2023 MSU Department of Fisheries & Wildlife Climate Study

Conducted on Behalf of

The Fisheries and Wildlife
Diversity, Equity, and Inclusion Committee

By

The Office for Survey Research
Institute for Public Policy and Social Research
Michigan State University

Karen Clark, Senior Project Manager
Delicia Solis, Assistant Director of Survey Operations

Table of Contents

Overview and Methodology

In the spring of 2023, Michigan State University's Department of Fisheries & Wildlife (FW) invited all current faculty, academic staff, post-doctoral research associates, graduate students, and university support staff to assess the work and learning environment within the department.

The data collection instrument was developed by members of the FW Diversity, Equity, and Inclusion Committee with assistance from the Office for Survey Research at Michigan State University.

The data collection instrument contained the following sections:

- Views on Diversity – 16 closed-ended questions, 1 open-ended question
- Views on Civility, Equity, Inclusion, and Relationships in FW – 28 closed-ended questions, 3 open-ended questions.
- Experience with Relationship Violence and Sexual Misconduct – 9 closed-ended, 3 open-ended
- Incidents of Bias and Reporting – 8 closed-ended questions
- Current Climate –31 closed-ended questions, 4 open-ended questions
- Demographics (Self-Reported) – 11 questions

All responses to open-ended questions were reviewed by the Office for Survey Research and coded into thematic categories where appropriate.

The introduction contained text explaining the purpose of the study and an informed consent statement[1], which can be found in Appendix A.

Population

The climate survey was administered to all FW faculty, academic staff, post-doctoral research associates/fellows, graduate students, and university support staff (APA, APSA, CT, etc.) employed by the department as of April 18, 2023 through a web-based data collection platform. All responses to the survey were submitted anonymously.

The database provided by FW contained contact (email) information and minimal institution demographic information for 188 employees. The demographic information that was included with each record was department position (faculty, postdoctoral research associate, graduate student, and university support staff). This information was appended to the respondent's responses without jeopardizing confidentiality.

Table 1 is a comparison of key demographic variables between those who completed the survey and the study population to ensure the data is representative of the population. For department position, sex (gender), years of service institutional data was used for comparison. Comparison by race/ethnicity was not done due to missing data for Graduate Students.

---

[1] IRB review and approval were not required for this project due to falling into the category "Quality Assurance, Quality Improvement, or Program Evaluation." Quality assurance (QA), quality improvement (QI), and program evaluation (PE) are activities that may collect data about living individuals to measure the effectiveness of a practice, program, or service or to identify ways to improve them. If these activities are not designed to develop or contribute to generalizable knowledge, they do not fit the definition of research in 45 CFR 46, and they do not need IRB approval.

Table 1. Demographic Profile of Respondents

		Responses		Department		
		N	%	N	%	Difference
Department Position	Faculty/Academic Staff	42	44.7%	57	30.3%	14.4%
	Graduate Students	30	31.9%	82	43.6%	-11.7%
	Post-doctoral Research Associate	7	7.4%	22	11.7%	-4.3%
	University Support Staff	15	16.0%	27	14.4%	1.6%
Gender Identity/Sex	Female (Woman)	39	41.5%	88	46.8%	-5.3%
	Male (Man)	54	57.4%	99	52.7%	4.7%
	Another Identity	1	1.1%	1	0.5%	0.6%
Years in Department	Less than 5 Years	43	45.7%	97	51.6%	-5.9%
	5-9 Years	33	25.1%	38	20.2%	4.9%
	10 or More Years	18	19.1%	53	28.2%	-9.1%

Faculty are overrepresented in the data, whereas Graduate Students are underrepresented. This is common in climate surveys as students typically have a lower response rate. The data slightly underrepresent females (women) and employees/students in the department less than 5 years and underrepresents employees/students in the department 10 or more years.

Comparisons may not be a true reflection of the population completing the survey against the population for Graduate Students and employees/students with 10 or more years in the department. Results for these groups should be viewed with caution.

