., Undergraduate and Graduate) regarding their comfort with the overall climate.

No significant differences existed for Faculty (e.g., Assistant Professor, Associate Professor, Professor) and Staff (e.g., Non-Classified, Classified-Service/Maintenance, Classified-Administrative/Technical) respondents by position status regarding their comfort with the overall climate and comfort with their department, division, or college.

When analyzed by position status, significant differences emerged with respect to level of comfort with the climate in classes (Figure 17). A lower percentage of Student respondents (21%, $n = 691$) compared with Faculty respondents (31%, $n = 151$) were "very comfortable" with the climate in their classes.[ii]
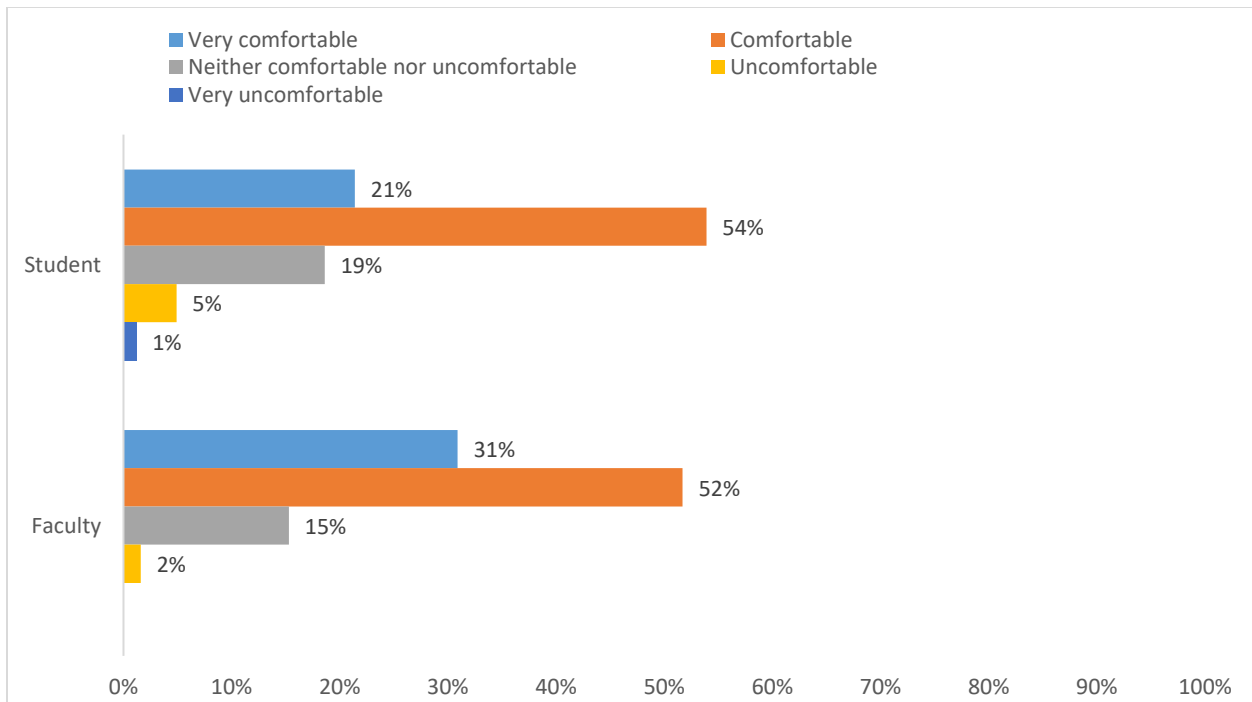
Note: Responses with $n < 5$ are not presented in the figure.

Figure 17. Faculty and Student Respondents' Comfort With Climate in Classes by Position Status (%)

A lower percentage of Undergraduate Student respondents (19%, $n = 512$) compared with Graduate Student respondents (32%, $n = 179$) were "very comfortable" with the climate in their classes (Figure 18).[iii]
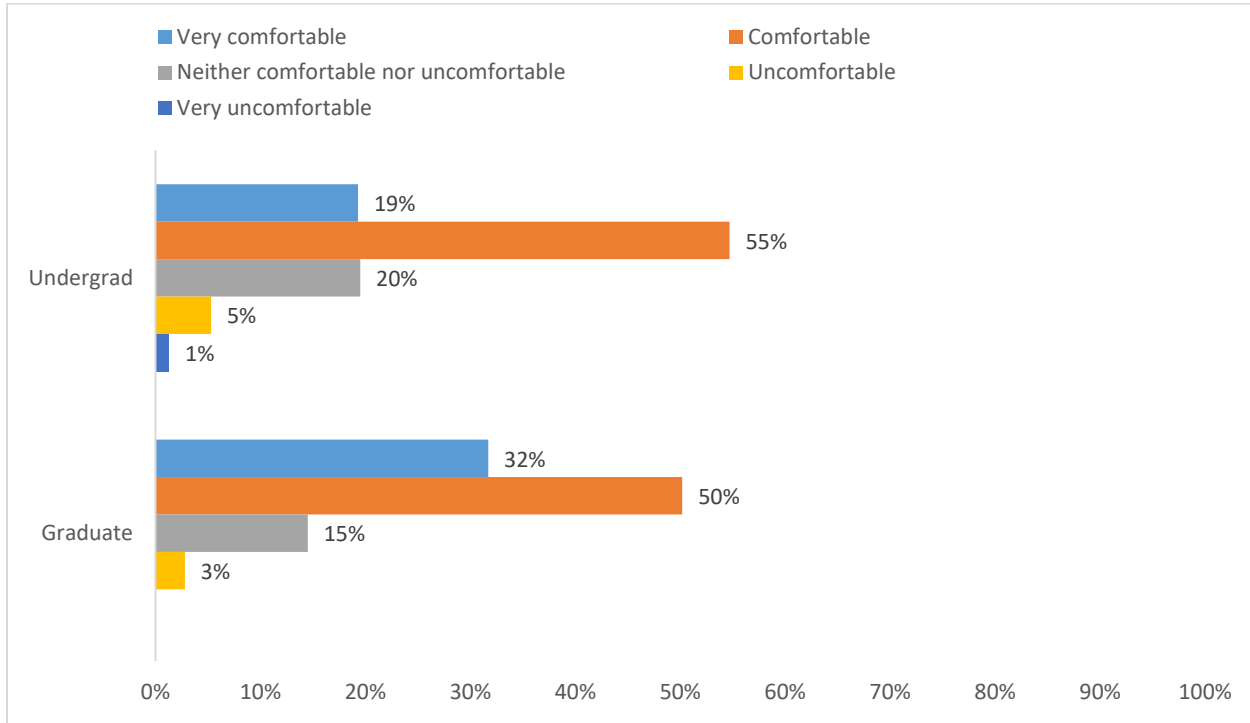
Note: Responses with $n < 5$ are not presented in the figure.

Figure 18. Student Respondents' Comfort With Climate in Classes by Student Status (%)

By gender identity,[48] lower percentages of Trans-spectrum respondents (12%, $n = 15$) and Women respondents (17%, $n = 515$) compared with Men respondents (24%, $n = 330$) felt "very comfortable" with the overall climate at URI (Figure 19). Also, a higher percentage of Women respondents (53%, $n = 1,581$) than Men respondents (47%, $n = 647$) and Trans-spectrum respondents (40%, $n = 49$) were "comfortable" with the overall climate at URI. Furthermore, a higher percentage of Trans-spectrum respondents (13%, $n = 16$) than Women respondents (7%, $n = 212$) and Men respondents (6%, $n = 87$), and Men respondents (3%, $n = 35$) than Women respondents (1%, $n = 42$) (Trans-spectrum respondents [$n < 5$] did not differ statistically from other groups) felt "very uncomfortable" with the overall climate at URI.[iv]
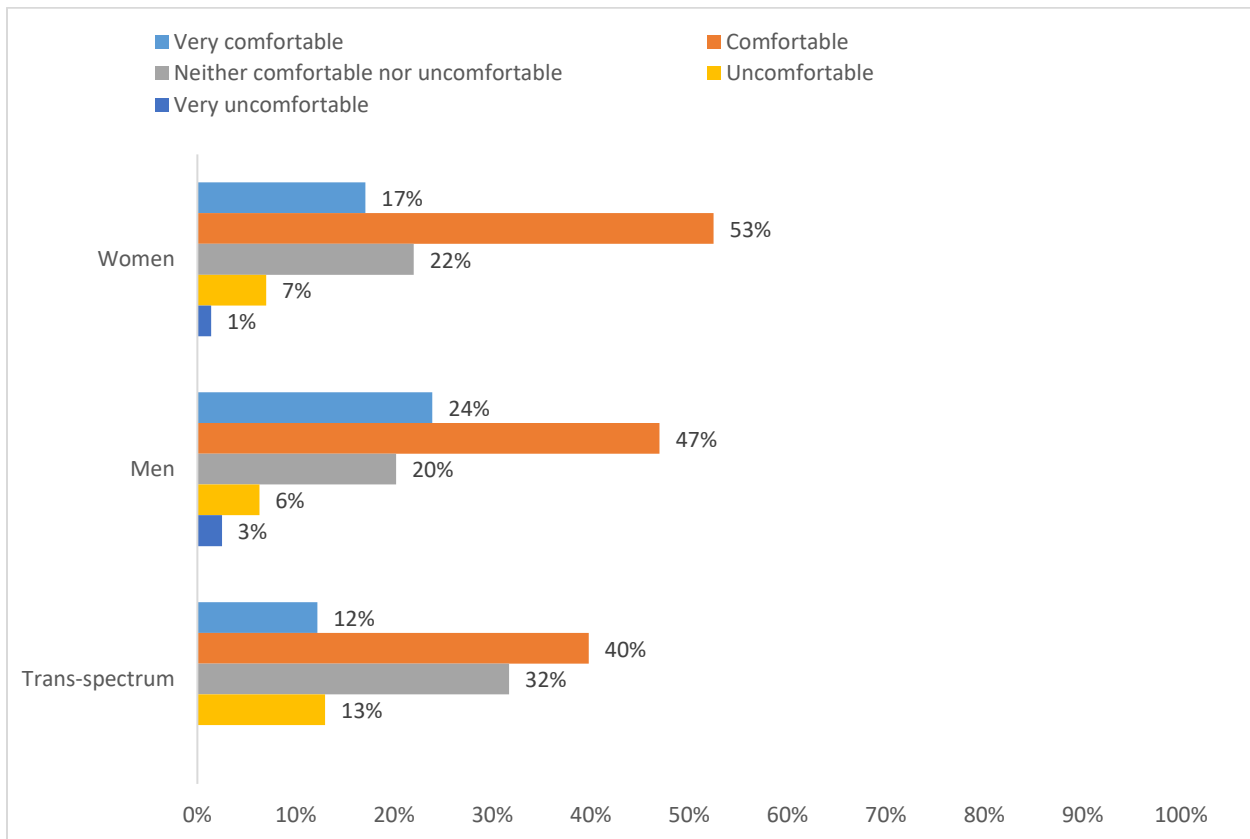
Note: Responses with $n < 5$ are not presented in the figure.

Figure 19. Respondents' Comfort With Overall Climate by Gender Identity (%)

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[48] With the CSWG's approval, gender identity was recoded into the categories Men ($n = 1,379$), Women ($n = 3,013$), and Trans-spectrum ($n = 123$), where Trans-spectrum respondents included those individuals who marked "Genderqueer," "Gender Non-Conforming," "Nonbinary," "Transgender," "Transman," and "Transwoman" only for

A lower percentage of Women Faculty and Staff respondents (27%, $n = 232$) than Men Faculty and Staff respondents (36%, $n = 156$) felt "very comfortable" with the climate in their department, division, or college (Figure 20) (Trans-spectrum Faculty and Staff respondents [28%, $n = 5$] did not differ statistically from other groups).[v]
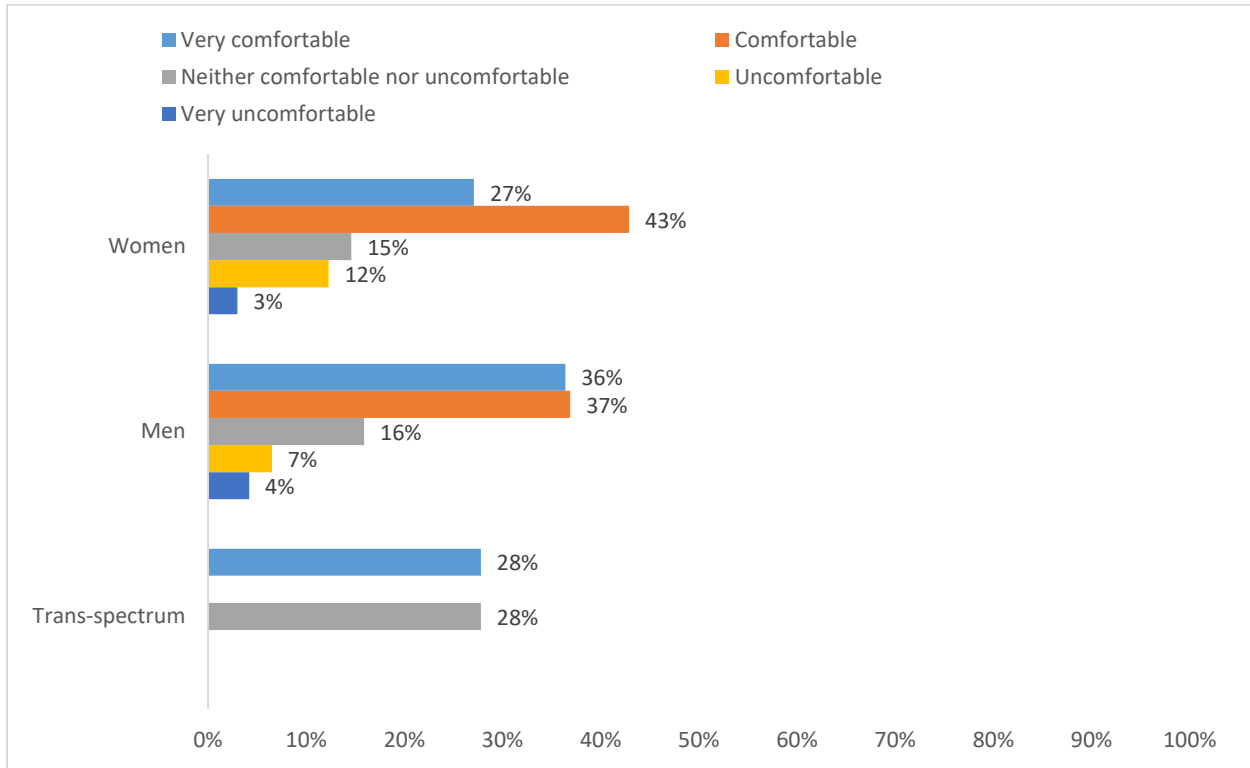
Note: Responses with $n < 5$ are not presented in the figure.

Figure 20. Faculty and Staff Respondents' Comfort With Climate in Department, Division or College by Gender Identity (%)

the question, "What is your gender/gender identity (mark all that apply)?" Trans-spectrum respondents were not included when results compromised the confidentiality of the respondents.

A lower percentage of Women Faculty and Student respondents (21%, $n = 511$) compared with Men Faculty and Student respondents (27%, $n = 305$) felt "very comfortable" with the climate in their classes (Trans-spectrum Faculty and Student respondents [19%, $n = 22$] did not differ statistically from other groups) (Figure 21). Also, a higher percentage of Women Faculty and Student respondents (56%, $n = 1,358$) than Men Faculty and Student respondents (50%, $n = 566$) were "comfortable" with the climate in their classes (Trans-spectrum respondents [52%, $n = 59$] did not differ statistically from other groups).[vi]

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

Figure 21. Faculty and Student Respondents' Comfort With Climate in Classes by Gender Identity (%)

By racial identity,[49] a lower percentage of Black/African/African American respondents (6%, $n = 11$) than Multiracial respondents (15%, $n = 49$), Latinx respondents (15%, $n = 35$), and White respondents (21%, $n = 705$) were "very comfortable" with the overall climate at URI (APIDA respondents [15%, $n = 38$] did not differ statistically from other groups) (Figure 22). Higher percentages of Black/African/African American respondents (13%, $n = 22$) and Multiracial respondents (13%, $n = 42$) than White respondents (6%, $n = 202$) were "uncomfortable" with the overall climate at URI (APIDA respondents [6%, $n = 16$], Latinx respondents [10%, $n = 23$], and Additional Respondents of Color [$n < 5$] did not differ statistically from other groups).[vii]
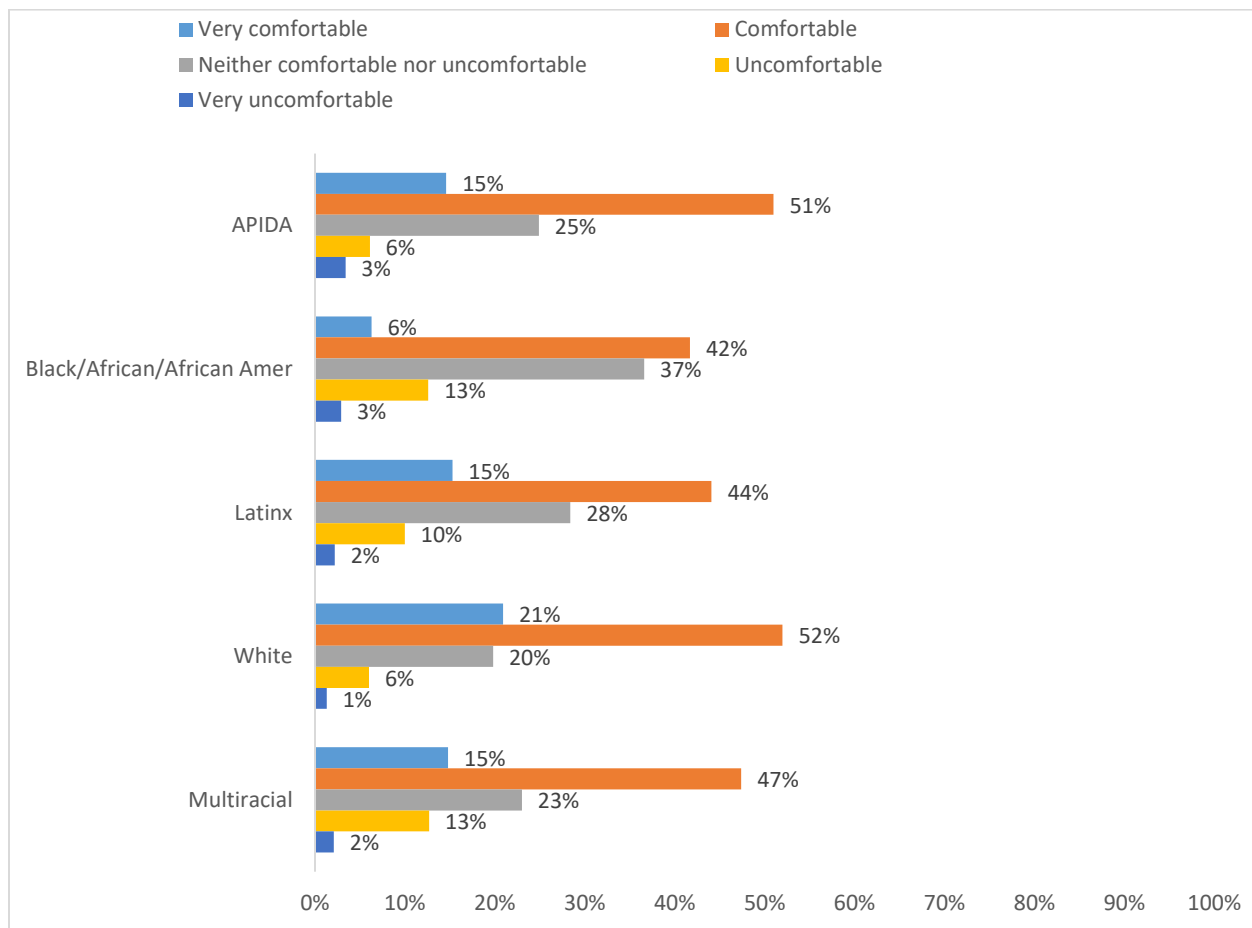
Figure 22. Respondents' Comfort With Overall Climate by Racial Identity (%)

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[49] With the CSWG's approval, racial identity was collapsed into five categories including Asian/Asian American/Pacific Islander/South Asian (APIDA), Black/African/African American, Latinx, White, and Multiracial. The Additional People of Color category (American Indian/Native American/Indigenous, Middle Eastern, and Alaska Native, $n = 44$) was not maintained in this first level analysis in order to protect confidentiality. For the purposes of some analyses and to protect confidentiality, this report further collapses racial identity into three

A higher percentage of Multiracial Faculty and Staff respondents (23%, $n = 17$) than White Faculty and Staff respondents (9%, $n = 94$) felt "uncomfortable" with the climate in their department, division, or college (Faculty and Staff Respondents of Color [15%, $n = 21$] did not differ statistically from other groups) (Figure 23). Also, a higher percentage of Faculty and Staff Respondents of Color (9%, $n = 13$) than White Faculty and Staff respondents (3%, $n = 28$) and Multiracial Faculty and Staff respondents (0%, $n = 0$) felt "very uncomfortable" with the climate in their department, division, or college.[viii]
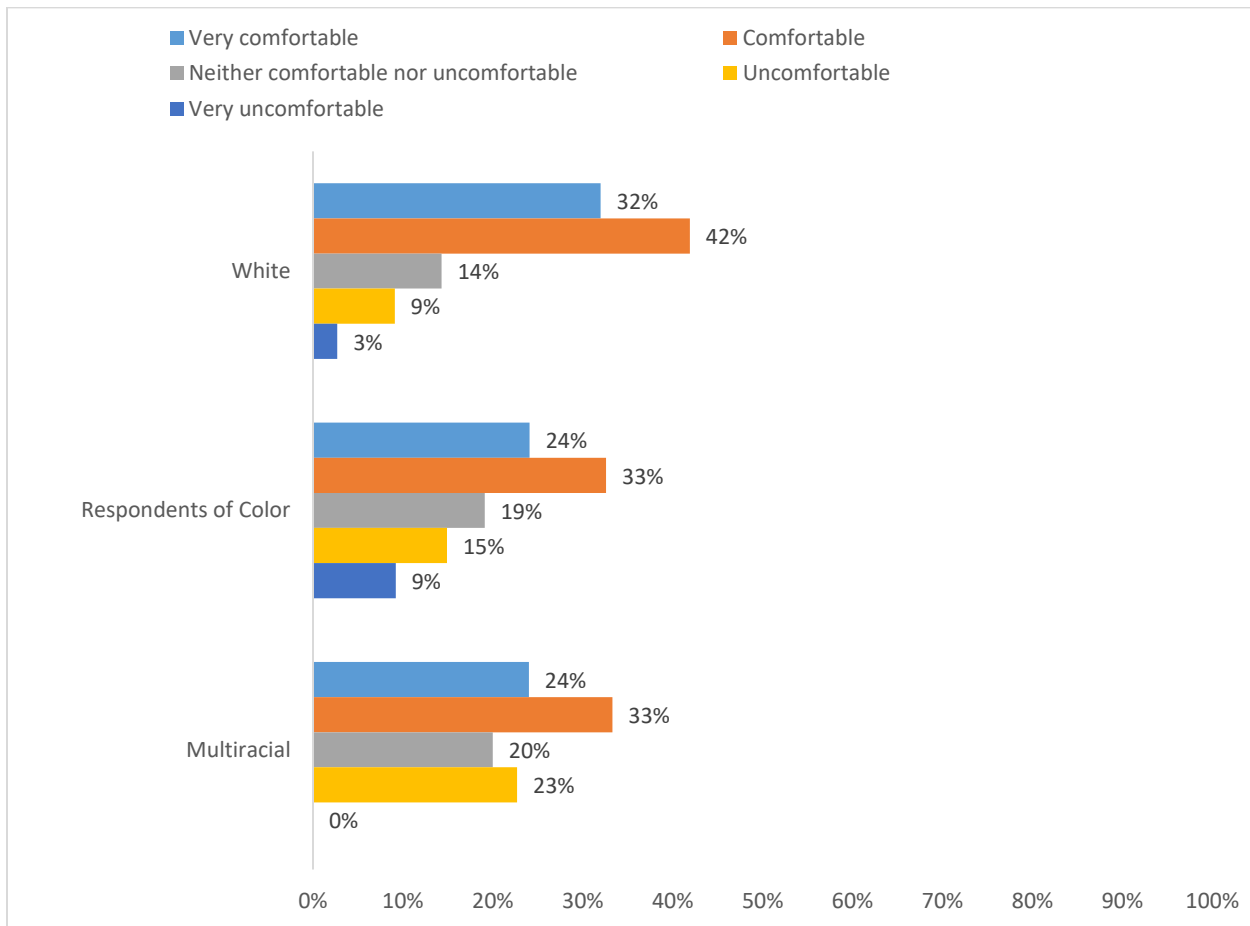
Note: Responses with $n < 5$ are not presented in the figure.

Figure 23. Faculty and Staff Respondents' Comfort With Climate in Department, Division or College by Racial Identity (%)

categories including White, Respondents of Color, and Multiracial, where the APIDA, Black/African/African American, Latinx, American Indian/Native American/Indigenous, Middle Eastern, and Alaska Native categories were collapsed into one Respondents of Color category.

Figure 24 illustrates that a lower percentage of Black/African/African American Faculty and Student respondents (10%, $n = 14$) compared with Multiracial Faculty and Student respondents (21%, $n = 61$) and White Faculty and Student respondents (25%, $n = 657$) felt "very comfortable" with the climate in their classes (APIDA respondents [18%, $n = 44$], Latinx respondents [18%, $n = 39$], and Additional Respondents of Color [21%, $n = 8$] did not differ statistically from other groups).[ix]
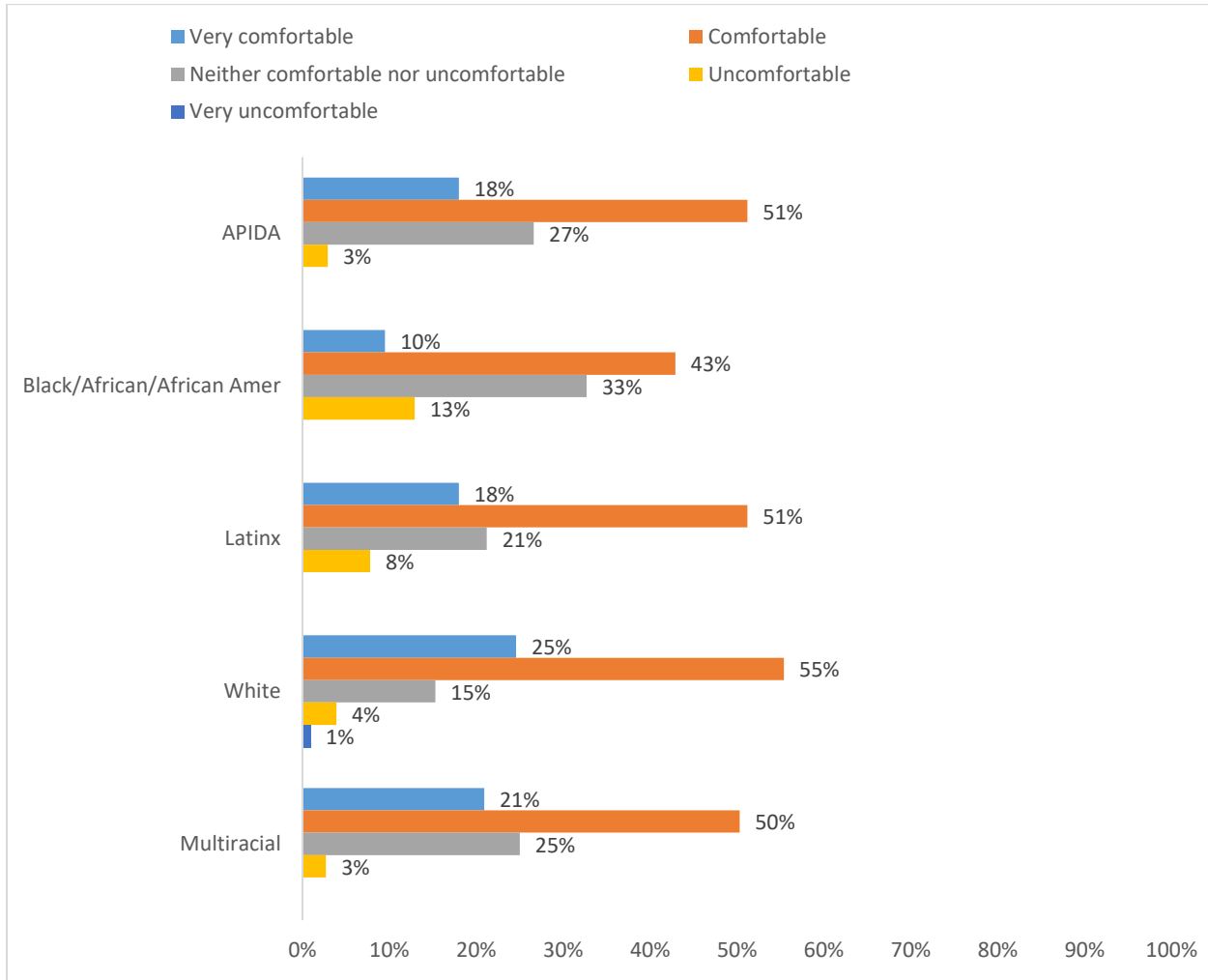
Note: Responses with $n < 5$ are not presented in the figure.

Figure 24. Faculty and Student Respondents' Comfort With Climate in Classes by Racial Identity (%)

The survey revealed a significant difference in respondents' level of comfort with the overall climate based on sexual identity[50] (Figure 25). A higher percentage of Queer-spectrum respondents (10%, $n = 37$) than Heterosexual respondents (6%, $n = 231$) felt "uncomfortable" with the overall climate at URI (Bisexual respondents [9%, $n = 31$] and Asexual respondents [6%, $n = 7$] did not differ statistically from other groups).[x]
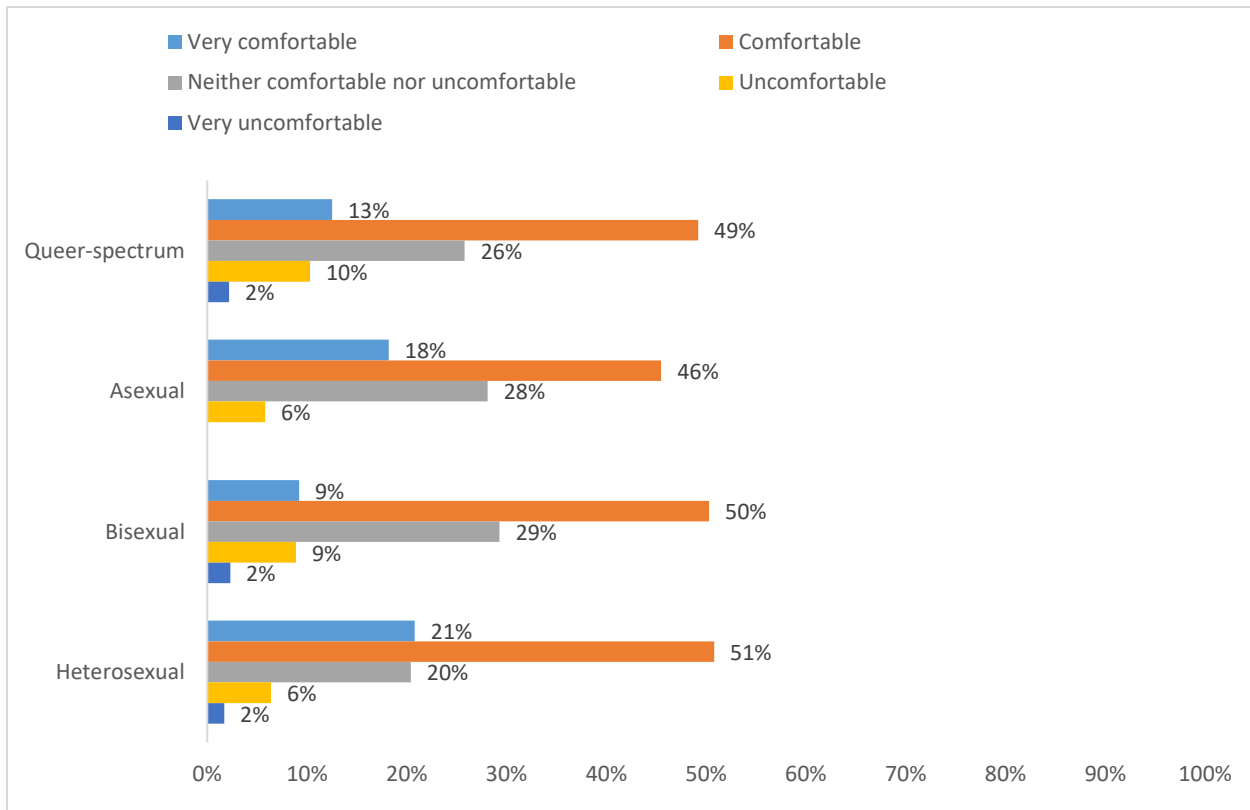
Note: Responses with $n < 5$ are not presented in the figure.

Figure 25. Respondents' Comfort With Overall Climate by Sexual Identity (%)

Significance testing could not be conducted for Faculty and Staff respondents by sexual identity regarding their comfort in their department, division, or college owing to the sample's low response rates in some of the demographic categories.

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[50] With the CSWG's approval, sexual identity was collapsed into four categories including Queer-spectrum, Asexual, Bisexual and Heterosexual. For the purposes of some analyses and to protect confidentiality, this report further collapses sexual identity into three categories including Queer-spectrum (including Asexual), Bisexual, and Heterosexual.

The survey revealed a significant difference in respondents' level of comfort with the climate in their classes based on sexual identity (Figure 26). A lower percentage of Bisexual Faculty and Student respondents (15%, $n = 48$) compared with Heterosexual Faculty and Student respondents (24%, $n = 692$) felt "very comfortable" with the climate in their classes (Asexual respondents [24%, $n = 24$] and Queer-spectrum respondents [19%, $n = 59$] did not differ statistically from other groups).[xi]
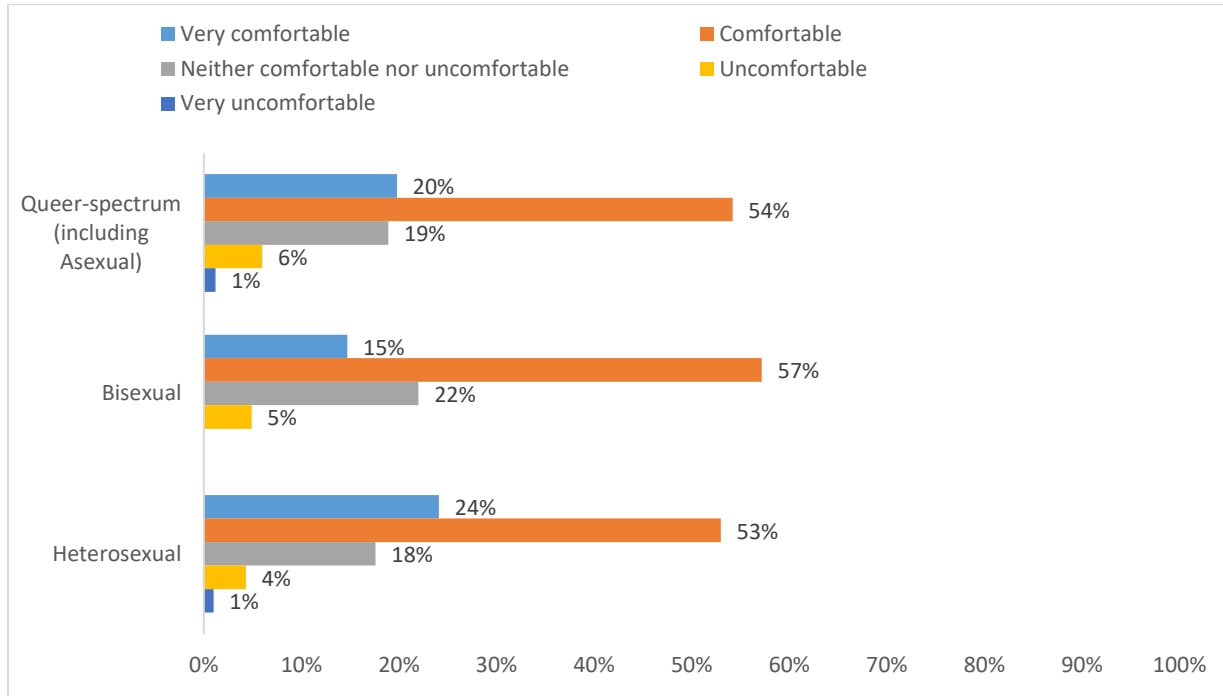
Note: Responses with $n < 5$ are not presented in the figure.

Figure 26. Faculty and Student Respondents' Comfort With Climate in Classes by Sexual Identity (%)

Significant differences existed by disability status.[51] Figure 27 illustrates that lower percentages of Respondents with A Single Disability (13%, $n = 69$) and with Multiple Disabilities (12%, $n = 33$) compared with Respondents with No Disability (21%, $n = 758$) were "very comfortable" with the overall climate at URI.[xii]
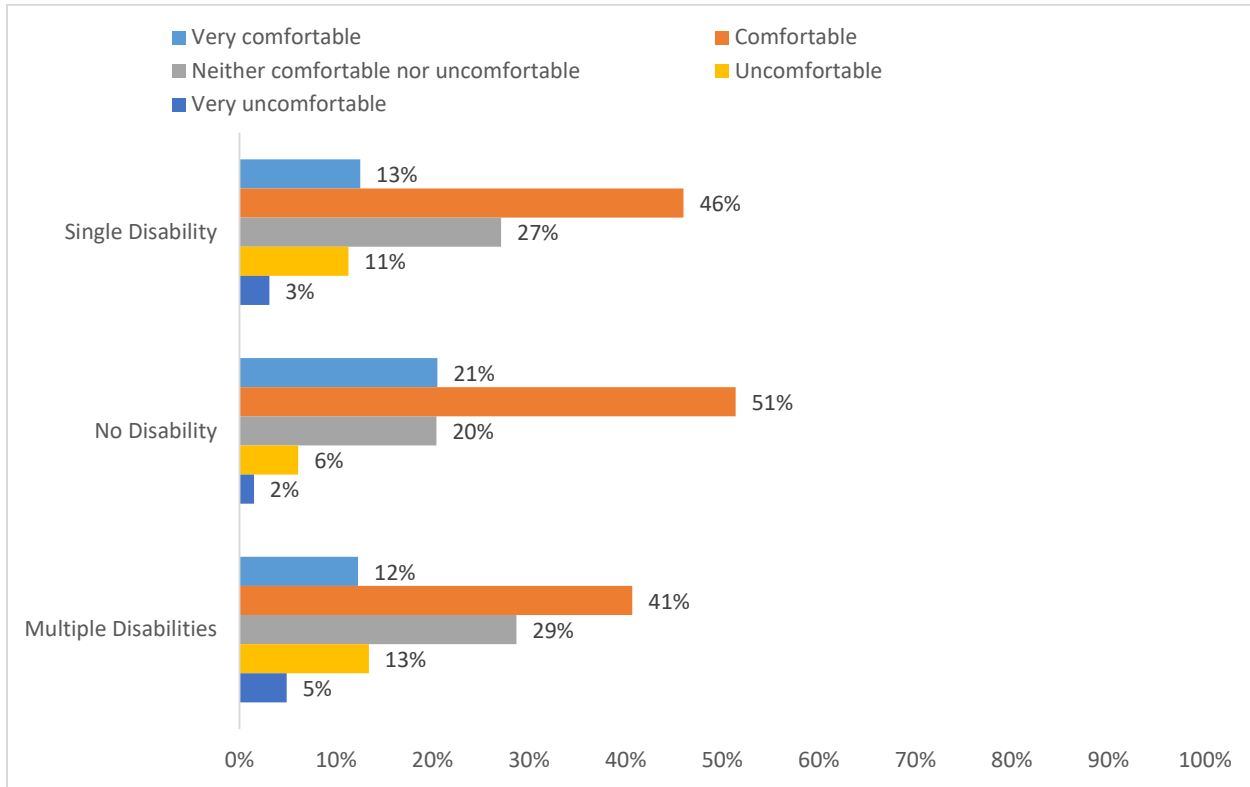
Figure 27. Respondents' Comfort With Overall Climate by Disability Status (%)

Significance testing could not be conducted for Faculty and Staff respondents by disability status regarding their comfort in their department, division, or college owing to the sample's low response rates in some of the demographic categories.

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[51] With the CSWG's approval, disability status was collapsed into three categories (No Disability, Single Disability, and Multiple Disabilities). For the purposes of some analyses, this report further collapses disability status into two categories (No Disability and At Least One Disability), where Single Disability and Multiple Disabilities were collapsed into one Disability category.

Figure 28 illustrates that a lower percentage of Faculty and Student Respondents with Multiple Disabilities (16%, $n = 39$) compared with Faculty and Student Respondents with No Disability (24%, $n = 705$) were "very comfortable" with the climate in their classes (Faculty and Student Respondents with a Single Disability [19%, $n = 93$] did not differ statistically from other groups). Also, a higher percentage of Faculty and Student respondents with A Single Disability (2%, $n = 11$) than those with No Disability (1%, $n = 26$) felt "very uncomfortable" with their classroom climate (Faculty and Student Respondents with Multiple Disabilities [$n < 5$] did not differ statistically from other groups).[xiii]
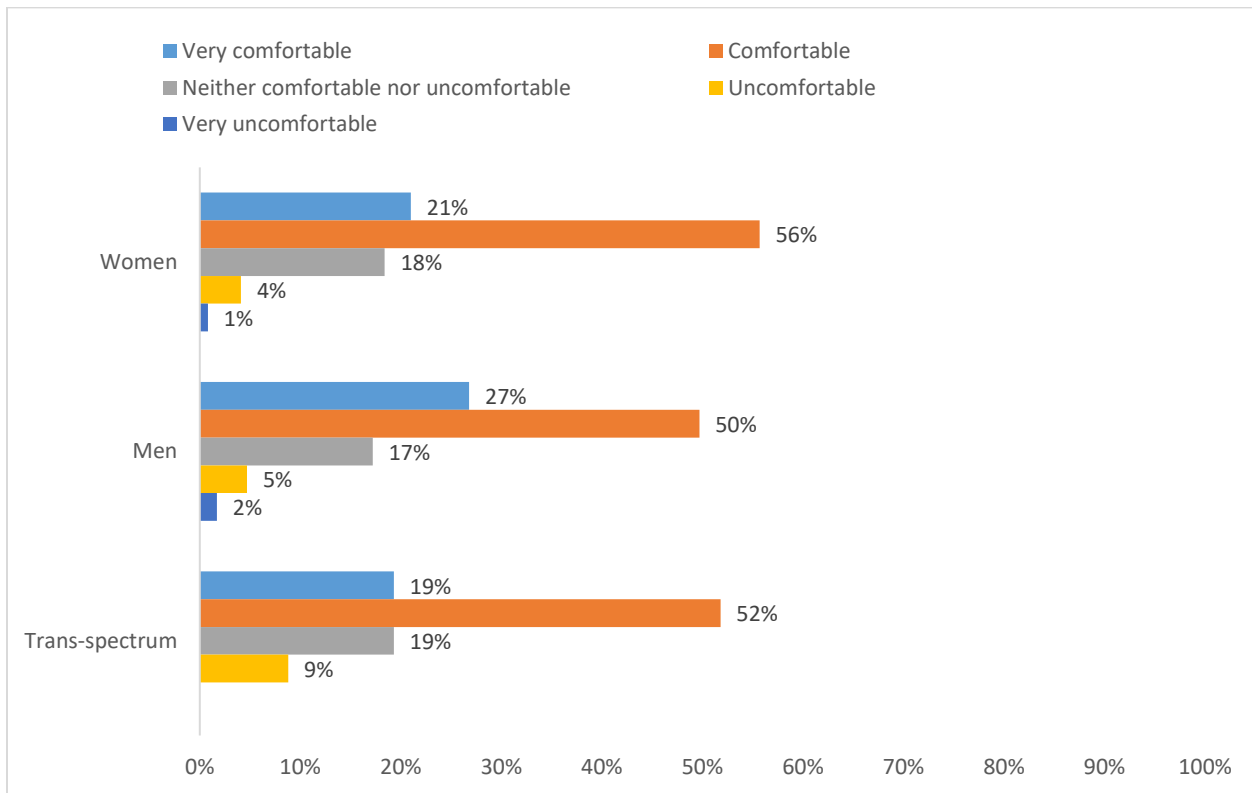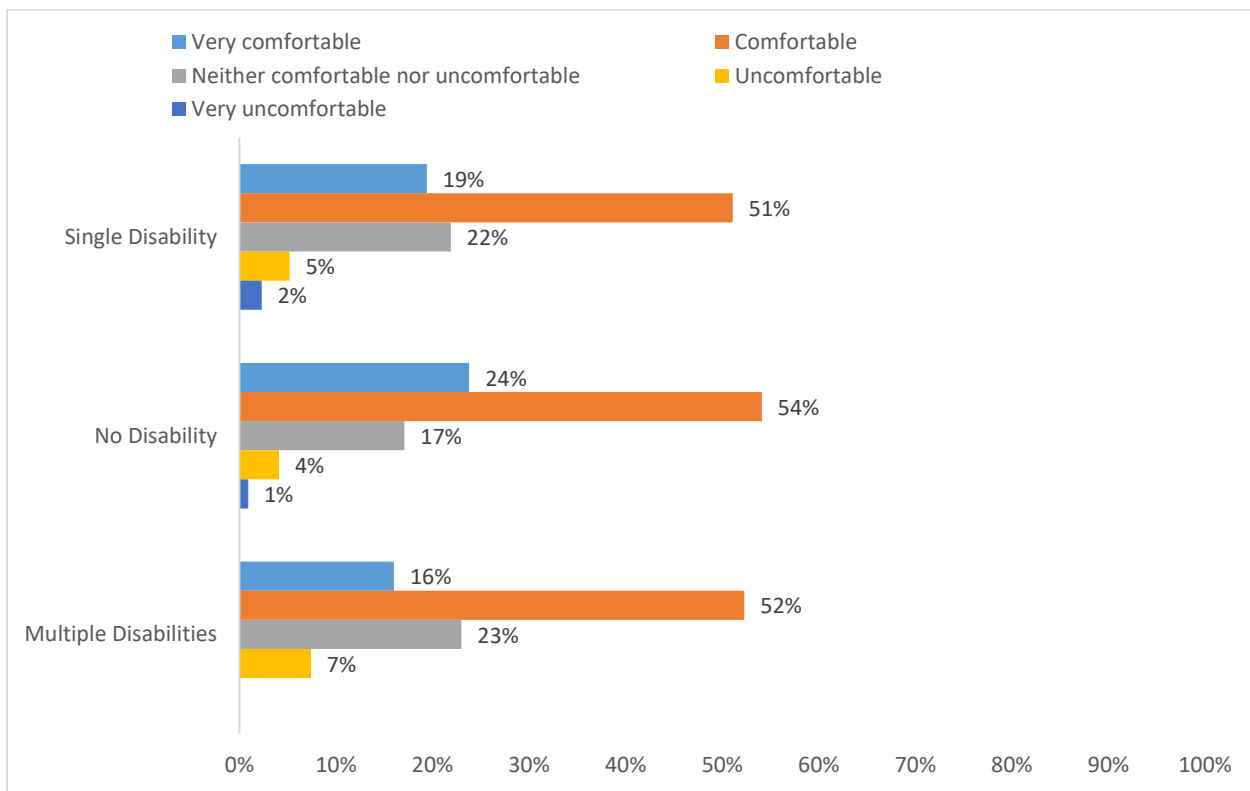

Note: Responses with $n < 5$ are not presented in the figure.

Figure 28. Faculty and Student Respondents' Comfort With Climate in Classes by Disability Status (%)

In terms of Student respondents' income status and comfort with the overall climate on campus, significant differences emerged (Figure 29). A lower percentage of Low-Income Student respondents (47%, $n = 223$) were "very comfortable" with the overall climate when compared with that of Not-Low-Income Student respondents (55%, $n = 1,441$).[xiv]
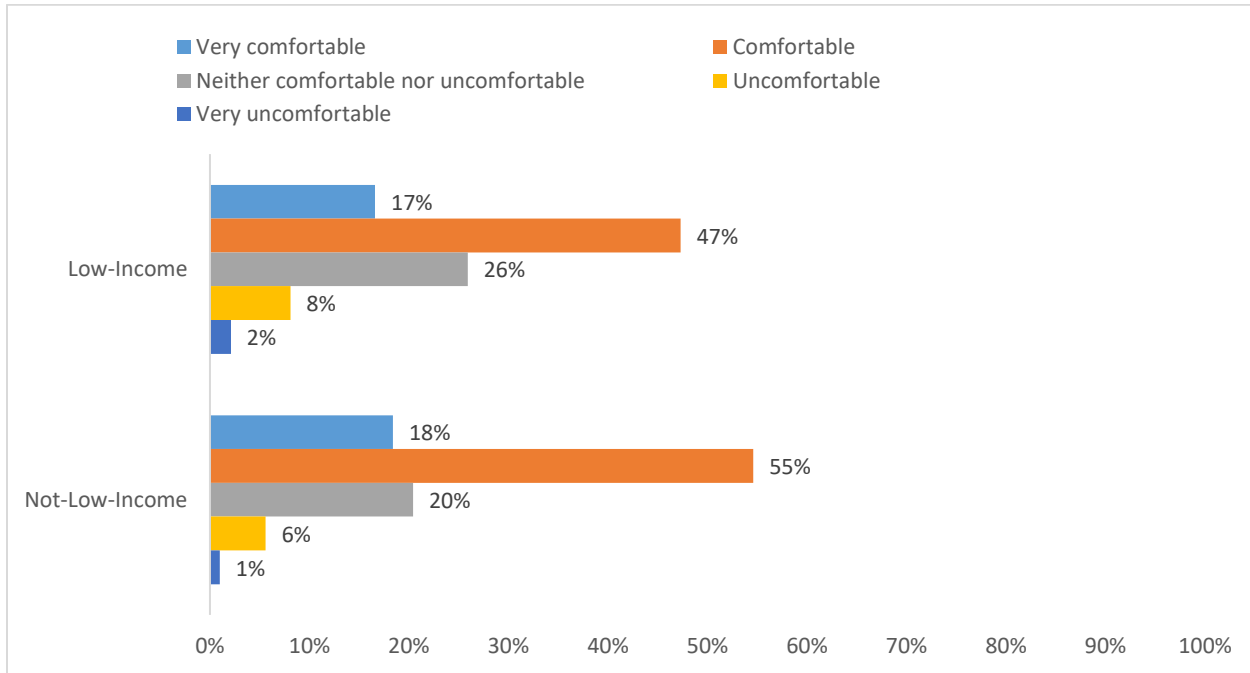
Figure 29. Student Respondents' Comfort With Overall Climate by Income Status (%)

No significant differences existed for Student respondents by income status regarding their comfort with the climate in their classes.

No significant differences existed for respondents by first-generation status and citizenship status regarding their comfort with the overall climate, the climate in their department, division, or college, and the climate in their classes.

Barriers at URI for Respondents With Disabilities

One survey item asked Respondents with Disabilities if they had experienced barriers in facilities, technology/online environment, identity, or instructional/campus materials at URI within the past year. The following tables highlight where Respondents with Disabilities most often experienced barriers at URI. With regard to campus facilities, 15% ($n = 114$) of Respondents with Disabilities noted that they experienced barriers in classroom buildings, 12%

(n = 95) experienced barriers classrooms, laboratories (including computer labs), 11% (n = 88) in
college housing, and 10% (n = 78) in campus transportation/parking (Table 22).

Table 22. Facilities Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Facilities	n	%	n	%	n	%
Classroom buildings	114	14.6	368	47.1	300	38.4
Classrooms, laboratories (including computer labs)	95	12.1	368	46.9	321	40.9
College housing	88	11.3	320	41.0	372	47.7
Campus transportation/parking	78	10.1	370	47.7	328	42.3
Dining facilities	68	8.7	343	44.1	367	47.2
Health Services	53	6.8	389	50.1	334	43.0
Walkways, pedestrian paths, crosswalks	47	6.1	389	50.6	333	43.3
Temporary barriers because of construction or maintenance	44	5.7	385	50.0	341	44.3
Athletic and recreational facilities	42	5.4	343	43.8	398	50.8
Other campus buildings	38	4.9	406	52.4	331	42.7
Restrooms	38	4.9	412	53.2	325	41.9
Elevators/lifts	36	4.6	396	51.1	343	44.3
Doors	31	4.0	401	51.5	346	44.5
Office furniture (e.g., chair, desk)	31	4.0	400	51.6	344	44.4
Emergency preparedness	29	3.7	397	51.1	351	45.2
Podium	20	2.6	387	50.0	367	47.4
Signage	20	2.6	408	52.6	348	44.8
Studios/performing arts spaces	17	2.2	366	47.3	390	50.5

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (n = 836).

Table 23 illustrates that, in terms of the technological or online environment, 10% (n = 72) of
Respondents with Disabilities experienced barriers related to Brightspace/Sakai and 9% (n = 72)
experienced barriers related to an accessible electronic format.

Table 23. Technology/Online Barriers Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Technology/Online	n	%	n	%	n	%
Brightspace/Sakai	72	9.5	429	56.5	258	34.0
Accessible electronic format	72	9.4	429	56.2	262	34.3
Computer equipment (e.g., screens, mouse, keyboard)	39	5.1	443	58.3	278	36.6

Table 23. Technology/Online Barriers Experienced by Respondents With Disabilities

Technology/Online	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Software (e.g., voice recognition/audiobooks)	38	5.0	442	58.3	278	36.7
Video/video audio descriptions	38	5.0	448	59.0	273	36.0
Electronic forms	36	4.7	460	60.4	266	34.9
Websites	35	4.7	460	61.2	257	34.2
Library databases	33	4.3	440	57.8	288	37.8
Phone/phone equipment	28	3.7	449	59.1	283	37.2
Electronic surveys (including this one)	23	3.0	470	61.8	267	35.1
Electronic signage	22	2.9	457	60.2	280	36.9
Clickers	15	2.0	397	52.2	348	45.8
Kiosks	10	1.3	429	56.4	321	42.2

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 836).

In terms of identity, 8% of Respondents with Disabilities experienced barriers each with learning technology (*n* = 60) and electronic databases (*n* = 59) (Table 24).

Table 24. Barriers in Resources Experienced by Respondents With Disabilities

Resources	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Learning technology	60	7.9	455	60.2	241	31.9
Electronic databases (e.g., e-Campus)	59	7.8	458	60.3	243	32.0
Intake forms (e.g., Health Services)	41	5.4	454	59.8	264	34.8
Email account	40	5.3	471	62.3	245	32.4
Surveys	31	4.1	481	63.9	241	32.0

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 836).

In terms of instructional and campus materials, 9% (*n* = 67) of Respondents with Disabilities experienced barriers related to textbooks and 6% related each to video-closed captioning and text descriptions (*n* = 47) and food menus (*n* = 43) (Table 25).

Table 25. Barriers in Instructional/Campus Materials Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Instructional/Campus Materials	*n*	%	*n*	%	*n*	%
Textbooks	67	8.8	421	55.5	270	35.6
Video-closed captioning and text descriptions	47	6.3	420	56.1	282	37.7
Food menus	43	5.7	398	52.6	316	41.7
Syllabi	40	5.3	449	59.3	268	35.4
Forms	24	3.2	447	59.2	284	37.6
Journal articles	24	3.2	457	60.4	276	36.5
Library books	19	2.5	447	59.1	290	38.4
Other publications	17	2.2	458	60.5	282	37.3
Brochures	12	1.6	438	57.7	309	40.7

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 836).

In terms of support services, 12% (*n* = 90) of Respondents with Disabilities experienced barriers related to accommodations from faculty (Table 26).

Table 26. Barriers in Support Services Experienced by Respondents With Disabilities

	Yes		No		Not applicable	
Support Services	*n*	%	*n*	%	*n*	%
Accommodations from faculty	90	11.9	386	50.9	282	37.2
Lighting	31	4.1	411	54.0	319	41.9
Aide Support	18	2.4	393	51.7	349	45.9
Translating/Interpreting	9	1.2	391	51.6	358	47.2

Note: Table reports responses only from individuals who indicated on the survey that they had a disability (*n* = 836).

Two hundred thirty-two Faculty, Staff, and Students respondents from URI elaborated on their experiences regarding accessibility at the institution. Four themes emerged from the responses: facilities and environments not conducive for those with physical disabilities, issues with services related to disability and mental health, problems with online learning, as well as the perception that faculty and staff were not accommodating.

Facilities and Environments Not Conducive for Those With Physical Disabilities. Respondents named that they had encountered spaces and facilities on campus that were not conducive for those with physical disabilities. One Undergraduate Student respondent stated, "The level of accessibility for physically disabled students, especially in regards to building access, is shameful." One Staff respondent shared, "Campus construction makes navigating the campus difficult for someone with mobility issues. Sidewalks are a mess and a hazard." Additionally, another Undergraduate Student respondent noted, "Lots of buildings still don't have wheelchair access and/or water stations." A Faculty respondent commented, "I was temporarily disabled during [year] and found the parking spaces to be a pretty significant problem. Some buildings had just a few handicap spaces that were always taken. Our building has many handicap spaces but some are not close to the building and I was better off trying to wait to see if someone parked close to the building left."

Some of the main areas that respondents viewed as inaccessible on campus were bathrooms, signage, and navigating campus in a wheelchair. When it comes to bathrooms, one Faculty respondent shared, "There are various restrooms across campus that are barely accessible. The women's bathrooms in the Union are outrageously inaccessible." A Graduate Student respondent stated, "Bathrooms marked as accessible often do not accommodate wheelchairs." For signage, one Undergraduate Student respondent noted, "Signage around buildings needs to be improved for those that can't see/have trouble seeing." A Staff respondent added, "The COVID related signage on this campus is laughably confusing. It seems that at least 50% of the outside door signs are wrong or confusing." Concerning navigating campus in a wheelchair, one Graduate Student stated, "I don't think the buildings are handicap accessible. That statistics building is particularly horrendous." A Faculty respondent wrote, "Walkways and access to buildings on campus is terrible for those with mobility issues. Crossing Upper College Road is downright dangerous, and there are no appropriate sidewalks or sidewalk cutouts in many areas."

Issues With Services Related to Disability and Mental Health. Respondents shared that they encountered issues with campus resources intended to support those with disabilities and mental health concerns. Concerning disability services, one Undergraduate Student stated, "It is really hard to go through disability services and get accommodations." Another Undergraduate Student respondent wrote about a particular example naming Disability, Access, and Inclusion, "I started

U.R.I with a running start which makes me feel uncomfortable. I was told by disabilities service that they would contact me before the start of classes. Also, in the climate of COVID, no [one] returns phone calls or emails i.e., I never got a return email from a transfer evaluator." One Undergraduate Student respondent also added, "The coordination between disability services and instructors is lacking."

When it comes to mental health resources, several respondents discussed the issues in accessing the counseling center on campus. Respondents shared, "Counseling center has not been supportive whatsoever" and "Counseling center and psychological consultation center needs more resources and increased accessibility and options for support." One Undergraduate Student shared a particular instance, naming, "I have severe anxiety/depression and I found that it was very hard to make an appointment to speak with a counselor. In my high school, you could drop in at any time and someone would speak with you. I think it's surprising that this format is not consistent with URI." A Graduate Student respondent stated, "Depression and anxiety make it difficult to make phone calls. Having mental health services exclusively phone-based makes it difficult to access when I am unable to make phone calls. However, I do understand that it is a COVID precaution."

Problems With Online Learning. Respondents described the problems that they had concerning accessibility when it came to online learning. One Undergraduate Student respondent stated, "I rely on subtitles/closed captioning to help me most of the time, and most videos or lectures posted by professors don't have that option. I feel that not just for me (because I can mostly get by without them with some replaying of certain parts) but for people who are hard of hearing, there needs to be more of an effort to provide captions on media." Another Undergraduate Student respondent added, "Closed captions for remote classes would make life easier." A Graduate Student respondent noted, "Since classes have gone online, I find that my online lectures are cutting out randomly during class time. This worries me that I miss something important that was said. It also worries me my professor thinks I am just leaving and rejoining class when I'm not, there are just a lot of technical issues when it comes to having over 100 people in an online class lecture." Additionally, a Faculty respondent stated, "Making forms, surveys, and online tools available in large fonts that can be seen would be so great!"

Perception that Faculty and Staff Were Not Accommodating. Respondents also shared that they perceived and encountered faculty and staff members at the institution who were not accommodating for those with disabilities; some named faculty members specifically. One Undergraduate Student respondent stated, "However I have not disclosed this recommendation or my disabilities to my instructors because (a) in the past if I have mentioned this to a professor, they seem aggravated/annoyed by having to now accommodate this and (b) a professor I had last semester said that students who get extended time on exams must take exams while on zoom with their camera on with the professor (online synchronous class), which seems intrusive and distracting to me." Another Undergraduate Student respondent wrote, "Accessibility can possibly be assisted in how professors can be crude to students with inconsistent health issues. I have been accused on numerous occasions of overstretching the validity of my illness…." A Graduate Student respondent commented, "If I told all my professors about my diagnosis and struggles with mental health, it would likely be an additional point of critique and something they included in their evaluations of my performance as a [degree] student."

Other respondents described instances with staff members on campus where they were not understanding of their disabilities. An Undergraduate Student respondent shared, "I had a staff member mock me for using a handicap parking space that I am legally allowed to use and have also experienced service vehicles parked illegally in handicapped spaces." Another Undergraduate Student respondent added, "I did not like one of the nurse practitioners at health services. I did not feel good at all and she did not comfort me or make me feel better at all." One Graduate Student respondent wrote, "Parking service yelled at me when I was contracted in over the month of [date]. I was a full time employee and they refused to give me a parking pass. They made me pay $6 a day for parking. I do not think I should have done that. The lady on the phone was very rude and mocked me." An Undergraduate Student respondent named, "The faculty and staff at URI plays a major role in me being mentally and physically unhealthy. It confuses me when URI expects me to reach out to people for help who are currently the ones making my life worse."

Barriers at URI for Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

One survey item asked Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman respondents if they had experienced barriers in facilities or identity accuracy at URI within the past year. Table 27 and Table 28 depict where Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman respondents most often experienced barriers at URI. With regard to campus facilities, 35% ($n = 39$) of Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman respondents experienced barriers in restrooms, and 30% ($n = 33$) experienced barriers in signage within the past year.

Table 27. Facilities Barriers Experienced by Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

	Yes		No		Not applicable	
Facilities	*n*	%	*n*	%	*n*	%
Restrooms	39	34.5	46	40.7	28	24.8
Signage	33	29.5	41	36.6	38	33.9
Changing rooms/locker rooms	18	16.1	32	28.6	62	55.4
Athletic and recreational facilities	16	14.4	34	30.6	61	55.0

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman ($n = 123$).

In terms of identity accuracy, 21% of Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman respondents had difficulty each with electronic databases ($n = 24$) and intake forms ($n = 24$).

Table 28. Identity Accuracy Barriers Experienced by Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

	Yes		No		Not applicable	
Identity accuracy	*n*	%	*n*	%	*n*	%
Electronic databases (e.g., e-Campus	24	21.4	70	62.5	18	16.1
Intake forms (e.g., Health Services)	24	21.2	60	53.1	29	25.7
URI ID card	21	18.8	68	60.7	23	20.5

Table 28. Identity Accuracy Barriers Experienced by Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman Respondents

Identity accuracy	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Name change	18	15.9	56	49.6	39	34.5
Surveys	17	15.5	70	63.6	23	20.9
Email account	15	13.5	78	70.3	18	16.2
Learning technology	12	10.7	77	68.8	23	20.5
Public Affairs	12	10.7	69	61.6	31	27.7

Note: Table reports responses only from individuals who indicated on the survey that they identified their gender identity as Genderqueer, Gender Non-Conforming, Nonbinary, Transgender, Transman, and Transwoman (*n* = 123).

Thirty-seven Graduate Student, Staff, and Undergraduate Student respondents who identify as genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman offered elaborated on their experiences at URI. Themes that emerged described limited interactions or exclusionary university practices.

Limited Interactions. Respondents who identified genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman offered elaborated responses to their limited interactions or challenges about their experiences at URI. One respondent noted, "I have not experienced life at URI as a genderqueer person yet as I have just figured it out." Similarly, another respondent who has yet to experience the campus as a result of the COVID-19 pandemic noted, "I have not yet been on campus, only remote learning, but I have not had any problems with any of the forms I have filled out or surveys I have done. I have been identified correctly in all." A Staff respondent who works remotely offered another similar response and explained, "I am a full time remote (teleworking) employee, so my interactions are limited." Lastly, as student who is more recently "out" offered, "To be honest, I'm like only just starting to be out on campus. I have no idea what barriers would actually exist."

Exclusionary Practices. Respondents who identified genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman offered elaborated responses on how they feel excluded at URI. A respondent who felt excluded based on their chosen identity expressed, "Surveys often don't have comprehensive categories for gender identification or a write in option." Another respondent offered, "It lists the wrong gender on e-Campus though I was clear

about it in my application." Moreover, another respondent explained, "People want to know what I was assigned at birth. I literally had surgery about the fact that this assignment was wrong. STOP ASKING."

Respondents also described exclusionary feelings as it pertained to the appropriate use of their name and pronouns. One respondent explained, "My URI ID card has my deadname on it, as well as the medical center usually calls me by my deadname on phone calls. I've also had a lot of trouble with my middle name not being changed to the preferred one when I sign up for events and it is connected to some accounts such as my lunch plan. The middle name is not as much of a big deal as my first name but it still makes me afraid of being outed." Similarly, an Undergraduate Student respondent offered, "I personally haven't had issues, but I know many of my friends have." The respondent elaborated, "Such as my boyfriend who is trans having his deadname in the databases and there being no information on how to have that changed and him having his deadname as his email as well, which whenever he gets emails sends him his deadname I believe. These things can be extremely disheartening." Another respondent who described the inability to use a chosen name in university systems offered, "The inability to set a different 'display' name than a legal name on learning tech and URI accounts should be considered, in particular for students who have not legally changed their names but plan to." Similar challenges surrounding the use of their chosen name is noted by an Undergraduate Student respondent who wrote, "Despite my name being different on ecampus and being listed as a preferred name, often times my birth name is used in documents from the University."

University facilities and signage were among other items elaborated on by respondents who identified as genderqueer, gender non-conforming, nonbinary, transgender, transman, and transwoman. One respondent explained, "The lack of gender inclusive restrooms on campus is ridiculous. I have had to go into different buildings DURING CLASS so that I could relieve myself!!! It is completely unacceptable that my academic experience should be diminished by the university's refusal to be accessible to myself and others." Another respondent also offered, "As someone who prefers a gender-neutral bathroom, they are hardly available on campus despite the advocacy work that's been active on campus for years. Gendered bathrooms are uncomfortable spaces for me but I'm usually forced to use them. The only place that they've been abundant is in dorms but even then they are utilized by cisgender people which makes me

avoid them…" This respondent further addresses concerns they have with the misuse of their name. They explain, "…When I go into e-campus my deadname still shows up quite prominently and is used by personal in different administrative offices on campus. There needs to be more insurance that preferred names are respected and displayed as opposed to deadnames." Similarly, another respondent noted, "There is a distinct lack of gender neutral bathrooms on campus, and the university defaults to legal name and legal gender on e-Campus and the Study Abroad website with no option for students to change it." Lastly, a respondent simply expressed, "I do definitely think that there should be more gender-neutral spaces and bathrooms within URI."

Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct[52]

Fifteen percent (*n* = 685) of respondents indicated that they personally had experienced exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullied, harassed) conduct that had interfered with their ability to learn, live, or work at URI within the past year.[53]

Of the respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct, 20% (*n* = 137) indicated that they experienced the conduct only once during the past year, 24% (*n* = 160) experienced the conduct twice during the past year, 20% (*n* = 134) experienced the conduct three times during the past year, 6% (*n* = 41) experienced the conduct four times during the past year, and 30% (*n* = 199) experienced the conduct more than five times during the past year (Figure 30).
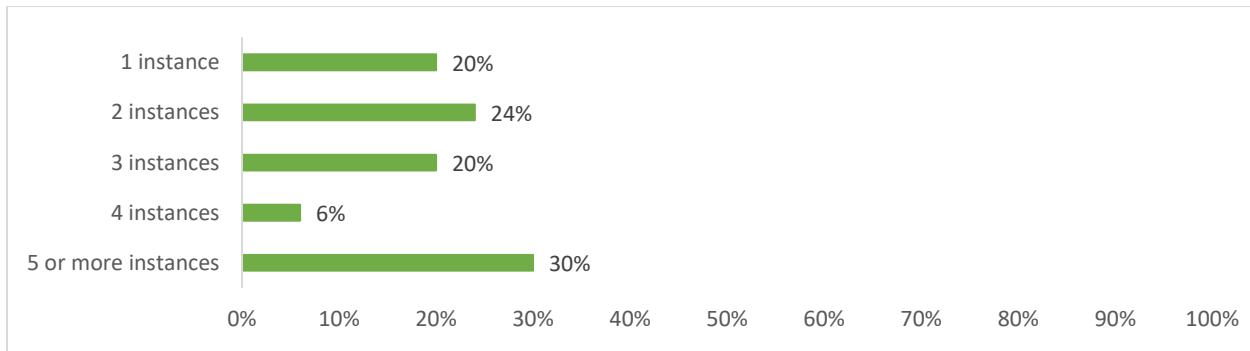
Figure 30. Number of Instances Respondents Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

Of the respondents who experienced such conduct, 25% (*n* = 169) indicated that the conduct was based on their position status at URI. Nineteen percent (*n* = 132) noted that the conduct was based on their gender identity, 14% (*n* = 97) felt that it was based on their age, and 13% (*n* = 91) felt that it was based on their racial identity.

In terms of position status, significant differences existed between respondents who indicated on the survey that they had experienced this conduct (Figure 31). Twenty-nine percent (*n* = 147) of

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

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

Faculty respondents, 22% ($n = 178$) of Staff respondents, and 11% ($n = 360$) of Student respondents indicated that they had experienced this conduct.[xv] Of those respondents who had experienced this conduct, a higher percentage of Staff respondents (40%, $n = 72$) and Faculty respondents (30%, $n = 44$) than Student respondents (15%, $n = 53$) suggested that the conduct was based on their position status.[xvi]
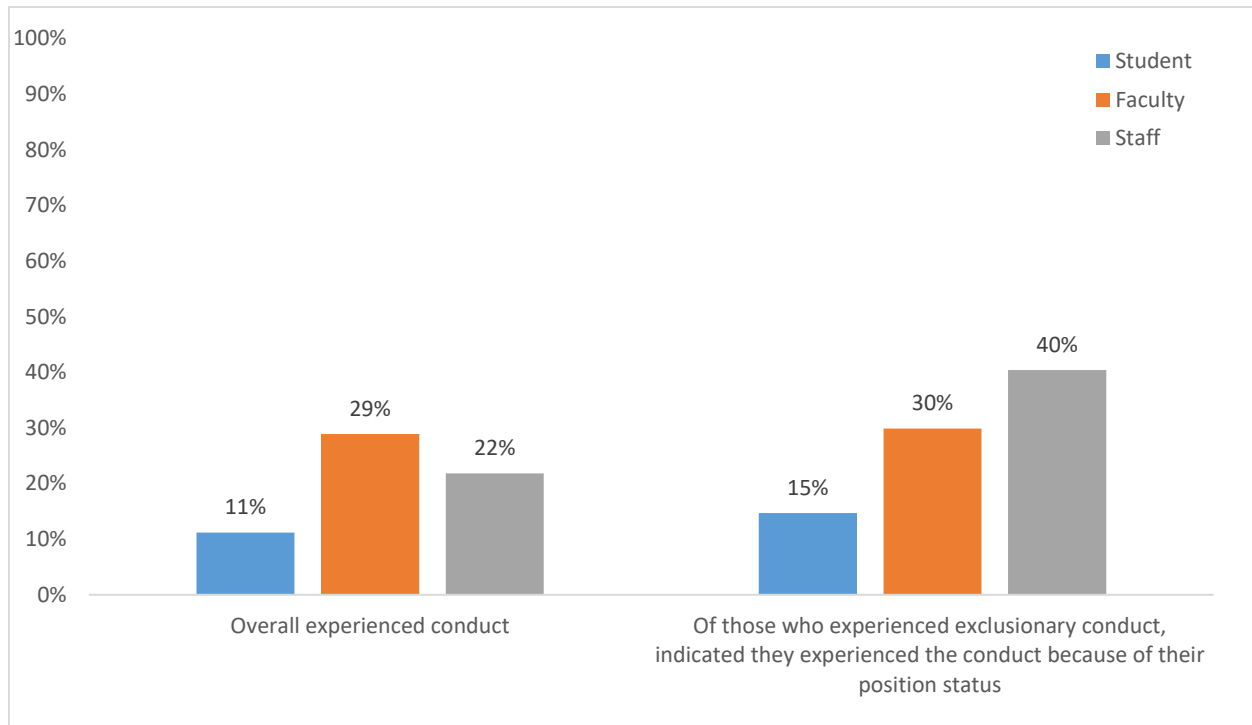
Figure 31. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Position Status (%)

By gender identity, higher percentages of Trans-spectrum respondents (20%, $n = 24$) and Women respondents (16%, $n = 479$) than Men respondents (12%, $n = 165$) indicated that they had experienced exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 32).[xvii] Higher percentages of Trans-spectrum respondents (33%, $n = 8$) and Women respondents (23%, $n = 109$) than Men respondents (7%, $n = 12$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their gender identity.[xviii]
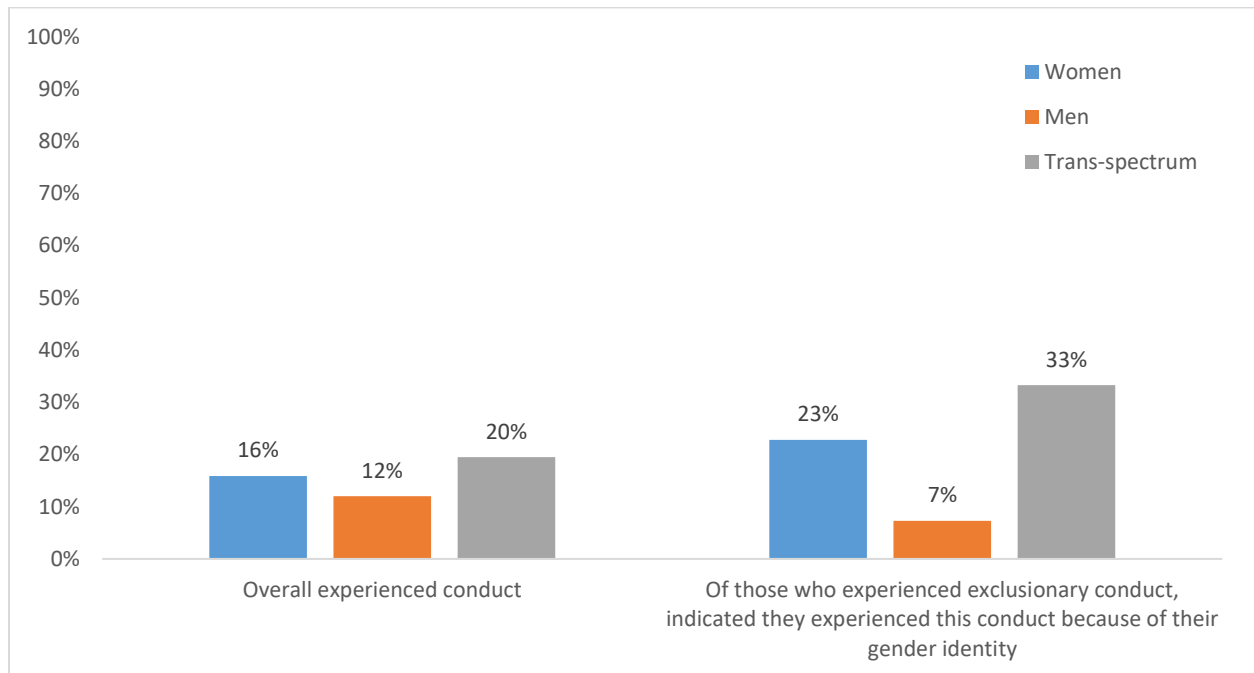
Figure 32. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Gender Identity (%)

By age, higher percentages of respondents who were 65-74 Years of Age (23%, $n = 26$), 55-64 Years of Age (22%, $n = 74$), 45-54 Years of Age (23%, $n = 75$), and 35-44 Years of Age (20%, $n = 68$) than respondents who were 22-24 Years of Age (12%, $n = 60$), 20-21 Years of Age (11%, $n = 119$), and 18-19 Years of Age (10%, $n = 104$) indicated that they had exclusionary, intimidating, offensive, and/or hostile conduct within the past year (respondents who were 25-34 Years of Age [16%, $n = 82$] did not differ statistically from other groups; Figure 33).[xix] No respondents 75 years and older indicated that they had experienced this conduct. A higher percentage of respondents who were 25-43 Years of Age (27%, $n = 22$) than respondents who were 20-21 Years of Age (8%, $n = 9$), 45-54 Years of Age (7%, $n = 5$), and 18-19 Years of Age (5%, $n = 5$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their age (respondents who were 22-24 Years of Age [18%, $n = 11$], 35-44 Years of Age [16%, $n = 11$], 55-64 Years of Age [19%, $n = 14$], and 65-74 Years of Age [23%, $n = 6$] did not differ statistically from other groups).[xx]
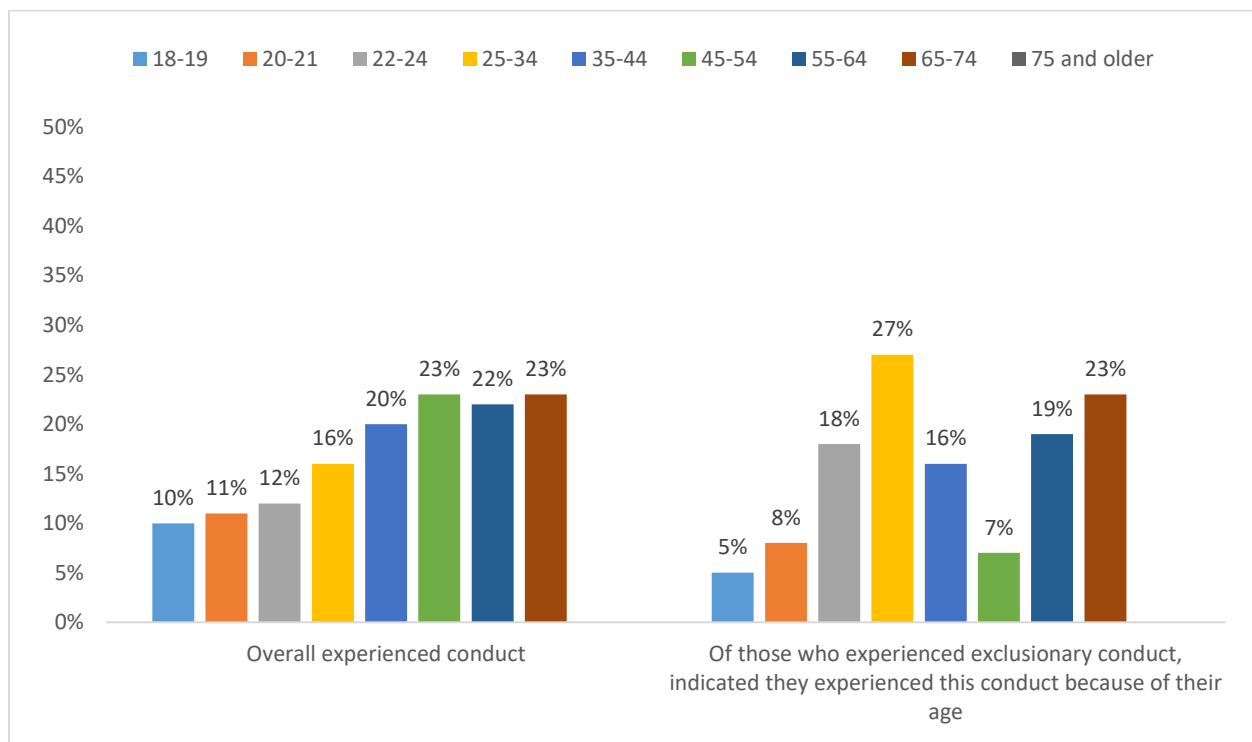
Note: Responses with $n < 5$ are not presented in the figure.

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

By racial identity, higher percentages of Multiracial respondents (20%, $n = 65$) and APIDA respondents (21%, $n = 54$) than White respondents (13%, $n = 447$) indicated that they had exclusionary, intimidating, offensive, and/or hostile conduct within the past year (Figure 34) (Black/African/African American respondents [19%, $n = 33$] and Latinx respondents [14%, $n = 33$] did not differ statistically from other groups).[xxi] Higher percentages of Black/African/African American respondents (52%, $n = 17$), APIDA respondents (48%, $n = 26$), Multiracial respondents (29%, $n = 19$), and Latinx respondents (27%, $n = 9$) than White respondents (3%, $n = 12$) who had experienced exclusionary, intimidating, offensive, and/or hostile conduct indicated that the conduct was based on their racial identity.[xxii]
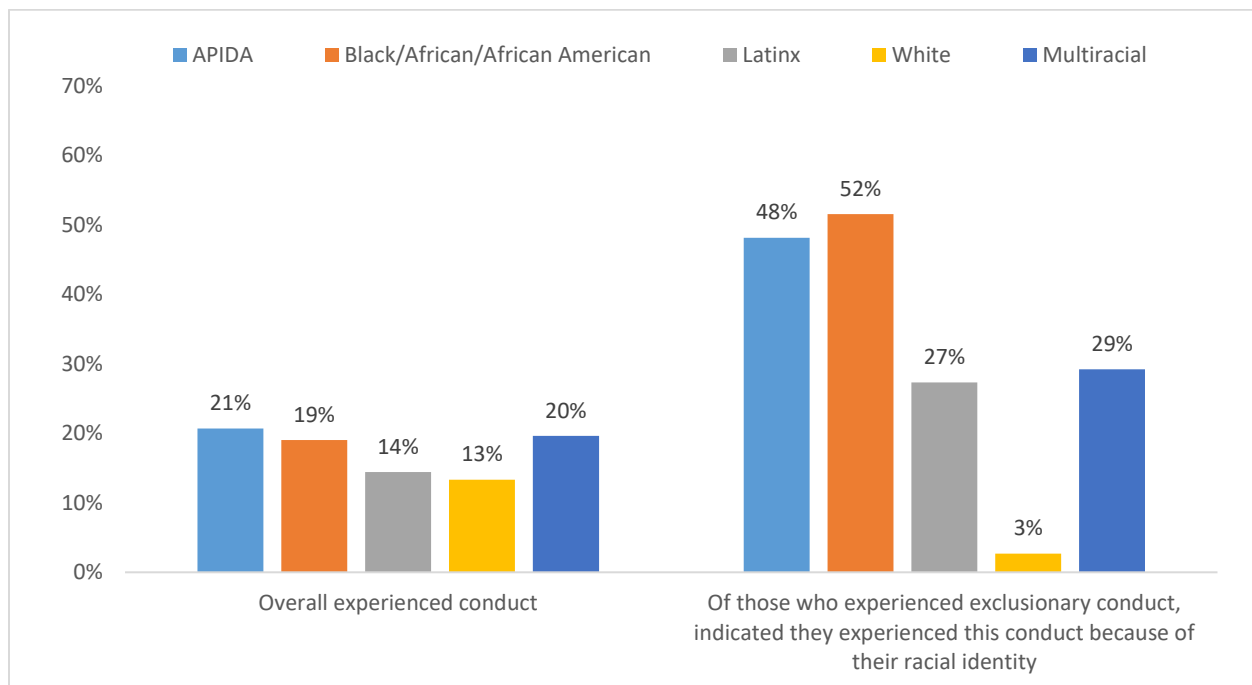
Figure 34. Respondents' Personal Experiences of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct as a Result of Their Racial Identity (%)

Table 29 and Table 30 depict the top four perceived bases of exclusionary, intimidating, offensive, and/or hostile conduct by position status. Of the Staff respondents who experienced such conduct, 40% ($n = 72$) indicated that the conduct was based on position. Twenty-three percent ($n = 40$) noted that the conduct was based on their educational credentials, 21% ($n = 37$) felt that it was based on their age, and 20% ($n = 36$) noted the basis as length of service at URI. "Reasons not listed above" included responses such as "cronyism," "dismissive leader," "funding of my position," "general feeling of being undervalued," "gun owner," "hostile

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coworker," "overweight people," "insecurity of supervisor," "irrational supervisor," "male chauvinistic attitudes," "managerial style and personality," "office politics," "perceived social class," "professional area of focus," and "violations of interview process, pay inequity, lack of action by PSA union."

Table 29. Staff Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Position	72	40.4
Educational credentials	40	22.5
Age	37	20.8
Length of service at URI	36	20.2

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 178$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Faculty respondents who experienced such conduct, 30% ($n = 44$) indicated that the conduct was based each on gender/gender identity and position status (Table 30). Twenty percent ($n = 30$) noted that the conduct was based on their racial identity and 14% ($n = 20$) felt that it was based on their age. "Reasons not listed above" included responses such as "a bully in my department," "student was very hostile towards me," "as an adjunct I am not informed about anything…," "because she is senior faculty and I'm junior," "contempt for traditional lifestyle," "elitism," "favoritism," "harassed for viewpoint that was not considered to be politically correct," "my physical characteristics – height and weight," "perception of research success," "pregnancy," and "vastly different ethos concerning our duties as educators."

Table 30. Faculty Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Gender/Gender identity	44	29.9
Position	44	29.9
Racial identity	30	20.4
Age	20	13.6

Note: Table reports responses only from Faculty respondents who indicated on the survey that they exclusionary, intimidating, offensive, and/or hostile conduct ($n = 147$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Of the Student respondents who experienced such conduct, 19% ($n = 69$) indicated that the conduct was based on their mental health/psychological disability (Table 31). Eighteen percent ($n = 65$) noted that the conduct was based on their gender-gender identity, 16% ($n = 58$) felt that it was based on their academic performance, and 15% ($n = 55$) indicated that the basis was ethnicity (15%, $n = 55$). "Reasons not listed above" included responses such as "power dynamics by major," "being white," "being unattractive," "cliquey nature," "clothes worn," "different priorities," "different viewpoints," "girls can be really mean sometimes," "Greek life," "told my an advisor that I did not have the intelligence to succeed…," "last name," "lifestyle choices," "living situation," "my view regarding covid," "parents being immigrants," "weight and physical appearance," "personality," "the need for success," and "traumatic experience."

Table 31. Student Respondents' Top Bases of Experienced Conduct

Basis of conduct	n	%
Mental health/psychological disability	69	19.2
Gender/gender identity	65	18.1
Academic performance	58	16.1
Ethnicity	55	15.3

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 360$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of bases, please see Table B50 in Appendix B.

Table 32 illustrates the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct. Forty-six percent ($n = 314$) felt ignored or excluded, 42% ($n = 285$) felt silenced, 38% ($n = 263$) felt isolated or left out, 30% ($n = 208$) felt they experienced a hostile work environment, and 29% ($n = 195$) felt intimidated/bullied. Additional forms of such conduct included "general mistrust of intentions," "professor made fun of my [disability]," "a teacher made my entire class feel unwelcome," "rarely, if ever, acknowledged for my work," "hostile living space," "felt left out because of covid," "felt unwelcome at my dorm," "had items that belonged to me stolen and damaged," "lack of communication," "my authority questioned,"

"my belongings vandalized," "sexual harassment and assault," and "was called derogatory names."

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

Form of conduct	*n*	% of those who experienced the conduct
I was ignored or excluded.	314	45.8
I was silenced/I felt silenced.	285	41.6
I was isolated or left out.	263	38.4
I experienced a hostile work environment.	208	30.4
I was intimidated/bullied.	195	28.5
I was the target of derogatory verbal remarks	174	25.4
I was the target of workplace incivility.	143	20.9
I felt others staring at me.	90	13.1
I received a low or unfair performance evaluation.	71	10.4
I received derogatory phone calls/text messages/email.	70	10.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B52 in Appendix B.

Figure 35 depict the forms in which respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status. Forty-six percent (*n* = 68) of Faculty respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct felt ignored or excluded, 42% (*n* = 61) felt silenced, and 39% (*n* = 57) experienced a hostile work environment. Fifty-two percent (*n* = 93) of Staff respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct experienced a hostile work environment, 50% (*n* = 89) felt ignored or excluded, and 43% (*n* = 77) felt silenced. Forty-four percent (*n* = 157) of Student respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct felt ignored or excluded, and 41% each felt silenced (*n* = 147) or isolated or left out (*n* = 149).
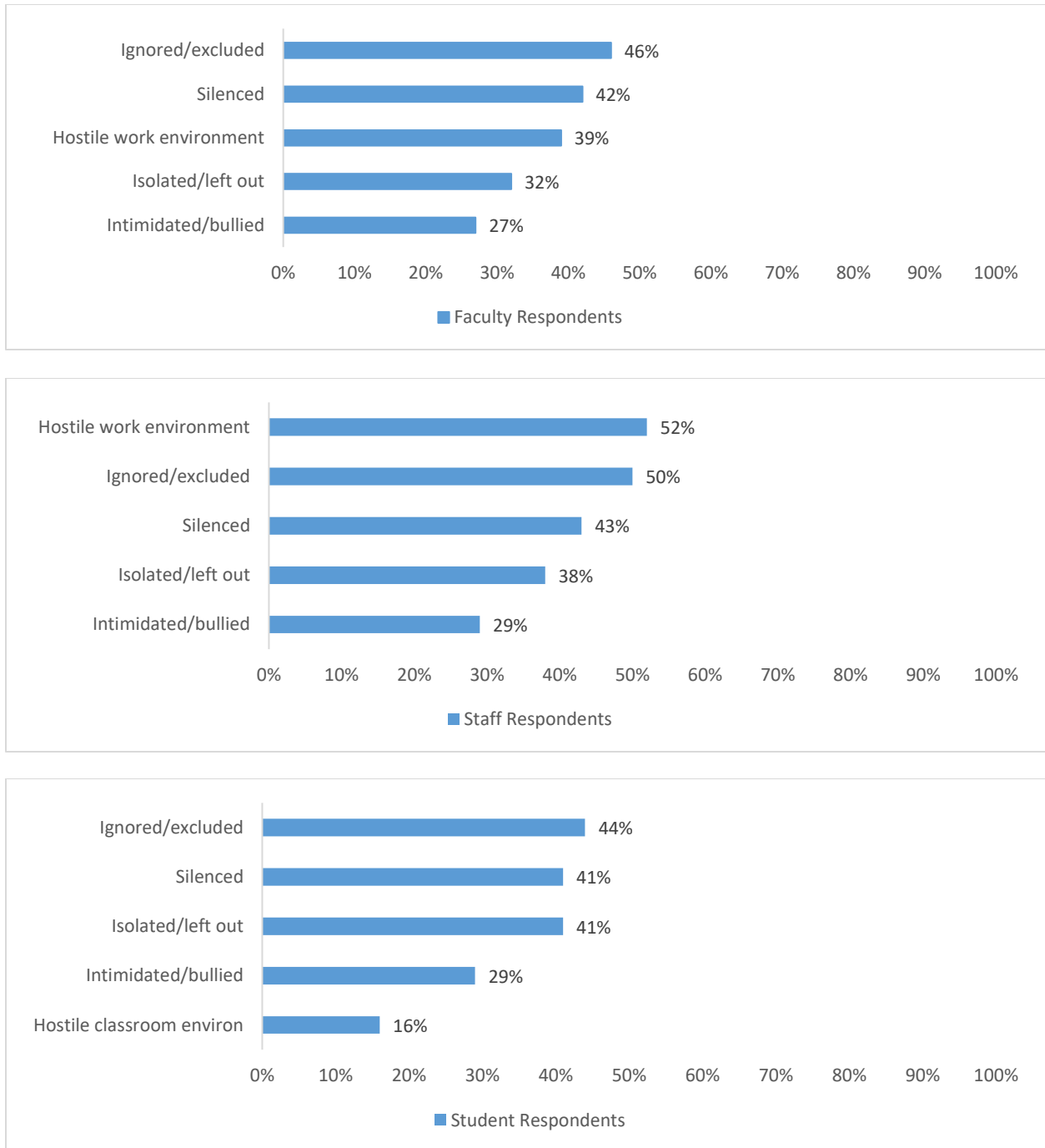
Figure 35. Employee Respondents' Forms of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

Respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct noted that it occurred on phone calls/text messages/email (26%, $n = 175$) and while working at a URI job (26%, $n = 175$), in a meeting with a group of people (25%, $n = 168$), and in an online meeting/class (20%, $n = 137$). Some respondents who marked "a location not listed above" identified, "Academic Summit," "on a regular basis," "behind my back to students and colleagues," "campus grounds, "comments to my supervisor," "during a field trip," "frat functions," "non-URI workplace," "on a public website," "ongoing meetings of P&T committee," "quad," and "Zoom" class meeting.

Table 33 depicts the top five locations where Staff respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct, including in a meeting with a group of people (65%, $n = 116$), while working at a URI job (52%, $n = 93$), in a staff or administrative office (32%, $n = 56$), on phone calls/text messages/email (28%, $n = 49$), and in a URI administrative building (16%, $n = 29$).

Table 33. Staff Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Staff respondents who experienced the conduct
In a meeting with a group of people	116	65.2
While working at a URI job	93	52.2
In a staff or administrative office	56	31.5
On phone calls/text messages/email	49	27.5
In a URI administrative building	29	16.3

Note: Table reports responses only from Staff respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 178$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Faculty respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often on phone calls/text messages/emails (37%, $n = 55$), while working at a URI job (35%, $n = 51$), in a meeting with a group of people (33%, $n = 49$), in a meeting with one other person (23%, $n = 34$), and in a staff or administrative office (14%, $n = 20$) (Table 34).

Table 34. Faculty Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Faculty respondents who experienced the conduct
On phone calls/text messages/email	55	37.4
While working at a URI job	51	34.7
In a meeting with a group of people	49	33.3
In a meeting with one other person	34	23.1
In a staff or administrative office	20	13.6

Note: Table reports responses only from Faculty respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 147$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Student respondents experienced exclusionary, intimidating, offensive, and/or hostile conduct most often in campus housing (26%, $n = 93$), in an online meeting/class (21%, $n = 76$), on phone calls/text messages/email (20%, $n = 71$), in a face-to-face class/laboratory (18%, $n = 64$), and in other public spaces at URI (18%, $n = 64$) (Table 35).

Table 35. Student Respondents' Top Locations of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of Student respondents who experienced the conduct
In campus housing	93	25.8
In an online meeting/class	76	21.1
On phone calls/text messages/email	71	19.7
In a face-to-face class/laboratory	64	17.8
In other public spaces at URI	64	17.8

Note: Table reports responses only from Student respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 360$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B53 in Appendix B.

Thirty-two percent ($n = 221$) of the respondents who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct identified students as the source of the conduct, 25% ($n = 171$) identified faculty members/other instructional staff, and 22% ($n = 151$) identified coworkers/colleagues as the source of the conduct (Table 36).

Table 36. Top Sources of Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source of conduct	n	% of respondents who experienced the conduct
Student	221	32.3
Faculty member/other instructional staff	171	25.0
Coworker/colleague	151	22.0
Supervisor or manager	114	16.6
Staff member	93	13.6
Senior administrator (e.g., dean, vice president, provost)	83	12.1
Department/program chair	81	11.8
Friend/acquaintance	80	11.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (n = 685). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of sources, please see Table B54 in Appendix B.

Faculty respondents most often cited coworkers/colleagues, faculty members/instructional staff members, department/program chairs, and senior administrators as the source of the conduct (Figure 36). Staff respondents most often identified supervisors/managers, coworkers/colleagues, other staff members, and senior administrators as the source of exclusionary, intimidating, offensive, and/or hostile conduct. Student respondents most often identified other students, faculty members/instructional staff members, friends/acquaintances, and strangers as the source of exclusionary, intimidating, offensive, and/or hostile conduct.
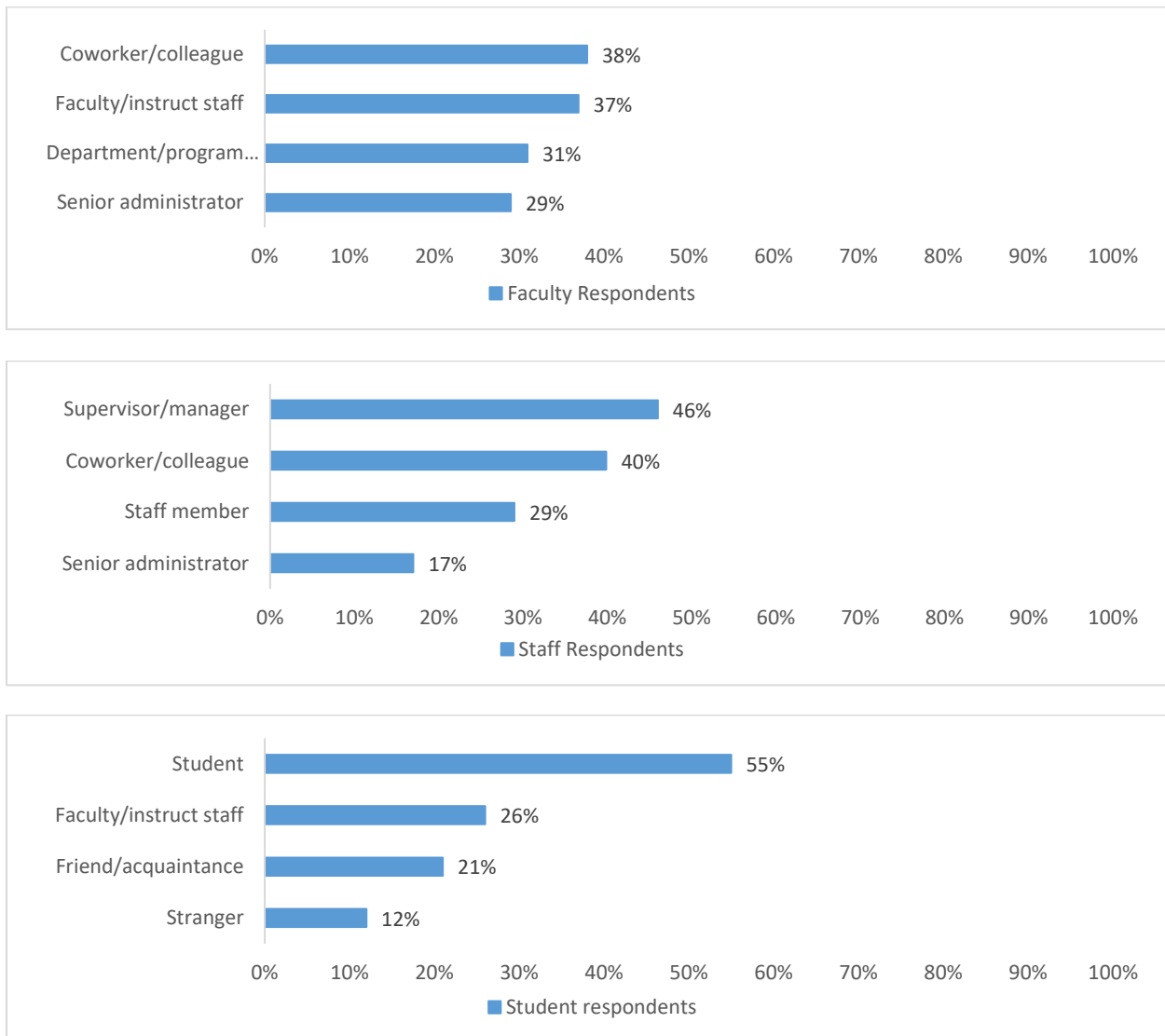
Figure 36. Respondents' Sources of Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Position Status (%)

In response to this conduct, 63% (*n* = 430) of respondents felt angry, 56% (*n* = 382) felt distressed, 46% (*n* = 317) felt sad, 38% (*n* = 260) felt embarrassed, 22% (*n* = 149) felt afraid, and 18% (*n* = 124) felt somehow responsible (Table 37). Of respondents who indicated that their emotional response was not listed, several added comments that they felt "a failure who would never get their degree," "agitated, upset, frustrated," "alone," "annoyed," "anxious," "belittled," "betrayed," "confused," "defeated," "demoralized," "depressed," "disgusted," "disillusioned," "exhausted," "frustrated," "hared," "helpless," "hurt," "that I don't matter," "incompetent," "insulted," "invalidated," "invisible," "irrelevant," "offended," "paranoid," "shamed," "shocked," "tired," "uncomfortable," "unimportant," and "worthless."

Table 37. Respondents' Emotional Responses to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	*n*	% of respondents who experienced conduct
Angry	430	62.8
Distressed	382	55.8
Sad	317	46.3
Embarrassed	260	38.0
Afraid	149	21.8
Somehow responsible	124	18.1
A feeling not listed above	129	18.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Additionally, in response to experiencing the conduct, 42% (*n* = 286) of respondents told a friend, 37% (*n* = 254) told a family member, 35% (*n* = 241) avoided the person/venue, 27% (*n* = 185) told a coworker, and 23% (*n* = 157) did not do anything (Table 38). Of the 23% (*n* = 157) of respondents who sought support from a URI resource, 27% (*n* = 41) sought support from supervisors, 25% (*n* = 38) sought help from faculty members, and 22% (*n* = 34) sought support from a union representative. Some "response not listed above" comments were "saved a copy of the message," "AAUP," "attempted to confront," "ceased donations," "contacted the police," "defended my position," "did not participate during class after incident," "discussed with counselor," "emailed entire committee," "filed bias complaint," "currently searching for any other university to go to," "I don't have faith that URI really care or values employees enough to

do anything about climate," "I eventually transferred to a new major…," "I reported to housing,"

"I sought medical advice…," "therapist," and "wrote about it in professor evaluation."

Table 38. Respondents' Actions in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to conduct	*n*	% of respondents who experienced conduct
I told a friend.	286	41.8
I told a family member.	254	37.1
I avoided the person/venue.	241	35.2
I told a coworker.	185	27.0
I did not do anything.	157	22.9
I contacted a URI resource	154	22.5
Supervisor	*41*	*26.6*
Faculty member	*38*	*24.7*
Union representative	*34*	*22.1*
Senior administrator (e.g., dean, vice president, provost)	*29*	*18.8*
Staff person	*25*	*16.2*
Counseling Center	*18*	*11.7*
Academic advisor	*17*	*11.0*
Human Resource Administration	*17*	*11.0*
I did not know to whom to go.	117	17.1
I confronted the person(s) at the time.	109	15.9
I confronted the person(s) later.	93	13.6
I sought information online.	45	6.6
I sought support from off-campus hotline/advocacy services.	25	3.6
I sought support from a religious/spiritual leader.	8	1.2
A response not listed above	56	8.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of response, please see Table B56 in Appendix B.

Table 39 illustrates that 87% (*n* = 588) of respondents who experienced exclusionary, intimidating, offensive, and/or hostile conduct did not report the incident and that 13% (*n* = 88) of respondents did report the incident. Of the respondents who reported the incident, 51% (*n* = 36) felt the incident was not appropriately addressed, 20% (*n* = 14) were satisfied with the outcome, 11% (*n* = 8) felt that their complaint was addressed appropriately, 10% (*n* = 7)

indicated that the outcome of their complaint was not shared with them, and 9% ($n = 6$) reported that the outcome was still pending.

Table 39. Respondents' Reporting in Response to Experienced Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting in response to conduct	n	% of respondents who experienced conduct
No, I did not report it.	588	87.0
Yes, I reported it.	88	13.0
Yes, I reported the conduct but felt that it was not addressed appropriately.	*36*	*50.7*
Yes, I reported the conduct and was satisfied with the outcome.	*14*	*19.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*8*	*11.3*
Yes, I reported the conduct, but the outcome was not shared.	*7*	*9.9*
Yes, I reported the conduct and the outcome is still pending.	*6*	*8.5*

Note: Table reports responses only from individuals who indicated on the survey that they experienced exclusionary, intimidating, offensive, and/or hostile conduct ($n = 685$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative comment analyses

Two hundred-eleven respondents classified as Faculty: Non-Tenure-Track Academic Appointment, Faculty PTF/per-course, Faculty Tenure-Track, Graduate Student, Staff, and Undergraduate Student offered elaborated responses about their personal experiences in the community surrounding their campus. Themes that emerged among Faculty: Non-Tenure-Track Academic Appointment, Faculty PTF/per-course, Faculty Tenure-Track, and Staff respondents described the community as unwelcoming and hostile and welcoming and supportive; another theme addressed a lack of action or response. Themes that emerged among Graduate Student and Undergraduate Student respondents described the community as unwelcoming and hostile and welcoming and supportive.

<u>Faculty and Staff respondents</u>

Unwelcoming and Hostile. Faculty and Staff respondents offered elaborated responses on their personal experiences in the community surrounding their campus. A Staff respondent offered, "I have no personal experiences in the community surrounding URI. It is a foreign community that

does not feel like a place I would be welcome so I would be hesitant to be involved outside of campus for fear of ending up in a situation where my life or my safety is endangered. As a Black person, I am very cautious about environments that I am not used to because of how easy it is to become a target." Another respondent who described a hostile and unwelcoming environment noted, "Over the years, I have consistently been pulled over by the police. Once, I was pulled over and the police officer had his hand on his gun. I don't feel safe in the more rural communities of Rhode Island, especially because of the police." Similarly, another respondent explained, "WELL I GET STOPPED BY THE POLICE GOING TO AND LEAVING WORK QUITE FREQUENTLY." A respondent who also tied their remarks to racial profiling noted, "I do not feel comfortable as a person of mixed race in the community surrounding campus and rarely visit this area when I do not have to for work." Comments regarding the unwelcoming and hostile nature of the community as noted by other Faculty respondents explained, "Aside from seeing instances of anti-Semitism in the community, there has been Islamophobic action nearby, although it is not recent" and "It's not welcoming. I've had people following me in their car as I walk through my own neighborhood." Lastly, another respondent offered, "Honestly, I find the area surrounding URI, south county, to be a hostile racist environment. I do my best to come to campus and leave as quickly as possible. I reroute so that I do not have to get gas at area gas stations. It was a relief when things went remote so that I would not have to traverse the community surrounding campus even by car. Yesterday, at a stop light …a man started yelling racist epithets at me in his car."

Faculty and Staff respondents also described an unwelcoming and hostile environment within the URI community. One respondent explained, "If you are not the woke left you are an outcast here at URI. Tolerance as long as you agree with their ideology." Similarly, another respondent offered, "I routinely experience harassment from specifically hostile colleagues and have also experienced it from a few (white, male) students in the classroom." Lastly, a Staff respondent offered, "Overall my work environment at URI is ok." They further elaborated that, "We have a co-worker in the office that says derogatory jokes all the time about women, people, and religion all the time. It's not funny or appropriate and when asked to stop making these comments he won't. I feel my supervisor could be more assertive in supporting our managerial staff and creating a more cohesive, less divisive environment…"

Welcoming and Supportive. Faculty and Staff respondents who offered elaborated responses on their personal experiences in the community surrounding campus described the community as welcoming and supportive. One respondent noted, "Kingston is a great community to live/work in." Another respondent who identified as living in Kingston also noted, "I live in South Kingstown, Rhode Island, and it is an excellent community. My kids loved growing up here, and my wife and I plan to remain here when we retire. It is a progressive place and relatively diverse for a suburban community." Other respondents offered, "I never had a bad experience" and "I believe you are asking about the community within which I live. If that is the case, I feel very comfortable within my community. I really enjoy living here." Respondents also included remarks like "No problems" and "Great Community."

Graduate Student and Undergraduate Student respondents

Unwelcoming and Hostile. An Undergraduate Student respondent who offered an elaborated response on their personal experiences in the community surrounding campus reported "I have been called out on the sidewalk while a group of people called me a name…" Another respondent offered, "I don't have a sense of community off this campus. Because it is predominantly white, I find that I don't belong." Additionally, Student respondents described the community as an "Extremely biased environment" and noted that outside of URI , "…people stare at me which makes me uncomfortable." Lastly, a respondent noted hostile situations where "people constantly call me racial slurs, ask me why my race is a certain way, chased me down, took videos of me without my consent, said my race is loud and obnoxious, said my race is ugly…"

In an incident outside of URI, a student respondent explained that they were "… kicked out of a club because of my political beliefs." While another respondent offered, "Since I moved to URI I was being followed twice from a stranger and I did confront him because I was afraid that he might do something bad if I did so." Responses from Undergraduate Student respondents also described an unwelcoming and hostile environment within Greek Life. One respondent explained, "I have felt extremely bullied and isolated by girls in my sorority, especially when I was a member of the executive board. I was often bullied, put down and told that my ideas weren't good." While another respondent offered, "Greek life is an unhealthy community and makes many people in these organizations feel excluded and bullied."

Respondents also described their experiences with on-campus living. One Student respondent noted, "My suitemate was breaking rules from the student handbook blatantly. She also made me fear my own safety as well as her own." They further explain that "Even with continuous reports, nothing was done…" While another respondent who wrote about campus living noted, "My experience was one in which I was aggressively sexually harassed (verbally) by a resident in my on campus housing during my time as a resident assistant. I reported it and although I felt supported by my housing director and staff, the student received no disciplinary action. This is in contrast to a student who during that same year got written up for having a few beers in his room and had to complete a service project as well as pay a fine."

Welcoming and Supportive. A student respondent who offered an elaborated response on their positive personal experiences in the community surrounding their campus explained, "I have nothing but positive feeling towards the community surrounding this campus. Overall, everyone is welcoming and accepting." Another respondent also described, "I have had experiences where people in the surrounding areas that are residents where they have been kind or nice." Moreover, the respondent also noted, "There have been other times where I've felt uncomfortable because of my race and ethnicity in the surrounding areas as I am not the majority." Lastly, respondents also used words like "okay" and "alright" to describe their welcoming or positive experiences in the community surrounding their campus.

Additional accounts of positive experiences within the campus community include, "I have never felt uncomfortable while I was on campus", "Overall my suitemates have been super welcoming and nice…", and "I have overall felt very comfortable at URI. Everyone on campus is welcoming, helpful, and respectful." Some respondents described an overall positive experience but also noted an undesirable experience. For example, a respondent wrote, "I am satisfied with my experience, except for the one experience which I reached out to Housing and Residential life about." Another respondent also offered, "Campus is fine, the people are nice, the only issue is the frats and sorority people constantly trying to sell you stuff in front of the union…"

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

Respondents' observations of others experiencing exclusionary, intimidating, offensive, and/or hostile conduct also may contribute to their perceptions of campus climate. Seventeen percent (*n* = 754) of survey respondents observed conduct directed toward a person or group of people on campus that they believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) learning or working environment at URI[54] within the past year.

Twenty-eight percent (*n* = 201) of respondents who observed such conduct indicated that they witnessed one instance in the past year, 23% (*n* = 165) observed two instances, 15% (*n* = 108) observed three instances, 4% (*n* = 31) observed four instances, and 31% (*n* = 227) witnessed five or more instances of such conduct in the past year (Figure 37).
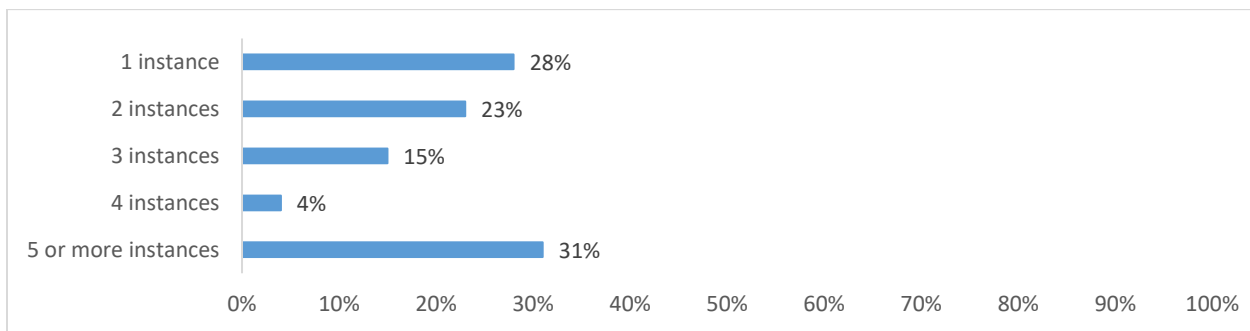
Figure 37. Number of Instances Respondents Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct During the Past Year (%)

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[54] This report uses "conduct" and "exclusionary, intimidating, offensive, and/or hostile conduct" as a shortened version of "conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (bullying, harassing) working or learning environment at URI?"

Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity (30%, $n = 229$), gender/gender identity (23%, $n = 171$), ethnicity (22%, $n = 167$), political views (18%, $n = 134$), position status (17%, $n = 127$), and sexuality (15%, $n = 113$) (Table 40).

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

Basis of conduct	n	% of respondents who observed conduct
Racial identity	229	30.4
Gender/gender identity	171	22.7
Ethnicity	167	22.1
Political views	134	17.8
Position status (e.g., staff, faculty, student)	127	16.8
Sexuality	113	15.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of characteristics, please see Table B103 in Appendix B.

Figure 38 and Figure 39 separate by demographic categories (i.e., racial identity, gender identity, position, and sexual identity) the responses of those individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct within the past year.

A significantly higher percentage of Multiracial respondents (24%, $n = 80$) than White respondents (15%, $n = 508$) observed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 38; Black/African/African American respondents [21%, $n = 37$], APIDA respondents [19%, $n = 48$], and Latinx respondents [16%, $n = 36$] did not differ statistically from other groups).[xxiii] A higher percentage of Trans-spectrum respondents (27%, $n = 33$) than Women respondents (17%, $n = 503$) and Men respondents (15%, $n = 203$) observed such conduct.[xxiv]
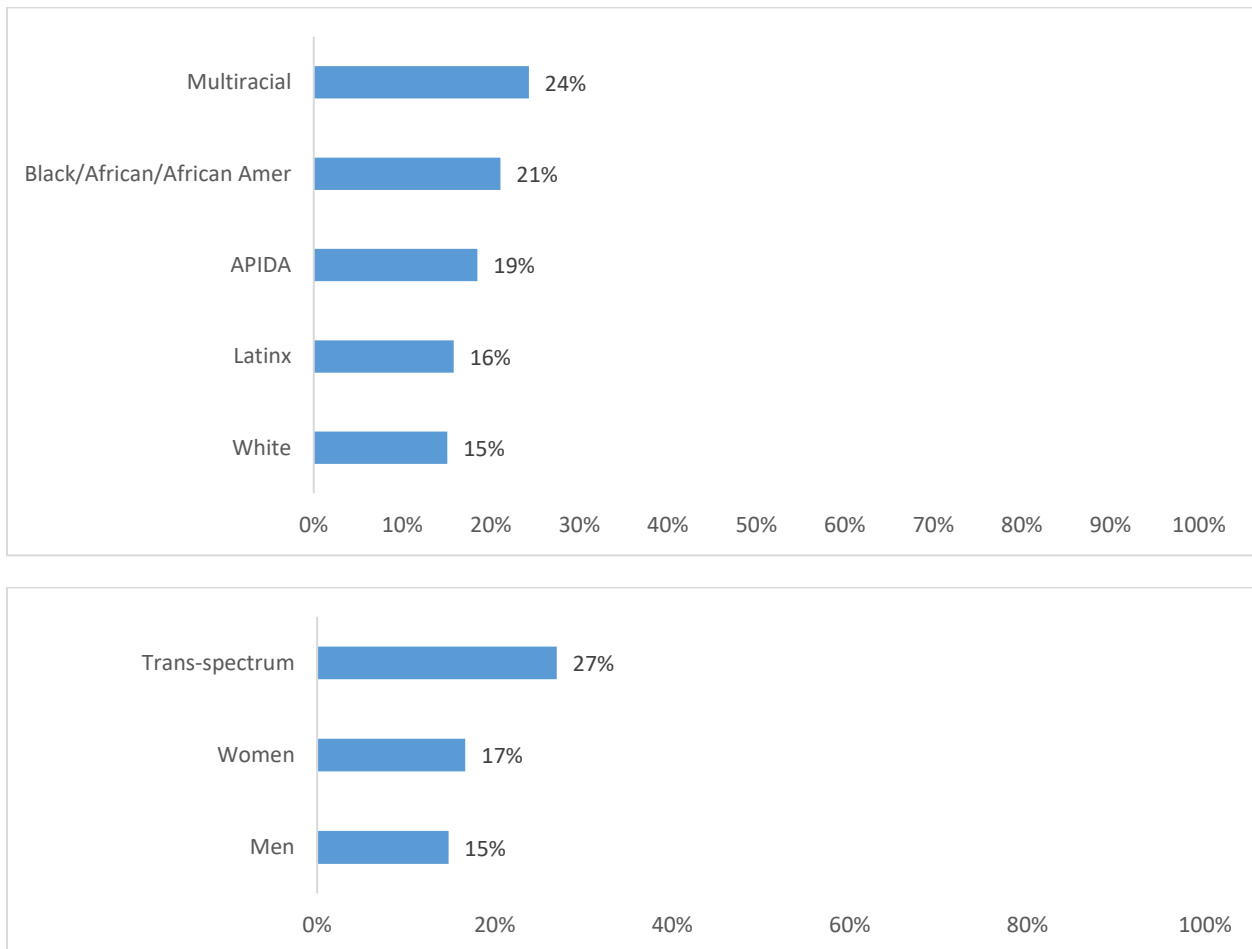
Figure 38. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Racial Identity and Gender Identity (%)

In terms of position, higher percentages of Faculty respondents (26%, $n = 130$) and Staff respondents (22%, $n = 179$) than Student respondents (14%, $n = 445$) witnessed exclusionary, intimidating, offensive, and/or hostile conduct (Figure 39).[xxv] A higher percentage of Queer-spectrum respondents (24%, $n = 85$) than Heterosexual respondents (15%, $n = 547$) witnessed this conduct (Asexual respondents [17%, $n = 21$] and Bisexual respondents [19%, $n = 67$] did not differ statistically from other groups).[xxvi]
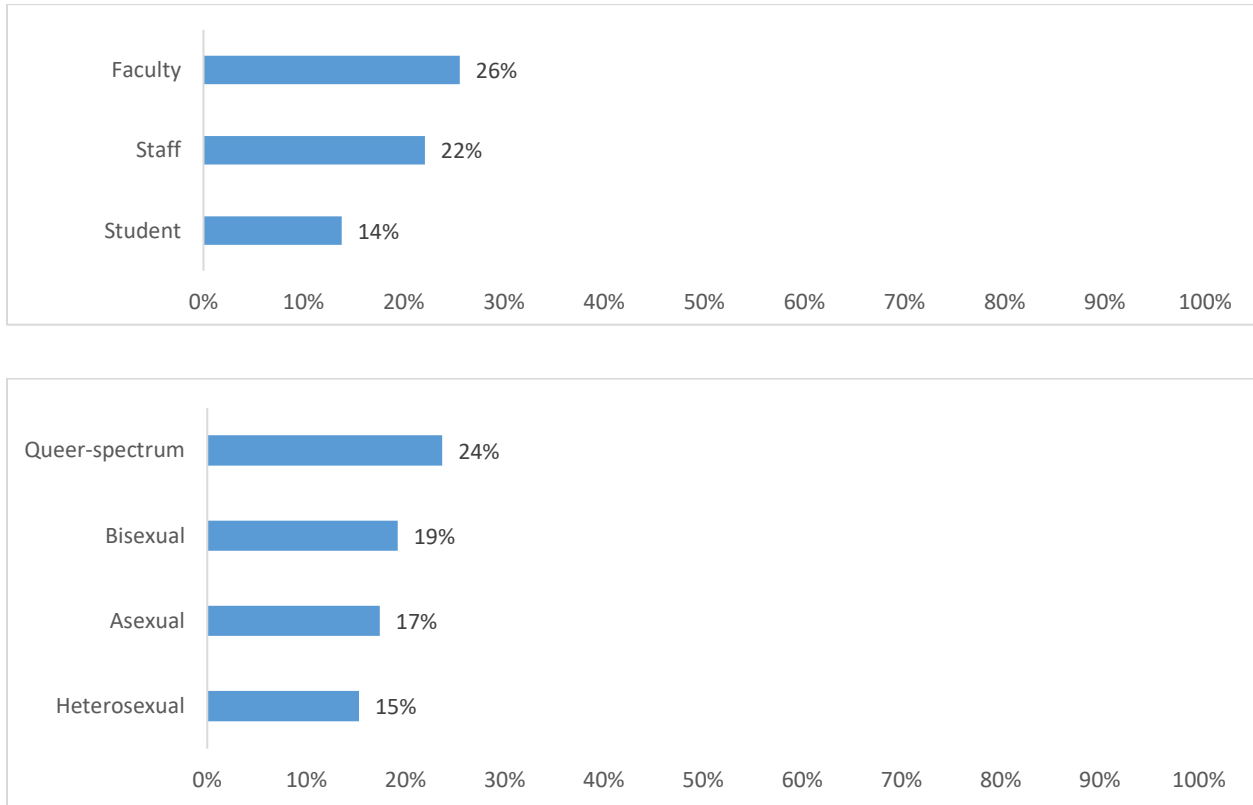
Figure 39. Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct by Respondents' Position and Sexual Identity (%)

Table 41 illustrates that respondents most often observed this conduct in the form of someone being ignored or excluded (33%, $n = 250$), the target of derogatory remarks (33%, $n = 246$), isolated or left out (31%, $n = 235$), and intimidated/bullied (30%, $n = 225$).

Table 41. Top Forms of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Form of conduct	n	% of respondents who observed conduct
Person ignored or excluded	250	33.2
Derogatory verbal remarks	246	32.6
Person isolated or left out	235	31.2
Person intimidated or bullied	225	29.8
Person was silenced	170	22.5
Person experienced a hostile work environment	161	21.4
Person received a low or unfair performance evaluation	145	19.2
Person was the target of workplace incivility	124	16.4
Person experienced a hostile classroom environment	105	13.9
Racial/ethnic profiling	102	13.5
Derogatory written comments	90	11.9
Target of cyberbullying	84	11.1

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of forms, please see Table B104 in Appendix B.

Additionally, 19% ($n = 142$) of the respondents who indicated on the survey that they observed such conduct noted that it happened in an online meeting/class (Table 42). Some respondents noted that the incidents occurred in a meeting with a group of people (18%, $n = 134$), in other public spaces at URI (16%, $n = 119$), on phone calls/text messages/email (15%, $n = 115$), while working at a URI job (15%, $n = 115$), and in campus housing (15%, $n = 110$).

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of respondents who observed conduct
In an online meeting/class (e.g., Google hangout, Webex, Zoom)	142	18.8
In a meeting with a group of people	134	17.8
In other public spaces at URI	119	15.8
On phone calls/text messages/email	115	15.3

Table 42. Locations of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Location of conduct	n	% of respondents who observed conduct
While working at a URI job	115	15.3
In campus housing	110	14.6
In a face-to-face class/laboratory	98	13.0
While walking on campus	91	12.1
Off campus	79	10.5
In a staff or administrative office	77	10.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of locations, please see Table B105 in Appendix B.

Fifty-three percent ($n = 401$) of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct noted that the targets of the conduct were students (Table 43). Other respondents identified coworkers/colleagues (19%, $n = 141$), friends/acquaintances (17%, $n = 129$), and staff members (16%, $n = 120$).

Table 43. Top Targets of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Target	n	% of respondents who observed conduct
Student	401	53.2
Coworker/colleague	141	18.7
Friend/acquaintance	129	17.1
Staff member	120	15.9
Faculty member/other instructional staff	92	12.2
Stranger	77	10.2

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of targets, please see Table B100 in Appendix B.

Of respondents who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct directed at others, 36% ($n = 270$) noted that students were the sources of the conduct (Table 44). Respondents identified additional sources as faculty members/other instructional staff members (25%, $n = 188$), staff members (14%, $n = 104$), coworkers/colleagues (13%, $n = 94$), and supervisors/managers (11%, $n = 79$).

Table 44. Sources of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Source	n	% of respondents who observed conduct
Student	270	35.8
Faculty member/other instructional staff	188	24.9
Staff member	104	13.8
Coworker/colleague	94	12.5
Supervisor or manager	79	10.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of source, please see Table B101 in Appendix B.

In response to this conduct, 62% ($n = 466$) of respondents felt angry, 42% ($n = 316$) felt sad, 39% ($n = 291$) felt distressed, 25% ($n = 190$) felt embarrassed, 11% ($n = 84$) felt afraid, and 10% ($n = 73$) felt somehow responsible (Table 45). Of respondents who indicated their emotional response was not listed, several added comments that they felt "alone," "amazed," "annoyed," "anxious," "appalled," "confused," "disappointed," "disgusted," "frustrated," "helpless," "nothing," "offended," "pissed," "shocked," "uncomfortable," and "unprofessional."

Table 45. Respondents' Emotional Responses to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Emotional response to conduct	n	% of respondents who observed conduct
Angry	466	61.8
Sad	316	41.9
Distressed	291	38.6
Embarrassed	190	25.2
Afraid	84	11.1
Somehow responsible	73	9.7
A feeling not listed above	72	9.5

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct ($n = 754$). Percentages may not sum to 100 as a result of multiple response choices.

Also, in response to observing the exclusionary, intimidating, offensive, and/or hostile conduct, 32% ($n = 241$) told a friend, 22% each did not do anything ($n = 165$) and/or told a coworker ($n = 165$), 16% ($n = 119$) told a family member, and 15% each avoided the person/venue ($n = 115$) and/or confronted the person(s) at the time ($n = 114$) (Table 46). Of the respondents (16%, $n =$

118) who contacted a URI resource, 30% (*n* = 35) sought support from a faculty member, 28%

(*n* = 33) sought support from a supervisor, 20% (*n* = 24) sought support from a staff person, and

15% (*n* = 18) sought support from a union representative.

Table 46. Respondents' Actions in Response to Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Actions in response to observed conduct	*n*	% of respondents who observed conduct
I told a friend.	241	32.0
I did not do anything.	165	21.9
I told a coworker.	165	21.9
I told a family member.	119	15.8
I contacted a URI resource	118	15.6
Faculty member	*35*	*29.7*
Supervisor	*33*	*28.0*
Staff person	*24*	*20.3*
Union representative	*18*	*15.3*
I avoided the person/venue.	115	15.3
I confronted the person(s) at the time.	114	15.1
I did not know to whom to go.	94	12.5
I confronted the person(s) later.	83	11.0

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B107 in Appendix B.

Table 47 illustrates that 90% (*n* = 660) of respondents did not report the incident and that 10% (*n* = 70) of respondents did report the incident. Of the respondents who reported the incident, 39% (*n* = 14) felt it was not addressed appropriately, 22% (*n* = 8) indicated that the outcome was not shared, 17% (*n* = 6) indicated that the outcome was still pending, and less than five each were satisfied with the outcome and felt as though their complaint was addressed appropriately.

Table 47. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	*n*	% of respondents who observed conduct
No, I did not report it.	660	90.4
Yes, I reported it.	70	9.6

Table 47. Respondents' Reporting of Observed Exclusionary, Intimidating, Offensive, and/or Hostile Conduct

Reporting the observed conduct	*n*	% of respondents who observed conduct
Yes, I reported the conduct but felt that it was not addressed appropriately.	*14*	*38.9*
Yes, I reported the conduct, but the outcome was not shared.	*8*	*22.2*
Yes, I reported the conduct and the outcome is still pending.	*6*	*16.7*
Yes, I reported the conduct and was satisfied with the outcome.	*< 5*	*11.1*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*11.1*

Note: Table reports responses only from individuals who indicated on the survey that they observed exclusionary, intimidating, offensive, and/or hostile conduct (*n* = 784). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Two hundred sixteen Student, Staff, and Faculty respondents elaborated on their observations of conduct that created an exclusionary learning or working environment. Five themes emerged from the responses: race-based discrimination, LGBTQ-based discrimination, gender-based discrimination, marginalization by faculty members, as well as targeted comments toward conservative and white people.

Race-Based Discrimination. Respondents stated that there was a lack of career advancement opportunities at the institution. Respondents provided statements such as "Casual racism appears not uncommon," "There are derogatory signs and graffiti present in many dorms and there is racial bullying and there is a lot of hate against Asians and URI hasn't responded properly," and "I have friends that have been discriminated against in Greek life due to their ethnicity/race or their general physical characteristics." One Faculty respondent stated, "I have witnessed Black students being asked to leave a library space they were authorized to be in. I have witnessed my POC colleagues being tokenized on MANY occasions. I have witnessed POC concerns being ignored openly. I have witnessed gas lighting." One Graduate Student respondent shared, "Work office culture has allowed for people to feel comfortable making derogatory comments, statements, etc. that are racist in nature. These comments can be made about another co-worker, or random 'strangers' students that frequent our facility." One Undergraduate Student respondent provided, "A close friend of mine was sent a text message containing derogatory language and racial slurs. He reported it to the university and they did nothing about it."

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LGBTQ-Based Discrimination. Respondents noted instances of discrimination toward members of the LGBTQ+ community that created an exclusionary learning or working environment. Respondents offered comments such as "The climate of URI is still exclusionary against the LGBTQ+ community." One Undergraduate Student respondent wrote, "I wasn't there when it happened, but I heard that someone was on the quad, preaching very religious and anti-LGBTQ+ remarks. Lots of people on campus were distressed by this." Another Undergraduate Student offered a particular example, noting, "I was at a gathering of students and a bunch of people kept saying faggot, and retard." One Faculty respondent provided another example, stating, "The experience I am referring to is unusual in that what would normally be considered a matter of academic freedom (a faculty member expresses her trans-phobic opinions …though in the guise of science based research) also is proving to have a negative impact on the experience of students in her classes, or in fact, of students in general who have learned to avoid her classes."

Gender-Based Discrimination. Respondents also described witnessing discrimination on the basis of someone's gender that in turn created an exclusionary learning or working environment. One Faculty respondent shared a particular instance with a staff member, writing, "In one instance a female student felt intimidated by a senior male staff member." A Staff respondent offered another example: "A male co-worker commented on the 'slender silhouette' of a female co-worker. There are often jokes about how there are so many good looking women in the department and it makes them feel like they are being assessed." One Undergraduate Student respondent stated, "Boys on balconies of on-campus housing catcalling and intimidating girls." Another Undergraduate Student respondent wrote, "There is a man in my department that is known for bothering/harassing women; the faculty is aware but will not do anything about it."

Marginalization by Faculty Members. Respondents named particular incidents where they witnessed faculty members engaging in conduct that created an exclusionary learning and working environment. One Undergraduate Student respondent wrote, "Some professors have been making us feel super stupid and I just wish they would understand that a lot of us have jobs and other responsibilities too." A Graduate Student added, "Faculty member that was incredibly rude and inconsiderate in one of my courses. Constantly induced unnecessary distress in the class. Belittled the class multiple times, ignored the fact that many of us were struggling with school and the pandemic and overall made my semester pretty awful." One Staff respondent also

noted, "If I was going to detail the experiences of others treated poorly (not just staff, faculty of other colleges as well) by my college's faculty I would publish. At the very least I could produce the case studies for work place hostility, micro-aggression and remaining civil while working with people with a severe and undeserved superiority complex." A Faculty respondent described, "A faculty member regularly bullies students who question her in class. They are targeted throughout their graduate career here. A group of students bravely reported this to the dean but nothing has changed."

Targeted Comments Toward Conservative and White People. Respondents also shared that they had experienced targeted comments based on their conservative ideologies or their white racial identity. One Undergraduate Student respondent stated, "There is a definite militant attitude towards individuals that do not endorse or accept the current extreme leftist political views of many of the faculty at the university. This is [an] embarrassing situation for a university." Another Undergraduate Student respondent named, "URI leadership paid for and promoted an event where white people are repeatedly told there is something wrong with all of them because of the color of their skin. How is that not racist?" A Faculty respondent wrote, "The targeted remarks on political ideology directed at conservatives as being racist; discussions on the current political climate with continual degradation of other people's views. The fear to speak up for what you believe in due to these hostile meetings, took place all summer and fall." Another Faculty respondent also noted, "All of the events centering around 'whiteness' as a pejorative need to end. Email messages, speakers, events, etc. that invoke blame on one group is unacceptable. There should be not racial scapegoating of any kind, which most of us were trained to avoid. Now it is trendy but it needs to stop."

Summary

Sixty-nine percent (n = 3,147) of respondents were "very comfortable" or "comfortable" with the overall climate at URI, and 70% (n = 930) of Faculty and Staff respondents were "very comfortable" or "comfortable" with the climate in their department, division, or college. Seventy-six percent (n = 2,832) of Student and Faculty respondents were "very comfortable" or "comfortable" with the climate in their classes. The findings from investigations at higher education Institutions across the country (Rankin & Associates Consulting, 2020) suggest that

70% to 80% of respondents felt positively toward their campus climate. URI respondents held similar views with regard to the climate at URI as other institutions nationally.

Twenty percent to 25% of individuals in similar investigations indicated that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct (Rankin & Associates, 2020). At URI, 15% ($n = 685$) of respondents noted that they personally had experienced exclusionary, intimidating, offensive, and/or hostile conduct. Most of the exclusionary, intimidating, offensive, and/or hostile conduct was based on their position status at URI, gender identity, age, and racial identity. These results do parallel the findings of other climate studies of specific constituent groups offered in the literature, where higher percentages of members of historically underrepresented and underserved groups had experienced various forms of exclusionary, intimidating, offensive, and/or hostile conduct and discrimination than did percentages of those in the majority (Ellis et al., 2018; Harper, 2015; Harper & Hurtado, 2007; Kim & Aquino, 2017; Leath & Chavous, 2018; Museus & Park, 2015; Pittman, 2012; Quinton, 2018; Seelman et al., 2017; Sue, 2010).

Seventeen percent ($n = 754$) of URI survey respondents indicated that they had observed conduct or communications directed toward a person or group of people at URI that they believed created an exclusionary, intimidating, offensive, and/or hostile working or learning environment within the past year. Most of the observed exclusionary, intimidating, offensive, and/or hostile conduct was based on racial identity, gender/gender identity, ethnicity, political views, position status, and sexuality. Similar to personal experiences with such conduct, members of minority identities more often witnessed exclusionary contact than did their majority counterparts.

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[i] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by position status: $\chi^2 (8, N = 4,553) = 72.8, p < .001$.

[ii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with their classroom climate by position status: $\chi^2 (4, N = 3,712) = 31.9, p < .001$.

[iii] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with their classroom climate by student status: $\chi^2 (4, N = 3,223) = 48.8, p < .001$.

[iv] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by gender identity: $\chi^2 (8, N = 4,513) = 57.8, p < .001$.

[v] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department, division, or college by gender identity: $\chi^2 (8, N = 1,301) = 27.6, p < .01$.

[vi] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by gender identity: $\chi^2 (8, N = 3,690) = 29.4, p < .001$.

[vii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by racial identity: χ^2 (16, N = 4,364) = 106.5, $p < .001$.

[viii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents by degree of comfort with their department, division, or college by racial identity: χ^2 (8, N = 1,253) = 44.4, $p < .001$.

[ix] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by racial identity: χ^2 (16, N = 3,574) = 112.8, $p < .001$.

[x] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by sexual identity: χ^2 (12, N = 4,419) = 60.0, $p < .001$.

[xi] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by sexual identity: χ^2 (8, N = 3,621) = 20.0, $p < .05$.

[xii] A chi-square test was conducted to compare percentages of respondents by degree of comfort with the overall climate by disability status: χ^2 (8, N = 4,516) = 99.1, $p < .001$.

[xiii] A chi-square test was conducted to compare percentages of Faculty and Student respondents by degree of comfort with their classroom climate by disability status: χ^2 (8, N = 3,683) = 32.2, $p < .001$.

[xiv] A chi-square test was conducted to compare percentages of Student respondents by degree of comfort with the overall climate by income status: χ^2 (4, N = 3,111) = 18.8, $p < .01$.

[xv] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: χ^2 (2, N = 4,550) = 142.9, $p < .001$.

[xvi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status and based on position status: χ^2 (2, N = 685) = 45.2, $p < .001$.

[xvii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by position status: χ^2 (2, N = 4,550) = 142.9, $p < .001$.

[xviii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by gender identity and based on gender identity: χ^2 (2, N = 668) = 22.0, $p < .001$.

[xix] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by age: χ^2 (8, N = 4,280) = 84.2, $p < .001$.

[xx] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by age and based on age: χ^2 (7, N = 608) = 31.0, $p < .001$.

[xxi] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: χ^2 (4, N = 4,362) = 22.0, $p < .001$.

[xxii] A chi-square test was conducted to compare percentages of respondents who indicated that they experienced exclusionary, intimidating, offensive, and/or hostile conduct by racial identity and based on racial identity: χ^2 (4, N = 632) = 164.0, $p < .001$.

[xxiii] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by racial identity: χ^2 (4, N = 4,354) = 23.0, $p < .001$.

[xxiv] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by gender identity: χ^2 (2, N = 4,502) = 12.9, $p < .01$.

[xxv] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by position: χ^2 (2, N = 4,536) = 64.9, $p < .001$.

[xxvi] A chi-square test was conducted to compare percentages of respondents who indicated that they observed exclusionary, intimidating, offensive, and/or hostile conduct by sexual identity: χ^2 (3, N = 4,409) = 19.5, $p < .001$.

Unwanted Sexual Experiences

Ten percent (*n* = 457) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct,[55] with 1% (*n* = 49) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% (*n* = 88) experiencing stalking (e.g., following me, on social media, texting, phone calls), 6% (*n* = 280) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% (*n* = 155) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the URI community (Figure 40).
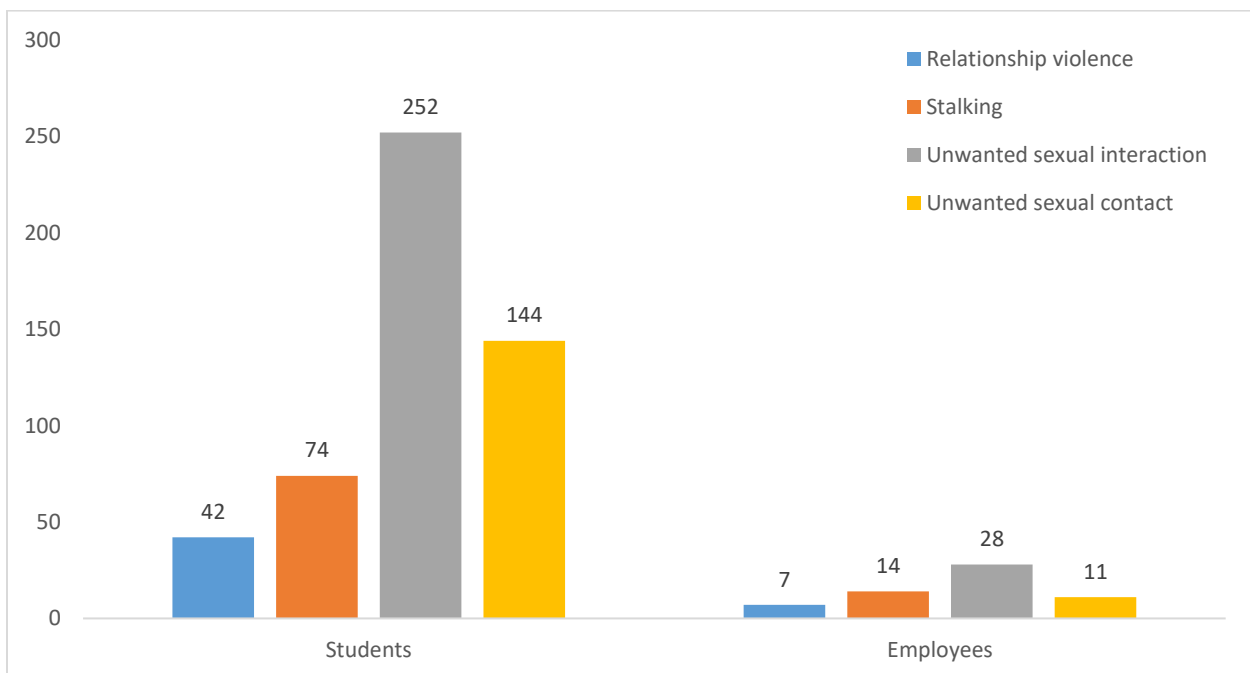
Figure 40. Respondents' Experiences of Unwanted Sexual Contact/Conduct
by Position Status (*n*)

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[55] The survey used the term "unwanted sexual contact/conduct" to depict any unwanted sexual experiences and defined it as "interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy."

Relationship Violence

Subsequent analyses of the data were conducted by position status, gender identity, sexual identity[56], racial identity[57], disability status, first-generation status, and income status. Statistically significant differences are published below.

Analyses of the data suggested that a higher percentage of Trans-spectrum respondents (5%, $n = 6$) than Women respondents (1%, $n = 32$) and Men respondents (1%, $n = 11$) experienced relationship violence (Figure 41).[xxvii] Two percent ($n = 11$) of Queer-spectrum (Including Asexual) respondents compared with 1% ($n = 30$) of Heterosexual respondents experienced relationship violence (Bisexual respondents [2%, $n = 6$] did not differ statistically from other groups).[xxviii] Higher percentages of Respondents with Multiple Disabilities (3%, $n = 7$) and Respondents with a Single Disability (3%, $n = 14$) than Respondents with No Disability (1%, $n = 27$) experienced relationship violence.[xxix]
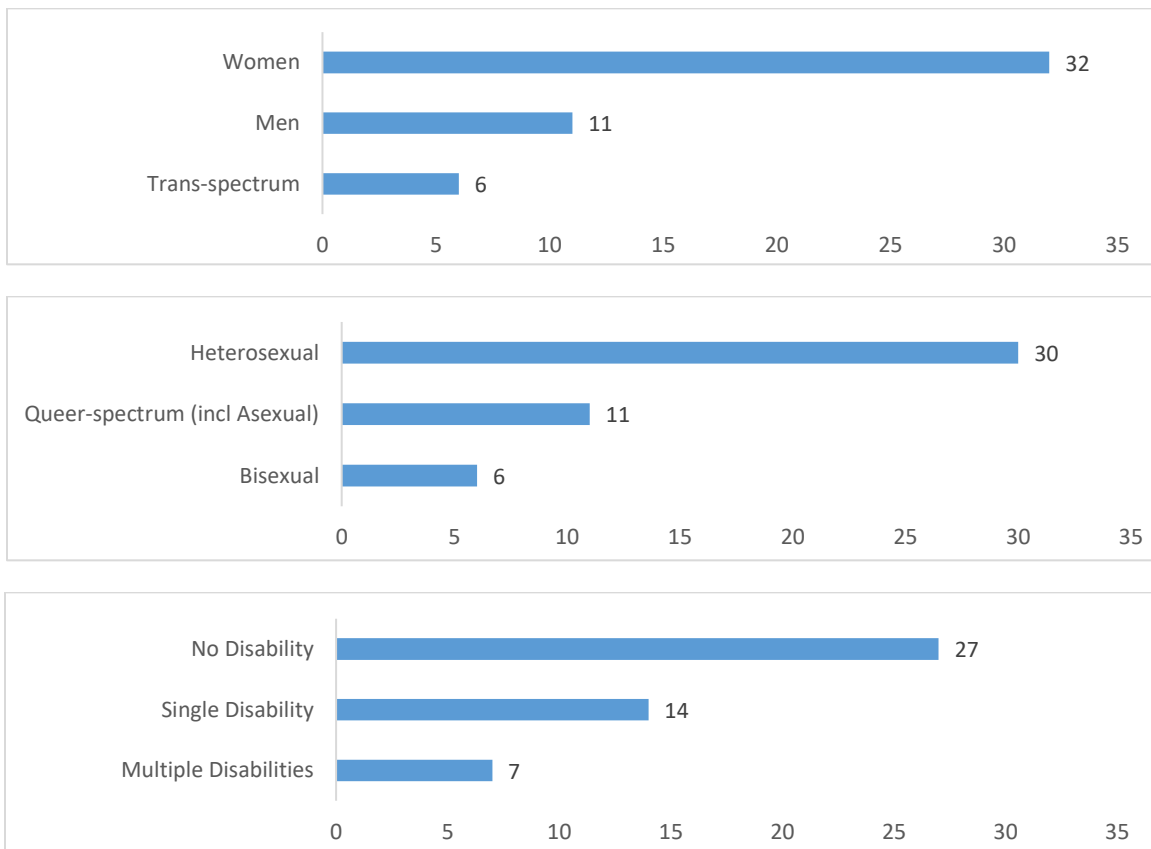
Figure 41. Respondents' Experiences of Relationship Violence While at URI by Gender Identity, Racial Identity, and Disability Status (n)

Almost half of respondents (49%, *n* = 24) who indicated that they experienced relationship violence indicated it happened within the past year, 29% (*n* = 14) noted it happened 13-23 months ago, and 39% (*n* = 19) indicated it happened 2-4 years ago.

Student respondents[58] were asked if alcohol and drugs were involved in the relationship violence and 31% (*n* = 14) indicated "yes." Seventy percent (*n* = 7) of those who indicated alcohol and drugs were involved in the relationship violence indicated it was both alcohol and drugs.

Student respondents were also asked to share what semester in their college career they experienced relationship violence. Of note, the greatest percentage of occurrences of relationship violence of any kind happened each fall semester. Of Student respondents who indicated that they experienced relationship violence, 50% (*n* = 21) noted that it occurred in their first year as an undergraduate student, 43% (*n* = 18) noted that it occurred in their second year as an undergraduate student, and 26% (*n* = 11) indicated that it occurred in their third year as an undergraduate student (Table 48).

Table 48. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	*n*	%
During my time as a graduate student at URI	5	11.9
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	6	14.3
Undergraduate first year	21	50.0
Fall semester	*18*	*85.7*
Spring semester	*15*	*71.4*
Summer semester	*< 5*	*---*
Undergraduate second year	18	42.9
Fall semester	*15*	*83.3*
Spring semester	*11*	*61.1*
Summer semester	*< 5*	*---*

[56] Owing to low response numbers, sexual identity was further collapsed into Queer-spectrum (Including Asexual), Bisexual, and Heterosexual.

[57] Owing to low response numbers, racial identity was further collapsed into White, Respondents of Color, and Multiracial.

[58] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Table 48. Year in Which Student Respondents Experienced Relationship Violence

Year experience occurred	n	%
Undergraduate third year	11	26.2
Fall semester	*9*	*81.8*
Spring semester	*8*	*72.7*
Summer semester	*< 5*	*---*
Undergraduate fourth year	5	11.9
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced relationship violence ($n = 42$). Percentages may not sum to 100 as a result of multiple response choices.

Seventy-six percent ($n = 37$) of the respondents who indicated on the survey that they experienced relationship violence identified current or former dating/intimate partners as the perpetrators of the conduct. Respondents also identified URI students (25%, $n = 12$) as perpetrators of the conduct.

Asked where the relationship violence incidents occurred, 69% ($n = 34$) of respondents indicated that they occurred off campus and 43% ($n = 21$) indicated they occurred on campus. Respondents who experienced relationship violence off campus commented that the incidents occurred in places such as "his house," "countless places," "hotel room," "Narragansett," "off-campus housing," and "over the phone." Respondents who experienced relationship violence on campus stated that the instances happened in "church parking lot," "dorm," "in his car," "in my dorm," "residence hall," and "URI GSO."

Asked how they felt in response to experiencing relationship violence, 74% ($n = 36$) felt distressed, 71% ($n = 35$) felt sad, 65% ($n = 32$) felt somehow responsible, 63% ($n = 31$) felt angry, 49% ($n = 24$) felt embarrassed, and 43% ($n = 21$) felt afraid (Table 49).

Table 49. Emotional Reaction to Relationship Violence

Emotional reaction	n	%
Distressed	36	73.5
Sad	35	71.4
Somehow responsible	32	65.3

Table 49. Emotional Reaction to Relationship Violence

Emotional reaction	*n*	%
Angry	31	63.3
Embarrassed	24	49.0
Afraid	21	42.9
A feeling not listed above	< 5	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Also in response to experiencing relationship violence, 47% (*n* = 23) of respondents told a friend, 33% (*n* = 16) did nothing, 27% (*n* = 13) confronted the person(s) at the time, and 25% (*n* = 12) each avoided the person/venue and confronted the person(s) later (Table 50).

Table 50. Actions in Response to Relationship Violence

Action	*n*	%
I told a friend.	23	46.9
I did not do anything.	16	32.7
I confronted the person(s) at the time.	13	26.5
I avoided the person/venue.	12	24.5
I confronted the person(s) later.	12	24.5
I told a family member.	11	22.4
I did not know to whom to go.	10	20.4
I contacted a URI resource	7	14.3
I sought information online.	6	12.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B65 in Appendix B.

Eighteen percent (*n* = 9) of respondents officially reported the relationship violence, and 82% (*n* = 40) did not report the incident(s) (Table 51).

Table 51. Respondents' Reporting of Relationship Violence

Reporting the relationship violence	*n*	%
No, I did not report it.	40	81.6
Yes, I reported it.	9	18.4
Yes, I reported the conduct but felt that it was not addressed appropriately.	< 5	---
Yes, I reported the conduct and the outcome is still pending.	< 5	---
Yes, I reported the conduct and was satisfied with the outcome.	< 5	---

Table 51. Respondents' Reporting of Relationship Violence

Reporting the relationship violence	*n*	%
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	< 5	---
Yes, I reported the conduct, but the outcome was not shared.	0	0.0

Note: Table reports responses only from individuals who indicated on the survey that they experienced relationship violence (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Less than five respondents provided information that indicated that they did report the relationship violence, but their report was not responded to appropriately. To protect the confidentiality, these responses are not shared.

Thirty-five responses were offered to the question where respondents noted they DID NOT report having experienced unwanted relationship violence (e.g., ridiculing, controlling, hitting). Respondents identified as Faculty, Graduate Student, Staff, and Undergraduate Student. Themes that emerged from their responses described how the respondent handled the situation on their own or where the respondent express a disregard in reporting the incident.

Disregard. Respondents who did not report having experienced unwanted relationship violence (e.g., ridiculing, controlling, hitting) expressed they didn't feel the need to share the details of the incident. One respondent offered, "I did not think it was significant enough and didn't want to get the person in trouble." Moreover, another respondent noted, "I didn't think it was important enough to report. He was a boyfriend from back home and it was more verbally and emotionally abusive than ever physical." Other respondents minimized the nature of the interaction and offered, "I didn't feel it was necessary - I just wanted to get out of the relationship" or "I felt like I didn't want to make it a bigger issue than it was." In some cases, respondents also noted that they chose disregard the incident because "No one would believe me" or "Because I do not think it is bad enough to report it…"

Handled Independently. Respondents who either handled the situation themselves explained, "Dealt with it personally" and "I did it to myself by not leaving but finally realized I deserved better." Additionally, respondents offered, "kept it to myself, got out of the situation, did not

want others involved" and "I divorced him and didn't tell anyone about what he did." Some

respondents simply noted, "I ended the relationship and cut all ties…" and "Relationship ended."

Stalking

Subsequent analyses of the data were conducted by position status, gender identity, sexual identity[59], racial identity[60], disability status, first-generation status, and income status. Statistically significant differences are published below.

Analyses of the data suggested that a higher percentage of Student respondents (2%, $n = 74$) than Staff respondents (1%, $n = 7$) (Figure 42) experienced stalking (Faculty respondents [1%, $n = 7$] did not differ statistically from other groups).[xxx] Seven percent ($n = 9$) of Trans-spectrum respondents, 3% ($n = 74$) of Women respondents, and less than five Men respondents experienced stalking.[xxxi] Higher percentages of Queer-spectrum (Including Asexual) respondents and Bisexual respondents (3%, $n = 12$) than Heterosexual respondents (2%, $n = 56$) experienced stalking.[xxxii]
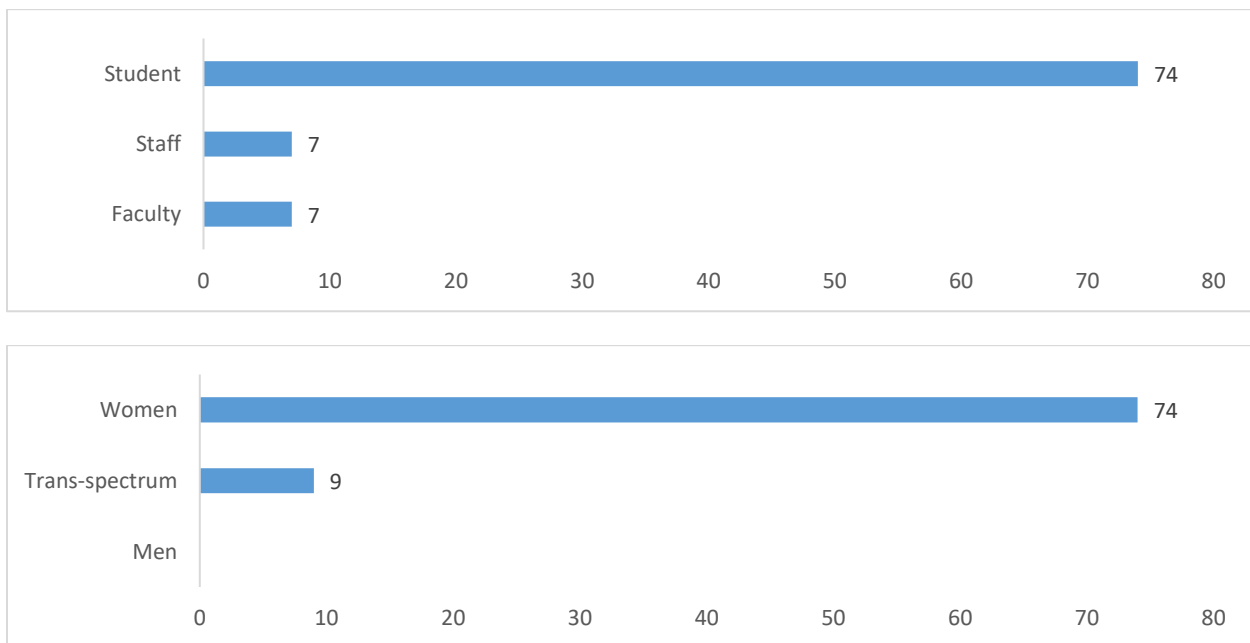
Note: Responses with $n < 5$ are not presented in the figure.

Figure 42. Respondents' Experiences of Stalking While at URI by Position, Gender Identity, and Sexual Identity (n)

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[59] Owing to low response numbers, sexual identity was further collapsed into Queer-spectrum (Including Asexual), Bisexual, and Heterosexual.

[60] Owing to low response numbers, racial identity was further collapsed into White, Respondents of Color, and Multiracial.

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A higher percentage of Not-First-Generation respondents (2%, *n* = 67) than First-Generation respondents (1%, *n* = 20) experienced stalking (Figure 43).[xxxiii] A higher percentage of Respondents with Multiple Disabilities (5%, *n* = 14) than Respondents with No Disability (2%, *n* = 58) experienced stalking (Respondents with a Single Disability [3%, *n* = 15] did not differ statistically from other groups).[xxxiv]
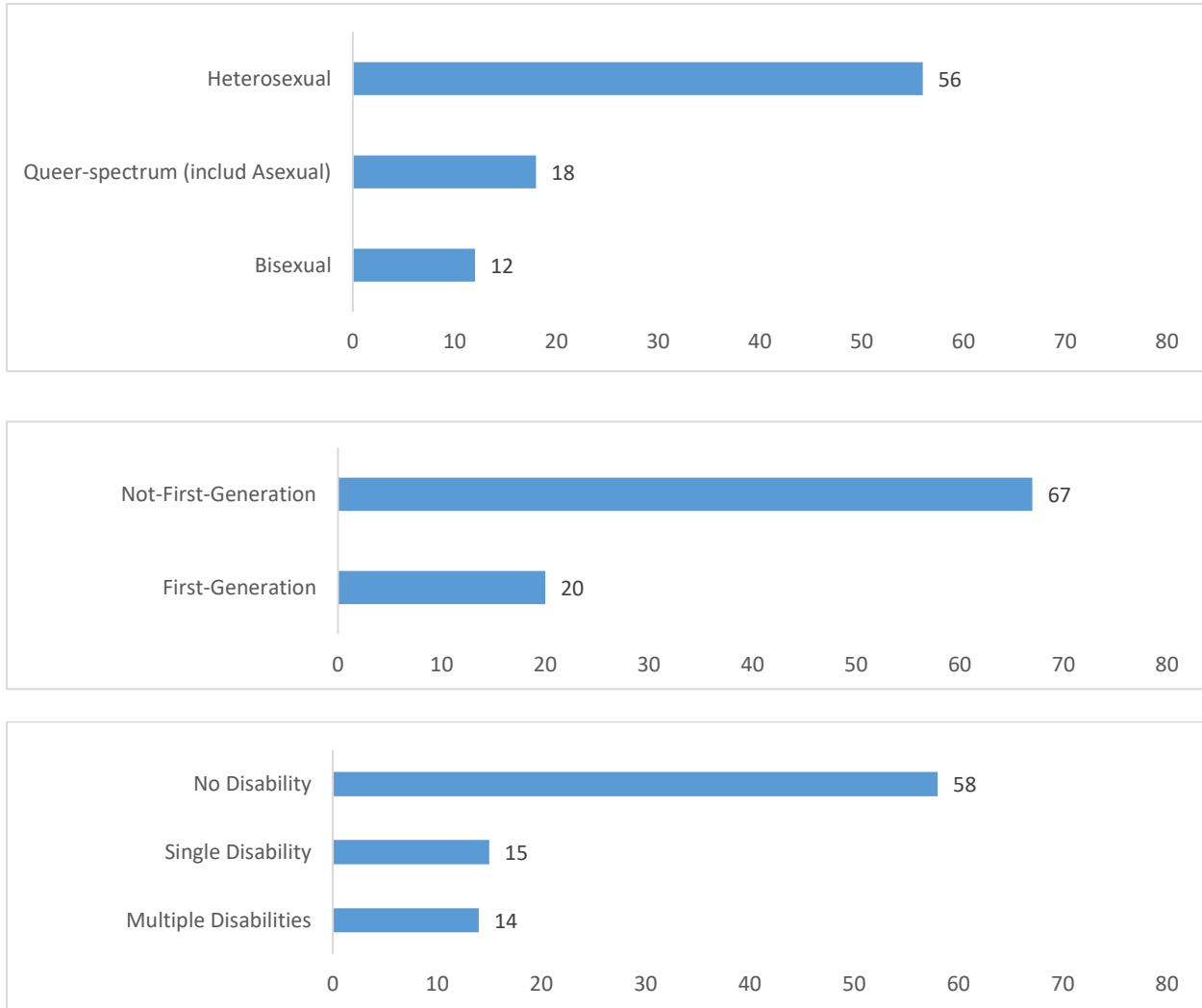
Figure 43. Respondents' Experiences of Stalking While at URI by First-Generation Status and Disability Status (*n*)

Forty-four percent (*n* = 39) of respondents who indicated that they experienced stalking indicated it happened within the past year, 26% (*n* = 23) noted it happened 13-23 months ago, 27% (*n* = 24) indicated it happened 2-4 years ago, and 9% (*n* = 8) indicated it happened 5-10 years ago.

Student respondents[61] were asked if alcohol and drugs were involved in the stalking and 9% ($n =$ 8) answered "yes."

The survey also asked Student respondents to share what semester in their college career they experienced stalking. Of note, the greatest percentage of occurrences of stalking of any kind happened each fall semester. Of Student respondents who indicated that they experienced stalking, 55% ($n = 41$) noted that it occurred in their first year as an undergraduate student, and 32% ($n = 24$) noted that it occurred in their second year as an undergraduate student (Table 52).

Table 52. Year in Which Student Respondents Experienced Stalking

Year stalking occurred	*n*	%
During my time as a graduate student at URI	6	8.1
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	< 5	---
Undergraduate first year	41	55.4
Fall semester	*32*	*78.0*
Spring semester	*21*	*51.2*
Summer semester	*< 5*	*---*
Undergraduate second year	24	32.4
Fall semester	*16*	*66.7*
Spring semester	*13*	*54.2*
Summer semester	*< 5*	*---*
Undergraduate third year	5	6.8
Fall semester	*< 5*	*---*
Spring semester	*< 5*	*---*
Summer semester	*< 5*	*---*
Undergraduate fourth year	7	9.5
Fall semester	*< 5*	*---*
Spring semester	*5*	*71.4*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	< 5	---

Note: Table reports only Student respondents who indicated on the survey that they experienced stalking ($n = 74$). Percentages may not sum to 100 as a result of multiple response choices.

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[61] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Fifty-eight percent ($n = 51$) of the respondents who indicated on the survey that they experienced stalking identified a URI student as the perpetrator of the conduct. Respondents also identified other sources as stranger (22%, $n = 19$) and acquaintances/friends (15%, $n = 13$).

Asked where the stalking incidents occurred, 43% ($n = 38$) of respondents indicated that they occurred off campus and 72% ($n = 63$) indicated they occurred on campus. Respondents who experienced stalking off campus indicated that the incidents occurred in places such as "at work," "drove by my home several times," "Instagram," "his house," "multiple locations," "online," "phone," "Snapchat," "social media," and "Walmart." Respondents who experienced stalking on campus commented that the incidents occurred "all over campus," "athletic fields," "between class buildings," "engineering housing," "class," "parking lot," "dining hall," "dorm," "Hillside," "social media" "texting," "walking back to dorm," and "URI GSO."

Asked how they felt in response to experiencing stalking, 60% ($n = 53$) felt distressed, 56% ($n = 49$) felt afraid, 47% ($n = 41$) felt angry, 32% ($n = 28$) felt embarrassed, 25% ($n = 22$) felt somehow responsible, and 16% ($n = 14$) felt sad (Table 53).

Table 53. Emotional Reaction to Experienced Stalking

Emotional reaction	n	%
Distressed	53	60.2
Afraid	49	55.7
Angry	41	46.6
Embarrassed	28	31.8
Somehow responsible	22	25.0
Sad	14	15.9
A feeling not listed above	14	15.9

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 88$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing stalking, 64% ($n = 56$) of respondents told a friend, 61% ($n = 54$) avoided the person/venue, 35% ($n = 31$) contacted a URI resource, 24% ($n = 21$) told a family member, and 15% ($n = 13$) confronted the person(s) later (Table 54). Of those respondents who contacted a URI resource, 36% ($n = 11$) told University Police and Security, 26% ($n = 8$) told a

supervisor, 19% ($n = 6$) told a faculty member, and 16% each told a staff person ($n = 5$) and/or a student employee ($n = 5$).

Table 54. Actions in Response to Experienced Stalking

Action	n	%
I told a friend.	56	63.6
I avoided the person/venue.	54	61.4
I contacted a URI resource	31	35.2
University Police and Security	*11*	*35.5*
Supervisor	*8*	*25.8*
Faculty member	*6*	*19.4*
Staff person	*5*	*16.1*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*5*	*16.1*
I told a family member.	21	23.9
I confronted the person(s) later.	13	14.8
I confronted the person(s) at the time.	10	11.4
I did not know to whom to go.	9	10.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking ($n = 88$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B73 in Appendix B.

Twenty-eight percent ($n = 24$) of respondents officially reported the stalking, and 72% ($n = 63$) did not report the incident(s) (Table 55). Of the respondents who reported the incident(s), 33% ($n = 7$) felt the incident was not appropriately addressed, and 29% ($n = 6$) were satisfied with the outcome.

Table 55. Respondents' Reporting of Stalking

Reporting the stalking	n	%
No, I did not report it.	63	72.4
Yes, I reported it.	24	27.6
Yes, I reported the conduct but felt that it was not addressed appropriately.	*7*	*33.3*
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*28.6*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*

Table 55. Respondents' Reporting of Stalking

Reporting the stalking	*n*	%
Yes, I reported the conduct and the outcome is still pending.	*< 5*	---
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	---

Note: Table reports responses only from individuals who indicated on the survey that they experienced stalking (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Seven respondents indicated that they reported having experienced unwanted stalking (e.g., following me on social media, texting, phone calls) but it was not addressed appropriately. Respondents included Faculty, Graduate Student, Staff, and Undergraduate Student. The theme that emerged from the responses described a lack of action after having reported the incident.

Inaction. Faculty, Graduate Student, Staff, and Undergraduate Student respondents who described having experienced unwanted stalking (e.g., following me on social media, texting, phone calls) explained that nothing was done to address their concerns. One respondent offered, "Was not taken seriously." Furthermore, the respondent noted, "They said they could not control social media and therefore wasn't much they could do." Similarly, another respondent wrote, "same thing as before I reported it, they told me to do nothing." A more elaborated respondent described a situation where they felt a university official inappropriately intervened in their case. The respondent wrote, "Because the system was corrupt – [administrator] interfered and my case became null … Nothing happened or resulted from the report to stop the stalking." Another respondent who described a situation with the on-campus police noted, "It was a while ago, but I went to the on-campus police, and they basically said they couldn't help me or release the man's information. He has been a problem before."

Fifty-five responses were offered to the question where respondents noted they did not report having experienced unwanted stalking (e.g., following me on social media, texting, phone calls). Respondents identified as Faculty, Graduate Student, Staff, and Undergraduate Student. Themes that emerged from their responses described how the respondent minimized the interaction, handled the situation on their own, or where the *r*espondent express a disregard in reporting the incident because they didn't feel anything would be done.

Downplayed the Incident. Respondents who did not report having experienced unwanted stalking (e.g., following me on social media, texting, phone calls) minimized the interaction. For example, respondents explained, "I didn't think it was as serious as it was at the time" and "I didn't think it was a big enough deal to say anything about." Similarly, respondents also wrote, "It was not serious, nor did I have concrete evidence enough to prove the stalking behavior" and "I didn't feel as if the situation were extreme enough to warrant this response, it seemed to require repeated avoidance to quell the situation." Some respondents who noted that the behavior ceased after a period of time offered, "It stopped after a week or so, so it wasn't a huge deal" and "Never escalated and stopped after two months."

Independently. Respondents who did not report the stalking expressed, "I thought that I could have handled it myself" or "…thought I would just handle it on my own." Additionally, one respondent who took measures to handle the situation on their own noted, "When I addressed my discomfort with their presence later they left me alone and no longer reached out or drove by my house." Other respondents noted the situation was resolved after they "broke up with [their] girlfriend," "…stopped talking to him/ignored him…," "…blocked the person…," or simply, "...told them to leave me alone."

Inaction. One respondent who felt that reporting the incident would not lead to any action or recourse noted, "Nothing would be done." One respondent who did report the incident noted, "I told housing and they did nothing." A respondent recalled, "A similar situation was reported to a high ranking faculty member and nothing was done" as the reason they did not report the unwanted stalking. Respondents also noted, "I knew they wouldn't do anything to help me" and "I tried to but was not heard…" Similarly, respondents who noted a lack of faith in the system questioned, "Why would I?" These respondents noted, "Nothing would get done and I'd get in more trouble than it would be worth" and "there's nothing the school could do I didn't know who he was. and I'm black lmao the police don't like me and I don't like them."

Unwanted Sexual Interaction

Subsequent analyses of the data were conducted by position status, gender identity, sexual identity[62], racial identity[63], disability status, first-generation status, and income status. Statistically significant differences are published below.

Analyses of the data suggested that a higher percentage of Student respondents (8%, $n = 252$) then Staff respondents (2%, $n = 18$) and Faculty respondents (2%, $n = 10$) experienced unwanted sexual interaction (Figure 44).[xxxv] Higher percentages of Trans-spectrum respondents (11%, $n = 13$) and Women respondents (8%, $n = 246$) than Men respondents (1%, $n = 16$) experienced unwanted sexual interaction.[xxxvi]
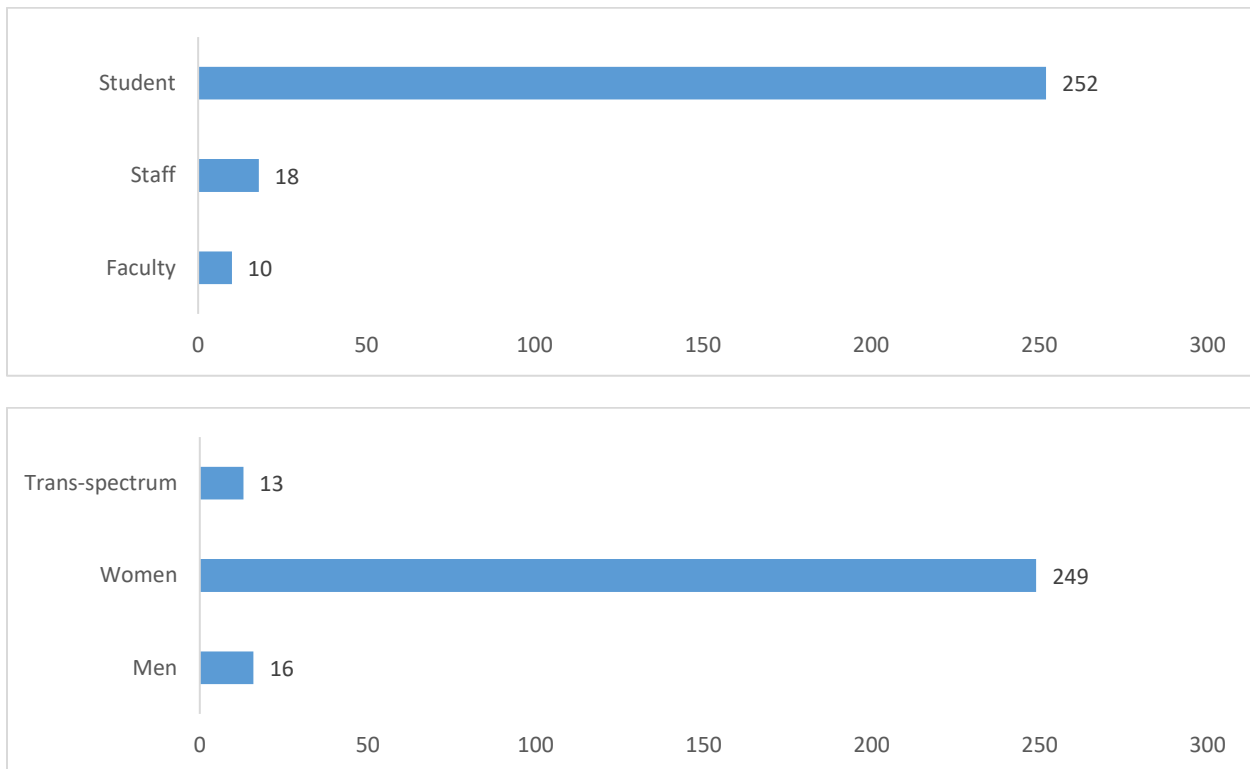
Figure 44. Respondents' Experiences of Unwanted Sexual Interaction While at URI by Position and Gender Identity (*n*)

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[62] Owing to low response numbers, sexual identity was further collapsed into Queer-spectrum (Including Asexual), Bisexual, and Heterosexual.
[63] Owing to low response numbers, racial identity was further collapsed into White, Respondents of Color, and Multiracial.

Higher percentages of Bisexual respondents (14%, $n = 47$) and Queer-spectrum (Including Asexual) respondents (8%, $n = 40$) than Heterosexual respondents (5%, $n = 189$) experienced unwanted sexual interaction.[xxxvii] Higher percentages of Respondents with Multiple Disabilities (14%, $n = 38$) and Respondents with a Single Disability (11%, $n = 58$) than Respondents with No Disability (5%, $n = 182$) experienced unwanted sexual interaction (Figure 45).[xxxviii]
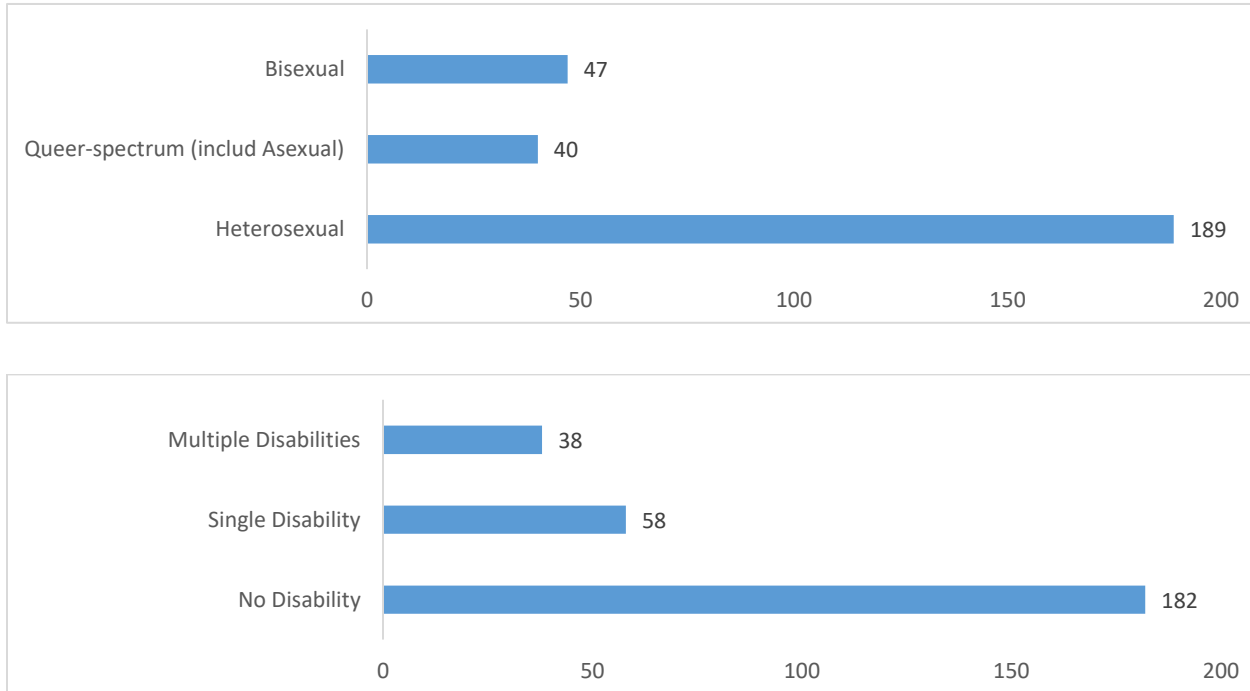
Figure 45. Respondents' Experiences of Unwanted Sexual Interaction While at URI by Sexual Identity and Disability Status (*n*)

Sixty percent ($n = 167$) of respondents who indicated that they experienced unwanted sexual interaction indicated it happened within the past year, 37% ($n = 104$) noted it happened 13-23 months ago, 24% ($n = 66$) indicated it happened 2-4 years ago, and 5% ($n = 14$) indicated it happened 5-10 years ago.

Student respondents[64] were asked if alcohol and drugs were involved in the sexual interaction and 35% ($n = 97$) indicated "yes." Of those who indicated alcohol and or drugs were involved, 62% ($n = 56$) noted alcohol only was involved and 34% ($n = 31$) suggested both alcohol and drugs were involved.

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[64] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

The survey also asked Student respondents to share what semester in their college career they experienced an unwanted sexual interaction. Of note, the greatest percentage of occurrences of unwanted sexual interaction happened each fall semester. Of Student respondents who indicated that they experienced an unwanted sexual interaction, 72% ($n = 182$) noted that it occurred in their first year, 41% ($n = 104$) noted that it occurred in their second year, 16% ($n = 41$) noted that it occurred in their third year, and 8% ($n = 21$) noted that it occurred during their fourth year (Table 56).

Table 56. Year in Which Student Respondents Experienced Unwanted Sexual Interaction

Year experience occurred	n	%
During my time as a graduate student at URI	11	4.4
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	15	6.0
Undergraduate first year	182	72.2
Fall semester	*157*	*86.3*
Spring semester	*92*	*50.5*
Summer semester	*7*	*3.8*
Undergraduate second year	104	41.3
Fall semester	*82*	*78.8*
Spring semester	*62*	*59.6*
Summer semester	*8*	*7.7*
Undergraduate third year	41	16.3
Fall semester	*31*	*75.6*
Spring semester	*26*	*63.4*
Summer semester	*< 5*	*---*
Undergraduate fourth year	21	8.3
Fall semester	*7*	*33.3*
Spring semester	*< 5*	*---*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	< 5	---

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual interaction ($n = 252$). Percentages may not sum to 100 as a result of multiple response choices.

Sixty-three percent ($n = 176$) of the respondents who indicated on the survey that they experienced an unwanted sexual interaction identified a URI student as the perpetrator of the conduct. Respondents also identified other sources as strangers (36%, $n = 101$) and acquaintances/friends (25%, $n = 71$).

Asked where the unwanted sexual interaction incidents(s) occurred, 40% ($n = 112$) of respondents indicated that they occurred off campus and 70% ($n = 197$) indicated they occurred on campus. Respondents who experienced unwanted sexual interaction off campus commented that the incident(s) occurred in places such as "at a fraternity house," "at a party," "car," "club," "house in Narragansett," "studying abroad," "parties," "parking lot," "train station," and "workplace." Respondents who experienced unwanted sexual interaction on campus stated that the incident(s) occurred in places such as "Adams Hall," "at night walking around quad," "at the gym," "boat," "cars driving by," "dorm room," "dining hall," "emporium," "Health Services," "office job," "Memorial Union," "outside of residence halls," "pool," and "walking around campus."

Asked how they felt in response to experiencing unwanted sexual interaction, 51% ($n = 142$) felt distressed, 50% ($n = 141$) felt angry, 45% ($n = 126$) felt embarrassed, 39% ($n = 108$) felt afraid, 30% ($n = 83$) felt sad, and 28% ($n = 78$) felt somehow responsible (Table 57).

Table 57. Emotional Reaction to Unwanted Sexual Interaction

Emotional reaction	n	%
Distressed	142	50.7
Angry	141	50.4
Embarrassed	126	45.0
Afraid	108	38.6
Sad	83	29.6
Somehow responsible	78	27.9
A feeling not listed above	37	13.2

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 280$). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual interaction, 58% ($n = 162$) of respondents told a friend (Table 58). Respondents also avoided the person/venue (41%, $n = 116$), did not do anything (33%, $n = 93$), contacted a URI resource (14%, $n = 40$), confronted the person(s) at the time (14%, $n = 38$), did not know to whom to go (12%, $n = 33$), and confronted the person(s) later (11%, $n = 32$). Of those respondents who contacted a URI resource, 30% ($n = 12$) contacted a Title IX Coordinator, 25% ($n = 10$) contacted the Counseling Center, 15% ($n = 6$) contacted a family member, and 13% each contacted the Department of Housing and Residential Life ($n =$

5), a supervisor ($n = 5$), Violence Prevention and Advocacy Services (VPAS; $n = 5$), and/or the Women's Center ($n = 5$).

Table 58. Actions in Response to Unwanted Sexual Interaction

Action	n	%
I told a friend.	162	57.9
I avoided the person/venue.	116	41.4
I did not do anything.	93	33.2
I contacted a URI resource	40	14.3
Title IX coordinator	*12*	*30.0*
Counseling Center	*10*	*25.0*
Faculty member	*6*	*15.0*
Department of Housing and Residential Life	*5*	*12.5*
Supervisor	*5*	*12.5*
Violence Prevention and Advocacy Services (VPAS)	*5*	*12.5*
Women's Center	*5*	*12.5*
I confronted the person(s) at the time.	38	13.6
I did not know to whom to go.	33	11.8
I confronted the person(s) later.	32	11.4
I told a family member.	30	10.7

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 280$). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B81 in Appendix B.

Eleven percent ($n = 31$) of respondents officially reported the incident(s) (Table 59). Fifty-two percent ($n = 15$) of those respondents who reported the incident(s) felt their complaint was not addressed appropriately, 21% ($n = 6$) felt their complaint was not what they hoped for but agreed it was addressed appropriately, and 17% ($n = 5$) felt satisfied with the outcome.

Table 59. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	n	%
No, I did not report it.	248	88.9
Yes, I reported it.	31	11.1
Yes, I reported the conduct but felt that it was not addressed appropriately.	*15*	*51.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*6*	*20.7*

Table 59. Respondents' Reporting of Unwanted Sexual Interaction

Reporting the unwanted sexual interaction	n	%
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*17.2*
Yes, I reported the conduct, but the outcome was not shared.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual interaction ($n = 280$). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Fourteen respondents offered an elaborated response where they indicated that they reported the unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment) but felt that it was not handled appropriately. Respondents included Faculty Non-Tenure-Track Academic Appointment, Faculty Tenure-Track, Graduate Student, and Undergraduate Student. The theme that emerged from their responses described a lack of action or consequence.

All Respondents

No Action or Consequence. Faculty and Student respondents who indicated they reported the unwanted sexual interaction felt like there was a lack of action or consequence for the behavior. While one respondent noted, "I was "assured" that he wouldn't be able to teach at URI again." The respondent shared a concern in that "…there is no record that will follow him to any other school and it will probably happen to someone else." Furthermore, the respondent noted, "No one was held responsible for allowing this person to join our department - he was invited as a guest professor … and no one bothered to look into him any further…" The respondent also suggested, "that sexual harassment should have been discussed more broadly across the department so that … students know what their options are and how to better handle such situations." This lack of action and the idea of the assailant having moved on without consequence was noted by another respondent. The respondent wrote, "Because URI does not share any type of sexual misconduct with other schools or police departments so students can just drop out, go to another school and continue doing the same thing and never get caught." A continuous lack of action was noted among respondents. Another respondent explained, "The student that did the harassing faced no disciplinary action and still walks around campus."

Respondents also provided examples of situations where they attempted to report the unwanted sexual interaction only for minimized or overlooked. One respondent explained, "it was brushed

aside by administration" while another respondent offered, "I told the dispatcher and they basically said there was nothing they could do because I hadn't been raped or molested." The respondent further explained, "It was insinuated that as long as they sexual harassment wasn't physical, it didn't matter."