Table 2 shows the results of the self-reported demographics that were asked in the survey.

To protect respondent's anonymity and confidentiality and for analysis purposes:

- Sexual Identity/Orientation was combined from eight (8) categories into two (2): LBGTQIA2S+ and Heterosexual
- Disability status was combined from ten (10) categories into two (2): Disability and No Disability.
- Race/ethnicity was combined from eight (8) categories into two (2): BIPOC (Black, Ingenious, People of Color) and White.
- Gender identity was combined from ten (10) categories into three (3) Female (Women), Male (Man) and Another Identity. For analysis, two (2) categories were used, Women and Men.

Data were analyzed by self-reported gender identity, race/ethnicity, and years in department and position by institutional data.

Table 2. Respondent Self-reported Demographics ([1]-Adjusted Response Percentages after Removing Blank/Missing Observations)

Self-reported demographics		N	%	Valid %[1]
Department Position	Academic Specialist (Fixed-term & Continuing)	5	5.3%	5.5%
	Faculty - Tenure Stream	23	24.5%	25.0%
	Faculty – Fixed Term	9	9.6%	9.8%
	Graduate Student	28	29.8%	30.4%
	Postdoctoral Scholar/Research Associate	7	7.4%	7.6%
	Staff (department & research lab)	10	10.6%	10.8%
	Prefer not to answer	10	10.6%	10.9%
	Blank/Missing	2	2.1%	
Years in FW	Less than 5 years	31	33.0%	33.7%
	5-9 years	22	23.4%	23.9%
	10-14 years	8	8.5%	8.7%
	15 years or more	20	21.3%	21.7%
	Prefer not to answer	11	11.7%	12.0%
	Blank/Missing	2	2.1%	
Hours on Campus since Fall 2021	0 hours	11	11.7%	12.0%
	1-10 hours	18	19.1%	19.6%
	11-20 hours	18	19.1%	19.6%
	21-30 hours	10	10.6%	10.9%
	31-40 hours	17	18.1%	18.5%
	More than 40 hours	10	10.6%	10.9%
	Prefer not to answer	8	8.5%	8.7%
	Blank/Missing	2	2.1%	
Inter-national Status	Yes	7	7.4%	7.5%
	No	80	85.1%	86.0%
	Prefer not to answer	6	6.4%	6.5%
	Blank/Missing	1	1.1%	
Gender Identity	Woman	30	31.9%	39.0%
	Man	47	50.0%	61.0%
	Another Identity	4	4.3%	
	Prefer not to answer	11	11.7%	
	Blank/Missing	2	2.1%	
Sexual Identity	LBGTQIA2S+	11	11.7%	13.9%
	Heterosexual (Straight)	68	74.7%	86.1%
	Prefer not to answer	12	13.2%	
	Blank/Missing	3	3.8%	
Religious Affiliation	Christian (e.g., Protestant, Catholic, Mormon)	21	22.3%	26.9%
	Another religious identity	11	11.7%	14.1%
	Unaffiliated (e.g., agnostic, atheist)	46	48.9%	59.0%
	Prefer not to answer	14	14.9%	
	Blank/Missing	2	2.1%	
Disability Status	Yes	12	12.8%	13.0%
	No	73	77.7%	79.3%
	Prefer not to answer	7	7.4%	7.6%
	Blank/Missing	2	2.1%	

Data Collection

Data collection was conducted between April 27, 2023 and June 9, 2023. Reminder emails about completing the survey were sent on May 4th, May 10th, May 18th, June 6th, and June 9th. During the data collection period, 103 employees accessed the survey, with 94 employees submitting completed surveys (91.2%). Table 3 shows the response rates by demographic group and overall.

Table 3. Survey Response Rates by Demographic Group and Overall

Demographic Group		Completed	Population	Completion Rate
Department Position	Faculty/Academic Staff	42	57	73.7%
	Graduate Students	30	82	36.6%
	Post-doctoral Research Associate	7	22	31.8%
	University Support Staff	15	27	55.6%
Gender Identity/Sex	Female	39	88	44.3%
	Male	54	99	54.5%
	In another way	1	1	100.0%
Years in Department	Less than 5 Years	43	97	44.3%
	5-9 Years	33	38	86.8%
	10 or More Years	18	53	34.0%
Overall		94	188	50.0%

For this study, all members of the population, not random samples of the population, were used for data collection. Tests of significance, such as Chi-square and T-tests, are designed to test whether the differences seen between groups during analysis actually exist in the population and are not simply due to sampling error. When random samples are collected from a population, inferential statistics are used to assess whether observed sample differences are likely to exist at the population level. With a census, data are from the whole population, so there is no need to generalize. With this study, no samples were used, therefore, no sampling error exists. Any differences between groups seen during this study's analysis exist in the population.

For example, with a census, if there is a 3% difference between groups, then there is a 3% difference because that 3% difference is not due to random chance in sampling. However, even with a census, researchers must use their own judgement as to whether the 3% difference is large enough to have any practical significance for the work they are doing. For this report, the following criteria were applied to identify potentially meaningful differences among subgroups that FW may want to address at a department-level

- Mean differences among demographic subgroups that fall between 0.5 and 0.9 are highlighted in yellow as potentially meaningful.
- Mean differences among demographic subgroups that are 1.0 or greater are highlighted in red as likely meaningful.
- Percentage differences among demographic subgroups that fall between 5% and 9% are highlighted in yellow as potentially meaningful.
- Percentage differences among demographic subgroups that are 10% or greater are highlighted in red as likely meaningful.

Tables displaying overall results for each item in the questionnaire show the percentage distribution across each scale point, the total number of respondents answering the question, the overall mean value, and the standard deviation for each item.

Means are calculated on a scale of 1 to 5, with 1 representing the most negative position and 5 the most positive. The number of respondents may vary per item as respondents could choose not to answer questions. Results are displayed in descending order from highest (positive) to lowest (negative) mean score. All questions within matrices were presented to respondents in a random order to reduce order effects[2].

Tables displaying results by demographic subgroups show the mean score (in some instances the percentage of experiencing the behavior) for each subgroup. Results are displayed in descending order from the highest overall mean to the lowest. The maximum number of respondents in each subgroup is shown. The actual number answering the questions may be less.

The ranges for interpreting the Likert scale mean scores are 1.0-2.4 (Negative attitude), 2.5-3.4 (Neutral attitude), and 3.5-5.0 (Positive attitude) unless noted. Mean scores 4.5 and above can also be seen as very positive and scores 1.5 and below as very negative.

Results

Views on Diversity

The first set of questions focused on satisfaction with the current level of diversity in FW and engagement in and support for DEI activities.

Prior to answering any questions, respondents were provided with the following definition:

> **Diversity:** Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals.

Providing definitions is a method of communicating the researchers' intended meaning thus improving the accuracy of responses.

Respondents were first asked to rate on a scale of 0-10 how important the topic of diversity was to them. The highest mean scores on the importance of diversity were from BIPOC employees, Graduate Students, and employees with 5-9 years of service in FW; the lowest mean scores were from University Support Staff and employees with 10 or more years of service (Chart 1). The overall mean score was 8.57.

---

[2] The expression "order effect" refers to the well-documented phenomenon that different orders in which the questions (or response alternatives) are presented may influence respondents' answers in a more or less systematic fashion (cf. Schuman & Presser, 1981).