Two hundred-nine respondents offered an elaborated response on why they chose not to report having experienced unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment). Those who responded identified as Faculty Non-Tenure-Track Academic Appointment, Faculty Tenure-Track, Graduate Student, Staff, and Undergraduate Student. Themes that emerged from their responses described situations where the victim showed consideration for the assailant's wellbeing, minimized the severity of the incident, handled the situation on their own, failed to report the incident out of fear or being retaliated against, felt like nothing would be done, or could not identify or did not know the assailant.

Faculty and Staff Respondents

Consideration for the Assailant. Faculty and Staff respondents who indicated they did not report the unwanted sexual interaction did so out of consideration for their assailant. A respondent offered, "It was very mild and not worth my trouble. Also, the individual was close to retirement." Another respondent noted, "The person has a disability and I didn't want to get them into trouble. I felt sorry for them." Given the size of the community, another respondent offered, "we are a small community -- I know their family, wives, children. I thought it would stop." Lastly, out of concern for their wellbeing and the wellbeing of the assailant one respondent expressed, "This person is not a full-time employee, and I felt that reporting it would embarrass both of us."

Fear of Retribution. Faculty and Staff respondents who did not report the unwanted sexual interactions described how they felt afraid or expressed concerns for their safety. A respondent explained, "Because this person, who has since retired, had [children] working here at the time … I was concerned with retaliation." Another respondent offered, "The person was my supervisor and I had just relocated my family to URI. I could not risk making my working conditions worse." Similarly, other respondents did not report the unwanted sexual interaction out of concern for their jobs. One respondent who spoke to someone was "…told said not to say

anything" and further explained, "I was a temp, and wanted a position here at URI. I did not want to ruffle feathers." Additionally, another respondent noted "Because there were no other witnesses and I am concerned that such reporting will be viewed as "trouble-making" by the University and will endanger my job."

Downplayed the Incident. One respondent who noted the power dynamics within their situation explained, "Well, this person was in a position of power, a [position] within the administration here..." Similarly, another respondent explained, "I didn't know better. The faculty member thought he was giving me a compliment." Another respondent who minimized the unwanted sexual interaction noted, "It was very subtle advances such as, 'come here and give me a hug'...I hardly knew this person …" The respondent goes on further to explain how they remedied the situation as they "…decided to avoid him." Lastly, a respondent who considered the consequence of reporting the unwanted sexual interaction of an assailant who was close to retirement offered, "It was very mild and not worth my trouble..."

Graduate and Undergraduate Student Respondents

Consideration for the Assailant. "I would feel responsible for how it would impact the person saying these things to me" was what one Student respondent offered when asked to elaborate on why they chose not to report the unwanted sexual interaction. Other Graduate and Undergraduate Student respondents who indicated they did not report the unwanted sexual interaction explained situations where they "…didn't want to get the person in trouble" or "Did not want to get student in trouble and did not want to deal with the process of reporting." Additional responses indicated a known relationship where the respondents considered their assailants and noted, "They were my friend at the time," "it was a friend who was drunk and later apologized," and "It was a friend and they were pretty drunk and what they did was very minor and I got over it within 10 minutes." Moreover, one respondent who questioned what good the reporting the incident would have on the assailant noted, "Complicated. Did not feel it was intended as such even though it impacted me in that way, and with the American judicial system, any mistake destroys the entire future without any real opportunity for rehabilitation/learning/growth."

Downplayed the Incident. Graduate and Undergraduate Student respondents who minimized the unwanted sexual interaction and indicated they did not report the incident offered, "I did not

think this action was needed" or "It didn't seem like a big deal so I just went on." Similar responses offered by respondents who could not identify the assailant noted, "It was a catcall, I didn't think it was necessary for me to report as I didn't know who it was" or "It was not as severe as other forms of sexual harassment, I did not know the person/people. It was late and I just wanted to go back to my room." Several Graduate and Undergraduate Student respondents indicated simply, "It was a cat calling" or "I didn't think it was serious enough to warrant any action by the school." Graduate and Undergraduate Student who seemed to minimize the behavior by ignoring these advances noted, "As a woman, this happens all of the time and it has sadly been normalized. It's easier to ignore and forget than try to report and get more hurt." Likewise, another respondent described, "Catcalling happens to me pretty frequently, and the perpetrator was a stranger as I was walking by at the Emporium. I also did not want to give him the satisfaction of responding because it inflates men's egos to see women respond to their leering. Other situations described by respondents offered, "Women get cat called and mildly harassed every day. I am more or less used to it at this time and going through the steps of reporting is more effort than ignoring it" and "Regularly cat called or hit-on by students and strangers. There's no reason to report then, as that would mean having to talk to them and get more information."

Fear of Retribution. Graduate and Undergraduate Student respondents who failed to report the unwanted sexual interaction described not doing so because they were "Afraid of victim blaming" or cited that reporting the situation "…would cause nothing but trouble for me." Other respondents expressed, "Scared to" or "I was too nervous to report it." A respondent who noted a lack of action and fear of retribution explained, "He is part of an organization and I felt that he would not get in trouble like he should have and everyone would've called me the bad guy. Plus, he has already graduated and the law still hasn't done anything to him." Lastly, respondents also expressed, "I was uncomfortable escalating the situation" and "I was afraid that he would get very mad at me and I was embarrassed and didn't want anyone to know."

Handled Independently. Some Graduate and Undergraduate Student respondents who handled the incident on their own also minimized the interaction. One respondent noted, "I often feel some instances are too small and I can handle it on my own." Additional examples from respondents noted, "I did not feel it was necessary to do so and was able to handle the situation

and matter with myself and other people who were there… It was only verbal harassment and I was not harmed physically" and "I immediately removed myself from the situation and did not feel in danger enough to report it." Respondents who indicated they were able to handle the situation on their own and expressed a willingness to confront their assailant wrote, "Because I handled it. Made sure he would never do it again to anyone" and "Because I handled it myself. I am not afraid of anyone and I will stand my ground." Moreover, a respondent who indicated they didn't need to report the unwanted sexual interaction expressed, "I felt that I handled it and did not need to report it" while another noted, "I felt that it was not necessary and that I handled the situation on my own."

No Action. Graduate Student and Undergraduate Student respondents expressed not wanting to report the unwanted sexual interaction because of the inaction taken around these incidents. One respondent explained, "No one would do anything about it." While other respondents indicated, "I do not feel further steps are necessary or would make a difference," and stated, "Nothing would've happened. What can someone do?" Respondents also indicated an unwillingness to report unwanted sexual interactions to campus authorities noting that, "I felt uncomfortable and scared contacting a staff member or campus official in fear that nothing would be done of the situation since the perpetrator did not attend URI." Moreover, another respondent elaborated, "The systems in place are not designed to be as helpful to survivors of sexual assault, harassment etc." The respondent further explained, "based on prior experiences of friends and acquaintances who reached out to campus police/conduct etc. for help. The system seems to victim blame and be more harmful than helpful for survivors. It is embarrassing for one to tell their story over and over and not be believed and/or supportive. There is also a very bad reputation for students of high popularity and/or status, such as athletes getting away with instances of alleged sexual harassment and assault that hinder survivors from speaking up seeking help." Similarly, another respondent indicated, "… this school is notorious for it and does nothing about it especially when it's a student who is involved in sports. No attention has been brought to the slaughterhouse that still exists where women on campus are intentionally drugged and taken to "the slaughterhouse" and raped. it still happens the university acts oblivious." Overall, the Graduate Student and Undergraduate Student respondents expressed a lack of concern in reporting these incidences because they "…did not think it would be taken serious." The respondent also noted an awareness "of more severe cases that were brushed under the rug."

Unknown Assailant. Graduate Students and Undergraduate Students who responded to not wanting to report unwanted sexual interactions because they did not know the assailant. One respondent who minimized the interaction but also noted they did not know the perpetrator explained, "I didn't know the person's name and I didn't think it was worth the effort since there was no penetration." Another respondent who minimized the interaction cited the frequency at which catcalling occurs noted, "I did not know the student, also cat-calling and sexual advances are unfortunately very popular on campus, and if a woman tried reporting it I've heard there are no consequences to who-ever it was that acted this way." Graduate Student and Undergraduate Student respondents also simply expressed, "I did not know who the person was" or "they were just random people." Similar responses also included "I did not know who he was" and "I DIDNT KNOW THEM." Graduate Student and Undergraduate Student respondents who indicated they did not know the assailant also described incidents where they were yelled at from a vehicle. One respondent explained "It was a cat-calling incident in which the passengers in the car yelled out inappropriately. I could do nothing about it to find out who they were and report it." Similar respondents also explained, "They were driving by in a car so I did not know who they were. I assumed that because I couldn't identify them that I couldn't report it" and "It was someone passing me in their car so I had no idea who it was."

Unwanted Sexual Contact

Subsequent analyses of the data were conducted by position status, gender identity, sexual identity[65], racial identity[66], disability status, first-generation status, and income status. Statistically significant differences are published below.

Analyses of the data suggested that a higher percentage of Student respondents (5%, $n =144$) than Faculty respondents (1%, $n = 7$) and Staff respondents ($n < 5$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Figure 46).[xxxix] A higher percentage of Women respondents (5%, $n = 135$) than Men respondents (1%, $n = 16$) experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent (Trans-spectrum respondents [$n < 5$] did not differ statistically from other groups).[xl] A higher percentage of Bisexual respondents (10%, $n = 36$) than Queer-spectrum (Including Asexual) respondents (3%, $n = 14$) and Heterosexual respondents (3%, $n = 102$) experienced unwanted sexual contact.[xli]
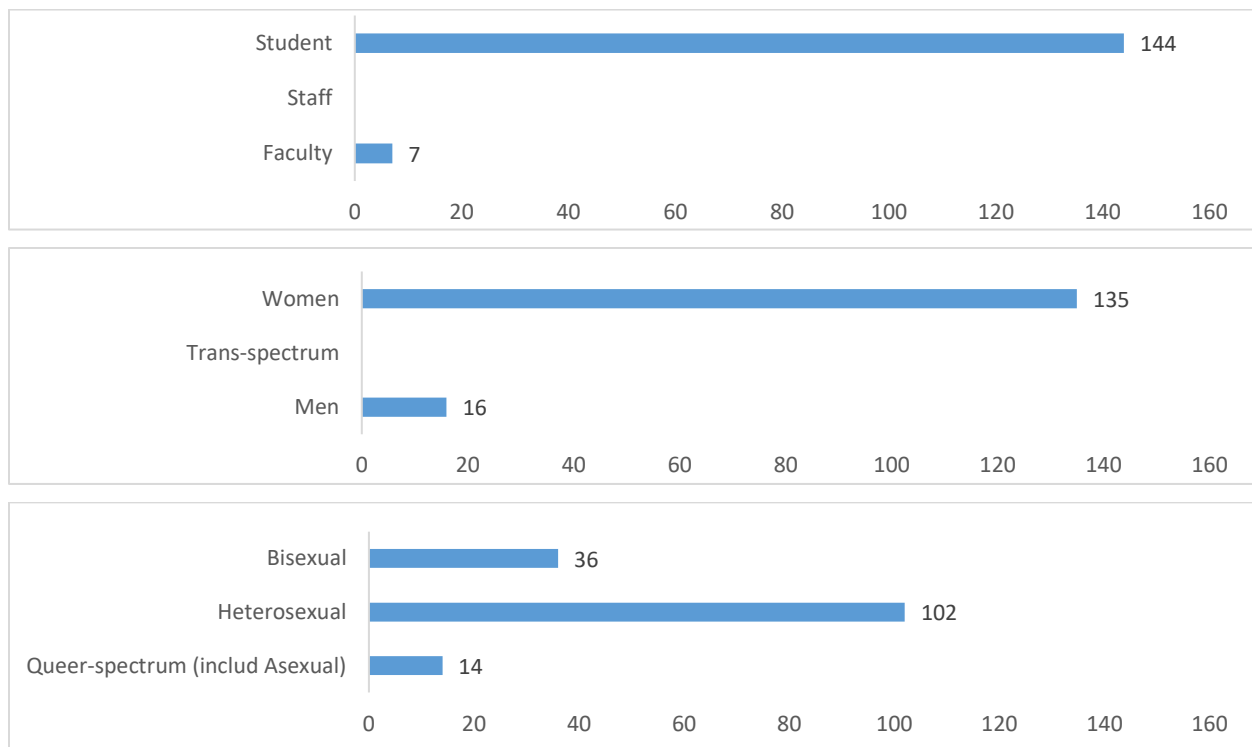
Note: Responses with $n < 5$ are not presented in the figure.

Figure 46. Respondents' Experiences of Unwanted Sexual Contact While at URI by Position, Gender Identity, and Sexual Identity (n)

A higher percentage of Multiracial respondents (5%, $n = 17$) than Respondents of Color (2%, $n = 15$) experienced unwanted sexual contact (White respondents [4%, $n = 121$] did not differ statistically from other groups) (Figure 47).[xlii] A higher percentage of Not-First-Generation respondents (4%, $n = 121$) than First-Generation respondents (2%, $n = 34$) experienced unwanted sexual contact.[xliii] Higher percentages of Respondents with Multiple Disabilities (8%, $n = 22$) and Respondents with a Single Disability (7%, $n = 38$) than Respondents with No Disability (3%, $n = 95$) experienced unwanted sexual contact.[xliv]
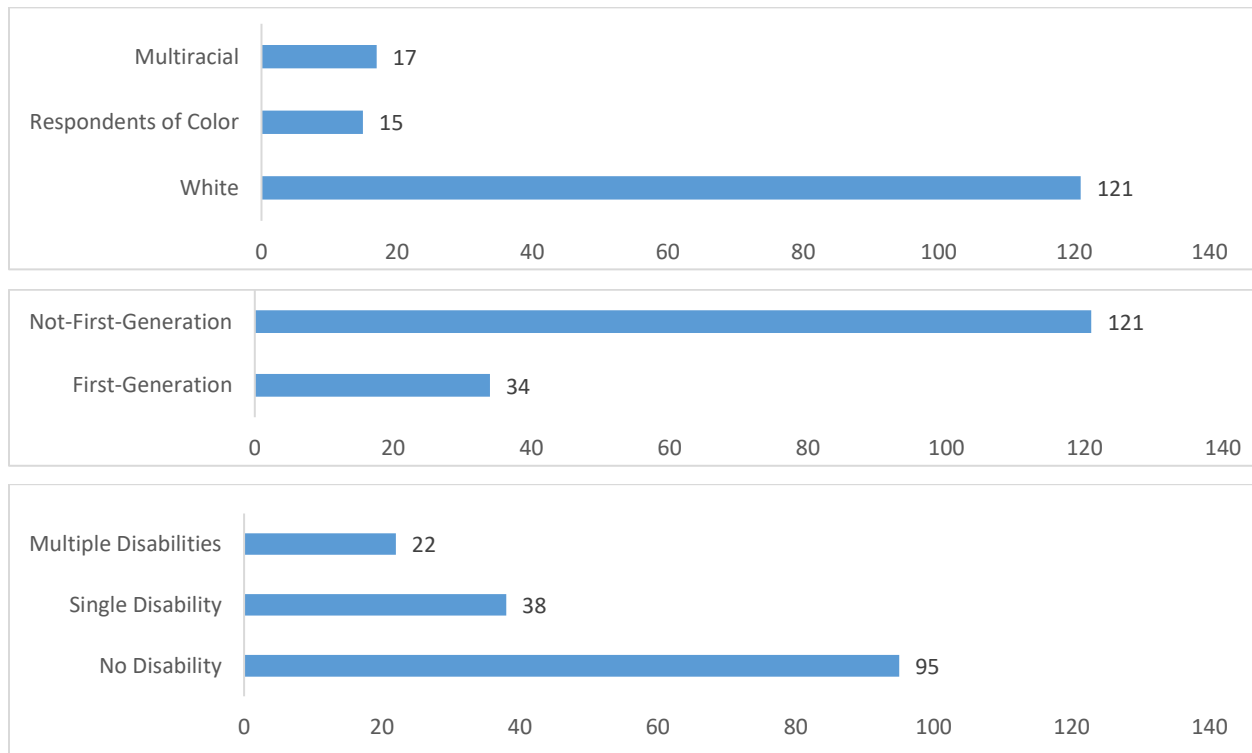
Figure 47. Respondents' Experiences of Unwanted Sexual Contact While at URI by Racial Identity, First-Generation Status, and Disability Status (*n*)

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[65] Owing to low response numbers, sexual identity was further collapsed into Queer-spectrum (Including Asexual), Bisexual, and Heterosexual.

[66] Owing to low response numbers, racial identity was further collapsed into White, Respondents of Color, and Multiracial.

Almost half of respondents (37%, $n = 57$) who indicated that they experienced unwanted sexual contact indicated it happened within the past year, 36% ($n = 56$) noted it happened 13-23 months ago, and 30% ($n = 46$) indicated it happened 2-4 years ago

Student respondents[67] were asked if alcohol and drugs were involved in the unwanted sexual contact and 58% ($n = 87$) indicated "yes." Of those who indicated alcohol and drugs were involved, 73% ($n = 61$) indicated it was alcohol only and 24% ($n = 20$) indicated both alcohol and drugs were involved.

Student respondents were also asked to share what semester in their college career they experienced unwanted sexual contact. Of note, the greatest percentage of occurrences of unwanted sexual contact happened each fall semester. Of Undergraduate Student respondents who indicated that they experienced unwanted sexual contact, 54% ($n = 78$) noted that it occurred in their first year, 29% ($n = 41$) noted that it occurred in their second year, 12% ($n = 17$) noted that it occurred in their third year, and 8% ($n = 12$) noted that it occurred in their fourth year (Table 60).

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	*n*	%
During my time as a graduate student at URI	10	6.9
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	< 5	---
Undergraduate first year	78	54.2
Fall semester	*50*	*64.1*
Spring semester	*38*	*48.7*
Summer semester	**< 5**	*---*
Undergraduate second year	41	28.5
Fall semester	*26*	*63.4*
Spring semester	*24*	*58.5*
Summer semester	*2*	*4.9*

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[67] Analysis of Undergraduate and Graduate Student responses were combined because the number of Graduate Student respondents was too low to maintain confidentiality.

Table 60. Year in Which Student Respondents Experienced Unwanted Sexual Contact

Year experience occurred	*n*	%
Undergraduate third year	17	11.8
Fall semester	*13*	*76.5*
Spring semester	*7*	*41.2*
Summer semester	*0*	*0.0*
Undergraduate fourth year	12	8.3
Fall semester	*6*	*50.0*
Spring semester	*5*	*41.7*
Summer semester	*< 5*	*---*
After my fourth year as an undergraduate	0	0.0

Note: Table reports responses only from Students who indicated on the survey that they experienced unwanted sexual contact (*n* = 144). Percentages may not sum to 100 as a result of multiple response choices.

Fifty-six percent (*n* = 87) of the respondents who indicated on the survey that they experienced unwanted sexual contact URI students as the perpetrators of the conduct. Respondents also identified acquaintances/friends (39%, *n* = 60), strangers (13%, *n* = 20), and current or former dating/intimate partners (12%, *n* = 19).

Asked where the unwanted sexual contact incidents occurred, 54% (*n* = 83) of respondents indicated that they occurred off campus and 50% (*n* = 77) indicated they occurred on campus. Respondents who experienced unwanted sexual contact off campus indicated that the incidents occurred in places such as "at a party," "at another school," Eastward," "fraternity," "friend's house," "house," "Narragansett," "party," and "Providence." Respondents who experienced unwanted sexual contact on campus indicated that the incidents occurred in places such as "dorm," "fraternity house," "Heathman Hall," "laboratory," "office," URI GSO," and "Weldin."

Asked how they felt in response to experiencing unwanted sexual contact, 66% (*n* = 102) felt embarrassed, 61% (*n* = 94) felt somehow responsible, 59% (*n* = 91) felt distressed, 51% (*n* = 79) each felt angry and sad, and 46% (*n* = 71) felt afraid (Table 61).

Table 61. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	*n*	%
Embarrassed	102	65.8
Somehow responsible	94	60.6
Distressed	91	58.7

Table 61. Emotional Reaction to Unwanted Sexual Contact

Emotional reaction	n	%
Angry	79	51.0
Sad	79	51.0
Afraid	71	45.8
A feeling not listed above	18	11.6

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 155). Percentages may not sum to 100 as a result of multiple response choices.

In response to experiencing unwanted sexual contact, 67% (*n* = 104) told a friend, 47% (*n* = 72) avoided the person/venue, 32% (*n* = 49) did not do anything, 19% (*n* = 29) did not know to whom to go, 16% (*n* = 25) contacted a URI resource, and 15% (*n* = 23) told a family member (Table 62). Of those respondents who contacted a URI resource, 40% (*n* = 10) contacted the Counseling Center, 28% (*n* = 7) contacted the Women's Center, 24% (*n* = 6) contacted a Title IX coordinator, and 20% (*n* = 5) each contacted a staff person and University Police and Security.

Table 62. Actions in Response to Unwanted Sexual Contact

Action	n	%
I told a friend.	104	67.1
I avoided the person/venue.	72	46.5
I did not do anything.	49	31.6
I did not know to whom to go.	29	18.7
I contacted a URI resource	25	16.1
Counseling Center	*10*	*40.0*
Women's Center	*7*	*28.0*
Title IX coordinator	*6*	*24.0*
Staff person	*5*	*20.0*
University Police and Security	*5*	*20.0*
I told a family member.	23	14.8

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 155). Percentages may not sum to 100 as a result of multiple response choices. For a complete list of responses, please see Table B89 in Appendix B.

Ninety-one percent (*n* = 140) of respondents did not report the unwanted sexual contact and 9% (*n* = 14) reported the incident(s) (Table 63). Fifty-eight percent (*n* = 7) of those who reported the unwanted sexual contact felt that it was not addressed appropriately.

Table 63. Respondents' Reporting of Unwanted Sexual Contact

Reporting the unwanted sexual contact	*n*	%
No, I did not report it.	140	90.9
Yes, I reported it.	14	9.1
Yes, I reported the conduct but felt that it was not addressed appropriately.	*7*	*58.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*< 5*	*---*
Yes, I reported the conduct and the outcome is still pending.	*< 5*	*---*
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table reports responses only from individuals who indicated on the survey that they experienced unwanted sexual contact (*n* = 155). Percentages may not sum to 100 as a result of multiple response choices.

Qualitative Comment Analyses

Seven respondents offered elaborated responses to their experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) that was not addressed appropriately. Respondents were categorized as Faculty Tenure-Track, Graduate Student, and Undergraduate Student. The theme emerged from their responses described a lack of action or expressed a lack of consequence after having reported the incident.

Faculty and Student Respondents

No Action. Respondents indicated that even after reported their experienced unwanted sexual contact, the situation was not adequately addressed or left them feeling like there was no action taken. A respondent explained, "They had a hearing for it... He only got not being to be near me for [number] year, he did not get anything else against me and they also said he didn't do it." Additionally, respondents also described instances where a university representative was unhelpful in assisting them in their reporting process. One respondent described a situation where they were interrogated by a university staff member and later told that nothing would be done. The respondent expressed, "I was first asked if the person who assaulted me really meant it

by [name omitted]. He then asked me if I was sure this person actually tried to hurt me. He said I don't think this person would ever try to hurt you intentionally. He told me the police would do nothing as I did not have any bruises and I reported it a month or so after it happened." Another respondent noted a lack of process or consequence "Because URI does not share information with other schools or police departments when someone goes through student conduct." Moreover, the respondent explained that this is problematic because, "the person can drop out of school during the process and never see any consequences and continue doing the same thing at other schools never being caught." Similarly, another respondent expressed that there are "not strong enough safety measures or repercussions for the perpetrator."

One hundred-seventeen responses were offered by respondents categorized as Faculty Non-Tenure-Track Academic Appointment, Faculty PTF/ Per course, Faculty Tenure-Track, Graduate Student, Staff, and Undergraduate Student. Themes that emerged from their responses described instances where the unwanted sexual contact was minimized or downplayed, feelings of embarrassment or of self-blame, fear of retribution, and not reporting the incident because nothing would be done or because it wasn't worth the trouble.

Faculty, Staff, and Student Respondents

Downplayed the Incident. One respondent who did not report their experienced unwanted sexual contact showed some consideration for the wrongdoer. This respondent explained, "Not big enough of an issue, did not want to get the party fired from their job." Respondents also minimized their experienced unwanted sexual contact based on perceived gender roles. One respondent explained, "Again, I am a man and I feel that it would be to my detriment to report something like this." Another respondent expressed, "Because I wasn't in danger, the girl just kept grabbing my private and as a guy it's not something I feel like I need to report." Respondents also offered that they, "Did not feel that it was a big enough deal" or it "wasn't a big deal." Similarly, respondents also explained, "It was petty and didn't need further intervention." In some cases, respondents described situations where there was a lack of awareness that the action could be considered unwanted sexual contact. One respondent explained, "It happened off campus right before I was starting my graduate program. I did not realize until about 5 months later that my concerns about the event were valid and that the event did count as sexual assault." The respondent out of consideration for the assailant further

explained, "I didn't want to make a big deal out of it for both my sake and because I was trying to protect him on some level." Similarly, other respondents noted, "I didn't think it was worth it and the lines were blurred so I wasn't sure if it was reportable" and "I didn't know what happened to me was assault."

Ashamed. Respondents who indicated they did not report the unwanted sexual contact failed to do so out of embarrassment. Some respondents expressed not wanting anyone to know. For example, one respondent explained, "I didn't want my parents to know." Another similar response that was offered noted, "It's not something I want others knowing about." Surrounding feelings of embarrassment among respondents included not wanting to be judged by others. One respondent explained that they "Did not want to be called out and/or face criticism." Another respondent offered, "I was embarrassed and thought it the incident would get twisted because this person was manipulative and then it would seem as though it was my fault…" Respondents also indicated that while there might have been some feeling of embarrassment, they handled the situation in way that was best for them. For example, a respondent explained, "I was embarrassed confused, didn't fully remember until days later. I dealt with it alone…" This respondent shared a similar experience in that they were made to feel somewhat responsible for the events that occurred. They further explained, "I told one of my friends and they believed me, and I told the other and they made me feel like it didn't happen or it was only because it was a random friend of one of their friends and my friend didn't want to ruin her relationship with her friends." Respondents who felt ashamed or embarrassed also shared feelings of self-blame. For example, respondents noted, "I felt too embarrassed and felt like it was my fault" and "I was embarrassed and believed it was my fault."

Fear of Retribution. "Fear of retribution," "Scared of repercussions," and "Scared of having reputation ruined" were three of the responses offered by respondents who indicated they did not report the unwanted sexual contact. Respondents also expressed concerns with their position or status at the institution. One respondent explained, "The person who engaged in the activity held a position of authority on campus that I didn't feel my complaint would be taken seriously if I had reported it. I was also friends with this person." An untenured professor noted, "I was untenured at the time and did not want to file a formal complaint. The colleague who committed the offense was notorious for this sort of behavior." A Student respondent who described an

interaction with Greek life noted, "fraternity has a record of bullying girls who report them for rape/sexual assault. did not want to become a pariah." While power dynamics and hierarchy offer greater opportunities for retribution, respondents also indicated a level of concern with how the situation, if reported, would be handled. For example, a respondent explained, "I was scared of the repercussions of reporting a student in a majority of my classes if it was not taken seriously and/or that student remained in my classes afterwards." Lastly, the fear of isolation from friends and social groups was also noted. A respondent offered, "I was afraid and so hurt since I lost so many friends over it. I did not want to risk losing anyone else."

No Action/ Not Worth it. Respondents indicated that reporting having experienced unwanted sexual contact was pointless and cited, "There was nothing that could have been done" or "There's nothing they could actually do and it's not really worth the hassle." Respondents also felt that reporting their experiences would be pointless as "No one would believe me" or "I knew there was nothing that would happen if I did." A lack of intervention or faith in the university's response was among other reasons respondents failed to report their experienced unwanted sexual contact. One respondent explained, "I feel like URI does not do anything when these instances occur so I will take care of it myself." Respondents similarly shared, "URI has previously done very little for situations where this happened, and at the time I thought it was my fault" and "URI would not have done anything since it took place off campus." Moreover, another respondent offered, "Unfortunately, from my experiences URI goes above and beyond to cover rape and unwanted sexual interactions. I observed a sorority sister who was raped go through the process with no repercussions to the boy who hurt her." The respondent elaborated, "There is a 'it's not worth it' attitude since URI Police historically has failed to provide justice to the victim, and the victim ends up in a negative social situation as 'the girl who cried rape'..." In an effort to avoid shame and further scrutiny, one respondent offered, "Did not want to be victim blamed and I knew the offenders would twist what happened. I knew nothing would happen that would punish the people who did it and, in the end, I would have to not only deal with what happened but also with the reactions of people." Another respondent also noted, "I felt as though I would not be taken seriously. I was afraid of being blamed. I also did not want to lose any friends as my rapist and I shared a friend group."

Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Several survey items queried respondents about the degree to which they knew about campus policies, resources, and reporting options and responsibilities at URI (Table 64). Ninety-one percent ($n = 4,138$) of respondents "strongly agreed" or "agreed" that they were aware of the definition of Affirmative Consent, and 80% ($n = 3,621$) of respondents "strongly agreed" or "agreed" that they generally were aware of the role URI Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct. Seventy percent ($n = 3,147$) of respondents "strongly agreed" or "agreed" that they knew how and where to report such incidents.

Seventy-seven percent ($n = 3,458$) of respondents "strongly agreed" or "agreed" that they were familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking and 75% ($n = 3,377$) of respondents "strongly agreed" or "agreed" that they generally were aware of the campus resources listed on the survey.

Ninety-two percent ($n = 4,150$) of respondents "strongly agreed" or "agreed" that they had a responsibility to report such incidents when they saw them occurring on campus or off campus. Eighty-one percent ($n = 3,659$) of respondents "strongly agreed" or "agreed" that they understood that URI standards of conduct and penalties differed from standards of conduct and penalties under the criminal law.

Sixty-five percent ($n = 2,912$) of respondents "strongly agreed" or "agreed" that they knew that information about the prevalence of sex offenses (including domestic and dating violence) was available in the Clery Act Report. Sixty-seven percent ($n = 3,019$) of respondents "strongly agreed" or "agreed" that they knew that URI sends a Time Warning/Public Safety Alert to the campus community when such an incident occurs.

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	2,615	57.6	1,523	33.5	212	4.7	158	3.5	35	0.8

Table 64. Respondents' Knowledge of Unwanted Sexual Contact/Conduct Definitions, Policies, and Resources

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am generally aware of the role of URI Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,804	39.8	1,817	40.1	421	9.3	391	8.6	100	2.2
I know how and where to report incidents of unwanted sexual contact/conduct.	1,492	33.0	1,655	36.6	558	12.3	695	15.4	123	2.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,632	36.1	1,826	40.4	490	10.8	481	10.6	96	2.1
I am generally aware of the campus resources listed here: https://web.uri.edu/titleix	1,490	33.1	1,887	41.9	573	12.7	458	10.2	96	2.1
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	2,578	57.0	1,572	34.8	298	6.6	55	1.2	20	0.4
I understand that URI standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,830	40.5	1,829	40.5	527	11.7	261	5.8	73	1.6
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Clery Act Report	1,452	32.2	1,460	32.4	699	15.5	710	15.7	190	4.2
I know that URI sends a Time Warning/Public Safety Alert to the campus community when such an incident occurs.	1,468	32.5	1,551	34.3	683	15.1	639	14.1	180	4.0

Summary

Ten percent (*n* = 457) of respondents indicated on the survey that they had experienced unwanted sexual contact/conduct, with 1% (*n* = 49) experiencing relationship violence (e.g., ridiculed, controlling, hitting), 2% (*n* = 88) experiencing stalking (e.g., following me, on social media, texting, phone calls), 6% (*n* = 280) experiencing unwanted sexual interaction (e.g., catcalling, repeated sexual advances, sexual harassment), and 3% (*n* = 155) experiencing unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) while a member of the URI community.

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xxvii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by gender identity: $\chi^2(2, N = 4,515) = 17.6, p < .001$.

xxviii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by sexual identity: $\chi^2(2, N = 4,420) = 10.0, p < .01$.

xxix A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced relationship violence by disability status: $\chi^2(2, N = 4,518) = 21.4, p < .001$.

xxx A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by position: $\chi^2(2, N = 4,555) = 8.1, p < .05$.

xxxi A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by gender identity: $\chi^2(2, N = 4,515) = 42.9, p < .001$.

xxxii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by sexual identity: $\chi^2(2, N = 4,420) = 15.0, p < .01$.

xxxiii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by first-generation status: $\chi^2(1, N = 4,504) = 4.3, p < .05$.

xxxiv A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced stalking by disability status: $\chi^2(2, N = 4,518) = 19.7, p < .001$.

xxxv A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by position: $\chi^2(2, N = 4,555) = 53.2, p < .001$.

xxxvi A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by gender identity: $\chi^2(2, N = 4,515) = 86.9, p < .001$.

xxxvii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by sexual identity: $\chi^2(2, N = 4,420) = 40.5, p < .001$.

xxxviii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual interaction by disability status: $\chi^2(2, N = 4,518) = 57.6, p < .001$.

xxxix A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by position: $\chi^2(2, N = 4,555) = 38.7, p < .001$.

xl A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by gender identity: $\chi^2(2, N = 4,515) = 31.5, p < .001$.

xli A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by sexual identity: $\chi^2(2, N = 4,420) = 54.0, p < .001$.

xlii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by racial identity: $\chi^2(2, N = 4,410) = 6.8, p < .05$.

xliii A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by first-generation status: $\chi^2(1, N = 4,504) = 9.3, p < .01$.

xliv A chi-square test was conducted to compare percentages of respondents who indicated on the survey that they had experienced unwanted sexual contact by disability status: $\chi^2(2, N = 4,518) = 46.6, p < .001$.

Faculty and Staff Perceptions of Climate

This section of the report describes Faculty and Staff responses to survey items focused on certain employment practices at URI (e.g., hiring, promotion, and disciplinary actions), their perceptions of the workplace climate on campus, and their thoughts on work-life issues and various climate issues.

Perceptions of Employment Practices

The survey queried Faculty and Staff respondents about whether they had observed discriminatory employment practices that were unfair or unjust or that would inhibit diversifying the community at URI (Table 65).

Table 65. Employee Respondents Who Observed Employment Practices That Were Unfair or Unjust or That Would Inhibit Diversifying the Community

Response		Hiring practices		Procedures or practices related to promotion, contract renewal, tenure, reappointment, or reclassification		Employment-related discipline or action	
		n	%	n	%	n	%
No		**925**	**70.3**	**944**	**72.1**	**1,160**	**88.4**
	Faculty	344	68.0	363	72.6	447	89.0
	Staff	581	71.7	581	71.7	713	88.0
Yes		**391**	**29.7**	**366**	**28.0**	**152**	**11.6**
	Faculty	162	32.0	137	27.4	55	11.0
	Staff	229	28.3	229	28.3	97	12.0

Note: Table reports responses only from Faculty and Staff respondents ($n = 1,330$).

Unjust Hiring Practices

Thirty percent ($n = 391$) of Faculty and Staff respondents indicated that they had observed hiring practices at URI (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that they perceived to be unjust or that would inhibit diversifying the community. Of those Faculty and Staff respondents who indicated that they had observed discriminatory hiring at URI, 28% ($n = 110$) noted it was based on nepotism/cronyism, 25% ($n = 97$) on racial identity, 17% each on age ($n = 67$) and ethnicity ($n = 65$), and 15% ($n = 59$) on position status (e.g., staff, faculty, student).

Subsequent analyses[68] revealed the following statistically significant differences:

- By Faculty position status, a higher percentage of Tenure-Track Faculty respondents (38%, $n = 124$) than Non-Tenure-Track Academic Appointment respondents (19%, $n = 23$) had observed discriminatory hiring practices (PFT/Per-Course Faculty respondents [29%, $n = 12$] did not differ statistically from other groups).[xlv] A higher percentage of Associate Professor respondents (47%, $n = 36$) than Assistant Professor respondents (27%, $n = 25$) had observed discriminatory hiring practices (Professor respondents [41%, $n = 63$] did not differ statistically from other groups).[xlvi]

- By racial identity, 43% ($n = 61$) of Multiracial Employee respondents compared with 27% ($n = 278$) of White Employee respondents indicated that they had observed discriminatory hiring practices (Multiracial Employee respondents [39%, $n = 29$] did not differ statistically from other groups).[xlvii]

- By years of employment, higher percentages of Employee Respondents with 7-15 Years of Employment (36%, $n = 126$) and More Than 15 Years of Employment (35%, $n = 143$) than Employee Respondents with Less Than 7 Years of Employment (21%, $n = 114$) indicated that they had observed discriminatory hiring practices.[xlviii]

- By disability status, higher percentages of Employee Respondents with Multiple Disabilities (60%, $n = 22$) and a Single Disability (45%, $n = 48$) than Employee Respondents with No Disability (27%, $n = 316$) indicated that they had observed discriminatory hiring practices. [xlix]

Unjust Practices Related to Promotion, Contract Renewal, Tenure, Reappointment, and/or Reclassification

Twenty-eight percent ($n = 366$) of Faculty and Staff respondents indicated that they had observed promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 27% ($n =$

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[68] Chi-square analyses were conducted by position, gender identity, racial identity, years of employment, and disability status; only significant differences are reported.

99) indicated that the unjust practices were based on nepotism/cronyism, 22% ($n = 79$) on position status, 18% ($n = 65$) on gender/gender identity, and 17% ($n = 63$) on length of service.

Subsequent analyses[69] revealed the following statistically significant differences:

- By Faculty position status, a higher percentage of Tenure-Track Faculty respondents (33%, $n = 104$) than Non-Tenure-Track Academic Appointment respondents (17%, $n = 20$) had observed promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust (PTF/Per-Course Faculty respondents [26%, $n = 11$] did not differ statistically from other groups).[1] Higher percentages of Professor respondents (40%, $n = 60$) and Associate Professor respondents (39%, $n = 29$) than Assistant Professor respondents (17%, $n = 15$) had observed promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust.[li]

- By gender identity, 30% ($n = 251$) of Women Employee respondents compared with 23% ($n = 97$) of Men Employee respondents indicated that they had observed promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust (Trans-spectrum Employee respondents [33%, $n = 6$] did not differ statistically from other groups).[lii]

- By years of employment, a higher percentage of Employee Respondents with More Than 15 Years of Employment (41%, $n = 167$) and More than 7-15 Years of Employment (30%, $n = 105$) than Employee Respondents with Less Than 7 Years of Employment (16%, $n = 85$) indicated that they had observed promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust.[liii]

- By disability status, higher percentages of Employee Respondents with Multiple Disabilities (47%, $n = 18$) and a Single Disability (38%, $n = 41$) than Employee Respondents with No Disability (26%, $n = 302$) indicated that they had observed

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[69] Chi-square analyses were conducted by position, gender identity, racial identity, years of employment, and disability status; only significant differences are reported.

promotion, contract renewal, tenure, reappointment, and reclassification practices at URI that they perceived to be unjust.[liv]

Unjust Employment-Related Discipline or Action

Twelve percent ($n = 152$) of Faculty and Staff respondents indicated that they had observed employment-related discipline or action, up to and including dismissal, at URI that they perceived to be unjust. Subsequent analyses indicated that of those individuals, 22% ($n = 33$) indicated that the discrimination was based on position status (e.g., staff, faculty, student), 17% ($n = 26$) on nepotism/cronyism, and 15% ($n = 22$) on gender/gender identity.

Subsequent analyses[70] revealed the following statistically significant differences:

- By gender identity, 28% ($n = 5$) of Trans-spectrum Employee respondents compared with 9% ($n = 38$) of Men Employee respondents indicated that they had observed unjust employment-related discipline or action (Women Employee respondents [12%, $n = 103$] did not differ statistically from other groups).[lv]
- By years of employment, higher percentages of Employee Respondents with More Than 15 Years of Employment (18%, $n = 72$) and 7-15 Years of Employment (13%, $n = 46$) than Employee Respondents with Less Than 7 Years of Employment (6%, $n = 30$) indicated that they had observed unjust employment-related discipline or action.[lvi]
- By disability status, a higher percentage of Employee Respondents with Multiple Disabilities (35%, $n = 13$) than Employee Respondents with a Single Disability (16%, $n = 17$) and Employee Respondents with No Disability (10%, $n = 118$) indicated that they had observed unjust employment-related discipline or action.
[lvii]

Qualitative comment analyses

One hundred fifty-eight Faculty: Non-Tenure-Track Academic Appointment, Faculty PTF/ per-course, Faculty Tenure-Track, Postdoctoral Fellow, and Staff offered elaborated responses on

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[70] Chi-square analyses were conducted by position, gender identity, racial identity, years of employment, and disability status; only significant differences are reported.

their observations of unjust and discriminatory employment practices at URI. Themes that emerged described barriers to advancement, gender biased practices, and cronyism.

Faculty and Staff Respondents

Barriers to Advancement. Faculty and Staff respondents observed unjust promotion and advancement practices at the URI. A respondent who compares the advancement of Black women to men explained, "Black women in particular face barriers towards advancement. When they have been promoted, it was based on proven performance. Black men, on the other hand, have not had to prove themselves. They have been promoted based on potential." The respondent also noted, "Without a systematic performance review process, it is difficult to track these trends for the wider community to evaluate…" Another respondent who identified unjust promotional practices noted, "I have witness[ed] people being promoted to positions that were not posted as open, interim appts where the person selected is not the best credentialed." Another respondent offered an example where the job criteria was manipulated to fix the outcome of a hire. The respondent recounted, "[A department] was hiring for a tenure line and there was a lecturer in the department who met our ongoing needs. The chair at the time created a job description specifically targeted to the lecturer, but then the committee de-emphasized those aspects of the candidate's CV that made them a great fit in favor of younger people just out of graduate school with better publication records. The end result is that we ended up with two people who share a specialization and the lecturer had to go through the humiliating process of not being offered a tenure line in their own department…" Another respondent described having observed how philosophical differences resulted in a barrier to advancement of one Faculty member. The respondent explained, "I believe one of our assistant professors wasn't tenured because the most senior faculty member felt they didn't teach courses the way they wanted them taught. They clashed on their philosophical approaches to teaching content." Lastly, a Staff respondent offered, "A professional individual was identified as being not qualified by some management staff since the professional was not a white male given a homeland security award. The professional was an out of box thinker and when presented ideas the ideas were put down but after his dismissal his assistant provide the same ideas and the ideas were thought as wonderful because assistant was white male."

Gender Biased Practices. Faculty and Staff respondents also observed unjust employment practices because of gender bias. "Men are occasionally given higher evaluations for promotion than women who have comparable records of achievement" was noted by a Faculty respondent. While, another respondent offered, "Women disproportionately denied tenure/promotion." The respondent further elaborated on other instances of unjust and discriminatory practices and noted, "[the] Dean overlooking [BIPOC] candidate in favor of (inferior) white candidate. Denial of tenure/promotion based on teaching evaluations that were *obviously* influenced by the professor [characteristics]." Another respondent who recounted the disproportionate load assigned to women instructors offered, "In departments, frequently young female faculty are called upon to do a disproportionate amount of the service/teaching, and then this is held against then when their colleagues review their dossier in the annual review process." Similarly, another respondent explained, "Women faculty are used in interim or chairperson roles without any opportunity for growth. There is no pipeline for the advancement for women."

Faculty and Staff respondents also observed inequities in salary distributions. A Staff respondent offered, "A new position/salary was created and modeled after an existing position/salary (filled by a male). The new position was to be filled by a female. The new position was created, but the higher salary for the new position was initially declined. It took a year before the salary of the new position was finally put in place." Lastly, another Staff respondent offered, "Increases for female staff denied of decreased more frequently than those for male staff."

Cronyism. Faculty and Staff respondents observed unjust practices in promotion, hiring, and advancement based on personal relationships. One respondent expressed, "I think that oftentimes people are chosen for positions based on who they know (cronyism)." Respondents also noted, "Who you know, not what you know," "Cronyism and lack of transparency," and "personal and family relationships should not play a role in promotions." A Staff respondent elaborated, "An unqualified person was hired; this person was friends with 2 of the 3 search committee members." Similarly, another Staff respondent offered, "Changing position classifications and descriptions to open the door for opportunities for someone not qualified to do the job; resulted in the hiring of best friends, family members. Hand selected search committees to dominate the results of the selection process." Lastly, a Faculty respondent who elaborated on unjust practices that resulted in the hiring of former graduate students offered, "I can't tell you how many hires in

my former department were shaped by connections between current URI faculty and past students or who were past students themselves. While some of the persons hired were qualified and proved their competence and worth to the university, others did not demonstrate the same competency and qualification, yet have been protected and enabled by the gatekeepers who allowed them in."

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

Three survey items queried Faculty respondents ($n = 510$) about their opinions regarding various issues specific to workplace climate and faculty work. Question 37 queried Tenured and Tenure-Track Faculty respondents ($n = 326$), Question 39 addressed Non-Tenure-Track Faculty respondents ($n = 121$), and Question 41 addressed PTF/Per-Course Academic Appointment Faculty respondents ($n = 43$). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Non-Tenure-Track, or PFE/Per-Course Academic Appointment; Assistant Professor, Associate Professor, Professor), gender identity, racial identity, years of employment, and disability status.[71] Significant findings including frequencies are published below.

Tenured and Tenure-Track Faculty Respondents

Table 66 illustrates that 62% ($n = 200$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria for tenure were clear. A higher percentage of Tenured and Tenure-Track Faculty Respondents with 7-15 Years of Employment (31%, $n = 22$) than those with Less Than 7 Years (13%, $n = 13$) "strongly agreed" that the criteria for tenure were clear (Tenured and Tenure-Track Faculty Respondents with More Than 15 Years of Employment [18%, $n = 25$] did not differ statistically from other groups). A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (32%, $n = 12$) than those with No Disability (17%, $n = 49$) "disagreed" with this statement.

Forty-seven percent ($n = 154$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that tenure standards/promotion standards were applied equally to faculty in their departments/schools/colleges. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (27%, $n = 38$) than Women Tenured and Tenure-Track Faculty respondents

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[71] With the CSWG's approval, gender identity was recoded into the categories Women and Men to maintain response confidentiality. Racial identity was recoded as Respondents of Color (including Multiracial) and White. Disability Status was recoded as At Least One Disability and No Disability.

(12%, *n* = 20) "strongly agreed" that the tenure standards/promotion standards were applied equally to faculty in their departments/schools/colleges.

Fifty-nine percent (*n* = 189) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were supported and mentored during the tenure-track years. A higher percentage of Women Tenured and Tenure-Track Faculty respondents (16%, *n* = 28) than Men Tenured and Tenure-Track Faculty respondents (8%, *n* = 11) "disagreed" that they were supported and mentored during the tenure-track years. A higher percentage of Tenured and Tenure-Track Faculty Respondents of Color (17%, *n* = 15) than White Tenured and Tenure-Track Faculty respondents (5%, *n* = 11), and Tenured and Tenure-Track Faculty Respondents with At Least One Disability (22%, *n* = 8) than Tenured and Tenure-Track Faculty Respondents with No Disability (7%, *n* = 20) "strongly disagreed" with this statement.

Forty-seven percent (*n* = 151) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI faculty who qualify for delaying their tenure-clock felt empowered to do so. A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (19%, *n* = 7) than Tenured and Tenure-Track Faculty Respondents with No Disability (7%, *n* = 20) "disagreed" that URI faculty who qualify for delaying their tenure-clock felt empowered to do so.

Table 66. Tenured and Tenure-Track Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	**61**	**18.8**	**139**	**42.8**	**46**	**14.2**	**62**	**19.1**	**17**	**5.2**
Years of employment[lviii]										
Less Than 7 Years	13	12.7	44	43.1	11	10.8	27	26.5	7	6.9
7-15 Years	22	31.4	26	37.1	9	12.9	10	14.3	< 5	---
More Than 15 Years	25	17.7	64	45.4	24	17.0	22	15.6	6	4.3
Disability status[lix]										
At Least One Disability	< 5	---	10	27.0	10	27.0	12	32.4	< 5	---
No Disability	57	20.0	128	44.9	36	12.6	49	17.2	15	5.3

Table 66. Tenured and Tenure-Track Faculty Respondents' Perceptions of Tenure and Promotion Processes

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The tenure standards/promotion standards are applied equally to faculty in my department/school/college.	**60**	**18.5**	**94**	**28.9**	**61**	**18.8**	**69**	**21.2**	**41**	**12.6**
Gender identity[lx]										
Men	38	27.0	38	27.0	30	21.3	24	17.0	11	7.8
Women	20	11.6	54	31.2	30	17.3	43	24.9	26	15.0
Supported and mentored during the tenure-track years.	**66**	**20.6**	**123**	**38.3**	**64**	**19.9**	**40**	**12.5**	**28**	**8.7**
Gender identity[lxi]										
Men	36	26.1	58	42.0	25	18.1	11	8.0	8	5.8
Women	28	16.3	61	35.5	37	21.5	28	16.3	18	10.5
Racial identity[lxii]										
Respondents of Color	18	20.9	29	33.7	13	15.1	11	12.8	15	17.4
White	43	19.9	86	39.8	50	23.1	26	12.0	11	5.1
Disability status[lxiii]										
At Least One Disability	5	13.5	8	21.6	11	29.7	5	13.5	8	21.6
No Disability	61	21.7	114	40.6	53	18.9	33	11.7	20	7.1
URI faculty who qualify for delaying their tenure-clock feel empowered to do so.	**57**	**17.6**	**94**	**29.1**	**133**	**41.2**	**27**	**8.4**	**12**	**3.7**
Disability status[lxiv]										
At Least One Disability	5	13.5	< 5	---	18	48.6	7	18.9	< 5	---
No Disability	52	18.4	89	31.4	113	39.9	20	7.1	9	3.2

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 326).

Table 67 illustrates that 78% (*n* = 254) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI valued research. A higher percentage of Tenured and Tenure-Track Faculty Respondents of Color (16%, *n* = 14) than White Tenured and Tenure-Track Faculty respondents (7%, *n* = 15) "disagreed" that URI valued research.

Seventy-three percent (*n* = 238) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI valued teaching. No statistically significant differences were found between groups.

Forty-six percent (*n* = 149) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI valued their service contributions. A higher percentage of Associate Professor respondents (26%, *n* = 20) than Professor respondents (9%, *n* = 14) and Assistant Professor respondents (9%, *n* = 8) "strongly disagreed" that URI valued service contributions. By years of employment, there were two significant findings. A higher percentage of Tenured and Tenure-Track Faculty Respondents with Less Than 7 Years of Employment (23%, *n* = 23) than those with More Than 15 Years (9%, *n* = 12) (Tenured and Tenure-Track Faculty respondents with 7-15 Years of Employment [16%, *n* = 11] did not differ statistically from other groups) "strongly agreed" that URI valued service contributions. A higher percentage of Tenured and Tenure-Track Faculty Respondents with 7-15 Years of Employment (22%, *n* = 15) than those with Less Than 7 Years of Employment (7%, *n* = 7) "strongly disagreed" with this statement. (Tenured and Tenure-Track Faculty respondents with More Than 15 Years of Employment [14%, *n* = 19] did not differ statistically from other groups.)

Nineteen percent (*n* = 61) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were pressured to change their research/scholarship agenda to achieve tenure/promotion. A higher percentage of Men Tenured and Tenure-Track Faculty respondents (33%, *n* = 44) than Women Tenured and Tenure-Track Faculty respondents (21%, *n* = 36) "strongly disagreed" with this statement.

Table 67. Tenured and Tenure-Track Faculty Respondents' Perceptions of URI's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI values research.	**120**	**36.9**	**134**	**41.2**	**28**	**8.6**	**32**	**9.8**	**11**	**3.4**
Racial identity[lxv]										
Respondents of Color	24	27.6	33	37.9	12	13.8	14	16.1	< 5	---
White	91	41.6	97	44.3	12	5.5	15	6.8	< 5	---
URI values teaching.	**89**	**27.4**	**149**	**45.8**	**43**	**13.2**	**37**	**11.4**	**7**	**2.2**

Table 67. Tenured and Tenure-Track Faculty Respondents' Perceptions of URI's Valuing of Research, Teaching, and Service

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI values service contributions.	**47**	**14.6**	**102**	**31.7**	**73**	**22.7**	**58**	**18.0**	**42**	**13.0**
Faculty status[lxvi]										
Assistant Professor	19	20.2	35	37.2	17	18.1	15	16.0	8	8.5
Associate Professor	8	10.5	17	22.4	16	21.1	15	19.7	20	26.3
Professor	20	13.2	50	32.9	40	26.3	28	18.4	14	9.2
Years of employment[lxvii]										
Less Than 7 Years	23	22.5	36	35.3	18	17.6	18	17.6	7	6.9
7-15 Years	11	16.2	20	29.4	16	23.5	6	8.8	15	22.1
More Than 15 Years	12	8.6	42	30.0	36	25.7	31	22.1	19	13.6
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	**23**	**7.2**	**38**	**11.9**	**61**	**19.1**	**114**	**35.7**	**83**	**26.0**
Gender identity[lxviii]										
Men	8	5.9	11	8.1	31	23.0	41	30.4	44	32.6
Women	14	8.1	25	14.5	29	16.8	69	39.9	36	20.8

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 326).

Forty-one percent (*n* = 132) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they were burdened by service responsibilities (e.g., committee memberships, departmental/program work assignments) beyond those of their colleagues with similar performance expectations (Table 68). A higher percentage of Assistant Professor respondents (34%, *n* = 32) than Associate Professor respondents (15%, *n* = 11) "disagreed" that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations (Professor respondents [23%, *n* = 36] did not differ statistically from other groups). A higher percentage of Women Tenured and Tenure-Track Faculty respondents (24%, *n* = 42) than Men Tenured and Tenure-Track Faculty respondents (11%, *n* = 15), and Tenured and Tenure-Track Faculty Respondents with At Least One Disability (38%, *n* = 14) than those with No Disability (17%, *n* = 47) "strongly agreed" with this statement.

Forty-six percent (*n* = 147) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising,

thesis advising, helping with student groups and activities) than did their colleagues. A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (43%, $n = 16$) than those with No Disability (14%, $n = 40$) "strongly agreed" that they performed more work to help students than did their colleagues.

Six percent ($n = 19$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that faculty members in their departments who used family accommodation (FMLA) policies were disadvantaged in promotion and tenure. No statistically significant differences were found between groups.

Forty-two percent ($n = 135$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously. A higher percentage of Tenured and Tenure-Track Faculty Respondents with At Least One Disability (30%, $n = 11$) than those with No Disability (11%, $n = 30$) "strongly disagreed" that senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.

Fifty percent ($n = 159$) of Tenured and Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI committees value faculty opinions. No statistically significant differences were found between groups.

Table 68. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	63	19.5	69	21.4	74	22.9	79	24.5	38	11.8

Table 68. Tenured and Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty status[lxix]										
Assistant Professor	19	20.4	19	20.4	14	15.1	32	34.4	9	9.7
Associate Professor	21	27.6	14	18.4	21	27.6	11	14.5	9	11.8
Professor	23	14.9	36	23.4	39	25.3	36	23.4	20	13.0
Gender identity[lxx]										
Men	15	10.8	22	15.8	38	27.3	43	30.9	21	15.1
Women	42	24.3	47	27.2	35	20.2	34	19.7	15	8.7
Disability status[lxxi]										
At Least One Disability	14	37.8	8	21.6	6	16.2	< 5	---	5	13.5
No Disability	56	17.3	91	28.2	104	32.2	55	17.0	17	5.3
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	**56**	**17.3**	**91**	**28.2**	**104**	**32.2**	**55**	**17.0**	**17**	**5.3**
Disability status[lxxii]										
At Least One Disability	16	43.2	10	27.0	8	21.6	< 5	---	< 5	---
No Disability	40	14.1	79	27.9	96	33.9	52	18.4	16	5.7
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	**< 5**	**---**	**15**	**4.8**	**178**	**56.7**	**76**	**24.2**	**41**	**13.1**
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	**30**	**9.3**	**105**	**32.4**	**85**	**26.2**	**62**	**19.1**	**42**	**13.0**
Disability status[lxxiii]										
At Least One Disability	< 5	---	8	21.6	6	16.2	9	24.3	11	29.7
No Disability	27	9.5	97	34.2	78	27.5	52	18.3	30	10.6
URI committees value faculty opinions.	**24**	**7.5**	**135**	**42.1**	**105**	**32.7**	**41**	**12.8**	**16**	**5.0**

Note: Table reports responses only from Tenured and Tenure-Track Faculty respondents (*n* = 326).

Qualitative Comment Analyses

One hundred Tenured or Tenure-Track Faculty respondents elaborated on their experiences with workplace climate at the institution. Three themes emerged from the responses: lack of clarity in promotion/tenure processes, issues with leadership, and perceptions of workloads not being appropriately recognized.

Lack of Clarity in Promotion/Tenure Processes. Tenured or Tenure-Track Faculty respondents shared that one workplace climate issue at the institution involved the lack of clarity in promotion and tenure processes. Respondents provided comments such as "There is a lack of transparency and communication in my department around the tenure process," "The rules change for tenure/promotion according to the Dean hired. There is no written set of rules," and "Criteria for tenure in my dept. have been changed every year." One respondent stated, "Criteria for tenure depend are not formulaic and depend upon the P&T committee, dept., college, and others. This dynamic situation is difficult for newest faculty members to navigate and naturally leads to worry." Another Faculty respondent named, "The only challenge that I have had (and this was quite a long time ago) was that Tenure expectations felt a little vague and there was always a great anxiety of 'am I doing enough?'" One respondent wrote, "First of all, it is hard to find a tenure and promotion committee in the colleges. The dean makes the sole decision on tenure and promotion. Deans are already busy administrators. They need to form a P&T committee to standardize the process. Transparency is lacking in making tenure and promotion decisions."

Issues With Leadership. Tenured or Tenure-Track Faculty respondents also described issues with leadership as informing their perceptions of workplace climate at the institution. Several respondents described that upper-level administrators do not take the opinions of faculty seriously. One respondent named, "I think there is lip service on being faculty led and valuing faculty opinions. But I think the Provosts office (as empowered by the President) holds the purse strings and uses them to do what they want." Another Faculty respondent stated, "Some senior administrators (Deans) do take faculty opinions into consideration, but only if enough faculty raise the issue. Many/most senior administrators above the level of Dean do not take faculty opinions into consideration if it differs from their opinions or policy goals." One respondent also added, "URI senior admin do not want faculty voices in conversations about how to run the

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university, unless those voices parrot their projects, values, and interests. Part of the poor morale of the faculty and staff is due to the clear awareness of how little senior admin value faculty voices."

Other respondents shared instances where they have seen senior-level administrators treating faculty inappropriately or where they have experienced this themselves. One respondent stated, "My dean has favorites. My dean disrespects their faculty. The provost is condescending to faculty and would work them to death if he could. I've heard him say that when faculty don't like their dean, that's a sign that the dean is doing the right thing." Another Faculty respondent wrote, "Also, many administrators treat faculty as disposable and do not perform their duties for which they are paid 4 times the salary of a faculty person who is actually teaching and doing the hard-work for which a college is supposed to exist in the first place." One respondent described a particular interaction with their dean, stating, "On the negative side, my Dean is continually pressuring me to change my workload and I feel there is an implicit threat of not getting promoted if I don't accept new assignments."

Perceptions of Workloads Not Being Appropriately Recognized. Tenured or Tenure-Track Faculty respondents also described how they perceived their workloads not being appropriately recognized at the institution. Several respondents shared how disproportionate workloads existed in their specific departments or across the university. One Faculty respondent stated, "Within my department the workload seems unfairly distributed especially in teaching and service." Another respondent added, "Expectations are not applied equally among faculty. There are faculty that get away with the bare minimum (and actually even less) and others who are doing so much more than others, in terms of teaching and service." One Faculty respondent discussed a gendered dynamic, writing, "Also, the women in my department do WAY WAY more advising students than the men. In discussions, one man in the department reasoned that 'it's not my job to be a therapist,' so he says he shouldn't have to deal with or address student emotions." Another respondent provided a similar comment, naming, "The gender inequity around service is GIGANTIC. My guess is that 80% of tenured white men are doing 50% less service than almost any tenured woman. Even white male faculty who are no longer engaged in research or scholarship do NOT replace that expectation with more service."

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Respondents also described how particular aspects of their workload were not valued the same as other parts of their portfolio. Several respondents named how service was not appropriately valued. A Faculty respondent wrote, "URI expects tremendous service from its faculty. But service is extremely devalued in the annual review process compared to research." Another respondent shared, "URI upper administrators expect service but do not recognize it. You can achieve national recognition for initiatives that you put in place for your curricula, for example, and it just counts as one line on a CV and the question ALWAYS is 'how many publications do you have.'" One respondent added, "Service work can take a lot of time, and it appears this is overlooked by the administration."

Non-Tenure-Track Faculty Respondents

Survey Question 39 queried Non-Tenure-Track Faculty respondents on their perceptions as faculty with non-tenure-track appointments. Chi-square analyses by gender identity, racial identity, years of employment, and disability status were not able to be conducted owing to the small number of Non-Tenure-Track Faculty respondents.

Table 69 indicates that 68% ($n = 80$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were clear. Fifty percent ($n = 59$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for contract renewal were applied equally to positions. Seventy-nine percent ($n = 95$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the process for review is clear. Seventy-four percent ($n = 89$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the process for promotion is clear. Sixty-one percent ($n = 73$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that the criteria used for promotion was clear. Seventy-four percent ($n = 89$) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed.

Table 69. Non-Tenure-Track Faculty Respondents' Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
The criteria used for contract renewal are clear.	23	19.5	57	48.3	22	18.6	12	10.2	< 5	---

Table 69. Non-Tenure-Track Faculty Respondents' Perceptions of Contract Renewal and Expectations of Responsibilities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are applied equally to all positions.	22	18.6	37	31.4	36	30.5	16	13.6	7	5.9
The process for review is clear.	28	23.3	67	55.8	13	10.8	10	8.3	< 5	---
The process for promotion is clear.	24	20.0	65	54.2	17	14.2	10	8.3	< 5	---
The criteria used for promotion is clear.	19	16.0	54	45.4	28	23.5	11	9.2	7	5.9
Clear expectations of my responsibilities exist.	27	22.5	62	51.7	17	14.2	9	7.5	5	4.2

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 121).

Table 70 illustrates that 86% (*n* = 102) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI valued research, and 73% (*n* = 87) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that URI valued teaching.

Table 70. Non-Tenure-Track Faculty Respondents' Perceptions of URI's Valuing of Research and Teaching

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI values research.	51	43.2	51	43.2	15	12.7	< 5	---	0	0.0
URI values teaching.	25	21.0	62	52.1	18	15.1	11	9.2	< 5	---

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 121).

Thirty-seven percent (*n* = 44) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments) (Table 71). Fifty-three percent (*n* = 63) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students (e.g., formal and informal advising, thesis advising, helping with student groups and activities) than did their colleagues. Forty-six percent (*n* = 55) of Non-Tenure-Track Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated. Thirty percent (*n* = 36) of Non-Tenure-Track Faculty respondents "strongly disagreed" or "disagreed"

that senior administrators took non-tenure-track faculty opinions seriously and URI committees valued non-tenure-track faculty opinions.

Table 71. Non-Tenure-Track Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	13	11.0	31	26.3	43	36.4	26	22.0	5	4.2
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	28	23.5	35	29.4	35	29.4	16	13.4	5	4.2
Pressured to do extra work that is uncompensated.	21	17.6	34	28.6	36	30.3	22	18.5	6	5.0
Senior administrators (e.g., dean, vice president, provost) take non-tenure-track faculty opinions seriously.	11	9.2	33	27.7	39	32.8	25	21.0	11	9.2
URI committees value non-tenure-track faculty opinions.	< 5	---	34	28.6	45	37.8	21	17.6	15	12.6

Note: Table reports responses only from Non-Tenure-Track Faculty respondents (*n* = 121).

Qualitative Comment Analyses

Thirty-six Non-Tenure-Track Faculty respondents elaborated on their experiences at the institution. Three themes emerged from the responses: Issues with unfair compensation and workloads, lack of representation in decision-making processes, as well as unclear or unfair promotion and evaluation processes.

Issues With Unfair Compensation and Workloads. Non-Tenure-Track Faculty respondents named that they did not feel appropriately compensated for the amount of work that they did. One respondent shared, "I know I am paid approximately half of what my TT counterparts

receive, though I do have a terminal degree. I don't feel I am compensated according to performance, though I still feel like a top performer." Another respondent added, "Non-tenure track faculty are second-class academic citizens at URI. Our compensation is significantly less than tenure-track colleagues." One respondent also wrote, "As a lecturer I know that I am extremely underpaid for my work."

Related, Non-Tenure-Track Faculty respondents shared how they frequently received pressure to take on additional responsibilities that their peers did not. One respondent stated, "I am often tasked with additional 'volunteer' work that detracts from time needed to prepare and deliver classes to the best of my ability. I have also done a fair amount of uncompensated additional work." Another respondent shared, "Additionally, I am often asked to take on additional tasks, often uncompensated, because 'I do not have research responsibilities and have more available time', which is simply not the case." One respondent added, "My position can be a bit ambiguous, so I often get pulled into roles that force me to work beyond my responsibilities. My background and specialties are very specific and can be in very high demand but that does not mean I'm eligible for any sort of promotion or increase in salary. Therefore, I often feel taken advantage of."

Lack of Representation in Decision-Making Processes. Non-Tenure-Track Faculty respondents also described how they lacked representation in important decision-making processes at the institution. One respondent stated, "As a non-tenure track faculty member, I often have been excluded and/or opinions not taken seriously because I do not contribute to the body of research on campus." Another respondent shared, "URI full-time nontenured track faculty have no voice with the faculty senate. Hence we are not valued by the faculty as a whole. We should be able to voice our vote towards academic policies and programs." One respondent added, "Faculty Senate does not value Clinical Faculty and has made that very clear for many years. We are not given a voice or vote. Only tenure track faculty are considered 'worthy' of faculty senate and it is highly offensive and exclusionary."

Unclear or Unfair Promotion and Evaluation Processes. Non-Tenure-Track Faculty respondents commented on the lack of clarity that exists in promotion and evaluation processes at the institution. One respondent stated, "There are more and more clinical faculty but the expectations

of them vary significantly and are not clear to the tenure track faculty or even, sometimes, to other clinical faculty. The rules are being written as we go along." Another respondent shared, "I would say that the criteria for lecturer portfolios hasn't been clear right from the inception. For example, can we observe one another or not?" One respondent wrote about a particular incident, naming, "It was unclear to me if the university intended to rehire me, which I believe was not malicious but not responsive to the needs of an employee who just wanted to know the intention."

Additionally, other respondents indicated that the promotion and evaluation processes were unfair toward Non-Tenure-Track Faculty. One Respondent stated, "As a clinical faculty we are far and few between - so it is hard to understand if you are doing enough or too much. Also most of the tenure track does not understand my position and is always pressuring me to do more research and get more publications - which is not my primary function and it affects my review." Another respondent shared, "The fact that the contract renewal is applied equally to all positions is a problem. Someone with an NP doctoral degree should not be negotiating at the same rate as other professors. At other places we had our own scale that was different than RNs and different than other departments." One respondent wrote, "The review and promotion process seems very opaque and not at all equitable. The fact that workload planning and evaluation are completely separate efforts is shocking to me as a new faculty member and calls into serious question what is being evaluated and by whom."

PTF/Per-Course Academic Appointment Faculty Respondents
Survey Question 41 queried PTF/Per-Course Academic Appointment Faculty respondents on their perceptions as faculty with non-tenure-track appointments (Table 72). Chi-square analyses by gender identity, racial identity, years of employment, and disability status were not able to be conducted owing to the small number of PTF/Per-Course Academic Appointment Faculty respondents.

Forty-three percent ($n = 17$) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that the process for PTF performance evaluation was clear. Forty-five percent ($n = 18$) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that the procedure for PTF advancement was clear. Forty-

five percent (*n* = 18) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that the process for PTF assignments was clear. Seventy-four percent (*n* = 29) of PTF/Per-Course Academic Appointment Faculty respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed. Forty-eight percent (*n* = 19) of PTF/Per-Course Academic Appointment Faculty respondents "strongly agreed" or "agreed" that their teaching was valued by URI. Twenty-eight percent (*n* = 11) of PTF/Per-Course Academic Appointment Faculty respondents "strongly agreed" or "agreed" that they performed more work to help students than did their coworkers. Thirty percent (*n* = 12) of PTF/Per-Course Academic Appointment Faculty respondents "strongly agreed" or "agreed" that they felt pressured to do extra work that was uncompensated.

Forty-four percent (*n* = 17) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that senior administrators take PTF opinions seriously. Forty-five percent (*n* = 18) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that URI committees value PTF opinions. Thirty-eight percent (*n* = 11) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that they felt connected to the URI community. Twenty-eight percent (*n* = 11) of PTF/Per-Course Academic Appointment Faculty respondents "strongly disagreed" or "disagreed" that there were support mechanisms/resources for me as PTF.

Table 72. PTF/Per-Course Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
The process for PTF performance evaluation is clear.	< 5	---	12	30.0	7	17.5	8	20.0	9	22.5
The procedure for PTF advancement is clear.	< 5	---	13	32.5	5	12.5	11	27.5	7	17.5
The process for PTF assignments is clear.	5	12.8	17	43.6	7	17.9	5	12.8	5	12.8
Clear expectations of my responsibilities exist.	8	20.5	21	53.8	< 5	---	< 5	---	5	12.8

Table 72. PTF/Per-Course Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My teaching is valued by URI.	12	30.0	7	17.5	12	30.0	< 5	---	6	15.0
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	6	15.0	5	12.5	24	60.0	< 5	---	< 5	---
Pressured to do extra work that is uncompensated.	7	17.5	5	12.5	10	25.0	11	27.5	7	17.5
Senior administrators (e.g., dean, vice president, provost) take PTF opinions seriously.	< 5	---	8	20.5	12	30.8	9	23.1	8	20.5
URI committees value PTF opinions.	< 5	---	7	17.5	12	30.0	8	20.0	10	25.0
Connected to the URI community.	< 5	---	15	37.5	10	25.0	5	12.5	6	15.0
There are support mechanisms/resources for me as PTF.	< 5	---	12	30.0	13	32.5	< 5	---	8	20.0

Note: Table reports responses only from PTF/Per-Course Academic Appointment Faculty respondents (*n* = 43).

Fourteen Faculty PTF/per-course respondents offered elaborated responses to their experiences at the University of Rhode Island. Themes that emerged from their responses described instances where they did not feel welcomed or valued within the university, instances where they did feel welcomed/valued, and concerns with compensation or benefits.

Unwelcoming and Undervalued. Respondents who elaborated on their experiences expressed a lack of support and value. In reference to the community within URI one respondent wrote, "... I love my job and teaching students and there are decided advantages to working under the radar, but co-workers are often dismissive at best (at worst, outright condescending)." The respondent also noted an appreciation of leadership and explained, "…my department chair is great - but I don't think I should get him involved in any petty nonsense." Additionally, another Faculty respondent offered, "There is no "community" for per-course instructors." While the respondent noted that they "… [are] not really considered PTF…I fight for resources, but have no training or

understanding of what is available. I depend on a couple of helpful faculty members in my department and the clerk for everything." Lastly, a respondent who found value in their work with colleagues outside of their department explained, "…I felt very undervalued in the program I mentioned previously, our thoughts/opinions were never requested and when I told them I was leaving they basically said, ok, no problem we don't really expect people to stay, which I found disheartening." The respondent further explained, "They didn't ask many questions about why I was leaving, which I also found frustrating, I basically included them in my normal course eval for that session and then there was nothing after that."

Welcomed and Valued. PTF/Per-Course Faculty respondents described a sense of value and support. One respondent who interacts solely within their department offered, "I am well supported in both the Communications and Theatre Departments when I teach." The respondent also offered, "As a PTF I have very little interaction with folks outside my Departments and have no idea how Deans and others in Administrative positions consider Part-Time Faculty." Another respondent indicated that they "feel valued as a PTF member. When I need support, it is readily available and immediate." Lastly, a respondent who compared their experience to a previous position out side of the University of Rhode Island offered, "After teaching part time at [omitted], my experiences at URI have been more positive."

Lack of Compensation. PTF/Per-Course Faculty respondents mentioned some level of dissatisfaction with their compensation package. One respondent explained, "PTF members are used as pawns to teach classes for pennies on the dollar that result in fractions of a salary paid out to adjuncts who do far more work and care about students precipitously more than tenured faculty." Another respondent similarly noted the unwillingness of faculty to teach noted, "I am often taken back that there are so many full time employees across the university that do not want to teach their courses, are not quick to do any extra work, seemingly a poor sense of community." Moreover, the respondent further offered, "It is difficult as a Rhode Island tax payer to be on the inside and see this and to be very poorly compensated." Lastly, a respondent who expressed the absence of growth and advancement for PTF/per-course Faculty noted their happiness after leaving the University of Rhode Island. The respondent noted, "…I'm very glad I now work for a non-profit that pays me appropriately and where I actually have coworkers I interact with."

Additionally, Faculty respondents were asked to rate the degree to which they agreed with a series of statements related to faculty workplace climate (Table 73). Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Non-Tenure-Track, or PFE/Per-Course Academic Appointment; Assistant Professor, Associate Professor, Professor), gender identity, racial identity, years of employment, and disability status. Significant findings including frequencies are published below.

Thirty-five percent ($n = 174$) of Faculty respondents "strongly agreed" or "agreed" that salaries for tenure-track faculty positions were competitive. A higher percentage of Assistant Professor respondents (45%, $n = 42$) than Professor respondents (27%, $n = 42$) "agreed" that salaries for tenure-track faculty positions were competitive (Associate Professor respondents [30%, $n = 23$] did not differ statistically from other groups). Also, a higher percentage of Faculty Respondents with More Than 15 Years of Employment (34%, $n = 61$) than those with 7-15 Years of Employment (19%, $n = 23$) and Less Than 7 Years of Employment (16%, $n = 29$) "disagreed" with this statement.

Fourteen percent ($n = 69$) of Faculty respondents "strongly agreed" or "agreed" that salaries for adjunct faculty were competitive. Higher percentages of Associate Professor respondents (30%, $n = 21$) and Professor respondents (22%, $n = 33$) than Assistant Professor respondents (7%, $n = 6$) "strongly disagreed" with the statement. Also, a higher percentage of White Faculty respondents (29%, $n = 102$) than Faculty Respondents of Color (14%, $n = 15$) "disagreed" with this statement. Additionally, a higher percentage of Faculty Respondents with 7-15 Years of Employment (23%, $n = 27$) than those with Less Than 7 Years of Employment (8%, $n = 15$) (Faculty Respondents with More Than 15 Years of Employment [21%, $n = 37$] did not differ statistically from other groups) "strongly disagreed" that salaries for adjunct professors were competitive.

Eighteen percent ($n = 85$) of Faculty respondents "strongly agreed" or "agreed" that salaries for post-docs were competitive. A higher percentage of White Faculty respondents (13%, $n = 46$) than Faculty Respondents of Color (6%, $n = 6$) "disagreed" that salaries for post-docs were competitive.

Twenty-eight percent (*n* = 135) of Faculty respondents "strongly agreed" or "agreed" that stipends for graduate teaching and research assistantships were competitive. A higher percentage of Associate Professor respondents (11%, *n* = 8) than Professor respondents (*n* < 5) "strongly agreed" with this statement (Assistant Professor respondents [5%, *n* = 5] did not differ statistically from other groups).

Twenty percent (*n* = 100) of Faculty respondents "strongly agreed" or "agreed" that salaries were equitable across similar positions. A higher percentage of Women Faculty respondents (33%, *n* = 92) than Men Faculty respondents (19%, *n* = 36), and Faculty Respondents with More Than 15 Years of Employment (32%, *n* = 58) than those with Less Than 7 Years of Employment (21%, *n* = 38) (Faculty Respondents with 7-15 Years of Employment [28%, *n* = 33] did not differ statistically from other groups) "disagreed" that salaries were equitable across similar positions

Seventy-two percent (*n* = 353) of Faculty respondents "strongly agreed" or "agreed" that health insurance benefits were competitive, 14% (*n* = 68) "strongly agreed" or "agreed" that child care benefits were competitive, and 53% (*n* = 257) "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive.

A higher percentage of Women Faculty respondents (13%, *n* = 35) than Men Faculty respondents (5%, *n* = 9), and Faculty Respondents with 7-15 Years of Employment (16%, *n* = 18) than those with More Than 15 Years of Employment (6%, *n* = 10) (Faculty Respondents with Less Than 7 Years of Employment [10%, *n* = 18] did not differ statistically from other groups) "strongly disagreed" that child care benefits were competitive.

A higher percentage of Women Faculty respondents (14%, *n* = 38) than Men Faculty respondents (7%, *n* = 14) "strongly agreed" that retirement/supplemental benefits were competitive.

Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	23	4.6	151	30.3	150	30.1	118	23.7	56	11.2

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Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Faculty status[lxxiv]										
Assistant Professor	5	5.3	42	44.7	13	13.8	23	24.5	11	11.7
Associate Professor	< 5	---	23	30.3	7	9.2	27	35.5	16	21.1
Professor	7	4.5	42	27.3	34	22.1	52	33.8	19	12.3
Years of Employment[lxxv]										
Less Than 7 Years	9	4.9	64	34.8	63	34.2	29	15.8	19	10.3
7-15 Years	7	5.8	31	25.6	41	33.9	23	19.0	19	15.7
More Than 15 Years	6	3.3	51	28.2	45	24.9	61	33.7	18	9.9
Salaries for adjunct professors are competitive.	**6**	**1.2**	**63**	**12.9**	**213**	**43.7**	**124**	**25.5**	**81**	**16.6**
Faculty status[lxxvi]										
Assistant Professor	< 5	---	7	7.7	53	58.2	24	26.4	6	6.6
Associate Professor	0	0.0	13	18.3	19	26.8	18	25.4	21	29.6
Professor	< 5	---	14	9.3	60	39.7	42	27.8	33	21.9
Racial identity[lxxvii]										
Respondents of Color	< 5	---	12	10.9	60	54.5	15	13.6	21	19.1
White	< 5	---	47	13.4	142	40.3	102	29.0	57	16.2
Years of Employment[lxxviii]										
Less Than 7 Years	< 5	---	25	13.8	96	53.0	41	22.7	15	8.3
7-15 Years	0	0.0	20	16.8	41	34.5	31	26.1	27	22.7
More Than 15 Years	< 5	---	16	9.1	70	40.0	50	28.6	37	21.1
Salaries for post-docs are competitive.	**11**	**2.3**	**74**	**15.3**	**324**	**67.1**	**53**	**11.0**	**21**	**4.3**
Racial identity[lxxix]										
Respondents of Color	5	4.6	17	15.6	72	66.1	6	5.5	9	8.3
White	5	1.4	50	14.3	237	67.9	46	13.2	11	3.2
Stipends for graduate teaching and research assistantships are competitive.	**27**	**5.6**	**108**	**22.3**	**217**	**44.7**	**86**	**17.7**	**47**	**9.7**
Faculty Status[lxxx]										
Assistant Professor	5	5.4	21	22.6	37	39.8	17	18.3	13	14.0
Associate Professor	8	11.0	14	19.2	18	24.7	21	28.8	12	16.4
Professor	< 5	---	45	30.0	53	35.3	35	23.3	13	8.7

Table 73. Faculty Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries are equitable across similar positions.	**11**	**2.2**	**89**	**18.1**	**170**	**34.6**	**134**	**27.3**	**87**	**17.7**
Gender identity[lxxxi]										
Men	5	2.6	42	21.8	77	39.9	36	18.7	33	17.1
Women	6	2.1	46	16.3	89	31.6	92	32.6	49	17.4
Years of employment[lxxxii]										
Less Than 7 Years	5	2.8	38	21.0	73	40.3	38	21.0	27	14.9
7-15 Years	< 5	---	17	14.3	35	29.4	33	27.7	30	25.2
More Than 15 Years	< 5	---	33	18.4	57	31.8	58	32.4	30	16.8
Health insurance benefits are competitive.	**79**	**16.0**	**274**	**55.5**	**108**	**21.9**	**26**	**5.3**	**7**	**1.4**
Child care benefits are competitive.	**14**	**2.9**	**54**	**11.3**	**302**	**62.9**	**64**	**13.3**	**46**	**9.6**
Gender identity[lxxxiii]										
Men	< 5	---	21	11.1	135	71.1	22	11.6	9	4.7
Women	11	4.0	31	11.3	158	57.5	40	14.5	35	12.7
Years of employment[lxxxiv]										
Less Than 7 Years	5	2.8	16	9.0	117	65.7	22	12.4	18	10.1
7-15 Years	< 5	---	9	7.8	67	57.8	20	17.2	18	15.5
More Than 15 Years	7	4.0	28	16.1	109	62.6	20	11.5	10	5.7
Retirement/supplemental benefits are competitive.	**53**	**11.0**	**204**	**42.3**	**167**	**34.6**	**42**	**8.7**	**16**	**3.3**
Gender identity[lxxxv]										
Men	14	7.4	90	47.6	71	37.6	11	5.8	< 5	---
Women	38	13.7	108	38.8	94	33.8	25	9.0	13	4.7

Note: Table reports responses only from Faculty respondents (*n* = 467).

Eighteen percent (*n* = 88) of Faculty respondents "strongly agreed" or "agreed" that URI provided adequate resources to help them manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation) (Table 74). No statistically significant differences were found between groups.

Fifty-six percent (*n* = 278) of Faculty respondents "strongly agreed" or "agreed" that their colleagues included them in opportunities that would help their career as much as they did others

in their position. Higher percentages of Faculty Respondents with More Than 15 Years of Employment (14%, $n = 25$) and those with 7-15 Years of Employment (13%, $n = 16$) than Faculty Respondents with Less Than 7 Years of Employment (4%, $n = 8$) "disagreed" that their colleagues included them in opportunities that would help their career as much as they did others in their position.

Fifty-five percent ($n = 273$) of Faculty respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. No statistically significant differences were found between groups.

Forty-eight percent ($n = 237$) of Faculty respondents "strongly agreed" or "agreed" that URI provided them with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling). A higher percentage of Assistant Professor respondents (47%, $n = 44$) than Professor respondents (31%, $n = 47$) and Associate Professor respondents (23%, $n = 17$) "agreed" that URI provided them with resources to pursue professional development. A higher percentage of Men Faculty respondents (29%, $n = 56$) than Women Faculty respondents (17%, $n = 17$) "disagreed" with this statement. Also, by years of employment: 45% ($n = 84$) of Faculty Respondents with Less Than 7 Years of Employment compared with 31% each of Faculty Respondents with 7-15 Years ($n = 37$) and More Than 15 Years of Employment ($n = 56$) "agreed"; 31% ($n = 55$) of Faculty Respondents with More Than 15 Years of employment compared with 31% ($n = 55$) of Faculty Respondents with Less Than 7 Years of Employment (13%, $n = 24$) "disagreed"; and 19% ($n = 22$) of Faculty Respondents with 7-15 Years of Employment compared with 9% ($n = 16$) of Faculty Respondents with Less Than 7 Years of Employment "strongly disagreed" that URI provided them with resources to pursue professional development (Faculty respondents with More Than 15 Years of Employment [13%, $n = 23$] did not differ statistically from other groups).

Table 74. Faculty Respondents' Perceptions of Work-Life Balance

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
URI provides adequate resources to help me manage work-life balance (e.g., child	**14**	**2.8**	**74**	**15.0**	**205**	**41.7**	**138**	**28.0**	**61**	**12.4**

Table 74. Faculty Respondents' Perceptions of Work-Life Balance

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
care, wellness services, elder care, housing location assistance, transportation).										
My coworkers include me in opportunities that will help my career as much as they do others in my position.	**73**	**14.7**	**205**	**41.4**	**139**	**28.1**	**51**	**10.3**	**27**	**5.5**
Years of employment[lxxxvi]										
Less Than 7 Years	28	15.1	96	51.9	44	23.8	8	4.3	9	4.9
7-15 Years	17	14.2	44	36.7	36	30.0	16	13.3	7	5.8
More Than 15 Years	26	14.6	62	34.8	55	30.9	25	14.0	10	5.6
The performance evaluation process is clear.	**61**	**12.2**	**212**	**42.6**	**119**	**23.9**	**80**	**16.1**	**26**	**5.2**
URI provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	**56**	**11.2**	**181**	**36.3**	**90**	**18.1**	**108**	**21.7**	**63**	**12.7**
Faculty status[lxxxvii]										
Assistant Professor	10	10.6	44	46.8	16	17.0	17	18.1	7	7.4
Associate Professor	6	8.0	17	22.7	18	24.0	20	26.7	14	18.7
Professor	12	7.8	47	30.7	21	13.7	48	31.4	25	16.3
Gender identity[lxxxviii]										
Men	19	9.8	55	28.5	38	19.7	56	29.0	25	13.0
Women	35	12.2	123	42.7	47	16.3	48	16.7	35	12.2
Years of employment[lxxxix]										
Less Than 7 Years	26	14.0	84	45.2	36	19.4	24	12.9	16	8.6
7-15 Years	11	9.2	37	31.1	25	21.0	24	20.2	22	18.5
More Than 15 Years	19	10.6	56	31.1	27	15.0	55	30.6	23	12.8

Note: Table reports responses only from Faculty respondents (*n* = 485).

As noted in Table 75, 58% (*n* = 287) of Faculty respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at URI. A higher percentage of Faculty Respondents with 7-15 Years of Employment (21%, *n* = 25) than Faculty Respondents with Less Than 7 Years of Employment (7%, *n* = 13) "disagreed" that they felt positive about their career

opportunities at URI (Faculty Respondents with More Than 15 Years of Employment [11%, n = 20] did not differ statistically form other groups).

Sixty-five percent (n = 325) of Faculty respondents "strongly agreed" or "agreed" that they would recommend URI as a good place to work. By faculty status, a higher percentage of Assistant Professor respondents (53%, n = 50) than Associate Professor respondents (34%, n = 26) "agreed" (Professor respondents [50%, n = 77] did not differ statistically from other groups), and a higher percentage of Associate Professor respondents (16%, n = 12) than Professor respondents (6%, n = 9) and Assistant Professor respondents (0%) "disagreed" that they would recommend URI as a good place to work. A higher percentage of Men Faculty respondents (24%, n = 46) than Women Faculty respondents (14%, n = 42) "strongly agreed" with this statement. A higher percentage of White Faculty respondents (51%, n = 185) than Faculty Respondents of Color (34%, n = 39) "agreed" that they would recommend URI as a good place to work. Higher percentages of Faculty Respondents with Less Than 7 Years of Employment (54%, n = 100) and those with More Than 15 Years of Employment (50%, n = 90) than Faculty Respondents with 7-15 Years of Employment (34%, n = 41) "agreed" with this statement. By disability status, a higher percentage of Faculty Respondents with At Least One Disability (14%, n = 7) than those with No Disability (5%, n = 23) "disagreed" that they would recommend URI as a good place to work.

Sixty-eight percent (n = 334) of Faculty respondents "strongly agreed" or "agreed" that they had job security. A higher percentage of Women Faculty respondents (8%, n = 24) than Men Faculty respondents (3%, n = 6), and Faculty Respondents with At Least One Disability (15%, n = 8) than those with No Disability (5%, n = 23) "strongly disagreed" that they had job security. Also, higher percentages of Faculty Respondents with More Than 15 Years of Employment (42%, n = 75) and 7-15 Years of Employment (30%, n = 35) than Faculty respondents with Less than 7 Years of Employment (14%, n = 26) "strongly agreed"; and a higher percentage of Faculty Respondents with Less than 7 Years of Employment (17%, n = 31) than Faculty Respondents with More Than 15 Years of Employment (6%, n = 10) "disagreed" with this statement (Faculty respondents with 7-15 Years of employment did not differ statistically from other groups).

Nineteen percent (*n* = 94) of Faculty respondents "strongly agreed" or "agreed" that they would like more opportunities to participate in substantive committee assignments. A higher percentage of Faculty Respondents of Color (7%, *n* = 8) than White Faculty respondents (2%, *n* = 6) "strongly agreed" that they would like more opportunities to participate in substantive committee assignments.

Sixty percent (*n* = 299) of Faculty respondents "strongly agreed" or "agreed" that they had opportunities to participate in substantive committee assignments No statistically significant differences were found between groups.

Table 75. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Positive about my career opportunities at URI.	**73**	**14.7**	**214**	**43.1**	**122**	**24.5**	**59**	**11.9**	**29**	**5.8**
Years of employment[xc]										
Less Than 7 Years	32	17.1	93	49.7	41	21.9	13	7.0	8	4.3
7-15 Years	13	11.0	42	35.6	29	24.6	25	21.2	9	7.6
More Than 15 Years	27	15.1	76	42.5	45	25.1	20	11.2	11	6.1
I would recommend URI as a good place to work.	**88**	**17.5**	**237**	**47.2**	**123**	**24.5**	**30**	**6.0**	**24**	**4.8**
Faculty status[xci]										
Assistant Professor	13	13.8	50	53.2	25	26.6	0	0.0	6	6.4
Associate Professor	11	14.5	26	34.2	24	31.6	12	15.8	< 5	---
Professor	30	19.5	77	50.0	29	18.8	9	5.8	9	5.8
Gender identity[xcii]										
Men	46	23.7	88	45.4	47	24.2	5	2.6	8	4.1
Women	42	14.4	143	49.0	71	24.3	23	7.9	13	4.5

Table 75. Faculty Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[xciii]										
Respondents of Color	19	16.4	39	33.6	42	36.2	9	7.8	7	6.0
White	66	18.3	185	51.4	75	20.8	20	5.6	14	3.9
Years of employment[xciv]										
Less Than 7 Years	34	18.2	100	53.5	39	20.9	5	2.7	9	4.8
7-15 Years	20	16.7	41	34.2	45	37.5	10	8.3	< 5	---
More Than 15 Years	33	18.1	90	49.5	35	19.2	15	8.2	9	4.9
Disability[xcv]										
At Least One Disability	6	12.0	15	30.0	19	38.0	7	14.0	< 5	---
No Disability	82	18.3	221	49.3	102	22.8	23	5.1	20	4.5
I have job security.	**137**	**27.7**	**197**	**39.9**	**77**	**15.6**	**52**	**10.5**	**31**	**6.3**
Gender identity[xcvi]										
Men	68	35.2	79	40.9	24	12.4	16	8.3	6	3.1
Women	66	23.2	111	38.9	50	17.5	34	11.9	24	8.4
Years of employment[xcvii]										
Less Than 7 Years	26	14.1	66	35.7	46	24.9	31	16.8	16	8.6
7-15 Years	35	29.7	47	39.8	14	11.9	11	9.3	11	9.3
More Than 15 Years	75	41.7	77	42.8	14	7.8	10	5.6	< 5	---
Disability status[xcviii]										
At Least One Disability	10	19.2	18	34.6	13	25.0	< 5	---	8	15.4
No Disability	125	28.5	178	40.6	64	14.6	48	11.0	23	5.3
I would like more opportunities to participate in substantive committee assignments.	**14**	**2.8**	**80**	**16.3**	**203**	**41.3**	**143**	**29.1**	**52**	**10.6**
Racial identity[xcix]										
Respondents of Color	8	7.0	23	20.2	50	43.9	15	13.2	18	15.8
White	6	1.7	51	14.4	143	40.4	121	34.2	33	9.3
I have opportunities to participate in substantive committee assignments.	**80**	**16.2**	**219**	**44.2**	**129**	**26.1**	**56**	**11.3**	**11**	**2.2**

Note: Table reports responses only from Faculty respondents (*n* = 510).