Chart 1. Importance of Diversity in FW Overall and by Demographic Group
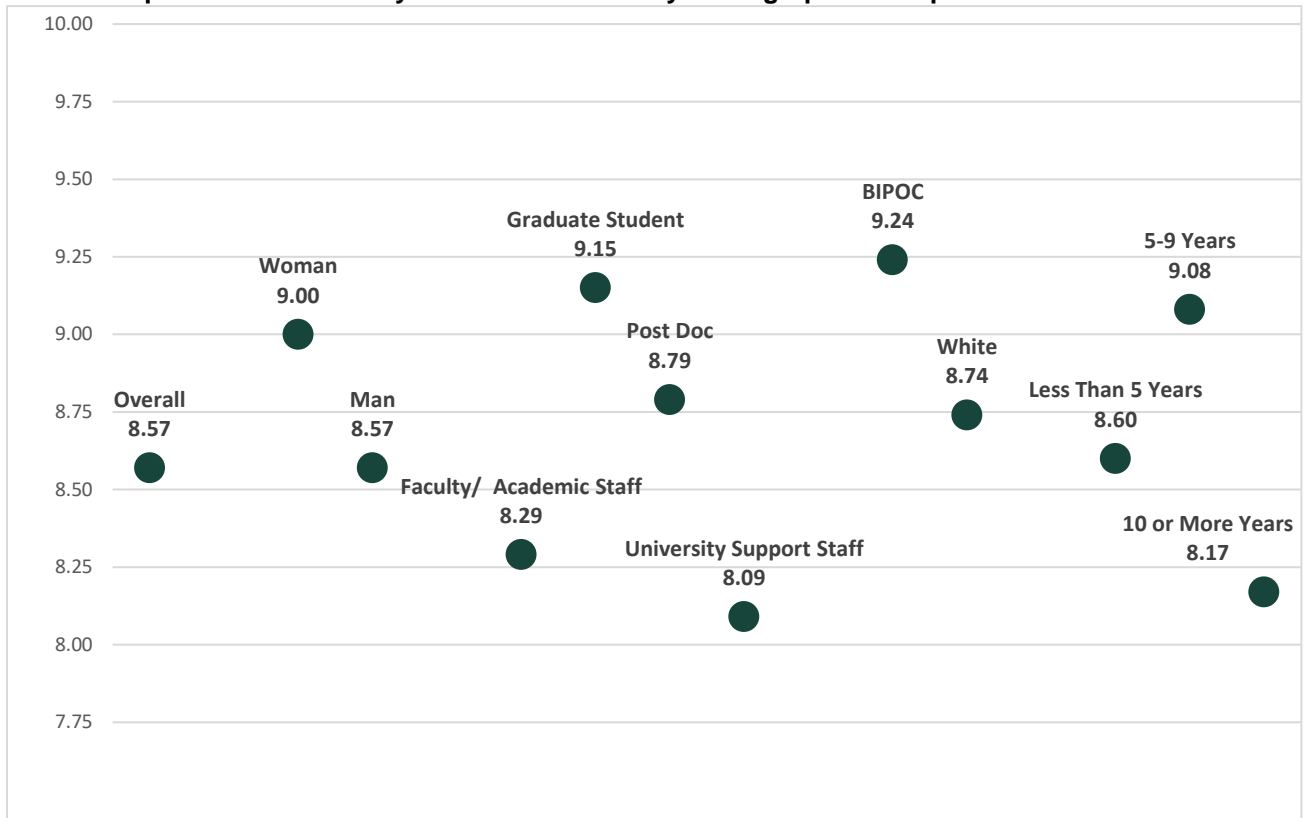
Respondents were then asked to rate their level of satisfaction with the level of diversity in FW and satisfaction with and knowledge of efforts being taken to increase diversity in FW. Full results are shown in Table 4.

Overall, respondents indicated a level of dissatisfaction with the level of diversity in FW with 56.5% disagreeing to some extent with the statement "I am satisfied with the level of diversity in FW across all position types in terms of race/ethnicity, gender, religion, age, sexual orientation, socioeconomic status, nationality, and people with disabilities." This also had the lowest mean score across the three items, 2.68.

The highest mean score, 3.82, was on the item measuring awareness of steps being taken to enhance diversity in FW. This also had the highest level of overall agreement, 76.0%.

When asked if they were satisfied with the steps taken to enhance diversity, respondents were less favorable in their assessment with slightly more than half, 54.4%, indicating a level of agreement with the statement.