Qualitative Comment Analyses

One hundred-nine Faculty respondents elaborated on their workplace experiences at the institution. Three themes emerged from the responses: Issues with low compensation, limited professional development opportunities and funds, as well as lack of support for faculty with families.

Issues With Low Compensation. Faculty respondents shared the perception that URI provided low compensation for faculty. Respondents provided comments such as "Starting salaries, especially, are garbage and insulting. They entrench resentment towards the university," "The salaries are bad. I should be earning at least $15,000 per year more," and "Salaries are not competitive at all and they are also not rooted in equity." Some respondents noted that the compensation they received was not appropriate for the region in which URI is located. One respondent wrote, "Salaries in the tenure ranks are not regionally competitive." Another respondent stated, "The cost of living in RI and the surrounding area makes the starting wages and increases less valuable than in other places. Struggling to pay rent or buy a house compared to those in other states who are making the same rates." One Faculty respondent added, "Cost of living in SK is very high. Starting salaries are not competitive."

Other Faculty respondents noted that compensation was inequitably distributed across positions and disciplines at the institution. One respondent named, "The salary needs to be re-evaluated. The salaries are not equitable across similar positions. There is no reason a lecturer in one department should make less than a lecturer in another department if they are both required to fulfill the same amount of teaching hours." Another Faculty respondent wrote, "Faculty salaries across departments are not equitable, e.g., faculty in engineering make more than similar positions in some of the Arts & Sciences positions, e.g. the languages." One Faculty respondent added, "There are salary groupings at URI where a person with my same formation and even worse academic formation goes to another department and earns 30K more for the same position and the same workload."

Limited Professional Development Opportunities and Funds. Faculty respondents stated that they had limited professional development opportunities and funds, which shaped their experiences at the institution. Several respondents commented on the lack of funds to engage in

professional development. These respondents provided statements like "resources for professional development are very meager (about $210 per year)," "I pay for all conference travel myself through grant funds," and "URI does not provide me with resources to pursue professional development. This is an issue of FUNDING and TIME." One respondent stated, "Lack of professional development resources was the worst thing for me. After a while I could not justify to my family spending our money to attend professional meetings." Another respondent wrote, "We receive 150 dollars per year or semester for travel. This is unbelievable! Small colleges get more than 1000. Yet, we are expected to present and engage in national and regional service. Seems the expectations are too high for the support provided."

Additionally, other Faculty respondents stated that they did not see enough professional development opportunities at the institution. One respondent wrote, "I feel I have very limited access to professional development through the university. The ATL offerings are good, but their offerings are just related to teaching and teaching is only a portion of our jobs. I feel that is very little opportunity to get exposed to professional development that can aid in career growth." Another respondent wrote, "I would like opportunities for leadership development and training." One respondent added, "The nature of my position, in addition to lack of professional support by a couple of faculty in the department, make professional development impossible within my position."

Lack of Support for Faculty With Families. Faculty respondents indicated that they experienced a lack of support for faculty who had families. Respondents provided comments such as "No child care benefits for me when I needed it," "I think URI is drastically behind in not having a daycare and providing childcare on campus," and "URI can do a better job for their faculty with children. Especially during the pandemic, faculty with children at home had no substantive help." One Faculty respondent stated, "There are very little supports for parents with young children. No daycare, no policies especially as they relate to COVID and childcare. I worry about the impact of child-related COVID issues on female faculty's P+T timelines." Another Faculty respondent shared, "The university has a serious problem regarding family benefits. Six weeks of paid leave is nothing after the birth of a child. Furthermore, women shoulder the work burden of raising children and taking care of the households, as this COVID pandemic is showing nationwide, and there is no university recognition of this additional burden."

Faculty Respondents' Sense of Belonging at URI

As mentioned previously in this report, the survey contained another outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on the nine sub-items of survey question 109, which produced the *Faculty Sense of Belonging* factor (Table 76).

Table 76. Survey Items Included in the *Faculty Sense of Belonging* Factor Analyses

Scale	Survey question
Faculty Sense of Belonging	I feel valued by faculty in my department/program.
	I feel valued by my department/program chair.
	I feel valued by other faculty at URI.
	I feel valued by students in the classroom.
	I feel valued by URI senior administrators (e.g., dean, vice president, provost).
	I feel that URI climate encourages open discussion of difficult topics.
	I feel that URI values my **research/scholarship**.
	I feel that URI values my **teaching**.
	I feel that URI values my **service** contributions.

The factor score for *Faculty Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .927, which is high, meaning that the scale produced consistent results.[72] Higher scores on the *Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at URI.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Respondents of Color, Multiracial, White)

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[72] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

- Years of employment (Less Than 7 Years, 7 to 15 Years, More Than 15 Years)
- Disability status (At Least One Disability, No Disability)

Means Testing Results

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

Gender Identity

No significant difference existed in the overall test for means for Faculty respondents by gender identity. The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by gender identity were run.

Racial Identity

No significant difference existed in the overall test for means for Faculty respondents by racial identity. The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by racial identity were run.

Years of Employment

No significant difference existed in the overall test for means for Faculty respondents by years of employment. The overall test was not significant, so no subsequent analyses on *Faculty Sense of Belonging* by years of employment were run.

Disability Status

A significant difference existed in the overall test for means for Faculty respondents by disability status on *Faculty Sense of Belonging*, $t(497) = 3.71$, $p < .001$, $d = 0.54$ (Table 77). This finding suggests that Faculty Respondents with No Disability had higher *Faculty Sense of Belonging* scores than Faculty Respondents with At Least One Disability.

Table 77. Faculty Respondents' *Sense of Belonging* by Disability Status

Disability status		n	Mean	Std. dev.
	At Least One Disability	52	3.31	0.84
	No Disability	447	3.71	0.74
Mean difference			-0.40*	

*$p < .01$

Faculty Respondents' Perception of Climate

Table 78 depicts Faculty respondents' attitudes about certain aspects of the climate in their departments/programs and at URI. Chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Non-Tenure-Track, or PFE/Per-Course Academic Appointment; Assistant Professor, Associate Professor, Professor), gender identity, racial identity, years of employment, and disability status. Significant findings including frequencies are published below.

Twenty-two percent ($n = 107$) of Faculty respondents "strongly agreed" or "agreed" that faculty in their departments/program prejudged their abilities based on their perception of their identity/background. A higher percentage of Faculty Respondents of Color (15%, $n = 17$) than White respondents (4%, $n = 13$) "strongly agreed" that faculty in their departments/program prejudged their abilities based on their perception of their identity/background. Also, a higher percentage of Faculty Respondents with at Least One Disability (30%, $n = 15$) than those with No Disability (14%, $n = 60$) "agreed" with this statement.

Sixteen percent ($n = 79$) of Faculty respondents "strongly agreed" or "agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background. A higher percentage of Faculty Respondents of Color (15%, $n = 17$) than White respondents (3%, $n = 10$) "strongly agreed" that their department/program chairs prejudged their abilities based on their perception of their identity/background.

Sixty-four percent ($n = 320$) of Faculty respondents "strongly agreed" or "agreed" that they felt connected to coworkers. A higher percentage Faculty Respondents with More Than 15 Years of Employment (27%, $n = 49$) than those with Less Than 7 Years of Employment (15%, $n = 27$) "strongly agreed" with this statement (Faculty Respondents with 7-15 Years of Employment [21%, $n = 25$] did not differ statistically from other groups). Also, 15% each of Faculty Respondents with Less Than 7 Years of Employment ($n = 28$) and 7-15 Years of Employment ($n = 18$) compared with those with More Than 15 Years of Employment (6%, $n = 10$) "disagreed" that they felt connected to coworkers.

Sixty-eight percent ($n = 337$) of Faculty respondents "strongly agreed" or "agreed" that they belonged at URI. A higher percentage of Faculty Respondents with Less Than 7 Years of

Employment (11%, $n = 21$) than those with 7-15 Years of Employment ($n < 5$) "disagreed" with this statement (Faculty Respondents with More Than 15 Years of Employment [5%, $n = 9$] did not differ statistically from other groups). A higher percentage of Faculty Respondents with At Least One Disability (18%, $n = 9$) than those with No Disability (6%, $n = 27$) "disagreed" that they belonged at URI.

Table 78. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	**32**	**6.5**	**75**	**15.3**	**126**	**25.7**	**147**	**29.9**	**111**	**22.6**
Racial identity[c]										
Respondents of Color	17	14.9	24	21.1	27	23.7	23	20.2	23	20.2
White	13	3.7	49	14.0	89	25.4	118	33.6	82	23.4
Disability status[ci]										
At Least One Disability	5	10.0	15	30.0	12	24.0	9	18.0	9	18.0
No Disability	27	6.2	60	13.7	112	25.6	137	31.4	101	23.1
That my department/program chair prejudges my abilities based on their perception of my identity/background.	**29**	**6.0**	**50**	**10.3**	**125**	**25.7**	**139**	**28.6**	**143**	**29.4**
Racial identity[cii]										
Respondents of Color	17	15.0	19	16.8	24	21.2	25	22.1	28	24.8
White	10	2.9	29	8.4	92	26.5	109	31.4	107	30.8
Connected to coworkers.	**103**	**20.7**	**217**	**43.6**	**99**	**19.9**	**58**	**11.6**	**21**	**4.2**
Years of employment[ciii]										
Less Than 7 Years	27	14.5	88	47.3	35	18.8	28	15.1	8	4.3
7-15 Years	25	20.8	46	38.3	27	22.5	18	15.0	< 5	---
More Than 15 Years	49	27.4	80	44.7	32	17.9	10	5.6	8	4.5
That I belong at URI.	**134**	**27.2**	**203**	**41.2**	**104**	**21.1**	**36**	**7.3**	**16**	**3.2**

Table 78. Faculty Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Years of Employment[civ]										
Less Than 7 Years	46	25.0	78	42.4	35	19.0	21	11.4	< 5	---
7-15 Years	27	22.7	56	47.1	30	25.2	< 5	---	< 5	---
More Than 15 Years	59	33.3	66	37.3	35	19.8	9	5.1	8	4.5
Disability status[cv]										
At Least One Disability	8	15.7	20	39.2	12	23.5	9	17.6	< 5	---
No Disability	125	28.5	182	41.6	91	20.8	27	6.2	13	3.0

Note: Table reports responses only from Faculty respondents (*n* = 510).

Seven percent (*n* = 34) of Faculty respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at URI (Table 79). A higher percentage of Faculty Respondents of Color (11%, *n* = 13) than White Faculty respondents (3%, *n* = 10) "agreed" that their English-speaking skills limit their ability to be successful.

Six percent (*n* = 31) of Faculty respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at URI (Table 79). A higher percentage of Faculty Respondents of Color (10%, *n* = 11) than White Faculty respondents (3%, *n* = 11) "agreed" that their English-writing skills limit their ability to be successful.

Table 79. Faculty Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I feel that my English speaking skills limit my ability to be successful at URI.	**10**	**2.0**	**24**	**4.9**	**69**	**14.0**	**97**	**19.7**	**292**	**59.3**
Racial identity[cvi]										
Respondents of Color	5	4.4	13	11.4	24	21.1	31	27.2	41	36.0
White	< 5	---	10	2.8	39	11.1	61	17.3	238	67.6
I feel that my English writing skills limit my ability to be successful at URI.	**8**	**1.6**	**23**	**4.7**	**68**	**13.8**	**97**	**19.8**	**295**	**60.1**

Table 79. Faculty Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Racial identity[cvii]										
Respondents of Color	< 5	---	11	9.8	25	22.3	32	28.6	40	35.7
White	< 5	---	11	3.1	37	10.5	60	17.0	242	68.6

Note: Table reports responses only from Faculty respondents (*n* = 510).

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

Several survey items queried Staff respondents about their opinions regarding work-life issues, support, and resources available at URI. Chi-square analyses were conducted by staff status (Classified-Administrative/Technical, Classified-Service/Maintenance and Non-Classified), gender identity, racial identity, years of employment, and disability status. Significant findings including frequencies are published below in Table 80 through Table 83.[73]

Sixty-five percent (*n* = 529) of Staff respondents "strongly agreed" or "agreed" that they had supervisors who gave them job/career advice or guidance when they needed it (Table 80). A higher percentage of Non-Classified Staff respondents (35%, *n* = 199) than Classified-Administrative/Technical Staff respondents (22%, *n* = 39) and Classified-Service/Maintenance Staff respondents (19%, *n* = 12) "strongly agreed" that they had supervisors who gave them job/career advice or guidance when they needed it. Also, a higher percentage of Classified-Service/Maintenance Staff respondents (19%, *n* = 12) than Non-Classified Staff respondents (7%, *n* = 38) and Classified-Administrative/Technical Staff respondents (7%, *n* = 12) "strongly disagreed" with this statement. A higher percentage of Men Staff respondents (12%, *n* = 27) than Women Staff respondents (6%, *n* = 31), and Staff Respondents with At Least One Disability (17%, *n* = 16) than those with No Disability (6%, *n* = 45) "strongly disagreed" that they had supervisors who gave them job/career advice or guidance when they needed it. By years of employment, a higher percentage of Staff Respondents with Less Than 7 Years of Employment (36%, *n* = 123) than those with More Than 15 Years of Employment (25%, *n* = 59) "strongly

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[73] With the CSWG's approval, gender identity was recoded into the categories Women and Men to maintain response confidentiality. Racial identity was recoded as Respondents of Color (including Multiracial) and White. Disability Status was recoded as At Least One Disability and No Disability.

agreed" with this statement (Staff Respondents with 7-15 Years of Employment [28%, $n = 65$] did not differ statistically from other groups).

Seventy-two percent ($n = 582$) of Staff respondents "strongly agreed" or "agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it. A higher percentage of Non-Classified Staff respondents (34%, $n = 194$) than Classified-Service/Maintenance Staff respondents (18%, $n = 12$) "strongly agreed" that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it (Classified-Administrative/Technical Staff respondents [25%, $n = 45$] did not differ statistically from other groups). A higher percentage of Women Staff respondents (44%, $n = 245$) than Men Staff respondents (36%, $n = 81$) "agreed" with this statement. By years of employment, a higher percentage of Staff Respondents with Less Than 7 Years of Employment (35%, $n = 118$) than those with More Than 15 Years of Employment (24%, $n = 56$) "strongly agreed" (Staff Respondents with 7-15 Years of Employment [32%, $n = 74$] did not differ statistically from other groups), and a higher percentage of Staff Respondents with 7-15 Years of Employment (7%, $n = 15$) than those with Less Than 7 Years of Employment (2%, $n = 6$) "strongly disagreed" (Staff Respondents with More Than 15 Years of Employment [4%, $n = 10$] did not differ statistically from other groups) that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it.

Fifty-one percent ($n = 414$) of Staff respondents "strongly agreed" or "agreed" that they were included in opportunities that would help their careers as much as others in similar positions. A higher percentage of Classified-Service/Maintenance Staff respondents (22%, $n = 14$) than Non-Classified Staff respondents (8%, $n = 44$) "strongly disagreed" that they were included in opportunities that would help their careers as much as others in similar positions (Classified-Administrative/Technical Staff respondents [11%, $n = 19$] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (26%, $n = 90$) than those with More Than 15 Years of Employment (16%, $n = 36$) "strongly agreed", and a higher percentage of Staff Respondents with Less Than 7 Years of Employment (37%, $n = 125$) than those with 7-15 Years of Employment (23%, $n = 53$) and More Than 15 Years of Employment (24%, $n = 56$) "agreed" with this statement. A higher percentage of Staff Respondents with At Least One Disability (18%, $n = 17$) than those with No Disability (8%, $n =$

59) "strongly disagreed" that they were included in opportunities that would help their careers as much as others in similar positions.

Table 80. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	**250**	**30.7**	**279**	**34.2**	**135**	**16.6**	**89**	**10.9**	**62**	**7.6**
Staff status[cviii]										
Non-Classified	199	34.9	183	32.0	87	15.2	64	11.2	38	6.7
Classified-Service/Maintenance	12	18.5	22	33.8	10	15.4	9	13.8	12	18.5
Classified-Administrative/Technical	39	21.8	74	41.3	38	21.2	16	8.9	12	6.7
Gender identity[cix]										
Men	66	28.9	75	32.9	37	16.2	23	10.1	27	11.8
Women	175	31.2	200	35.7	96	17.1	59	10.5	31	5.5
Years of employment[cx]										
Less Than 7 Years	123	36.0	117	34.2	54	15.8	32	9.4	16	4.7
7-15 Years	65	28.1	83	35.9	32	13.9	33	14.3	18	7.8
More Than 15 Years	59	25.2	77	32.9	48	20.5	22	9.4	28	12.0
Disability status[cxi]										
At Least One Disability	24	25.0	28	29.2	20	20.8	8	8.3	16	16.7
No Disability	224	31.5	250	35.2	111	15.6	81	11.4	45	6.3
I have coworkers/colleagues who give me job/career advice or guidance when I need it.	**251**	**30.9**	**331**	**40.8**	**142**	**17.5**	**56**	**6.9**	**31**	**3.8**
Staff status[cxii]										
Non-Classified	194	34.2	229	40.3	86	15.1	39	6.9	20	3.5
Classified-Service/Maintenance	12	18.2	27	40.9	14	21.2	7	10.6	6	9.1
Classified-Administrative/Technical	45	25.4	75	42.4	42	23.7	10	5.6	5	2.8
Gender identity[cxiii]										
Men	63	27.9	81	35.8	48	21.2	21	9.3	13	5.8
Women	177	31.7	245	43.9	88	15.8	31	5.6	17	3.0

Table 80. Staff Respondents' Perceptions of Workplace Climate

Perception	Strongly agree n	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
Years of employment[cxiv]										
Less Than 7 Years	118	34.9	147	43.5	51	15.1	16	4.7	6	1.8
7-15 Years	74	32.2	88	38.3	31	13.5	22	9.6	15	6.5
More Than 15 Years	56	23.9	94	40.2	58	24.8	16	6.8	10	4.3
I am included in opportunities that will help my career as much as others in similar positions.	**178**	**22.0**	**236**	**29.1**	**185**	**22.8**	**134**	**16.5**	**77**	**9.5**
Staff status[cxv]										
Non-Classified	141	24.9	167	29.5	121	21.3	94	16.6	44	7.8
Classified-Service/Maintenance	8	12.3	18	27.7	15	23.1	10	15.4	14	21.5
Classified-Administrative/Technical	29	16.3	51	28.7	49	27.5	30	16.9	19	10.7
Years of employment[cxvi]										
Less Than 7 Years	90	26.4	125	36.7	61	17.9	46	13.5	19	5.6
7-15 Years	50	21.8	53	23.1	59	25.8	39	17.0	28	12.2
More Than 15 Years	36	15.6	56	24.2	62	26.8	47	20.3	30	13.0
Disability status[cxvii]										
At Least One Disability	15	15.8	21	22.1	19	20.0	23	24.2	17	17.9
No Disability	163	23.1	212	30.0	165	23.3	108	15.3	59	8.3

Note: Table reports responses only from Staff respondents ($n = 820$).

Table 81 illustrates that 33% ($n = 266$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was clear. A higher percentage of Non-Classified Staff respondents (14%, $n = 81$) than Classified-Administrative/Technical Staff respondents (7%, $n = 12$) "strongly agreed" that the performance evaluation process was clear (Classified-Service/Maintenance Staff respondents [10%, $n = 6$] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (26%, $n = 89$) than those with 7-15 Years of Employment (18%, $n = 40$) and with More Than 15 Years of Employment (16%, $n = 36$) "agreed" with this statement.

Twenty-seven percent ($n = 217$) of Staff respondents "strongly agreed" or "agreed" that the performance evaluation process was productive. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (24%, $n = 81$) than those with 7-15 Years of Employment

(14%, $n = 32$) and with More Than 15 Years of Employment (12%, $n = 27$) "agreed" with this statement.

Table 81. Staff Respondents' Perceptions of Performance Evaluation Process

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
The performance evaluation process is clear.	**99**	**12.2**	**167**	**20.6**	**200**	**24.7**	**179**	**22.1**	**164**	**20.3**
Staff status[cxviii]										
Non-Classified	81	14.3	114	20.1	132	23.3	126	22.2	114	20.1
Classified-Service/Maintenance	6	9.5	18	28.6	11	17.5	9	14.3	19	30.2
Classified-Administrative/Technical	12	6.7	35	19.6	57	31.8	44	24.6	31	17.3
Years of employment[cxix]										
Less Than 7 Years	50	14.7	89	26.2	79	23.2	73	21.5	49	14.4
7-15 Years	29	12.7	40	17.5	59	25.8	44	19.2	57	24.9
More Than 15 Years	19	8.2	36	15.6	60	26.0	61	26.4	55	23.8
The performance evaluation process is productive.	**76**	**9.5**	**141**	**17.7**	**250**	**31.4**	**162**	**20.4**	**167**	**21.0**
Years of employment[cxx]										
Less Than 7 Years	36	10.7	81	24.0	105	31.2	67	19.9	48	14.2
7-15 Years	24	10.6	32	14.2	68	30.1	47	20.8	55	24.3
More Than 15 Years	15	6.7	27	12.1	75	33.5	47	21.0	60	26.8

Note: Table reports responses only from Staff respondents ($n = 820$).

Seventy-three percent ($n = 587$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided adequate support for them to manage work-life balance (Table 82). Higher percentages of Non-Classified Staff respondents (43%, $n = 239$) and Classified-Administrative/Technical Staff respondents (37%, $n = 65$) than Classified-Service/Maintenance Staff respondents (19%, $n = 12$) "strongly agreed" that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (47%, $n = 158$) than Staff Respondents with 7-15 Years of Employment (33%, $n = 75$) and with More Than 15 Years of Employment (34%, $n = 77$) "strongly agreed" with this statement. By disability status, a higher percentage of Staff Respondents with At Least One Disability (10%, $n = 9$) than those with No Disability (4%, $n = $

27) "strongly disagreed" that their supervisors provided adequate support for them to manage work-life balance.

Thirty-four percent (*n* = 273) of Staff respondents "strongly agreed" or "agreed" that URI provided adequate support to help them to manage work-life balance. A higher percentage of Classified-Service/Maintenance Staff respondents (42%, *n* = 27) than Classified-Administrative/Technical Staff respondents (24%, *n* = 43) and Non-Classified Staff respondents (24%, *n* = 132) "agreed" that their supervisors provided adequate support for them to manage work-life balance. A higher percentage of Staff Respondents with At Least One Disability (14%, *n* = 13) than those with No Disability (6%, *n* = 41) "strongly disagreed" with this statement.

Twenty-two percent (*n* = 176) of Staff respondents "strongly agreed" or "agreed" that they were burdened by work responsibilities beyond those of their colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments). A higher percentage of Staff Respondents with 7-15 Years of Employment (12%, *n* = 27) than Staff Respondents with Less Than 7 Years of Employment (5%, *n* = 17) "strongly agreed" with this statement (Staff Respondents with More Than 15 Years of Employment [8%, *n* = 19] did not differ statistically from other groups).

Thirty-five percent (*n* = 279) of Staff respondents "strongly agreed" or "agreed" that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). A higher percentage of Women Staff respondents (29%, *n* = 157) than Men Staff respondents (17%, *n* = 38) "disagreed" that they performed more work than colleagues with similar performance expectations.

Table 82. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree *n*	%	Agree *n*	%	Neither agree nor disagree *n*	%	Disagree *n*	%	Strongly disagree *n*	%
My supervisor provides adequate support for me to manage work-life balance.	**316**	**39.3**	**271**	**33.7**	**119**	**14.8**	**62**	**7.7**	**36**	**4.5**

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Table 82. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Staff status[cxxi]										
Non-Classified	239	42.5	183	32.6	74	13.2	42	7.5	24	4.3
Classified-Service/Maintenance	12	18.5	24	36.9	16	24.6	7	10.8	6	9.2
Classified-Administrative/Technical	65	36.7	64	36.2	29	16.4	13	7.3	6	3.4
Years of employment[cxxii]										
Less Than 7 Years	158	46.6	111	32.7	35	10.3	20	5.9	15	4.4
7-15 Years	75	33.0	85	37.4	35	15.4	21	9.3	11	4.8
More Than 15 Years	77	33.6	75	32.8	46	20.1	21	9.2	10	4.4
Disability status[cxxiii]										
At Least One Disability	29	31.2	21	22.6	21	22.6	13	14.0	9	9.7
No Disability	285	40.5	247	35.1	97	13.8	47	6.7	27	3.8
URI provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	**71**	**8.9**	**202**	**25.2**	**362**	**45.1**	**113**	**14.1**	**54**	**6.7**
Staff status[cxxiv]										
Non-Classified	50	8.9	132	23.5	249	44.4	88	15.7	42	7.5
Classified-Service/Maintenance	6	9.2	27	41.5	23	35.4	5	7.7	< 5	---
Classified-Administrative/Technical	15	8.5	43	24.4	90	51.1	20	11.4	8	4.5
Disability status[cxxv]										
At Least One Disability	6	6.3	14	14.7	47	49.5	15	15.8	13	13.7
No Disability	64	9.2	185	26.5	311	44.5	98	14.0	41	5.9
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	**64**	**8.0**	**112**	**13.9**	**259**	**32.2**	**287**	**35.7**	**83**	**10.3**
Years of employment[cxxvi]										
Less Than 7 Years	17	5.0	49	14.5	100	29.5	128	37.8	45	13.3
7-15 Years	27	11.8	30	13.2	71	31.1	82	36.0	18	7.9
More Than 15 Years	19	8.3	33	14.4	84	36.7	74	32.3	19	8.3

Table 82. Staff Respondents' Perceptions of Work-Life Issues

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I perform more work than coworkers with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	**108**	**13.4**	**171**	**21.3**	**267**	**33.2**	**201**	**25.0**	**57**	**7.1**
Gender identity[cxxvii]										
Men	37	16.4	53	23.5	88	38.9	38	16.8	10	4.4
Women	64	11.6	114	20.7	172	31.2	157	28.5	44	8.0

Note: Table reports responses only from Staff respondents (*n* = 820).

Fifty-nine percent (*n* = 476) of Staff respondents "strongly agreed" or "agreed" that they were able to complete their assigned duties during scheduled hours (Table 83). A higher percentage of Non-Classified Staff respondents (21%, *n* = 115) than Classified-Administrative/Technical Staff respondents (9%, *n* = 16) "disagreed" that they were able to complete their assigned duties during scheduled hours (Classified-Service/Maintenance Staff respondents [9%, *n* = 6] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (32%, *n* = 107) than Staff Respondents with 7-15 Years of Employment (18%, *n* = 41) and those with More Than 15 Years of Employment (15%, *n* = 33) "strongly agreed" with this statement.

Forty-eight percent (*n* = 393) of Staff respondents "strongly agreed" or "agreed" that their workload increased without additional compensation as a result of other staff departures (e.g., retirement positions not filled). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (28%, *n* = 97) than Staff Respondents with 7-15 Years of Employment (17%, *n* = 39) and those with More Than 15 Years of Employment (14%, *n* = 33) "disagreed" with this statement.

Twenty-nine percent (*n* = 230) of Staff respondents "strongly agreed" or "agreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours. A higher percentage of Classified-Administrative/Technical Staff respondents

(17%, n = 31) than Non-Classified Staff respondents (10%, n = 57) "strongly disagreed" that they were pressured by departmental/program work requirements that occurred outside of normally scheduled hours (Classified-Service/Maintenance Staff respondents [11%, n = 7] did not differ statistically from other groups). A higher percentage of Men Staff respondents (13%, n = 29) than Women Staff respondents (7%, n = 38), and Staff Respondents with At Least One Disability (15%, n = 14) than Staff Respondents with No Disability (8%, n = 58) "strongly agreed" with this statement.

Sixty-nine percent (n = 562) of Staff respondents "strongly agreed" or "agreed" that they were given a reasonable time frame to complete assigned responsibilities. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (29%, n = 98) than Staff Respondents with 7-15 Years of Employment (15%, n = 35) and those with More Than 15 Years of Employment (16%, n = 38) "strongly agreed" that they were given a reasonable time frame to complete assigned responsibilities.

Fifty-three percent (n = 426) of Staff respondents "strongly agreed" or "agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others. A higher percentage of Staff Respondents with More Than 15 Years of Employment (30%, n = 68) than Staff Respondents with Less Than 7 Years of Employment (17%, n = 57) "strongly agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others (Staff Respondents with 7-15 Years of Employment [24%, n = 54] did not differ statistically from other groups.) Also, a higher percentage of Staff Respondents with Less Than 7 Years of Employment (21%, n = 71) than those with 7-15 Years of Employment (12%, n = 28) and with More Than 15 Years of Employment (12%, n = 28) "disagreed" with this statement. By disability status, a higher percentage of Staff Respondents with At Least One Disability (34%, n = 32) than those with No Disability (21%, n = 150) "strongly agreed" that a hierarchy existed within staff positions that allowed some voices to be valued more than others.

Table 83. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am able to complete my assigned duties during scheduled hours.	**186**	**23.2**	**290**	**36.1**	**127**	**15.8**	**137**	**17.1**	**63**	**7.8**
Staff status[cxxviii]										
Non-Classified	120	21.4	189	33.6	87	15.5	115	20.5	51	9.1
Classified-Service/Maintenance	17	26.2	26	40.0	14	21.5	6	9.2	< 5	---
Classified-Administrative/Technical	49	27.8	75	42.6	26	14.8	16	9.1	10	5.7
Years of employment[cxxix]										
Less Than 7 Years	107	31.6	113	33.3	43	12.7	52	15.3	24	7.1
7-15 Years	41	18.0	86	37.7	45	19.7	40	17.5	16	7.0
More Than 15 Years	33	14.5	91	40.1	38	16.7	42	18.5	23	10.1
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	**206**	**25.3**	**187**	**22.9**	**203**	**24.9**	**171**	**21.0**	**48**	**5.9**
Years of employment[cxxx]										
Less Than 7 Years	74	21.6	76	22.2	69	20.2	97	28.4	26	7.6
7-15 Years	59	25.5	58	25.1	62	26.8	39	16.9	13	5.6
More Than 15 Years	70	30.0	53	22.7	68	29.2	33	14.2	9	3.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	**72**	**8.9**	**158**	**19.6**	**216**	**26.7**	**267**	**33.0**	**95**	**11.8**
Staff status[cxxxi]										
Non-Classified	59	10.4	124	21.8	148	26.1	180	31.7	57	10.0
Classified-Service/Maintenance	< 5	---	9	14.5	22	35.5	20	32.3	7	11.3
Classified-Administrative/Technical	9	5.1	25	14.0	46	25.8	67	37.6	31	17.4
Gender identity[cxxxii]										
Men	29	12.8	54	23.9	66	29.2	60	26.5	17	7.5
Women	38	6.8	102	18.4	139	25.0	204	36.8	72	13.0

Table 83. Staff Respondents' Perceptions of Workload

Issue	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability status[cxxxiii]										
At Least One Disability	14	15.1	23	24.7	24	25.8	20	21.5	12	12.9
No Disability	58	8.2	134	19.0	189	26.7	244	34.5	82	11.6
I am given a reasonable time frame to complete assigned responsibilities.	**175**	**21.6**	**387**	**47.8**	**169**	**20.9**	**56**	**6.9**	**22**	**2.7**
Years of employment[cxxxiv]										
Less Than 7 Years	98	28.7	162	47.5	54	15.8	20	5.9	7	2.1
7-15 Years	35	15.4	116	51.1	53	23.3	18	7.9	5	2.2
More Than 15 Years	38	16.3	107	45.9	61	26.2	17	7.3	10	4.3
A hierarchy exists within staff positions that allows some voices to be valued more than others.	**183**	**22.7**	**243**	**30.2**	**207**	**25.7**	**127**	**15.8**	**45**	**5.6**
Years of employment[cxxxv]										
Less Than 7 Years	57	16.8	95	28.0	96	28.3	71	20.9	20	5.9
7-15 Years	54	23.7	78	34.2	53	23.2	28	12.3	15	6.6
More Than 15 Years	68	29.7	67	29.3	56	24.5	28	12.2	10	4.4
Disability status[cxxxvi]										
At Least One Disability	32	33.7	30	31.6	13	13.7	13	13.7	7	7.4
No Disability	150	21.4	209	29.8	194	27.6	112	16.0	37	5.3

Note: Table reports responses only from Staff respondents (*n* = 820).

Qualitative Comment Analyses

Two hundred-nineteen Staff respondents elaborated on their workplace climate at the institution. Six themes emerged from the responses: Issues with inequitable work distributions, engaging in job responsibilities outside of one's position description and work hours, job responsibilities not in alignment with compensation, lack of consistent evaluation, issues with supervisors, as well as a shortage of support for those with children.

Issues With Inequitable Work Distributions. Staff respondents shared statements that indicated they noticed inequitable work distributions at the institution. Some Staff respondents described how they noticed that those who performed better at their roles received more work to do than those who were not performing well. Staff respondents provided comments such as

"Competency is rewarded with additional duties with no monetary compensation," "I think the people that work hard do more than their share," and "I feel that people who work hard are often 'punished' for working hard by getting more work put on them." One Staff respondent stated, "Those who have a history of high-performance are continuously tapped more to do more because they are 'trusted' to do a good job. Meanwhile those with lower historical performance are not asked to do more." Another Staff respondent noted, "It seems that those who do a lot and excel in their job are viewed as capable and not needing extra help, whereas those who struggle but fail to meet basic expectations are given a pass, excuse, and in some cases given more help (i.e., Graduate Assistant) without showing they truly need the help."

Other Staff respondents shared the perception that people who hold similar titles within and outside of their offices had inequitable amounts of work to do. One Staff respondent stated, "I think financial compensation for equal titled positions is not consistent on campus. Expectations vary based on what department you are in and the level of work that is done by individuals." Another Staff respondent wrote, "In my position and others I have observed there can be significant differences in quality and expectations of those holding the same role, just in different Departments, Colleges, etc. based on their established campus identity." One Staff respondent added, "I have co-workers with the same title who are paid more than I am, yet are not as capable as I am."

Engaging in Job Responsibilities Outside of One's Position Description and Working Hours. Staff respondents shared that they frequently engaged in job tasks outside of their position description and working hours, which in turn shaped their experiences. One Staff respondent wrote, "I am [type] staff. But over the 20 years I have been here URI has lost admin support and requires scientists to do more admin. Admin, specifically purchasing, now accounts for a lot of my time in addition to my normal science tasks." Another Staff respondent described, "Our department has been understaffed for several years. We have been asked to do more in our department and help support the University as a whole." One Staff respondent named, "I feel that I am responsible for many jobs beyond what is required of me. As an advisor, I am also a go to person for IT support in my college, data collection and management, course scheduling, overseeing a minor, planning all events and attending all events, etc. This expectation does not apply to others in my position, within my department or across the college."

Other Staff respondents commented specifically on engaging in work outside of working hours. One Staff respondent named, "We have made it known to supervisors that our student caseload is beyond our capacity & that it's not possible to complete our job duties during assigned hours." Another Staff respondent stated, "There is always more work than can be accomplished in a 35-hour workweek. Job descriptions within the non-classified service are pointless. Many consistently step outside their job description to accomplish daily tasks." Another Staff respondent added, "To do my job to the standard to which I hold myself, it takes me far outside the 'traditional' 35/40 hour a week scheduled hours. Increased child care support, especially due to current staff salaries and childcare costs being so high, should be considered."

Job Responsibilities Not in Alignment With Compensation. Staff respondents stated that the additional tasks they took on at their work did not align with their compensation. Respondents shared comments such as "My position continues to grow and change with no discussion on compensation or redefinition," "No way to complete workload in my scheduled 35 hr/wk. Do much work at home & on call during weekends without financial reward," and "We are not compensated for the workload increases. The pay scale is not comparative to similar jobs outside of the University." One Staff respondent stated, "My workload has increased over the last [number] years exponentially without any compensation and there has been no plan established to slow the increase of my workload. Dean's office claims to understand yet does not implement any actions to lessen the burden." Another Staff respondent described the following: "I believe every year more work is put on my plate because I have proven that I can do quality work. Yet I do not receive any more compensation for it."

Lack of Consistent Evaluation. Staff respondents stated that they do not receive consistent evaluation on their work at the institution. Staff respondents provided comments such as "The performance evaluation process is inadequate. Staff members are evaluated at 6 mo and 1 yr and then never again," "Performance evaluations are conducted at 6 mo and 1 year but not again unless the supervisor decides to do so independently of URI HR system," and "As I understand it, staff are evaluated at 6 months, 1 year, and then never again. This process is useless." Some Staff respondents stated that this lack of evaluation affects performance. One Staff respondent stated, "We are unionized employees. The evaluation process is useless because of the contracts we're getting percentage raise each year." Another Staff respondent added, "I was not aware that

there was a performance evaluation process beyond the first year of employment. It would be AMAZING if we could have some sort of performance based pay increase or bonus system." One Staff respondent also wrote, "There's no repercussions for those who do nothing and no reward for those that work hard....leaves lack of motivation."

Issues With Supervisors. Staff respondents at the University of Rhode Island shared that issues with supervisors shaped their experiences at the institution. Respondents included comments like "A supervisor is not subject to review by direct reports and so is able to bully and manipulate those people," "Supervisors play 'favorites' sometimes," and "I feel that I have no means to voice my concerns to a supervisor / HR." One Staff respondent wrote, "My supervisor has been in the same department for over [number] years and is very good at hiding the skills that she lacks to perform her duties. This is why she does not allow anyone to interact with me directly and has everything go through her." Another Staff respondent stated, "While my supervisor wants to be my advocate, they are not well versed with HR, don't advocate for proper compensation; discourage development opportunities at times." One Staff respondent added, "You have no one to go to for support from anyone for anything. When you do speak up it turns into all fingers pointed at the person bringing up the issue not the actual problems. No support from upper management either. They don't even talk to you at all."

Shortage of Support for Those With Children. Staff respondents at URI also commented that there was a shortage of support for those with children at the institution. Respondents noted comments such as "We should have better access to on-campus childcare," "I would love true child care options for URI employees," and "I have found there to be no child care assistance at URI, which has been especially challenging for my family." One Staff respondent stated, "To get into campus childcare you have to be on the list years before your child is born. To solve this problem, they are now going to a lottery, but this is no better. You can't rely on a lottery. Childcare is my number one concern." Another Staff respondent wrote, "There are no resources to support or manage childcare. There is information, but no on-campus care options." One Staff respondent added, "The fact that URI employees do not get priority access to the child Development Center is disappointing at best."

One question in the survey queried Staff respondents about their opinions on various topics, including their support from supervisors and the URI. Table 84 to Table 88 illustrate Staff responses to these items. Chi-square analyses were conducted by staff status (Classified-Administrative/Technical, Classified-Service/Maintenance and Non-Classified), gender identity, racial identity, years of employment, and disability status. Significant findings including frequencies are published below.

Fifty-three percent ($n = 430$) of Staff respondents "strongly agreed" or "agreed" that URI provided them with resources to pursue training/professional development opportunities (Table 84). A higher percentage of Non-Classified Staff respondents (15%, $n = 86$) than Classified-Administrative/Technical Staff respondents (8%, $n = 14$) "strongly agreed" that URI provided them with resources to pursue training/professional development opportunities (Classified-Service/Maintenance respondents [9%, $n = 6$] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (46%, $n = 157$) than those with More Than 15 Years of Employment (35%, $n = 81$) "agreed" (Staff Respondents with 7-15 Years of Employment [36%, $n = 83$] did not differ statistically from other groups), and Staff Respondents with 7-15 Years of Employment (10%, $n = 24$) than those with Less Than 7 Years of Employment (5%, $n = 17$) "strongly disagreed" (Staff Respondents with More Than 15 Years of Employment [9%, $n = 20$] did not differ statistically from other groups) with this statement. Also, a higher percentage of Staff Respondents with At Least One Disability (14%, $n = 13$) than those with No Disability (7%, $n = 48$) "strongly disagreed" that URI provided them with resources to pursue training/professional development opportunities.

Fifty-six percent ($n = 430$) of Staff respondents "strongly agreed" or "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities. Higher percentages of Classified-Administrative/Technical Staff respondents (12%, $n = 22$) and Classified-Service/Maintenance Staff respondents (8%, $n = 5$) than Non-Classified Staff respondents (23%, $n = 128$) "strongly agreed" with this statement. A higher percentage of Non-Classified Staff respondents (40%, $n = 225$) than Classified-Service/Maintenance Staff respondents (21%, $n = 14$) "agreed" that their supervisors provided them with resources to pursue training/professional development opportunities (Classified-Administrative/Technical Staff respondents [30%, $n = 54$] did not differ statistically from other

groups). Also, a higher percentage of Classified-Administrative/Technical Staff respondents (19%, $n = 33$) than Non-Classified Staff respondents (12%, $n = 65$) "disagreed" that URI provided them with resources to pursue training/professional development opportunities (Classified-Administrative/Technical Staff respondents [19%, $n = 13$] did not differ statistically from other groups). A higher percentage of Staff Respondents with At Least One Disability (15%, $n = 14$) than those with No Disability (6%, $n = 45$) "strongly disagreed" with this statement.

Table 84. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI provides me with resources to pursue training/professional development opportunities.	**106**	**13.1**	**324**	**40.0**	**185**	**22.8**	**134**	**16.5**	**61**	**7.5**
Staff status[cxxxvii]										
Non-Classified	86	15.2	234	41.3	114	20.1	96	17.0	36	6.4
Classified-Service/Maintenance	6	9.0	22	32.8	23	34.3	7	10.4	9	13.4
Classified-Administrative/Technical	14	7.9	68	38.4	48	27.1	31	17.5	16	9.0
Years of employment[cxxxviii]										
Less Than 7 Years	49	14.4	157	46.0	65	19.1	53	15.5	17	5.0
7-15 Years	31	13.5	83	36.1	49	21.3	43	18.7	24	10.4
More Than 15 Years	24	10.4	81	35.2	70	30.4	35	15.2	20	8.7

Table 84. Staff Respondents' Perceptions of Resources for Training/Professional Development Opportunities

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Disability status[cxxxix]										
At Least One Disability	10	10.5	27	28.4	24	25.3	21	22.1	13	13.7
No Disability	95	13.4	293	41.4	158	22.3	113	16.0	48	6.8
My supervisor provides me with resources to pursue training/professional development opportunities.	**155**	**19.2**	**293**	**36.3**	**189**	**23.4**	**111**	**13.7**	**60**	**7.4**
Staff status[cxl]										
Non-Classified	128	22.7	225	40.0	110	19.5	65	11.5	35	6.2
Classified-Service/Maintenance	5	7.5	14	20.9	27	40.3	13	19.4	8	11.9
Classified-Administrative/Technical	22	12.4	54	30.3	52	29.2	33	18.5	17	9.6
Disability status[cxli]										
At Least One Disability	15	15.6	28	29.2	24	25.0	15	15.6	14	14.6
No Disability	139	19.7	261	37.1	164	23.3	95	13.5	45	6.4

Note: Table reports responses only from Staff respondents (*n* = 820).

Fifty-eight percent (*n* = 466) of Staff respondents "strongly agreed" or "agreed" that URI was supportive of their taking extended leave (e.g., FMLA, parental) (Table 85). Higher percentages of Staff Respondents with 7-15 Years of Employment (10%, *n* = 22) and More Than 15 Years (9%, *n* = 21) than those with Less Than 7 Years of Employment (4%, *n* = 13) "disagreed" with this statement. Also, a higher percentage of Staff Respondents with At Least One Disability (9%, *n* = 8) than those with No Disability (3%, *n* = 20) "strongly disagreed" that URI was supportive of their taking extended leave.

Sixty-one percent (*n* = 487) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of their taking leave (e.g., vacation, parental, personal, short-term disability. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (27%, *n* = 92) than Staff Respondents with More Than 15 Years of Employment (16%, *n* = 37) "strongly agreed" that their supervisors were supportive of their taking leave. (Staff Respondents with 7-15 Years of Employment [21%, *n* = 47] did not differ statistically from other groups).

Seven percent of ($n = 59$) of Staff respondents "strongly agreed" or "agreed" that staff in their department/program who used family accommodation (FMLA) policies were disadvantaged in promotion or evaluations. No statistically significant differences were found between groups.

Forty-two percent ($n = 335$) of Staff respondents "strongly agreed" or "agreed" that URI policies (e.g., FMLA) were fairly applied across URI. Higher percentages of Staff Respondents with 7-15 Years of Employment (14%, $n = 32$) and Staff Respondents with More Than 15 Years of Employment (13%, $n = 30$) than Staff Respondents with Less Than 7 Years of Employment (6%, $n = 21$) "disagreed" that URI policies (e.g., FMLA) were fairly applied across URI.

Table 85. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	**125**	**15.5**	**341**	**42.2**	**259**	**32.0**	**56**	**6.9**	**28**	**3.5**
Years of employment[cxlii]										
Less Than 7 Years	55	16.2	138	40.6	127	37.4	13	3.8	7	2.1
7-15 Years	37	16.0	93	40.3	69	29.9	22	9.5	10	4.3
More Than 15 Years	32	13.9	107	46.5	59	25.7	21	9.1	11	4.8
Disability status[cxliii]										
At Least One Disability	13	13.8	34	36.2	24	25.5	15	16.0	8	8.5
No Disability	111	15.7	302	42.7	233	33.0	41	5.8	20	2.8
My supervisor is supportive of my taking extended leave (e.g., family leave, personal, short-term disability).	**178**	**22.2**	**309**	**38.5**	**250**	**31.1**	**41**	**5.1**	**25**	**3.1**
Years of employment[cxliv]										
Less Than 7 Years	92	27.1	124	36.6	106	31.3	12	3.5	5	1.5
7-15 Years	47	20.7	84	37.0	76	33.5	12	5.3	8	3.5
More Than 15 Years	37	16.2	98	43.0	64	28.1	17	7.5	12	5.3
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	**23**	**2.9**	**36**	**4.5**	**481**	**60.0**	**191**	**23.8**	**71**	**8.9**

Table 85. Staff Respondents' Perceptions of Support for Leave Policies

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across URI.	**66**	**8.3**	**269**	**33.6**	**332**	**41.5**	**83**	**10.4**	**50**	**6.3**
Years of employment[cxlv]										
Less Than 7 Years	27	8.0	127	37.8	145	43.2	21	6.3	16	4.8
7-15 Years	18	7.9	67	29.4	93	40.8	32	14.0	18	7.9
More Than 15 Years	20	8.8	71	31.3	90	39.6	30	13.2	16	7.0

Note: Table reports responses only from Staff respondents (*n* = 820).

Fifty-two percent of Staff respondents (*n* = 418) "strongly agreed" or "agreed" that URI was supportive of flexible work schedules (Table 86). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (19%, *n* = 63) than Staff Respondents with 7-15 Years of Employment (9%, *n* = 21) "strongly agreed" that URI was supportive of flexible work schedules (Staff Respondents with More Than 7 Years of Employment [12%, *n* = 27] did not differ statistically from other groups).

Seventy-one percent (*n* = 570) of Staff respondents "strongly agreed" or "agreed" that their supervisors were supportive of flexible work schedules. Higher percentages of Non-Classified Staff respondents (32%, *n* = 182) and Classified-Administrative/Technical Staff respondents (28%, *n* = 50) than Classified-Service/Maintenance Staff respondents (*n* < 5) "strongly agreed", and a higher percentage of Classified-Service/Maintenance Staff respondents (17%, *n* = 11) than Non-Classified Staff respondents (8%, *n* = 43) "disagreed" that their supervisors were supportive of flexible work schedules (Classified-Administrative/Technical Staff Respondents [9%, *n* = 16] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (36%, *n* = 124) than Staff Respondents with 7-15 Years of Employment (25%, *n* = 58) and those with More Than 15 Years of Employment (24%, *n* = 53) "strongly agreed" with this statement. A higher percentage of Staff Respondents with At Least One Disability (10%, *n* = 9) than those with No Disability (4%, *n* = 27) "strongly disagreed" that their supervisors were supportive of flexible work schedules.

Table 86. Staff Respondents' Perceptions of Support for Flexible Work Schedules

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI is supportive of flexible work schedules.	**112**	**13.9**	**306**	**37.9**	**212**	**26.2**	**128**	**15.8**	**50**	**6.2**
Years of employment[cxlvi]										
Less Than 7 Years	63	18.6	128	37.8	85	25.1	47	13.9	16	4.7
7-15 Years	21	9.1	94	40.7	63	27.3	41	17.7	12	5.2
More Than 15 Years	27	11.8	79	34.5	62	27.1	39	17.0	22	9.6
My supervisor is supportive of flexible work schedules.	**236**	**29.3**	**334**	**41.5**	**129**	**16.0**	**70**	**8.7**	**36**	**4.5**
Staff status[cxlvii]										
Non-Classified	182	32.3	235	41.7	81	14.4	43	7.6	23	4.1
Classified-Service/Maintenance	< 5	---	25	38.5	19	29.2	11	16.9	6	9.2
Classified-Administrative/Technical	50	28.4	74	42.0	29	16.5	16	9.1	7	4.0
Years of employment[cxlviii]										
Less Than 7 Years	124	36.4	145	42.5	38	11.1	24	7.0	10	2.9
7-15 Years	58	25.2	100	43.5	40	17.4	22	9.6	10	4.3
More Than 15 Years	53	23.6	84	37.3	48	21.3	24	10.7	16	7.1
Disability status[cxlix]										
At Least One Disability	26	28.3	29	31.5	18	19.6	10	10.9	9	9.8
No Disability	209	29.6	301	42.6	111	15.7	58	8.2	27	3.8

Note: Table reports responses only from Staff respondents (*n* = 820).

Queried about salary and benefits, 22% (*n* = 179) of Staff respondents "strongly agreed" or "agreed" that staff salaries were competitive (Table 87). Higher percentages of Classified-Service/Maintenance Staff respondents (24%, *n* = 15) and Non-Classified Staff respondents (21%, *n* = 118) than Classified-Administrative/Technical Staff respondents (10%, *n* = 18) "agreed", and a higher percentage of Non-Classified Staff respondents (32%, *n* = 183) than Classified-Service/Maintenance Staff respondents (18%, *n* = 11) "disagreed" that staff salaries were competitive (Classified-Administrative/Technical Staff respondents [30%, *n* = 52] did not differ statistically from other groups). Also, higher percentages of Staff Respondents with 7-15 Years of Employment (29%, *n* = 66) and those with More Than 15 Years of Employment (26%, *n* = 60) than Staff Respondents with Less Than 7 Years of Employment (15%, *n* = 52) "strongly disagreed" with this statement.

Twenty-five percent ($n = 195$) of Staff respondents "strongly agreed" or "agreed" that staff salaries were equitable across similar positions. Higher percentages of Classified-Service/Maintenance Staff respondents (24%, $n = 55$) and Classified-Administrative/Technical Staff respondents (22%, $n = 49$) than Non-Classified Staff respondents (14%, $n = 46$) "strongly disagreed" that staff salaries were equitable across similar positions.

Sixty-nine percent ($n = 559$) of Staff respondents "strongly agreed" or "agreed" that vacation and personal time packages were competitive. A higher percentages of Non-Classified Staff respondents (55%, $n = 311$) than Classified-Administrative/Technical Staff respondents (42%, $n = 74$) "agreed" that vacation and personal time packages were competitive (Classified-Service/Maintenance Staff respondents [49%, $n = 32$] did not differ statistically from other groups). Also, a higher percentage of White Staff respondents (53%, $n = 354$) than Staff Respondents of Color (42%, $n = 40$) "agreed" with this statement.

Seventy-two percent ($n = 584$) of Staff respondents "strongly agreed" or "agreed" that health insurance benefits were competitive. No statistically significant differences were found between groups.

Eighteen percent ($n = 139$) of Staff respondents "strongly agreed" or "agreed" that child care benefits were competitive. A higher percentage of Men Staff respondents (19%, $n = 42$) than Women Staff respondents (11%, $n = 62$) "agreed" that retirement/supplemental benefits were competitive.

Fifty-six percent ($n = 453$) of Staff respondents "strongly agreed" or "agreed" that retirement/supplemental benefits were competitive. A higher percentage of Non-Classified Staff respondents (18%, $n = 99$) than Classified-Administrative/Technical Staff respondents (10%, $n = 17$) and Classified-Service/Maintenance Staff respondents ($n < 5$) "strongly agreed" that retirement/supplemental benefits were competitive.

Table 87. Staff Respondents' Perceptions of Salary and Benefits

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Staff salaries are competitive.	**28**	**3.5**	**151**	**18.7**	**200**	**24.8**	**246**	**30.5**	**181**	**22.5**
Staff status[cl]										
Non-Classified	23	4.1	118	20.8	123	21.7	183	32.3	120	21.2
Classified-Service/Maintenance	< 5	---	15	23.8	22	34.9	11	17.5	14	22.2
Classified-Administrative/Technical	< 5	---	18	10.2	55	31.3	52	29.5	47	26.7
Years of employment[cli]										
Less Than 7 Years	18	5.3	78	22.9	92	27.1	100	29.4	52	15.3
7-15 Years	5	2.2	35	15.3	54	23.6	69	30.1	66	28.8
More Than 15 Years	5	2.2	37	16.2	50	21.9	76	33.3	60	26.3
Staff salaries are equitable across similar positions.	**35**	**4.4**	**160**	**20.1**	**239**	**29.9**	**212**	**26.6**	**152**	**19.0**
Staff status[clii]										
Non-Classified	21	6.2	77	22.7	116	34.2	79	23.3	46	13.6
Classified-Service/Maintenance	8	3.5	40	17.7	58	25.7	65	28.8	55	24.3
Classified-Administrative/Technical	5	2.2	42	18.8	62	27.7	66	29.5	49	21.9
Vacation and personal time benefits are competitive.	**142**	**17.6**	**417**	**51.7**	**177**	**22.0**	**50**	**6.2**	**20**	**2.5**
Staff status[cliii]										
Non-Classified	104	18.5	311	55.2	106	18.8	28	5.0	14	2.5
Classified-Service/Maintenance	9	13.6	32	48.5	19	28.8	5	7.6	< 5	---
Classified-Administrative/Technical	29	16.4	74	41.8	52	29.4	17	9.6	5	2.8
Racial identity[cliv]										
Respondents of Color	14	14.6	40	41.7	32	33.3	5	5.2	5	5.2
White	117	17.5	354	53.1	138	20.7	43	6.4	15	2.2
Health insurance benefits are competitive.	**166**	**20.5**	**418**	**51.7**	**183**	**22.6**	**31**	**3.8**	**10**	**1.2**
Child care benefits are competitive.	**32**	**4.0**	**107**	**13.5**	**542**	**68.3**	**62**	**7.8**	**50**	**6.3**
Gender identity[clv]										
Men	12	5.4	42	18.9	142	64.0	15	6.8	11	5.0
Women	18	3.3	62	11.4	380	69.7	47	8.6	38	7.0

Table 87. Staff Respondents' Perceptions of Salary and Benefits

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Perception	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Retirement/supplemental benefits are competitive.	**120**	**14.9**	**333**	**41.4**	**260**	**32.3**	**63**	**7.8**	**28**	**3.5**
Staff status[clvi]										
Non-Classified	99	17.6	260	46.3	152	27.1	34	6.1	16	2.9
Classified-Service/Maintenance	< 5	---	16	24.2	32	48.5	8	12.1	6	9.1
Classified-Administrative/Technical	17	9.6	57	32.2	76	42.9	21	11.9	6	3.4

Note: Table reports responses only from Staff respondents (*n* = 820).

Thirty-six percent (*n* = 285) of Staff respondents "strongly agreed" or "agreed" that URI committees value staff opinions (Table 88). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (38%, *n* = 127) than Staff Respondents with 7-15 Years of Employment (24%, *n* = 54) and those with More Than 15 Years of Employment (24%, *n* = 53) "agreed" that URI committees value staff opinions. Also statistically significant, a higher percentage of Staff Respondents with More Than 15 Years of Employment (14%, *n* = 32) than those with Less Than 7 Years of Employment (7%, *n* = 22) "strongly disagreed" with this statement (Staff Respondents with 7-15 Years of Employment [10%, *n* = 22] did not differ statistically from other groups). A higher percentage of Staff Respondents with At Least One Disability (22%, *n* = 21) than those with No Disability (8%, *n* = 57) "strongly disagreed" that URI committees value staff opinions.

Thirty-seven percent (*n* = 299) of Staff respondents "strongly agreed" or "agreed" that URI faculty and administration value staff opinions (Table 88). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (39%, *n* = 131) than Staff Respondents with 7-15 Years of Employment (25%, *n* = 57) and those with More Than 15 Years of Employment (27%, *n* = 59) "agreed" that URI faculty and administration value staff opinions. A higher percentage of Staff Respondents with At Least One Disability (19%, *n* = 18) than those with No Disability (9%, *n* = 63) "strongly disagreed" with this statement.

Table 88. Staff Respondents' Perceptions of the Value of Their Opinions

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI committees value staff opinions.	**49**	**6.1**	**236**	**29.5**	**319**	**39.8**	**119**	**14.9**	**78**	**9.7**
Years of employment[clvii]										
Less Than 7 Years	26	7.7	127	37.5	131	38.6	33	9.7	22	6.5
7-15 Years	13	5.7	54	23.6	101	44.1	39	17.0	22	9.6
More Than 15 Years	10	4.5	53	23.7	83	37.1	46	20.5	32	14.3
Disability status[clviii]										
At Least One Disability	5	5.3	24	25.5	26	27.7	18	19.1	21	22.3
No Disability	44	6.3	210	30.0	290	41.5	98	14.0	57	8.2
URI faculty and administration value staff opinions.	**49**	**6.1**	**250**	**31.3**	**256**	**32.0**	**164**	**20.5**	**81**	**10.1**
Years of employment[clix]										
Less Than 7 Years	24	7.1	131	38.9	112	33.2	50	14.8	20	5.9
7-15 Years	12	5.2	57	24.7	79	34.2	52	22.5	31	13.4
More Than 15 Years	13	5.8	59	26.5	63	28.3	58	26.0	30	13.5
Disability status[clx]										
At Least One Disability	< 5	---	21	22.1	26	27.4	26	27.4	18	18.9
No Disability	45	6.5	226	32.4	228	32.7	135	19.4	63	9.0

Note: Table reports responses only from Staff respondents (*n* = 820).

Sixty-two percent (*n* = 504) of Staff respondents "strongly agreed" or "agreed" that clear expectations of their responsibilities existed (Table 89). A higher percentages of Non-Classified Staff respondents (16%, *n* = 91) than Classified-Administrative/Technical Staff respondents (9%, *n* = 15) and Classified-Service/Maintenance Staff respondents (*n* < 5) "strongly agreed" that clear expectations of their responsibilities existed. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (17%, *n* = 59) than Staff Respondents with More Than 15 Years of Employment (8%, *n* = 19) "strongly agreed" that clear expectations of their responsibilities existed (Staff Respondents with 7-15 Years of Employment [13%, *n* = 29] did not differ statistically from other groups). Also statistically significant, a higher percentage of Staff Respondents with At Least One Disability (14%, *n* = 13) than those with No Disability (5%, *n* = 32) "strongly disagreed" with this statement.

Eighteen percent ($n = 148$) of Staff respondents "strongly agreed" or "agreed" that clear procedures existed on how they could advance at URI. A higher percentages of Classified-Service/Maintenance Staff respondents (25%, $n = 17$) than Non-Classified Staff respondents (14%, $n = 79$) "agreed" that clear procedures existed on how they could advance at URI (Classified-Administrative/Technical Staff respondents [15%, $n = 26$] did not differ statistically from other groups). Also, a higher percentage of Staff Respondents with At Least One Disability (43%, $n = 40$) than those with No Disability (21%, $n = 149$) "strongly disagreed" with this statement.

Thirty-five percent ($n = 280$) of Staff respondents "strongly agreed" or "agreed" that they felt positive about their career opportunities at URI. A higher percentage of Non-Classified Staff respondents (10%, $n = 54$) than Classified-Administrative/Technical Staff respondents (3%, $n = 5$) "strongly agreed" that they felt positive about their career opportunities at URI (Classified-Service/Maintenance Staff respondents [$n < 5$] did not differ statistically from other groups). A higher percentage of Staff Respondents with Less Than 7 Years of Employment (11%, $n = 37$) than Staff Respondents with More Than 15 Years of Employment (4%, $n = 10$) "strongly agreed" that they felt positive about their career opportunities at URI (Staff Respondents with 7-15 Years of Employment [7%, $n = 15$] did not differ statistically from other groups). Also, a higher percentage of Staff Respondents with At Least One Disability (31%, $n = 29$) than those with No Disability (11%, $n = 78$) "strongly disagreed" with this statement.

Table 89. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Clear expectations of my responsibilities exist.	**108**	**13.3**	**396**	**48.9**	**140**	**17.3**	**121**	**14.9**	**45**	**5.6**
Staff status[clxi]										
Non-Classified	91	16.1	264	46.7	98	17.3	82	14.5	30	5.3
Classified-Service/Maintenance	< 5	---	39	57.4	14	20.6	7	10.3	6	8.8
Classified-Administrative/Technical	15	8.5	93	52.5	28	15.8	32	18.1	9	5.1
Years of employment[clxii]										
Less Than 7 Years	59	17.3	174	51.0	42	12.3	50	14.7	16	4.7
7-15 Years	29	12.6	107	46.5	48	20.9	35	15.2	11	4.8

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Table 89. Staff Respondents' Perceptions of Feelings about Expectations and Advancement

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
More Than 15 Years	19	8.3	112	48.7	47	20.4	36	15.7	16	7.0
Disability status[clxiii]										
At Least One Disability	93	13.2	361	51.1	119	16.9	101	14.3	32	4.5
No Disability	14	14.6	32	33.3	19	19.8	18	18.8	13	13.5
Clear procedures exist on how I can advance at URI.	**26**	**3.2**	**122**	**15.1**	**227**	**28.1**	**244**	**30.2**	**190**	**23.5**
Staff status[clxiv]										
Non-Classified	25	4.4	79	14.0	157	27.8	164	29.1	139	24.6
Classified-Service/Maintenance	0	0.0	17	25.4	24	35.8	11	16.4	15	22.4
Classified-Administrative/Technical	< 5	---	26	14.6	46	25.8	69	38.8	36	20.2
Disability status[clxv]										
At Least One Disability	< 5	---	13	13.8	15	16.0	22	23.4	40	42.6
No Disability	22	3.1	108	15.3	211	29.8	217	30.7	149	21.1
Positive about my career opportunities at URI.	**62**	**7.7**	**218**	**27.1**	**247**	**30.7**	**169**	**21.0**	**108**	**13.4**
Staff status[clxvi]										
Non-Classified	54	9.6	156	27.8	161	28.7	116	20.7	74	13.2
Classified-Service/Maintenance	< 5	---	21	31.3	23	34.3	8	11.9	12	17.9
Classified-Administrative/Technical	5	2.8	41	23.3	63	35.8	45	25.6	22	12.5
Years of employment[clxvii]										
Less Than 7 Years	37	10.9	110	32.5	102	30.2	58	17.2	31	9.2
7-15 Years	15	6.6	58	25.3	70	30.6	54	23.6	32	14.0
More Than 15 Years	10	4.4	47	20.6	73	32.0	55	24.1	43	18.9
Disability status[clxviii]										
At Least One Disability	9	9.6	15	16.0	24	25.5	17	18.1	29	30.9
No Disability	53	7.5	202	28.8	218	31.1	151	21.5	78	11.1

Note: Table reports responses only from Staff respondents (*n* = 820).

Sixty-three percent ($n = 515$) of Staff respondents "strongly agreed" or "agreed" that they would recommend URI as a good place to work (Table 90). A higher percentages\ of Classified-Service/Maintenance Staff respondents (12%, $n = 8$) than Classified-Administrative/Technical Staff respondents (3%, $n = 6$) and Non-Classified Staff respondents (3%, $n = 19$) "strongly disagreed" that they would recommend URI as a good place to work. A higher percentage of Staff Respondents with Less Than 7 Years of Employment (21%, $n = 73$) than Staff Respondents with 7-15 Years of Employment (13%, $n = 31$) and with More Than 15 Years of Employment (11%, $n = 25$) "strongly agreed" that they would recommend URI as a good place to work. Also, a higher percentage of Staff Respondents with At Least One Disability (12%, $n = 11$) than those with No Disability (3%, $n = 22$) "strongly disagreed" with this statement.

Sixty-nine percent ($n = 559$) of Staff respondents "strongly agreed" or "agreed" that they had job security. No statistically significant differences were found between groups.

Table 90. Staff Respondents' Perceptions of URI and Job Security

Perception	Strongly agree n	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
I would recommend URI as a good place to work.	**129**	**15.9**	**386**	**47.5**	**214**	**26.3**	**51**	**6.3**	**33**	**4.1**
Staff status[clxix]										
Non-Classified	101	17.8	266	46.8	151	26.6	31	5.5	19	3.3
Classified-Service/Maintenance	7	10.3	29	42.6	17	25.0	7	10.3	8	11.8
Classified-Administrative/Technical	21	11.9	91	51.4	46	26.0	13	7.3	6	3.4
Years of employment[clxx]										
Less Than 7 Years	73	21.3	170	49.7	72	21.1	17	5.0	10	2.9
7-15 Years	31	13.4	101	43.7	76	32.9	16	6.9	7	3.0
More Than 15 Years	25	10.8	113	48.9	61	26.4	16	6.9	16	6.9
Disability status[clxxi]										
At Least One Disability	17	17.7	30	31.3	32	33.3	6	6.3	11	11.5
No Disability	111	15.7	352	49.6	179	25.2	45	6.3	22	3.1
I have job security.	**139**	**17.2**	**420**	**51.9**	**174**	**21.5**	**52**	**6.4**	**25**	**3.1**

Note: Table reports responses only from Staff respondents ($n = 820$).

Qualitative Comment Analyses

One hundred ninety-eight Staff respondents elaborated on their workplace experiences at the institution. Four themes emerged from the responses: Lack of career advancement opportunities, issues with compensation and benefits, lack of professional development opportunities, as well as a disconnect between faculty and staff.

Lack of Career Advancement Opportunities. Staff respondents stated that there was a lack of career advancement opportunities at the institution. Respondents shared comments such as "There is no opportunity to advance in my role," "There is little if any at all, advancement opportunity for many in the PSA union. Most people need to leave their jobs entirely in order to pursue advancement opportunities," and "I do not see a clear path to advancement at URI - never given the opportunity/support for to advance." One Staff respondent wrote, "There are very limited middle management positions allowing staff to be promoted, and when they are open, we open it outside of URI as well. Some supervisors believe that hiring outside of URI will bring a better perspective, but if we are fostering the prof dev of our talent within the institution then we should consider providing clear expectations for how to be promoted." Another Staff respondent added, "I have met with multiple staff and administrators to inquire about advancement possibilities within URI. The responses I have received have been depressing. I have heard multiple times that it is impossible to advance as a staff member at URI, and I have lived that thus far." One Staff respondent described, "No clear path on advancement exists. Seniority trumps all, and hiring within departments internally happens before jobs or posted (or departments know who they will hire even while interviewing). Wish there was a clear procedure on how to advance within the University."

Issues With Compensation and Benefits. Staff respondents stated that they perceived their compensation not being appropriate for their roles. Respondents shared comments such as "Salaries are NOT competitive for similar positions at comparably sized institutions," "Our salaries are low compared to our peers, but that is across all divisions," and "I think the base pay and benefits could and should improve." One Staff respondent stated, "Staff salaries are not equitable across similar positions. I encourage you to take a look at the degree attainment and staff responsibilities to gauge how unfair our salaries are at URI." Another Staff respondent

wrote, "Part time work is compensated at below the regional market. Loyalty, previous years of experience not taken into consideration with respect to advancement to full-time work."

Some Staff respondents also commented on the lack of merit-based pay at the institution for Staff. One Staff respondent stated, "Staff salaries are not increasing as quickly as faculty salaries, yet more new responsibilities are being added to the work load of many staff. Would be good to have a merit based system for rewarding those doing a good job willingly taking on more work versus those with a set assignment of responsibilities." Another Staff respondent noted, "Performance evaluations are non-existent. There is no merit based advancement for staff." One Staff respondent wrote, "There is very little way for hard workers to be rewarded with no merit pay."

Other Staff respondents commented on the issues that they had with benefits at URI. One Staff respondent stated, "I think the jobs that are Admin/Support- Classified should have as much vacation and time off as Professional." Another Staff respondent stated, "Members of ESP receive much less vacation and sick time than PSA. After 3 yrs, PSA gets 22 vacation days. ESP gets 10. Extremely unfair!" One Staff respondent noted, "Retirement benefits are not equitable between non-classified and classified URI employees."

Additionally, several Staff respondents described the problems that they had in accessing parental leave. One Staff respondent shared, "I asked to defer family leave from the date after the birth of my child until after the semester so I could continue teaching classes and working with students and HR denied my request and then never got back to me - essentially eliminating any parental leave." Another Staff respondent named, "Parental leave benefits are not competitive - unpaid leave for the majority of the parental leave duration does not support employees. This is especially true when our salaries are relatively low." One Staff respondent also stated, "Six weeks is a laughable amount of time for a institution and state that praises its benefits. Yes you can expend vacation and personal time and LWOP for up to a year but what family can afford to pay for benefits AND take LWOP? Not being able to expend sick time for HEALING and CARING for a newborn child is a shame."

Lack of Professional Development Opportunities. Staff respondents described the lack of professional development opportunities available for staff at the institution. One Staff respondent

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named, "I have never, ever been provided with any training opportunities and when asked, am told there is no money for staff. But I see faculty get money for training all the time. If you don't encourage your staff to expand their skill-set, yet see others able to, how do you improve performance?" Another Staff respondent wrote, "Most times when training/prof development opportunities occur, it is stated that it's not in the budget. I have taken advantage of other opportunities, including those offered at URI." One Staff respondent also described, "Much of the University supported professional development which was incentivized was eliminated prior to my arrival at URI and since then, every PD I have received (on or off campus) is because i have sought it out, proposed it, and clearly demonstrated ROI. The University could do a much better job providing and supporting professional development for employees."

Disconnect Between Faculty and Staff. Staff respondents also commented on the disconnect that exists between faculty and staff at the institution. Respondents noted comments like "I don't believe the faculty has much respect for staff." One Staff respondent named, "There is definitely an ivory tower within the university where tenured faculty are regarded as superior to staff." Another Staff respondent wrote, "Again, all resources flow to faculty. Staff are left to fend for themselves." One Staff respondent added, "There is a giant disconnect between faculty and staff at URI. Very few faculty support staff at URI when in reality, the staff such as myself are doing just as much as a professor."

Five percent ($n = 40$) of Staff respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limit their ability to be successful at URI (Table 91). Four percent ($n = 32$) of Staff respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at URI. No statistically significant differences were found between groups.

Table 91. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my English speaking skills limit my ability to be successful at URI.	14	1.8	26	3.3	195	24.6	177	22.3	382	48.1

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Table 91. Staff Respondents' Perceptions of Influence of English Speaking and Writing Skills

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	*%*	*n*	*%*	*n*	*%*	*n*	*%*	*n*	*%*
I feel that my English writing skills limit my ability to be successful at URI.	11	1.4	21	2.7	191	24.1	187	23.6	382	48.2

Note: Table reports responses only from Staff respondents (*n* = 820).

Twenty-one percent (*n* = 167) of Staff respondents "strongly agreed" or "agreed" that coworkers in their work units prejudged their abilities based on their perceptions of their identity/background (Table 92). Higher percentages of Classified-Administrative/Technical Staff respondents (18%, *n* = 31) and Non-Classified Staff respondents (16%, *n* = 89) than Classified-Service/Maintenance Staff respondents (*n* < 5) "strongly disagreed" with this statement.

Seventeen percent (*n* = 134) of Staff respondents "strongly agreed" or "agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents with At Least One Disability (12%, *n* = 11) than Staff Respondents with No Disability (4%, *n* = 25) "strongly agreed" that their supervisors/managers prejudged their abilities based on their perception of their identity/background. Also statistically significant, a higher percentage of Staff Respondents with No Disability (12%, *n* = 87) than Staff Respondents with At Least One Disability (5%, *n* = 5) "agreed" with this statement.

Eighteen percent (*n* = 143) of Staff respondents "strongly agreed" or "agreed" that faculty prejudged their abilities based on their perception of their identity/background. A higher percentage of Staff Respondents of Color (11%, *n* = 11) than White Staff respondents (4%, *n* = 26) "strongly agreed" that faculty prejudged their abilities based on their perception of their identity/background.

Table 92. Staff Respondents' Perception of Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
That coworkers in my division/college/department prejudge my abilities based on their perception of my identity/background.	**47**	**5.9**	**120**	**15.0**	**259**	**32.4**	**250**	**31.3**	**123**	**15.4**
Staff status[clxxii]										
Non-Classified	30	5.4	85	15.2	170	30.4	185	33.1	89	15.9
Classified-Service/Maintenance	5	7.7	10	15.4	34	52.3	13	20.0	< 5	---
Classified-Administrative/Technical	12	6.9	25	14.3	55	31.4	52	29.7	31	17.7
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	**38**	**4.7**	**96**	**12.0**	**231**	**28.8**	**261**	**32.6**	**175**	**21.8**
Disability status[clxxiii]										
At Least One Disability	11	11.8	5	5.4	24	25.8	33	35.5	20	21.5
No Disability	25	3.6	87	12.4	207	29.6	227	32.4	154	22.0
That faculty prejudge my abilities based on their perception of my identity/background.	**39**	**4.9**	**104**	**13.1**	**314**	**39.7**	**223**	**28.2**	**111**	**14.0**
Racial identity[clxxiv]										
White	26	4.0	84	12.9	259	39.7	190	29.1	94	14.4
Respondents of Color	11	11.2	11	11.2	39	39.8	24	24.5	13	13.3

Note: Table reports responses only from Staff respondents (*n* = 820).

Staff Respondents' Sense of Belonging at URI

The survey also contained an outcome for staff related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of sense of belonging.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on the nine sub-items of survey question 110, which produced the *Staff Sense of Belonging* factor (Table 93).

Table 93. Survey Items Included in the *Staff Sense of Belonging* Factor Analyses

Scale	Survey question
	I feel valued by coworkers in my department.
	I feel valued by coworkers outside my department.
	I feel valued by my supervisor/manager.
	I feel valued by URI students.
Staff Sense of Belonging	I feel valued by URI faculty.
	I feel valued by URI senior administrators (e.g., dean, vice president, provost).
	I believe that URI climate encourages open discussion of difficult topics.
	I feel that URI values my skills.
	I feel that URI values my work.

The factor score for *Staff Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .962, which is high, meaning that the scale produced consistent results.[74] Higher scores on the *Staff Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at URI.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Gender identity (Women, Men)
- Racial identity (Respondents of Color, Multiracial, White)
- Years of employment (Less Than 7 Years, 7 to 15 Years, More Than 15 Years)
- Disability status (At Least One Disability, No Disability)

Means Testing Results

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

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[74] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

Gender Identity

No significant difference existed in the overall test for means for Staff respondents by gender identity. The overall test was not significant, so no subsequent analyses on *Staff Sense of Belonging* by gender identity were run.

Racial Identity

No significant difference existed in the overall test for means for Staff respondents by racial identity. The overall test was not significant, so no subsequent analyses on *Staff Sense of Belonging* by racial identity were run.

Years of Employment

A significant difference existed in the overall test for means for Staff respondents by years of employment on *Staff Sense of Belonging*, $F(2, 800) = 8.32$, $p < .001$ (Table 94).

Table 94. Staff Respondents' *Sense of Belonging* by Years of Employment

Years of employment	*n*	Mean	Std. dev.
Less Than 7 Years	343	3.81	0.65
7 to 15 Years	229	3.62	0.76
More Than 15 Years	231	3.61	0.69

Subsequent analyses on *Staff Sense of Belonging* for Staff respondents were significant for two comparisons: Less Than 7 Years of Employment vs.7 to 15 Years of Employment and Less Than 7 Years of Employment vs. More Than 15 Years of Employment (Table 95). These findings suggest that Staff respondents with Less Than 7 Years of Employment had higher *Staff Sense of Belonging* scores than did Staff respondents with 7 to 15 Years of Employment and Staff respondents with More Than 15 Years of Employment.

Table 95. Difference Between Means for Staff Respondents for *Sense of Belonging* by Years of Employment

Groups compared	Mean difference
Less Than 7 Years vs. 7 to 15 Years	0.19*
Less Than 7 Years vs. More Than 15 Years	0.20*
7 to 15 Years vs. More Than 15 Years	0.01

*$p < .05$

Disability Status

A significant difference existed in the overall test for means for Staff respondents by disability status on *Staff Sense of Belonging*, $t(801) = 4.24$, $p < .001$, $d = 0.46$ (Table 96). This finding suggests that Staff respondents with No Disability had higher *Staff Sense of Belonging* scores than did Staff respondents with At Least One Disability.

Table 96. Staff Respondents' *Sense of Belonging* by Disability Status

Disability status	*n*	Mean	Std. dev.
At Least One Disability	96	3.42	0.80
No Disability	707	3.74	0.68
Mean Difference		-0.32*	

*$p < .05$

Faculty and Staff Respondents Who Have Seriously Considered Leaving URI

Thirty-two percent (*n* = 1,465) of respondents had seriously considered leaving URI. With regard to Employee respondents, 48% (*n* = 244) of Faculty respondents and 48% (*n* = 392) of Staff respondents had seriously considered leaving URI in the past year (Figure 48).
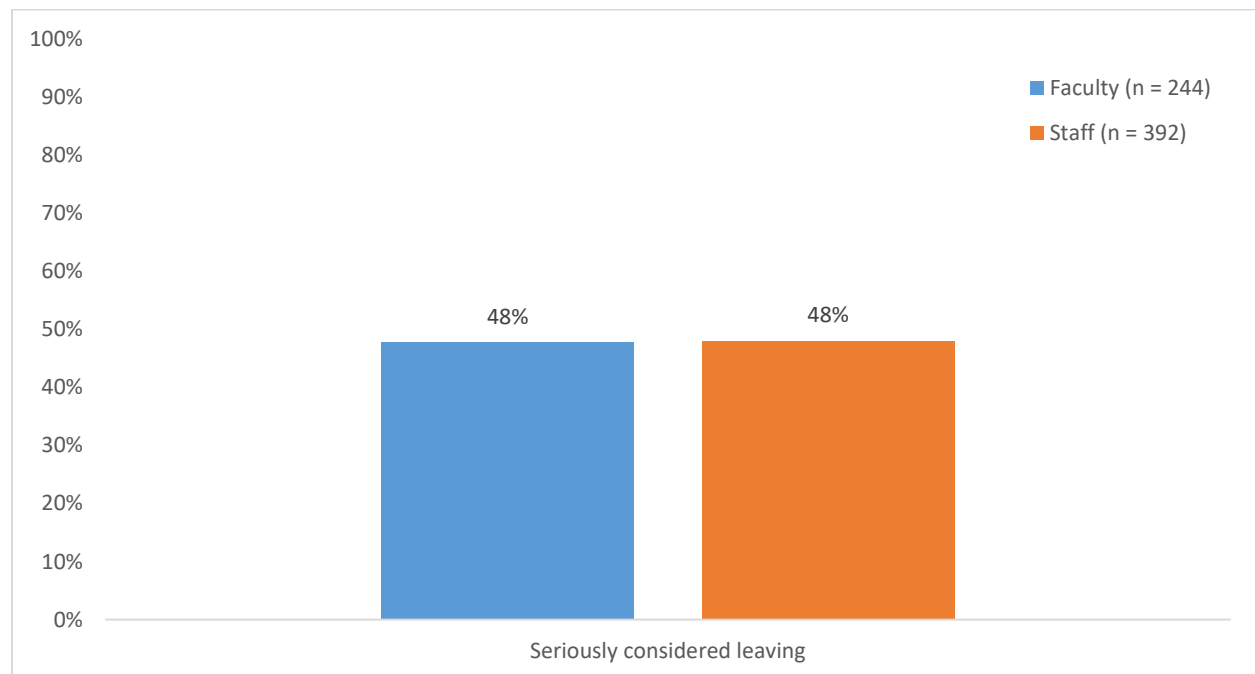
Figure 48. Employee Respondents Who Had Seriously Considered Leaving URI (%)

Fifty-eight percent ($n = 228$) of those Staff respondents who seriously considered leaving did so each for low salary/pay rate, and 54% ($n = 211$) for limited opportunities for advancement (Table 97). Thirty-nine percent ($n = 151$) of those Staff respondents who seriously considered leaving did so based on tension with their supervisors/managers. Other reasons included increased lack of communication/transparency (36%, $n = 141$), increased workload (33%, $n = 128$), and lack of professional development opportunities (31%, $n = 121$). "Response choices not listed" submitted by respondents included "a sense of hierarchy," "alternate career path," "boredom," "bullying from a supervisor," "bureaucracy," "campus environment is hostile," "co-workers not upholding their job responsibilities," "cronyism," "departmental disorganization," "double standard," "favoritism," "hostile," "inability to use benefit time," "inequity between departments and treatment of staff," "lack of accountability for under performance," "lack of divers [sic] staff and faculty," lack of HR systems," "lack of support from HR," "leadership does not lead," "nepotism," "new COVID logistics for family," "racial tensions," "retirement," "too much woke [sic]," "unappreciated," "understaffed," "white supremacy," and "work-life balance."

Table 97. Reasons Why Staff Respondents Seriously Considered Leaving URI

Reason	n	%
Low salary/pay rate	228	58.2
Limited opportunities for advancement	211	53.8
Tension with supervisor/manager	151	38.5
Lack of communication/transparency	141	36.0
Increased workload	128	32.7
Lack of professional development/training opportunities	121	30.9
Lack of sense of belonging	101	25.8
Tension with coworkers	96	24.5
Interested in a position at another institution	93	23.7
Recruited or offered a position at another institution/organization	72	18.4
Lack of institutional resources (e.g., child care, pre-tenure sabbatical, sufficient personnel, travel funding)	63	16.1
Campus climate was unwelcoming	63	16.1
Cost of living	48	12.2
Institutional support (e.g., technical support, laboratory space/equipment)	46	11.7
Family responsibilities	43	11.0
Commute	34	8.7

Table 97. Reasons Why Staff Respondents Seriously Considered Leaving URI

Reason	n	%
Personal reasons (e.g., medical, mental health, family emergencies)	32	8.2
Local community climate was not welcoming	22	5.6
Lack of benefits	17	4.3
Spouse or partner unable to find suitable employment	12	3.1
Relocation	11	2.8
Local community did not meet my (my family) needs	9	2.3
A reason not listed above	60	15.3

Note: Table reports responses only from Staff respondents who indicated on the survey that they had seriously considered leaving URI (n = 392). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent chi-square analyses were conducted by staff status (Classified and Non-Classified), gender identity, racial identity, years of employment, and disability status. Only significant findings existed for years of employment. Higher percentages of Staff Respondents with More Than 15 Years of Employment (43%, n = 101) and those with 7-15 Years of Employment (57%, n = 133) than Staff Respondents with Less Than 7 Years of Employment (35%, n = 120) seriously considered leaving URI.[clxxv]

Forty-one percent (n = 101) of those Faculty respondents who seriously considered leaving did so for low salary/pay rate, and 37% (n = 90) each for increased workload and institutional support (Table 98). Thirty-six percent (n = 88) of those Faculty respondents who seriously considered leaving did so because of a lack of institutional resources, 34% (n = 82) because they lacked a sense of belonging, 33% (n = 80) because of a lack of communication/transparency, and 31% (n = 76) because they were recruited or offered a position at another institution/organization. "Response choices not listed" submitted by respondents included "a culture of tolerated sexism," "administrative inadequacies," "change in course assignment to courses not in area of expertise," "colleagues all have lower workloads," "degradation of atmosphere," "general failure of college/university leadership," "horizontal violence experienced as faculty and a student," "lack of diversity," "lack of support for writing and research," "lack of support from chair," "no respect for any conservative voices," "racism," "the way part-time

faculty are treated," "to be closer to my family," and "working from home during the pandemic is isolating."

Table 98. Reasons Why Faculty Respondents Seriously Considered Leaving URI

Reason	*n*	%
Low salary/pay rate	101	41.4
Increased workload	90	36.9
Institutional support (e.g., technical support, laboratory space/equipment)	90	36.9
Lack of institutional resources (e.g., child care, pre-tenure sabbatical, sufficient personnel, travel funding)	88	36.1
Lack of sense of belonging	82	33.6
Lack of communication/transparency	80	32.8
Recruited or offered a position at another institution/organization	76	31.1
Interested in a position at another institution	72	29.5
Tension with coworkers	58	23.8
Tension with supervisor/manager	55	22.5
Limited opportunities for advancement	52	21.3
Campus climate was unwelcoming	46	18.9
Local community climate was not welcoming	34	13.9
Lack of professional development/training opportunities	32	13.1
Cost of living	28	11.5
Spouse or partner unable to find suitable employment	28	11.5
Personal reasons (e.g., medical, mental health, family emergencies)	26	10.7
Commute	20	8.2
Lack of benefits	18	7.4
Family responsibilities	18	7.4
Local community did not meet my (my family) needs	16	6.6
Relocation	7	2.9
A reason not listed above	47	19.3

Note: Table reports responses only from Faculty respondents who indicated on the survey that they had seriously considered leaving URI (*n* = 244). Percentages may not sum to 100 as a result of multiple response choices.

Subsequent chi-square analyses were conducted by faculty status (Tenured or Tenure-Track, Non-Tenure-Track, or PFE/Per-Course Academic Appointment; Assistant Professor, Associate Professor, Professor), gender identity, racial identity, years of employment, and disability status. Only significant findings existed for faculty status, years of employment, and disability status. A higher percentage of Tenure-Track Faculty respondents (54%, *n* =177) than Non-Tenure-Track

Academic Appointment Faculty respondents (37%, $n = 45$) seriously considered leaving URI (PTF/Per-Course Faculty respondents [43%, $n = 18$] did not differ statistically from other groups).[clxxvi] A higher percentage of Associate Professor respondents (66%, $n = 50$) than Assistant Professor respondents (46%, $n = 43$) seriously considered leaving URI (Professor respondents [54%, $n = 84$] did not differ statistically from other groups).[clxxvii] By years of employment, a higher percentage of Faculty Respondents with More Than 15 Years of Employment (55%, $n = 101$) than those with Less Than 7 Years of Employment (38%, $n = 72$) seriously considered leaving URI (Faculty Respondents with 7-15 Years of Employment [50%, $n = 61$] did not differ statistically from other groups).[clxxviii] A higher percentage of Faculty Respondents with At Least One Disability (68%, $n = 36$) than those with No Disability (45%, $n = 205$) seriously considered leaving URI.[clxxix]

Qualitative Comment Analyses

Three hundred-ninety Staff, Faculty, and Postdoctoral Scholar respondents elaborated on the reasons that they considered leaving the institution. Seven themes emerged from the responses: issues with compensation and workload, conflicts with supervisors and coworkers, shortage of career advancement opportunities, issues with leadership, lack of commitment to equity, experiences of discrimination and marginalization, as well as lack of respect for conservative ideologies.

Issues With Compensation and Workload. Employee respondents shared that one reason that they considered leaving the institution involved issues with compensation and their overall workload. Several Employee respondents described not being appropriately compensated for their work, writing comments such as: "Have not had a pay increase in the 10 years that I have worked at URI," "Lack of feeling valued with addition of a low salary always makes me think of leaving," and "The amount of time that I work is not represented on my time card nor by my salary." A Staff respondent stated, "The pay is no sustainable, I have been with the University for [number] years and I my responsibilities continue to increase, my pay does not reflect the work I do." One Faculty respondent described how their pay is lower than a previous institution where they worked: "The low pay is creating a situation that I don't think is sustainable to stay at this institution for much longer. I took an [number] pay cut (in my annual salary, assuming full summer salary) in deciding to come to URI (at the same rank) because I thought the science

community would be much more enriching. 5 years later and also receiving tenure, I am still not back to the salary I left at my previous university."

Some Employee respondents commented that the pay is not enough for the location where URI is. One Faculty respondent stated, "The main reason is the salary. The salary does not match the cost of living around either the Kingston or Narragansett campus. I cannot afford to purchase a house on my own within 20 miles of my workplace." Another Faculty respondent shared, "The main reason is low salary combined with high cost of living in the area. I was particularly disappointed with the low raise after moving to Associate Professor." A Faculty respondent similarly named, "The pay at URI is not similar to equivalent universities where the cost of living is less onerous. I call it the 'ocean tax' meaning URI can pay less because having the ocean so close provides a quality of life boost." Additionally, another Faculty respondent described, "URI pays about 25% less than any other land-grant school in the northeast."

Related to concerns about compensation, Employee respondents also described that they had large workloads that caused them to consider leaving the institution. One Faculty respondent described, "I have zero work-life balance. I work all the time, usual business hours, 5am, midnight, all weekend for month on end. Students, colleagues, and supervisors expect you to work all the time. I am constantly recruited by industry where I would be paid more, work less, and be more appreciated." Another Faculty respondent stated, "Our workload is not firmly defined and we are often tasked with more and more work as the years progress. It often feels like there is a lack of understanding the toll large classes has on a dedicated professor. Exhaustion is constant." One Staff respondent commented, "This is due to the increased workload being placed on administrative staff with no additional compensation and with vacancies not being filled" with another Staff respondent writing, "Love what I do, but the hours expected to get the job done are getting worse by the year."

Conflicts With Supervisors and Coworkers. Employee respondents named how conflicts with supervisors as well as with coworkers led them to consider leaving URI. Respondents included comments like "Previous supervisor was petty and would cause problems between coworkers," "Being harassed by immediate supervisor. Accusing me of things that are not true and without investigating complaint fully," as well as "Inappropriate bullying conduct by supervisor.

Displays of anger, insensitive/prejudiced comments, threats against job. No support from HR."
One Staff respondent shared the following: "Once because of an overbearing Director, and
another time because manager does not know how to manage and does not know the job and
manages to fluff/lie her way around things she knows nothing about; nor does she have any
initiative to find new avenues that would benefit our college." Another Staff respondent
commented, "Supervisor micro managing and creating issues to undermine my work and
misleading. Inadequate guidance and poor management resulting in a lack of morale with staff."

Other Employee respondents shared particular incidents involving coworkers as causing them to
consider leaving the institution. Employee respondents wrote comments such as "Current work
climate is very difficult due to personnel," "I do not trust my coworkers. I feel I must have my
guard up all the time," and "There is A LOT of drama between staff members. Management does
a poor job of sometimes responding to said events." In particular, one Faculty respondent
discussed a particular instance, stating, "At one time, the climate in my department was hostile.
Multiple of my coworkers were bullies, and the department chair was a bully. It was an
extremely unpleasant work environment, and I was tired of crying. Reporting the situation to
HR, the union, and administration did not yield any results." Another Faculty respondent wrote,
"I have been harassed by a colleague to the point of fearing for my own safety and did not
receive support from URI when I reported the incidents." One Staff respondent described, "My
particular department (although not exclusive to that department) seems to support the mindset
of 'It's acceptable for you to behave unprofessionally and be rude to fellow workers, so long as
you are good at your job.'"

Shortage of Career Advancement Opportunities. Employee respondents shared how another
reason they considered leaving URI involved the shortage of career advancement opportunities at
the institution. Employee respondents named comments such as "Very limited opportunities for
advancement or cross-campus work on projects unless you are 'connected,'" "There is no
structure for reward, advancement or support of internal talent," and "Lack of advancement
opportunities for higher education professional staff." One Staff respondent specifically wrote,
"There are no structures that facilitate the professional advancement of staff. Promotion almost
always requires years of advocacy." Another Staff respondent stated, "I have put in over 10 years
at URI and have not been given the advancement that I have earned despite my numerous efforts

to move up through the many jobs that I applied for. I was not even given an interview." One Staff respondent similarly wrote, "It is very difficult for staff to get advancement opportunities here at URI. There are no merit raises. It is nearly impossible to advance through promotion and often I had to compete against external candidates to move up." One Faculty respondent also added, "I would like to work in upper administration, but it is unclear how to make that happen here at URI. I feel like I have given a lot to this university, and should have opportunities for advancement, but I don't always feel that my hard work is appreciated."

Issues With Leadership. Employee respondents shared that another reason that they considered leaving the institution involved issues that they had with leadership at URI. One Faculty respondent wrote, "The administration talks about leadership, but it fails to provide it at every turn. Since it is equally weak in administration and management, it is hard for the institution to progress." Several Employee respondents described experiencing a lack of support or hostile behaviors from leaders at the institution. One Staff respondent stated, "I did not feel a previous Dean in my college was supportive of me personally. This had nothing to do with my work or work ethic." Another Staff respondent added, "Former dean harassed female staff, shamed staff in front of others, and was vindictive if anyone complained." One Faculty respondent described, "The dean and the provost have created a hostile climate. In over three decades at URI, I have not previously encountered this level of hostility - I perceive this to be a racist environment."

Other Employee respondents named how they perceived the leadership as not providing necessary direction for the institution. For example, Employee respondents stated comments such as, "New leadership proved to be incompetent and self-indulgent" and "There is an overall sense from some of senior leadership that those under them are only there to serve their agendas, not necessarily that of the University." One Faculty respondent specifically wrote, "Our current VP of research is doing a bad enough job that I consider my ability to continue my research in jeopardy." Another Faculty respondent added, "The administration is unwilling to adapt to strategies necessary to thrive into the future and cling onto an antiquated model. This is pervasive throughout senior faculty until they beat or cull junior faculty into their way of thought. The faculty and administration is unwilling to take a serious objective look at themselves."

Lack of Commitment to Equity. Employee respondents shared how another reason they considered leaving URI was owing to a lack of commitment to equity issues at the institution. One Faculty respondent stated, "URI still needs to figure out how to be bold about education and equity initiatives. Pleas for more aggressive strategies tend to result in more band aid solutions. Hopefully this survey is the start of something more meaningful." A Staff respondent described, "As a staff of color, I find the lack of willingness of my colleagues to engage in meaningful conversations very disheartening. Moreover, my colleagues who say they subscribe to practicing social justice often do not." One Staff respondent shared how there is a lack of accountability for committing to issues of equity, writing, "Incidents happen to folks with marginalized identities, and nothing of substance happens, no one is really held accountable. There is no real commitment to issues of equity and inclusion." Another Faculty respondent named the lack of commitment to equity by administration and faculty, adding that "push back from admin and faculty outside of my department regarding JEDI initiatives" led them to consider leaving.

Experiences of Discrimination and Marginalization. Employee respondents also indicated how they considered leaving URL owing to experiences of discrimination and marginalization they encountered. A Faculty respondent shared a particular situation with their supervisor and with other faculty, naming, "Supervisor made racist comments, forced me to change my teaching methods so that I didn't overshadow other colleagues, was told that I was not their main choice, faculty in other departments assuming that I was tech support and that I was not supposed to be in my own classroom." A Staff respondent described, "As a Black employee, the climate at URI has been either racist, discriminatory, apathetic or dismissive of issues for Black people (faculty, staff, students) while simultaneously exhibiting a tremendous capacity for empathy and support for other groups that suffer." One Staff respondent wrote, "I feel that I am a victim of age and racial discrimination and in my office, because I am not white, young, and blond I am not afforded the same opportunities as others with the same title."

Some Employee respondents commented on how issues of discrimination manifested in their pay and career advancement opportunities. For instance, one Staff respondent stated, "Women are paid much less for their efforts than the male counterparts and often not promoted equally. There is a boys club mentality during meetings typically with other departments." Another Staff respondent added, "Pay inequity among people with similar titles is very common when you

look at men and women across departments/divisions. They have similar roles yet HR and the unions like to say that the role that's filled with a male has 'more technical work' which is completely untrue. This is also true among women of color." A Faculty respondent also described an issue of pay inequity, writing, "In my former position at URI, I had a leadership role. I knew I was significantly paid lower than my male counterpart. Over time, more and more responsibilities were placed on my plate with no financial increase." Additionally, one Faculty respondent wrote, "When I was pregnant I asked my supervisors if I could take an unpaid maternity leave. They both discussed and told me that I might not get promoted if I took longer than my 4 weeks of sick leave. Even though I am legally entitled to take unpaid leave, I did not feel comfortable risking my employment."

Lack of Respect for Conservative Ideologies. Employee respondents also described how they considered leaving the institution owing to the lack of respect present at the institution for those who adopt more conservative ideologies. One Faculty respondent shared, "URI only seems to support liberal viewpoints. Conservatives cannot speak out or share thought without being attacked." One Staff respondent similarly wrote, "Too much emphasis, by faculty, put on being a democrat at this university, not enough, or equal, emphasis put on Republican values." Another Faculty respondent added, "The political climate on campus is extremely hostile to anyone who disagrees with the majority liberal opinions. The fear of losing my job for my political opinions in this 'cancel culture' is strong." Additionally, one Staff respondent stated, "Politics is often discussed, and if you are not 'liberal' in your point of view, you basically have to keep quiet. There's lots of talk of 'diversity' on this campus, but it does not apply to politics, sadly."

Summary

The results from this section suggest that most Faculty and Staff respondents generally held positive attitudes about URI policies and processes. With regard to discriminatory employment practices, 30% ($n = 391$) of Faculty and Staff respondents had observed unfair or unjust hiring, 28% ($n = 366$) had observed unfair or unjust disciplinary actions, and 12% ($n = 152$) had observed unfair or unjust promotion, tenure, and/or reclassification. Position status, nepotism/cronyism, racial identity, gender/gender identity, age, and length of service were the top perceived bases for many of the reported discriminatory employment practices.

Most Staff respondents agreed that they had colleagues/coworkers who gave them job/career advice or guidance when they needed it; that their supervisors provided adequate support for them to manage work-life balance; and that their supervisors were supportive of flexible work schedules. Less than positive attitudes were also expressed by Staff respondents. For example, some Staff respondents felt that their workload increased without additional compensation as a result of other staff departures, that a hierarchy existed within staff positions that allowed some voices to be valued more than others, and that they performed more work than colleagues with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support). Further, a minority agreed that the performance evaluation process was clear and productive. Differences existed by staff status, years of employment, and disability status insofar as Classified Staff respondents disclosed less positive perceptions of the campus climate than did their Non-Classified Staff respondent counterparts; Staff respondents who were at URI more than 7 years expressed less positive perceptions than did their Staff respondent counterparts who were here less than 7 years; and, Staff respondents with At Least One Disability held less positive perceptions than their Staff counterparts with No Disability.

A majority of Tenured and Tenure-Track Faculty and Non-Tenure-Track Faculty respondents agreed that teaching and research were valued by URI, but some expressed views that they were burdened by service responsibilities beyond those of their colleagues with similar performance expectations and that faculty opinions were not taken seriously by senior administrators. PTF/Per-Course Faculty respondents agreed that clear expectations of their responsibilities existed yet expressed less positive perceptions about feeling that their teaching was valued, that URI committees and senior administrators take PTF opinions seriously, that they felt connected to the URI community, and that the process and procedure for PTF performance evaluation and advancement were clear. Most Faculty respondents felt valued by faculty in their department/program, by their department/program chairs, by other faculty, and by students in the classroom. Also, Faculty respondents perceived salaries for tenure-track faculty, adjunct faculty, and non-tenure-track faculty as not competitive.

Almost half of Faculty respondents (48%, $n = 244$) and Staff respondents (48%, $n = 392$) had seriously considered leaving URI in the past year. The top reasons why Faculty respondents had

seriously considered leaving included low salary/pay rate, increased workload, institutional support, lack of institutional resources, lack of sense of belonging, and lack of communication/transparency. The top reasons why Staff respondents had seriously considered leaving included low salary/pay rate, limited opportunities for advancement, tension with supervisor/manager, lack of communication/transparency, and increased workload.

[xlv] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by faculty position status: $\chi^2 (2, N = 486) = 15.4, p < .001$.

[xlvi] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they observed unfair hiring practices by faculty position status: $\chi^2 (2, N = 323) = 8.2, p < .05$.

[xlvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by racial identity: $\chi^2 (2, N = 1,248) = 19.1, p < .001$.

[xlviii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by years of employment: $\chi^2 (2, N = 1,296) = 29.8, p < .001$.

[xlix] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unfair hiring practices by disability status: $\chi^2 (2, N = 1,304) = 30.9, p < .001$.

[l] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, contract renewal, tenure, reappointment, and reclassification practices by position status: $\chi^2 (2, N = 480) = 11.6, p < .01$.

[li] A chi-square test was conducted to compare percentages of Faculty respondents who indicated that they had observed unjust promotion, contract renewal, tenure, reappointment, and reclassification practices by position status: $\chi^2 (2, N = 317) = 15.5, p < .001$.

[lii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, contract renewal, tenure, reappointment, and reclassification practices by gender identity: $\chi^2 (2, N = 1,287) = 6.6, p < .05$.

[liii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, contract renewal, tenure, reappointment, and reclassification practices by years of employment: $\chi^2 (2, N = 1,291) = 73.1, p < .001$.

[liv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust promotion, contract renewal, tenure, reappointment, and reclassification practices by disability status: $\chi^2 (2, N = 1,298) = 13.9, p < .01$.

[lv] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they had observed unjust employment-related discipline or action by gender identity: $\chi^2 (2, N = 1,288) = 7.7, p < .05$.

[lvi] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment-related discipline or action by years of employment: $\chi^2 (2, N = 1,292) = 33.8, p < .001$.

[lvii] A chi-square test was conducted to compare percentages of Faculty and Staff respondents who indicated that they observed unjust employment-related discipline or action by disability status: $\chi^2 (2, N = 1,300) = 24.1, p < .001$.

[lviii] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that the criteria for tenure were clear by years of employment: $\chi^2 (8, N = 313) = 15.9, p < .05$.

[lix] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that the criteria for tenure were clear by disability status: $\chi^2 (4, N = 322) = 13.1, p < .05$.

[lx] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt the tenure standards/promotion standards were applied equally to faculty in their department/school/college by gender identity: $\chi^2 (4, N = 314) = 16.8, p < .01$.

[lxi] A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt supported and mentored during the tenure-track years by gender identity: $\chi^2 (4, N = 310) = 11.1, p < .05$.

lxii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt supported and mentored during the tenure-track years by racial identity: $\chi^2 (4, N = 302) = 13.5, p < .01$.

lxiii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt supported and mentored during the tenure-track years by disability status: $\chi^2 (4, N = 318) = 13.9, p < .01$.

lxiv A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that URI faculty who qualified for delaying their tenure-clock felt empowered to do so by disability status: $\chi^2 (4, N = 320) = 13.4, p < .01$.

lxv A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that research was valued by URI by racial identity: $\chi^2 (4, N = 306) = 16.8, p < .01$.

lxvi A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that service contributions were valued by URI by faculty status: $\chi^2 (8, N = 322) = 21.8, p < .01$.

lxvii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt that service contributions were valued by URI by years of employment: $\chi^2 (8, N = 310) = 22.0, p < .01$.

lxviii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who were pressured to change their research/scholarship agenda to achieve tenure/promotion by gender identity: $\chi^2 (4, N = 308) = 10.6, p < .05$.

lxix A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by faculty status: $\chi^2 (8, N = 323) = 16.0, p < .05$.

lxx A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by gender identity: $\chi^2 (4, N = 312) = 20.6, p < .001$.

lxxi A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt burdened by service responsibilities beyond those of their colleagues with similar performance expectations by disability status: $\chi^2 (4, N = 320) = 11.9, p < 05$.

lxxii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt they performed more work to help students than their colleagues by disability status: $\chi^2 (4, N = 320) = 21.2, p < 001$.

lxxiii A chi-square test was conducted to compare percentages of Tenured and Tenure-Track Faculty respondents who felt senior administrators (e.g., dean, vice president, provost) took faculty opinions seriously by disability status: $\chi^2 (4, N = 321) = 13.3, p < .05$.

lxxiv A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for tenure-track faculty positions were competitive by faculty status: $\chi^2 (8, N = 324) = 16.9, p < .05$.

lxxv A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for tenure-track faculty positions were competitive by years of employment: $\chi^2 (8, N = 486) = 22.9, p < .01$.

lxxvi A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct faculty were competitive by faculty status: $\chi^2 (8, N = 313) = 27.7, p < .01$.

lxxvii A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct faculty were competitive by racial identity: $\chi^2 (4, N = 462) = 12.8, p < .05$.

lxxviii A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for adjunct faculty were competitive by years of employment: $\chi^2 (8, N = 475) = 26.3, p < .01$.

lxxix A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries for post-docs were competitive by racial identity: $\chi^2 (4, N = 458) = 13.2, p < .05$.

lxxx A chi-square test was conducted to compare percentages of Faculty respondents who felt that stipends for graduate teaching and research assistantships were competitive by faculty status: $\chi^2 (8, N = 316) = 16.6, p < .05$.

lxxxi A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries were equitable across similar positions by gender identity: $\chi^2 (4, N = 475) = 12.5, p < .05$.

lxxxii A chi-square test was conducted to compare percentages of Faculty respondents who felt that salaries were equitable across similar positions by years of employment: $\chi^2 (8, N = 479) = 17.0, p < .05$.

lxxxiii A chi-square test was conducted to compare percentages of Faculty respondents who felt child care benefits were competitive by gender identity: $\chi^2 (4, N = 465) = 13.8, p < .01$.

lxxxiv A chi-square test was conducted to compare percentages of Faculty respondents who felt child care benefits were competitive by years of employment: $\chi^2 (8, N = 468) = 16.3, p < .05$.

[lxxxv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that retirement/supplemental benefits were competitive by gender identity: $\chi^2 (4, N = 467) = 11.1, p < .05.$

[lxxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who felt their colleagues included them in opportunities that would help their careers as much as others in their position by years of employment: $\chi^2 (8, N = 483) = 19.5, p < .05.$

[lxxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that URI provided them with resources to pursue professional development by faculty status: $\chi^2 (8, N = 322) = 20.1, p < .05.$

[lxxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that URI provided them with resources to pursue professional development by gender identity: $\chi^2 (4, N = 481) = 15.8, p < .01.$

[lxxxix] A chi-square test was conducted to compare percentages of Faculty respondents who felt that URI provided them with resources to pursue professional development by years of employment: $\chi^2 (8, N = 485) = 28.7, p < .001.$

[xc] A chi-square test was conducted to compare percentages of Faculty respondents who felt positive about their career opportunities at URI by years of employment: $\chi^2 (8, N = 484) = 19.5, p < .05.$

[xci] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend URI as a good place to work by faculty status: $\chi^2 (8, N = 324) = 25.7, p < .01.$

[xcii] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend URI as a good place to work by gender identity: $\chi^2 (4, N = 486) = 11.6, p < .05.$

[xciii] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend URI as a good place to work by racial identity: $\chi^2 (4, N = 476) = 16.1, p < .01.$

[xciv] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend URI as a good place to work by years of employment: $\chi^2 (8, N = 489) = 24.0, p < 01.$

[xcv] A chi-square test was conducted to compare percentages of Faculty respondents who would recommend URI as a good place to work by disability: $\chi^2 (4, N = 498) = 15.0, p < 01.$

[xcvi] A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had job security by gender identity: $\chi^2 (4, N = 478) = 14.7, p < .01.$

[xcvii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had job security by years of employment: $\chi^2 (8, N = 483) = 63.5, p < .001.$

[xcviii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that they had job security by disability status: $\chi^2 (4, N = 490) = 13.8, p < .01.$

[xcix] A chi-square test was conducted to compare percentages of Faculty respondents who would like more opportunities to participate in substantive committee assignments by racial identity: $\chi^2 (4, N = 468) = 26.7, p < .001.$

[c] A chi-square test was conducted to compare percentages of Faculty respondents who thought that faculty in their department/program prejudge their abilities based on their perception of their identity/background by racial identity: $\chi^2 (, N = 465) = 25.1, p < .001.$

[ci] A chi-square test was conducted to compare percentages of Faculty respondents who felt that faculty in their department/program prejudged their abilities based on their perception of their identity/background by disability status: $\chi^2(, N = 487) = 11.9, p < .05.$

[cii] A chi-square test was conducted to compare percentages of Faculty respondents who felt that their department/program chair prejudged their abilities based on their perception of their identity/background by racial identity: $\chi^2 (, N = 460) = 31.9, p < .001.$

[ciii] A chi-square test was conducted to compare percentages of Faculty respondents who felt connected to coworkers by years of employment: $\chi^2 (8, N = 485) = 18.4, p < .05.$

[civ] A chi-square test was conducted to compare percentages of Faculty respondents who felt that they belonged at URI by years of employment: $\chi^2 (8, N = 480) = 18.1, p < .05.$

[cv] A chi-square test was conducted to compare percentages of Faculty respondents who felt that they belonged at URI by disability status: $\chi^2 (4, N = 489) = 11.3, p < .05.$

[cvi] A chi-square test was conducted to compare percentages of Faculty respondents who felt their English-speaking skills limit their ability to be successful at URI by racial identity: $\chi^2 (4, N = 466) = 42.5, p < .001.$

[cvii] A chi-square test was conducted to compare percentages of Faculty respondents who felt their English writing skills limit their ability to be successful at URI by racial identity: $\chi^2 (4, N = 465) = 42.1, p < .001.$

[cviii] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by staff status: $\chi^2 (8, N = 815) = 29.6, p < .001.$

[cix] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by gender identity: $\chi^{2\ 4}(, N = 789) = 9.5, p < .05.$

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[cx] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by years of employment: χ^2 (8, $N = 807$) = 22.8, $p < .01$.

[cxi] A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by disability status: χ^2 (4, $N = 807$) = 16.1, $p < .01$.

[cxii] A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who give them job/career advice or guidance when they needed it by staff status: χ^2 (8, $N = 811$) = 20.6, $p < .01$.

[cxiii] A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who give them job/career advice or guidance when they needed it by gender identity: χ^2 (4, $N = 784$) = 12.5, $p < .05$.

[cxiv] A chi-square test was conducted to compare percentages of Staff respondents who had colleagues/coworkers who give them job/career advice or guidance when they needed it by years of employment: χ^2 (8, $N = 802$) = 29.8, $p < .001$.

[cxv] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will help their careers as much as others in similar positions by staff status: χ^2 (8, $N = 810$) = 21.9, $p < .01$.

[cxvi] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will help their careers as much as others in similar positions by years of employment: χ^2 (8, $N = 801$) = 38.9, $p < .001$.

[cxvii] A chi-square test was conducted to compare percentages of Staff respondents who were included in opportunities that will help their careers as much as others in similar positions by disability status: χ^2 (4, $N = 802$) = 16.3, $p < .01$.

[cxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was clear by staff status: χ^2 (8, $N = 809$) = 20.5, $p < .01$.

[cxix] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was clear by years of employment: χ^2 (8, $N = 800$) = 26.8, $p < .01$.

[cxx] A chi-square test was conducted to compare percentages of Staff respondents who felt the performance evaluation process was productive by years of employment: χ^2 (8, $N = 787$) = 28.6, $p < .001$.

[cxxi] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided adequate support to manage work-life balance by staff status: χ^2 (8, $N = 804$) = 19.9, $p < .05$.

[cxxii] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided adequate support to manage work-life balance by years of employment: χ^2 (8, $N = 795$) = 21.7, $p < .01$.

[cxxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided adequate support to manage work-life balance by disability status: χ^2 (4, $N = 796$) = 21.9, $p < .001$.

[cxxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt URI provided adequate support to help them manage work-life balance by staff status: χ^2 (8, $N = 802$) = 16.0, $p < .05$.

[cxxv] A chi-square test was conducted to compare percentages of Staff respondents who felt URI provided adequate support to help them manage work-life balance by disability status: χ^2 (4, $N = 794$) = 13.5, $p < .01$.

[cxxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt burdened by work responsibilities beyond those of their colleagues with similar performance expectations by years of employment: χ^2 (8, $N = 796$) = 16.8, $p < .05$.

[cxxvii] A chi-square test was conducted to compare percentages of Staff respondents who felt they performed more work than colleagues with similar performance expectations by gender identity: χ^2 (4, $N = 777$) = 17.8, $p < .01$.

[cxxviii] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by staff status: χ^2 (8, $N = 803$) = 24.2, $p < .01$.

[cxxix] A chi-square test was conducted to compare percentages of Staff respondents who were able to complete their assigned duties during scheduled hours by years of employment: χ^2 (8, $N = 794$) = 29.6, $p < .001$.

[cxxx] A chi-square test was conducted to compare percentages of Staff respondents who felt that their workload was increased without additional compensation due to other staff departures by years of employment: χ^2 (8, $N = 806$) = 28.8, $p < .001$.

[cxxxi] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by staff status: χ^2 (8, $N = 808$) = 19.5, $p < .05$.

[cxxxii] A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by gender identity: χ^2 (4, $N = 781$) = 19.4, $p < .01$.

cxxxiii A chi-square test was conducted to compare percentages of Staff respondents who felt pressured by departmental work requirements that occurred outside of their normally scheduled hours by disability status: $\chi^2(4, N = 800) = 10.0, p < .05$.

cxxxiv A chi-square test was conducted to compare percentages of Staff respondents who felt they were given a reasonable time frame to complete their assigned responsibilities by years of employment: $\chi^2(8, N = 801) = 27.6, p < .01$.

cxxxv A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others by years of employment: $\chi^2(8, N =796) = 23.9, p < .01$.

cxxxvi A chi-square test was conducted to compare percentages of Staff respondents who felt a hierarchy existed within staff positions that allowed some voices to be valued more than others disability status: $\chi^2(4, N = 797) = 12.9, p < .05$.

cxxxvii A chi-square test was conducted to compare percentages of Staff respondents who felt URI provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(8, N = 810) = 21.1, p < .01$.

cxxxviii A chi-square test was conducted to compare percentages of Staff respondents who felt URI provided them with resources to pursue training/professional development opportunities by years of employment: $\chi^2(8, N = 801) = 22.1, p < .01$.

cxxxix A chi-square test was conducted to compare percentages of Staff respondents who felt URI provided them with resources to pursue training/professional development opportunities by disability status: $\chi^{2\,4}(, N = 802) = 11.5, p < .05$.

cxl A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by staff status: $\chi^2(8, N = 808) = 45.9, p < .001$.

cxli A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor provided them with resources to pursue training/professional development opportunities by disability status: $\chi^2(4, N = 800) = 10.3, p < .05$.

cxlii A chi-square test was conducted to compare percentages of Staff respondents who felt URI is supportive of taking extended leave by years of employment: $\chi^2(8, N = 801) = 20.3, p < .01$.

cxliii A chi-square test was conducted to compare percentages of Staff respondents who felt URI is supportive of taking extended leave by disability status: $\chi^2(4, N = 801) = 22.4, p < .001$.

cxliv A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of their taking leaves by years of employment: $\chi^2(8, N = 794) = 20.8, p < .01$.

cxlv A chi-square test was conducted to compare percentages of Staff respondents who felt that URI policies were fairly applied across URI by years of employment: $\chi^2(8, N = 791) = 16.3, p < .05$.

cxlvi A chi-square test was conducted to compare percentages of Staff respondents who felt URI was supportive of flexible work schedules by years of employment: $\chi^2(8, N = 799) = 18.8, p < .05$.

cxlvii A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by staff status: $\chi^2(8, N = 805) = 31.3, p < .001$.

cxlviii A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by years of employment: $\chi^2(8, N = 796) = 27.7, p < .05$.

cxlix A chi-square test was conducted to compare percentages of Staff respondents who had supervisors who gave them job/career advice or guidance when they needed it by disability status: $\chi^2(4, N = 798) = 10.3, p < .05$.

cl A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of flexible work schedules by staff status: $\chi^2(8, N = 806) = 24.6, p < .01$.

cli A chi-square test was conducted to compare percentages of Staff respondents who felt their supervisor was supportive of flexible work schedules by years of employment: $\chi^2(8, N = 797) = 26.6, p < .01$.

clii A chi-square test was conducted to compare percentages of Staff respondents who felt that vacation and personal time packages were competitive by staff status: $\chi^2(8, N = 789) = 23.3, p < .01$.

cliii A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by staff status: $\chi^2(8, N = 806) = 19.4, p < .05$.

cliv A chi-square test was conducted to compare percentages of Staff respondents who thought health insurance benefits were competitive by racial identity: $\chi^2(4, N = 763) = 11.6, p < .05$.

clv A chi-square test was conducted to compare percentages of Staff respondents who thought child care benefits were competitive by gender identity: $\chi^2(4, N = 767) = 10.9, p < .05$.

[clvi] A chi-square test was conducted to compare percentages of Staff respondents who thought retirement benefits were competitive by staff status: $\chi^2(8, N = 804) = 51,6\ p < .001$.

[clvii] A chi-square test was conducted to compare percentages of Staff respondents who felt URI committees value staff opinions by years of employment: $\chi^2(8, N = 792) = 36.6$, $p < .001$.

[clviii] A chi-square test was conducted to compare percentages of Staff respondents who felt URI committees value staff opinions by disability status: $\chi^2(4, N = 793) = 23.1$, $p < .001$.

[clix] A chi-square test was conducted to compare percentages of Staff respondents who felt URI faculty value staff opinions by years of employment: $\chi^2(8, N = 791) = 33.2$, $p < .001$.

[clx] A chi-square test was conducted to compare percentages of Staff respondents who felt URI faculty value staff opinions by disability status: $\chi^2(4, N = 792) = 14.9$, $p < .01$.

[clxi] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by staff status: $\chi^2(8, N = 810) = 18.2$, $p < .05$.

[clxii] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by years of employment: $\chi^2(8, N = 801) = 18.7$, $p < .05$.

[clxiii] A chi-square test was conducted to compare percentages of Staff respondents who felt clear expectations of their responsibilities existed by disability status: $\chi^2(4, N = 802) = 19.4$, $p < .01$.

[clxiv] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at URI by staff status: $\chi^2(8, N = 809) = 25.5$, $p < .01$.

[clxv] A chi-square test was conducted to compare percentages of Staff respondents who felt clear procedures existed on how they could advance at URI by disability status: $\chi^2(4, N = 801) = 23.8$, $p < .001$.

[clxvi] A chi-square test was conducted to compare percentages of Staff respondents who felt positive about their career opportunities at URI by staff status: $\chi^2(8, N = 804) = 18.5$, $p < .05$.

[clxvii] A chi-square test was conducted to compare percentages of Staff respondents who i felt positive about their career opportunities at URI by years of employment: $\chi^2(8, N = 795) = 29.7$, $p < .001$.

[clxviii] A chi-square test was conducted to compare percentages of Staff respondents who felt positive about their career opportunities at URI by disability status: $\chi^2(4, N = 796) = 30.8$, $p < .001$.

[clxix] A chi-square test was conducted to compare percentages of Staff respondents who would recommend URI as a good place to work by staff status: $\chi^2(8, N = 813) = 19.0$, $p < .05$.

[clxx] A chi-square test was conducted to compare percentages of Staff respondents who would recommend URI as a good place to work by years of employment: $\chi^2(8, N = 804) = 27.0$, $p < .01$.

[clxxi] A chi-square test was conducted to compare percentages of Staff respondents who would recommend URI as a good place to work by disability status: $\chi^2(4, N = 805) = 22.8$, $p < .001$.

[clxxii] A chi-square test was conducted to compare percentages of Staff respondents who thought that coworkers in their work unit prejudged their abilities based on a perception of their identity/background by staff status: $\chi^2(8, N = 799) = 18.7$, $p < .05$.

[clxxiii] A chi-square test was conducted to compare percentages of Staff respondents who thought that their supervisor/manager prejudged their abilities based on a perception of their identity/background by disability status: $\chi^2(4, N = 793) = 16.5$, $p < .01$.

[clxxiv] A chi-square test was conducted to compare percentages of Staff respondents who thought that faculty prejudged their abilities based on a perception of their identity/background racial identity: $\chi^2(4, N = 751) = 10.0$, $p < .05$.

[clxxv] A chi-square test was conducted to compare percentages of Staff respondents who had seriously considered leaving URI by years of employment: $\chi^2(2, N = 811) = 39.5$, $p < .001$.

[clxxvi] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving URI by faculty status: $\chi^2(2, N = 489) = 11.0$, $p < .01$.

[clxxvii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving URI by faculty status: $\chi^2(2, N = 326) = 6.8$, $p < .05$.

[clxxviii] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving URI by years of employment: $\chi^2(2, N = 495) = 11.7$, $p < .01$.

[clxxix] A chi-square test was conducted to compare percentages of Faculty respondents who had seriously considered leaving URI by disability status: $\chi^2(1, N = 505) = 9.7$, $p < .01$.

Student Perceptions of Campus Climate

This section of the report reviews survey items that were specific to URI students. Several survey items queried Student respondents about their academic experiences, their general perceptions of the campus climate, and their comfort with their classes.

Student Respondents' *Perceived Academic Success*

Factor Analysis Methodology

As mentioned earlier in this report, a confirmatory factor analysis was conducted on one scale embedded in Question 14 of the assessment. The scale, termed "*Perceived Academic Success*" for the purposes of this project, was developed using Pascarella and Terenzini's (1980) *Academic and Intellectual Development Scale* (Table 99). This scale has been used in a variety of studies examining student persistence. The first six sub-questions of Question 14 of the survey reflect the questions on this scale.

The questions on the scale were answered on a Likert metric from "strongly agree" to "strongly disagree" (scored 1 for "strongly agree" and 5 for "strongly disagree"). For the purposes of analysis, respondents who did not answer all scale sub-questions were not included in the analysis. Three percent ($n = 97$) of all potential respondents were removed from the analysis because of one or more missing responses.

A factor analysis was conducted on the *Perceived Academic Success* scale using parallel factoring. The factor loading of each item was examined to test whether the intended questions combined to represent the underlying construct of the scale.[75] The internal consistency reliability (Cronbach's alpha) of the scale was .940, which is high, meaning that the scale produced consistent results.

Table 99. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
	Q14_A_1	I am performing up to my full academic potential.

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[75] Factor analysis is a particularly useful technique for scale construction. It is used to determine how well a set of survey questions combine to measure a latent construct by measuring how similarly respondents answer those questions.

Table 99. Survey Items Included in the *Perceived Academic Success* Factor

Scale	Survey item number	Academic experience
Perceived Academic Success	Q14_A_2	I am satisfied with my academic experience at URI.
	Q14_A_3	I am satisfied with the extent of my intellectual development since enrolling at URI.
	Q14_A_4	I have performed academically as well as I anticipated I would.
	Q14_A_5	My academic experience has had a positive influence on my intellectual growth and interest in ideas.
	Q14_A_6	My interest in ideas and intellectual matters has increased since coming to URI.

The factor score for *Perceived Academic Success* was created by taking the average of the scores for the six sub-questions in the factor. Each respondent who answered all the questions included in the given factor was assigned a score on a five-point scale. The factor was then reverse coded so that higher scores on the *Perceived Academic Success* factor suggested a student or constituent group perceived themselves as more academically successful.

Means Testing Methodology

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

- Gender identity (Trans-spectrum, Women, Men)
- Racial identity (APIDA, Black/African/African American, Latinx, Additional Respondents of Color, Multiracial, White)
- Income status (Low-Income, Not-Low-Income)
- First-generation status (First-Generation, Not-First-Generation)

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

Means Testing Results

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

Gender Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by gender identity on *Perceived Academic Success*, $F(2, 2,649) = 10.27$, $p < .001$ (Table 100).

Table 100. Undergraduate Student Respondents' *Perceived Academic Success* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	1,776	3.80	0.81
Men	782	3.65	0.85
Trans-spectrum	94	3.69	0.85

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for two comparisons: Women vs. Men (Table 101). These findings suggest that Women Undergraduate Student respondents had higher *Perceived Academic Success* scores than did Men Undergraduate Student respondents.

Table 101. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.15*
Women vs. Trans-spectrum	0.11
Men vs. Trans-spectrum	-0.04

*$p < .001$

No significant difference existed in the overall test for means for Graduate Student respondents by gender identity. The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Racial Identity

A significant difference existed in the overall test for means for Undergraduate Student respondents by racial identity on *Perceived Academic Success*, $F(5, 2,606) = 12.34$, $p < .001$ (Table 102).

Table 102. Undergraduate Student Respondents' *Perceived Academic Success* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
APIDA	135	3.57	0.80
Black/African/African American	114	3.36	0.88
Latinx	176	3.59	0.87
Additional Respondents of Color	20	3.78	0.64
Multiracial	224	3.61	0.88
White	1,943	3.82	0.81

Subsequent analyses on *Perceived Academic Success* for Undergraduate Student respondents were significant for four comparisons: White vs. APIDA, White vs. Black/African/African American, White vs. Latinx, and White vs. Multiracial (Table 103). These findings suggest that White Undergraduate Student respondents had higher *Perceived Academic Success* scores than APIDA Undergraduate Student respondents and Black/African/African American Undergraduate Student respondents. They also suggest that White Undergraduate Student respondents had higher *Perceived Academic Success* scores than Latinx Undergraduate Student respondents and Multiracial Undergraduate Student respondents.

Table 103. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* by Racial Identity

Groups compared	Mean difference
White vs. APIDA	0.26*
White vs. Black/African/African American	0.47*
White vs. Latinx	0.23*
White vs. Additional Respondents of Color	0.04
White vs. Multiracial	0.21*
APIDA vs. Black/African/African American	0.21
APIDA vs. Latinx	-0.02
APIDA vs. Additional Respondents of Color	-0.21
APIDA vs. Multiracial	-0.04

Table 103. Difference Between Means for Undergraduate Student Respondents for *Perceived Academic Success* **by Racial Identity**

Groups compared	Mean difference
Black/African/African American vs. Latinx	-0.23
Black/African/African American vs. Additional Respondents of Color	-0.42
Black/African/African American vs. Multiracial	-0.25
Latinx vs. Additional Respondents of Color	-0.19
Latinx vs. Multiracial	-0.02
Additional Respondents of Color vs. Multiracial	0.17

*p < .05

No significant difference existed in the overall test for means for Graduate Student respondents by racial identity on *Perceived Academic Success*. The overall test was not significant, so no subsequent analyses on *Perceived Academic Success* for Graduate Student respondents were run.

Income Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by income status on *Perceived Academic Success*, $t(356) = -3.11$, $p < .01$ (Table 104). This finding suggests that Not-Low-Income Undergraduate Student respondents had higher *Perceived Academic Success* scores than Low-Income Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by income status on *Perceived Academic Success*.

Table 104. Student Respondents' *Perceived Academic Success* **by Income Status**

	Undergraduate Student respondents			Graduate Student respondents		
Income status	*n*	Mean	Std. dev.	*n*	Mean	Std. dev.
Low-income	291	3.61	0.89	180	4.04	0.69
Not-Low-Income	2,275	3.78	0.82	366	4.09	0.70
Mean difference		-0.17*			-0.05	

*p < .01

First-Generation Status

A significant difference existed in the overall test for means for Undergraduate Student respondents by first-generation status on *Perceived Academic Success*, $t(1,375) = -2.81$, $p < .01$ (Table 105). This finding suggests that Not-First-Generation Undergraduate Student respondents had higher *Perceived Academic Success* scores than First-Generation Undergraduate Student

respondents. No significant difference existed in the overall test for means for Graduate Student respondents by first-generation status on *Perceived Academic Success*.

Table 105. **Student Respondents'** *Perceived Academic Success* **by First-Generation Status**

First-Generation status	Undergraduate Student respondents			Graduate Student respondents		
	n	Mean	Std. dev.	*n*	Mean	Std. dev.
First-Generation	775	3.68	0.86	175	4.06	0.71
Not-First-Generation	1,873	3.78	0.82	385	4.08	0.70
Mean difference	-0.10*			-0.02		

*p < .01

Student Respondents' Sense of Belonging at URI

Similarly to the previous section, this section of the report describes another student outcome related to campus climate, *Sense of Belonging*, which was informed by Strayhorn's (2012) qualitative examination of students' sense of belonging.

Factor Analysis Methodology. A confirmatory factor analysis was conducted on the nine sub-items of survey question 105, which produced the *Student Sense of Belonging* factor (Table 106).

Table 106. Survey Items Included in the *Student Sense of Belonging* Factor Analyses

Scale	Survey question
Student Sense of Belonging	I feel valued by URI **faculty**.
	I feel valued by URI **staff**.
	I feel valued by URI **senior administrators** (e.g., dean, vice president, provost).
	I feel valued by faculty in the classroom.
	I feel valued by other students in the classroom.
	I feel valued by other students outside of the classroom.
	I feel that URI climate encourages open discussion of difficult topics.
	I have faculty whom I perceive as role models.
	I have staff whom I perceive as role models.

The factor score for *Student Sense of Belonging* was created by taking the average of the scores for the sub-questions in the factor. The internal consistency reliability (Cronbach's alpha) of the scale was .946, which is high, meaning that the scale produced consistent results.[76] Higher scores

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[76] For a detailed description of these methods, refer to the "Research Design" portion of the "Methodology" section of this report.

on the *Student Sense of Belonging* factors suggested an individual or constituent group felt a stronger sense of belonging at URI.

Means Testing Methodology

After creating the factor scores for respondents based on the factor analyses, where *n*'s were of sufficient size, the means for respondents were analyzed to determine whether the factor scores differed for categories in the following demographic areas:

- Gender identity (Trans-spectrum, Women, Men)
- Racial identity (APIDA, Black/African/African American, Latinx, Additional Respondents of Color, Multiracial, White)
- First-Generation status (First-Generation, Not-First-Generation)
- Sexual identity (Queer-spectrum, Asexual, Bisexual, Heterosexual)

Means Testing Results

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

Gender Identity

A significant difference existed in the overall test for means for Student respondents by gender identity on *Student Sense of Belonging*, $F(2, 3,203) = 4.05$, $p < .05$ (Table 107).

Table 107. Student Respondents' *Sense of Belonging* by Gender Identity

Gender identity	*n*	Mean	Std. dev.
Women	2,153	3.77	0.71
Men	949	3.70	0.77
Trans-spectrum	104	3.64	0.79

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for two comparisons: Women vs. Men (Table 108). These findings suggest that Women Student respondents had higher *Student Sense of Belonging* scores than did Men Student respondents.

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Table 108. Difference Between Means for Student Respondents for *Sense of Belonging* by Gender Identity

Groups compared	Mean difference
Women vs. Men	0.07*
Women vs. Trans-spectrum	0.13
Men vs. Trans-spectrum	0.06

*$p < .05$

Racial Identity

A significant difference existed in the overall test for means for Student respondents by racial identity on *Student Sense of Belonging*, $F(5, 3,145) = 7.75$, $p < .001$ (Table 109).

Table 109. Student Respondents' *Sense of Belonging* by Racial Identity

Racial identity	*n*	Mean	Std. dev.
APIDA	195	3.63	0.75
Black/African/African American	137	3.50	0.71
Latinx	202	3.69	0.72
Additional Respondents of Color	33	3.75	0.68
Multiracial	255	3.61	0.79
White	2,329	3.79	0.72

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for three comparisons: White vs. APIDA, White vs Black/African/African American, and White vs. Multiracial (Table 110). These findings suggest that White Student respondents had higher *Student Sense of Belonging* scores did than APIDA Student respondents and Black/African/African American Student respondents. They also suggest White Student respondents had higher *Student Sense of Belonging* scores than did Multiracial Student respondents.

Table 110. Difference Between Means for Student Respondents for *Sense of Belonging* by Racial Identity

Groups compared	Mean difference
White vs. APIDA	0.16*
White vs. Black/African/African American	0.29*
White vs. Latinx	0.10
White vs. Additional Respondents of Color	0.04
White vs. Multiracial	0.18*

Table 110. Difference Between Means for Student Respondents for *Sense of Belonging* by Racial Identity

Groups compared	Mean difference
APIDA vs. Black/African/African American	0.13
APIDA vs. Latinx	-0.06
APIDA vs. Additional Respondents of Color	-0.12
APIDA vs. Multiracial	0.02
Black/African/African American vs. Latinx	-0.19
Black/African/African American vs. Additional Respondents of Color	-0.25
Black/African/African American vs. Multiracial	-0.11
Latinx vs. Additional Respondents of Color	-0.06
Latinx vs. Multiracial	0.08
Additional Respondents of Color vs. Multiracial	0.14

*$p < .05$

First-Generation Status

No significant difference existed in the overall test for means for Student respondents by first-generation status. The overall test was not significant, so no subsequent analyses on *Student Sense of Belonging* by first-generation status were run.

Sexual Identity

A significant difference existed in the overall test for means for Student respondents by sexual identity on *Student Sense of Belonging*, $F(3, 3,156) = 6.10$, $p < .001$ (Table 111).

Table 111. Student Respondents' *Sense of Belonging* by Sexual Identity

Sexual identity	*n*	Mean	Std. dev.
Queer-spectrum	287	3.64	0.76
Asexual	89	3.71	0.79
Bisexual	309	3.62	0.72
Heterosexual	2,475	3.77	0.72

Subsequent analyses on *Student Sense of Belonging* for Student respondents were significant for two comparisons: Heterosexual vs. Queer-spectrum and Heterosexual vs. Bisexual (Table 112). These findings suggest that Heterosexual Student respondents had higher *Student Sense of Belonging* scores than did Queer-spectrum Student respondents and Bisexual Student respondents.

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Table 112. Difference Between Means for Student Respondents for *Sense of Belonging* **by Sexual Identity**

Groups compared	Mean difference
Heterosexual vs. Queer-spectrum	0.13*
Heterosexual vs. Asexual	0.06
Heterosexual vs. Bisexual	0.15*
Queer-spectrum vs. Asexual	-0.07
Queer-spectrum vs. Bisexual	0.02
Asexual vs. Bisexual	0.09

*$p < .05$

Student Respondents' Perception of Climate

In addition to the sense of belonging analysis summarized above, another survey item asked Student respondents the degree to which they agreed with a series of statements about their interactions with the URI campus community (Table 113 and Table 114). Chi-square analyses were conducted by student status (undergraduate and graduate), gender identity, racial identity, citizen status, first-generation status, sexual identity, and disability status. Significant findings including frequencies are published below.

Fifty-eight percent ($n = 1,850$) of Students respondents "strongly agreed" or "agreed" that they felt connected to other students. A higher percentage of Trans-spectrum Student respondents (15%, $n = 15$) than Women Student respondents (5%, $n = 100$) and Men Student respondents (5%, $n = 43$) "strongly disagreed" that they felt connected to other students. A higher percentage of White respondents (23%, $n = 540$) than Black/African/African American Student respondents (12%, $= 16$) "strongly agreed" with this statement (Latinx Student respondents [19%, $n = 38$], Multiracial Student respondents [18%, $n = 45$], and APIDA Student respondents [16%, $n = 31$] did not differ statistically from other groups). A higher percentage of First-Generation Student respondents (6%, $n = 58$) than Not-First-Generation Student respondents (4%, $n = 100$) "strongly disagreed" that they felt connected to other students. Also, higher percentages of Asexual Student respondents (14%, $n = 12$), Bisexual Student respondents (10%, $n = 30$), and Queer-spectrum Student respondents (8%, $n = 22$) than Heterosexual Student respondents (4%, $n = 95$) "strongly disagreed" that they felt connected to other students. Also statistically significant, 21% ($n = 64$) of Bisexual Student respondents compared with 14% ($n = 335$) of Heterosexual Student respondents "disagreed" that they felt connected to other students (Queer-spectrum Student

respondents [19%, $n = 52$] and Asexual Student respondents [16%, $n = 14$] did not differ statistically from other groups). By disability status, 15% ($n = 34$) of Student Respondents with Multiple Disabilities, 7% ($n = 30$) of Student Respondents with a Single Disability, and 4% ($n = 95$) of Student Respondents with No Disability "strongly disagreed" with this statement.

Sixty-six percent ($n = 2,095$) of Students respondents "strongly agreed" or "agreed" that they felt like they belonged at URI. A higher percentage of Women Student respondents (28%, $n = 600$) than Men Student respondents (28%, $n = 261$) "strongly agreed" that they felt like they belonged at URI (Trans-spectrum Student respondents [15%, $n = 15$] did not differ statistically from other groups). A higher percentage of White respondents (30%, $n = 690$) than Black/African/African American Student respondents (17%, $n = 23$) "strongly agreed" with this statement (Latinx Student respondents [24%, $n = 48$], Multiracial Student respondents [22%, $n = 57$], and APIDA Student respondents [22%, $n = 42$) did not differ statistically from other groups). A higher percentage of Heterosexual Student respondents (29%, $n = 719$) than Queer-spectrum Student respondents (20%, $n = 58$) and Bisexual Student respondents (20%, $n = 61$) "strongly agreed" that they felt that they belonged at URI (Asexual Student respondents [28%, $n = 25$] did not differ statistically from other groups). Also statistically significant, 12% ($n = 37$) of Bisexual Student respondents compared with 7% ($n = 174$) of Heterosexual Student respondents "disagreed" that they felt connected to other students. By disability status, 10% ($n = 22$) of Student Respondents with Multiple Disabilities, 5% ($n = 21$) of Student Respondents with a Single Disability, and 2% ($n = 50$) of Student Respondents with No Disability "strongly disagreed" with this statement.

Thirty-one percent ($n = 977$) of Student respondents "strongly agreed" or "agreed" that they felt faculty prejudged their abilities based on their perception of their identity/background. Higher percentages of Multiracial Student respondents (17%, $n = 42$) and White Student respondents (15%, $n = 356$) than Black/African/African American Student respondents (4%, $n = 5$) "strongly disagreed" that faculty prejudged their abilities based on their perception of their identity/background (APIDA Student respondents [8%, $n = 16$], Latinx Student respondents [9%, $n = 18$], and Student Respondents of Color [$n < 5$] did not differ statistically from other groups) . Also statistically significant, 31% ($n = 709$) of White Student respondents compared with 19% ($n = 25$) of Black/African/African American Student respondents "disagreed" with this statement

(Latinx Student respondents [21%, $n = 43$], APIDA Student respondents [22%, $n = 42$], and Multiracial Student respondents [23%, $n = 58$] did not differ statistically from other groups). Also, 29% ($n = 38$) of International Student respondents compared with 19% ($n = 528$) of U.S. Citizen Student respondents "agreed" that faculty prejudged their abilities based on their perception of their identity/background (Naturalized/Permanent Status Student respondents [13%, $n = 25$] did not differ statistically from other groups). Also, 29% ($n = 825$) of U.S. Citizen-Birth Student respondents compared with 17% ($n = 34$) of Naturalized/Permanent Status Student respondents "disagreed" with this statement (International Student respondents [21%, $n = 28$] did not differ statistically from other groups).

Sixty-three percent ($n = 1,997$) of Students respondents "strongly agreed" or "agreed" that they felt that they had other students whom they perceived as role models. A higher percentage of Undergraduate Student respondents (10%, $n = 264$) than Graduate Student respondents (5%, $n = 30$) "disagreed" that they felt that they had other students whom they perceived as role models. A higher percentage of Women Student respondents (26%, $n = 553$) than Men Student respondents (20%, $n = 190$) "strongly agreed" (Trans-spectrum Student respondents [28%, $n = 29$] did not differ statistically from other groups), and higher percentages of Trans-spectrum Student respondents (8%, $n = 8$) and Men Student respondents (5%, $n = 45$) than Women Student respondents (3%, $n = 63$) "strongly disagreed" with this statement. Higher percentages of White Student respondents (26%, $n = 609$) and Multiracial Student respondents (25%, $n = 63$) than APIDA Student respondents (14%, $n = 27$) "strongly agreed" that they felt that they had other students whom they perceived as role models (Latinx Student respondents [19%, $n = 37$] and Black/African/African American Student respondents [20%, $n = 27$] did not differ statistically from other groups). A higher percentage of Not-First-Generation Student respondents (25%, $n = 566$) than First-Generation Student respondents (22%, $n = 207$) "strongly agreed" that they felt that they had other students whom they perceived as role models. By disability status, 39% ($n = 984$) of Student Respondents with No Disability compared with 31% ($n = 71$) of Student Respondents with Multiple Disabilities "agreed" that they felt that they had other students whom they perceived as role models (Student Respondents with a Single Disability [36%, $n = 155$] did not differ statistically from other groups).

Table 113. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Connected to other students.	**686**	**21.4**	**1,164**	**36.3**	**723**	**22.6**	**471**	**14.7**	**160**	**5.0**
Gender identity[clxxx]										
Women	467	21.8	781	36.4	487	22.7	310	14.5	100	4.7
Men	201	21.3	349	37.0	214	22.7	136	14.4	43	4.6
Trans-spectrum	14	13.7	30	29.4	19	18.6	24	23.5	15	14.7
Racial identity[clxxxi]										
APIDA	31	15.9	69	35.4	64	32.8	26	13.3	5	2.6
Black/African/African American	16	11.7	61	44.5	32	23.4	23	16.8	5	3.6
Latinx	38	19.0	65	32.5	56	28.0	30	15.0	11	5.5
White	540	23.3	842	36.3	485	20.9	337	14.5	116	5.0
Multiracial	45	17.9	83	33.1	59	23.5	44	17.5	20	8.0
First-generation status[clxxxii]										
First-Generation	193	20.5	313	33.3	238	25.3	139	14.8	58	6.2
Not-First-Generation	492	21.9	849	37.8	476	21.2	331	14.7	100	4.4
Sexual identity[clxxxiii]										
Queer-spectrum	47	16.7	97	34.5	63	22.4	52	18.5	22	7.8
Asexual	18	20.2	27	30.3	18	20.2	14	15.7	12	13.5
Bisexual	53	17.2	101	32.7	61	19.7	64	20.7	30	9.7
Heterosexual	555	22.5	914	37.1	567	23.0	335	13.6	95	3.9
Disability status[clxxxiv]										
Single Disability	72	16.5	155	35.5	104	23.8	76	17.4	30	6.9
No Disability	586	23.3	925	36.8	568	22.6	341	13.6	95	3.8
Multiple Disabilities	21	9.3	75	33.0	46	20.3	51	22.5	34	15.0
That I belong at URI.	**878**	**27.5**	**1,217**	**38.1**	**752**	**23.5**	**256**	**8.0**	**93**	**2.9**
Gender identity[clxxxv]										
Women	600	28.1	824	38.6	480	22.5	174	8.1	59	2.8
Men	261	27.7	355	37.6	233	24.7	69	7.3	25	2.7
Trans-spectrum	15	14.6	35	34.0	34	33.0	12	11.7	7	6.8
Racial identity[clxxxvi]										

Table 113. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
APIDA	42	21.6	63	32.5	67	34.5	17	8.8	5	2.6
Black/African/African American	23	16.8	53	38.7	39	28.5	19	13.9	< 5	---
Latinx	48	23.8	70	34.7	55	27.2	21	10.4	8	4.0
White	690	29.9	904	39.2	489	21.2	171	7.4	55	2.4
Multiracial	57	22.4	87	34.3	68	26.8	22	8.7	20	7.9
Sexual identity[clxxxvii]										
Queer-spectrum	58	20.4	112	39.4	68	23.9	32	11.3	14	4.9
Asexual	25	28.1	29	32.6	22	24.7	7	7.9	6	6.7
Bisexual	61	19.7	116	37.5	82	26.5	37	12.0	13	4.2
Heterosexual	719	29.3	942	38.4	564	23.0	174	7.1	57	2.3
Disability status[clxxxviii]										
Single Disability	99	22.7	158	36.2	109	24.9	50	11.4	21	4.8
No Disability	734	29.3	977	39.0	566	22.6	179	7.1	50	2.0
Multiple Disabilities	34	14.9	75	32.9	73	32.0	24	10.5	22	9.6
That faculty prejudge my abilities based on their perception of my identity/background.	**353**	**11.0**	**624**	**19.5**	**885**	**27.7**	**896**	**28.0**	**441**	**13.8**
Racial identity[clxxxix]										
APIDA	30	15.5	37	19.1	69	35.6	42	21.6	16	8.2
Black/African/African American	15	11.2	35	26.1	54	40.3	25	18.7	5	3.7
Latinx	28	13.9	45	22.3	68	33.7	43	21.3	18	8.9
White	246	10.6	418	18.0	587	25.3	709	30.6	356	15.4
Multiracial	21	8.3	58	22.9	74	29.2	58	22.9	42	16.6
Citizenship status[cxc]										
U.S. Citizen-Birth	301	10.6	528	18.6	776	27.4	825	29.1	403	14.2
Naturalized/Permanent Status	25	12.7	48	24.4	70	35.5	34	17.3	20	10.2
International	22	16.5	38	28.6	31	23.3	28	21.1	14	10.5

Table 113. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
That I have other students whom I perceive as role models.	**777**	**24.3**	**1,220**	**38.2**	**788**	**24.7**	**294**	**9.2**	**117**	**3.7**
Student status[cxci]										
Undergraduate	630	23.9	970	36.8	668	25.3	264	10.0	106	4.0
Graduate	147	26.3	250	44.8	120	21.5	30	5.4	11	2.0
Gender identity[cxcii]										
Women	553	25.9	832	38.9	505	23.6	186	8.7	63	2.9
Men	190	20.2	349	37.1	258	27.4	98	10.4	45	4.8
Trans-spectrum	29	28.2	34	33.0	22	21.4	10	9.7	8	7.8
Racial identity[cxciii]										
APIDA	27	13.9	64	33.0	73	37.6	23	11.9	7	3.6
Black/African/African American	27	19.9	54	39.7	38	27.9	9	6.6	8	5.9
Latinx	37	18.5	71	35.5	59	29.5	25	12.5	8	4.0
White	609	26.3	896	38.8	526	22.8	200	8.7	81	3.5
Multiracial	63	24.8	95	37.4	64	25.2	24	9.4	8	3.1
First-generation status[cxciv]										
First-Generation	207	22.0	332	35.3	265	28.2	96	10.2	41	4.4
Not-First-Generation	566	25.3	886	39.6	518	23.1	195	8.7	75	3.3
Disability status[cxcv]										
Single Disability	102	23.4	155	35.6	111	25.5	45	10.3	22	5.1
No Disability	610	24.3	984	39.2	616	24.6	219	8.7	79	3.1
Multiple Disabilities	58	25.4	71	31.1	57	25.0	26	11.4	16	7.0

Note: Table reports responses only from Student respondents (*n* = 3,225).

Fifteen percent (*n* = 474) of Student respondents "strongly agreed" or "agreed" that they felt that their English-speaking skills limited their ability to be successful at URI (Table 114). A higher percentage of Men Student respondents (10%, *n* = 95) than Women Student respondents (7%, *n* = 149) and Trans-spectrum Student respondents (*n* < 5) "agreed" that they felt that their English-speaking skills limited their ability to be successful at URI. A higher percentage of White Student respondents (57%, *n* = 1,317) than Black/African/African American Student respondents (40%, *n* = 54), Latinx Student respondents (36%, *n* = 73), and APIDA Student respondents

(30%, $n = 58$) "strongly disagreed" that they felt that their English-speaking skills limited their ability to be successful at URI (Multiracial Student respondents [52%, $n = 133$] did not differ statistically from other groups). By citizenship status, a higher percentage of International Student respondents (16%, $n = 21$) than U.S. Citizen-Birth Student respondents (7%, $n = 202$) "agreed" (Naturalized/Permanent Status Student respondents [10%, $n = 19$] did not differ statistically from other groups), and U.S. Citizen-Birth Student respondents (55%, $n = 1,552$) than Naturalized/Permanent Status Student respondents (36%, $n = 71$) and International Student respondents (27%, $n = 36$) "strongly disagreed" with this statement. Higher percentages of Queer-spectrum Student respondents (57%, $n = 163$), Bisexual Student respondents (53%, $n = 162$), and Heterosexual Student respondents (53%, $n = 1,296$) than Asexual Student respondents (35%, $n = 31$) "strongly disagreed" that they felt that their English-speaking skills limited their ability to be successful at URI. By disability status, 8% each of Student Respondents with No Disability ($n = 201$) and with a Single Disability ($n = 36$) than those with Multiple Disabilities (3%, $n = 7$) "agreed" that they felt that their English-speaking skills limited their ability to be successful at URI.

Fifteen percent ($n = 494$) of Student respondents "strongly agreed" or "agreed" that they felt that their English writing skills limit their ability to be successful at URI. A higher percentage of Women Student respondents (51%, $n = 1,090$) than Men Student respondents (46%, $n = 434$) "strongly disagreed" that they felt that their English-writing skills limited their ability to be successful at URI (Trans-spectrum Student respondents [57%, $n = 58$] did not differ statistically from other groups). A higher percentage of White Student respondents (55%, $n = 1,263$) than Black/African/African American Student respondents (35%, $n = 48$), Latinx Student respondents (31%, $n = 62$), and APIDA Student respondents (26%, $n = 50$) "strongly disagreed" that they felt that their English-writing skills limited their ability to be successful at URI (Multiracial Student respondents [49%, $n = 124$] did not differ statistically from other groups). Also statistically significant, higher percentages of Latinx Student respondents (15%, $n= 31$), Black/African/African American Student respondents (15%, $n = 31$), and APIDA Student respondents (13%, $n = 26$) than White Student respondents (7%, $n = 150$) "agreed" with this statement (Additional Student Respondents of Color [$n < 5$] did not differ statistically from other groups). By citizenship status, a higher percentage of International Student respondents (18%, $n = 23$) than U.S. Citizen-Birth Student respondents (8%, $n = 213$) "agreed"

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(Naturalized/Permanent Status Student respondents [12%, *n* = 23] did not differ statistically from other groups); higher percentages of International Student respondents (28%, *n* = 36) and Naturalized/Permanent Status Student respondents (26%, *n* = 52) than U.S. Citizen-Birth Student respondents (18%, *n* = 518) "disagreed"; and, a higher percentage of U.S. Citizen-Birth Student respondents (52%, *n* = 1,477) than both Naturalized/Permanent Status Student respondents (33%, *n* = 65) and International Student respondents (23%, *n* = 30) "strongly disagreed" that they felt that their English-writing skills limited their ability to be successful at URI. A higher percentage of First-Generation Student respondents (11%, *n* = 99) than Not-First-Generation Student respondents (7%, *n* = 164) "agreed" that they felt that their English-writing skills limited their ability to be successful at URI. Finally, a higher percentage of Asexual Student respondents (16%, *n* = 14) than Bisexual Student respondents (5%, *n* = 15) "agreed" that they felt that their English-speaking skills limited their ability to be successful at URI (Queer-spectrum Student respondents [7%, *n* = 19] and Heterosexual Student respondents [9%, *n* = 210] did not differ statistically from other groups).

Table 114. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	N	%	*n*	%	*n*	%	*n*	%	*n*	%
That my English speaking skills limit my ability to be successful at URI.	**227**	**7.1**	**247**	**7.7**	**463**	**14.4**	**594**	**18.5**	**1,676**	**52.3**
Gender identity[cxcvi]										
Woman	159	7.4	149	6.9	287	13.4	405	18.9	1,146	53.4
Man	61	6.5	95	10.1	154	16.3	170	18.0	464	49.2
Trans-spectrum	6	5.8	< 5	---	18	17.5	15	14.6	62	60.2
Racial identity[cxcvii]										
APIDA	13	6.7	21	10.8	58	29.7	45	23.1	58	29.7
Black/African/African American	< 5	---	23	16.9	28	20.6	28	20.6	54	39.7
Latinx	16	8.0	28	13.9	39	19.4	45	22.4	73	36.3
White	172	7.4	136	5.9	291	12.5	404	17.4	1,317	56.8
Multiracial	14	5.5	24	9.4	28	11.0	55	21.7	133	52.4
Citizenship status[cxcviii]										
U.S. Citizen-Birth	193	6.8	202	7.1	391	13.8	502	17.7	1,552	54.6

Table 114. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree N	%	Agree n	%	Neither agree nor disagree n	%	Disagree n	%	Strongly disagree n	%
Naturalized/Permanent Status	19	9.6	20	10.1	39	19.7	49	24.7	71	35.9
International	13	9.8	21	15.8	28	21.1	35	26.3	36	27.1
First-generation status[cxcix]										
First-Generation	78	8.3	94	10.0	150	15.9	184	19.5	436	46.3
Not-First-Generation	149	6.6	153	6.8	307	13.6	407	18.1	1,234	54.8
Sexual identity[cc]										
Queer-spectrum	14	4.9	19	6.7	40	14.1	48	16.9	163	57.4
Asexual	8	9.1	9	10.2	20	22.7	20	22.7	31	35.2
Bisexual	11	3.6	20	6.5	52	16.9	62	20.2	162	52.8
Heterosexual	187	7.6	194	7.9	342	13.8	451	18.3	1,296	52.5
Disability status[cci]										
Single Disability	21	4.8	36	8.3	67	15.4	83	19.0	229	52.5
No Disability	194	7.7	201	8.0	359	14.3	464	18.4	1,301	51.6
Multiple Disabilities	9	4.0	7	3.1	34	15.0	42	18.5	135	59.5
That my English writing skills limit my ability to be successful at URI.	**231**	**7.2**	**263**	**8.2**	**506**	**15.8**	**616**	**19.2**	**1,586**	**49.5**
Gender identity[ccii]										
Woman	158	7.4	158	7.4	322	15.0	415	19.4	1,090	50.9
Man	67	7.1	102	10.8	161	17.1	179	19.0	434	46.0
Trans-spectrum	5	4.9	< 5	---	19	18.6	18	17.6	58	56.9
Racial identity[cciii]										
APIDA	14	7.2	26	13.3	59	30.3	46	23.6	50	25.6
Black/African/African American	< 5	---	21	15.4	29	21.3	34	25.0	48	35.3
Latinx	19	9.5	31	15.4	43	21.4	46	22.9	62	30.8
White	171	7.4	150	6.5	314	13.5	420	18.1	1,263	54.5
Multiracial	13	5.2	24	9.6	35	13.9	55	21.9	124	49.4
Citizenship status[cciv]										
U.S. Citizen-Birth	199	7.0	213	7.5	430	15.2	518	18.3	1,477	52.1
Naturalized/Permanent Status	18	9.1	23	11.6	40	20.2	52	26.3	65	32.8
International	11	8.4	23	17.6	31	23.7	36	27.5	30	22.9
First-generation status[ccv]										
First-Generation	84	8.9	99	10.5	167	17.7	185	19.7	406	43.1

Table 114. Student Respondents' Perceptions of Campus Climate

Perception	Strongly agree N	Strongly agree %	Agree n	Agree %	Neither agree nor disagree n	Neither agree nor disagree %	Disagree n	Disagree %	Strongly disagree n	Strongly disagree %
Not-First-Generation	147	6.5	164	7.3	332	14.8	429	19.1	1,174	52.3
Sexual identity[ccvi]										
Queer-spectrum	16	5.7	19	6.7	40	14.2	54	19.1	153	54.3
Asexual	7	8.0	14	15.9	18	20.5	20	22.7	29	33.0
Bisexual	13	4.2	15	4.9	58	18.8	63	20.5	159	51.6
Heterosexual	187	7.6	210	8.5	380	15.4	467	18.9	1,222	49.6

Note: Table reports responses only from Student respondents (*n* = 3,225).

Student Use of URI Resources

The survey asked Student respondents which URI resources they consistently used to support themselves in the past year. Table 115 illustrates that Student respondents most often used the following as academic supports in the last year: Chaplains Association (43%, *n* = 1,391), University College for Academic Success (UCAS) (25%, *n* = 795), and Health Services (11%, *n* = 348). Student respondents most often used the following as non-academic supports in the last year: Office of International Education (Study Abroad) (7%, *n* = 224), Academic Advising (6%, *n* = 186), and University College for Academic Success (CAS) (5%, *n* = 156). Many Student respondents reported not seeking support from any of the resources listed.

Table 115. Student Use of URI Resources in the Past Year

Office/resource	Academic support n	Academic support %	Non-academic support n	Non-academic support %	I have not sought support from this resource n	I have not sought support from this resource %
Talent Development	300	9.3	60	1.9	2,123	65.8
Multicultural Student Services Center (MSSC)	69	2.1	34	1.1	2,314	71.8
URI Hillel	73	2.3	38	1.2	2,289	71.0
Vice President for Student Affairs	176	5.5	115	3.6	2,130	66.0
Counseling Center	290	9.0	79	2.4	2,082	64.6
University College for Academic Success (CAS)	180	5.6	156	4.8	2,116	65.6
Dean of Students Office (e.g., Bystander Intervention, Community	129	4.0	48	1.5	2,220	68.8

Table 115. Student Use of URI Resources in the Past Year

Office/resource	Academic support		Non-academic support		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Standards, Disability Services for Students, Outreach and Intervention)						
Academic Advising	334	10.4	186	5.8	1,973	61.2
Affirmative Action, Equal Opportunity and Diversity	203	6.3	57	1.8	2,169	67.3
Health Education	258	8.0	104	3.2	2,080	64.5
Health Services	348	10.8	50	1.6	2,033	63.0
Gender and Sexuality Center (GSC)	236	7.3	67	2.1	2,167	67.2
International Center	103	3.2	74	2.3	2,206	68.4
Chaplains Association	1,391	43.1	153	4.7	1,154	35.8
Housing and Residential Life (HRL)	169	5.2	69	2.1	2,195	68.1
Public Safety (Police Department)	115	3.6	44	1.4	2,239	69.4
Victim Prevention and Advocacy Services (VPAS)	79	2.4	42	1.3	2,239	69.4
University College for Academic Success (UCAS)	795	24.7	77	2.4	1,655	51.3
Women's Center	103	3.2	27	0.8	2,249	69.7
Academic Enhancement Center (AEC)	822	25.5	71	2.2	1,610	49.9
Office of International Education (Study Abroad)	257	8.0	224	6.9	1,978	61.3
Center for Career and Experiential Education (CCEE)	91	2.8	31	1.0	2,261	70.1

Note: Table reports responses only from Student respondents (n = 3,225).

Qualitative Comment Analyses

Two thousand three hundred thirty-one Student respondents elaborated on where they feel safe and supported at the institution. Four themes emerged from the responses: everywhere on campus, classrooms and with faculty, in residence halls, as well as with friends and in student organizations.

Everywhere on Campus. Student respondents shared that they frequently felt safe and supported everywhere on campus. For example, one Undergraduate Student respondent named, "I feel safe and supports all over campus. Whether it be in my residential hall, the dining hall or the academic buildings, I am confident that I am safe. The faculty and staff support me here at URI

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every day of the week. They are doing things from helping me academically to even asking how my day is going." Another Undergraduate Student wrote, "Nearly everywhere. Campus life is quite nice. I've never felt that I needed to be worried about anything and people on campus are very nice and make me feel like part of one big community." One Undergraduate Student stated, "Everywhere, I don't feel unsafe anywhere and I think that this is because I am a male and don't have to worry constantly about walking by myself at any time of the day and I am privileged because of this." Another Undergraduate Student wrote, "Everywhere on campus is a safe and inclusive place for me personally. I commute and mainly come to my classes, stay at the library and/or engineering buildings for studying and projects."

Classrooms and With Faculty. Student respondents stated that they felt safe and supported in their academic classrooms, as well as with their faculty. Respondents shared comments such as, "Honestly everywhere, but if I had to pick a place it would be in the classroom," "In the classroom with faculty and peers," and "With professors I enjoy and have made good connections with." One Undergraduate Student respondent stated, "I definitely feel safe in the classroom. I feel comfortable to talk to my professors and feel that the environment encourages academic discussion." A Graduate Student respondent wrote, "In my academic building, when I'm with my peers." One Undergraduate Student respondent shared, "I feel safe and supported when talking with faculty/staff whether in class or in private about all different things, ranging from academic content to general conversations." Another Undergraduate Student respondent added, "I feel safe and supported in the classroom with professors who make it a point to help you do better."

Residence Halls. Student respondents also identified residence halls as a place on campus that they felt safe and supported. Respondents shared statements like "Being in the dorms with other students is a safe environment," "My room and my suitemates room," and "In my dorm room because I am by myself or can be with my friends who make me feel safe and supported." One Undergraduate Student respondent named, "In my residence hall. My RA among other staff do their best to create opportunities to help, support, or advance our careers either socially, mentally, or academically." Another Undergraduate Student respondent shared, "I live on campus in one of the undergraduate residences and I feel safe and supported with my environment. What I mean by environment here is my roommate is nice and supportive as well."

One Undergraduate Student respondent wrote, "In my dorm and my hall in general. My RA is the sweetest person & assists me with anything I need." Another Undergraduate Student respondent added, "When I lived on campus, my RA's were really my safe haven. I liked knowing that I could go to them with anything!"

With Friends and in Student Organizations. Student respondents shared that they considered their time with friends and in student organizations as other places where they experienced safety and support. An Undergraduate Student respondent indicated, "I feel safest and most supported at meetings for my clubs and organizations, and when I am working with other students who are/want to be student leaders." Another Undergraduate Student respondent wrote, "I feel safe when I'm with my friends or in my org meetings." One Undergraduate Student named their experiences in a sorority specifically, naming, "I also feel very supported in my sorority house that is essentially on campus because it is a very inclusive, genuine community of women who I am inspired and supported by." Another respondent stated, "I feel supported by the friends I have met here. I feel supported by my Professional Fraternity, as well as my club sport team."

Two thousand seventy-one Student respondents offered responses to places where they do not feel safe and supported at URI. Themes that emerged from Graduate Student respondents indicated spaces within their departments or academic homes, campus pathways and lots, and everywhere. Themes that emerged from Undergraduate Student respondents identified athletic facilities, the academic environment, Greek life, campus pathways and lots, and everywhere.

Graduate Student respondents

Academic Environment. Graduate Student respondents noted that they do not feel safe or supported in "my advisors office" and "Most academic departments." One respondent offered, "I almost never felt supported during graduate seminar classes. I felt safe though, in a literal sense." Another Graduate Student respondent who explained their uneasiness within the classroom environment offered, "I feel that the department I work in does not respect my identities and only cares about the general experience of white straight students." Moreover, another Graduate Student respondent noted, "I don't feel supported in the classes that I teach, especially because I'm teaching in-person and feel a bit abandoned in many aspects of my Teaching Assistantship. I have previous experience teaching, so it's not a big deal, but a supervisor who is more available

and present would be helpful." Lastly, a Graduate Student respondent offered, "In my first class, I had to do a group project with people from my major. They were rude to me and treated me like I wasn't as smart as they were. They made me feel like I didn't deserve to be in the program."

<u>Undergraduate Student respondents</u>

Athletic Facility. Undergraduate Student respondents do not feel safe and supported in "the gym." Specifically, one Undergraduate Student respondent expressed, "Ryan Center, gym." Another Undergraduate Student respondent offered, "I do not feel safe in the gyms on campus. There are a lot of men, and I wish we had time slots that were only available for female identifying, non-binary, and lgbtq members." Feelings of judgement and intimidation were also noted by Undergraduate Student respondents as reasons why they didn't feel safe in athletic facilities. For example, an Undergraduate Student offered, "The gym. I go to the gym at least five times a week and every time I go there, there are girls and boy students that are always staring wondering what you are working out. It is a very judgmental place and I don't feel safe there. I feel as though there should be more than one gym for regular students and not athletes. You cannot go and work out with the athletes. Students would feel safer and comfortable if there was more than one gym for normal non-sport students who just want to stay in shape." Similarly, another respondent noted, "There are few places, but the gyms are always full of judgmental and intimidating members, primarily men, who can tend to make me uncomfortable." Lastly, one Undergraduate Student respondent suggested, "The gym I work at needs to up their staff with enforcing COVID & gym policies."

Academic Environment. The academic environment was listed among Undergraduate Student respondents as a place where they did not feel safe and supported. Undergraduate Student respondents identified "Classroom," "Online classrooms," and "classrooms with very left-winged professors" as spaces where they did not feel safe and supported. One Undergraduate Student respondent expressed, "Some classroom settings. I am in a small major and some professors really care about each student, while others have made it clear that they don't care and prioritize other classes or students…" Another Undergraduate Student respondent explained, "Although I feel safe in the classroom most of the time, sometimes I do not. In some science classes there are classmates who choose to ignore and look down upon me because of my gender

and invalidate my ideas..." An Undergraduate Student respondent who indicated feeling safe on campus but not in the classroom provided, "I feel safe at all areas of campus, but I would say in some classes I do not feel as supported when the professor doesn't seem as interested in the class." Lastly, an Undergraduate Student of Color respondent who described feeling of isolation noted, "There are a variety of places I don't feel supported on campus from the library to the classroom. Being a person of color, there's always of feelings of being singled out given that I attend a predominantly white institution. People are always looking at me in a certain way and love staring, but I don't really let it affect me."

The classroom environment for students who feel silenced by their views was also indicated as a place where they did not feel safe and supported. For example, an Undergraduate Student respondent offered, "I do not feel safe and supported in the classroom when teachers and other students try to push their extremely liberal political views on the class. I feel like I can't say anything that goes against these beliefs or I will be judged/attacked. There have been times where I have written a paper to align with the teacher's liberal views so I don't get a bad grade." Similarly, another Undergraduate Student respondents wrote, "Sometimes the classroom since I feel I cannot express my beliefs because they deal with race, inequality and many other things that students have pulled faces or tried to gloss over while the professor doesn't really mediate."

Greek Life. An Undergraduate Student respondent indicated that "Anywhere Greek life is" as a place on campus where they did not feel safe and supported. Moreover, responses included, "frats," "greek life houses," "greek life," and "Frat circle." One Undergraduate Student respondent's elaborated response explained, "Sororities and Frats. I don't like the white frat boys. Any of them. Like any of them. That's not just my hippie gay liberal agenda. They make me scared…" Another Undergraduate Student respondent shared, "fraternity and sorority. unfortunately this is xenophobic close minded white culture." Similarly, a respondent also explained, "Greek life houses [are] very exclusionary and white-dominated." Another Undergraduate Student respondent offered, "I don't feel safe in areas that are heavily commanded by greek life. I have been judged by individuals in greek life for my appearance and laughed at/cat-called in places where I am just trying to mind my own business and do school work." Lastly, an Undergraduate Student respondent who identified Greek life indicated that they did not feel safe within their own community. They explained, "My time in Greek Life as a freshman

made me feel like an outsider. I had little to no support from them and I dropped after one year as a result."

Graduate Student and Undergraduate Student respondents

Pathways. Graduate Student and Undergraduate Student respondents offered "out at night," "outside at night," "Walking to commuter at night, in the dark," "Walking around campus in the evenings," and "parking lots…" as places where they did not feel safe or supported at the University of Rhode Island. One Student respondent indicated that "some walkways are dim and slippery, specifically from campus to grad village (vice versa); ram line should have a stop within grad village; we sometimes run to the bus stop across the street." Whereas, another Student respondent offered, "The Commuter parking lots at the bottom of the university do not feel safe at night because they are so far away from any kind of structure or safety pole. If anything illegal were to happen in the parking lots I feel the Safety Office would not know about it." Student respondent also indicated how poorly lit the campus is and explained, "Walking around at night since the campus isn't well lit" and "I feel less safe when I'm walking from the academic building to the commuter parking lots on the main campus at night. As a woman it's always nerve-wracking to walk alone in the dark." Moreover, an Undergraduate Student respondent offered, "The lower half of Flagg Road feels dangerous and scary at night, especially when you are alone." They further suggested, "I would love to see more lights / blue light systems." Graduate Student respondents who are traveling at night also noted, "Walking to my car after leaving the engineering building late at night," "Walking on campus, especially at night," and "the shuttles are not available at night and sometimes walking after work at night feel a bit unsafe."

Everywhere. Some Graduate Student and Undergraduate respondents when asked on campus they did not feel safe and supported offered "n/a," "no," and "nowhere in particular." Responses also included "everywhere," "everywhere else," "nowhere," and "I feel safe and supported everywhere." One respondent offered, "I feel safe and supported everywhere I go on campus." An Undergraduate Student respondent also offered, "I have not been to a place on campus where I don't feel safe and supported. The only time I felt unsafe was walking on the sidewalks at night to go to an event by myself." Moreover, another Student respondent noted, "I never had an experience where I did not feel safe on campus, nor supported." Some Graduate Student

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respondents who offer "nowhere" offered their response describing instances where individuals chose not to follow masking rules. For example, one Student respondent offered, "When surrounded by people in my housing who are NOT WEARING THEIR FACE COVERINGS!!!!" Similarly, another Student respondent offered, "Anywhere where COVID is no longer taken seriously and wearing a mask is not enforced." Responses from Graduate Student respondents also included, "I have not been to campus enough to not feel supported anywhere yet" and "N/A. I take online classes."

Graduate Student Respondents' Perceptions of Department/Program

The survey queried Graduate Student respondents about their perceptions about their departments, the quality of advising, program faculty and staff, and faculty and staff outside their programs. Chi-square analyses were conducted by gender identity, racial identity, citizen status, first-generation status, sexual identity, and disability status.[77] Significant findings including frequencies are published below.

Seventy-two percent ($n = 405$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt satisfied with the quality of advising they have received from their departments (Table 116). A higher percentage of Graduate Student Respondents with at Least One Disability (14%, $n = 13$) than those with No Disability (7%, $n = 33$) "disagreed" that they felt satisfied with the quality of advising they have received from their departments.

Eighty-four percent ($n = 476$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that they had adequate access to their advisors. A higher percentage of Graduate Student Respondents with at Least One Disability (12%, $n = 11$) than those with No Disability (3%, $n = 16$) "disagreed" that they felt that they had adequate access to their advisors

Seventy-seven percent ($n = 431$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their advisors provided clear expectations. A higher percentage of Graduate

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[77] With the CSWG's approval, gender identity was recoded into the categories Women and Men to maintain response confidentiality. Racial identity was recoded as Respondents of Color, Multiracial, and White. Sexual identity was recoded as Queer-spectrum (including Asexual), Bisexual, and Heterosexual. Disability status was recoded as At Least One Disability and No Disability.

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Campus Climate Assessment Project
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Student Respondents with at Least One Disability (13%, $n = 12$) than those with No Disability (5%, $n = 23$) "disagreed" that they felt that their advisors provided clear expectations.

Eighty percent ($n = 452$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their major professors provided clear expectations. A higher percentage of Graduate Student Respondents With At Least One Disability (11%, $n = 10$) than those with No Disability (3%, $n = 16$) "disagreed" with this statement.

Eighty-two percent ($n = 462$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their advisors had reasonable expectations of them. Eighty-three percent ($n = 465$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their major professors had reasonable expectations of them. Eighty-seven percent ($n = 487$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their advisors responded to their emails, calls, or voicemails in a prompt manner. Seventy-one percent ($n = 398$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that they received support from their advisors to pursue personal research interests. No statistically significant differences existed between groups.

Eighty-five percent ($n = 475$) of Graduate Student respondents "strongly agreed" or "agreed" that felt comfortable sharing their professional goals with their advisors. A higher percentage of Graduate Student Respondents with at Least One Disability (7%, $n = 6$) than those with No Disability (2%, $n = 11$) "disagreed" that they felt comfortable sharing their professional goals with their advisors.

Table 116. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	193	34.2	212	37.6	92	16.3	47	8.3	20	3.5
Disability status[ccvii]										
At Least One Disability	25	26.9	27	29.0	23	24.7	13	14.0	5	5.4
No Disability	168	35.9	184	39.3	68	14.5	33	7.1	15	3.2

Table 116. Graduate Student Respondents' Perceptions of Advising

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have adequate access to my advisor.	**278**	**49.3**	**198**	**35.1**	**53**	**9.4**	**27**	**4.8**	**8**	**1.4**
Disability status[ccviii]										
At Least One Disability	39	41.9	27	29.0	14	15.1	11	11.8	< 5	---
No Disability	239	51.1	169	36.1	38	8.1	16	3.4	6	1.3
My advisor provides clear expectations.	**225**	**40.0**	**206**	**36.6**	**81**	**14.4**	**35**	**6.2**	**16**	**2.8**
Disability status[ccix]										
At Least One Disability	30	32.6	26	28.3	21	22.8	12	13.0	< 5	---
No Disability	195	41.7	179	38.2	59	12.6	23	4.9	12	2.6
My major professor provides clear expectations.	**232**	**41.1**	**220**	**39.0**	**75**	**13.3**	**26**	**4.6**	**11**	**2.0**
Disability status[ccx]										
At Least One Disability	34	37.0	29	31.5	17	18.5	10	10.9	< 5	---
No Disability	197	42.0	189	40.3	58	12.4	16	3.4	9	1.9
My advisor has reasonable expectations for me.	**243**	**43.2**	**219**	**39.0**	**83**	**14.8**	**12**	**2.1**	**5**	**0.9**
My major professor has reasonable expectations of me.	**242**	**43.4**	**223**	**40.0**	**72**	**12.9**	**14**	**2.5**	**7**	**1.3**
My advisor responds to my emails, calls, or voicemails in a prompt manner.	**293**	**52.3**	**194**	**34.6**	**50**	**8.9**	**17**	**3.0**	**6**	**1.1**
I receive support from my advisor to pursue personal research interests.	**196**	**34.7**	**202**	**35.8**	**119**	**21.1**	**29**	**5.1**	**19**	**3.4**
I am comfortable sharing my professional goals with my advisor.	**264**	**47.1**	**211**	**37.7**	**58**	**10.4**	**17**	**3.0**	**10**	**1.8**
Disability status[ccxi]										
At Least One Disability	39	42.4	32	34.8	10	10.9	6	6.5	5	5.4
No Disability	225	48.4	177	38.1	47	10.1	11	2.4	5	1.1

Note: Table reports responses only from Graduate Student respondents (*n* = 565).

Most Graduate Student respondents "strongly agreed" or "agreed" that they felt that their department faculty members (86%, $n = 484$) and department staff members (85%, $n = 477$) (other than advisors) responded to their emails, calls, or voicemails in a prompt manner (Table 117). No statistically significant differences existed between groups.

Fifty-five percent ($n = 311$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that adequate opportunities existed for them to interact with other university faculty outside of their departments, and 67% ($n = 372$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their department faculty members encouraged them to produce publications and present research. No statistically significant differences existed between groups.

Fifty-eight percent ($n = 324$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research. A higher percentage of Graduate Student Respondents with at Least One Disability (21%, $n = 19$) than those with No Disability (10%, $n = 45$) "disagreed" that they felt that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research.

Table 117. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	216	38.4	268	47.6	54	9.6	23	4.1	2	0.4
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	221	39.3	256	45.6	65	11.6	16	2.8	4	0.7
Adequate opportunities exist for me to interact with other university faculty outside of my department.	124	22.0	187	33.2	130	23.0	84	14.9	39	6.9

Table 117. Graduate Student Respondents' Perceptions of Department/Program

Perception	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
My department faculty members encourage me to produce publications and present research.	**183**	**32.8**	**189**	**33.9**	**130**	**23.3**	**35**	**6.3**	**21**	**3.8**
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	**144**	**25.6**	**180**	**32.0**	**139**	**24.7**	**64**	**11.4**	**35**	**6.2**
Disability status[ccxii]										
At Least One Disability	15	16.3	28	30.4	22	23.9	19	20.7	8	8.7
No Disability	129	27.6	150	32.1	117	25.1	45	9.6	26	5.6

Note: Table reports responses only from Graduate Student respondents (*n* = 565).

Qualitative comment analyses

One hundred-nine Graduate Student respondents offered elaborated responses to their experiences at the University of Rhode Island. Themes that emerged described instances of inadequate advising and support, adequate advising and support, and issues attributed to the pandemic.

Inadequate Advising and Support. Some Graduate Student respondents described a lack of support and advisement. For example, a Graduate Student respondent offered, "I feel like I have navigated much of my graduate experience on my own in terms of the advising that I have received. I do not feel a close professional connection with my program advisor, and if was in need of help, they would not be the first person that I would reach out to for advice." The respondent further explained, "Instances where I did seek help, did not go well... It felt like "it is what it is" type of response, and I did not feel supported. Thus, my feelings towards not feeling satisfied with the quality of the advising that I received." Another Graduate Student respondent who expressed the challenges with the current advising structure noted, "We don't have assigned advisors outside of our major professor. It would be great to have a mentor or advisor that isn't also my major professor. I also feel that the department as a whole doesn't have enough support systems like monthly meetings to discuss progress, address questions, etc. It is entirely on the student to reach out because there's no advising built in." Similarly, another Graduate Student

respondent offered, "I don't have an advisor... I have never been given one (neither has other students in my department) so I just ask my major professors questions/ advice."

A Graduate Student respondent who expressed having received some level of advisement within their program offered, "The mathematics department doesn't advise students beyond choosing classes. They don't have interest in what the students do post graduation." Moreover, this respondent expressed feeling like, "[they are] just a number and any letter of recommendation would be generic." Other feelings as expressed by Graduate Student respondents described the frequency of their engagement with their advisor. Graduate Student respondents noted, "My advisor has talked to me once and only because it was required" and "My major professor schedules biweekly meetings for 30 minutes for Ph.D. students. Regularly these then get canceled so there are periods of 4+ weeks without a meeting…"

Feeling unsupported can also create an unwelcoming environment for students within their program. One Graduate Student respondent expressed, "…my advisor told me she didn't make meeting times but to come to her office during her office hours. I went and waited outside her office for two hours she knew I was coming but [her] office door was locked and she wasn't in the building. She never showed up. I put a message on her door telling her how hard it was for me to get there considering I'm an online student, have no parking pass, and have to elementary school kids at home, I had to make a babysitting appointment for, and finally walked out tired of waiting. She sent me an email the next day saying I never showed up." Another example offered by a Graduate Student respondent explained a situation where "The program director has no time for students and on many occasions has failed to sign important documents, to help progress student's careers." Similarly, another respondent simply expressed, "Sometimes it feels as though the department does not care about it's graduate students…"

Adequate Advising and Support. Graduate Student respondents who described feelings of being supported and valued noted, "I would have not been able to enjoy URI if it wasn't for my advisor. She has supported me academically and personally" and "My advisor, professor, other faculty members, staff members are accommodating, welcome, and support student study interests." Similarly, respondents also indicated, "[Name omitted] is an excellent advisor. I have always had support from him", "All I can say is that its been great. I have nothing but positive

experience with Bay Campus professors" and "I feel very fortunate to have my major professor because I'm able to discuss school and personal goals and get carefully thought advice consistently." A Graduate Student respondent who compared their experiences at another institution offered, "My advisor is awesome and I enjoy working with him! I am quite lucky, I completed a masters degree in a different institution and it was TERRIBLE. I'm glad those days are in the past." Furthermore, a Graduate Student respondent who described the support they received from professors and advisors explained, "My advisor and DGS have continually encouraged me to apply for grants connected to my research and focus on my creative scholarship." Similarly, another Graduate Student respondent noted, "My experience with URI is pleasant and praiseworthy. My supervisor helps a lot in processing my research and academic progress. I strongly feel I will be able to produce the best when I finish my studies here." Other Graduate Student respondents also noted, "The graduate student administrative support Team is fabulous. They constantly stay in touch with us and always quick to respond. Great support and it does make the experience much better" and "I came to URI for the quality of the professors. I have not once been disappointed."

Pandemic Related Challenges. Graduate Student respondents described challenges associated with the COVID-19 pandemic. As part of their experience, one respondent noted, "COVID-19 has taken away many other opportunities to conduct research or be involved in opportunities to serve the department." Another Graduate Student respondent who described a lack of engagement as a result of the pandemic expressed, "Due to the covid situation, I have less interaction with staff members, therefore I don't personally know any department staff members, other than instructors and my advisors." Moreover, Graduate Student respondents who compared their experiences at URI before the pandemic noted, "I had better access to my advisors pre-pandemic. They are not the most technologically savvy people so meeting with them over video calls has been somewhat difficult, especially since they do not have the best internet quality at their homes" and "I very much miss being able to conduct class lab work in person, the experience is not the same online and is very frustrating at times. I think the school should have allowed class lab time to occur in person in small groups spread out."

First year Graduate Student respondents who elaborated on the challenges surround the COVID-19 pandemic offered a myriad of responses. One Graduate Student respondent explained, "I am a

first year grad student in COVID times, so this only speaks to what was available this year. I am not sure what opportunities for interaction are generally available under previous circumstances." Similarly, another respondent who noted the difficulties in being assigned an advisor noted, "I have not yet been assigned an advisor neither a major professor. I joined the URI community this Spring." Challenges surrounding course offerings and engagement were also described by Graduate Student respondents. For example, one Graduate Student respondent expressed, "This is my first year at URI (graduate student) and I understand that COVID has made things very difficult for everyone but the classes aren't being run that I need to graduate on time and I haven't been given guidance on what to do about it nor does it seem like anyone really cares that I have this problem when I bring it up." Similarly, another first year Graduate Student respondent described their interactions with the university and noted, "As a grad student that started during the pandemic, I felt that I was not given adequate orientation to the university or enough opportunities to meet others in my department and specialization." The respondent further explained, "The first two semesters have been INCREDIBLY lonely. I know in-person activities are not possible, but there was nothing -- no online meeting forums, social zoom meetings, etc. Also, I was never offered a campus tour, never given information about campus resources like the gym and how to access it during COVID, never introduced to my specialization coordinator, never given adequate guidance about GA onboarding protocols (in fact my contract was not processed correctly and my first paycheck was delayed a whole month). The grad student online "orientation" module was ineffective and felt very impersonal. I really felt like the university didn't even try to welcome me nor did anyone care that I was here. When it's safe to return to in-person activities, I really hope that effort is made to not just to welcome new students but to integrate grad students who started last year and are struggling because they missed out.