Data for this were analyzed by gender identity, department position, race/ethnicity, and years in FW. Full results are shown in Table 5.

The data show:

- The majority of mean scores fell into the positive (3.50 – 5.00) or neutral range of the scale (2.50 – 3.49). Four mean scores fell into the negative range of the scale (1.00 – 2.49).
    - The mean scores falling into the negative range were all on the item measuring satisfaction with the level of diversity in FW: BIPOC respondents - 2.40; Women respondents - 2.33; respondents with 5-9 years of service - 2.23, post-docs respondents -1.86.
    - These were also the demographic groups whose mean scores on the item measuring importance of diversity were among the highest.

- Men were more positive in assessing satisfaction with efforts to increase diversity and the level of diversity in FW than women. Women were more aware of efforts being taken to increase diversity within the department.

- Faculty/Academic staff were the most aware of the steps being taken to enhance diversity in FW, University Support Staff were the most satisfied with the steps being taken to enhance diversity and were also the most satisfied with the level of diversity in the department.

- White employees/students were more aware of the steps being taken to enhance diversity and were more satisfied with the level of diversity in the department than BIPOC employees/students.

- Employees/students with less than 5 years in the department were the most satisfied with the level of diversity in the department and with the efforts being taken to enhance diversity. Employees/students with 10 or more years in the department were the most aware of the steps being taken to increase diversity in the department.

Table 4. Satisfaction with Level of Diversity and Enhancement Efforts

Please rate your level of agreement or disagreement with each of the following statements regarding diversity within FW.	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	N	Mean	Std. Dev.
I am aware of steps taken to enhance diversity in FW via recruitment, hiring, and retention practices.	3.3%	17.4%	3.3%	46.7%	29.3%	92	3.82	1.14
I am satisfied with steps that have been taken to enhance diversity within FW.	2.2%	19.6%	23.9%	33.7%	20.7%	92	3.51	1.09
I am satisfied with the level of diversity in FW across all position types in terms of race/ethnicity, gender, religion, age, sexual orientation, socioeconomic status, nationality, and people with disabilities.	16.3%	40.2%	15.2%	15.2%	13.0%	92	2.68	1.28

Table 5. Satisfaction with Level of Diversity and Enhancement Efforts by Demographic Group

Please rate your level of agreement or disagreement with each of the following statements regarding diversity within FW.	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
N	94	30	47	42	30	7	15	10	69	21	22	28
I am aware of steps taken to enhance diversity in FW via recruitment, hiring, and retention practices.	3.82	3.87	3.59	3.98	3.73	3.00	3.93	3.70	3.78	3.60	3.73	4.00
I am satisfied with steps that have been taken to enhance diversity within FW.	3.51	3.30	3.57	3.41	3.57	3.00	3.93	3.60	3.49	3.77	3.27	3.37
I am satisfied with the level of diversity in FW across all position types in terms of race/ethnicity, gender, religion, age, sexual orientation, socioeconomic status, nationality, and people with disabilities.	2.68	2.33	2.67	2.63	2.70	1.86	3.21	2.40	2.56	2.93	2.23	2.52

Cells highlighted in yellow show a mean difference of 0.5-0.9 with at least one other group in a category, cells highlighted in red, a difference of 1.0 or greater.

Respondents who somewhat or strongly disagreed with the statement "I am satisfied with the level of diversity in FW across all position types in terms of race/ethnicity, gender, religion, age, sexual orientation, socioeconomic status, nationality, and people with disabilities." (56.5% of respondents) were asked to indicate among which positions in FW they felt there was not enough diversity.

Table 6 shows the results for this question. Respondents could choose more than one position; therefore, results are shown based on both the number of responses (243) and the number of respondents (52) providing a response. Because of this, percentages will add to more than 100.0%.