Students Who Have Seriously Considered Leaving URI

Thirty-two percent ($n = 1,465$) of respondents had seriously considered leaving URI. In regard to student respondents, 27% ($n = 724$) of Undergraduate Student respondents and 19% ($n = 105$) of Graduate Student respondents had seriously considered leaving URI (Figure 49).
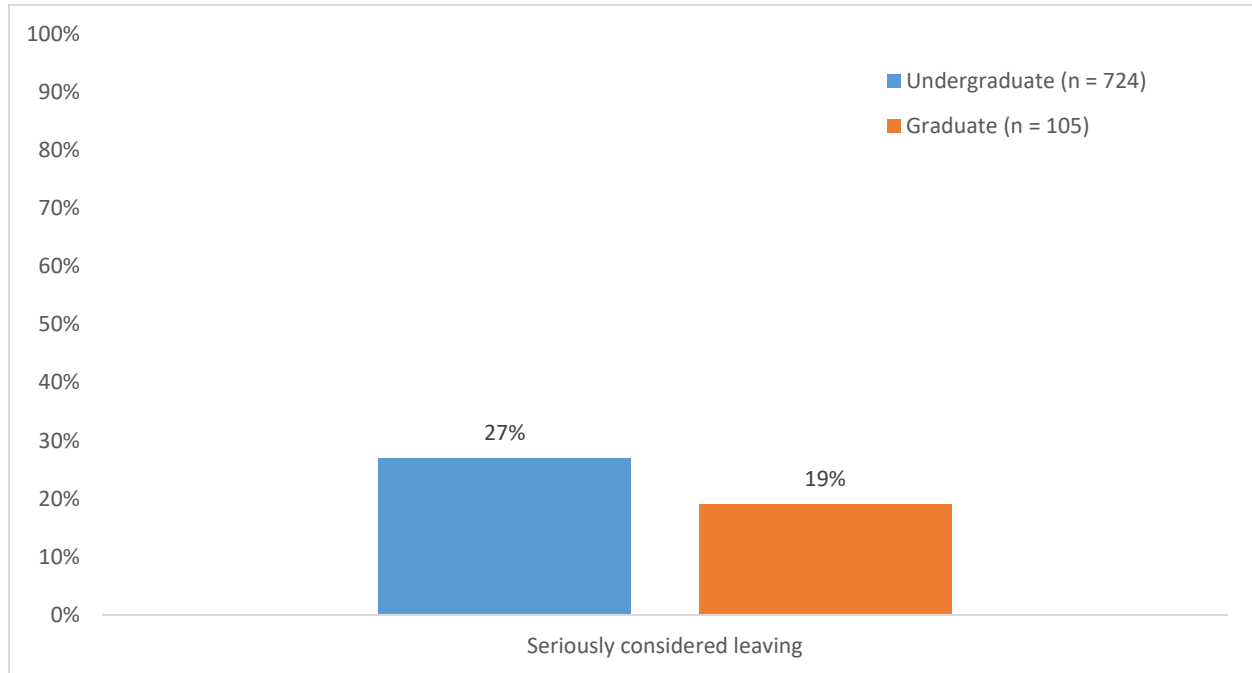
Figure 49. Student Respondents Who Had Seriously Considered Leaving URI (%)

Of the Student respondents who seriously considered leaving, 75% ($n = 624$) considered leaving in their first year as a student, 38% ($n = 312$) in their second year, 17% ($n = 139$) in their third year, 7% ($n = 58$) in their fourth year, and 3% ($n = 21$) in their fifth+ year.

Chi-square analyses were conducted for both Undergraduate Student respondents and Graduate Student respondents who had seriously considered leaving the University by gender identity, racial identity, citizen status, first-generation status, sexual identity, and disability status.

Significant results for Undergraduate Student respondents indicated that:

- By disability status, higher percentages of Undergraduate Student Respondents with Multiple Disabilities (37%, $n = 73$) and Undergraduate Student Respondents with a Single Disability (36%, $n = 138$) than those with No Disability (25%, $n = 509$) seriously considered leaving the URI.[ccxiii]

Significant results for Graduate Student respondents indicated that:

- By sexual identity, a higher percentage of Bisexual Graduate Student respondents (39%, $n = 14$) than Heterosexual Graduate Student respondents (16%, $n = 72$) seriously considered leaving URI (Queer-spectrum Graduate Student respondents [21%, $n = 11$] and Asexual Graduate Student respondents [$n < 5$] did not differ statistically from other groups).[ccxiv]

Fifty-one percent ($n = 371$) of Undergraduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at URI (Table 118). Others considered leaving because they wanted to transfer to another institution (47%, $n = 337$), lacked a social life at URI (46%, $n = 334$), and for personal reasons (37%, $n = 266$).

Table 118. Top Reasons Why Undergraduate Student Respondents Seriously Considered Leaving URI

Reason	n	%
Lack of a sense of belonging	371	51.2
Wanted to transfer to another institution	337	46.5
Lack of social life	334	46.1
Personal reasons	266	36.7
Financial reasons	194	26.8
Academic reasons	174	24.0
Climate was not welcoming	152	21.0
Lack of support group	143	19.8
Homesick	135	18.6
Lack of communication/transparency	132	18.2

Note: Table reports only Undergraduate Student respondents who indicated that they seriously considered leaving URI ($n = 724$). Percentages may not sum to 100 as a result of multiple response choices. See Table B46 in Appendix B for the full list of reasons.

Thirty-eight percent ($n = 40$) of Graduate Student respondents who seriously considered leaving suggested that they lacked a sense of belonging at URI (Table 119). Others contemplated leaving owing to the climate was not welcoming (31%, $n = 32$), lack of social life (26%, $n = 27$),

personal reasons (26%, $n = 27$), lack of communication/transparency (24%, $n = 25$), and financial reasons (22%, $n = 23$).

Table 119. Reasons Why Graduate Student Respondents Seriously Considered Leaving URI

Reason	n	%
Lack of a sense of belonging	40	38.1
Climate was not welcoming	32	30.5
Lack of social life	27	25.7
Personal reasons	27	25.7
Lack of communication/transparency	25	23.8
Financial reasons	23	21.9
Academic reasons	20	19.0
Lack of support group	18	17.1
Lack of institutional support (e.g., technical support, laboratory space/equipment)	18	17.1

Note: Table reports only Graduate Student respondents who indicated that they seriously considered leaving URI ($n = 105$). Percentages may not sum to 100 as a result of multiple response choices. See Table B46 in Appendix B for the full list of reasons.

Student respondents were asked two additional questions about their intent to persist at URI. Responses were analyzed by gender identity, racial identity, sexual identity, disability status, religious affiliation, income status, and first-generation status.

Table 120 illustrates that 95% ($n = 3,033$) of Student respondents "strongly agreed" or "agreed"' that they intended to graduate from URI. No statistically significant differences were found between groups.

Eighty-six percent ($n = 2,757$) of Student respondents "strongly disagreed" or "disagreed" that, thinking ahead, it was likely that they would leave URI without meeting their academic goal. A higher percentage of White Student respondents (65%, $n = 1,501$) than Black/African/African American Student respondents (51%, $n = 69$) "strongly disagreed" that, thinking ahead, it was likely that they would leave URI without meeting their academic goal (APIDA Student respondents [55%, $n = 106$], Latinx Student respondents [55%, $n = 111$], Additional Student Respondents of Color [55%, $n = 18$], and Multiracial Student respondents [56%, $n = 143$] did not differ statistically from other groups). A higher percentage of Naturalized/Permanent Status Student respondents (8%, $n = 15$) than U.S. Citizen-Birth Student respondents (4%, $n = 100$) "strongly agreed" with this statement (International Student respondents [4%, $n = 5$] did not

differ statistically from other groups). By disability status, a higher percentage of Student

Respondents with a Single Disability (29%, n = 128) than those with No Disability (23%, n =

573) "disagreed" that, thinking ahead, it was likely that they would leave URI without meeting

their academic goal (Student Respondents With Multiple Disabilities [29%, n = 66] did not differ

statistically from other groups). Also statistically significant, a higher percentage of Student

Respondents No Disability (64%, n = 1,605) than those with a Single Disability (54%, n = 239)

and Multiple Disabilities (55%, n = 127) "strongly disagreed" with this statement.

Table 120. Student Respondents' Intent to Graduate From URI

Intent	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I intend to graduate from URI.	2,265	70.8	768	24.0	128	4.0	24	0.7	16	0.5
Thinking ahead, it is likely that I will leave URI before graduation.	121	3.8	109	3.4	231	7.2	774	24.1	1,983	61.6
Racial identity[ccxv]										
APIDA	9	4.6	10	5.2	18	9.3	51	26.3	106	54.6
Black/African/African American	9	6.7	6	4.4	17	12.6	34	25.2	69	51.1
Latinx	10	5.0	12	5.9	22	10.9	47	23.3	111	55.0
White	78	3.4	59	2.5	138	5.9	551	23.7	1,501	64.5
Multiracial	8	3.1	13	5.1	21	8.2	71	27.7	143	55.9
Citizenship status[ccxvi]										
U.S. Citizen-Birth	100	3.5	89	3.1	196	6.9	688	24.1	1,777	62.4
Naturalized/Permanent Status	15	7.7	10	5.1	18	9.2	48	24.5	105	53.6
International	5	3.7	6	4.4	14	10.4	28	20.7	82	60.7
First-generation status[ccxvii]										
First-Generation	49	5.2	40	4.2	83	8.8	236	24.9	539	56.9
Not-First-Generation	71	3.1	67	3.0	145	6.4	537	23.8	1,434	63.6
Disability status[ccxviii]										
Single Disability	13	3.0	12	2.7	47	10.7	128	29.2	239	54.4
No Disability	101	4.0	86	3.4	158	6.3	573	22.7	1,605	63.6
Multiple Disabilities	< 5	---	10	4.3	25	10.8	66	28.6	127	55.0

Note: Table reports responses only from Student respondents (n = 3,225).

Qualitative Comment Analyses

Four hundred sixty-one Student respondents elaborated on the reasons that they considered leaving the institution. Four themes emerged from the responses: issues with the quality of and lack of support in academics, cost of attending URI, lacking a sense of social integration at the institution, and experiences with marginalization on campus.

Issues With Quality of and Lack of Support in Academics. Student respondents shared that one reason that they considered leaving the institution involved the quality of and lack of support they received with their academics. Several respondents indicated how they perceived the quality of academics to be insufficient. One Undergraduate Student respondent wrote, "My quality of education has been extremely poor since online education began. Personally, it feels like professors are doing the bare minimum and do not care (most, not all)." Another Undergraduate Student respondent named, "Too many teachers who seem to not care, or who are horrible about communicating their expectations to students to the point where I wonder 'why am I wasting my time in this class' or 'If this teacher doesn't a) care about their students or b) only minimally care about the subject they're teaching, then why should I care.'" One Undergraduate Student respondent added, "This semester has been the biggest failure in my 3 years at this school. The fact that professors are not held accountable for conducting classis is absolutely appalling."

Other Student respondents described how there were not the major options that they desired to pursue or that their major programs were negatively perceived. One Undergraduate Student respondent named, "URI does not have the exact major I am considering, which is the largest factor in my consideration to leave." Another Undergraduate Student respondent stated, "While I love Rhode Island like a second home, sometimes the university can be very frustrating. The lack of selection when it comes to certain majors is one example of why I was looking at other institutions. The availability of environmental majors and classes overall at other schools was more wide and gave me more flexibility in my schedule." One Graduate Student respondent wrote, "I was upset that my major (pharmaceutical science) was constantly being put down in comparison to another similar major (PharmD). At the time, we were all in the same classes and yet they still got talked about as if they were much smarter than us."

Several other Student respondents described how they did not feel supported in navigating and succeeding in their academics. One Undergraduate Student respondent named, "I feel that not enough is done to check in and support the students here and everything is left to figure out themselves. The guidance from advisors is slim to none if they even answer your emails. And professors as well." One Graduate Student respondent stated, "I have received no support from the gso coordinators/my advisors trying to add classes or check my graduation status/requirements. I contacted the coordinator regarding adding class and it's been over a month the form has not moved forward. I have done everything in my control." An Undergraduate Student respondent added, "I just felt like the advisors did not help me much with my major and not helping me decide what I want to do."

Cost of Attending URI. Student respondents described how they considered leaving URI owing to the high cost of attending the institution. Student respondents wrote comments like "Financially not worth it. Paying full tuition for online courses and not having a choice," "Low stipend offered to graduate students is not sustainable," and "Due to the financial burdens and the lack of financial support acquainted with being an international student." One Graduate Student respondent specifically named, "During my first year, finances became a burden because of the cost of school. There was also not much communication or clarification from the University about finances and payment." An Undergraduate Student respondent shared, "I have seriously considered leaving because of how expensive it is to live here and how little I get in return from housing." Another Undergraduate Student respondent added, "I cannot fathom the ridiculousness of URI wasting millions of dollars on building to attract more students, while simultaneous adding thousands of dollars to tuition and restricting the number of housing options for students. It's wasteful, greedy, and shows a serious disregard for the growing problem of inflated tuition fees."

Several Student respondents shared how the cost of attending URI was too high compared with the quality of online education that they had experienced. One Graduate Student respondent named, "You raised your tuition while I was at home teaching myself online. I don't need to go into debt to do that." An Undergraduate Student respondent stated, "I have a few reasons for considering leaving. One of the reasons is that even though my classes are all online, I am still paying as much as I would if they were in person and I am not getting the same level of

education as I would in person." Another Undergraduate Student respondent described, "I feel like having all of my courses online and most of those being asynchronous, I was teaching myself most of the material for some of my classes and I do not think it is worth the money that I am paying to be at URI, to be teaching myself in my courses especially as a freshman." A Graduate Student respondent also wrote, "Due to my classes being online, it would be way cheaper transferring to an in-state college."

Lacking a Sense of Social Integration at the Institution. Student respondents described how they did not feel socially integrated at the institution, leading them to consider leaving URI. Student respondents shared statements like "The whole social aspect is missing," "It's been hard for me to find a group of people that I feel at place in," and "I didn't feel connected to the students around me." One Undergraduate Student respondent stated, "It was extremely difficult to meet people and make friends, especially living on campus with no roommate and having half of my classes online. I was extremely isolated for the majority of my time at URI." Another Undergraduate Student respondent named, "URI is not doing a good job at creating alternatives to meet new people during COVID. Since all my classes are online it is impossible for me to meet new people." One Undergraduate Student respondent wrote, "There is no social life at all due to the restrictions of the pandemic. The restrictions make it almost impossible to meet a single soul on campus. No one in my building talks or has an opportunity to meet. Other schools have more opportunities to meet people and kids are looking like they are having fun with their new friends and making memories."

Several Student respondents described the prevalence of Greek Life at URI that in turn made those who were not affiliated with these organizations feel like outsiders. A Student respondent shared, "Greek Life is too emphasized, and too much of a priority on campus. Those in Greek life exclude all others and are inconsiderate of the school population as a whole." One Student respondent described, "I was never a pet of Greek life and I felt like I had to be if I wanted to have a social life at URI." Another Student respondent named, "Freshmen year did not seem to present actual opportunities to network and establish friendships within the majors. If you were not a part of Greek life it did not seem like there were any other social options." One Student respondent added, "It's really sad to see groups like Greek life get the most attention on campus when we have way more diverse, inclusive groups that should receive the spotlight."

Experiences of Marginalization on Campus. Student respondents also indicated that they had encountered experiences of marginalization tied to their race and nationality that led them to consider leaving the institution. For instance, Student respondents wrote comments such as "I went from being in very diverse classrooms to being the only person from a diverse background. I felt lied to," "Racism prevalent in all levels of university (administrative, students, professors)," and "URI is set up for people who come from wealthy backgrounds and who come from a culture where everyone knows how universities work." One Undergraduate Student respondent noted how she felt as though the institution advertised diversity, but that this was not a reality: "The institution is a predominantly white institution. (I am a Black woman.) Though it didn't feel that way on the brochures they sent and my first night and orientation. But that was kind of a lie in itself to lead on students like that." Another Undergraduate Student respondent stated, "Being a person of color on campus I believe as though the university doesn't really give as many resources or is as understanding or aware of the difficulties that comes with being a minority. There's lack of resources, many of the advisors don't seem to care as much as they should, and there have been many situations in regards to racism, prejudice, and just overall ignorance." A Graduate Student respondent also wrote, "As a person of color, I found that there were very few other people of color in my graduate program. Because graduate students often are isolated, this revelation was not healthy for me. I didn't find that I had any group solidarity."

For international students on campus, these sentiments were also prevalent. One Graduate Student respondent wrote, "There was no any institutional or community support that help you in adjusting in life in URI and South County. As an international student from tropical climate and rural cultural life style I needed guidance on how to adjust with the environment and culture shock when I got here." Another Graduate Student respondent reflected on a particular experience, noting, "Unfortunately, [in] my working environment I had to deal with racist comments and discriminations from my lab mates because I am an international student." One Undergraduate Student respondent shared, "This school was not as friendly as to international students. Even faculty do not care that much to international students. I get it that the school does not have many international students but I felt like there's no consideration."

Summary

A factor analysis was conducted to explore the *Perceived Academic Success* of Student respondents. Significant differences existed by racial identity and disability status. Women Undergraduate Student respondents had higher *Perceived Academic Success* scores than did Men Undergraduate Student respondents. White Undergraduate Student respondents had higher *Perceived Academic Success* scores than APIDA Undergraduate Student respondents and Black/African/African American Undergraduate Student respondents. Also, White Undergraduate Student respondents had higher *Perceived Academic Success* scores than Latinx Undergraduate Student respondents and Multiracial Undergraduate Student respondents. Not-Low-Income Undergraduate Student respondents had higher *Perceived Academic Success* scores than Low-Income Undergraduate Student respondents. Not-First-Generation Undergraduate Student respondents had higher *Perceived Academic Success* scores than First-Generation Undergraduate Student respondents. No significant difference existed in the overall test for means for Graduate Student respondents by first-generation status on *Perceived Academic Success*.

Similarly, a factor analysis was conducted to explore another student outcome related to campus climate, *Sense of Belonging*. Women Student respondents had higher *Student Sense of Belonging* scores than did Men Student respondents. White Student respondents had higher *Student Sense of Belonging* scores did than APIDA Student respondents and Black/African/African American Student respondents. Also, White Student respondents had higher *Student Sense of Belonging* scores than did Multiracial Student respondents. Heterosexual Student respondents had higher *Student Sense of Belonging* scores than did Queer-spectrum Student respondents and Bisexual Student respondents.

Most Student respondents revealed positive perceptions of campus climate as well as positive interactions with faculty, staff, and other students. For example, 58% (n = 1,850) of Students respondents "strongly agreed" or "agreed" that they felt connected to other students, and 66% (n = 2,095) of Students respondents "strongly agreed" or "agreed" that they felt like they belonged at URI. Sixty-three percent (n = 1,997) of Students respondents "strongly agreed" or "agreed" that they felt that they had other students whom they perceived as role models. Thirty-one percent (n = 977) of Student respondents, however, "strongly agreed" or "agreed" that they felt

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faculty prejudged their abilities based on their perception of their identity/background. Some statistically significant differences existed by student status (undergraduate and graduate), gender identity, racial identity, citizen status, first-generation status, sexual identity, and disability status, with minority identities often reporting less positive perceptions.

Graduate Student respondents also reported positive perceptions of advisor, faculty, and department support. Eighty-four percent ($n = 476$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that they had adequate access to their advisors. Eighty percent ($n = 452$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their major professors provided clear expectations. Eighty-five percent ($n = 475$) of Graduate Student respondents "strongly agreed" or "agreed" that felt comfortable sharing their professional goals with their advisors. Eighty-seven percent ($n = 487$) of Graduate Student respondents "strongly agreed" or "agreed" that they felt that their advisors responded to their emails, calls, or voicemails in a prompt manner. Some statistically significant differences existed by disability status, with Graduate Student Respondents With At Least One Disability reporting less positive perceptions.

Twenty-seven percent ($n = 724$) of Undergraduate Student respondents and 19% ($n = 105$) of Graduate Student respondents had seriously considered leaving URI. A majority of those Student respondents (75%, $n = 624$) considered leaving in their first year as a student at URI. Also, 51% ($n = 371$) of Undergraduate Student respondents and 38% ($n = 40$) of Graduate Student respondents attributed a lack of a sense of belonging as the main reason why they seriously considered leaving URI.

[clxxx] A chi-square test was conducted to compare percentages of Student respondents who felt connected to other students by gender identity: $\chi^2 (8, N = 3,190) = 31.0, p < .001$.

[clxxxi] A chi-square test was conducted to compare percentages of Student respondents who felt connected to other students by racial identity: $\chi^2 (16, N = 3,103) = 42.5, p < .001$.

[clxxxii] A chi-square test was conducted to compare percentages of Student respondents who felt connected to other students by first-generation status: $\chi^2 (4, N = 3,189) = 13.2, p < .05$.

[clxxxiii] A chi-square test was conducted to compare percentages of Student respondents who felt connected to other students by sexual identity: $\chi^2 (12, N = 3,145) = 60.6, p < .001$.

[clxxxiv] A chi-square test was conducted to compare percentages of Student respondents who felt connected to other students by disability status: $\chi^2 (8, N = 3,179) = 96.1, p < .001$.

[clxxxv] A chi-square test was conducted to compare percentages of Student respondents who felt that they belonged at URI by gender identity: $\chi^2 (8, N = 3,183) = 20.8, p < .01$.

clxxxvi A chi-square test was conducted to compare percentages of Student respondents who felt that they belonged at URI by racial identity: $\chi^2(16, N = 3,096) = 72.3, p < .001$.

clxxxvii A chi-square test was conducted to compare percentages of Student respondents who felt that they belonged at URI by sexual identity: $\chi^2(12, N = 3,138) = 43.1, p < .001$.

clxxxviii A chi-square test was conducted to compare percentages of Student respondents who felt that they belonged at URI by disability status: $\chi^2(8, N = 3,171) = 89.1, p < .001$.

clxxxix A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by racial identity: $\chi^2(16, N = 3,099) = 74.8, p < .001$.

cxc A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by citizenship status: $\chi^2(8, N = 3,163) = 34.0, p < .001$.

cxci A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by student status: $\chi^2(4, N = 3,196) = 27.7, p < .001$.

cxcii A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by gender identity: $\chi^2(8, N = 3,182) = 28.1, p < .001$.

cxciii A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by racial identity: $\chi^2(16, N = 3,096) = 45.3, p < .001$.

cxciv A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by first-generation status: $\chi^2(4, N = 3,181) = 16.4, p < .01$.

cxcv A chi-square test was conducted to compare percentages of Student respondents who felt that they had other students whom they perceived as role models by disability status: $\chi^2(8, N = 3,171) = 18.2, p < .05$.

cxcvi A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by gender identity: $\chi^2(8, N = 3,193) = 23.2, p < .01$.

cxcvii A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by racial identity: $\chi^2(16, N = 3,106) = 141.1, p < .001$.

cxcviii A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by citizenship status: $\chi^2(8, N = 3,171) = 65.3, p < .001$.

cxcix A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by first-generation status: $\chi^2(4, N = 3,192) = 23.7, p < .001$.

cc A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by sexual identity: $\chi^2(12, N = 3,149) = 24.6, p < .05$.

cci A chi-square test was conducted to compare percentages of Student respondents who felt their English-speaking skills limit their ability to be successful at URI by disability status: $\chi^2(8, N = 3,182) = 17.3, p < .05$.

ccii A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at URI by gender identity: $\chi^2(8, N = 3,188) = 22.0, p < .01$.

cciii A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at URI by racial identity: $\chi^2(16, N = 3,101) = 145.8, p < .001$.

cciv A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at URI by citizenship status: $\chi^2(8, N = 3,166) = 72.8, p < .001$.

ccv A chi-square test was conducted to compare percentages of Student respondents who felt their English-writing skills limit their ability to be successful at URI by first-generation status: $\chi^2(4, N = 3,187) = 28.5, p < .001$.

ccvi A chi-square test was conducted to compare percentages of Student respondents who felt their English writing skills limit their ability to be successful at URI by sexual identity: $\chi^2(12, N = 3,144) = 27.9, p < .01$.

ccvii A chi-square test was conducted to compare percentages of Graduate Student respondents who felt satisfied with the quality of advising they received from their department/program by disability status: $\chi^2(4, N = 561) = 14.6, p < .01$.

ccviii A chi-square test was conducted to compare percentages of Graduate Student respondents who felt they had adequate access to their advisor by disability status: $\chi^2(4, N = 561) = 18.3, p < .01$.

ccix A chi-square test was conducted to compare percentages of Graduate Student respondents who felt that their advisor provided clear expectations by gender identity: $\chi^2(4, N = 560) = 17.6, p < .01$.

ccx A chi-square test was conducted to compare percentages of Graduate Student respondents who felt that their major professor provided clear expectations by gender identity: $\chi^2(4, N = 561) = 13.4, p < .01$.

ccxi A chi-square test was conducted to compare percentages of Graduate Student respondents who felt comfortable sharing their professional goals with their advisor by disability status: $\chi^2(4, N = 557) = 13.3, p < .05$.

[ccxii] A chi-square test was conducted to compare percentages of Graduate Student respondents who felt that their department had provided them opportunities to serve the department or university in various capacities outside of teaching or research by disability status: $\chi^2(4, N = 559) = 13.3, p < .05$.

[ccxiii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who had seriously considered leaving URI by disability status: $\chi^2(2, N = 2{,}638) = 31.7, p < .001$.

[ccxiv] A chi-square test was conducted to compare percentages of Graduate Student respondents who had seriously considered leaving URI by sexual identity: $\chi^2(3, N = 544) = 11.5, p < .01$.

[ccxv] A chi-square test was conducted to compare percentages of Student respondents who believed that, thinking ahead, it was likely that they would leave URI without meeting their academic goal by racial identity: $\chi^2(16, N = 3{,}114) = 47.4, p < .001$.

[ccxvi] A chi-square test was conducted to compare percentages of Student respondents who believed that, thinking ahead, it was likely that they would leave URI without meeting their academic goal by citizenship status: $\chi^2(8, N = 3{,}181) = 17.4, p < .05$.

[ccxvii] A chi-square test was conducted to compare percentages of Student respondents who believed that, thinking ahead, it was likely that they would leave URI without meeting their academic goal by first-generation status: $\chi^2(4, N = 3{,}201) = 20.7, p < .001$.

[ccxviii] A chi-square test was conducted to compare percentages of Undergraduate Student respondents who believed that, thinking ahead, it was likely that they would leave URI without meeting their academic goal by disability status: $\chi^2(8, N = 3{,}193) = 36.4, p < .001$.

Institutional Actions

In addition to campus constituents' personal experiences and perceptions of the campus climate, the number and quality of the institutions' diversity- and equity-related actions may be perceived either as promoting a positive campus climate or impeding it. As the following data suggest, respondents hold divergent opinions about the degree to which URI does, and should, promote diversity, equity, and inclusion to influence campus climate.

Faculty Respondents' Awareness of Institutional Actions

The survey asked Faculty respondents to indicate if they believed certain initiatives currently were available at URI and the degree to which they thought that those initiatives influenced the climate if those initiatives currently were available. If respondents did not believe certain initiatives currently were available at URI, they were asked to rate the degree to which those initiatives would influence the climate if they were available (Table 121).

Sixty-eight percent ($n = 293$) of Faculty respondents thought that flexibility for calculating the tenure clock was available and 32% ($n = 138$) of Faculty respondents thought that flexibility for calculating the tenure clock was not available. Seventy percent ($n = 205$) of the Faculty respondents who thought that such flexibility was available believed that it positively influenced the climate and 85% ($n = 117$) of Faculty respondents who did not think that it was available believed that it would positively influence the climate if it were available.

Fifty-four percent ($n = 236$) of Faculty respondents thought that recognition and rewards for including diversity issues in courses across the curriculum were available and 46% ($n = 203$) of Faculty respondents thought that they were not available. Seventy percent ($n = 165$) of the Faculty respondents who thought that recognition and rewards for including diversity issues in courses across the curriculum were available believed that they positively influenced the climate and 80% ($n = 162$) of Faculty respondents who thought that they were not available thought that recognition and rewards for including diversity issues in courses across the curriculum would positively influence the climate if they were available.

Eighty-four percent ($n = 380$) of Faculty respondents thought that diversity, equity, and inclusivity training for faculty was available and 17% ($n = 75$) of Faculty respondents thought

that such training for faculty was not available. Eighty percent ($n = 302$) of Faculty respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 81% ($n = 61$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 258$) of Faculty respondents thought that toolkits for faculty to create an inclusive classroom environment were available and 40% ($n = 173$) of Faculty respondents thought that such toolkits were not available. Seventy-seven percent ($n = 199$) of the Faculty respondents who thought that toolkits for faculty to create an inclusive classroom environment were available believed that they positively influenced the climate and 88% ($n = 152$) of Faculty respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Forty-two percent ($n = 177$) of Faculty respondents thought that supervisory training for faculty was available and 58% ($n = 247$) of Faculty respondents thought that it was not available. Sixty-five percent ($n = 115$) of the Faculty respondents who thought that supervisory training for faculty was available believed that it positively influenced the climate and 80% ($n = 197$) of Faculty respondents who did not think supervisory training for faculty was available thought that it would positively influence the climate if it were available.

Forty-three percent ($n = 182$) of Faculty respondents thought that leadership development for faculty was available and 58% ($n = 246$) of Faculty respondents thought that it was not available. Sixty-seven percent ($n = 122$) of the Faculty respondents who thought that leadership development for faculty was available believed that it positively influenced the climate and 88% ($n = 217$) of Faculty respondents who did not think leadership development for faculty was available thought that it would positively influence the climate if it were available.

Seventy-four percent ($n = 310$) of Faculty respondents thought that access to resources for people who had experienced harassment was available and 27% ($n = 112$) of Faculty respondents thought that such resources were not available. Eighty-two percent ($n = 253$) of the Faculty respondents who thought that access to resources for people who had experienced harassment was available believed that it positively influenced the climate and 96% ($n = 107$) of Faculty

respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-six percent ($n = 341$) of Faculty respondents thought that mentorship for new faculty was available and 24% ($n = 106$) of Faculty respondents thought that faculty mentorship was not available. Eighty-three percent ($n = 282$) of Faculty respondents who thought that mentorship for new faculty was available believed that it positively influenced the climate and 95% ($n = 101$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-nine percent ($n = 213$) of Faculty respondents thought that ongoing mentorship for new faculty was available and 51% ($n = 220$) of Faculty respondents thought that ongoing mentorship for faculty was not available. Seventy-four percent ($n = 158$) of Faculty respondents who thought that ongoing mentorship for new faculty was available believed that it positively influenced the climate and 95% ($n = 208$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty percent ($n = 211$) of Faculty respondents thought that a clear process to resolve conflicts was available and 50% ($n = 210$) of Faculty respondents thought that such a process was not available. Seventy-five percent ($n = 158$) of the Faculty respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 97% ($n = 203$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-five percent ($n = 182$) of Faculty respondents thought that support during faculty transitions was available and 55% ($n = 221$) of Faculty respondents thought that such support was not available. Sixty-seven percent ($n = 122$) of Faculty respondents who thought that support during faculty transitions was available believed that it positively influenced the climate and 86% ($n = 190$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 219$) of Faculty respondents thought that a fair process to resolve conflicts was available and 47% ($n = 192$) of Faculty respondents thought that such a process

was not available. Seventy-four percent ($n = 163$) of Faculty respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 95% ($n = 182$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty percent ($n = 252$) of Faculty respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 40% ($n = 167$) of Faculty respondents thought that it was not available at URI. Seventy-five percent ($n = 190$) of Faculty respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available believed that it positively influenced the climate and 76% ($n = 127$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Thirty-five percent ($n = 146$) of Faculty respondents thought that affordable child care was available and 65% ($n = 271$) of Faculty respondents thought that it was not available at URI. Seventy-six percent ($n = 111$) of Faculty respondents who thought that affordable child care was available believed that it positively influenced the climate and 94% ($n = 255$) of Faculty respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-one percent ($n = 172$) of Faculty respondents thought that support/resources for spouse/partner employment were available and 59% ($n = 249$) of Faculty respondents thought that they were not available at URI. Seventy-two percent ($n = 124$) of Faculty respondents who thought that support/resources for spouse/partner employment were available believed that it positively influenced the climate and 88% ($n = 220$) of Faculty respondents who did not think they were available thought that it would positively influence the climate if it were available.

Table 121. Faculty Respondents' Perceptions of Institutional Initiatives

Institutional initiatives	Initiative IS available at URI								Initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Flexibility for calculating the tenure clock	205	70.0	74	25.3	14	4.8	293	68.0	117	84.8	12	8.7	9	6.5	138	32.0
Recognition and rewards for including diversity issues in courses across the curriculum	165	69.9	57	24.2	14	5.9	236	53.8	162	79.8	29	14.3	12	5.9	203	46.2
Diversity, equity, and inclusivity training for faculty	302	79.5	62	16.3	16	4.2	380	83.5	61	81.3	9	12.0	5	6.7	75	16.5
Toolkits for faculty to create an inclusive classroom environment	199	77.1	53	20.5	6	2.3	258	59.9	152	87.9	17	9.8	< 5	---	173	40.1
Supervisory training for faculty	115	65.0	51	28.8	11	6.2	177	41.7	197	79.8	38	15.4	12	4.9	247	58.3
Leadership development for faculty	122	67.0	54	29.7	6	3.3	182	42.5	217	88.2	23	9.3	6	2.4	246	57.5
Access to resources for people who have experienced harassment	253	81.6	47	15.2	10	3.2	310	73.5	107	95.5	< 5	---	< 5	---	112	26.5
Mentorship for new faculty	282	82.7	49	14.4	10	2.9	341	76.3	101	95.3	< 5	---	< 5	---	106	23.7
Ongoing mentorship for faculty	158	74.2	48	22.5	7	3.3	213	49.2	208	94.5	9	4.1	< 5	---	220	50.8
Clear processes to resolve conflicts	158	74.9	45	21.3	8	3.8	211	50.1	203	96.7	< 5	---	< 5	---	210	49.9

Table 121. Faculty Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at URI								Initiative IS NOT available at URI								
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative was not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Support during faculty transitions (e.g., faculty to administrator)	122	67.0	54	29.7	6	3.3	182	45.2	190	86.0	29	13.1	< 5	---	221	54.8
Fair processes to resolve conflicts	163	74.4	50	22.8	6	2.7	219	53.3	182	94.8	7	3.6	< 5	---	192	46.7
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	190	75.4	44	17.5	18	7.1	252	60.1	127	76.0	19	11.4	21	12.6	167	39.9
Affordable child care	111	76.0	31	21.2	< 5	---	146	35.0	255	94.1	15	5.5	< 5	---	271	65.0
Support/resources for spouse/partner employment	124	72.1	33	19.2	15	8.7	172	40.9	220	88.4	26	10.4	< 5	---	249	59.1

Note: Table reports responses only from Faculty respondents (*n* = 510).

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Staff Respondents' Awareness of Institutional Actions

The survey asked Staff respondents ($n = 820$) to respond regarding similar initiatives, which are listed in Table 122. Ninety percent ($n = 682$) of the Staff respondents thought that diversity, equity, and inclusivity training for staff was available at URI and 10% ($n = 78$) of Staff respondents thought that it was not available. Eighty-two percent ($n = 557$) of the Staff respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 85% ($n = 66$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-eight percent ($n = 650$) of Staff respondents thought that access to resources for people who had experienced harassment were available at URI and 12% ($n = 85$) of Staff respondents thought that such resources were not available. Eighty-three percent ($n = 541$) of Staff respondents who thought that access to resources for people who had experienced harassment was available believed that it positively influenced the climate and 94% ($n = 80$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it was available.

Fifty-one percent ($n = 381$) of Staff respondents thought that supervisory training for supervisors/managers was available and 49% ($n = 361$) of Staff respondents thought that such training was not available. Seventy-six percent ($n = 291$) of Staff respondents who thought that supervisory training for supervisors/managers was available believed that it positively influenced the climate and 98% ($n = 352$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty percent ($n = 357$) of Staff respondents thought that supervisory training for faculty supervisors was available and 50% ($n = 352$) of Staff respondents thought that such training was not available. Seventy-seven percent ($n = 275$) of Staff respondents who thought that supervisory training for faculty supervisors was available believed that it positively influenced the climate and 96% ($n = 338$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-one percent ($n = 301$) of Staff respondents thought that mentorship for new staff was available and 59% ($n = 435$) of Staff respondents thought that staff mentorship was not available. Seventy-nine percent ($n = 239$) of Staff respondents who thought that mentorship for new staff was available believed that it positively influenced the climate and 97% ($n = 422$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty percent ($n = 292$) of Staff respondents thought that support during staff transitions was available at URI and 60% ($n = 437$) of Staff respondents thought that such support was not available. Seventy-seven percent ($n = 225$) of Staff respondents who thought that support during staff transitions was available believed that it positively influenced the climate and 97% ($n = 422$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 383$) of Staff respondents thought that a clear process to resolve conflicts was available at URI and 47% ($n = 337$) of Staff respondents thought that such a process was not available. Seventy-seven percent ($n = 293$) of Staff respondents who thought that a clear process to resolve conflicts was available believed that it positively influenced the climate and 96% ($n = 324$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-six percent ($n = 401$) of Staff respondents thought that a fair process to resolve conflicts was available at URI and 44% ($n = 315$) of Staff respondents thought that such a process was not available. Seventy-eight percent ($n = 313$) of Staff respondents who thought that a fair process to resolve conflicts was available believed that it positively influenced the climate and 97% ($n = 305$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Sixty-five percent ($n = 460$) of Staff respondents thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was available and 35% ($n = 250$) of Staff respondents thought that it was not available. Seventy-five percent ($n = 343$) of Staff respondents who thought that including diversity, equity, and inclusivity-related professional experiences as one of the criteria for hiring of staff/faculty was

available believed that it positively influenced the climate and 80% ($n = 202$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-two percent ($n = 385$) of Staff respondents thought that career development opportunities for staff were available and 48% ($n = 353$) of Staff respondents thought that they were not available. Eighty-two percent ($n = 316$) of Staff respondents who thought that career development opportunities for staff were available believed that they positively influenced the climate and 97% ($n = 342$) of Staff respondents who did not think such opportunities were available thought that they would positively influence the climate if they were available.

Forty-three percent ($n = 296$) of Staff respondents thought that affordable child care was available at URI and 57% ($n = 398$) of Staff respondents thought that it was not available. Seventy-three percent ($n = 215$) of Staff respondents who thought that affordable child care was available believed that it positively influenced the climate and 95% ($n = 377$) of Staff respondents who did not think it was available thought that it would positively influence the climate if it were available.

Forty-four percent ($n = 306$) of Staff respondents thought that support/resources for spouse/partner employment were available and 56% ($n = 386$) of Staff respondents thought that they were not available. Sixty-five percent ($n = 198$) of Staff respondents who thought that support/resources for spouse/partner employment were available believed that they positively influenced the climate and 83% ($n = 322$) of Staff respondents who did not think that they were available thought that they would positively influence the climate if they were available.

Table 122. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at URI								Initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for staff	557	81.7	103	15.1	22	3.2	682	89.7	66	84.6	11	14.1	< 5	---	78	10.3
Access to resources for people who have experienced harassment	541	83.2	95	14.6	14	2.2	650	88.4	80	94.1	< 5	---	< 5	---	85	11.6
Supervisory training for supervisors/managers	291	76.4	85	22.3	5	1.3	381	51.3	352	97.5	8	2.2	< 5	---	361	48.7
Supervisory training for faculty	275	77.0	79	22.1	< 5	---	357	50.4	338	96.0	11	3.1	< 5	---	352	49.6
Mentorship for new staff	239	79.4	59	19.6	< 5	---	301	40.9	422	97.0	13	3.0	0	0.0	435	59.1
Support during staff transitions (e.g., staff to supervisor)	225	77.1	61	20.9	6	2.1	292	40.1	422	96.6	14	3.2	< 5	---	437	59.9
Clear processes to resolve conflicts	293	76.5	80	20.9	10	2.6	383	53.2	324	96.1	13	3.9	0	0.0	337	46.8
Fair processes to resolve conflicts	313	78.1	76	19.0	12	3.0	401	56.0	305	96.8	10	3.2	0	0.0	315	44.0
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	343	74.6	87	18.9	30	6.5	460	64.8	202	80.0	37	14.8	11	4.4	250	35.2
Career development opportunities for staff	316	82.1	59	15.3	10	2.6	385	52.2	342	96.9	11	3.1	0	0.0	353	47.8

Table 122. Staff Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at URI								Initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Affordable child care	215	72.6	77	26.0	< 5	---	296	42.7	377	94.7	21	5.3	0	0.0	398	57.3
Support/resources for spouse/partner employment	198	64.7	91	29.7	17	5.6	306	44.2	322	83.4	62	16.1	< 5	---	386	55.8

Note: Table reports responses only from Staff respondents (*n* = 820).

Student Respondents' Awareness of Institutional Actions

The survey also asked Student respondents (*n* = 3,225) to consider a similar list of initiatives, provided in Table 123. Eighty percent (*n* = 2,339) of Student respondents thought that diversity, equity, and inclusivity training for students was available at URI and 20% (*n* = 577) of Student respondents thought that it was not available. Eighty-one percent (*n* = 1,887) of Student respondents who thought that diversity, equity, and inclusivity training for students was available believed that it positively influenced the climate and 84% (*n* = 484) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-three percent (*n* = 2,385) of Student respondents thought that diversity, equity, and inclusivity training for faculty was available at URI and 17% (*n* = 502) of Student respondents thought that it was not available. Eighty-four percent (*n* = 1,996) of Student respondents who thought that diversity, equity, and inclusivity training for faculty was available believed that it positively influenced the climate and 89% (*n* = 449) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Eighty-two percent (*n* = 2,352) of Student respondents thought that diversity, equity, and inclusivity training for staff was available at URI and 18% (*n* = 506) of Student respondents thought that it was not available. Eighty-four percent (*n* = 1,976) of Student respondents who thought that diversity, equity, and inclusivity training for staff was available believed that it positively influenced the climate and 89% (*n* = 451) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy percent (*n* = 1,990) of Student respondents thought that a person to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, labs) was available and 30% (*n* = 870) of Student respondents thought that such a person was not available. Eighty-three percent (*n* = 1,647) of Student respondents who thought that a person to address student complaints of bias by faculty/staff in learning environments was available believed such a resource positively influenced the climate and 92% (*n* = 804) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Sixty-eight percent (n = 1,953) of Student respondents thought that a person to address student complaints of bias by other students in learning environments was available and 32% (n = 909) of Student respondents thought that such a resource was not available. Eighty-two percent (n = 1,608) of Student respondents who thought that a person to address student complaints of bias by other students in learning environments was available believed that resource positively influenced the climate and 88% (n = 795) of Student respondents who did not think such a person was available thought one would positively influence the climate if one were available.

Seventy-one percent (n = 2,025) of Student respondents thought that increasing opportunities for cross-cultural dialogue between students was available and 29% (n = 836) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-four percent (n = 1,698) of Student respondents who thought that increasing opportunities for cross-cultural dialogue between students was available believed that it positively influenced the climate and 91% (n = 762) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy percent (n = 1,983) of Student respondents thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available at URI and 30% (n = 864) of Student respondents thought that increasing opportunities for dialogue was not available. Eighty-four percent (n = 1,674) of Student respondents who thought that increasing opportunities for cross-cultural dialogue among faculty, staff, and students was available believed that they positively influenced the climate and 91% (n = 783) of Student respondents who did not think that it was available thought that it would positively influence the climate if it were available.

Seventy-one percent (n = 2,030) of Student respondents thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available at URI and 29% (n = 822) of Student respondents thought that it was not available. Eighty-two percent (n = 1,657) of Student respondents who thought that incorporating issues of diversity and cross-cultural competence more effectively into the curriculum was available believed that it positively influenced the climate and 88% (n = 721) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Seventy-nine percent ($n = 2,258$) of Student respondents thought that effective faculty mentorship of students was available and 21% ($n = 601$) of Student respondents thought that it was not available. Eighty-eight percent ($n = 1,990$) of Student respondents who thought that effective faculty mentorship of students was available believed that it positively influenced the climate and 94% ($n = 562$) of Student respondents who did not think it was available thought faculty mentorship of students would positively influence the climate if it were available.

Eighty-six percent ($n = 2,437$) of Student respondents thought that effective academic advising was available at URI and 14% ($n = 410$) of Student respondents thought that it was not available. Ninety percent ($n = 2,196$) of Student respondents who thought that effective academic advising was available believed that it positively influenced the climate and 94% ($n = 387$) of Student respondents who did not think it was available thought effective academic advising would positively influence the climate if it were available.

Seventy-eight percent ($n = 2,216$) of Student respondents thought that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) was available and 23% ($n = 645$) of Student respondents thought that it was not available. Eighty-three percent ($n = 1,846$) of Student respondents who thought that diversity, equity, and inclusivity training for student staff (e.g., student union, resident assistants) was available believed that it positively influenced the climate and 86% ($n = 556$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Fifty-three percent ($n = 1,502$) of Student respondents thought that affordable child care was available at URI and 47% ($n = 1,327$) of Student respondents thought that it was not available. Seventy-six percent ($n = 1,146$) of Student respondents who thought that affordable child care was available believed that it positively influenced the climate and 89% ($n = 1,184$) of Student respondents who did not think it was available thought that it would positively influence the climate if it were available.

Table 123. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at URI								Initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for students	1,887	80.7	382	16.3	70	3.0	2,339	80.2	484	83.9	81	14.0	12	2.1	577	19.8
Diversity, equity, and inclusivity training for faculty	1,996	83.7	327	13.7	62	2.6	2,385	82.6	449	89.4	45	9.0	8	1.6	502	17.4
Diversity, equity, and inclusivity training for staff	1,976	84.0	318	13.5	58	2.5	2,352	82.3	451	89.1	46	9.1	9	1.8	506	17.7
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,647	82.8	287	14.4	56	2.8	1,990	69.6	804	92.4	53	6.1	13	1.5	870	30.4
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,608	82.3	283	14.5	62	3.2	1,953	68.2	795	87.5	94	10.3	20	2.2	909	31.8
Opportunities for cross-cultural dialogue among students	1,698	83.9	293	14.5	34	1.7	2,025	70.8	762	91.1	69	8.3	5	0.6	836	29.2
Opportunities for cross-cultural dialogue among faculty, staff, and students	1,674	84.4	275	13.9	34	1.7	1,983	69.7	783	90.6	74	8.6	7	0.8	864	30.3

Table 123. Student Respondents' Perceptions of Institutional Initiatives

	Initiative IS available at URI								Initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative was available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative was not available	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,657	81.6	297	14.6	76	3.7	2,030	71.2	721	87.7	82	10.0	19	2.3	822	28.8
Effective faculty mentorship of students	1,990	88.1	241	10.7	27	1.2	2,258	79.0	562	93.5	37	6.2	< 5	---	601	21.0
Effective academic advising	2,196	90.1	222	9.1	19	0.8	2,437	85.6	387	94.4	17	4.1	6	1.5	410	14.4
Diversity, equity, and inclusivity training for student employees (e.g., student union, resident assistants)	1,846	83.3	307	13.9	63	2.8	2,216	77.5	556	86.2	76	11.8	13	2.0	645	22.5
Affordable child care	1,146	76.3	334	22.2	22	1.5	1,502	53.1	1,184	89.2	137	10.3	6	0.5	1,327	46.9

Note: Table reports responses only from Student respondents (*n* = 3,225).

Qualitative Comment Analyses

One thousand four hundred-eleven (1,411) respondents classified as Faculty: Non-Tenure-Track Academic Appointment, Faculty PTF/ per-course, Faculty Tenure-Track, Graduate Student, Postdoctoral Fellow, Staff, and Undergraduate Student offered recommendations for improving the campus climate. Themes that emerged among Faculty: Non-Tenure-Track Academic Appointment, Faculty PTF/ per-course, Faculty Tenure-Track, Postdoctoral Fellow, and Staff respondents included improvements to the compensation package offered, training at the university, better measures of transparency, diversity recruitment, or offered no recommendation. Themes that emerged among Graduate Students and Undergraduate Student respondents included no recommendations for improvement, recommendations around trainings, and accessibility.

Faculty and Staff respondents

Compensation and Benefits. "I need childcare!" was the response offered by one Faculty respondent. Other Faculty and Staff respondents who suggested improvements to compensation and benefits noted, "Classified staff pay is too low" and expressed a need for "Better pay, more staff, and child care offerings..." Moreover, respondents also indicated that the "Reward structures do not necessarily reflect responsibilities that are requested." Respondents who offered recommendations around the current structure of the university's benefits package explained, "Affordable child care at the Narragansett Bay Campus would have been HUGE and made life a lot easier. If this is something being considered, I highly recommend it." One respondent simply noted, "CHILDCARE PLEASE!" and suggested "we need to find a solution to the food insecurity problem on campus that affects our international students and many others." Additionally, one respondent who suggested a myriad of improvements tied to compensation and training offered, "Increase lecturer pay and acknowledgment, provide childcare, have high up administrators at the DEI seminars (have not seen them at any), and continue the conversations, forever." Another respondent who noted the benefits offered by the university wrote, "I would like to bring up the length of paternity leave at URI. Currently, it is only 6 weeks, in other words, half a semester. In reality, 6 weeks are too short for female professors to have the necessary rest after childbirth to return to teaching." The respondent further rationalized, "It also negatively impacts student learning, as they may have two different instructors in a semester…"

Trainings. Faculty and Staff respondents offered responses centered around the various trainings and opportunities for dialogue. One respondent suggested, "I think training on implicit bias, JEDI, and legality associated with the type of employment needs to be a requirement for all personnel at URI…" Similarly, another respondent noted, "There should be more training for faculty and staff on justice, diversity and inclusion. And there should be broader reach for this training (otherwise it is the same faces who show up at the same places)." This respondent also suggested, "…recognition/incentives for diversity work." Respondents also suggested that the university "Have meaningful in person workshops with paid and skillful facilitators to handle difficult subjects instead of on-line trainings that skim the surface of serious issues and fail to create a campus dialogue." Moreover, another respondent suggested, "Training on the racism, colonialism, white supremacy, and how it manifests in higher education." While some Faculty and Staff respondents suggested trainings, one respondent suggested, "…stop requiring diversity training and focus on work to get done which is educate train all students and dividing us into groups."

Faculty and Staff respondents also suggested training or engagement at the onboarding or hiring phase. For example, "I like the idea of mandating that new hires need to have either undergone DEI training or are willing to do so upon hiring." This respondent also suggested, "I would also mandate this training for all existing faculty, staff and students similar to the existing sexual harassment training; and create buy-in to do the training." Another respondent who pointed out the lack of training for new employees wrote, "There is no training or orientation at URI for new employees. This has been the case for years. There is no training about race/gender issues. There was recently online training for sexual harassment." Lastly, a respondent also explained, "Continuous Management training and training on leadership skills, especially for those recently promoted, would benefit the University greatly."

Other types of training offered by respondents included professional development and supervisory training. One respondent indicated a need to, "Eliminate the culture of 'laziness' among employees" and offer "Better supervision and training." Additionally, respondents also offered, "Definitely manager/supervisor education and training" and "There needs to be supervisor training for classified personnel. Most people who are promoted to a supervisory

position do not know how to supervise nor treat their subordinates. Personnel conflicts are ignored until they blow up. There needs to be more investment into the employees."

Transparency. Faculty and Staff respondents suggested a "greater operationalization of shared governance" and stated, "You can start with transparency." Specifically, one respondent explained there should be "More transparency" and noted that there is "Too much closed door decision-making and lack of transparency in resource allocation, hiring, etc." A respondent who suggested transparency in the university's diversity, equity, and inclusion practices noted, "There must be clear and transparent processes for DEI initiatives, clear communication from the administration to all levels of the University, and an ending to the culture of silence about racism and intolerance on campus."

At the department level, one respondent suggested a "Fairer and more transparent processes for allocating new faculty positions to departments are needed to empower departments to build strong programs…" Similarly, another Faculty respondent offered, "A more inclusive, transparent administrative process." Lastly, one respondent suggested in sum, "We need more communication, collective work, incentives to do that work, and more transparency about why, who, and how that work gets done. We also need accountability and measurable goals."

Diversifying the Campus. Faculty and Staff respondents offered their suggestions on how to diversify URI. One respondent explained, "My focus is on financial support to increase diversity for our graduate students. Currently the URI Grad School offers very limited diversity fellowships, which are highly competitive and generally not awarded to the engineering and sciences. They should be offered (truly awarded) to all departments, and more diversity fellowships should be made available in general. Also, there is a stipulation that diversity fellows must be US citizens, which is a non-sequitor in the context of increasing diversity. Furthermore, there are some active diversity-encouraging programs (for example the Louis Stokes scholarship program) that are not transparently communicated broadly to faculty, and, from my perspective, are 'stovepiped' or 'siloed' to serve only a few programs or departments." A suggestion from another respondent explained, "There are far more students from in-state than out of state or international so I think the student body would be a lot more interesting and diverse if there was more focus on recruiting from out of state."

A focus on increasing the diversity of Faculty and Staff hires was also offered by respondents. One respondent noted, "Senior administration should not consist of white faces and/or predominantly white men." Faculty and Staff respondents also made suggestions like "Be intentional about hiring BIPOC f/s", "Hiring more people of color…", and "Actively recruit diversity/inclusion hires! Hire BIPOC staff/faculty as clusters (to increase retention and decrease social isolation) …" Similarly, a Faculty respondent offered, "As a white man of privilege and relative power at the university, I am aware of the need for URI to change the color and gender of upper administrators and for the university to put real resources and training into helping colleges and departments recruit and retain faculty of color…" Lastly, a Staff respondent who expressed supporting inclusivity and diversity explained, "Like most others, I believe that inclusivity and diversity is important, but not at the cost of qualification. Ultimately, all eligible students and staff that apply should be equally considered, but I don't think *any* decisions for hiring or acceptance should be based *solely* on ethnicity, gender, sexuality, or any other characteristic of the applicant, other than their traits covering the criteria for the position for which they are applying."

No Recommendations. Some Faculty and Staff respondents indicated there was nothing they wished to add when asked to elaborate on specific recommendations for improving the climate of the University of Rhode Island. One respondent who indicated they didn't want to offer anything more also offered, "… University administration is completely aware of the behavior of my college's faculty. Apparently it has been deemed acceptable withing the University's campus climate." Responses also included, "no," "n/a," or "not at this time." One respondent noted, "I am extremely happy with the campus climate. I strongly believe we are all doing great job at making URI a great place to be! I put into URI as much of my energy and effort as I can. :)" Respondents also offered, "URI is a wonderful place to work" and "The climate is exceptional and URI is a great place to work." Lastly, another respondent offered, "I feel supported, my wife and I were a dual career hire and basically this has enabled us to be very happy and we are appreciative of the support from the University with regards to this."

Graduate Student and Undergraduate Student respondents

No Recommendations. Some Graduate Student and Undergraduate Student respondents indicated there was nothing they wished to add when asked to elaborate on specific recommendations for

improving the climate of the University of Rhode Island. Responses also included, "none," "n/a," or "I love this campus, I have rarely felt unsafe!" Respondents also offered, "No I think for myself it has been a great experience so far knock on wood I love URI!" and "None for now, probably because I'm still new. But I love URI with all my heart..." One respondent who complimented improvements already made to the campus noted, "I love the landscaping improvements." Similarly, another respondent who expressed their gratitude for the university expressed, "I do not have anything in specific that would improve of solely the climate at URI. I do love this school and all the opportunities it has brought me, I am very grateful to be here." Lastly a Student respondent in their first year offered, "This is my freshman year at URI, and due to COVID I am very unaware of how the campus is normally. I fell in love with campus and the school as a whole, and I think its perfect. Although I have not gotten involved with any other students or clubs, I am sure I will have the opportunity to next semester, when things are more 'normal'."

University Trainings. Graduate Student and Undergraduate Student respondents suggested a variety of training options to improve the climate at URI. One respondent explained, "There needs to be a priority of training staff and professionals on diversity efforts. People who work with students need to be more aware of the challenges and barriers their student's face. Also there needs to be a push to hire more faculty of color and more spaces to support our faculty of color." Similarly, Undergraduate respondents suggested, "training for awareness of racism and different culture for STAFF, FACULTY, AND STUDENTS" and "Incorporate mandatory diversity training each semester."

Respondents suggested prioritizing "sensitivity trainings." One respondent specifically suggested sensitivity training for Faculty who interact with diverse groups of students. The respondent explained, "I think you should have a sensitivity training for the professors who the majority from what I've seen are white. They seem to be well intentioned but don't understand how their actions and behavior create a culture of exclusion for people who are not white. They also tend to minimize the experiences of POC and believe that the white male pov is the most relevant." A more conservative Student respondent suggested, "Diversity, equity, and inclusion training should present multiple viewpoints and not just be rooted in critical race theory, which is toxic and illiberal. It is important to be sensitive to individuals of diverse backgrounds, but an

overemphasis on group identity and identity-based grievances is having a negative impact on institutions around the country, in my opinion." Furthermore, another Student respondent pleaded, "Please for the love of god don't make 'empathy training' or 'awareness training' or whatever mandatory for students. It's a waste of time for those who know what's going on, it makes those who disagree resentful, and for people like me who don't give a shit we feel time wasted and resentful because we don't give a shit…"

Other suggested references of training included, "Mandatory training programs on sexual violence prevention instead of orientation or uri101" and "More intense sexual assault prevention training as part of Greek Life orientation." It was also suggested that Faculty respondents become more familiar with dealing with students who have different ability needs. For example, one respondent expressed, "I hope to see more training for faculty and staff about learning disabilities and supporting students within that community." Similarly, another respondent offered, "I think disability training for all students would be helpful to make inclusivity of all uri members. I also think mental health training for all students would be good."

Lastly, a respondent who suggested something other than training around diversity or ability suggested life and professional skills training. The respondent hoped for training "For students working on campus." They further elaborated, "I would love to see students go through training on how to contact someone if there is conflict occurring whether it be harassment, unfair pay, questionable working environment, etc." The explanation they provided for the response noted, "When I started working, I never received any kind of training like this, only how to wash dishes and do my job, so I think this would definitely improve the climate of URI staff." Similarly, another Student respondent offered, "Some type of mandatory training should be given to students...especially those who are in teaching assistantships." A suggestion focused on training and professional development for Faculty offered, "Put more effort into training advisors in mentorship, emphasize that many students need more than someone to just say yes/no to ideas."

Accessibility. Graduate Students and Undergraduate Students suggested the need to make URI accessible. Respondents classified their answers in multiple ways. Some responses offered suggestions to structurally improve the campus. One respondent suggested, "Make more of the dorm buildings accessible for disabilities and physical injuries. more bathrooms in learning

buildings gender neutral or accessible…" Another respondent who was temporarily injured offered, "While I was injured on campus during undergrad and stuck in a boot with a fractured foot I got a taste of what it is like to have accessibility issues on campus." The respondent further explained, "Many of the older buildings that offices and classrooms are housed in have huge accessibility issues (no elevators/accessible entrances, etc.). Additionally given the at times large distance between campus building, the short time between classes also makes it difficult to get from one to the other when your mobility is limited. It does not help that our campus is built on a rather steep hill and that the housing is at the bottom for on campus students. Additionally, there are not many resources for those students who are temporarily injured to get assistance moving around campus other than the shuttle bus which may or may not get them where they need to go. Being stuck in a boot like that in the middle of winter and trying to navigate buildings without elevators and poorly plowed / shoveled pathways on campus made it extremely difficult to carry out day-to-day tasks for those few months. I can only imagine what others go through when it is a daily issue for them."

Respondents also offered their suggestions to both accessible services and accommodations. One Student respondent offered, "I would say making counseling services more readily accessible because I was too scared to go to the counseling center in person and I had no way to contact anyone online so I suffered in silence." Similarly, another student suggested, "I hope that URI considers making classes more accessible to students like me who suffer from a panic disorder. It is difficult for these types of students to acclimate to new classrooms each semester, and I believe we would be helped with the ability to view or get used to our classrooms before class begins, being assured a seat in which we feel comfortable, and leniency when it comes to missing class or needing to leave early due to anxiety."

Graduate Student and Undergraduate Student respondents also offered suggestions around access and affordability. For example, one respondent suggested, "I would recommend additional resources to support graduate students that do not have financial support from their families…" Another Graduate Student respondent suggested, "more opportunities for financial aid/assistance for Graduate students who are not a minority, who do not qualify for federal financial aid, but cannot afford the price of class out of pocket." Similarly, another respondent suggested that making the university more accessible financially would help to improve the diversity, equity,

and inclusion efforts. The respondent offered, "I think working to make things are affordable and accessible to all people regardless of their backgrounds and with their conditions in mind is the best way to bring equity to URI…This can be done specifically through easily accessible mental health guidance, more structure in learning to help those who need it do better, diversity training and education so more people can see outside the America-centric view we are currently stuck in, and in that way, be able to better understand people from around the world who come to us for help. Promoting equality for the LGBT+ community, people of color, and women as a whole should be something that is focused on with intention in response to the structures America was founded upon that uplifted white men and white men only for far too long."

Summary

Perceptions of URI's actions and initiatives contribute to the way individuals think and feel about the climate in which they live, learn, and work. The findings in this section suggest that respondents generally agreed that the actions cited in the survey have, or would have, a positive influence on the campus climate. Notably, some Faculty, Staff, and Student respondents indicated that many of the initiatives were not available on URI's campus. If, in fact, these initiatives are available, URI would benefit from better publicizing all the actions and initiatives that URI offers to positively influence the campus climate.

Moving Forward

Embarking on this campus-wide assessment is further evidence of URI's commitment to ensuring that all members of the community live in an environment that nurtures a culture of inclusiveness and respect. The primary purpose of this assessment was to investigate the climate within URI and to shed light on respondents' personal experiences and observations of living, learning, and working at URI. At a minimum, the results add empirical data to the current knowledge base and provide more information on the experiences and perceptions of the community as a whole and of the various identity groups within the URI community.

As part of its response to COVID-19, the federal government designated colleges and universities as essential and, as such, higher education must continue to serve its students and employees and society at-large. URI's "*University of Rhode Island Assessment of Climate for Learning, Living, and Working*" was undertaken during throes of the COVID-19 pandemic, as colleges and universities shuttered their campuses or adapted to hybrid models of learning and working. Certainly, these circumstances have influenced the recent experiences of URI's community of students, faculty, and staff members and have been noted, to an extent, in this report.

Assessments and reports, however, are not enough to effect change. Developing a strategic action and implementation plan is critical to improving the campus climate, even as Institutions of higher education grapple with emotional, financial, and other operational challenges resulting from the COVID-19 pandemic. URI will want to use the assessment data to build on the successes and address the challenges uncovered in the report to follow through with its commitment at the outset of the project. R&A encourages the CSWG and the URI community to develop and undertake two or three measurable action items based on the findings in this report. Furthermore, URI may choose to repeat the assessment process at regular intervals to respond to the ever-changing climate and to assess the influence of the actions initiated as a result of the current assessment.

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Appendices

Appendix A – Cross Tabulations by Selected Demographics

Appendix B – Data Tables

Appendix C – Survey: *URI Assessment of Climate for Learning, Living, and Working*

Appendix A – Cross Tabulations by Selected Demographics

Table 124. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	%	*n*	%	*n*	%	*n*	%
Gender identity	Women	2,155	66.8	296	58.0	562	68.5	3,013	66.1
	Men	951	29.5	197	38.6	231	28.2	1,379	30.3
	Trans-spectrum	105	3.3	9	1.8	9	1.1	123	2.7
	Missing/Not Listed	14	0.4	8	1.6	18	2.2	40	0.9
Racial identity	Additional People of Color	33	1.0	7	1.4	4	0.5	44	1.0
	APIDA	195	6.0	50	9.8	16	2.0	261	5.7
	Black/African/African American	137	4.2	10	2.0	28	3.4	175	3.8
	Latinx	202	6.3	15	2.9	12	1.5	229	5.0
	White	2,331	72.3	363	71.2	676	82.4	3,370	74.0
	Multiracial	256	7.9	36	7.1	39	4.8	331	7.3
	Missing/Not Listed	71	2.2	29	5.7	45	5.5	145	3.2
Sexual identity	Asexual	89	2.8	12	2.4	20	2.4	121	2.7
	Bisexual	310	9.6	19	3.7	20	1.4	349	7.7
	Queer-spectrum	287	8.9	33	6.5	40	4.9	360	7.9
	Heterosexual	2,479	76.9	414	81.2	697	85.0	3,590	78.8
	Missing/Not Listed	60	1.9	32	6.3	43	5.2	135	3.0
Citizenship status	U.S. Citizen - Birth	2,854	88.5	376	73.7	765	93.3	3,995	87.7
	Naturalized/Permanent Status	199	6.2	93	18.2	39	4.8	331	7.3
	International	135	4.2	29	5.7	4	0.5	168	3.7
	Missing/Unknown	37	1.1	12	2.4	12	1.5	61	1.3

Table 124. Cross Tabulations of Level 1 Demographic Categories by Primary Status

		Student		Faculty		Staff		Total	
		n	*%*	*n*	*%*	*n*	*%*	*n*	*%*
Disability status	Single Disability	440	13.6	41	8.0	70	8.5	551	12.1
	No Disability	2,529	78.4	453	88.8	716	87.3	3,698	81.2
	Multiple Disabilities	231	7.2	12	2.4	26	3.2	269	5.9
	Missing/Unknown	25	0.8	4	0.8	8	1.0	37	0.8
Religious/spiritual affiliation	Christian Affiliation	1,366	42.4	139	27.3	407	49.6	1,912	42.0
	Jewish	65	2.0	26	5.1	14	1.7	105	2.3
	Additional Affiliation including Not Listed	166	5.1	32	6.3	22	2.7	220	4.8
	No Affiliation	1,428	44.3	257	50.4	289	35.2	1,974	43.3
	Multiple Affiliations	126	3.9	29	5.7	33	4.0	188	4.1
	Missing/Unknown	74	2.3	27	5.3	55	6.7	156	3.4

Note: % is the percent of each column for that demographic category (e.g., percent of Faculty respondents who were men).

Appendix B – Data Tables

PART I: Demographics

The demographic information tables contain actual percentages except where noted.

Table B1. What is your _primary_ position at URI? (Question 1)

Position	_n_	%
Undergraduate student	**2,660**	**58.4**
Graduate student	**565**	**12.4**
Faculty: Tenure-track	**326**	**7.2**
Assistant professor	94	28.8
Associate professor	76	23.3
Professor	156	47.9
Faculty: Non-tenure-track academic appointment (e.g., lecturer, senior lecturer, teaching professor, research and clinical faculty, faculty of practice, visiting faculty)	**121**	**2.7**
Faculty: PTF/per course	**43**	**0.9**
Postdoctoral fellow	**20**	**0.4**
Staff	**820**	**18.0**
Non-classified (e.g., administrators, non-union staff, professional, technical and executive, including marine research scientist)	572	69.8
Classified – service/maintenance (e.g., dining, facilities)	69	8.4
Classified – administrative/technical (e.g., clerical, fiscal, health professionals)	179	21.8

Note: No missing data exist for the primary categories in this question; all respondents were required to select an answer.

Table B2. With which campus are you _primarily_ affiliated (Question 2)

Campus	_n_	%
Kingston	4,197	92.1
Narragansett Bay Campus	214	4.7
Feinstein Providence Campus (Shepard Building)	90	2.0
Rhode Island Nursing Education Center	50	1.1
Missing	4	0.1

Table B3. Are you full-time or part-time in that _primary_ position? (Question 3)

Status	_n_	%
Full-time	4,243	93.2
Part-time	310	6.8
Missing	2	0.0

Table B4. Students only: Since the fall 2020 semester, how many of your classes have you taken exclusively online at URI? (Question 4)

Online classes	*n*	%
All	1,008	31.3
Most	1,718	53.3
Some	418	13.0
None	79	2.4
Missing	2	0.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B5. Students only: Were these courses held online due to the COVID-19 pandemic? (Question 5)

Online classes	*n*	%
No	105	3.3
Yes	2,965	94.3
Do not know	67	2.1
Missing	7	0.2

Note: Table includes responses only from those Student respondents who indicated that they took all, most, or some of their classes exclusively online since the fall 2020 semester in Question 4 (*n* = 3,144).

Table B6. What was your assigned birth sex? (Question 51)

Assigned birth sex	*n*	%
Female	3,112	68.3
Intersex	3	0.1
Male	1,410	31.0
Missing	30	0.7

Table B7. What is your current gender/gender identity? (<u>Mark all that apply</u>.)
(Question 52)

Gender identity	*n*	%
Genderqueer	31	0.7
Gender non-conforming	29	0.6
Man	1,401	30.8
Nonbinary	61	1.3
Transgender	23	0.5
Transman	15	0.3
Transwoman	6	0.1
Woman	3,049	66.9
A gender not listed here	14	0.3
Missing	35	0.8

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

Table B8. Although the categories listed below may not represent your full
identity or use the language you prefer, for the purpose of this survey, please
indicate which choice below most accurately describes your sexuality.
(Question 53)

Sexuality	*n*	%
Asexual	121	2.7
Bisexual	349	7.7
Gay	86	1.9
Heterosexual	3,590	78.8
Lesbian	77	1.7
Pansexual	48	1.1
Queer	57	1.3
Questioning	92	2.0
A sexuality not listed here	30	0.7
Missing	105	2.3

Table B9. What is your current gender expression? (Question 54)

Gender expression	*n*	%
Androgynous	77	1.7
Feminine	2,928	64.3
Genderfluid	64	1.4
Masculine	1,359	29.8
A gender expression not listed here	36	0.8
Missing	91	2.0

Table B10. What is your citizenship/visa status in the U.S.? (Question 55)

Citizenship/visa status	*n*	%
Permanent immigrant status (e.g., lawful permanent resident, refugee, asylee, T visa, VAWA)	122	2.7
Temporary resident – international student	123	2.7
Temporary resident – dual intent worker (e.g., H-1B visa holder) or other temporary worker status	33	0.7
Unprotected status (no protections)	3	0.1
U.S. citizen by birth	3,995	87.7
Naturalized U.S. citizen	209	4.6
Other legally documented status	9	0.2
Missing	61	1.3

Table B11. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. (If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.) (Question 56)

Racial/ethnic identity	*n*	%
Alaska Native	6	0.1
American Indian/Native American/Indigenous	69	1.5
Asian/Asian American	275	6.0
Black/African/African American	269	5.9
Hispanic/Latinx/Chicanx	350	7.7
Middle Eastern	93	2.0
Native Hawaiian	5	0.1
Pacific Islander	31	0.7
South Asian	68	1.5
White/European American	3,626	79.6
A racial/ethnic identity not listed here	59	1.3
Missing	109	2.4

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

Table B12. What is your age? (Question 57)

Age	n	%
19 or younger	1,053	23.1
20–21	1,078	23.7
22–24	515	11.3
25–34	512	11.2
35–44	344	7.6
45–54	325	7.1
55–64	337	7.4
65–74	113	2.5
75 and older	7	0.2
Missing	271	5.9

Table B13. What is your current political party affiliation? (Question 58)

Political affiliation	n	%
No political affiliation	1,195	26.2
Democrat	1,807	39.7
Green	26	0.6
Independent	953	20.9
Libertarian	45	1.0
Republican	398	8.7
Political affiliation not listed above	57	1.3
Missing	74	1.6

Table B14. How would you describe your current political views? (Question 59)

Political views	n	%
Very conservative	54	1.2
Conservative	406	8.9
Moderate	1,567	34.4
Liberal/progressive	1,457	32.0
Very liberal/progressive	791	17.4
Political views not listed here	168	3.7
Missing	112	2.5

Table B15. Do you have substantial parenting or caregiving responsibility? (<u>Mark all that apply</u>.) (Question 60)

Parenting or caregiving responsibility	*n*	%
No	**3,644**	**80.0**
Yes	**872**	**19.1**
Children 5 years old or younger	223	25.6
Children 6 - 18 years old	411	47.1
Children over 18 years old, but still legally dependent (e.g., in college, with a disability)	144	16.5
Independent adult children over 18 years old	76	8.7
Partner with a disability or illness	40	4.6
Senior or other family member (e.g., grandparent, parent, sibling)	258	29.6
A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending)	40	4.6
Missing	39	4.5
Missing	**39**	**0.9**

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

Table B16. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g., ROTC, dependent)? If so, please indicate your current status. <u>Mark all that apply</u>. (Question 61)

Military status	*n*	%
I have never served in the U.S. Armed Forces.	4,093	89.9
I am currently on active duty.	7	0.2
I am currently a member of the National Guard.	18	0.4
I am currently a member of the Reserves.	7	0.2
I am not currently serving, but have served (i.e., retired, veteran).	84	1.8
I am in ROTC.	10	0.2
I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces.	215	4.7
Missing	196	4.3

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

Table B17. What is the highest level of education achieved by your primary parent(s)/guardian(s)? (Question 62)

Level of education	Parent/guardian 1		Parent/guardian 2	
	n	%	*n*	%
Not applicable	49	1.1	146	3.2
No high school	88	1.9	110	2.4
Some high school	171	3.8	191	4.2
Completed high school/GED	727	16.0	807	17.7
Some college	435	9.5	535	11.7
Business/technical certificate/degree	125	2.7	204	4.5
Associate's degree	280	6.1	333	7.3
Bachelor's degree	1,262	27.7	1,238	27.2
Some graduate work	81	1.8	75	1.6
Master's degree (e.g., MA, MS, MBA)	890	19.5	591	13.0
Specialist degree (e.g., EdS)	24	0.5	19	0.4
Doctoral degree (e.g., PhD, EdD)	218	4.8	95	2.1
Professional degree (e.g., MD, JD)	143	3.1	87	1.9
Unknown	21	0.5	58	1.3
Missing	41	0.9	66	1.4

Table B18. Staff only: What is your highest level of education? (Question 63)

Level of education	*n*	%
No high school	0	0.0
Some high school	0	0.0
Completed high school	25	3.0
Completed GED	1	0.1
Some college	43	5.2
Business/technical certificate/degree	22	2.7
Associate's degree	48	5.9
Bachelor's degree	200	24.4
Some graduate work	66	8.0
Master's degree (e.g., MA, MS, MBA, MLS)	333	40.6
Specialist degree (e.g., EdS)	3	0.4
Doctoral degree (e.g., PhD, EdD)	59	7.2
Professional degree (e.g., MD, JD)	13	1.6
Post-secondary education outside the U.S.	1	0.1
Missing	6	0.7

Note: Table includes responses only from only those respondents who indicated that they were Staff in Question 1 (*n* = 820).

Table B19. Faculty/Staff only*:* How many years in total have you been employed at URI? (Question 64)

Length of employment	*n*	%
Less than 1 year	70	5.3
1 - 6 years	465	35.0
7 - 10 years	175	13.2
11 - 15 years	180	13.5
16 - 20 years	149	11.2
21 - 30 years	165	12.4
More than 30 years	103	7.7
Missing	23	1.7

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,330).

Table B20. Undergraduate Students only: How many years have been at URI? (Question 65)

Years attended URI	*n*	%
Less than one year	855	32.1
One year	147	5.5
Two years	646	24.3
Three years	533	20.0
Four years	372	14.0
Five years	74	2.8
Six or more years	32	1.2
Missing	1	0.0

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,660).

Table B21. Graduate Students only: Where are you in your <u>primary</u> graduate studies program at URI? (Question 66)

Years attended URI	*n*	%
First year	214	37.9
Second year	161	28.5
Third year	93	16.5
Fourth year	42	7.4
Fifth year	34	6.0
Sixth year or more	17	3.0
Missing	4	0.7

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 ($n = $ 565).

Table B22. Faculty only: With which college/academic unit are you <u>primarily affiliated</u> at this time? (Question 67)

College/academic unit	*n*	%
Alan Shawn Feinstein College of Education and Professional Studies	14	2.7
College of Arts and Sciences	176	34.5
College of Business	53	10.4
College of Engineering	38	7.5
College of the Environment and Life Sciences	52	10.2
College of Health Sciences	47	9.2
College of Nursing	28	5.5
College of Pharmacy	32	6.3
Graduate School of Oceanography	34	6.7
University Libraries	4	0.8
Missing	32	6.3

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 ($n = 510$).

Table B23. Staff only: With which division/college/department are you <u>primarily affiliated</u> at this time? (Question 68)

Academic division/college/department	*n*	%
Athletics	**46**	**5.6**
Administration (e.g., Equipment Room, Marketing & Promotions, Ticket Office)	10	21.7
Women's Athletics	14	30.4
Men's Athletics	9	19.6
Missing	13	28.3
Division of Academic Affairs	**291**	**35.5**
Enrollment Services	9	3.1
Admissions	19	6.5
Alan Shawn Feinstein College of Education and Professional Studies	12	4.1
College of Arts and Sciences	26	8.9
College of Business	13	4.5
College of Engineering	15	5.2
College of the Environment and Life Sciences	19	6.5
College of Health Sciences	12	4.1
College of Nursing	5	1.7
College of Pharmacy	11	3.8

Table B23. Staff only: With which division/college/department are you <u>primarily affiliated</u> at this time? (Question 68)

Academic division/college/department	*n*	%
Graduate School of Oceanography	29	10.0
Information Technology Services	21	7.2
Office of International Education	6	2.1
University College for Academic Success	29	10.0
University Libraries	7	2.4
Missing	58	19.9
Division of Administration & Finance	**92**	**11.2**
Public Safety	14	15.2
Risk Management	3	3.3
Capital Planning and Design	2	2.2
Facilities Services	19	20.7
Purchasing	2	2.2
Property	2	2.2
Budget Office	13	14.1
Controller	5	5.4
Human Resources	14	15.2
Missing	32	34.8
Division of Research and Economic Development	**37**	**4.5**
Small Business Development Center	4	10.8
Research Office	25	67.6
Missing	8	21.6
Division of Student Affairs	**148**	**18.0**
Campus Recreation	9	6.1
Counseling Center	8	5.4
Dean of Student Office	9	6.1
Dining Services	16	10.8
Housing and Residential Life	22	14.9
Health Services	20	13.5
Memorial Union	9	6.1
Office of Vice President (e.g., Center for Student Leadership Development, Gender and Sexuality Center, Multicultural Student Services Center, Women's Center)	7	4.7
Talent Development	8	5.4
Missing	40	27.0
External Relations and Communications	**33**	**4.0**

Table B23. Staff only: With which division/college/department are you <u>primarily affiliated</u> at this time? (Question 68)

Academic division/college/department	*n*	%
Foundation and Alumni Engagement	**45**	**5.5**
Office of the President (e.g., General Counsel, Office of Legal and Government Relations)	**18**	**2.2**
Missing	**110**	**13.4**

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 820).

Table B24. Undergraduate Students only: What is your major (if modified, choose the primary department/program, excluding minors)? (<u>Mark all that apply</u>.) (Question 69)

Major	*n*	%
Accounting	70	2.6
Africana Studies	1	0.0
Animal Science and Technology	62	2.3
Anthropology	15	0.6
Applied Communications (BIS)	1	0.0
Aquaculture and Fisheries Science	15	0.6
Art	20	0.8
Art History	2	0.1
Arts & Sciences – Undeclared	2	0.1
Biological Sciences	87	3.3
Biology	55	2.1
Biomedical Engineering	42	1.6
Biotechnology	16	0.6
Business – Undeclared	69	2.6
Business Institutions (BIS)	12	0.5
Cannabis Studies Undergraduate Certificate	3	0.1
Cell and Molecular Biology	48	1.8
Chemical Engineering	44	1.7
Chemistry	11	0.4
Chemistry and Forensic Chemistry	7	0.3
Chinese	24	0.9
Chinese Flagship Program	17	0.6
Civil Engineering	53	2.0
Classical Studies	3	0.1
Communication Studies	85	3.2
Communicative Disorders	65	2.4

Table B24. Undergraduate Students only: What is your major (if modified, choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 69)

Major	*n*	%
Computer Engineering	29	1.1
Computer Science	71	2.7
Criminology and Criminal Justice	65	2.4
Data Science	12	0.5
Early Childhood Education	12	0.5
Economics	27	1.0
Electrical Engineering	31	1.2
Elementary Education	58	2.2
Energy Economics and Policy Undergraduate Certificate	1	0.0
Engineering – Undeclared	14	0.5
English	43	1.6
Environmental and Natural Resource Economics	25	0.9
Environmental Life Sciences	1	0.0
Environmental Science and Management	32	1.2
Exploring Harrington School	1	0.0
Exploring Neuroscience	2	0.1
Film/Media	44	1.7
Finance	63	2.4
French	31	1.2
Gender and Women's Studies	16	0.6
General Business Administration	15	0.6
Geology and Geological Oceanography	19	0.7
German	31	1.2
Global Business Management	10	0.4
Global Language and Area Studies	7	0.3
Health and Physical Education	6	0.2
Health Sciences – Undeclared	6	0.2
Health Services Administration (BIS)	4	0.2
Health Studies	71	2.7
History	35	1.3
Human Development and Family Science	74	2.8
Human Studies	2	0.1
Industrial and Systems Engineering	10	0.4
Innovation and Entrepreneurship	8	0.3

Table B24. Undergraduate Students only: What is your major (if modified, choose the primary department/program, excluding minors)? (Mark all that apply.) (Question 69)

Major	*n*	%
Interdisciplinary Neuroscience	8	0.3
Interdisciplinary Studies	2	0.1
International Engineering Program (IEP)	3	0.1
International Business Program (IBP)	4	0.2
International Studies and Diplomacy Program	15	0.6
Italian	12	0.5
Journalism	27	1.0
Kinesiology	107	4.0
Landscape Architecture	10	0.4
Management	19	0.7
Marine Affairs	25	0.9
Marine Biology	53	2.0
Marine Technical Certificate Program	1	0.0
Marketing	86	3.2
Mathematics	28	1.1
Mechanical Engineering	96	3.6
Medical Laboratory Science	15	0.6
Music	21	0.8
Nonprofit Administration	0	0.0
Nursing (online)	21	0.8
Nursing	149	5.6
Nutrition and Dietetics	17	0.6
Ocean Engineering	44	1.7
Pharmaceutical Sciences	195	7.3
Philosophy	15	0.6
Physics	5	0.2
Physics and Physical Oceanography	2	0.1
Plant Sciences	12	0.5
Political Science	76	2.9
Professional Leadership Studies	1	0.0
Psychology	175	6.6
Public Relations	55	2.1
Secondary Education	42	1.6
Sociology	14	0.5

Table B24. Undergraduate Students only: What is your major (if modified, choose the primary department/program, excluding minors)? (<u>Mark all that apply</u>.) (Question 69)

Major	*n*	%
Spanish	66	2.5
Sports Media and Communication	19	0.7
Supply Chain Management	42	1.6
Sustainable Agriculture and Food Systems (SAFS)	3	0.1
Textile Marketing	4	0.2
Textiles, Fashion Merchandising and Design	49	1.8
Theatre	25	0.9
University College – Undeclared	40	1.5
Waiting for Psychology	1	0.0
Waiting for Secondary Education	1	0.0
Waiting Music Education	1	0.0
Waiting Nutrition & Dietetics	2	0.1
Wanting Engineering	3	0.1
Wanting Kinesiology	1	0.0
Wildlife and Conservation Biology	52	2.0
Writing and Rhetoric	15	0.6
Missing	14	0.5

Note: Table includes responses only from those respondents who indicated that they were Undergraduate Students in Question 1 (*n* = 2,660). Percentages may not sum to 100 as a result of multiple response choices.

Table B25. Graduate Students only: What is your academic division? (<u>Mark all that apply</u>.) (Question 70)

Academic division	*n*	%
Post-Baccalaureate Certificate Programs	**63**	**11.5**
Aquaculture and Fisheries	4	0.7
Chemical Engineering (Polymers)	0	0.0
Community Planning	3	0.5
Cyber Security	1	0.2
Digital Forensics and Incident Response	0	0.0
Digital Literacy	0	0.0
Dyslexia Knowledge and Practice	0	0.0
Early Childhood Education	2	0.4
Embedded Systems	1	0.2
Energy Economics and Policy	3	0.5
Fashion Merchandising	1	0.2

Table B25. Graduate Students only: What is your academic division? (<u>Mark all that apply</u>.) (Question 70)

Academic division	*n*	%
Fisheries Science	2	0.4
Gender and Women's Studies	2	0.4
Geographic Information Systems and Remote Sensing (GIS/RS)	14	2.5
Gerontology and Geriatrics	0	0.0
Health Leadership and Administration	1	0.2
Human Development and Family Studies	7	1.2
Human Resources	5	0.9
Hydrology	3	0.5
Information Literacy Instruction	1	0.2
Interdisciplinary Neuroscience	2	0.4
Labor Relations and Human Resources	2	0.4
Quality Improvement, Process Measurement, and Information Systems Management	2	0.4
Science Writing and Rhetoric	5	0.9
Thanatology	2	0.4
Master's Degree	**352**	**62.7**
Accounting	3	0.5
Biological and Environmental Sciences	19	3.4
Business Administration – PT	24	4.2
Business Administration – FT	14	2.5
Chemical Engineering	1	0.2
Chemistry	1	0.2
Civil and Environmental Engineering	6	1.1
College Student Personnel	17	3.0
Communication Studies	6	1.1
Computer Science	5	0.9
Cyber Security	1	0.2
Dietetics	4	0.7
Education	12	2.1
Electrical Engineering	6	1.1
English	6	1.1
Environmental and Natural Resource Economics	14	2.5
Environmental Science and Management	19	3.4
Finance	0	0.0

Table B25. Graduate Students only: What is your academic division? (<u>Mark all that apply</u>.) (Question 70)

Academic division	*n*	%
Healthcare Management	8	1.4
History	5	0.9
Human Development and Family Science	10	1.8
International Relations	5	0.9
Kinesiology	0	0.0
Labor Relations and Human Resources	4	0.7
Library and Information Studies	19	3.4
Marine Affairs	12	2.1
Mathematics	6	1.1
Mechanical Engineering	9	1.6
Medical Physics	1	0.2
Music	3	0.5
Neuroscience	3	0.5
Nursing	9	1.6
Nutrition	6	1.1
Ocean Engineering	8	1.4
Oceanography	20	3.5
Pharmaceutical Sciences	12	2.1
Physics	1	0.2
Supply Chain Management and Applied Analytic	1	0.2
Psychology	5	0.9
Quantum Computing	0	0.0
Spanish	0	0.0
Speech-Language Pathology	21	3.7
Statistics	6	1.1
Systems Engineering	5	0.9
TESOL/BDLI	5	0.9
Textiles, Fashion Merchandising and Design	9	1.6
Wetland Watershed and Ecosystem Science	1	0.2
Post-Master's Certificate Programs	**4**	**0.7**
Nursing	4	0.7
Doctor of Philosophy	**250**	**44.4**
Biological and Environmental Sciences	32	5.7
Business Administration	4	0.7
Chemical Engineering	4	0.7

Table B25. Graduate Students only: What is your academic division? (<u>Mark all that apply</u>.) (Question 70)

Academic division	*n*	%
Chemistry	7	1.2
Civil and Environmental Engineering	6	1.1
Computer Science	4	0.7
Education	6	1.1
Electrical Engineering	3	0.5
English	18	3.2
Environmental and Natural Resource Economics	6	1.1
Health Sciences	5	0.9
Industrial and Systems Engineering	3	0.5
Marine Affairs	3	0.5
Mathematics	3	0.5
Mechanical Engineering	5	0.9
Neuroscience	4	0.7
Nursing	3	0.5
Nutrition and Food Science	2	0.4
Ocean Engineering	2	0.4
Oceanography	36	6.4
Pharmaceutical Sciences	19	3.4
Physics	0	0.0
Psychology	21	3.7
Doctor of Nursing Practice	**0**	**0.0**
Doctor of Physical Therapy	**25**	**4.4**
Professional Doctorate in Business Administration	**2**	**0.4**
Professional Doctorate in Pharmacy	**27**	**4.8**
Missing	14	2.5

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 565).

Table B26. Do you have a disability/condition (e.g., emotional/mental health, learning, or physical) that influences your learning, living, or working activities? (Question 71)

Condition/disability	*n*	%
No	3,700	81.2
Yes	836	18.4
Missing	19	0.4

Table B27. Which, if any, of the disabilities/conditions listed below influence your learning, living, or working activities? (<u>Mark all that apply</u>.) (Question 72)

Condition	*n*	%
Acquired/traumatic brain injury	11	1.3
Asperger's/autism spectrum	33	3.9
Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)	132	15.8
Hard of hearing or d/Deaf	23	2.8
Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)	256	30.6
Low vision or blind	11	1.3
Mental health/psychological condition (e.g., anxiety, depression)	575	68.8
Physical/mobility condition that affects walking	31	3.7
Physical/mobility condition that does not affect walking	25	3.0
Speech/communication condition	1	0.1
A disability/condition not listed here	44	5.3
Missing	35	4.2

Note: Table includes responses only from those respondents who indicated that they have a condition/disability in Question 71 (*n* = 836). Percentages may not sum to 100 as a result of multiple response choices.

Table B28. Students only: Are you registered with Disability Services for Students? (Question 73)

Registered	*n*	%
No	464	67.1
Yes	224	32.4
Missing	3	0.4

Note: Table includes responses only from those Student respondents who indicated that they have a condition/disability in Question 71 (*n* = 691).

Table B29. Faculty/Staff only: Are you receiving accommodations for your disability? (Question 74)

Accommodations	*n*	%
No	116	80.0
Yes	22	15.2
Missing	7	4.8

Note: Table includes responses only from those Faculty and Staff respondents who indicated that they have a condition/disability in Question 71 (*n* = 145).

Table B30 Please select the option that most closely describes your first language. (Question 75)

First language	*n*	%
English is my first language.	3,980	87.4
English is not my first language.	339	7.4
I learned English along with other language(s).	185	4.1
Missing	51	1.1

Table B31. What is your current religious or spiritual identity? (Mark all that apply.) (Question 76)

Religious/spiritual identity	*n*	%
Agnostic	**494**	**10.8**
Atheist	**417**	**9.2**
Baha'i	**6**	**0.1**
Buddhist	**66**	**1.4**
Christian	**2,032**	**44.6**
African Methodist Episcopal	3	0.1
African Methodist Episcopal Zion	3	0.1
Apostolic	13	0.6
Assembly of God	12	0.6
Baptist	83	4.1
Brethren	3	0.1
Catholic/Roman Catholic	1,258	61.9
Church of Christ	23	1.1
Church of God in Christ	16	0.8
Christian Methodist Episcopal	7	0.3
Christian Orthodox	22	1.1
Christian Reformed Church (CRC)	4	0.2
Episcopalian	96	4.7
Evangelical	22	1.1
Greek Orthodox	13	0.6
Jehovah's Witness	2	0.1
Lutheran	41	2.0
Mennonite	2	0.1
Moravian	2	0.1
Nondenominational Christian	88	4.3
Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)	6	0.3
Pentecostal	28	1.4

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Table B31. What is your current religious or spiritual identity? (<u>Mark all that apply</u>.) (Question 76)

Religious/spiritual identity	*n*	%
Presbyterian	41	2.0
Protestant	100	4.9
Protestant Reformed Church (PR)	3	0.1
Quaker	6	0.3
Reformed Church of America (RCA)	1	0.0
Russian Orthodox	7	0.3
Seventh Day Adventist	4	0.2
Southern Baptist	4	0.2
The Church of Jesus Christ of Latter-day Saints	8	0.4
United Methodist	33	1.6
United Church of Christ	31	1.5
A Christian affiliation not listed here	63	3.1
Confucianist	**2**	**0.0**
Druid	**4**	**0.1**
Hindu	**39**	**0.9**
Jain	**1**	**0.0**
Jewish	**147**	**3.2**
Conservative	44	29.9
Orthodox	5	3.4
Reconstructionist	7	4.8
Reform	77	52.4
A Jewish affiliation not listed here	9	6.1
Muslim	**66**	**1.4**
Ahmadi	1	1.5
Shi'ite	7	10.6
Sufi	6	9.1
Sunni	43	65.2
A Muslim affiliation not listed here	8	12.1
Native American Traditional Practitioner or Ceremonial	**5**	**0.1**
Pagan	**21**	**0.5**
Rastafarian	**5**	**0.1**
Scientologist	**4**	**0.1**
Secular Humanist	**17**	**0.4**
Shinto	**2**	**0.0**

Table B31. What is your current religious or spiritual identity? (<u>Mark all that</u> <u>apply.</u>) (Question 76)

Religious/spiritual identity	*n*	%
Sikh	**3**	**0.1**
Taoist	**5**	**0.1**
Tenrikyo	**3**	**0.1**
Unitarian Universalist	**33**	**0.7**
Wiccan	**22**	**0.5**
Spiritual but no religious affiliation	**426**	**9.4**
No affiliation	**894**	**19.6**
A religious affiliation or spiritual identity not listed above	**52**	**1.1**
Missing	**156**	**3.4**

Note: Percentages may not sum to 100 as a result of multiple response choices. Percentages for sub-categories are valid percentages and do not include missing responses.

Table B32. Students only: Do you receive financial support from a family member or guardian to assist with your living/educational expenses? (Question 77)

Receive financial support	*n*	%
Yes	2,206	68.4
No	974	30.2
Missing	45	1.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B33. Students only: What is your <u>best estimate</u> of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)? (Question 78)

Income	*n*	%
$29,999 and below	471	14.6
$30,000–$49,999	321	10.0
$50,000–$69,999	363	11.3
$70,000–$99,999	519	16.1
$100,000–$149,999	690	21.4
$150,000–$199,999	339	10.5
$200,000–$249,999	184	5.7
$250,000–$499,999	176	5.5
$500,000 or more	49	1.5
Missing	113	3.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B34. Students only: Where do you currently live? (Question 79)

Residence	*n*	%
Fraternity house	20	0.6
Graduate Village	53	1.6
Housing insecure (e.g., on a friend's couch, sleeping in a car, sleeping in a campus office/laboratory)	5	0.2
International Engineering Program housing	19	0.6
Living with family member/guardian	727	22.5
Off campus in apartment or house	1,490	46.2
Sorority house	46	1.4
Undergraduate residence hall	803	24.9
Other	50	1.6
Missing	12	0.4

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B35. Students only: Since having been a student at URI, have you been a member or participated in any of the following associations, group, clubs, organizations, societies, or teams? (Mark all that apply.) (Question 80)

Associations/groups/clubs/organizations/societies/teams	*n*	%
I do not participate in any clubs, organizations, or societies at URI.	1,215	37.7
Academic and academic honorary (e.g., National Society of Collegiate Scholars, Phi Kappa Phi)	344	10.7
Academic/major (e.g., Psychology Club, CELS Seeds of Success [SOS], Society for Women in Marine Science [SWMS])	493	15.3
Athletic team (e.g., basketball, track & field)	113	3.5
Club sport (e.g., gymnastics, sailing)	271	8.4
Culture and identity-specific (e.g., Cape Verdean Student Associations [CVSA], Latin American Student Association [LASA], LGBTQ+, We're Offering Woman Wisdom [WOOW])	135	4.2
Religious or spirituality-based (e.g., InterVarsity Christian Fellowship, Muslim Students Association)	114	3.5
Governance (e.g., Graduate Student Association, Student Senate)	60	1.9
Greek Life (e.g., Kappa Delta, Sigma Alpha Mu)	540	16.7
Health and wellness (e.g., Active Minds, Counseling Center Groups, Public Health Club)	88	2.7
Performance (e.g., Alima International Dance Association, eXposure, URI Ramettes)	87	2.7
Political or issue-oriented (e.g., ACLU of URI, College Republications)	58	1.8
Professional or pre-professional (e.g., National Society for Black Engineers, Public Relations Student Society of America)	197	6.1
Publication/media (e.g., Renaissance Yearbook, The Good 5 Cent Cigar)	51	1.6

Table B35. Students only: Since having been a student at URI, have you been a member or participated in any of the following associations, group, clubs, organizations, societies, or teams? (<u>Mark all that apply</u>.) (Question 80)

Associations/groups/clubs/organizations/societies/teams	*n*	%
Recreational (e.g., Gaming Club, Outing Club, Paranormal Society, Intramurals, Quidditch Club)	312	9.7
Service or philanthropic (e.g., Habitat for Humanity, SAVES)	187	5.8
Student employment related (e.g., tour guide, RA, orientation leader)	353	10.9
A student association, club, group, organization, society, or team not listed above	322	10.0
Missing	47	1.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225). Percentages may not sum to 100 as a result of multiple response choices.

Table B36. Students only: At the end of your last semester, what was your cumulative grade point average? (Question 81)

GPA	*n*	%
No GPA at this time—first semester at URI	89	2.8
3.75 – 4.00	1,160	36.0
3.50 – 3.74	683	21.2
3.25 – 3.49	519	16.1
3.00 – 3.24	342	10.6
2.75 – 2.99	203	6.3
2.50 – 2.74	76	2.4
2.25 – 2.49	55	1.7
2.00 – 2.24	43	1.3
1.00 – 1.99	29	0.9
Below 1.00	5	0.2
Missing	21	0.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B37. Students only: Have you experienced financial hardship while attending URI? (<u>Mark all that apply</u>.) (Question 82)

Financial hardship	*n*	%
No	**1,870**	**58.0**
Yes, I have had difficulty affording…	**1,348**	**41.8**
Books/course codes/materials	735	22.8
Child care	22	0.7
Clothing (e.g., URI gear, seasonal clothing)	251	7.8
Cocurricular events or activities	85	2.6
Commuting to campus (e.g., bus pass, gas, parking fee)	359	11.1
Food	414	12.8

Table B37. Students only: Have you experienced financial hardship while attending URI? (<u>Mark all that apply</u>.) (Question 82)

Financial hardship	*n*	%
Health care	181	5.6
Housing	634	19.7
J term and summer sessions	291	9.0
Mental health services	176	5.5
Other campus fees (e.g., course fees, health services fees, lab fees, program fees)	471	14.6
Participation in social events	226	7.0
Spring break	165	5.1
Studying abroad	165	5.1
Technology (e.g., computer, WiFi)	279	8.7
Travel during mandatory evacuation	41	1.3
Travel to and from URI (e.g., returning home during break)	177	5.5
Tuition	865	26.8
Unpaid internships/research opportunities	171	5.3
A financial hardship not listed here	52	1.6
Missing	31	1.0
Missing	**7**	**0.2**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225). Percentages may not sum to 100 as a result of multiple response choices.

Table B38. Students only: How are you currently paying for your education at URI? (<u>Mark all that apply</u>.) (Question 83)

Source of funding	*n*	%
Employer tuition reimbursement/assistance/scholarship	327	10.1
Family member contribution	1,699	52.7
Federal/state grant (e.g., Pell, Rhode Island Promise)	914	28.3
Graduate assistantship/fellowship (e.g., administrative, research, teaching)	267	8.3
Home government sponsorship	25	0.8
Loans	1,585	49.1
Military education benefits (e.g., GI Bill, STAP Waiver, ROTC)	75	2.3
Personal contribution/job (resident assistant, off campus job)	622	19.3
Scholarship: University need based (e.g., URI Foundation)	496	15.4
Scholarship: External/community (e.g., College Crusade, Gates, Rhode Island Credit Union)	359	11.1

**Table B38. Students only: How are you currently paying for your education at URI?
(Mark all that apply.) (Question 83)**

Source of funding	*n*	%
Scholarship: University merit (e.g., athletic, presidential, university, music)	1,085	33.6
Talent development (e.g., Hardge/Forleo)	154	4.8
A method of payment not listed here	104	3.2
Missing	24	0.7

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).
Percentages may not sum to 100 as a result of multiple response choices.

**Table B39. Students only: Are you employed on campus, off campus, or both during
the academic year? (Mark all that apply.) (Question 84)**

Employed	*n*	%
No	**1,273**	**39.5**
Yes, I work on campus	**883**	**27.4**
1-10 hours/week	354	40.1
11-20 hours/week	430	48.7
21-30 hours/week	57	6.5
31-40 hours/week	15	1.7
More than 40 hours/week	12	1.4
Missing	15	1.7
Yes, I work off campus	**1,248**	**38.7**
1-10 hours/week	351	28.1
11-20 hours/week	454	36.4
21-30 hours/week	229	18.3
31-40 hours/week	114	9.1
More than 40 hours/week	61	4.9
Missing	39	3.1
Missing	**9**	**0.3**

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).
Percentages may not sum to 100 as a result of multiple response choices.

**Table B40. What means of transportation do you currently use for commuting to
campus? If you use more than one mode per trip, please choose the mode you use for
the greatest distance. (Question 85)**

Method of transportation	*n*	%
Walking	227	5.0
Public transportation (e.g., commuter rail, RIPTA bus)	108	2.4
Bicycle	31	0.7
Scooter/moped	2	0.0

Table B40. What means of transportation do you currently use for commuting to campus? If you use more than one mode per trip, please choose the mode you use for the greatest distance. (Question 85)

Method of transportation	*n*	%
Driving alone	2,591	56.9
Carpooling	186	4.1
Motorcycle	4	0.1
Get a ride from friend or family not from URI	58	1.3
Ride-share/taxi	6	0.1
I am not currently commuting to campus (e.g., remote learning, teleworking)	621	13.6
I live on campus	694	15.2
Missing	27	0.6

PART II: Findings

The tables in this section contain valid percentages except where noted.

Table B41. Overall, how comfortable are you with the climate at URI? (Question 6)

Comfort	*n*	%
Very comfortable	864	19.0
Comfortable	2,283	50.1
Neither comfortable nor uncomfortable	992	21.8
Uncomfortable	326	7.2
Very uncomfortable	88	1.9

Table B42. Faculty/Staff only*: Overall, how comfortable are you with the climate in your primary department/division/college or center at URI? (Question 7)*

Comfort	*n*	%
Very comfortable	395	29.8
Comfortable	535	40.3
Neither comfortable nor uncomfortable	202	15.2
Uncomfortable	142	10.7
Very uncomfortable	53	4.0

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,330).

Table B43. Students/Faculty only: Overall, how comfortable are you with the climate in your classes at URI? (Question 8)

Comfort	*n*	%
Very comfortable	842	22.7
Comfortable	1,990	53.6
Neither comfortable nor uncomfortable	675	18.2
Uncomfortable	165	4.4
Very uncomfortable	40	1.1

Note: Table includes responses only from those respondents who indicated that they were Students or Faculty in Question 1 (*n* = 3,735).

Table B44. Have you ever <u>seriously considered</u> leaving URI? (Question 9)

Considered leaving	*n*	%
No	3,089	67.8
Yes	1,465	32.2

Table B45. Students only: When did you seriously consider leaving URI? (<u>Mark all that apply</u>.) (Question 10)

Year	*n*	%
During my first year as a student	624	75.3
During my second year as a student	312	37.6
During my third year as a student	139	16.8
During my fourth year as a student	58	7.0
During my fifth year as a student	13	1.6
After my fifth year as a student	8	1.0

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 (*n* = 829). Percentages may not sum to 100 as a result of multiple response choices.

Table B46. Students only: Why did you seriously consider leaving URI? (<u>Mark all that apply</u>). (Question 11)

Reasons	*n*	%
Lack of a sense of belonging	411	49.6
Lack of social life	361	43.5
Wanted to transfer to another institution	359	43.3
Personal reasons	293	35.3
Financial reasons	217	26.2
Academic reasons	194	23.4
Climate was not welcoming	184	22.2
Lack of support group	161	19.4
Lack of communication/transparency	157	18.9
Homesick	149	18.0
Lack of support services	115	13.9
Lack of institutional support (e.g., technical support, laboratory space/equipment)	104	12.5
Course availability/scheduling	99	11.9
Did not like major	96	11.6
Did not have my major	31	3.7
Did not meet the selection criteria for a major	28	3.4
My marital/relationship status	20	2.4
COVID-19 pandemic	19	2.3
A reason not listed above	121	14.6

Note: Table includes responses only from those Students who indicated that they considered leaving in Question 9 (*n* = 829). The new URI resource response category "COVID-19 pandemic" emerged from recoding the reasons not listed above. Percentages may not sum to 100 as a result of multiple response choices.

Table B47. Faculty/Staff only: Why did you seriously consider leaving URI? (<u>Mark all that apply</u>.) (Question 12)

Reasons	*n*	%
Low salary/pay rate	329	51.7
Limited opportunities for advancement	263	41.4
Lack of communication/transparency	221	34.7
Increased workload	218	34.3
Tension with supervisor/manager	206	32.4
Lack of sense of belonging	183	28.8
Interested in a position at another institution	165	25.9
Tension with coworkers	154	24.2
Lack of professional development/training opportunities	153	24.1
Lack of institutional resources (e.g., child care, pre-tenure sabbatical, sufficient personnel, travel funding)	151	23.7
Recruited or offered a position at another institution/organization	148	23.3
Institutional support (e.g., technical support, laboratory space/equipment)	136	21.4
Campus climate was unwelcoming	109	17.1
Cost of living	76	11.9
Family responsibilities	61	9.6
Personal reasons (e.g., medical, mental health, family emergencies)	58	9.1
Local community climate was not welcoming	56	8.8
Commute	54	8.5
Spouse or partner unable to find suitable employment	40	6.3
Lack of benefits	35	5.5
Local community did not meet my (my family) needs	25	3.9
Relocation	18	2.8
A reason not listed above	107	16.8

Note: Table includes responses only from Faculty and Staff who indicated that they considered leaving in Question 9 (*n* = 636). Percentages may not sum to 100 as a result of multiple response choices.

Table B48. Students only: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at URI. (Question 14)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am performing up to my full academic potential.	841	26.1	1,388	43.1	433	13.4	463	14.4	98	3.0
I am satisfied with my academic experience at URI.	630	19.6	1,447	45.1	640	20.0	393	12.3	98	3.1
I am satisfied with the extent of my intellectual development since enrolling at URI.	787	24.6	1,559	48.6	554	17.3	244	7.6	61	1.9
I have performed academically as well as I anticipated I would.	866	27.0	1,349	42.1	494	15.4	401	12.5	96	3.0
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	981	30.7	1,468	45.9	495	15.5	200	6.3	53	1.7
My interest in ideas and intellectual matters has increased since coming to URI.	997	31.2	1,407	44.0	534	16.7	208	6.5	54	1.7
I intend to graduate from URI.	2,265	70.8	768	24.0	128	4.0	24	0.7	16	0.5
Thinking ahead, it is likely that I will leave URI before graduation.	121	3.8	109	3.4	231	7.2	774	24.1	1,983	61.6

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B49. <u>Within the past year</u>, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at URI? (Question 15)

Personally experienced conduct	*n*	%
No	3,865	84.9
Yes	685	15.1

Table B50. What do you believe was the basis of the conduct? (<u>Mark all that apply</u>.) (Question 16)

Basis	*n*	%
Position status (e.g., staff, faculty, student)	169	24.7
Gender/gender identity	132	19.3
Age	97	14.2
Racial identity	91	13.3
Ethnicity	81	11.8
Mental health/psychological disability/condition	77	11.2
Educational credentials (e.g., BS, MS, PhD, MD)	74	10.8
Political views	72	10.5
Length of service at URI	71	10.4
Philosophical views	71	10.4
Academic performance	65	9.5
Major field of study	60	8.8
Socioeconomic status	50	7.3
Sexuality	42	6.1
Participation in an organization/team	39	5.7
Disability status	31	4.5
Religious/spiritual views	31	4.5
International status/national origin	29	4.2
Accent while speaking	26	3.8
English language proficiency	23	3.4
Citizen/immigrant/visa status	22	3.2
Gender expression	22	3.2
Marital status (e.g., single, married, partnered)	20	2.9
Parental status (e.g., parenting, not parenting)	18	2.6
Caregiving responsibilities (other than parenting)	12	1.8
Military/veteran status	7	1.0
Pregnancy	6	0.9
Do not know	84	12.3
A reason not listed above	118	17.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B51. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience? (Question 17)

Instances	*n*	%
1 instance	137	20.4
2 instances	160	23.8
3 instances	134	20.0
4 instances	41	6.1
5 or more instances	199	29.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685).

Table B52. How would you describe what happened? (<u>Mark all that apply.</u>) (Question 18)

Form	*n*	%
I was ignored or excluded.	314	45.8
I was silenced/I felt silenced.	285	41.6
I was isolated or left out.	263	38.4
I experienced a hostile work environment.	208	30.4
I was intimidated/bullied.	195	28.5
I was the target of derogatory verbal remarks	174	25.4
I was the target of workplace incivility.	143	20.9
I felt others staring at me.	90	13.1
I received a low or unfair performance evaluation.	71	10.4
I received derogatory phone calls/text messages/email.	70	10.2
I experienced a hostile classroom environment.	64	9.3
The conduct made me fear that I would get a poor grade.	58	8.5
I received derogatory written comments.	55	8.0
I was the target of racial/ethnic profiling.	54	7.9
I was singled out as the spokesperson for my identity group.	48	7.0
I was not fairly evaluated in the promotion and tenure process.	42	6.1
Someone assumed I was admitted/hired/promoted due to my identity group.	39	5.7
I received derogatory/unsolicited messages on social media (e.g., Facebook, Twitter, Snapchat).	29	4.2
I was the target of cyberbullying.	22	3.2
The conduct threatened my physical safety.	22	3.2
I was stalked.	20	2.9
I received threats of physical violence.	19	2.8
I was the target of physical violence	11	1.6
An experience not listed above	53	7.7

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B53. Where did the conduct occur? (<u>Mark all that apply.</u>) (Question 19)

Location	*n*	%
On phone calls/text messages/email	175	25.5
While working at a URI job	175	25.5
In a meeting with a group of people	168	24.5
In an online meeting/class (e.g., Google Hangout, Webex, Zoom)	137	20.0
In campus housing	98	14.3
In a staff or administrative office	91	13.3
In other public spaces at URI	90	13.1
In a meeting with one other person	83	12.1
In a face-to-face class/laboratory	73	10.7
While walking on campus	58	8.5
Off campus	53	7.7
In a URI administrative building	48	7.0
On social media sites (e.g., Facebook, Twitter, Snapchat)	34	5.0
In a faculty office	32	4.7
In off-campus housing	30	4.4
At an URI event/program	28	4.1
In a URI dining facility	21	3.1
In a sorority house	17	2.5
In athletic facilities	17	2.5
In a URI library	13	1.9
In a fraternity house	10	1.5
A venue not listed above	30	4.4

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B54. Who/what was the source of the conduct? (<u>Mark all that apply</u>.)
(Question 20)

Source	*n*	%
Student	221	32.3
Faculty member/other instructional staff	171	25.0
Coworker/colleague	151	22.0
Supervisor or manager	114	16.6
Staff member	93	13.6
Senior administrator (e.g., dean, vice president, provost)	83	12.1
Department/program chair	81	11.8
Friend/acquaintance	80	11.7
Stranger	49	7.2
Student employee	32	4.7
Academic advisor	22	3.2
Athletic coach/staff/trainer	10	1.5
Campus police	10	1.5
Direct report (i.e., person who reports to me)	7	1.0
Do not know source	16	2.3
A source not listed above	19	2.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B55. How did you feel after experiencing the conduct? (<u>Mark all that apply</u>.)
(Question 21)

Emotional response	*n*	%
Angry	430	62.8
Distressed	382	55.8
Sad	317	46.3
Embarrassed	260	38.0
Afraid	149	21.8
Somehow responsible	124	18.1
A feeling not listed above	129	18.8

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B56. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 22)

Response	*n*	%
I told a friend.	286	41.8

Table B56. What was your response to experiencing this conduct? (<u>Mark all that apply.</u>) (Question 22)

Response	*n*	%
I told a family member.	254	37.1
I avoided the person/venue.	241	35.2
I told a coworker.	185	27.0
I did not do anything.	157	22.9
I contacted a URI resource	154	22.5
Supervisor	*41*	*26.6*
Faculty member	*38*	*24.7*
Union representative	*34*	*22.1*
Senior administrator (e.g., dean, vice president, provost)	*29*	*18.8*
Staff person	*25*	*16.2*
Counseling Center	*18*	*11.7*
Academic advisor	*17*	*11.0*
Human Resource Administration	*17*	*11.0*
Dean of Students	*14*	*9.1*
Affirmative Action, Equal Opportunity and Diversity	*13*	*8.4*
Department of Housing and Residential Life	*12*	*7.8*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*9*	*5.8*
Title IX coordinator	*9*	*5.8*
University Police and Security	*8*	*5.2*
Student teaching assistant (e.g., tutor, teaching assistant)	*4*	*2.6*
Office of Community, Equity and Diversity (CED)	*3*	*1.9*
Violence Prevention and Advocacy Services (VPAS)	*3*	*1.9*
Bias Resource Team report through https://web.uri.edu/brt	*2*	*1.3*
Gender & Sexuality Center (GSC)	*2*	*1.3*
Women's Center	*2*	*1.3*
Bystander Intervention Program	*1*	*0.6*
Employee Assistance Program	*1*	*0.6*
Office of Community Standards	*1*	*0.6*
Ombud	*1*	*0.6*
Multicultural Student Services Center (MSSC)	*0*	*0.0*
I did not know to whom to go.	117	17.1
I confronted the person(s) at the time.	109	15.9
I confronted the person(s) later.	93	13.6
I sought information online.	45	6.6
I sought support from off-campus hotline/advocacy services.	25	3.6

Table B56. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 22)

Response	*n*	%
I sought support from a religious/spiritual leader.	8	1.2
A response not listed above	56	8.2

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685). Percentages may not sum to 100 as a result of multiple response choices.

Table B57. Did you officially report the conduct? (Question 23)

Reported conduct	*n*	%
No, I did not report it.	588	87.0
Yes, I reported it.	88	13.0
Yes, I reported the conduct but felt that it was not addressed appropriately.	*36*	*50.7*
Yes, I reported the conduct and was satisfied with the outcome.	*14*	*19.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*8*	*11.3*
Yes, I reported the conduct, but the outcome was not shared.	*7*	*9.9*
Yes, I reported the conduct and the outcome is still pending.	*6*	*8.5*

Note: Table includes responses only from those respondents who indicated that they experienced conduct in Question 15 (*n* = 685).

Table B58. While a member of the URI community, have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)? (<u>Mark all that apply</u>.) (Question 25).

Unwanted sexual contact/conduct	*n*	%
No	4,098	90.0
Yes – relationship violence (e.g., ridiculing, controlling, hitting)	49	1.1
Yes – stalking (e.g., following me, on social media, texting, phone calls)	88	1.9
Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)	280	6.1
Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)	155	3.4

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

Table B59. When did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (Question 26rv)

When incident(s) occurred	*n*	%
Less than 6 months ago	8	16.3
6–12 months ago	16	32.7
13–23 months ago	14	28.6
2–4 years ago	19	38.8
5–10 years ago	2	4.1
11–20 years ago	1	2.0
More than 20 years ago	1	2.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49).

*T*able B60. **Students only: What semester were you in when you experienced the relationship violence (e.g., ridiculing, controlling, hitting)? (<u>Mark all that apply</u>.) (Question 27rv)**

Semester	*n*	%
During my time as a graduate student at URI	5	11.9
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	6	14.3
Undergraduate first year	21	50.0
Fall semester	*18*	*85.7*
Spring semester	*15*	*71.4*
Summer semester	*3*	*14.3*
Undergraduate second year	18	42.9
Fall semester	*15*	*83.3*
Spring semester	*11*	*61.1*
Summer semester	*3*	*16.7*
Undergraduate third year	11	26.2
Fall semester	*9*	*81.8*
Spring semester	*8*	*72.7*
Summer semester	*2*	*18.2*
Undergraduate fourth year	5	11.9
Fall semester	*3*	*60.0*
Spring semester	*4*	*80.0*
Summer semester	*1*	*20.0*
After my fourth year as an undergraduate	1	2.4

Note: Table includes responses only from Student respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 15 (*n* = 42). Percentages may not sum to 100 as a result of multiple response choices.

Table B61. Who did this to you? (<u>Mark all that apply.</u>) (Question 28rv)

Source	*n*	%
Current or former dating/intimate partner	37	75.5
URI student	12	24.5
URI staff member	5	10.2
Acquaintance/friend	2	4.1
URI faculty member	2	4.1
Stranger	1	2.0
Family member	0	0.0
Other role/relationship not listed above	1	2.0

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Table B62. Where did the relationship violence (e.g., ridiculing, controlling, hitting) occur? (<u>Mark all that apply.</u>) (Question 29rv)

Location	*n*	%
Off campus	34	69.4
On campus	21	42.9

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Table B63. Were alcohol and/or drugs involved in the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 30rv)

Alcohol and/or drugs involved	*n*	%
No	31	68.9
Yes	14	31.1
Both alcohol and drugs	*7*	*70.0*
Alcohol only	*2*	*20.0*
Drugs only	*1*	*10.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49).

Table B64. How did you feel after experiencing the relationship violence (e.g., ridiculing, controlling, hitting)? (Mark all that apply.) (Question 31rv)

Emotional response	*n*	%
Distressed	36	73.5
Sad	35	71.4
Somehow responsible	32	65.3
Angry	31	63.3
Embarrassed	24	49.0
Afraid	21	42.9
A feeling not listed above	4	8.2

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Table B65. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32rv)

Response	*n*	%
I told a friend.	23	46.9
I did not do anything.	16	32.7
I confronted the person(s) at the time.	13	26.5
I avoided the person/venue.	12	24.5
I confronted the person(s) later.	12	24.5
I told a family member.	11	22.4
I did not know to whom to go.	10	20.4
I contacted a URI resource	7	14.3
Counseling Center	*4*	*57.1*
Violence Prevention and Advocacy Services (VPAS)	*2*	*28.6*
Women's Center	*2*	*28.6*
Human Resource Administration	*1*	*14.3*
Staff person	*1*	*14.3*
Title IX coordinator	*1*	*14.3*
University Police and Security	*1*	*14.3*
Academic advisor	*0*	*0.0*
Affirmative Action, Equal Opportunity and Diversity	*0*	*0.0*
Bias Resource Team report through https://web.uri.edu/brt	*0*	*0.0*
Bystander Intervention Program	*0*	*0.0*
Dean of Students	*0*	*0.0*
Department of Housing and Residential Life	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*

Table B65. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 32rv)

Response	*n*	%
Faculty member	*0*	*0.0*
Gender & Sexuality Center (GSC)	*0*	*0.0*
Multicultural Student Services Center (MSSC)	*0*	*0.0*
Office of Community Standards	*0*	*0.0*
Office of Community, Equity and Diversity (CED)	*0*	*0.0*
Ombud	*0*	*0.0*
Senior administrator (e.g., dean, vice president, provost)	*0*	*0.0*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*0*	*0.0*
Student teaching assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
Supervisor	*0*	*0.0*
Union representative	*0*	*0.0*
I sought information online.	6	12.2
I sought support from off-campus hotline/advocacy services.	3	6.1
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	2	4.1
A response not listed above	6	12.2

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49). Percentages may not sum to 100 as a result of multiple response choices.

Table B66. Did you officially report the relationship violence (e.g., ridiculing, controlling, hitting)? (Question 33rv)

Reported conduct	*n*	%
No, I did not report it.	40	81.6
Yes, I reported it.	9	18.4
Yes, I reported the conduct but felt that it was not addressed appropriately.	*3*	*50.0*
Yes, I reported the conduct and the outcome is still pending.	*1*	*16.7*
Yes, I reported the conduct and was satisfied with the outcome.	*1*	*16.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*1*	*16.7*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced relationship violence (e.g., ridiculing, controlling, hitting) in Question 25 (*n* = 49).

Table B67. When did the incidents of stalking (e.g., following me, on social media, texting, phone calls) occur? (<u>Mark all that apply</u>.) (Question 26stlk)

When incident(s) occurred	*n*	%
Less than 6 months ago	24	27.3
6–12 months ago	15	17.0
13–23 months ago	23	26.1
2–4 years ago	24	27.3
5–10 years ago	8	9.1
11–20 years ago	4	4.5
More than 20 years ago	1	1.1

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Table B68. Students only: What semester were you in when you experienced the stalking (e.g., following me, on social media, texting, phone calls)? (<u>Mark all that apply</u>.) (Question 27stlk)

Semester	*n*	%
During my time as a graduate student at URI	6	8.1
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	2	2.7
Undergraduate first year	41	55.4
Fall semester	*32*	*78.0*
Spring semester	*21*	*51.2*
Summer semester	*1*	*2.4*
Undergraduate second year	24	32.4
Fall semester	*16*	*66.7*
Spring semester	*13*	*54.2*
Summer semester	*4*	*16.7*
Undergraduate third year	5	6.8
Fall semester	*3*	*60.0*
Spring semester	*2*	*40.0*
Summer semester	*1*	*20.0*
Undergraduate fourth year	7	9.5
Fall semester	*3*	*42.9*
Spring semester	*5*	*71.4*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	1	1.4

Note: Table includes responses only from Student respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 74). Percentages may not sum to 100 as a result of multiple response choices.

Table B69. Who did this to you? (<u>Mark all that apply</u>.) (Question 28stlk)

Source	n	%
URI student	51	58.0
Stranger	19	21.6
Acquaintance/friend	13	14.8
Current or former dating/intimate partner	12	13.6
URI staff member	9	10.2
URI faculty member	4	4.5
Family member	0	0.0
Other role/relationship not listed above	4	4.5

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Table B70. Where did the stalking (e.g., following me, on social media, texting, phone calls) occur? (<u>Mark all that apply</u>.) (Question 29stlk)

Location	n	%
Off campus	38	43.2
On campus	63	71.6

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Table B71. Were alcohol and/or drugs involved in the stalking (e.g., following me, on social media, texting, phone calls)? (Question 30stlk)

Alcohol and/or drugs involved	n	%
No	79	90.8
Yes	8	9.2
Alcohol only	*4*	*57.1*
Both alcohol and drugs	*3*	*42.9*
Drugs only	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 88).

Table B72. How did you feel after experiencing the stalking (e.g., following me, on social media, texting, phone calls)? (Mark all that apply.) (Question 31stlk)

Emotional response	*n*	%
Distressed	53	60.2
Afraid	49	55.7
Angry	41	46.6
Embarrassed	28	31.8
Somehow responsible	22	25.0
Sad	14	15.9
A feeling not listed above	14	15.9

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 (*n* = 88). Percentages may not sum to 100 as a result of multiple response choices.

Table B73. What was your response to experiencing this conduct? (Mark all that apply.) (Question 32stlk)

Response	*n*	%
I told a friend.	56	63.6
I avoided the person/venue.	54	61.4
I contacted a URI resource	31	35.2
University Police and Security	*11*	*35.5*
Supervisor	*8*	*25.8*
Faculty member	*6*	*19.4*
Staff person	*5*	*16.1*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*5*	*16.1*
Counseling Center	*4*	*12.9*
Senior administrator (e.g., dean, vice president, provost)	*4*	*12.9*
Women's Center	*4*	*12.9*
Affirmative Action, Equal Opportunity and Diversity	*3*	*9.7*
Dean of Students	*3*	*9.7*
Office of Community Standards	*3*	*9.7*
Title IX coordinator	*3*	*9.7*
Violence Prevention and Advocacy Services (VPAS)	*3*	*9.7*
Department of Housing and Residential Life	*2*	*6.5*
Union representative	*2*	*6.5*
Academic advisor	*1*	*3.2*
Human Resource Administration	*1*	*3.2*
Office of Community, Equity and Diversity (CED)	*1*	*3.2*
Bias Resource Team report through https://web.uri.edu/brt	*0*	*0.0*
Bystander Intervention Program	*0*	*0.0*

Table B73. What was your response to experiencing this conduct? (<u>Mark all that apply.</u>) (Question 32stlk)

Response	n	%
Employee Assistance Program	*0*	*0.0*
Gender & Sexuality Center (GSC)	*0*	*0.0*
Multicultural Student Services Center (MSSC)	*0*	*0.0*
Ombud	*0*	*0.0*
Student teaching assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
I told a family member.	21	23.9
I confronted the person(s) later.	13	14.8
I confronted the person(s) at the time.	10	11.4
I did not know to whom to go.	9	10.2
I did not do anything.	8	9.1
I sought information online.	7	8.0
I sought support from off-campus hotline/advocacy services.	5	5.7
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	0	0.0
A response not listed above.	9	10.2

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 ($n = 88$). Percentages may not sum to 100 as a result of multiple response choices.

Table B74. Did you officially report the stalking (e.g., following me, on social media, texting, phone calls)? (Question 33stlk)

Reported conduct	n	%
No, I did not report it.	63	72.4
Yes, I reported it.	24	27.6
Yes, I reported the conduct but felt that it was not addressed appropriately.	*7*	*33.3*
Yes, I reported the conduct and was satisfied with the outcome.	*6*	*28.6*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*4*	*19.0*
Yes, I reported the conduct and the outcome is still pending.	*3*	*14.3*
Yes, I reported the conduct, but the outcome was not shared.	*1*	*4.8*

Note: Table includes responses only from respondents who indicated that they experienced stalking (e.g., following me, on social media, texting, phone calls) in Question 25 ($n = 88$).

Table B75. When did the incidents of unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (<u>Mark all that apply</u>.) (Question 26si)

When incident(s) occurred	*n*	%
Less than 6 months ago	89	31.8
6–12 months ago	78	27.9
13–23 months ago	104	37.1
2–4 years ago	66	23.6
5–10 years ago	14	5.0
11–20 years ago	6	2.1
More than 20 years ago	2	0.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 (*n* = 280). Percentages may not sum to 100 as a result of multiple response choices.

Table B76. Students only: What semester were you in when you experienced the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (<u>Mark all that apply</u>.) (Question 27si)

Semester	*n*	%
During my time as a graduate student at URI	11	4.4
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	15	6.0
Undergraduate first year	182	72.2
Fall semester	*157*	*86.3*
Spring semester	*92*	*50.5*
Summer semester	*7*	*3.8*
Undergraduate second year	104	41.3
Fall semester	*82*	*78.8*
Spring semester	*62*	*59.6*
Summer semester	*8*	*7.7*
Undergraduate third year	41	16.3
Fall semester	*31*	*75.6*
Spring semester	*26*	*63.4*
Summer semester	*4*	*9.8*
Undergraduate fourth year	21	8.3
Fall semester	*7*	*33.3*
Spring semester	*3*	*14.3*
Summer semester	*0*	*0.0*
After my fourth year as an undergraduate	1	0.4

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 ($n = 252$). Percentages may not sum to 100 as a result of multiple response choices.

Table B77. Who did this to you? (<u>Mark all that apply</u>.) (Question 28si)

Source	n	%
URI student	176	62.9
Stranger	101	36.1
Acquaintance/friend	71	25.4
URI staff member	20	7.1
URI faculty member	15	5.4
Current or former dating/intimate partner	13	4.6
Family member	0	0.0
Other role/relationship not listed above	7	2.5

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 ($n = 280$). Percentages may not sum to 100 as a result of multiple response choices.

Table B78. Where did the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) occur? (<u>Mark all that apply</u>.) (Question 29si)

Location	n	%
Off campus	112	40.0
On campus	197	70.4

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 ($n = 280$). Percentages may not sum to 100 as a result of multiple response choices.

Table B79. Were alcohol and/or drugs involved in the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 30si)

Alcohol and/or drugs involved	n	%
No	180	65.0
Yes	97	35.0
Alcohol only	56	62.2
Both alcohol and drugs	31	34.4
Drugs only	3	3.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 ($n = 280$).

Table B80. How did you feel after experiencing the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (<u>Mark all that apply</u>.) (Question 31si)

Emotional response	*n*	%
Distressed	142	50.7
Angry	141	50.4
Embarrassed	126	45.0
Afraid	108	38.6
Sad	83	29.6
Somehow responsible	78	27.9
A feeling not listed above	37	13.2

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 (*n* = 280). Percentages may not sum to 100 as a result of multiple response choices.

Table B81. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 32si)

Response	*n*	%
I told a friend.	162	57.9
I avoided the person/venue.	116	41.4
I did not do anything.	93	33.2
I contacted a URI resource	40	14.3
Title IX coordinator	*12*	*30.0*
Counseling Center	*10*	*25.0*
Faculty member	*6*	*15.0*
Department of Housing and Residential Life	*5*	*12.5*
Supervisor	*5*	*12.5*
Violence Prevention and Advocacy Services (VPAS)	*5*	*12.5*
Women's Center	*5*	*12.5*
Office of Community Standards	*4*	*10.0*
Staff person	*4*	*10.0*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*4*	*10.0*
Academic advisor	*3*	*7.5*
Senior administrator (e.g., dean, vice president, provost)	*3*	*7.5*
University Police and Security	*3*	*7.5*
Affirmative Action, Equal Opportunity and Diversity	*2*	*5.0*
Bystander Intervention Program	*2*	*5.0*
Dean of Students	*2*	*5.0*
Human Resource Administration	*2*	*5.0*
Union representative	*2*	*5.0*

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Table B81. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 32si)

Response	*n*	%
Bias Resource Team report through https://web.uri.edu/brt	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Gender & Sexuality Center (GSC)	*0*	*0.0*
Multicultural Student Services Center (MSSC)	*0*	*0.0*
Office of Community, Equity and Diversity (CED)	*0*	*0.0*
Ombud	*0*	*0.0*
Student teaching assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
I confronted the person(s) at the time.	38	13.6
I did not know to whom to go.	33	11.8
I confronted the person(s) later.	32	11.4
I told a family member.	30	10.7
I sought information online.	8	2.9
I sought support from off-campus hotline/advocacy services.	5	1.8
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	1	0.4
A response not listed above.	13	4.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 (*n* = 280). Percentages may not sum to 100 as a result of multiple response choices.

Table B82. Did you officially report the unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)? (Question 33si)

Reported conduct	*n*	%
No, I did not report it.	248	88.9
Yes, I reported it.	31	11.1
Yes, I reported the conduct but felt that it was not addressed appropriately.	*15*	*51.7*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*6*	*20.7*
Yes, I reported the conduct and was satisfied with the outcome.	*5*	*17.2*
Yes, I reported the conduct, but the outcome was not shared.	*3*	*10.3*
Yes, I reported the conduct and the outcome is still pending.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment) in Question 25 (*n* = 280).

Table B83. When did the incidents of unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (Question 26sc)

When incident(s) occurred	*n*	%
Less than 6 months ago	30	19.4
6–12 months ago	27	17.4
13–23 months ago	56	36.1
2–4 years ago	46	29.7
5–10 years ago	5	3.2
11–20 years ago	2	1.3
More than 20 years ago	2	1.3

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 155).

Table B84. Students only: What semester were you in when you experienced the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (<u>Mark all that apply.</u>) (Question 27sc)

Semester	*n*	%
During my time as a graduate student at URI	10	6.9
Prior to my first semester (e.g., orientation, pre-collegiate program at URI)	3	2.1
Undergraduate first year	78	54.2
Fall semester	*50*	*64.1*
Spring semester	*38*	*48.7*
Summer semester	*1*	*1.3*
Undergraduate second year	41	28.5
Fall semester	*26*	*63.4*
Spring semester	*24*	*58.5*
Summer semester	*2*	*4.9*
Undergraduate third year	17	11.8
Fall semester	*13*	*76.5*
Spring semester	*7*	*41.2*
Summer semester	*0*	*0.0*
Undergraduate fourth year	12	8.3
Fall semester	*6*	*50.0*
Spring semester	*5*	*41.7*
Summer semester	*2*	*16.7*
After my fourth year as an undergraduate	0	0.0

Note: Table includes responses only from Student respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 144). Percentages may not sum to 100 as a result of multiple response choices.

Table B85. Who did this to you? (<u>Mark all that apply</u>.) (Question 28sc)

Source	n	%
URI student	87	56.1
Acquaintance/friend	60	38.7
Stranger	20	12.9
Current or former dating/intimate partner	19	12.3
URI faculty member	3	1.9
URI staff member	3	1.9
Family member	1	0.6
Other role/relationship not listed above	6	3.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 ($n = 155$). Percentages may not sum to 100 as a result of multiple response choices.

Table B86. Where did the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) occur? (<u>Mark all that apply</u>.) (Question 29sc)

Location	n	%
Off campus	83	53.5
On campus	77	49.7

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 ($n = 155$). Percentages may not sum to 100 as a result of multiple response choices.

Table B87. Were alcohol and/or drugs involved in the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 30sc)

Alcohol and/or drugs involved	n	%
No	64	42.4
Yes	87	57.6
Alcohol only	*61*	*72.6*
Both alcohol and drugs	*20*	*23.8*
Drugs only	*3*	*3.6*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 ($n = 155$).

Table B88. How did you feel after experiencing the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (<u>Mark all that apply.</u>) (Question 31sc)

Emotional response	*n*	%
Embarrassed	102	65.8
Somehow responsible	94	60.6
Distressed	91	58.7
Angry	79	51.0
Sad	79	51.0
Afraid	71	45.8
A feeling not listed above	18	11.6

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 155). Percentages may not sum to 100 as a result of multiple response choices.

Table B89. What was your response to experiencing this conduct? (<u>Mark all that apply.</u>) (Question 32sc)

Response	*n*	%
I told a friend.	104	67.1
I avoided the person/venue.	72	46.5
I did not do anything.	49	31.6
I did not know to whom to go.	29	18.7
I contacted a URI resource	25	16.1
Counseling Center	*10*	*40.0*
Women's Center	*7*	*28.0*
Title IX coordinator	*6*	*24.0*
Staff person	*5*	*20.0*
University Police and Security	*5*	*20.0*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*4*	*16.0*
Academic advisor	*3*	*12.0*
Senior administrator (e.g., dean, vice president, provost)	*3*	*12.0*
Bystander Intervention Program	*2*	*8.0*
Supervisor	*2*	*8.0*
Violence Prevention and Advocacy Services (VPAS)	*2*	*8.0*
Affirmative Action, Equal Opportunity and Diversity	*1*	*4.0*
Dean of Students	*1*	*4.0*
Gender & Sexuality Center (GSC)	*1*	*4.0*
Human Resource Administration	*1*	*4.0*
Union representative	*1*	*4.0*
Bias Resource Team report through https://web.uri.edu/brt	*0*	*0.0*

Table B89. What was your response to experiencing this conduct? (<u>Mark all that apply</u>.) (Question 32sc)

Response	*n*	%
Department of Housing and Residential Life	*0*	*0.0*
Employee Assistance Program	*0*	*0.0*
Faculty member	*0*	*0.0*
Multicultural Student Services Center (MSSC)	*0*	*0.0*
Office of Community Standards	*0*	*0.0*
Office of Community, Equity and Diversity (CED)	*0*	*0.0*
Ombud	*0*	*0.0*
Student teaching assistant (e.g., tutor, teaching assistant)	*0*	*0.0*
I told a family member.	23	14.8
I sought information online.	21	13.5
I confronted the person(s) later.	16	10.3
I confronted the person(s) at the time.	10	6.5
I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam)	6	3.9
I sought support from off-campus hotline/advocacy services.	6	3.9
A response not listed above.	6	3.9

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 155). Percentages may not sum to 100 as a result of multiple response choices.

Table B90. Did you officially report the unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)? (Question 33sc)

Reported conduct	*n*	%
No, I did not report it.	140	90.9
Yes, I reported it.	14	9.1
Yes, I reported the conduct but felt that it was not addressed appropriately.	*7*	*58.3*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*3*	*25.0*
Yes, I reported the conduct and the outcome is still pending.	*2*	*16.7*
Yes, I reported the conduct and was satisfied with the outcome.	*0*	*0.0*
Yes, I reported the conduct, but the outcome was not shared.	*0*	*0.0*

Note: Table includes responses only from respondents who indicated that they experienced unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent) in Question 25 (*n* = 155).

Table B91. Please indicate how much you agree or disagree with each of the following statements. (Question 36)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am aware of the definition of Affirmative Consent.	2,615	57.6	1,523	33.5	212	4.7	158	3.5	35	0.8
I am generally aware of the role of URI Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	1,804	39.8	1,817	40.1	421	9.3	391	8.6	100	2.2
I know how and where to report incidents of unwanted sexual contact/conduct.	1,492	33.0	1,655	36.6	558	12.3	695	15.4	123	2.7
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	1,632	36.1	1,826	40.4	490	10.8	481	10.6	96	2.1
I am generally aware of the campus resources listed here: https://web.uri.edu/titleix	1,490	33.1	1,887	41.9	573	12.7	458	10.2	96	2.1
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	2,578	57.0	1,572	34.8	298	6.6	55	1.2	20	0.4
I understand that URI standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	1,830	40.5	1,829	40.5	527	11.7	261	5.8	73	1.6
I know that information about the prevalence of sex offenses (including domestic and dating violence) are available in the Clery Act Report	1,452	32.2	1,460	32.4	699	15.5	710	15.7	190	4.2
I know that URI sends a Time Warning/Public Safety Alert to the campus community when such an incident occurs.	1,468	32.5	1,551	34.3	683	15.1	639	14.1	180	4.0

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Table B92. Tenured and Tenure-Track Faculty only: As a faculty member at URI, I feel… (Question 37)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria for tenure are clear.	61	18.8	139	42.8	46	14.2	62	19.1	17	5.2
The tenure standards/promotion standards are applied equally to faculty in my department/school/college.	60	18.5	94	28.9	61	18.8	69	21.2	41	12.6
Supported and mentored during the tenure-track years.	66	20.6	123	38.3	64	19.9	40	12.5	28	8.7
URI faculty who qualify for delaying their tenure-clock feel empowered to do so.	57	17.6	94	29.1	133	41.2	27	8.4	12	3.7
URI values research.	120	36.9	134	41.2	28	8.6	32	9.8	11	3.4
URI values teaching.	89	27.4	149	45.8	43	13.2	37	11.4	7	2.2
URI values service contributions.	47	14.6	102	31.7	73	22.7	58	18.0	42	13.0
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	23	7.2	38	11.9	61	19.1	114	35.7	83	26.0
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	63	19.5	69	21.4	74	22.9	79	24.5	38	11.8
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	56	17.3	91	28.2	104	32.2	55	17.0	17	5.3
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	4	1.3	15	4.8	178	56.7	76	24.2	41	13.1
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	30	9.3	105	32.4	85	26.2	62	19.1	42	13.0
URI committees value faculty opinions.	24	7.5	135	42.1	105	32.7	41	12.8	16	5.0

Note: Table includes responses only from those respondents who indicated that they were Tenured or Tenure-Track Faculty in Question 1 (*n* = 326).

Table B93. Non-Tenure-Track Faculty only*: As an employee with a non-tenure-track appointment at URI, I feel… (Question 39)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The criteria used for contract renewal are clear.	23	19.5	57	48.3	22	18.6	12	10.2	4	3.4
The criteria used for contract renewal are applied equally to all positions.	22	18.6	37	31.4	36	30.5	16	13.6	7	5.9
The process for review is clear.	28	23.3	67	55.8	13	10.8	10	8.3	2	1.7
The process for promotion is clear.	24	20.0	65	54.2	17	14.2	10	8.3	4	3.3
The criteria used for promotion is clear.	19	16.0	54	45.4	28	23.5	11	9.2	7	5.9
Clear expectations of my responsibilities exist.	27	22.5	62	51.7	17	14.2	9	7.5	5	4.2
URI values research.	51	43.2	51	43.2	15	12.7	1	0.8	0	0.0
URI values teaching.	25	21.0	62	52.1	18	15.1	11	9.2	3	2.5
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	13	11.0	31	26.3	43	36.4	26	22.0	5	4.2
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	28	23.5	35	29.4	35	29.4	16	13.4	5	4.2
Pressured to do extra work that is uncompensated.	21	17.6	34	28.6	36	30.3	22	18.5	6	5.0
Senior administrators (e.g., dean, vice president, provost) take non-tenure-track faculty opinions seriously.	11	9.2	33	27.7	39	32.8	25	21.0	11	9.2
URI committees value non-tenure-track faculty opinions.	4	3.4	34	28.6	45	37.8	21	17.6	15	12.6

Note: Table includes responses only from those respondents who indicated that they held Non-Tenure-Track academic appointments in Question 1 (*n* = 121).

Table B94. PTF Faculty only*: As an employee with a non-tenure-track appointment at URI, I feel… (Question 41)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
The process for PTF performance evaluation is clear.	4	10.0	12	30.0	7	17.5	8	20.0	9	22.5
The procedure for PTF advancement is clear.	4	10.0	13	32.5	5	12.5	11	27.5	7	17.5
The process for PTF assignments is clear.	5	12.8	17	43.6	7	17.9	5	12.8	5	12.8
Clear expectations of my responsibilities exist.	8	20.5	21	53.8	4	10.3	1	2.6	5	12.8
My teaching is valued by URI.	12	30.0	7	17.5	12	30.0	3	7.5	6	15.0
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	6	15.0	5	12.5	24	60.0	4	10.0	1	2.5
Pressured to do extra work that is uncompensated.	7	17.5	5	12.5	10	25.0	11	27.5	7	17.5
Senior administrators (e.g., dean, vice president, provost) take PTF opinions seriously.	2	5.1	8	20.5	12	30.8	9	23.1	8	20.5
URI committees value PTF opinions.	3	7.5	7	17.5	12	30.0	8	20.0	10	25.0
Connected to the URI community.	4	10.0	15	37.5	10	25.0	5	12.5	6	15.0
There are support mechanisms/resources for me as PTF.	4	10.0	12	30.0	13	32.5	3	7.5	8	20.0

Note: Table includes responses only from those Faculty respondents who indicated that they held PTF/per-course academic appointments in Question 1 (*n* = 43).

Table B95. All Faculty: As a faculty member at URI, I feel... (Question 43)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Salaries for tenure-track faculty positions are competitive.	23	4.6	151	30.3	150	30.1	118	23.7	56	11.2
Salaries for adjunct professors are competitive.	6	1.2	63	12.9	213	43.7	124	25.5	81	16.6
Salaries for post-docs are competitive.	11	2.3	74	15.3	324	67.1	53	11.0	21	4.3
Stipends for graduate teaching and research assistantships are competitive.	27	5.6	108	22.3	217	44.7	86	17.7	47	9.7
Salaries are equitable across similar positions.	11	2.2	89	18.1	170	34.6	134	27.3	87	17.7
Health insurance benefits are competitive.	79	16.0	274	55.5	108	21.9	26	5.3	7	1.4
Child care benefits are competitive.	14	2.9	54	11.3	302	62.9	64	13.3	46	9.6
Retirement/supplemental benefits are competitive.	53	11.0	204	42.3	167	34.6	42	8.7	16	3.3
URI provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	14	2.8	74	15.0	205	41.7	138	28.0	61	12.4
My coworkers include me in opportunities that will help my career as much as they do others in my position.	73	14.7	205	41.4	139	28.1	51	10.3	27	5.5
The performance evaluation process is clear.	61	12.2	212	42.6	119	23.9	80	16.1	26	5.2
URI provides me with resources to pursue professional development (e.g., conferences, materials, research and course design, traveling).	56	11.2	181	36.3	90	18.1	108	21.7	63	12.7
Positive about my career opportunities at URI.	73	14.7	214	43.1	122	24.5	59	11.9	29	5.8
I would recommend URI as a good place to work.	88	17.5	237	47.2	123	24.5	30	6.0	24	4.8
I have job security.	137	27.7	197	39.9	77	15.6	52	10.5	31	6.3
I would like more opportunities to participate in substantive committee assignments.	14	2.8	80	16.3	203	41.3	143	29.1	52	10.6
I have opportunities to participate in substantive committee assignments.	80	16.2	219	44.2	129	26.1	56	11.3	11	2.2

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 510).

Table B96. Staff only: As a staff member at URI, I feel… (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I have supervisors who give me job/career advice or guidance when I need it.	250	30.7	279	34.2	135	16.6	89	10.9	62	7.6
I have coworkers/colleagues who give me job/career advice or guidance when I need it.	251	30.9	331	40.8	142	17.5	56	6.9	31	3.8
I am included in opportunities that will help my career as much as others in similar positions.	178	22.0	236	29.1	185	22.8	134	16.5	77	9.5
The performance evaluation process is clear.	99	12.2	167	20.6	200	24.7	179	22.1	164	20.3
The performance evaluation process is productive.	76	9.5	141	17.7	250	31.4	162	20.4	167	21.0
My supervisor provides adequate support for me to manage work-life balance.	316	39.3	271	33.7	119	14.8	62	7.7	36	4.5
I am able to complete my assigned duties during scheduled hours.	186	23.2	290	36.1	127	15.8	137	17.1	63	7.8
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	206	25.3	187	22.9	203	24.9	171	21.0	48	5.9
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	72	8.9	158	19.6	216	26.7	267	33.0	95	11.8
I am given a reasonable time frame to complete assigned responsibilities.	175	21.6	387	47.8	169	20.9	56	6.9	22	2.7
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	64	8.0	112	13.9	259	32.2	287	35.7	83	10.3
I perform more work than coworkers with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	108	13.4	171	21.3	267	33.2	201	25.0	57	7.1

Table B96. Staff only: As a staff member at URI, I feel… (Question 45)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
A hierarchy exists within staff positions that allows some voices to be valued more than others.	183	22.7	243	30.2	207	25.7	127	15.8	45	5.6
URI provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	71	8.9	202	25.2	362	45.1	113	14.1	54	6.7

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 820).

Table B97. Staff only: As a staff member at URI, I feel… (Question 47)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
URI provides me with resources to pursue training/professional development opportunities.	106	13.1	324	40.0	185	22.8	134	16.5	61	7.5
My supervisor provides me with resources to pursue training/professional development opportunities.	155	19.2	293	36.3	189	23.4	111	13.7	60	7.4
URI is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	125	15.5	341	42.2	259	32.0	56	6.9	28	3.5
My supervisor is supportive of my taking extended leave (e.g., family leave, personal, short-term disability).	178	22.2	309	38.5	250	31.1	41	5.1	25	3.1
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	23	2.9	36	4.5	481	60.0	191	23.8	71	8.9
URI policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across URI.	66	8.3	269	33.6	332	41.5	83	10.4	50	6.3
URI is supportive of flexible work schedules.	112	13.9	306	37.9	212	26.2	128	15.8	50	6.2
My supervisor is supportive of flexible work schedules.	236	29.3	334	41.5	129	16.0	70	8.7	36	4.5
Staff salaries are competitive.	28	3.5	151	18.7	200	24.8	246	30.5	181	22.5
Staff salaries are equitable across similar positions.	35	4.4	160	20.1	239	29.9	212	26.6	152	19.0

Table B97. Staff only: As a staff member at URI, I feel… (Question 47)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Vacation and personal time benefits are competitive.	142	17.6	417	51.7	177	22.0	50	6.2	20	2.5
Health insurance benefits are competitive.	166	20.5	418	51.7	183	22.6	31	3.8	10	1.2
Child care benefits are competitive.	32	4.0	107	13.5	542	68.3	62	7.8	50	6.3
Retirement/supplemental benefits are competitive.	120	14.9	333	41.4	260	32.3	63	7.8	28	3.5
URI committees value staff opinions.	49	6.1	236	29.5	319	39.8	119	14.9	78	9.7
URI faculty and administration value staff opinions.	49	6.1	250	31.3	256	32.0	164	20.5	81	10.1
Clear expectations of my responsibilities exist.	108	13.3	396	48.9	140	17.3	121	14.9	45	5.6
Clear procedures exist on how I can advance at URI.	26	3.2	122	15.1	227	28.1	244	30.2	190	23.5
Positive about my career opportunities at URI.	62	7.7	218	27.1	247	30.7	169	21.0	108	13.4
I would recommend URI as a good place to work.	129	15.9	386	47.5	214	26.3	51	6.3	33	4.1
I have job security.	139	17.2	420	51.9	174	21.5	52	6.4	25	3.1

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 820).

Table B98. Graduate Students only: As a graduate student at URI, I feel… (Question 49)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
I am satisfied with the quality of advising I have received from my department.	193	34.2	212	37.6	92	16.3	47	8.3	20	3.5
I have adequate access to my advisor.	278	49.3	198	35.1	53	9.4	27	4.8	8	1.4
My advisor provides clear expectations.	225	40.0	206	36.6	81	14.4	35	6.2	16	2.8
My major professor provides clear expectations.	232	41.1	220	39.0	75	13.3	26	4.6	11	2.0
My advisor has reasonable expectations for me.	243	43.2	219	39.0	83	14.8	12	2.1	5	0.9
My major professor has reasonable expectations of me.	242	43.4	223	40.0	72	12.9	14	2.5	7	1.3
My advisor responds to my emails, calls, or voicemails in a prompt manner.	293	52.3	194	34.6	50	8.9	17	3.0	6	1.1
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	216	38.4	268	47.6	54	9.6	23	4.1	2	0.4
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	221	39.3	256	45.6	65	11.6	16	2.8	4	0.7
Adequate opportunities exist for me to interact with other university faculty outside of my department.	124	22.0	187	33.2	130	23.0	84	14.9	39	6.9
I receive support from my advisor to pursue personal research interests.	196	34.7	202	35.8	119	21.1	29	5.1	19	3.4
My department faculty members encourage me to produce publications and present research.	183	32.8	189	33.9	130	23.3	35	6.3	21	3.8
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	144	25.6	180	32.0	139	24.7	64	11.4	35	6.2
I am comfortable sharing my professional goals with my advisor.	264	47.1	211	37.7	58	10.4	17	3.0	10	1.8

Note: Table includes responses only from those respondents who indicated that they were Graduate Students in Question 1 (*n* = 565).

Table B99. <u>Within the past year, have you OBSERVED</u> any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive and/or hostile (e.g., bullying, harassing) learning, living, or working environment at URI? (Question 86)

Observed conduct	*n*	%
No	3,782	83.4
Yes	754	16.6

Table B100. Who/what was the <u>target</u> of the conduct? (<u>Mark all that apply</u>.) (Question 87)

Target	*n*	%
Student	401	53.2
Coworker/colleague	141	18.7
Friend/acquaintance	129	17.1
Staff member	120	15.9
Faculty member/other instructional staff	92	12.2
Stranger	77	10.2
Student employee	45	6.0
Supervisor or manager	26	3.4
Department/program chair	18	2.4
Academic advisor	17	2.3
Senior administrator (e.g., dean, vice president, provost)	14	1.9
Direct report (e.g., person who reports to me)	13	1.7
Campus police	12	1.6
Athletic coach/trainer/staff	5	0.7
Do not know target	37	4.9
A target not listed above	33	4.4

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

**Table B101. Who/what was the <u>source</u> of the conduct? (<u>Mark all that apply</u>.)
(Question 88)**

Source	*n*	%
Student	270	35.8
Faculty member/other instructional staff	188	24.9
Staff member	104	13.8
Coworker/colleague	94	12.5
Supervisor or manager	79	10.5
Senior administrator (e.g., dean, vice president, provost)	74	9.8
Stranger	67	8.9
Department/program chair	54	7.2
Friend/acquaintance	43	5.7
Campus police	21	2.8
Student employee	17	2.3
Academic advisor	15	2.0
Athletic coach/trainer/staff	7	0.9
Direct report (e.g., person who reports to me)	7	0.9
Do not know source	63	8.4
A source not listed above	17	2.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

**Table B102. Within the past year, how many instances of exclusionary (e.g.,
shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing)
conduct did you observe? (Question 89)**

Instances	*n*	%
1 instance	201	27.5
2 instances	165	22.5
3 instances	108	14.8
4 instances	31	4.2
5 or more instances	227	31.0

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754).

Table B103. Which of the target's characteristics do you believe was/were the basis for the conduct? (<u>Mark all that apply</u>.) (Question 90)

Characteristic	*n*	%
Racial identity	229	30.4
Gender/gender identity	171	22.7
Ethnicity	167	22.1
Political views	134	17.8
Position status (e.g., staff, faculty, student)	127	16.8
Sexuality	113	15.0
Gender expression	97	12.9
Age	83	11.0
Academic performance	74	9.8
Mental health/psychological disability/condition	71	9.4
Accent when speaking	69	9.2
Socioeconomic status	59	7.8
Philosophical views	58	7.7
Religious/spiritual views	57	7.6
Disability status	49	6.5
International status/national origin	46	6.1
Educational credentials (e.g., BS, MS, PhD, MD)	45	6.0
English language proficiency	43	5.7
Major field of study	41	5.4
Citizen/immigrant/visa status	36	4.8
Length of service at URI	36	4.8
Participation in an organization/team	28	3.7
Marital status (e.g., single, married, partnered)	14	1.9
Parental status (e.g., parenting/not parenting)	13	1.7
Caregiving responsibilities (other than parenting)	8	1.1
Pregnancy	7	0.9
Military/veteran status	6	0.8
Do not know	105	13.9
A reason not listed above	68	9.0

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B104. Which of the following did you observe because of the target's identity? (<u>Mark all that apply</u>.) (Question 91)

Form of observed conduct	*n*	%
Person ignored or excluded	250	33.2
Derogatory verbal remarks	246	32.6
Person isolated or left out	235	31.2
Person intimidated or bullied	225	29.8
Person was silenced	170	22.5
Person experienced a hostile work environment	161	21.4
Person received a low or unfair performance evaluation	145	19.2
Person was the target of workplace incivility	124	16.4
Person experienced a hostile classroom environment	105	13.9
Racial/ethnic profiling	102	13.5
Derogatory written comments	90	11.9
Target of cyberbullying	84	11.1
Derogatory phone calls/text messages/e-mail	70	9.3
Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)	54	7.2
Person received a poor grade	51	6.8
Assumption that someone was admitted/hired/promoted based on their identity	49	6.5
Person was unfairly evaluated in the promotion and tenure process	40	5.3
Physical violence	40	5.3
Threats of physical violence	38	5.0
Person was stared at	20	2.7
Graffiti/vandalism	19	2.5
Singled out as the spokesperson for their identity group	18	2.4
Something not listed above	32	4.2

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B105. Where did this conduct occur? (<u>Mark all that apply.</u>) (Question 92)

Location	*n*	%
In an online meeting/class (e.g., Google hangout, Webex, Zoom)	142	18.8
In a meeting with a group of people	134	17.8
In other public spaces at URI	119	15.8
On phone calls/text messages/email	115	15.3
While working at a URI job	115	15.3
In campus housing	110	14.6
In a face-to-face class/laboratory	98	13.0
While walking on campus	91	12.1
Off campus	79	10.5
In a staff or administrative office	77	10.2
On social media sites (e.g., Facebook, Twitter, Snapchat)	68	9.0
In a meeting with one other person	55	7.3
In a URI administrative building	48	6.4
At a URI event/program	42	5.6
In a URI dining facility	38	5.0
In a sorority house	28	3.7
In off-campus housing	26	3.4
In a faculty office	22	2.9
In a fraternity house	18	2.4
In a URI library	17	2.3
In athletic facilities	12	1.6
A venue not listed above	28	3.7

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B106. How did you feel after observing the conduct? (<u>Mark all that apply.</u>) (Question 93)

Emotional response	*n*	%
Angry	466	61.8
Sad	316	41.9
Distressed	291	38.6
Embarrassed	190	25.2
Afraid	84	11.1
Somehow responsible	73	9.7
A feeling not listed above	72	9.5

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B107. What was your response to observing this conduct? (<u>Mark all that apply</u>.) (Question 94)

Response	*n*	%
I told a friend.	241	32.0
I did not do anything.	165	21.9
I told a coworker.	165	21.9
I told a family member.	119	15.8
I contacted a URI resource	118	15.6
Faculty member	*35*	*29.7*
Supervisor	*33*	*28.0*
Staff person	*24*	*20.3*
Union representative	*18*	*15.3*
Senior administrator (e.g., dean, vice president, provost)	*17*	*14.4*
Student teaching assistant (e.g., tutor, teaching assistant)	*12*	*10.2*
Dean of Students	*11*	*9.3*
Affirmative Action, Equal Opportunity and Diversity	*10*	*8.5*
Student employee (e.g., resident assistant, student coordinators, building managers, event staff)	*10*	*8.5*
Academic advisor	*8*	*6.8*
Bias Resource Team report through https://web.uri.edu/brt	*8*	*6.8*
Department of Housing and Residential Life	*8*	*6.8*
Gender & Sexuality Center (GSC)	*7*	*5.9*
Title IX coordinator	*7*	*5.9*
Human Resource Administration	*6*	*5.1*
Office of Community, Equity and Diversity (CED)	*5*	*4.2*
Counseling Center	*4*	*3.4*
University Police and Security	*4*	*3.4*
Violence Prevention and Advocacy Services (VPAS)	*4*	*3.4*
Women's Center	*4*	*3.4*
Bystander Intervention Program	*3*	*2.5*
Office of Community Standards	*3*	*2.5*
Multicultural Student Services Center (MSSC)	*1*	*0.8*
Ombud	*1*	*0.8*
Employee Assistance Program	*0*	*0.0*
I avoided the person/venue.	115	15.3
I confronted the person(s) at the time.	114	15.1
I did not know to whom to go.	94	12.5
I confronted the person(s) later.	83	11.0
I sought information online.	43	5.7

Table B107. What was your response to observing this conduct? (<u>Mark all that apply</u>.) (Question 94)

Response	*n*	%
I offered support to the person(s) affected.	39	5.2
I sought support from off-campus hotline/advocacy services.	9	1.2
I sought support from a religious/spiritual leader.	7	0.9
A response not listed above.	55	7.3

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754). Percentages may not sum to 100 as a result of multiple response choices.

Table B108. Did you officially report the conduct? (Question 95)

Reported conduct	*n*	%
No, I did not report it.	660	90.4
Yes, I reported it.	70	9.6
Yes, I reported the conduct but felt that it was not addressed appropriately.	*14*	*38.9*
Yes, I reported the conduct, but the outcome was not shared.	*8*	*22.2*
Yes, I reported the conduct and the outcome is still pending.	*6*	*16.7*
Yes, I reported the conduct and was satisfied with the outcome.	*4*	*11.1*
Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.	*4*	*11.1*

Note: Table includes responses only from those respondents who indicated that they observed conduct in Question 86 (*n* = 754).

Table B109. Faculty/Staff only: Have you observed <u>hiring</u> practices at URI (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust? (Question 97)

Observed	*n*	%
No	925	70.3
Yes	391	29.7

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,330).

Table B110. Faculty/Staff only: I believe that the unjust <u>hiring</u> practices were based upon… (<u>Mark all that apply</u>.) (Question 98)

Characteristic	*n*	%
Nepotism/cronyism	110	28.1
Racial identity	97	24.8
Age	67	17.1
Ethnicity	65	16.6
Position status (e.g., staff, faculty, student)	59	15.1
Gender/gender identity	56	14.3
Educational credentials (e.g., BS, MS, PhD)	44	11.3
Length of service at URI	44	11.3
Accent when speaking	20	5.1
Marital status (e.g., single, married, partnered)	19	4.9
Major field of study	17	4.3
Socioeconomic status	16	4.1
International status	15	3.8
Parental status (e.g., parenting, not parenting)	15	3.8
Citizen/immigrant/visa status	14	3.6
English language proficiency	14	3.6
Gender expression	13	3.3
Philosophical views	13	3.3
Sexual identity	13	3.3
Political views	11	2.8
Disability status	6	1.5
Mental health/psychological disability/condition	5	1.3
Pregnancy	5	1.3
Caregiving responsibilities (e.g., other than parenting)	4	1.0
Participation in an organization/team	4	1.0
Military/veteran status	3	0.8
Religious/spiritual views	0	0.0
Do not know	32	8.2
A reason not listed above	54	13.8

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust hiring practices in Question 97 (*n* = 391). Percentages may not sum to 100 as a result of multiple response choices.

Table B111. Faculty/Staff only: Have you observed <u>promotion, contract renewal, tenure, reappointment, and/or reclassification</u> practices at URI that you perceive to be unjust? (Question 99)

Observed	*n*	%
No	944	72.1
Yes	366	27.9

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,330).

Table B112. Faculty/Staff only: I believe that the unjust behavior, procedures, or employment practices related to <u>promotion, tenure, reappointment, and/or reclassification</u> were based upon… (<u>Mark all that apply</u>.) (Question 100)

Characteristic	*n*	%
Nepotism/cronyism	99	27.0
Position status (e.g., staff, faculty, student)	79	21.6
Gender/gender identity	65	17.8
Length of service at URI	63	17.2
Racial identity	53	14.5
Educational credentials (e.g., BS, MS, PhD)	43	11.7
Age	37	10.1
Ethnicity	34	9.3
Philosophical views	20	5.5
Political views	14	3.8
Socioeconomic status	14	3.8
Sexual identity	11	3.0
Major field of study	10	2.7
Accent when speaking	9	2.5
Gender expression	9	2.5
Marital status (e.g., single, married, partnered)	9	2.5
Parental status (e.g., parenting, not parenting)	9	2.5
Participation in an organization/team	7	1.9
International status	5	1.4
Mental health/psychological disability/condition	5	1.4
Citizen/immigrant/visa status	4	1.1
Disability status	4	1.1
English language proficiency	4	1.1
Pregnancy	3	0.8
Military/veteran status	2	0.5
Caregiving responsibilities (e.g., other than parenting)	1	0.3
Religious/spiritual views	1	0.3
Do not know	56	15.3
A reason not listed above	59	16.1

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust promotion, contract renewal, tenure, reappointment, and/or reclassification practices in Question 99 (*n* = 366). Percentages may not sum to 100 as a result of multiple response choices.

Table B113. Faculty/Staff only: Have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at URI that you perceive to be unjust? (Question 101)

Observed	*n*	%
No	1,160	88.4
Yes	152	11.6

Note: Table includes responses only from those respondents who indicated that they were Faculty or Staff in Question 1 (*n* = 1,330).

Table B114. Faculty/Staff only*: I believe that the unjust <u>employment-related</u> <u>disciplinary actions, up to and including dismissal</u>, were based upon… (<u>Mark all that</u> <u>apply</u>.) (Question 102)

Characteristic	*n*	%
Position status (e.g., staff, faculty, student)	33	21.7
Nepotism/cronyism	26	17.1
Gender/gender identity	22	14.5
Racial identity	21	13.8
Age	14	9.2
Length of service at URI	14	9.2
Philosophical views	14	9.2
Ethnicity	13	8.6
Political views	9	5.9
Mental health/psychological disability/condition	8	5.3
Educational credentials (e.g., BS, MS, PhD)	6	3.9
Parental status (e.g., parenting, not parenting)	6	3.9
Citizen/immigrant/visa status	5	3.3
Participation in an organization/team	5	3.3
Disability status	4	2.6
Gender expression	4	2.6
Caregiving responsibilities (e.g., other than parenting)	2	1.3
International status	2	1.3
Marital status (e.g., single, married, partnered)	2	1.3
Socioeconomic status	2	1.3
Major field of study	1	0.7
Sexuality	1	0.7
Accent when speaking	0	0.0
English language proficiency	0	0.0
Military/veteran status	0	0.0
Pregnancy	0	0.0
Religious/spiritual views	0	0.0
Do not know	18	11.8
A reason not listed above	28	18.4

Note: Table includes responses only from those Faculty or Staff respondents who indicated that they observed unjust disciplinary actions in Question 101 (*n* = 152). Percentages may not sum to 100 as a result of multiple response choices.

Table B115. Using a scale of 1-5, please rate the overall campus climate at URI on the following dimensions: (Question 104)

	1		2		3		4		5			
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Standard Deviation**
Friendly/Hostile	1,603	35.6	1,873	41.5	840	18.6	163	3.6	30	0.7	**1.9**	**0.9**
Inclusive/Exclusive	1,180	26.3	1,691	37.6	1,169	26.0	366	8.1	88	2.0	**2.2**	**1.0**
Improving/Regressing	1,196	26.8	1,789	40.1	1,196	26.8	201	4.5	84	1.9	**2.1**	**0.9**
Positive for persons with disabilities/Negative	1,111	24.9	1,420	31.8	1,434	32.1	389	8.7	109	2.4	**2.3**	**1.0**
Positive for people who identify as lesbian, gay, bisexual, pansexual, or queer/Negative	1,357	30.3	1,747	39.0	1,157	25.8	181	4.0	34	0.8	**2.1**	**0.9**
Positive for people who identify as transgender and/or gender fluid/Negative	1,208	27.1	1,472	33.1	1,410	31.7	302	6.8	58	1.3	**2.2**	**1.0**
Positive for people of various religious/spiritual backgrounds/Negative	1,270	28.5	1,650	37.0	1,283	28.8	201	4.5	50	1.1	**2.1**	**0.9**
Positive for People of Color/Negative	1,319	29.5	1,458	32.6	1,174	26.2	425	9.5	98	2.2	**2.2**	**1.0**
Positive for Indigenous People/Negative	1,195	27.0	1,324	29.9	1,446	32.6	369	8.3	98	2.2	**2.3**	**1.0**
Positive for men/Negative	2,233	49.9	1,344	30.0	729	16.3	116	2.6	51	1.1	**1.7**	**0.9**
Positive for women/Negative	1,397	31.1	1,684	37.5	988	22.0	346	7.7	71	1.6	**2.1**	**1.0**
Positive for nonnative English speakers/Negative	995	22.3	1,228	27.6	1,569	35.2	572	12.8	92	2.1	**2.4**	**1.0**
Positive for people who are not U.S. citizens/Negative	1,104	24.9	1,313	29.6	1,579	35.6	376	8.5	68	1.5	**2.3**	**1.0**
Welcoming/Not welcoming	1,552	34.5	1,946	43.3	751	16.7	192	4.3	55	1.2	**1.9**	**0.9**
Respectful/Not respectful	1,412	31.5	1,875	41.8	915	20.4	222	5.0	60	1.3	**2.0**	**0.9**
Positive for people of high socioeconomic status/Negative	2,261	50.6	1,337	29.9	770	17.2	64	1.4	34	0.8	**1.7**	**0.9**
Positive for people of low socioeconomic status/Negative	970	21.8	1,227	27.5	1,389	31.2	661	14.8	209	4.7	**2.5**	**1.1**
Positive for people of various political affiliations/Negative	908	20.4	1,267	28.5	1,625	36.5	436	9.8	217	4.9	**2.5**	**1.1**

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Positive for people with active military/veteran status/Negative	1,405	31.6	1,499	33.7	1,419	31.9	100	2.2	28	0.6	**2.1**	**0.9**

Table B116. Students only: As a student at URI, <u>I feel</u>… (Question 105)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
Statement	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Valued by URI faculty.	797	24.8	1,471	45.7	646	20.1	229	7.1	74	2.3
Valued by URI staff.	760	23.7	1,441	44.9	749	23.3	207	6.4	55	1.7
Valued by URI senior administrators (e.g., dean, vice president, provost).	592	18.5	1,050	32.8	1,037	32.3	398	12.4	129	4.0
Valued by faculty in the classroom.	862	26.9	1,529	47.7	594	18.5	169	5.3	50	1.6
Valued by other students in the classroom.	737	23.0	1,486	46.4	769	24.0	181	5.6	32	1.0
Valued by other students outside of the classroom.	731	22.9	1,387	43.4	823	25.7	209	6.5	49	1.5
Connected to other students.	686	21.4	1,164	36.3	723	22.6	471	14.7	160	5.0
That I belong at URI.	878	27.5	1,217	38.1	752	23.5	256	8.0	93	2.9
That faculty prejudge my abilities based on their perception of my identity/background.	353	11.0	624	19.5	885	27.7	896	28.0	441	13.8
That the URI climate encourages open discussion of difficult topics.	629	19.6	1,263	39.4	880	27.5	322	10.1	108	3.4
That I have faculty whom I perceive as role models.	917	28.6	1,240	38.7	725	22.6	237	7.4	86	2.7
That I have staff whom I perceive as role models.	719	22.5	1,086	33.9	994	31.1	295	9.2	106	3.3
That I have other students whom I perceive as role models.	777	24.3	1,220	38.2	788	24.7	294	9.2	117	3.7
That my English speaking skills limit my ability to be successful at URI.	227	7.1	247	7.7	463	14.4	594	18.5	1,676	52.3
That my English writing skills limit my ability to be successful at URI.	231	7.2	263	8.2	506	15.8	616	19.2	1,586	49.5

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225).

Table B117. Students only: In the past year, which of the following resources have you <u>consistently</u> used to support you at URI? (<u>Mark all that apply.</u>) (Question 106)

Office/resource	Academic support		Non-academic support (e.g., emotional, personal or social wellbeing)		I have not sought support from this resource	
	n	%	*n*	%	*n*	%
Talent Development	300	9.3	60	1.9	2,123	65.8
Multicultural Student Services Center (MSSC)	69	2.1	34	1.1	2,314	71.8
URI Hillel	73	2.3	38	1.2	2,289	71.0
Vice President for Student Affairs	176	5.5	115	3.6	2,130	66.0
Counseling Center	290	9.0	79	2.4	2,082	64.6
University College for Academic Success (CAS)	180	5.6	156	4.8	2,116	65.6
Dean of Students Office (e.g., Bystander Intervention, Community Standards, Disability Services for Students, Outreach and Intervention)	129	4.0	48	1.5	2,220	68.8
Academic Advising	334	10.4	186	5.8	1,973	61.2
Affirmative Action, Equal Opportunity and Diversity	203	6.3	57	1.8	2,169	67.3
Health Education	258	8.0	104	3.2	2,080	64.5
Health Services	348	10.8	50	1.6	2,033	63.0
Gender and Sexuality Center (GSC)	236	7.3	67	2.1	2,167	67.2
International Center	103	3.2	74	2.3	2,206	68.4
Chaplains Association	1,391	43.1	153	4.7	1,154	35.8
Housing and Residential Life (HRL)	169	5.2	69	2.1	2,195	68.1
Public Safety (Police Department)	115	3.6	44	1.4	2,239	69.4
Victim Prevention and Advocacy Services (VPAS)	79	2.4	42	1.3	2,239	69.4
University College for Academic Success (UCAS)	795	24.7	77	2.4	1,655	51.3
Women's Center	103	3.2	27	0.8	2,249	69.7
Academic Enhancement Center (AEC)	822	25.5	71	2.2	1,610	49.9
Office of International Education (Study Abroad)	257	8.0	224	6.9	1,978	61.3

Center for Career and Experiential Education (CCEE)	91	2.8	31	1.0	2,261	70.1

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 ($n = 3,225$). Percentages may not sum to 100 as a result of multiple response choices.

Table B118. Faculty only: As a faculty member at URI, I feel… (Question 109)

Statement	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
Valued by faculty in my department/program.	209	41.6	187	37.3	56	11.2	32	6.4	18	3.6
Valued by my department/program chair.	235	47.3	148	29.8	59	11.9	31	6.2	24	4.8
Valued by other faculty at URI.	144	28.9	221	44.3	93	18.6	32	6.4	9	1.8
Valued by students in the classroom.	191	38.4	225	45.3	68	13.7	10	2.0	3	0.6
Valued by URI senior administrators (e.g., dean, vice president, provost).	95	18.9	152	30.2	136	27.0	68	13.5	52	10.3
Connected to coworkers.	103	20.7	217	43.6	99	19.9	58	11.6	21	4.2
That I belong at URI.	134	27.2	203	41.2	104	21.1	36	7.3	16	3.2
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	32	6.5	75	15.3	126	25.7	147	29.9	111	22.6
That my department/program chair prejudges my abilities based on their perception of my identity/background.	29	6.0	50	10.3	125	25.7	139	28.6	143	29.4
That the URI climate encourages open discussion of difficult topics.	56	11.3	148	29.8	136	27.4	112	22.5	45	9.1
That URI values my research/scholarship.	91	18.3	191	38.4	123	24.7	62	12.4	31	6.2
That URI values my teaching.	106	21.3	218	43.9	102	20.5	50	10.1	21	4.2
That URI values my service contributions.	81	16.3	194	39.1	116	23.4	72	14.5	33	6.7
I feel that my English speaking skills limit my ability to be successful at URI.	10	2.0	24	4.9	69	14.0	97	19.7	292	59.3
I feel that my English writing skills limit my ability to be successful at URI.	8	1.6	23	4.7	68	13.8	97	19.8	295	60.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 ($n = 510$).

Table B119. Staff only: As a staff member at URI, I feel… (Question 110)

	Strongly agree		Agree		Neither agree nor disagree		Disagree		Strongly disagree	
	n	%	*n*	%	*n*	%	*n*	%	*n*	%
Valued by coworkers in my department.	314	38.8	372	45.9	77	9.5	33	4.1	14	1.7
Valued by coworkers outside my department.	227	28.1	388	48.0	155	19.2	29	3.6	9	1.1
Valued by my supervisor/manager.	345	42.9	290	36.0	85	10.6	60	7.5	25	3.1
Valued by URI students.	221	27.4	313	38.8	241	29.9	27	3.3	5	0.6
Valued by URI faculty.	142	17.7	321	40.0	252	31.4	70	8.7	17	2.1
Valued by URI senior administrators (e.g., dean, vice president, provost).	144	18.0	256	32.0	251	31.4	99	12.4	49	6.1
Connected to coworkers.	203	25.2	392	48.6	140	17.3	59	7.3	13	1.6
That I belong at URI.	202	25.6	325	41.2	197	25.0	43	5.4	22	2.8
That coworkers in my division/college/department prejudge my abilities based on their perception of my identity/background.	47	5.9	120	15.0	259	32.4	250	31.3	123	15.4
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	38	4.7	96	12.0	231	28.8	261	32.6	175	21.8
That faculty prejudge my abilities based on their perception of my identity/background.	39	4.9	104	13.1	314	39.7	223	28.2	111	14.0
That URI climate encourages open discussion of difficult topics.	80	10.0	307	38.2	255	31.7	113	14.1	49	6.1
That URI values my skills.	117	14.5	360	44.6	192	23.8	97	12.0	41	5.1
That URI values my work.	125	15.6	351	43.9	191	23.9	91	11.4	41	5.1
I feel that my English speaking skills limit my ability to be successful at URI.	14	1.8	26	3.3	195	24.6	177	22.3	382	48.1
I feel that my English writing skills limit my ability to be successful at URI.	11	1.4	21	2.7	191	24.1	187	23.6	382	48.2

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 (*n* = 820).

Table B120. Using a scale of 1–5, please rate the overall campus climate on the following dimensions: (Question 111)

	1		2		3		4		5			Standard
Dimension	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	**Mean**	**Deviation**
Not racist/Racist	1,263	28.5	1,458	32.9	1,132	25.6	467	10.5	107	2.4	**2.3**	**1.1**
Not sexist/Sexist	1,224	27.7	1,392	31.5	1,156	26.2	511	11.6	131	3.0	**2.3**	**1.1**
Not homophobic/Homophobic	1,387	31.6	1,557	35.5	1,140	26.0	265	6.0	42	1.0	**2.1**	**0.9**
Not biphobic/panphobic/ Biphobic/panphobic	1,427	32.8	1,496	34.3	1,167	26.8	226	5.2	40	0.9	**2.1**	**0.9**
Not transphobic/Transphobic	1,357	31.2	1,359	31.2	1,199	27.5	362	8.3	77	1.8	**2.2**	**1.0**
Not ageist/Ageist	1,477	33.7	1,368	31.2	1,096	25.0	327	7.5	120	2.7	**2.1**	**1.1**
Not classist (socioeconomic status)/Classist	1,183	27.0	1,232	28.2	1,177	26.9	584	13.3	199	4.5	**2.4**	**1.1**
Not classist (position: faculty, staff, student)/Classist	1,293	29.5	1,201	27.4	1,074	24.5	548	12.5	265	6.0	**2.4**	**1.2**
Not ableist (disability-friendly)/Ableist (not disability-friendly)	1,426	32.7	1,348	30.9	1,074	24.6	391	9.0	122	2.8	**2.2**	**1.1**
Not xenophobic/Xenophobic	1,529	35.0	1,397	32.0	1,150	26.3	237	5.4	56	1.3	**2.1**	**1.0**
Not ethnocentric/Ethnocentric	1,485	34.0	1,351	30.9	1,131	25.9	313	7.2	86	2.0	**2.1**	**1.0**
Not Islamophobic/Islamophobic	1,512	34.7	1,386	31.8	1,141	26.2	262	6.0	57	1.3	**2.1**	**1.0**
Not antisemitic/Antisemitic	1,616	37.1	1,448	33.2	1,118	25.7	136	3.1	37	0.8	**2.0**	**0.9**

Table B121. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier in any of the following areas at URI in the past year? (Question 112)

Barrier	Yes *n*	Yes %	No *n*	No %	Not applicable *n*	Not applicable %
Facilities						
Athletic and recreational facilities	42	5.4	343	43.8	398	50.8
Classroom buildings	114	14.6	368	47.1	300	38.4
Classrooms, laboratories (including computer labs)	95	12.1	368	46.9	321	40.9
College housing	88	11.3	320	41.0	372	47.7
Dining facilities	68	8.7	343	44.1	367	47.2
Doors	31	4.0	401	51.5	346	44.5
Elevators/lifts	36	4.6	396	51.1	343	44.3
Emergency preparedness	29	3.7	397	51.1	351	45.2
Health Services	53	6.8	389	50.1	334	43.0
Office furniture (e.g., chair, desk)	31	4.0	400	51.6	344	44.4
Campus transportation/parking	78	10.1	370	47.7	328	42.3
Other campus buildings	38	4.9	406	52.4	331	42.7
Podium	20	2.6	387	50.0	367	47.4
Restrooms	38	4.9	412	53.2	325	41.9
Signage	20	2.6	408	52.6	348	44.8
Studios/performing arts spaces	17	2.2	366	47.3	390	50.5
Temporary barriers because of construction or maintenance	44	5.7	385	50.0	341	44.3
Walkways, pedestrian paths, crosswalks	47	6.1	389	50.6	333	43.3
Technology/Online Environment						
Accessible electronic format	72	9.4	429	56.2	262	34.3
Clickers	15	2.0	397	52.2	348	45.8
Computer equipment (e.g., screens, mouse, keyboard)	39	5.1	443	58.3	278	36.6
Electronic forms	36	4.7	460	60.4	266	34.9
Electronic signage	22	2.9	457	60.2	280	36.9
Electronic surveys (including this one)	23	3.0	470	61.8	267	35.1
Kiosks	10	1.3	429	56.4	321	42.2
Library databases	33	4.3	440	57.8	288	37.8
Brightspace/Sakai	72	9.5	429	56.5	258	34.0
Phone/phone equipment	28	3.7	449	59.1	283	37.2
Software (e.g., voice recognition/audiobooks)	38	5.0	442	58.3	278	36.7

Table B121. Respondents with disabilities only: As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier in any of the following areas at URI in the past year? (Question 112)

	Yes		No		Not applicable	
Barrier	*n*	%	*n*	%	*n*	%
Video/video audio descriptions	38	5.0	448	59.0	273	36.0
Websites	35	4.7	460	61.2	257	34.2
Resources						
Electronic databases (e.g., e-Campus)	59	7.8	458	60.3	243	32.0
Email account	40	5.3	471	62.3	245	32.4
Intake forms (e.g., Health Services)	41	5.4	454	59.8	264	34.8
Learning technology	60	7.9	455	60.2	241	31.9
Surveys	31	4.1	481	63.9	241	32.0
Instructional/Campus Materials						
Brochures	12	1.6	438	57.7	309	40.7
Food menus	43	5.7	398	52.6	316	41.7
Forms	24	3.2	447	59.2	284	37.6
Journal articles	24	3.2	457	60.4	276	36.5
Library books	19	2.5	447	59.1	290	38.4
Other publications	17	2.2	458	60.5	282	37.3
Syllabi	40	5.3	449	59.3	268	35.4
Textbooks	67	8.8	421	55.5	270	35.6
Video-closed captioning and text descriptions	47	6.3	420	56.1	282	37.7
Support Services						
Lighting	31	4.1	411	54.0	319	41.9
Aide Support	18	2.4	393	51.7	349	45.9
Translating/Interpreting	9	1.2	391	51.6	358	47.2
Accommodations from faculty	90	11.9	386	50.9	282	37.2

Note: Table includes responses only from those respondents who indicated that they had a condition/disability in Question 71 (*n* = 836).

Table B122. As a person who identifies as Genderqueer, Gender non-conforming, Nonbinary, Transgender, Transman, Transwoman, have you experienced a barrier in any of the following areas at URI in the past year? (Question 114)

Barrier	Yes		No		Not applicable	
	n	%	*n*	%	*n*	%
Facilities						
Athletic and recreational facilities	16	14.4	34	30.6	61	55.0
Changing rooms/locker rooms	18	16.1	32	28.6	62	55.4
Restrooms	39	34.5	46	40.7	28	24.8
Signage	33	29.5	41	36.6	38	33.9
Identity accuracy						
URI ID card	21	18.8	68	60.7	23	20.5
Electronic databases (e.g., e-Campus	24	21.4	70	62.5	18	16.1
Email account	15	13.5	78	70.3	18	16.2
Intake forms (e.g., Health Services)	24	21.2	60	53.1	29	25.7
Learning technology	12	10.7	77	68.8	23	20.5
Name change	18	15.9	56	49.6	39	34.5
Public Affairs	12	10.7	69	61.6	31	27.7
Surveys	17	15.5	70	63.6	23	20.9

Note: Table includes responses only from those respondents who self-identified as genderqueer, gender non-conforming, nonbinary, transgender, transman, or transwoman in Question 52 (*n* = 123).

Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 116)

	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Flexibility for calculating the tenure clock	205	70.0	74	25.3	14	4.8	293	68.0	117	84.8	12	8.7	9	6.5	138	32.0
Recognition and rewards for including diversity issues in courses across the curriculum	165	69.9	57	24.2	14	5.9	236	53.8	162	79.8	29	14.3	12	5.9	203	46.2
Diversity, equity, and inclusivity training for faculty	302	79.5	62	16.3	16	4.2	380	83.5	61	81.3	9	12.0	5	6.7	75	16.5
Toolkits for faculty to create an inclusive classroom environment	199	77.1	53	20.5	6	2.3	258	59.9	152	87.9	17	9.8	4	2.3	173	40.1
Supervisory training for faculty	115	65.0	51	28.8	11	6.2	177	41.7	197	79.8	38	15.4	12	4.9	247	58.3
Leadership development for faculty	122	67.0	54	29.7	6	3.3	182	42.5	217	88.2	23	9.3	6	2.4	246	57.5
Access to resources for people who have experienced harassment	253	81.6	47	15.2	10	3.2	310	73.5	107	95.5	2	1.8	3	2.7	112	26.5
Mentorship for new faculty	282	82.7	49	14.4	10	2.9	341	76.3	101	95.3	4	3.8	1	0.9	106	23.7
Ongoing mentorship for faculty	158	74.2	48	22.5	7	3.3	213	49.2	208	94.5	9	4.1	3	1.4	220	50.8
Clear processes to resolve conflicts	158	74.9	45	21.3	8	3.8	211	50.1	203	96.7	4	1.9	3	1.4	210	49.9
Support during faculty transitions (e.g., faculty to administrator)	122	67.0	54	29.7	6	3.3	182	45.2	190	86.0	29	13.1	2	0.9	221	54.8

Table B123. Faculty only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 116)

	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Faculty respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Faculty respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Fair processes to resolve conflicts	163	74.4	50	22.8	6	2.7	219	53.3	182	94.8	7	3.6	3	1.6	192	46.7
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	190	75.4	44	17.5	18	7.1	252	60.1	127	76.0	19	11.4	21	12.6	167	39.9
Affordable child care	111	76.0	31	21.2	4	2.7	146	35.0	255	94.1	15	5.5	1	0.4	271	65.0
Support/resources for spouse/partner employment	124	72.1	33	19.2	15	8.7	172	40.9	220	88.4	26	10.4	3	1.2	249	59.1

Note: Table includes responses only from those respondents who indicated that they were Faculty in Question 1 (*n* = 510).