Nearly all respondents felt that senior faculty was lacking diversity (96.2% of respondents choosing this group). This was followed by junior faculty (78.8%). A near equal percentage of respondents felt diversity was lacking across department level staff, Academic Specialists, and graduate students.

Where diversity was least lacking (yet improvement is still needed) was support staff working for research labs/projects.

Table 6. Positions in FW that Respondents Indicated they were not Satisfied with Level of Diversity

You indicated that you are not satisfied with the level of diversity in FW. Among which of the following positions FW would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Senior Faculty (Associate and Full Professor)	50	20.6%	96.2%
Junior Faculty (Assistant Professor)	41	16.9%	78.8%
Staff – primary duties for department	34	14.0%	65.4%
Academic Specialists	33	13.6%	63.5%
Graduate students	33	13.6%	63.5%
Post-Doctoral Scholars/Research Associates	27	11.1%	51.9%
Staff – primary duties for research lab/project or teaching	25	10.3%	48.1%
Total	243	100.0%	467.3%

For each position, respondents were asked among which groups they felt there was not enough diversity. Tables 7.1 through 7.7 show the results for each FW position.

An overwhelming majority of respondents (87.9% to 96.0%) indicated a lack of racial/ethnic diversity across all positions. The next most frequently mentioned groups where 57.0% to 60.0% of respondents indicated diversity was lacking was nationality/international and sexual orientation.

The groups that respondents thought diversity was not lacking to the extent of the other groups were religion and age.

Table 7.1. Underrepresented Groups in Senior Faculty Positions

You indicated that you are not satisfied with the level of Senior Faculty diversity in FW. Among which of the following groups would you say there is not enough diversity?	N	% Responses	% of Cases
Race/ethnicity	48	26.4%	96.0%
Sexual orientation	29	15.9%	58.0%
Nationality/International	27	14.8%	54.0%
People with disabilities	23	12.6%	46.0%
Gender identity	23	12.6%	46.0%
Age	14	7.7%	28.0%
Religion	13	7.1%	26.0%
Other	5	2.7%	10.0%
Total	182	100.0%	364.0%

Table 7.2. Underrepresented Groups in Junior Faculty Positions

You indicated that you are not satisfied with the level of Junior Faculty diversity in FW. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	39	26.7%	95.1%
Sexual orientation	24	16.4%	58.5%
Nationality/International	23	15.8%	56.1%
People with disabilities	19	13.0%	46.3%
Gender identity	17	11.6%	41.5%
Religion	12	8.2%	29.3%
Age	10	6.8%	24.4%
Other	2	1.4%	4.9%
Total	146	100.0%	356.1%

Table 7.3. Underrepresented Groups in Academic Staff Positions

You indicated that you are not satisfied with the level of diversity among Academic Specialists. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	31	25.8%	93.9%
Nationality/International	19	15.8%	57.6%
People with disabilities	18	15.0%	54.5%
Sexual orientation	16	13.3%	48.5%
Gender identity	14	11.7%	42.4%
Religion	10	8.3%	30.3%
Age	9	7.5%	27.3%
Other	3	2.5%	9.1%
Total	120	100.0%	363.6%

Table 7.4. Underrepresented Groups in Postdoctoral Positions

You indicated that you are not satisfied with the level of diversity among Postdoctoral Scholars/Research Associates/Senior Research Associates. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	24	27.3%	92.3%
People with disabilities	15	17.0%	57.7%
Sexual orientation	13	14.8%	50.0%
Gender identity	12	13.6%	46.2%
Nationality/International	11	12.5%	42.3%
Religion	8	9.1%	30.8%
Age	3	3.4%	11.5%
Other	2	2.3%	7.7%
Total	88	100.0%	338.5%

Table 7.5. Underrepresented Groups in Graduate Student Positions

You indicated that you are not satisfied with the level of diversity among Graduate students. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	29	23.8%	87.9%
Nationality/International	19	15.6%	57.6%
Sexual orientation	19	15.6%	57.6%
People with disabilities	18	14.8%	54.5%
Gender identity	18	14.8%	54.5%
Religion	9	7.4%	27.3%
Age	8	6.6%	24.2%
Other	2	1.6%	6.1%
Total	122	100.0%	369.7%