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Table B124. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 117)

Institutional initiatives	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for staff	557	81.7	103	15.1	22	3.2	682	89.7	66	84.6	11	14.1	1	1.3	78	10.3
Access to resources for people who have experienced harassment	541	83.2	95	14.6	14	2.2	650	88.4	80	94.1	3	3.5	2	2.4	85	11.6
Supervisory training for supervisors/managers	291	76.4	85	22.3	5	1.3	381	51.3	352	97.5	8	2.2	1	0.3	361	48.7
Supervisory training for faculty	275	77.0	79	22.1	3	0.8	357	50.4	338	96.0	11	3.1	3	0.9	352	49.6
Mentorship for new staff	239	79.4	59	19.6	3	1.0	301	40.9	422	97.0	13	3.0	0	0.0	435	59.1
Support during staff transitions (e.g., staff to supervisor)	225	77.1	61	20.9	6	2.1	292	40.1	422	96.6	14	3.2	1	0.2	437	59.9
Clear processes to resolve conflicts	293	76.5	80	20.9	10	2.6	383	53.2	324	96.1	13	3.9	0	0.0	337	46.8
Fair processes to resolve conflicts	313	78.1	76	19.0	12	3.0	401	56.0	305	96.8	10	3.2	0	0.0	315	44.0
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	343	74.6	87	18.9	30	6.5	460	64.8	202	80.0	37	14.8	11	4.4	250	35.2
Career development opportunities for staff	316	82.1	59	15.3	10	2.6	385	52.2	342	96.9	11	3.1	0	0.0	353	47.8
Affordable child care	215	72.6	77	26.0	4	1.4	296	42.7	377	94.7	21	5.3	0	0.0	398	57.3

Table B124. Staff only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 117)

	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Staff respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Staff respondents who believed initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Support/resources for spouse/partner employment	198	64.7	91	29.7	17	5.6	306	44.2	322	83.4	62	16.1	2	0.5	386	55.8

Note: Table includes responses only from those respondents who indicated that they were Staff in Question 1 ($n = 820$).

Table B125. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 118)

	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
Institutional initiatives	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Diversity, equity, and inclusivity training for students	1,887	80.7	382	16.3	70	3.0	2,339	80.2	484	83.9	81	14.0	12	2.1	577	19.8
Diversity, equity, and inclusivity training for faculty	1,996	83.7	327	13.7	62	2.6	2,385	82.6	449	89.4	45	9.0	8	1.6	502	17.4
Diversity, equity, and inclusivity training for staff	1,976	84.0	318	13.5	58	2.5	2,352	82.3	451	89.1	46	9.1	9	1.8	506	17.7

Table B125. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 118)

	This initiative IS available at URI								This initiative IS NOT available at URI							
Institutional initiatives	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	1,647	82.8	287	14.4	56	2.8	1,990	69.6	804	92.4	53	6.1	13	1.5	870	30.4
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	1,608	82.3	283	14.5	62	3.2	1,953	68.2	795	87.5	94	10.3	20	2.2	909	31.8
Opportunities for cross-cultural dialogue among students	1,698	83.9	293	14.5	34	1.7	2,025	70.8	762	91.1	69	8.3	5	0.6	836	29.2
Opportunities for cross-cultural dialogue among faculty, staff, and students	1,674	84.4	275	13.9	34	1.7	1,983	69.7	783	90.6	74	8.6	7	0.8	864	30.3
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	1,657	81.6	297	14.6	76	3.7	2,030	71.2	721	87.7	82	10.0	19	2.3	822	28.8
Effective faculty mentorship of students	1,990	88.1	241	10.7	27	1.2	2,258	79.0	562	93.5	37	6.2	2	0.3	601	21.0
Effective academic advising	2,196	90.1	222	9.1	19	0.8	2,437	85.6	387	94.4	17	4.1	6	1.5	410	14.4

Table B125. Students only: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI. (Question 118)

	This initiative IS available at URI								This initiative IS NOT available at URI							
	Positively influences climate		Has no influence on climate		Negatively influences climate		Total Student respondents who believed initiative is available		Would positively influence climate		Would have no influence on climate		Would negatively influence climate		Total Student respondents who believed initiative is not available	
Institutional initiatives	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%	*n*	%
Diversity, equity, and inclusivity training for student employees (e.g., student union, resident assistants)	1,846	83.3	307	13.9	63	2.8	2,216	77.5	556	86.2	76	11.8	13	2.0	645	22.5
Affordable child care	1,146	76.3	334	22.2	22	1.5	1,502	53.1	1,184	89.2	137	10.3	6	0.5	1,327	46.9

Note: Table includes responses only from those respondents who indicated that they were Students in Question 1 (*n* = 3,225)

Appendix C – URI Assessment of Climate for Learning, Living, and Working

University of Rhode Island

Assessment of Climate for Learning, Living, and Working
(Administered by Rankin & Associates Consulting)

This survey is available in paper and pencil format. Contactless pickup and drop off is available if needed. If you need any accommodations to fully participate in this survey, please contact:

Eileen Orabone, Executive Assistant, Community, Equity, and Diversity
eorabone@uri.edu or 401-874-7077

This survey is available in other alternative formats. If you need any accommodations to fully participate in this survey, please contact:

Eileen Orabone, Executive Assistant, Community, Equity, and Diversity
eorabone@uri.edu or 401-874-7077

Purpose
You are invited to participate in a survey of students, faculty, staff, and administrators regarding the environment for learning, living, and working at URI. Climate refers to the current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential. Your responses will inform us about the current climate at URI and provide us with specific information about how the environment for learning, living, and working at URI can be improved.

Procedures
Procedures appear respectively in appropriate mediums.

Procedures (online version)
You will be asked to complete an online survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure off-campus server hosted by and accessible to only the external consultants (Rankin & Associates). Any computer identification that might identify participants is deleted from the submissions. Any comments that participants provide are also separated at submission so that comments are not attributed to any individual demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Procedures (paper and pencil version)
You will be asked to complete the attached survey. Your participation is confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take between 20 and 30 minutes to complete. You must be 18 years of age or older to participate. When you have completed the survey, please return it directly to the external consultants (Rankin & Associates) using the enclosed envelope. Any comments that participants provide are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis. Anonymous quotes from submitted comments will be used throughout the final report to give "voice" to the quantitative data.

Discomforts and Risks
No risks are anticipated by participating in this assessment beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked cause you discomfort, you may skip those questions or stop responding to the survey at any time. If you experience any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://web.uri.edu/climate-survey/support/

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

Voluntary Participation

Participation in this assessment is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (i.e., the analysis will include only aggregate data). Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this assessment will involve no penalty or loss of student or employee benefits.

Statement of Confidentiality for Participation

In the event of any publication or presentation resulting from the assessment, no personally identifiable information will be shared. Your confidentiality in participating will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). The survey is run on a firewalled web server with forced 256-bit SSL security. In addition, the external consultant (Rankin & Associates) will not report any group data for groups of fewer than five individuals, which may be small enough to compromise confidentiality. Instead, Rankin & Associates will combine the groups to eliminate any potential identifiable demographic information. Please also remember that you do not have to answer any question or questions about which you are uncomfortable. The survey has been approved by the URI Institutional Review Board.

Statement of Anonymity for Comments

Upon submission, all comments from participants will be de-identified to make those comments anonymous. Thus, participant comments will not be attributable to their author. However, depending on what you say, others who know you may be able to attribute certain comments to you. In instances where certain comments might be attributable to an individual, Rankin & Associates will make every effort to de-identify those comments or will remove the comments from the analyses. The anonymous comments will be analyzed using content analysis. In order to give "voice" to the quantitative data, some anonymous comments may be quoted in publications related to this survey.

Right to Ask Questions

You can ask questions about this assessment in confidence. Questions concerning this project should be directed to:

Genevieve Weber, PhD, LMHC
Executive Associate and Senior Research Associate
Rankin & Associates Consulting, LLC
genevieve@rankin-consulting.com
516-463-6658

Mitsu Narui, PhD
Research Associate-Qualitative & Quantitative Analyst
Rankin & Associates Consulting, LLC
mitsu@rankin-consulting.com
614-859-2303

Questions concerning the rights of participants:

You have the right to ask questions about this research study and to have those questions answered before, during or after the research. If you have questions about the study, at any time feel free to contact

John Stringer
Director of Institutional Research
jstring@uri.edu
401-874-7295

You may contact the URI Institutional Review Board (IRB) if you have questions regarding your rights as a research participant. Also contact the IRB if you have questions, complaints or concerns which you do not feel you can discuss with the investigator. The University of Rhode Island IRB may be reached by phone at (401) 874-4328 or by e-mail at researchintegrity@etal.uri.edu. You may also contact the URI Vice President for Research and Economic Development by phone at (401) 874-4576.

PLEASE PRINT A COPY OF THIS CONSENT DOCUMENT FOR YOUR RECORDS OR, IF YOU DO NOT HAVE PRINT CAPABILITIES, YOU MAY CONTACT THE RESEARCHER TO OBTAIN A COPY.

If you agree to take part in this assessment, as described in detail in the preceding paragraphs, please check the box below indicating that you "agree" and then click on the "Next" button. below.

☐ I agree and give my consent to participate in this research project. I understand that participation is voluntary and that I may withdraw my consent at any time without penalty.

☐ I do not agree to participate and will be excluded from the remainder of the questions.

Survey Terms and Definitions

Following are several terms and definitions that are used in the survey. These will be hyperlinked when they appear in the online survey. We recognize that language is continuously changing. All the terms offered here are intended as flexible, working definitions. The terms are defined below and in the hyperlinks in the survey. The classifications used here may differ from legal definitions. Culture, economic background, region, race, and age all influence how we talk about others and ourselves. Because of this, all language is subjective and culturally defined and most identity labels are dependent on personal interpretation and experience. This list strives to use the most inclusive language possible while also offering useful descriptions of community terms.

Ableist: Someone who practices discrimination or prejudice against an individual or group with a disability.

Ageist: Someone who practices discrimination or prejudice against an individual or group on the basis of their age.

American Indian/Native/Indigenous: A person whose cultural, racial, ethnic, political or sovereign identities are rooted with Native peoples, specific tribes or tribal nations indigenous to the Americas. Indigenous refers to a person whose cultural, racial, ethnic, political or sovereign identities are rooted with aboriginal peoples, specific tribes or tribal nations around the world.

Androgynous: A person appearing and/or identifying as neither man nor woman, presenting a gender either mixed or neutral.

Asexual: A person who does not experience sexual attraction. Unlike celibacy, which people choose, asexuality is an intrinsic part of an individual.

Assigned Birth Sex: The biological sex assigned (named) an individual baby at birth.

Biphobia: An irrational dislike or fear of bisexual people.

Bisexual: A person who may be attracted, romantically and/or sexually, to people of more than one gender, not necessarily at the same time, not necessarily in the same way, and not necessarily to the same degree.

Bullied: Being subjected to unwanted offensive and malicious behavior that undermines, patronizes, intimidates, or demeans.

Classist: Someone who practices discrimination or prejudice against an individual or group based on social or economic class.

Climate: Current attitudes, behaviors, and standards of employees and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

Cronyism: The hiring or promoting of friends or associates to positions without proper regard to their qualifications.

Disability: A physical or mental impairment that limits one or more major life activities.

Discrimination: Discrimination refers to the treatment or consideration of, or making a distinction in favor of or against, a person based on the group, class, or category to which that person belongs rather than on individual merit. Discrimination can be the effect of some law or established practice that confers privilege or liability based on race, color, national origin, religion, sex, gender, gender expression, gender identity, pregnancy, physical or mental disability, medical condition (cancer-related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexuality, citizenship, or service in the uniformed services.

Ethnic Identity: A socially constructed category about a group of people based on their shared culture. This can be reflected in language, religion, material culture such as clothing and cuisine, and cultural products such as music and art.

Ethnocentrism: Someone who practices discrimination or prejudice against an individual or group's culture based solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion.

Experiential Learning: Experiential learning refers to a pedagogical philosophy and methodology concerned with learning activities outside of the traditional classroom environment, with objectives that are planned and articulated prior to the experience (internships, service learning, co-operative education, field experience, practicum, cross-cultural experiences, apprenticeships, etc.).

Family Leave: The Family and Medical Leave Act (FMLA) is a labor law requiring employers with 50 or more employees to provide certain employees with job-protected unpaid leave due to situations such as the following: serious health conditions that make employees unable to perform their jobs; caring for a sick family member; or caring for a new child (including birth, adoption, or foster care). For more information, see http://www.dol.gov/whd/fmla/

Gender Identity: A person's inner sense of being man, woman, both, or neither. Gender identity may or may not be expressed outwardly and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents gender, regardless of the physical characteristics that might typically define the individual as man or woman.

Genderqueer: A person whose gender identity is outside of, not included within, or beyond the binary of woman and man, or who is gender nonconforming through expression, behavior, social roles, and/or identity.

Harassment: Unwelcomed behavior that demeans, threatens, or offends another person or group of people and results in a hostile environment for the targeted person/group.

Heterosexist: Someone who practices discrimination or prejudice against an individual or group based on a sexual orientation that is not heterosexual.

Homophobia: An irrational fear of, aversion to, or discrimination against homosexuality and individuals who identify as or are perceived as gay, lesbian, or bisexual.

Intersex: Any one of a variety of conditions in which a person is born with a reproductive or sexual anatomy that does not seem to fit the typical definitions of female or male.

Nepotism: The hiring or promoting of family members to positions without proper regard to their qualifications.

Nonbinary: Any gender, or lack of gender, or mix of genders, that is not strictly man or woman.

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

People of Color: People who self-identify as other than White.

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

Pansexual: Fluid in sexuality and is attracted to others regardless of their sexuality or gender.

Panphobia: An irrational dislike or fear of pansexual people

Position: The status one holds by virtue of her/his role/status within the institution (e.g., undergraduate student, staff, full-time faculty, part-time faculty, administrator).

Queer: A term used by some individuals to challenge static notions of gender and sexuality. The term is used to explain a complex set of sexual behaviors and desires. "Queer" is also used as an umbrella term to refer to all lesbian, gay, bisexual, and transgender people.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Racist: Someone who practices discrimination or prejudice against an individual or group based on their racial identity.

Sexist: Someone who practices discrimination or prejudice against an individual or group based on their assigned birth sex.

Sexuality: A personal characteristic based on the sex of people one tends to be emotionally, physically, and/or sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, pansexual people, heterosexual people, and those who identify as queer.

Sexual Assault: Unwanted sexual assault is any actual or attempted nonconsensual sexual activity including, but not limited to: sexual intercourse, or sexual touching, committed with coercion, threat, or intimidation (actual or implied) with or without physical force; exhibitionism; or sexual language of a threatening nature by a person(s) known or unknown to the victim. Forcible touching, a form of sexual assault, is defined as intentionally, and for no legitimate purpose, forcibly touching the sexual or other intimate parts of another person for the purpose of degrading or abusing such person or for gratifying sexual desires.

Sexual Harassment: Any unsolicited or unwelcome conduct of a sexual nature. It can include unwelcome verbal or non-verbal conduct, request for sexual favors and physical behaviors that range from sexual gestures or teasing to sexual assault, acts of sexual violence and sexually coerced activity

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, education, and familial background.

Transgender: An umbrella term referring to those whose gender identity or gender expression is different from that associated with their sex assigned at birth.

Transphobia: An irrational dislike or fear of transgender, transsexual, and other gender non-traditional individuals because of their perceived gender identity or gender expression.

Unwanted Sexual Contact: Unwelcomed touching of a sexual nature that includes fondling (any intentional sexual touching, however slight, with any object without consent); rape; sexual assault (including oral, anal, or vaginal penetration with a body part or an object); use of alcohol or other drugs to incapacitate; gang rape; and sexual harassment involving physical contact.

Xenophobic: Unreasonably fearful or hostile toward people from other countries.

Directions
Directions appear respectively in appropriate mediums.

URL only: Please read and answer each question carefully. For each answer, click on the appropriate response and/or fill in the appropriate blank. If you want to change an answer, click on the circle/square of your new answer and/or edit the appropriate blank, and your previous response will be erased. You may decline to answer specific questions.

Paper/Pencil only: Please read and answer each question carefully. For each answer, darken the appropriate oval completely. If you want to change an answer, erase your first answer completely and darken the oval of your new answer. You may decline to answer specific questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

The survey will take between <mark>20 and 30 minutes</mark> to complete and must be completed in one sitting. If you close your browser, you will lose any responses you previously entered. If you use the "back" button to change previous answers, you may have to re-answer questions. You must answer at least 50% of the questions for your responses to be included in the final analyses.

1. What is your **primary** position at URI?
   o Undergraduate Student
   o Graduate Student
   o Faculty: Tenure-Track
      o Assistant Professor
      o Associate Professor
      o Professor
   o Faculty: Non-Tenure-Track Academic Appointment (e.g., lecturer, senior lecturer, teaching professor, research and clinical faculty, faculty of practice, visiting faculty)
   o Faculty: PTF/per-course (Faculty Questions, new section)
   o Postdoctoral Fellow (respondents receive all faculty questions)
   o Staff
      o Non-classified (e.g., Administrators, Non-Union Staff, Professional, Technical and Executive, including Marine Research Scientist)
      o Classified - Service/Maintenance (e.g., dining, facilities)
      o Classified - Administrative/Technical (e.g., clerical, fiscal, health professionals)

2. With which campus are you **primarily** affiliated?
   Ο Kingston
   Ο Feinstein Providence Campus (Shepard Building)
   Ο Rhode Island Nursing Education Center
   Ο Narragansett Bay Campus

3. Are you full-time or part-time in that **primary** position?
   Ο Full-time
   Ο Part-time

4. **Students Only**: Since the fall 2020 semester, how many of your classes have you taken exclusively online at URI?
   Ο All [to question 5]
   Ο Most [to question 5]
   Ο Some [to question 5]
   Ο None

5. **Students Only:** Were these courses held online due to the COVID-19 Pandemic?
   Ο No
   Ο Yes
   Ο Do not know

Part 1: Personal Experiences

When responding to questions 6 - 8, think about your experiences <u>during the past year</u> at URI**.**

6. Overall, how comfortable are you with the climate at URI?
    - Ο Very comfortable
    - Ο Comfortable
    - Ο Neither comfortable nor uncomfortable
    - Ο Uncomfortable
    - Ο Very uncomfortable

7. **Faculty/Staff only**: Overall, how comfortable are you with the climate in your primary department/division/college or center at URI?
    - Ο Very comfortable
    - Ο Comfortable
    - Ο Neither comfortable nor uncomfortable
    - Ο Uncomfortable
    - Ο Very uncomfortable

8. **Students/Faculty only**: Overall, how comfortable are you with the climate in your classes at URI?
    - Ο Very comfortable
    - Ο Comfortable
    - Ο Neither comfortable nor uncomfortable
    - Ο Uncomfortable
    - Ο Very uncomfortable

9. Have you ever **seriously considered** leaving URI?
    - Ο No (Skip to Question #14 for students, #15 for faculty and staff)
    - Ο Yes

10. **Students only**: When did you seriously consider leaving URI**? (Mark all that apply.)**
    - Ο During my first year as a student
    - Ο During my second year as a student
    - Ο During my third year as a student
    - Ο During my fourth year as a student
    - Ο During my fifth year as a student
    - Ο After my fifth year as a student

11. **Students only**: Why did you seriously consider leaving URI? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
- O Academic reasons
- O Climate not welcoming
- O Course availability/scheduling
- O Did not like major
- O Did not have my major
- O Did not meet the selection criteria for a major
- O Financial reasons
- O Homesick
- O Lack of Institutional support (e.g., technical support, laboratory space/equipment)
- O Lack of communication/transparency
- O Lack of a sense of belonging
- O Lack of social life
- O Lack of support group
- O Lack of support services
- O My marital/relationship status
- O Personal reasons (e.g., medical, mental health, family emergencies)
- O Wanted to transfer to another institution
- O A reason not listed above (Please specify.): _____

12. **Faculty/Staff only:** Why did you seriously consider leaving URI? (Mark all that apply.)
RANDOMIZE RESPONSE CHOICES
- O Campus climate unwelcoming
- O Commute
- O Cost of living
- O Family responsibilities
- O Institutional support (e.g., technical support, laboratory space/equipment)
- O Increased workload
- O Interested in a position at another institution
- O Lack of benefits
- O Lack of communication/transparency
- O Lack of institutional resources (e.g., child care, pre-tenure sabbatical, sufficient personnel, travel funding)
- O Lack of sense of belonging
- O Limited advancement opportunities
- O Local community did not meet my (my family) needs
- O Local community climate not welcoming
- O Personal reasons (e.g., medical, mental health, family emergencies)
- O Lack of professional development/training opportunities
- O Recruited or offered a position at another institution/organization
- O Relocation
- O Low salary/pay rate
- O Spouse or partner unable to find suitable employment
- O Tension with supervisor/manager
- O Tension with coworkers
- O A reason not listed above (Please specify.): _____

13. We are interested in knowing more about your experiences. If you would like to elaborate on why you seriously considered leaving, please do so here.
Insert text box here

14. **Students only**: Please indicate the extent to which you agree with each of the following statements regarding your academic experience at URI.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am performing up to my full academic potential.	O	O	O	O	O
I am satisfied with my academic experience at URI.	O	O	O	O	O
I am satisfied with the extent of my intellectual development since enrolling at URI.	O	O	O	O	O
I have performed academically as well as I anticipated I would.	O	O	O	O	O
My academic experience has had a positive influence on my intellectual growth and interest in ideas.	O	O	O	O	O
My interest in ideas and intellectual matters has increased since coming to URI.	O	O	O	O	O
I intend to graduate from URI.	O	O	O	O	O
Thinking ahead, it is likely that I will leave URI before I graduate.	O	O	O	O	O

15. **Within the past year**, have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile conduct (e.g., bullied, harassed) that has interfered with your ability to learn, live, or work at URI?
    - O   No (Skip to Question #25)
    - O   Yes

16. What do you believe was the basis of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    - O   Academic performance
    - O   Accent while speaking
    - O   Age
    - O   Caregiving responsibilities (other than parenting)
    - O   Citizen/immigrant/visa status
    - O   Disability status
    - O   Educational credentials (e.g., BS, MS, PhD, MD)
    - O   English language proficiency
    - O   Ethnicity
    - O   Gender/gender identity
    - O   Gender expression
    - O   International status/national origin
    - O   Length of service at URI
    - O   Major field of study
    - O   Marital status (e.g., single, married, partnered)
    - O   Mental health/psychological disability/condition
    - O   Military/veteran status
    - O   Parental status (i.e., parenting, not parenting)
    - O   Participation in an organization/team (Please specify.): _____
    - O   Philosophical views
    - O   Political views
    - O   Position (e.g., staff, faculty, student)
    - O   Pregnancy
    - O   Racial identity
    - O   Religious/spiritual views
    - O   Sexuality
    - O   Socioeconomic status
    - O   Do not know
    - O   A reason not listed above (Please specify.): _____

17. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you experience?
    O 1 instance
    O 2 instances
    O 3 instances
    O 4 instances
    O 5 or more instances

18. How would you describe what happened? **(Mark all that apply.)**
    <mark>RANDOMIZE RESPONSE CHOICES</mark>
    O I was ignored or excluded.
    O I was intimidated/bullied.
    O I was isolated or left out.
    O I was silenced/I felt silenced.
    O I felt others staring at me.
    O I experienced a hostile classroom environment.
    O The conduct made me fear that I would get a poor grade.
    O I experienced a hostile work environment.
    O I was stalked.
    O I was the target of workplace incivility.
    O I was the target of derogatory verbal remarks.
    O I was the target of cyberbullying.
    O I received derogatory written comments.
    O I received derogatory phone calls/text messages/email.
    O I received derogatory/unsolicited messages through social media (e.g., Facebook, Twitter, Snapchat).
    O I was singled out as the spokesperson for my identity group.
    O I received a low or unfair performance evaluation.
    O I was not fairly evaluated in the promotion and tenure process.
    O Someone assumed I was admitted/hired/promoted because of my identity group.
    O I was the target of racial/ethnic profiling.
    O The conduct threatened my physical safety.
    O I received threats of physical violence.
    O I was the target of physical violence.
    O An experience not listed above (Please specify.): _____

19. Where did the conduct occur? **(Mark all that apply.)**
<mark>RANDOMIZE RESPONSE CHOICES</mark>
- O At a URI event/program
- O In a face-to-face class/laboratory
- O In a faculty office
- O In a fraternity house
- O In a meeting with one other person
- O In a meeting with a group of people
- O In a URI administrative building
- O In a URI dining facility
- O In a URI library
- O In athletic facilities
- O In other public spaces at URI
- O In campus housing
- O In off-campus housing
- O In a staff or administrative office
- O In a sorority house
- O In an online meeting/class (e.g., Google Hangout, Webex, Zoom)
- O Off campus
- O On phone calls/text messages/email
- O On social media sites (e.g., Facebook, Twitter, Snapchat)
- O While walking on campus
- O While working at a URI job
- O A venue not listed above (Please specify.): _____

20. Who/what was the source of the conduct? **(Mark all that apply.)**
<mark>RANDOMIZE RESPONSE CHOICES</mark>
- O Academic advisor
- O Athletic coach/staff/trainer
- O Campus police
- O Coworker/colleague
- O Department/program chair
- O Direct report (i.e., person who reports to me)
- O Faculty member/other instructional staff
- O Friend/acquaintance
- O Senior administrator (e.g., dean, vice president, provost)
- O Staff member
- O Stranger
- O Student
- O Student employee
- O Supervisor or manager
- O Do not know source
- O A source not listed above (Please specify.): _____

21. How did you feel after experiencing the conduct? **(Mark all that apply.)**
- O Afraid
- O Angry
- O Distressed
- O Embarrassed
- O Sad
- O Somehow responsible
- O A feeling not listed above (Please specify.): _____

22. What was your response to experiencing this conduct? **(Mark all that apply.)**
- O I did not do anything.
- O I avoided the person/venue.
- O I confronted the person(s) at the time.
- O I confronted the person(s) later.
- O I did not know to whom to go.
- O I sought information online.
- O I sought support from off-campus hotline/advocacy services.
- O I contacted a URI resource.
    - o Academic Advisor
    - o Affirmative Action, Equal Opportunity and Diversity
    - o Bias Resource Team report through https://web.uri.edu/brt
    - o Bystander Intervention Program
    - o Counseling Center
    - o Dean of Students
    - o Department of Housing and Residential Life
    - o Employee Assistance Program
    - o Faculty member
    - o Gender & Sexuality Center (GSC)
    - o Human Resource Administration
    - o Multicultural Student Services Center (MSSC)
    - o Office of Community Standards
    - o Office of Community, Equity and Diversity (CED)
    - o Ombud
    - o Senior administrator (e.g., dean, vice president, provost)
    - o Staff person
    - o Student employee (e.g., resident assistant, student coordinators, building managers, event staff)
    - o Student teaching assistant (e.g., tutor, teaching assistant)
    - o Supervisor
    - o Title IX Coordinator
    - o Union representative
    - o University Police and Security
    - o Violence Prevention and Advocacy Services (VPAS)
    - o Women's Center
- O I told a family member.
- O I told a friend.

O   I told a coworker.
O   I sought support from a religious/spiritual leader.
O   A response not listed above (Please specify.): _____

23. Did you officially report the conduct?
   O   No, I did not report it.
   O   Yes, I reported it.
      o   Yes, I reported the conduct and was satisfied with the outcome.
      o   Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
      o   Yes, I reported the conduct but felt that it was not addressed appropriately.
      o   Yes, I reported the conduct and the outcome is still pending.
      o   Yes, I reported the conduct, but the outcome was not shared.

24. We are also interested in your personal experiences in the community surrounding your campus. If you would like to elaborate on these experiences, please do so here.
   Insert text box here

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://web.uri.edu/climate-survey/support/

Incidents involving forced or unwanted sexual acts are often difficult to talk about. The following questions are related to any incidents of unwanted sexual contact/conduct that you have experienced. If you have had this experience, the questions may invoke an emotional response. If you experience any difficulty, please take care of yourself and seek support from the campus or community resources offered below.

https://web.uri.edu/climate-survey/support/

25. **While a member of the URI community,** have you experienced unwanted sexual contact/conduct (including interpersonal violence, sexual harassment, stalking, sexual assault, sexual assault with an object, fondling, rape, use of drugs to incapacitate, sodomy)?
    - O No (Skip to Question #36) (PROGRAMMING NOTE: Respondents cannot select this answer option and any other option.)
    - O Yes
        - o Yes – relationship violence (e.g., ridiculing, controlling, hitting)
        - o Yes – stalking (e.g., following me, on social media, texting, phone calls)
        - o Yes – unwanted sexual interaction (e.g., cat-calling, repeated sexual advances, sexual harassment)
        - o Yes – unwanted sexual contact (e.g., fondling, rape, sexual assault, penetration without consent)
        - PROGRAMMING NOTE: For questions 26-35: Insert appropriate experience (e.g., relationship violence, stalking, sexual interaction, sexual contact) from Q25

26. When did the [insert appropriate experience from Q#25] occur? **(Mark all that apply.)**
    - O Less than 6 months ago
    - O 6 - 12 months ago
    - O 13 - 23 months ago
    - O 2 - 4 years ago
    - O 5 - 10 years ago
    - O 11 - 20 years ago
    - O More than 20 years ago

27. **Students only**: What semester were you in when you experienced the [insert appropriate experience from Q#25]? **(Mark all that apply.)**
    - O During my time as a graduate student at URI
    - O Prior to my first semester (e.g., orientation, pre-collegiate program at URI)
    - O Undergraduate first year
        - o Fall semester
        - o Spring semester
        - o Summer semester
    - O Undergraduate second year
        - o Fall semester
        - o Spring semester
        - o Summer semester
    - O Undergraduate third year
        - o Fall semester
        - o Spring semester
        - o Summer semester

 O Undergraduate fourth year
   o Fall semester
   o Spring semester
   o Summer semester
 O After my fourth year as an undergraduate

28. Who did this to you? (Mark all that apply.)
 O Acquaintance/friend
 O Family member
 O URI faculty member
 O URI staff member
 O Stranger
 O URI student
 O Current or former dating/intimate partner
 O Other role/relationship not listed above

29. Where did the [insert appropriate experience from Q#25] occur? **(Mark all that apply.)**
 O Off campus (Please specify location.): _____
 O On campus (Please specify location.): _____

30. Were alcohol and/or drugs involved in the [insert appropriate experience from Q#25]?
 O No
 O Yes
 O Alcohol only
 O Drugs only
 O Both alcohol and drugs

31. How did you feel after experiencing the [insert appropriate experience from Q#25]? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
 O Afraid
 O Angry
 O Distressed
 O Embarrassed
 O Sad
 O Somehow responsible
 O A feeling not listed above (Please specify.): _____

32. What was your response to experiencing this conduct? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS RESOURCES DROP-DOWN
 O I did not do anything.
 O I avoided the person/venue.
 O I confronted the person(s) at the time.
 O I confronted the person(s) later.
 O I did not know to whom to go.
 O I sought information online.
 O I sought support from off-campus hotline/advocacy services.
 O I contacted a URI resource.

- o Academic Advisor
- o Affirmative Action, Equal Opportunity and Diversity
- o Bias Resource Team report through https://web.uri.edu/brt
- o Bystander Intervention Program
- o Counseling Center
- o Dean of Students
- o Department of Housing and Residential Life
- o Employee Assistance Program
- o Faculty member
- o Gender & Sexuality Center (GSC)
- o Human Resource Administration
- o Multicultural Student Services Center (MSSC)
- o Office of Community Standards
- o Office of Community, Equity and Diversity (CED)
- o Ombud
- o Senior administrator (e.g., dean, vice president, provost)
- o Staff person
- o Student employee (e.g., resident assistant, student coordinators, building managers, event staff)
- o Student teaching assistant (e.g., tutor, teaching assistant)
- o Supervisor
- o Title IX Coordinator
- o Union representative
- o University Police and Security
- o Violence Prevention and Advocacy Services (VPAS)
- o Women's Center
- O I told a family member.
- O I told a friend.
- O I sought support from a member of the clergy or spiritual advisor (e.g., pastor, rabbi, priest, imam).
- O A response not listed above (Please specify.): _____

33. Did you officially report the [insert appropriate experience from Q#25]?
- O No, I did not report it. [to Q#34]
- O Yes, I reported the conduct.
  - O Yes, I reported the conduct and was satisfied with the outcome. [to next section]
  - O Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately. [to next section]
  - O Yes, I reported the conduct but felt that it was not addressed appropriately. [to Q#35]
  - O Yes, I reported the conduct and the outcome is still pending.
  - O Yes, I reported the conduct, but the outcome was not shared.

34. You indicated that you **DID NOT** report the [insert appropriate experience from Q#25] to a campus official or staff member. Please explain why you did not.
Insert Text Box

35. You indicated that you **DID** report the [insert appropriate experience from Q#25] but that it was not addressed appropriately. Please explain why you felt that it was not.
Insert Text Box

36. Please indicate how much you agree or disagree with each of the following statements.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am aware of the definition of Affirmative Consent.	O	O	O	O	O
I am generally aware of the role of URI Title IX Coordinator with regard to reporting incidents of unwanted sexual contact/conduct.	O	O	O	O	O
I know how and where to report incidents of unwanted sexual contact/conduct.	O	O	O	O	O
I am familiar with the campus policies on addressing sexual misconduct, domestic/dating violence, and stalking.	O	O	O	O	O
I am generally aware of the campus resources listed here: https://web.uri.edu/titleix/	O	O	O	O	O
I have a responsibility to report incidents of unwanted sexual contact/conduct when I see them occurring on campus or off campus.	O	O	O	O	O
I understand that URI standards of conduct and penalties differ from standards of conduct and penalties under the criminal law.	O	O	O	O	O
I know that information about the prevalence of sex offenses (including domestic and	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
dating violence) are available in the Clery Act Report.					
I know that URI sends a Timely Warning/Public Safety Alert to the campus community when such an incident occurs.	O	O	O	O	O

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://web.uri.edu/climate-survey/support/

Part 2: Workplace Climate

37. <mark>Tenured and Tenure-Track Faculty only:</mark> As a faculty member at URI, I **feel**…

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
The criteria for tenure are clear.	O	O	O	O	O
The tenure standards/promotion standards are applied equally to faculty in my department/school/college.	O	O	O	O	O
Supported and mentored during the tenure-track years.	O	O	O	O	O
URI faculty who qualify for delaying their tenure-clock feel empowered to do so.	O	O	O	O	O
URI values research.	O	O	O	O	O
URI values teaching.	O	O	O	O	O
URI values service contributions.	O	O	O	O	O
Pressured to change my research/scholarship agenda to achieve tenure/promotion.	O	O	O	O	O
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Faculty members in my department/program who use FMLA policies are disadvantaged in promotion/tenure.	O	O	O	O	O
Senior administrators (e.g., dean, vice president, provost) take faculty opinions seriously.	O	O	O	O	O
URI committees value faculty opinions.	O	O	O	O	O

38. <mark>**Tenured and Tenure-Track Faculty only**</mark>: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
<mark>**Insert Text Box**</mark>

39. **Non-Tenure-Track Faculty only**: As an employee with a non-tenure-track appointment at URI, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The criteria used for contract renewal are clear.	O	O	O	O	O
The criteria used for contract renewal are applied equally to all positions.	O	O	O	O	O
The process for review is clear.	O	O	O	O	O
The process for promotion is clear.	O	O	O	O	O
The criteria used for promotion is clear.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
URI values research.	O	O	O	O	O
URI values teaching.	O	O	O	O	O
Burdened by service responsibilities beyond those of my coworkers with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O
Senior administrators (e.g., dean, vice president, provost) take non-tenure-track faculty opinions seriously.	O	O	O	O	O
URI committees value non-tenure-track faculty opinions.	O	O	O	O	O

40. **Non-Tenure-Track Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

41. **PTF Faculty only**: As an employee with a non-tenure-track appointment at URI, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The process for PTF performance evaluation is clear.	O	O	O	O	O
The procedure for PTF advancement is clear.	O	O	O	O	O
The process for PTF assignments is clear.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
My teaching is valued by URI.	O	O	O	O	O
I perform more work to help students than do my coworkers (e.g., formal and informal advising, thesis advising, helping with student groups and activities).	O	O	O	O	O
Pressured to do extra work that is uncompensated.	O	O	O	O	O
Senior administrators (e.g., dean, vice president, provost) take PTF opinions seriously.	O	O	O	O	O
URI committees value PTF opinions.	O	O	O	O	O
Connected to the URI community.	O	O	O	O	O
There are support mechanisms/resources for me as PTF.	O	O	O	O	O

42. **PTF Faculty only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

43. **All Faculty**: As a faculty member at URI, **I feel**…

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
Salaries for tenure-track faculty positions are competitive.	O	O	O	O	O
Salaries for adjunct professors are competitive.	O	O	O	O	O
Salaries for post-docs are competitive.	O	O	O	O	O
Stipends for graduate teaching and research assistantships are competitive.	O	O	O	O	O
Salaries are equitable across similar positions.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Child care benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
URI provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	O	O	O	O	O
My coworkers include me in opportunities that will help my career as much as they do others in my position.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
URI provides me with resources to pursue professional development (e.g., conferences, materials, research and course design traveling).	O	O	O	O	O
Positive about my career opportunities at URI**.**	O	O	O	O	O
I would recommend URI as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O
I would like more opportunities to participate in **substantive** committee assignments.	O	O	O	O	O
I have opportunities to participate in **substantive** committee assignments.	O	O	O	O	O

44. **All Faculty**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
    Insert text box here

45. **Staff only**: As a staff member at URI, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I have supervisors who give me job/career advice or guidance when I need it.	O	O	O	O	O
I have coworkers/colleagues who give me job/career advice or guidance when I need it.	O	O	O	O	O
I am included in opportunities that will help my career as much as others in similar positions.	O	O	O	O	O
The performance evaluation process is clear.	O	O	O	O	O
The performance evaluation process is productive.	O	O	O	O	O
My supervisor provides adequate support for me to manage work-life balance.	O	O	O	O	O
I am able to complete my assigned duties during scheduled hours.	O	O	O	O	O
My workload has increased without additional compensation owing to other staff departures (e.g., retirement positions not filled).	O	O	O	O	O
Pressured by departmental/program work requirements that occur outside of my normally scheduled hours.	O	O	O	O	O
I am given a reasonable time frame to complete assigned responsibilities.	O	O	O	O	O
Burdened by work responsibilities beyond those of my colleagues with similar performance expectations (e.g., committee memberships, departmental/program work assignments).	O	O	O	O	O
I perform more work than coworkers with similar performance expectations (e.g., formal and informal mentoring or advising, helping with student groups and activities, providing other support).	O	O	O	O	O
A hierarchy exists within staff positions that allows some voices to be valued more than others.	O	O	O	O	O

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
URI provides adequate resources to help me manage work-life balance (e.g., child care, wellness services, elder care, housing location assistance, transportation).	O	O	O	O	O

46. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

47. **Staff only**: As a staff member at URI, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
URI provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
My supervisor provides me with resources to pursue training/professional development opportunities.	O	O	O	O	O
URI is supportive of taking extended leave (e.g., vacation, family leave, personal, short-term disability).	O	O	O	O	O
My supervisor is supportive of my taking extended leave (e.g., family leave, personal, short-term disability).	O	O	O	O	O
Staff in my department/program who use FMLA are disadvantaged in promotion or evaluations.	O	O	O	O	O
URI policies (e.g., vacation, family leave, personal, short-term disability) are fairly applied across URI.	O	O	O	O	O
URI is supportive of flexible work schedules.	O	O	O	O	O
My supervisor is supportive of flexible work schedules.	O	O	O	O	O
Staff salaries are competitive.	O	O	O	O	O
Staff salaries are equitable across similar positions.	O	O	O	O	O
Vacation and personal time benefits are competitive.	O	O	O	O	O
Health insurance benefits are competitive.	O	O	O	O	O
Child care benefits are competitive.	O	O	O	O	O
Retirement/supplemental benefits are competitive.	O	O	O	O	O
URI committees value staff opinions.	O	O	O	O	O
URI faculty and administration value staff opinions.	O	O	O	O	O
Clear expectations of my responsibilities exist.	O	O	O	O	O
Clear procedures exist on how I can advance at URI.	O	O	O	O	O
Positive about my career opportunities at URI.	O	O	O	O	O
I would recommend URI as a good place to work.	O	O	O	O	O
I have job security.	O	O	O	O	O

48. **Staff only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

49. **Graduate Students only**: As a graduate student, I **feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
I am satisfied with the quality of advising I have received from my department.	O	O	O	O	O
I have adequate access to my advisor.	O	O	O	O	O
My advisor provides clear expectations.	O	O	O	O	O
My major professor provides clear expectations.	O	O	O	O	O
My advisor has reasonable expectations for me.	O	O	O	O	O
My major professor has reasonable expectations of me.	O	O	O	O	O
My advisor responds to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Department faculty members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Department staff members (other than my advisor) respond to my emails, calls, or voicemails in a prompt manner.	O	O	O	O	O
Adequate opportunities exist for me to interact with other university faculty outside of my department.	O	O	O	O	O
I receive support from my advisor to pursue personal research interests.	O	O	O	O	O
My department faculty members encourage me to produce publications and present research.	O	O	O	O	O
My department has provided me opportunities to serve the department or university in various capacities outside of teaching or research.	O	O	O	O	O
I am comfortable sharing my professional goals with my advisor.	O	O	O	O	O

50. **Graduate Student only**: We are interested in knowing more about your experiences. If you would like to elaborate on any of your responses to the previous statements or any other issues not covered in this section, please do so here.
Insert text box here

Part 3: Demographic Information

Your responses are confidential and group data will not be reported for any group with fewer than five respondents, which may be small enough to compromise confidentiality. Instead, the data will be aggregated to eliminate any potential for individual participants to be identified. You may also skip questions.

51. What was your assigned birth sex?
   - O Female
   - O Intersex
   - O Male

52. What is your current gender/gender identity? (Mark all that apply)
   - O Genderqueer
   - O Gender non-conforming
   - O Man
   - O Nonbinary
   - O Transgender
   - O Transman
   - O Transwoman
   - O Woman
   - O A gender not listed here (Please specify.): _____

53. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which choice below most accurately describes your Sexuality.
   - O Asexual
   - O Bisexual
   - O Gay
   - O Heterosexual
   - O Lesbian
   - O Pansexual
   - O Queer
   - O Questioning
   - O A Sexuality not listed here (Please specify.): _____

54. What is your current gender expression?
   - O Androgynous
   - O Feminine
   - O Genderfluid
   - O Masculine
   - O A gender expression not listed here (Please specify.): _____

55. What is your citizenship/visa status in the U.S.?
    O Permanent immigrant status (e.g., lawful permanent resident, refugee, asylee, T visa, VAWA)
    O Temporary resident – International student
    O Temporary resident – Dual intent worker (e.g., H-1B visa holder) or other temporary worker status
    O Unprotected status (no protections)
    O U.S. citizen by birth
    O Naturalized U.S. citizen
    O Other legally documented status

56. Although the categories listed below may not represent your full identity or use the language you prefer, for the purpose of this survey, please indicate which group below most accurately describes your racial/ethnic identification. **(If you are of a multiracial/multiethnic/multicultural identity, mark all that apply.)**
    O Alaska Native (If you wish, please specify your enrolled or principal corporation.): _____
    O American Indian/Native American/Indigenous (If you wish, please specify your enrolled or principal Nation/Tribe.): _____
    O Asian/Asian American (If you wish, please specify.): _____
    O Black/African/African American (If you wish, please specify.): _____
    O Hispanic/Latinx/Chicanx (If you wish, please specify.): _____
    O Middle Eastern (If you wish, please specify.): _____
    O Native Hawaiian (If you wish, please specify.): _____
    O Pacific Islander (If you wish, please specify.): _____
    O South Asian (If you wish, please specify.): _____
    O White/European American (If you wish, please specify.): _____
    O A racial/ethnic identity not listed here (If you wish, please specify.): _____

57. What is your age?
    (Insert drop down of all ages: "18" through "99"

58. What is your current political party affiliation?
    O No political affiliation
    O Democrat
    O Green
    O Independent
    O Libertarian
    O Republican
    O Political affiliation not listed above (Please specify.): _____

59. How would you describe your current political views?
    O Very conservative
    O Conservative
    O Moderate
    O Liberal/Progressive
    O Very Liberal/Progressive
    O Political views not listed above (Please specify.): _____

60. Do you have substantial parenting or caregiving responsibility?
- O No
- O Yes **(Mark all that apply.)**
  - o Children 5 years old or younger
  - o Children 6 - 18 years old
  - o Children over 18 years old, but still legally dependent (e.g., in college, with a disability)
  - o Independent adult children over 18 years old
  - o Partner/spouse with a disability or illness
  - o Senior or other family member (e.g., grandparent, parent, sibling)
  - o A parenting or caregiving responsibility not listed here (e.g., pregnant, adoption pending) (Please specify.): _____

61. Are you a U.S. Veteran, currently serving in the U.S. military, or have any U.S. military affiliation (e.g. ROTC, dependent)? If so, please indicate your current status. **Mark all that apply.**
- O I have never served in the U.S. Armed Forces.
- O I am currently on active duty.
- O I am currently a member of the National Guard.
- O I am currently a member of the Reserves.
- O I am not currently serving, but have served (i.e., retired, veteran).
- O I am in ROTC.
- O I am a child, spouse, or domestic partner of a currently serving or former member of the U.S. Armed Forces
  .

62. What is the highest level of education achieved by your primary parent(s)/guardian(s)?

Parent/Guardian 1:
- O Not applicable
- O No high school
- O Some high school
- O Completed high school
- O Completed GED
- O Some college
- O Business/technical certificate/degree (Please specify): _____
- O Associate's degree
- O Bachelor's degree
- O Some graduate work
- O Master's degree (e.g., MA, MS, MBA)
- O Specialist degree (e.g., EdS)
- O Doctoral degree (e.g., PhD, EdD)
- O Professional degree (e.g., MD, JD)
- O Post-secondary education outside of the U.S. (Please specify) _____
- O Unknown

Parent/Guardian 2:
- O Not applicable
- O No high school
- O Some high school
- O Completed high school
- O Completed GED
- O Some college
- O Business/technical certificate/degree (Please specify) _____
- O Associate's degree
- O Bachelor's degree
- O Some graduate work
- O Master's degree (e.g., MA, MS, MBA)
- O Specialist degree (e.g., EdS)
- O Doctoral degree (e.g., PhD, EdD)
- O Professional degree (e.g., MD, JD)
- O Post-secondary education outside of the U.S. (Please specify) _____
- O Unknown

63. **Staff only:** What is your highest level of education?
- O No high school
- O Some high school
- O Completed high school
- O Completed GED
- O Some college
- O Business/Technical certificate/degree (Please specify) _____
- O Associate's degree
- O Bachelor's degree

O Some graduate work
O Master's degree (e.g., MA, MS, MBA, MLS)
O Specialist degree (e.g., EdS)
O Doctoral degree (e.g., PhD, EdD)
O Professional degree (e.g., MD, JD)
O Post-secondary education outside the U.S. (Please specify) _____

64. **Faculty/Staff only**: How many years in total have you been employed at URI?
O Less than 1 year
O 1 - 6 years
O 7 - 10 years
O 11 - 15 years
O 16 - 20 years
O 21 - 30 years
O More than 30 years

65. **Undergraduate Students only**: How many years have you been at URI?
O Less than one year
O One year
O Two years
O Three years
O Four years
O Five years
O Six or more years

66. **Graduate Students only**: Where are you in your **primary** graduate studies program at URI?
O First year
O Second year
O Third year
O Fourth year
O Fifth year
O Sixth year or more

67. <mark>Faculty only</mark>: With which college/academic unit are you **primarily affiliated** at this time?
    Ο Alan Shawn Feinstein College of Education and Professional Studies
    Ο College of Arts and Sciences
    Ο College of Business
    Ο College of Engineering
    Ο College of the Environment and Life Sciences
    Ο College of Health Sciences
    Ο College of Nursing
    Ο College of Pharmacy
    Ο Graduate School of Oceanography
    Ο University Libraries

68. <mark>Staff only</mark>: With which division/college/department are you **primarily affiliated** at this time?
    Ο Athletics
        o Administration (e.g., Equipment Room, Marketing & Promotions, Ticket Office)
        o Women's Athletics
        o Men's Athletics
    Ο Division of Academic Affairs
        o Enrollment Services
        o Admissions
        o Alan Shawn Feinstein College of Education and Professional Studies
        o College of Arts and Sciences
        o College of Business
        o College of Engineering
        o College of the Environment and Life Sciences
        o College of Health Sciences
        o College of Nursing
        o College of Pharmacy
        o Graduate School of Oceanography
        o Information Technology Services
        o Office of International Education
        o University College for Academic Success
        o University Libraries
    Ο Division of Administration & Finance
        o Public Safety
        o Risk Management
        o Capital Planning and Design
        o Facilities Services
        o Purchasing
        o Property
        o Budget Office
        o Controller
        o Human Resources
    Ο Division of Research and Economic Development
        o Small Business Development Center
        o Research Office
    Ο Division of Student Affairs

- o Campus Recreation
- o Counseling Center
- o Dean of Student Office
- o Dining Services
- o Housing and Residential Life
- o Health Services
- o Memorial Union
- o Office of Vice President (e.g., Center for Student Leadership Development, Gender and Sexuality Center, Multicultural Student Services Center, Women's Center)
- o Talent Development
- O External Relations and Communications
- O Foundation and Alumni Engagement
- O Office of the President (e.g., General Counsel, Office of Legal and Government Relations)

69. **Undergraduate Students only**: What is your major (if modified, choose the primary department/program, excluding minors)? **(Mark all that apply.)**
    - o Accounting
    - o Africana Studies
    - o Animal Science and Technology
    - o Anthropology
    - o Applied Communications (BIS)
    - o Aquaculture and Fisheries Science
    - o Art
    - o Art History
    - o Arts & Sciences - Undeclared
    - o Biological Sciences
    - o Biology
    - o Biomedical Engineering
    - o Biotechnology
    - o Business – Undeclared
    - o Business Institutions (BIS)
    - o Cannabis Studies Undergraduate Certificate
    - o Cell and Molecular Biology
    - o Chemical Engineering
    - o Chemistry
    - o Chemistry and Forensic Chemistry
    - o Chinese
    - o Chinese Flagship Program
    - o Civil Engineering
    - o Classical Studies
    - o Communication Studies
    - o Communicative Disorders
    - o Computer Engineering
    - o Computer Science
    - o Criminology and Criminal Justice
    - o Data Science
    - o Early Childhood Education
    - o Economics
    - o Electrical Engineering

- o Elementary Education
- o Energy Economics and Policy Undergraduate Certificate
- o Engineering - Undeclared
- o English
- o Environmental and Natural Resource Economics
- o Environmental Life Science – Undeclared
- o Environmental Science and Management
- o Exploring Harrington School
- o Exploring Neuroscience
- o Film/Media
- o Finance
- o French
- o Gender and Women's Studies
- o General Business Administration
- o Geology and Geological Oceanography
- o German
- o Global Business Management
- o Global Language and Area Studies
- o Health and Physical Education
- o Health Sciences – Undeclared
- o Health Services Administration (BIS)
- o Health Studies
- o History
- o Human Development and Family Science
- o Human Studies
- o Industrial and Systems Engineering
- o Innovation and Entrepreneurship
- o Interdisciplinary Neuroscience
- o Interdisciplinary Studies
- o International Engineering Program (IEP)
- o International Business Program (IBP)
- o International Studies and Diplomacy Program
- o Italian
- o Journalism
- o Kinesiology
- o Landscape Architecture
- o Management
- o Marine Affairs
- o Marine Biology
- o Marine Technical Certificate Program
- o Marketing
- o Mathematics
- o Mechanical Engineering
- o Medical Laboratory Science
- o Music
- o Nonprofit Administration
- o Nursing (online)
- o Nursing
- o Nutrition and Dietetics
- o Ocean Engineering
- o Pharmaceutical Sciences

- o Philosophy
- o Physics
- o Physics and Physical Oceanography
- o Plant Sciences
- o Political Science
- o Professional Leadership Studies
- o Psychology
- o Public Relations
- o Secondary Education
- o Sociology
- o Spanish
- o Sports Media and Communication
- o Supply Chain Management
- o Sustainable Agriculture and Food Systems (SAFS)
- o Textile Marketing
- o Textiles, Fashion Merchandising and Design
- o Theatre
- o University College – Undeclared
- o Waiting for Psychology
- o Waiting for Secondary Education
- o Waiting Music Education
- o Waiting Nutrition & Dietetics
- o Wanting Engineering
- o Wanting Kinesiology
- o Wildlife and Conservation Biology
- o Writing and Rhetoric

70. <mark>Graduate/Professional Students only</mark>: What is your academic division? **(Mark all that apply.**
    - o Post-Baccalaureate Certificate Programs
        - o Aquaculture and Fisheries
        - o Chemical Engineering (Polymers)
        - o Community Planning
        - o Cyber Security
        - o Digital Forensics and Incident Response
        - o Digital Literacy
        - o Dyslexia Knowledge and Practice
        - o Early Childhood Education
        - o Embedded Systems
        - o Energy Economics and Policy
        - o Fashion Merchandising
        - o Fisheries Science
        - o Gender and Women's Studies
        - o Geographic Information Systems and Remote Sensing (GIS/RS)
        - o Gerontology and Geriatrics
        - o Health Leadership and Administration
        - o Human Development and Family Studies
        - o Human Resources
        - o Hydrology
        - o Information Literacy Instruction
        - o Interdisciplinary Neuroscience

- o Labor Relations and Human Resources
- o Quality Improvement, Process Measurement, and Information Systems Management
- o Science Writing and Rhetoric
- o Thanatology
- o Master's Degrees
    - o Accounting
    - o Biological and Environmental Sciences
    - o Business Administration – PT
    - o Business Administration - FT
    - o Chemical Engineering
    - o Chemistry
    - o Civil and Environmental Engineering
    - o College Student Personnel
    - o Communication Studies
    - o Computer Science
    - o Cyber Security
    - o Dietetics
    - o Education
    - o Electrical Engineering
    - o English
    - o Environmental and Natural Resource Economics
    - o Environmental Science and Management
    - o Finance
    - o Healthcare Management
    - o History
    - o Human Development and Family Science
    - o International Relations
    - o Kinesiology
    - o Labor Relations and Human Resources
    - o Library and Information Studies
    - o Marine Affairs
    - o Mathematics
    - o Mechanical Engineering
    - o Medical Physics
    - o Music
    - o Neuroscience
    - o Nursing
    - o Nutrition
    - o Ocean Engineering
    - o Oceanography
    - o Pharmaceutical Sciences
    - o Physics
    - o Supply Chain Management and Applied Analytic
    - o Psychology
    - o Quantum Computing
    - o Spanish
    - o Speech-Language Pathology
    - o Statistics
    - o Systems Engineering
    - o TESOL/BDLI

- o Textiles, Fashion Merchandising and Design
- o Wetland Watershed and Ecosystem Science
- o Post-Master's Certificate Programs
  - o Nursing
- o Doctor of Philosophy
  - o Biological and Environmental Sciences
  - o Business Administration
  - o Chemical Engineering
  - o Chemistry
  - o Civil and Environmental Engineering
  - o Computer Science
  - o Education
  - o Electrical Engineering
  - o English
  - o Environmental and Natural Resource Economics
  - o Health Sciences
  - o Industrial and Systems Engineering
  - o Marine Affairs
  - o Mathematics
  - o Mechanical Engineering
  - o Neuroscience
  - o Nursing
  - o Nutrition and Food Science
  - o Ocean Engineering
  - o Oceanography
  - o Pharmaceutical Sciences
  - o Physics
  - o Psychology
- o Doctor of Nursing Practice
- o Doctor of Physical Therapy
- o Professional Doctorate in Business Administration
- o Professional Doctorate in Pharmacy

71. Do you have a disability/condition (e.g., emotional/mental health, learning, or physical) that influences your learning, living, or working activities?
    O   No [Skip to Question #75]
    O   Yes

72. Which, if any, of the disabilities/conditions listed below influence your learning, living, or working activities? **(Mark all that apply.)**
    O   Acquired/traumatic brain injury
    O   Asperger's/autism spectrum,
    O   Chronic diagnosis or medical condition (e.g., asthma, diabetes, lupus, cancer, multiple sclerosis, fibromyalgia)
    O   Hard of hearing or d/Deaf
    O   Learning difference/disability (e.g., attention deficit/hyperactivity disorder, cognitive/language-based)
    O   Low vision or blind
    O   Mental health/psychological condition (e.g., anxiety, depression)
    O   Physical/mobility condition that affects walking
    O   Physical/mobility condition that does not affect walking
    O   Speech/communication condition
    O   A disability/condition not listed here (Please specify.): _____

73. **Students only:** Are you registered with Disability Services for Students?
    O   No
    O   Yes

74. **Faculty/Staff:** Are you receiving accommodations for your disability?
    O   No
    O   Yes

75. Please select the option that most closely describes your first language.
    O   English is my first language.
    O   English is not my first language. (Please specify your first language.): _____
    O   I learned English along with other language(s). (Please specify which language(s).): _____

76. What is your current religious or spiritual identity? **(Mark all that apply.)**
   O Agnostic
   O Atheist
   O Baha'i
   O Buddhist
   O Christian
      o African Methodist Episcopal
      o African Methodist Episcopal Zion
      o Apostolic
      o Assembly of God
      o Baptist
      o Brethren
      o Catholic/Roman Catholic
      o Church of Christ
      o Church of God in Christ
      o Christian Methodist Episcopal
      o Christian Orthodox
      o Christian Reformed Church (CRC)
      o Episcopalian
      o Evangelical
      o Greek Orthodox
      o Jehovah's Witness
      o Lutheran
      o Mennonite
      o Moravian
      o Nondenominational Christian
      o Oriental Orthodox (e.g., Coptic, Eritrean, Armenian)
      o Pentecostal
      o Presbyterian
      o Protestant
      o Protestant Reformed Church (PR)
      o Quaker
      o Reformed Church of America (RCA)
      o Russian Orthodox
      o Seventh Day Adventist
      o Southern Baptist
      o The Church of Jesus Christ of Latter-day Saints
      o United Methodist
      o United Church of Christ
      o A Christian affiliation not listed here (Please specify.): _____
   O Confucianist
   O Druid
   O Hindu
   O Jain
   O Jewish
      o Conservative
      o Orthodox
      o Reconstructionist

- o Reform
- o A Jewish affiliation not listed here (Please specify.): _____
- O Muslim
  - o Ahmadi
  - o Shi'ite
  - o Sufi
  - o Sunni
  - o A Muslim affiliation not listed here (Please specify.): _____
- O Native American Traditional Practitioner or Ceremonial
- O Pagan
- O Rastafarian
- O Scientologist
- O Secular Humanist
- O Shinto
- O Sikh
- O Taoist
- O Tenrikyo
- O Unitarian Universalist
- O Wiccan
- O Spiritual but no religious affiliation
- O No affiliation
- O A religious affiliation or spiritual identity not listed above (Please specify.):_____

77. **Students only**: Do you receive financial support from a family member or guardian to assist with your living/educational expenses?
- O Yes
- O No

78. **Students only**: What is your *best estimate* of your family's yearly income (if dependent student, partnered, or married) or your yearly income (if single and independent student)?
- O $29,999 and below
- O $30,000 - $49,999
- O $50,000 - $69,999
- O $70,000 - $99,999
- O $100,000 - $149,999
- O $150,000 - $199,999
- O $200,000 - $249,999
- O $250,000 - $499,999
- O $500,000 or more

79. **Students only**: Where do you currently live?
    - O Fraternity house
    - O Graduate Village
    - O Housing insecure (e.g., on a friend's couch, sleeping in a car, sleeping in a campus office/laboratory)
    - O International Engineering Program housing
    - O Living with family member/guardian
    - O Off campus in apartment or house
    - O Sorority house
    - O Undergraduate residence hall
    - O Other (please specify)_____

80. **Students only**: Since having been a student at URI, have you been a member or participated in any of the following associations, group, clubs, organizations, societies, or teams? **(Mark all that apply.)**
    - O I do not participate in any clubs, ~~or~~ organizations, or societies at *URI*
    - O Academic and academic honorary (e.g., National Society of Collegiate Scholars, Phi Kappa Phi)
    - O Academic/Major (e.g. Psychology Club, CELS Seeds of Success [SOS], Society for Women in Marine Science [SWMS])
    - O Athletic team (e.g., Basketball, Track & Field)
    - O Club sport (e.g., Gymnastics, Sailing)
    - O Culture and identity-specific (e.g., Cape Verdean Student Association [CVSA], Latin American Student Association [LASA], LGBTQ+, We're Offering Woman Wisdom [WOWW])
    - O Religious or spirituality-based (e.g., InterVarsity Christian Fellowship, Muslim Students Association)
    - O Governance (e.g., Graduate Student Association, Student Senate)
    - O Greek Life (e.g., Kappa Delta, Sigma Alpha Mu)
    - O Health and wellness (e.g., Active Minds, Counseling Center Groups, Public Health Club)
    - O Performance (e.g. Alima International Dance Association, eXposure, URI Ramettes)
    - O Political or issue-oriented (e.g., ACLU of URI, College Republicans)
    - O Professional or pre-professional (e.g., National Society for Black Engineers, Public Relations Student Society of America)
    - O Publication/media (e.g., Renaissance Yearbook, The Good 5 Cent Cigar)
    - O Recreational (e.g., Gaming Club, Outing Club, Paranormal Society, Intramurals, Quidditch Club)
    - O Service or philanthropic (e.g., Habitat for Humanity, SAVES)
    - O Student employment related (e.g. tour guide, RA, orientation leader)
    - O A student association, club, group, organization, society, or team not listed above *(Please specify.):* _____

81. <mark>Students only</mark>: At the end of your last semester, what was your cumulative grade point average?
    - O No GPA at this time – first semester at URI
    - O 3.75 – 4.00
    - O 3.50 – 3.74
    - O 3.25 – 3.49
    - O 3.00 – 3.24
    - O 2.75 – 2.99
    - O 2.50 – 2.74
    - O 2.25 – 2.49
    - O 2.00 - 2.24
    - O 1.00 – 1.99
    - O Below 1.00

82. <mark>Students only</mark>: Have you experienced financial hardship while attending URI?
    - O No
    - O Yes, I have had difficulty affording… **(Mark all that apply.)** <mark>[RANDOMIZE RESPONSE]</mark>
        - o Books/course codes/materials
        - o Child care
        - o Clothing (e.g., URI gear, seasonal clothing)
        - o Cocurricular events or activities
        - o Commuting to campus (e.g., bus pass, gas, parking fee)
        - o Food
        - o Health care
        - o Housing
        - o J term and Summer sessions
        - o Mental health services
        - o Other campus fees (e.g., course fees, health services fees, lab fees, program fees)
        - o Participation in social events
        - o Spring break
        - o Studying abroad
        - o Technology (e.g., computer, WiFi)
        - o Travel during mandatory evacuation
        - o Travel to and from URI (e.g., returning home during break)
        - o Tuition
        - o Unpaid internships/research opportunities
        - o A financial hardship not listed here (Please specify.): _____

83. **Students only**: How are you currently paying for your education at URI? **(Mark all that apply.)**
    O Employer Tuition Reimbursement/Assistance/Scholarship
    O Family Member Contribution
    O Federal/State Grant (e.g., Pell, Rhode Island Promise)
    O Graduate Assistantship/Fellowship (e.g., administrative, research, teaching.)
    O Home Government Sponsorship
    O Loans
    O Military education benefits (e.g. GI Bill, STAP Waiver, ROTC)
    O Personal Contribution/job (resident assistant, off campus job)
    O Scholarship: University Need Based (e.g., URI Foundation)
    O Scholarship: External/Community (e.g., College Crusade, Gates, Rhode Island Credit Union)
    O Scholarship: University Merit (e.g., Athletic, Presidential, University, Music)
    O Talent Development (e.g., Hardge/Forleo)
    O A method of payment not listed here (Please specify):
      _____

84. **Students only**: Are you employed on campus, off campus, or both during the academic year? **(Mark all that apply.)**
    O No (cannot select this and another option)
    O Yes, I work **on campus** – (Please indicate total number of hours you work)
      o 1 - 10 hours/week
      o 11 - 20 hours/week
      o 21 - 30 hours/week
      o 31 - 40 hours/week
      o More than 40 hours/week
    O Yes, I work **off campus** – (Please indicate total number of hours you work)
      o 1 - 10 hours/week
      o 11 - 20 hours/week
      o 21 - 30 hours/week
      o 31 - 40 hours/week
      o More than 40 hours/week

85. What means of transportation do you currently use for commuting to campus? If you use more than one mode per trip, please choose the mode you use for the greatest distance.

Ο   Walking
Ο   Public Transportation (e.g., commuter rail, RIPTA bus)
Ο   Bicycle
Ο   Scooter/ Moped
Ο   Driving alone
Ο   Carpooling
Ο   Motorcycle
Ο   Get a ride from friend or family not from URI
Ο   Ride-share/ Taxi
Ο   I am not currently commuting to campus (e.g., remote learning, teleworking)
Ο   I live on campus

Part 4: Perceptions of Campus Climate

86. **Within the past year, have you OBSERVED** any conduct directed toward a person or group of people on campus that you believe created an exclusionary (e.g., shunning, ignoring), intimidating, offensive, and/or hostile (e.g., bullying, harassing) learning, living, or working environment at URI?
    - O   No (Skip to Question #97 for faculty/staff, #104 for students)
    - O   Yes

87. Who/what was the **target** of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    - O   Academic advisor
    - O   Athletic coach/trainer/staff
    - O   Campus police
    - O   Coworker/colleague
    - O   Department/program chair
    - O   Direct report (i.e., person who reports to me)
    - O   Faculty member/other instructional staff
    - O   Friend/acquaintance
    - O   Senior administrator (e.g., dean, vice president, provost)
    - O   Staff member
    - O   Stranger
    - O   Student
    - O   Student employee
    - O   Supervisor or manager
    - O   Do not know source
    - O   A source not listed above (Please specify.): _____

88. Who/what was the **source** of the conduct? **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O Academic advisor
    O Athletic coach/trainer/staff
    O Campus police
    O Coworker/colleague
    O Department/program chair
    O Direct report (i.e., person who reports to me)
    O Faculty member/other instructional staff
    O Friend/acquaintance
    O Senior administrator (e.g., dean, vice president, provost)
    O Staff member
    O Stranger
    O Student
    O Student employee
    O Supervisor or manager
    O Do not know source
    O A source not listed above (Please specify.): _____

89. Within the past year, how many instances of exclusionary (e.g., shunned, ignored), intimidating, offensive, and/or hostile (e.g., bullying, harassing) conduct did you observe?
    O 1 instance
    O 2 instances
    O 3 instances
    O 4 instances
    O 5 or more instances

90. Which of the target's characteristics do you believe was/were the basis for the conduct?
(Mark all that apply.)
<mark>RANDOMIZE RESPONSE CHOICES</mark>

О   Academic performance
О   Accent when speaking
О   Age
О   Caregiving responsibilities (other than parenting)
О   Citizen/immigrant/visa status
О   Disability status
О   Educational credentials (e.g., BS, MS, PhD, MD)
О   English language proficiency
О   Ethnicity
О   Gender/gender identity
О   Gender expression
О   International status/national origin
О   Length of service at URI
О   Major field of study
О   Marital status (e.g., single, married, partnered)
О   Mental health/psychological disability/condition
О   Military/veteran status
О   Parental status (i.e., parenting, not parenting)
О   Participation in an organization/team (Please specify.): _____
О   Philosophical views
О   Political views
О   Position (e.g., staff, faculty, student)
О   Pregnancy
О   Racial identity
О   Religious/spiritual views
О   Sexuality
О   Socioeconomic status
О   Do not know
О   A reason not listed above (Please specify.): _____

91. Which of the following did you observe because of the target's identity? **(Mark all that apply.)**
<mark>**RANDOMIZE RESPONSE CHOICES**</mark>
    - Ο Assumption that someone was admitted/hired/promoted based on their identity
    - Ο Derogatory verbal remarks
    - Ο Derogatory phone calls/text messages/email
    - Ο Derogatory/unsolicited messages through social networking site (e.g., Facebook, Twitter, Snapchat)
    - Ο Derogatory written comments
    - Ο Graffiti/vandalism
    - Ο Person intimidated or bullied
    - Ο Person ignored or excluded
    - Ο Person isolated or left out
    - Ο Person experienced a hostile classroom environment
    - Ο Person experienced a hostile work environment
    - Ο Person was the target of workplace incivility
    - Ο Person was silenced
    - Ο Person was stalked
    - Ο Person was stared at
    - Ο Racial/ethnic profiling
    - Ο Person received a low or unfair performance evaluation
    - Ο Person received a poor grade
    - Ο Person was unfairly evaluated in the promotion and tenure process
    - Ο Physical violence
    - Ο Singled out as the spokesperson for their identity group
    - Ο Target of cyberbullying
    - Ο Threats of physical violence
    - Ο Something not listed above (Please specify.): _____

92. Where did this conduct occur? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
 O   At a URI event/program
 O   In a face-to-face class/laboratory
 O   In a faculty office
 O   In a fraternity house
 O   In a meeting with one other person
 O   In a meeting with a group of people
 O   In a URI administrative building
 O   In a URI dining facility
 O   In a URI library
 O   In athletic facilities
 O   In other public spaces at URI
 O   In campus housing
 O   In off-campus housing
 O   In a staff or administrative office
 O   In a sorority house
 O   In an online meeting/class (e.g., Google hangout, Webex, Zoom)
 O   Off campus
 O   On phone calls/text messages/email
 O   On social media sites (e.g., Facebook, Twitter, Snapchat)
 O   While walking on campus
 O   While working at a URI job
 O   A venue not listed above (Please specify.): _____

93. How did you feel after observing the conduct? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES
 O   Afraid
 O   Angry
 O   Distressed
 O   Embarrassed
 O   Sad
 O   Somehow responsible
 O   A feeling not listed above (Please specify.): _____

94. What was your response to observing this conduct? **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES – NO RANDOMIZATION OF CAMPUS RESOURCES DROP-DOWN
O I did not do anything.
O I avoided the person/venue.
O I confronted the person(s) at the time.
O I confronted the person(s) later.
O I did not know to whom to go.
O I sought information online.
O I sought support from off-campus hotline/advocacy services.
O I contacted a URI resource.
  o Academic Advisor
  o Affirmative Action, Equal Opportunity and Diversity
  o Bias Resource Team report through https://web.uri.edu/brt
  o Bystander Intervention Program
  o Counseling Center
  o Dean of Students
  o Department of Housing and Residential Life
  o Employee Assistance Program
  o Faculty member
  o Gender & Sexuality Center (GSC)
  o Human Resource Administration
  o Multicultural Student Services Center (MSSC)
  o Office of Community Standards
  o Office of Community, Equity and Diversity (CED)
  o Ombud
  o Senior administrator (e.g., dean, vice president, provost)
  o Staff person
  o Student employee (e.g., resident assistant, student coordinators, building managers, event staff)
  o Student teaching assistant (e.g., tutor, teaching assistant)
  o Supervisor
  o Title IX Coordinator
  o Union representative
  o University Police and Security
  o Violence Prevention and Advocacy Services (VPAS)
  o Women's Center
O I told a family member.
O I told a friend.
O I told a coworker.
O I sought support from a religious/spiritual leader.
O A response not listed above (Please specify.): _____

95. Did you officially report the conduct?
    O No, I did not report it.
    O Yes, I reported it.
       o Yes, I reported the conduct and was satisfied with the outcome.
       o Yes, I reported the conduct and, while the outcome was not what I had hoped for, I felt as though my complaint was addressed appropriately.
       o Yes, I reported the conduct but felt that it was not addressed appropriately.
       o Yes, I reported the conduct and the outcome is still pending.
       o Yes, I reported the conduct, but the outcome was not shared.

96. We are interested in knowing more about your experiences. If you wish to elaborate on your observations of conduct directed toward a person or group of people on campus that you believe created an exclusionary, intimidating, offensive, and/or hostile learning or working environment, please do so here.
    Insert Text Box here

97. **Faculty/Staff only**: Have you observed **hiring** practices at URI (e.g., hiring supervisor bias, search committee bias, lack of effort in diversifying recruiting pool) that you perceive to be unjust?
    O   No (Skip to Question #100)
    O   Yes

98. **Faculty/Staff only**: I believe that the unjust **hiring** practices were based upon… **(Mark all that apply.)**
    RANDOMIZE RESPONSE CHOICES
    O   Accent when speaking
    O   Age
    O   Caregiving responsibilities (other than parenting)
    O   Citizen/immigrant/visa status
    O   Disability status
    O   Educational credentials (e.g., BS, MS, PhD)
    O   English language proficiency
    O   Ethnicity
    O   Gender/gender identity
    O   Gender expression
    O   International status
    O   Length of service at URI
    O   Major field of study
    O   Marital status (e.g., single, married, partnered)
    O   Mental health/psychological disability/condition
    O   Military/veteran status
    O   Nepotism/cronyism
    O   Parental status (e.g., parenting, not parenting)
    O   Participation in an organization/team (Please specify.): _____
    O   Philosophical views
    O   Political views
    O   Position (e.g., staff, faculty, student)
    O   Pregnancy
    O   Racial identity
    O   Religious/spiritual views
    O   Sexuality
    O   Socioeconomic status
    O   Do not know
    O   A reason not listed above (Please specify.): _____

99. **Faculty/Staff only:** Have you observed promotion, contract renewal, tenure, reappointment, and/or reclassification practices at URI that you perceive to be unjust?
    O   No (Skip to Question #103)
    O   Yes

100.　　**Faculty/Staff only**: I believe the unjust behavior, procedures, or employment practices related to **promotion, tenure, reappointment, and/or reclassification** were based upon… **(Mark all that apply.)**
RANDOMIZE RESPONSE CHOICES

Ο　Accent when speaking
Ο　Age
Ο　Caregiving responsibilities (other than parenting)
Ο　Citizen/immigrant/visa status
Ο　Disability status
Ο　Educational credentials (e.g., BS, MS, PhD)
Ο　English language proficiency
Ο　Ethnicity
Ο　Gender/gender identity
Ο　Gender expression
Ο　International status
Ο　Length of service at URI
Ο　Major field of study
Ο　Marital status (e.g., single, married, partnered)
Ο　Mental health/psychological disability/condition
Ο　Military/veteran status
Ο　Nepotism/cronyism
Ο　Parental status (e.g., parenting, not parenting)
Ο　Participation in an organization/team (Please specify.): _____
Ο　Philosophical views
Ο　Political views
Ο　Position (e.g., staff, faculty, student)
Ο　Pregnancy
Ο　Racial identity
Ο　Religious/spiritual views
Ο　Sexuality
Ο　Socioeconomic status
Ο　Do not know
Ο　A reason not listed above (Please specify.): _____

101. **Faculty/Staff only**: Have you observed <u>employment-related discipline or action, up to and including dismissal,</u> at URI that you perceive to be unjust?
- O No (Skip to Question #104)
- O Yes

102. **Faculty/Staff only**: I believe that the unjust <u>employment-related disciplinary actions up to and including dismissal,</u> were based upon **(Mark all that apply.)** RANDOMIZE RESPONSE CHOICES
- O Accent when speaking
- O Age
- O Caregiving responsibilities (other than parenting)
- O Citizen/immigrant/visa status
- O Disability status
- O Educational credentials (e.g., BS, MS, PhD)
- O English language proficiency
- O Ethnicity
- O Gender/gender identity
- O Gender expression
- O International status
- O Length of service at URI
- O Major field of study
- O Marital status (e.g., single, married, partnered)
- O Mental health/psychological disability/condition
- O Military/veteran status
- O Nepotism/cronyism
- O Parental status (e.g., parenting, not parenting)
- O Participation in an organization/team (Please specify.): _____
- O Philosophical views
- O Political views
- O Position (e.g., staff, faculty, student)
- O Pregnancy
- O Racial identity
- O Religious/spiritual views
- O Sexuality
- O Socioeconomic status
- O Do not know
- O A reason not listed above (Please specify.): _____

103. **Faculty/Staff only**: We are interested in knowing more about your experiences. If you wish to elaborate on your observations of unjust and discriminatory employment practices please do so here.
   Insert Text Box here

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

Friendly	1	2	3	4	5	Hostile
Inclusive	1	2	3	4	5	Exclusive
Improving	1	2	3	4	5	Regressing
Positive for persons with disabilities	1	2	3	4	5	Negative for persons with disabilities
Positive for people who identify as lesbian, gay, bisexual, pansexual, or queer	1	2	3	4	5	Negative for people who identify as lesbian, gay, bisexual, pansexual, or queer
Positive for people who identify as transgender and/or gender fluid	1	2	3	4	5	Negative for people who identify as transgender and/or gender fluid
Positive for people of various religious/spiritual backgrounds	1	2	3	4	5	Negative for people of various religious/spiritual backgrounds
Positive for People of Color	1	2	3	4	5	Negative for People of Color
Positive for Indigenous People	1	2	3	4	5	Negative for Indigenous People
Positive for men	1	2	3	4	5	Negative for men
Positive for women	1	2	3	4	5	Negative for women
Positive for nonnative English speakers	1	2	3	4	5	Negative for nonnative English speakers
Positive for people who are not U.S. citizens	1	2	3	4	5	Negative for people who are not U.S. citizens
Welcoming	1	2	3	4	5	Not welcoming
Respectful	1	2	3	4	5	Not respectful
Positive for people of high socioeconomic status	1	2	3	4	5	Negative for people of high socioeconomic status
Positive for people of low socioeconomic status	1	2	3	4	5	Negative for people of low socioeconomic status
Positive for people of various political affiliations	1	2	3	4	5	Negative for people of various political affiliations
Positive for people with active military/veteran status	1	2	3	4	5	Negative for people with active military/veteran status

105.   **Students only**: As a student at URI, **I feel**…

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Valued by URI **faculty**.	O	O	O	O	O
Valued by URI **staff**.	O	O	O	O	O
Valued by URI **senior administrators** (e.g., dean, vice president, provost).	O	O	O	O	O
Valued by faculty in the classroom.	O	O	O	O	O
Valued by other students in the classroom.	O	O	O	O	O
Valued by other students outside of the classroom.	O	O	O	O	O
Connected to other students.	O	O	O	O	O
That I belong at URI.	O	O	O	O	O
That faculty prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That the URI climate encourages open discussion of difficult topics.	O	O	O	O	O
That I have faculty whom I perceive as role models.	O	O	O	O	O
That I have staff whom I perceive as role models.	O	O	O	O	O
That I have other students whom I perceive as role models.	O	O	O	O	O
That my English speaking skills limit my ability to be successful at URI.	O	O	O	O	O
That my English writing skills limit my ability to be successful at URI.	O	O	O	O	O

106. **Students only:** In the past year, which of the following resources have you **consistently** used to support you at URI? **(Mark all that apply.)**

Office/Resource	Academic Support	Non-Academic Support (e.g., emotional, personal or social wellbeing)	I have not sought support from this resource
Talent Development	O	O	O
Multicultural Student Services Center (MSSC)	O	O	O
URI Hillel	O	O	O
Vice President for Student Affairs	O	O	O
Counseling Center	O	O	O
University College for Academic Success (UCAS)	O	O	O
Dean of Students Office (e.g., Bystander Intervention, Community Standards, Disability Services for Students, Outreach and Intervention)	O	O	O
Academic Advising	O	O	O
Affirmative Action, Equal Opportunity and Diversity	O	O	O
Health Education	O	O	O
Health Services	O	O	O
Gender and Sexuality Center (GSC)	O	O	O
International Center	O	O	O
Chaplains Association	O	O	O
Housing and Residential Life (HRL)	O	O	O
Public Safety (Police Department)	O	O	O
Victim Prevention and Advocacy Services (VPAS)	O	O	O
University College for Academic Success (UCAS)	O	O	O
Women's Center	O	O	O
Academic Enhancement Center (AEC)	O	O	O
Office of International Education (Study Abroad)	O	O	O

Center for Career and Experiential Education (CCEE)	O	O	O

107.　　Where on campus do you feel safe and supported? Please feel free to elaborate on your response.
Insert Text Box here

108.　　Where on campus do you *not* feel safe and supported? Please feel free to elaborate on your response.
Insert Text Box here

109.   **Faculty only:** As a faculty member at URI, **I feel**…

	Strongly agree	**Agree**	**Neither agree nor disagree**	**Disagree**	**Strongly disagree**
Valued by faculty in my department/program.	O	O	O	O	O
Valued by my department/program chair.	O	O	O	O	O
Valued by other faculty at URI**.**	O	O	O	O	O
Valued by students in the classroom.	O	O	O	O	O
Valued by URI senior administrators (e.g., dean, vice president, provost).	O	O	O	O	O
Connected to coworkers.	O	O	O	O	O
That I belong at URI.	O	O	O	O	O
That faculty in my department/program prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my department/program chair prejudges my abilities based on their perception of my identity/background.	O	O	O	O	O
That the URI climate encourages open discussion of difficult topics.	O	O	O	O	O
That URI values my **research/scholarship.**	O	O	O	O	O
That URI values my **teaching**.	O	O	O	O	O
That URI values my **service** contributions.	O	O	O	O	O
That my English speaking skills limit my ability to be successful at URI.	O	O	O	O	O
That my English writing skills limit my ability to be successful at URI.	O	O	O	O	O

110. **Staff only**: As a staff member at URI, **I feel…**

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Valued by coworkers in my department.	O	O	O	O	O
Valued by coworkers outside my department.	O	O	O	O	O
Valued by my supervisor/manager.	O	O	O	O	O
Valued by URI students.	O	O	O	O	O
Valued by URI faculty.	O	O	O	O	O
Valued by URI senior administrators (e.g., dean, vice president, provost).	O	O	O	O	O
Connected to coworkers.	O	O	O	O	O
That I belong at URI.	O	O	O	O	O
That coworkers in my division/college/department prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That my supervisor/manager prejudges my abilities based on their perception of my identity/background.	O	O	O	O	O
That faculty prejudge my abilities based on their perception of my identity/background.	O	O	O	O	O
That the URI climate encourages open discussion of difficult topics.	O	O	O	O	O
That URI values my skills.	O	O	O	O	O
That URI values my work.	O	O	O	O	O
That my English speaking skills limit my ability to be successful at URI.	O	O	O	O	O
That my English writing skills limit my ability to be successful at URI.	O	O	O	O	O

111.   Using a scale of 1–5, please rate the overall campus climate on the following
dimensions:
*(Note: As an example, for the first item, 1= completely free of racism, 2=mostly
free of racism, 3=occasionally encounter racism, 4=regularly encounter racism,
and 5=constantly encounter racism)*

Not racist	1	2	3	4	5	Racist
Not sexist	1	2	3	4	5	Sexist
Not homophobic	1	2	3	4	5	Homophobic
Not biphobic/panphobic	1	2	3	4	5	Biphobic/panphobic
Not transphobic	1	2	3	4	5	Transphobic
Not ageist	1	2	3	4	5	Ageist
Not classist (socioeconomic status)	1	2	3	4	5	Classist (socioeconomic status)
Not classist (by position status: faculty, staff, student)	1	2	3	4	5	Classist (by position status: faculty, staff, student)
Not ableist (disability-friendly)	1	2	3	4	5	Ableist (not disability-friendly)
Not xenophobic	1	2	3	4	5	Xenophobic
Not ethnocentric	1	2	3	4	5	Ethnocentric
Not Islamophobic	1	2	3	4	5	Islamophobic
Not antisemitic	1	2	3	4	5	Antisemitic

112.   **Respondents with disabilities only:** As a person who identifies as having a condition/disability that influences your learning, living, or working activities, have you experienced a barrier in any of the following areas at URI in the past year?

	Yes	No	Not Applicable
Facilities			
Athletic and recreational facilities	O	O	O
Classroom buildings	O	O	O
Classrooms, laboratories (including computer labs)	O	O	O
College housing	O	O	O
Dining facilities	O	O	O
Doors	O	O	O
Elevators/lifts	O	O	O
Emergency preparedness	O	O	O
Health Services	O	O	O
Office furniture (e.g., chair, desk)	O	O	O
Campus transportation/parking	O	O	O
Other campus buildings	O	O	O
Podium	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Studios/performing arts spaces	O	O	O
Temporary barriers because of construction or maintenance	O	O	O
Walkways, pedestrian paths, crosswalks	O	O	O
Technology/Online Environment			
Accessible electronic formats	O	O	O
Clickers	O	O	O
Computer equipment (e.g., screens, mouse, keyboard)	O	O	O
Electronic forms	O	O	O
Electronic signage	O	O	O
Electronic surveys (including this one)	O	O	O
Kiosks	O	O	O
Library databases	O	O	O
Brightspace/Sakai	O	O	O
Phone/phone equipment	O	O	O
Software (e.g., voice recognition, audiobooks)	O	O	O
Video/video audio descriptions	O	O	O
Websites	O	O	O
Resources			
Electronic databases (e.g., e-Campus)	O	O	O
Email account	O	O	O
Intake forms (e.g., Health Services)	O	O	O

	Yes	No	Not Applicable
Learning technology	O	O	O
Surveys	O	O	O
Instructional/Campus Materials			
Brochures	O	O	O
Food menus	O	O	O
Forms	O	O	O
Journal articles	O	O	O
Library books	O	O	O
Other publications	O	O	O
Syllabi	O	O	O
Textbooks	O	O	O
Video-closed captioning and text descriptions	O	O	O
Support Services			
Lighting	O	O	O
Aide Support	O	O	O
Translating/Interpreting	O	O	O
Accommodations from faculty	O	O	O

113.   We are interested in knowing more about your experiences. If you would like to elaborate on your responses regarding accessibility, please do so here.
Insert Text Box here

114. **(Respondents who identify as Genderqueer, Gender non-conforming, Nonbinary, Transgender, Transman, Transwoman only)** As a person who identifies as Genderqueer, Gender non-conforming, Nonbinary, Transgender, Transman, Transwoman, have you experienced a barrier in any of the following areas at URI in the past year?

	Yes	**No**	**Not Applicable**
Facilities			
Athletic and recreational facilities	O	O	O
Changing rooms/locker rooms	O	O	O
Restrooms	O	O	O
Signage	O	O	O
Identity Accuracy			
URI ID Card	O	O	O
Electronic databases (e.g., e-Campus)	O	O	O
Email account	O	O	O
Intake forms (e.g., Health Services)	O	O	O
Learning technology	O	O	O
Name change	O	O	O
Public Affairs	O	O	O
Surveys	O	O	O

115. We are interested in knowing more about your experiences. If you would like to elaborate on your responses, please do so here.
Insert Text Box here

Part 5: Institutional Actions Relative to Climate Issues

116. **Faculty only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI.

	This Initiative **IS** Available at URI			This Initiative **IS NOT** Available at URI		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Flexibility for calculating the tenure clock	O	O	O	O	O	O
Recognition and rewards for including diversity issues in courses across the curriculum	O	O	O	O	O	O
Diversity, equity, and inclusivity training for faculty	O	O	O	O	O	O
Toolkits for faculty to create an inclusive classroom environment	O	O	O	O	O	O
Supervisory training for faculty	O	O	O	O	O	O
Leadership development for faculty	O	O	O	O	O	O
Access to resources for people who have experienced harassment	O	O	O	O	O	O
Mentorship for new faculty	O	O	O	O	O	O
Ongoing mentorship for faculty	O	O	O	O	O	O
Clear processes to resolve conflicts	O	O	O	O	O	O
Support during faculty transitions (e.g., faculty to administrator)	O	O	O	O	O	O
Fair processes to resolve conflicts	O	O	O	O	O	O
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff/faculty	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O

	This Initiative **IS** Available at URI			This Initiative **IS NOT** Available at URI		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Support/resources for spouse/partner employment	O	O	O	O	O	O

117. **Staff only:** Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI.

	This Initiative **IS** Available at URI			This Initiative **IS NOT** Available at URI		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for staff	O	O	O	O	O	O
Access to resources for people who have experienced harassment	O	O	O	O	O	O
Supervisory training for supervisors/managers	O	O	O	O	O	O
Supervisory training for faculty	O	O	O	O	O	O
Mentorship for new staff	O	O	O	O	O	O
Support during staff transitions (e.g., staff to supervisor)	O	O	O	O	O	O
Clear processes to resolve conflicts	O	O	O	O	O	O
Fair processes to resolve conflicts	O	O	O	O	O	O
Diversity, equity, and inclusivity-related professional experiences included as one of the criteria for hiring of staff	O	O	O	O	O	O
Career development opportunities for staff	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O
Support/resources for spouse/partner employment	O	O	O	O	O	O

118.   **Students only**: Based on your knowledge of the availability of the following institutional initiatives, please indicate how each influences or would influence the climate at URI**.**

	This Initiative **IS** Available at URI			This Initiative **IS NOT** Available at URI		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for students	O	O	O	O	O	O
Diversity, equity, and inclusivity training for faculty	O	O	O	O	O	O
Diversity, equity, and inclusivity training for staff	O	O	O	O	O	O
A process to address student complaints of bias by faculty/staff in learning environments (e.g., classrooms, laboratories)	O	O	O	O	O	O
A process to address student complaints of bias by other students in learning environments (e.g., classrooms, laboratories)	O	O	O	O	O	O
Opportunities for cross-cultural dialogue among students	O	O	O	O	O	O
Opportunities for cross-cultural dialogue among faculty, staff, and students	O	O	O	O	O	O
Incorporating issues of diversity and cross-cultural competence more effectively into the curriculum	O	O	O	O	O	O
Effective faculty mentorship of students	O	O	O	O	O	O
Effective academic advising	O	O	O	O	O	O

	This Initiative **IS** Available at URI			This Initiative **IS NOT** Available at URI		
	Positively influences climate	**Has no influence on climate**	**Negatively influences climate**	**Would positively influence climate**	**Would have no influence on climate**	**Would negatively influence climate**
Diversity, equity, and inclusivity training for student employees (e.g., student union, resident assistants)	O	O	O	O	O	O
Affordable child care	O	O	O	O	O	O

119. We are interested in knowing if you have specific recommendations for improving the campus climate at URI. If you have specific recommendations, please elaborate on them here.
Insert text box here

<u>THANK YOU FOR YOUR PARTICIPATION IN THIS SURVEY</u>

To thank all members of the URI community for their participation in this survey, you have an opportunity to win an award.

Submitting your contact information for a survey award is optional. ***No survey information is connected to entering your information.***

To be eligible to win a survey award, select the appropriate link below. After the new page loads, enter your email address. Please submit only one entry per person; duplicate entries will be discarded. A random drawing will be held for the following survey awards:

<u>Undergraduate, Graduate, and Professional Students</u>
Free parking (Kingston campus)
URI sweatshirts
URI blankets
URI water bottles
Dunkin Donuts gift cards
Providence Bagels gift cards
Insomnia Cookies gift cards
Simply Thai gift cards
Doordash gift card
Friskie Fries gift card
iPad or Samsung Tablet
Campus Store gift cards
Apple/Samsung Watch
Pizza party
URI grab bag

<u>Staff and Faculty</u>
URI sweatshirts
URI blankets
URI water bottles
Dunkin Donuts gift cards
Providence Bagels gift cards
Insomnia Cookies gift cards
The Farmer's Daughter gift cards
iPad or Samsung Tablet
Basketball game tickets
URI grab bag
Campus Store gift cards
Apple/Samsung Watch
Fitbit/step tracker

By clicking on a link below, you will be taken to a separate website for the purposes of providing an email for the drawing. In providing your email on the separate website, you are in no way linked or identified with the survey information collected here. The separation between the survey and drawing websites ensures your confidentiality.

Insert LInk

Awards will be reported in accordance with IRS regulations. Please consult with your tax professional if you have questions.

We recognize that answering some of the questions on this survey may have been difficult for people.

If you have experienced any discomfort in responding to these questions and would like to speak with someone, please copy and paste the link below into a new browser to contact a resource:

https://web.uri.edu/climate-survey/support/