Table 7.6. Underrepresented Groups in Department Staff Positions

You indicated that you are not satisfied with the level of diversity among Staff – primary duties for department. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	32	25.0%	94.1%
Nationality/International	19	14.8%	55.9%
Sexual orientation	19	14.8%	55.9%
People with disabilities	18	14.1%	52.9%
Gender identity	18	14.1%	52.9%
Age	11	8.6%	32.4%
Religion	9	7.0%	26.5%
Other	2	1.6%	5.9%
Total	128	100.0%	376.5%

Table 7.7. Underrepresented Groups in Research Staff Positions

You indicated that you are not satisfied with the level of diversity among Staff – primary duties for research lab/project or teaching. Among which of the following groups would you say there is not enough diversity? (Please check all that apply)	N	% Responses	% of Cases
Race/ethnicity	22	25.3%	95.7%
Nationality/International	14	16.1%	60.9%
People with disabilities	13	14.9%	56.5%
Sexual orientation	13	14.9%	56.5%
Gender identity	11	12.6%	47.8%
Religion	8	9.2%	34.8%
Age	5	5.7%	21.7%
Other	1	1.1%	4.3%
Total	87	100.0%	378.3%

Employees/students agree that diversity is lacking across all department positions and is most evident in Senior Faculty (96.2% of respondents indicated this group), followed by Junior Faculty, and Academic Specialists. Where diversity was least lacking (yet improvement is still needed) was Research Staff working for research labs/projects.

The final set of questions in this section focused on attending DEI professional development trainings in the past three years. Table 8 shows the full results for this set of items.

Overall, 80.7% of FW employees/students reported attending at least one FW DEI-related sponsored activity in the past three years, 66.0% at least one offered by MSU, and 57.1% attended at least one DEI-related professional development activity outside of MSU.

Table 8. FW Employees/Students Participation in DEI-Related Activities

To what extent have you participated in the following diversity, equity, and inclusion (DEI) professional development activities within the last 3 years?	Not at All	A little (1 to 2 trainings)	Some (3 to 4 trainings)	A lot (5 or more trainings)	% Attending Trainings	N
DEI-related professional development and activities offered by FW.	19.4%	52.7%	26.9%	1.1%	80.7%	93
DEI-related professional development and activities offered by MSU (outside of FW).	34.1%	39.6%	20.9%	5.5%	66.0%	91
DEI-related professional development and activities offered outside of MSU.	43.0%	36.6%	15.1%	5.4%	57.1%	93
Other DEI activity (please describe)	76.7%	14.0%	4.7%	4.7%	23.4%	43

When looking at participation in DEI-related activities by demographic groups, the data show:

- Women and Men participated in FW DEI-related activities at nearly the same rate. Women were more likely to participate in MSU DEI-related activities (76.7% versus 54.5%) than Men. Men were slightly more likely to participate in DEI-related activities outside of the university, 60.9% versus 50.0%.

- Postdocs and Graduate Students were the least likely to participate in FW DEI-related activities, whereas Faculty/Academic Staff were the most likely to participate. Postdocs and University Support Staff were the least likely to participate in DEI-related events at MSU; University Support Staff were the least likely to participate in DEI-related event outside of MSU.

- BIPOC employees/students were far less likely to participate in DEI-related activities in FW (60.0% versus 86.8%) and outside of MSU (30.0 % versus 60.3%) but were slightly more likely to participate in DEI-related activities sponsored by MSU.

- Employees/students in FW with less than 5 years in the department and those with 10 or more years participated in FW DEI-related activities the most, while employees with 5-9 years of service were the most likely to participate in DEI-related activities sponsored by MSU. There was little difference among the three groups regarding participating in activities outside of MSU.

Table 9. % FW Employees/Students Participating in DEI-Related Activities by Demographic Group
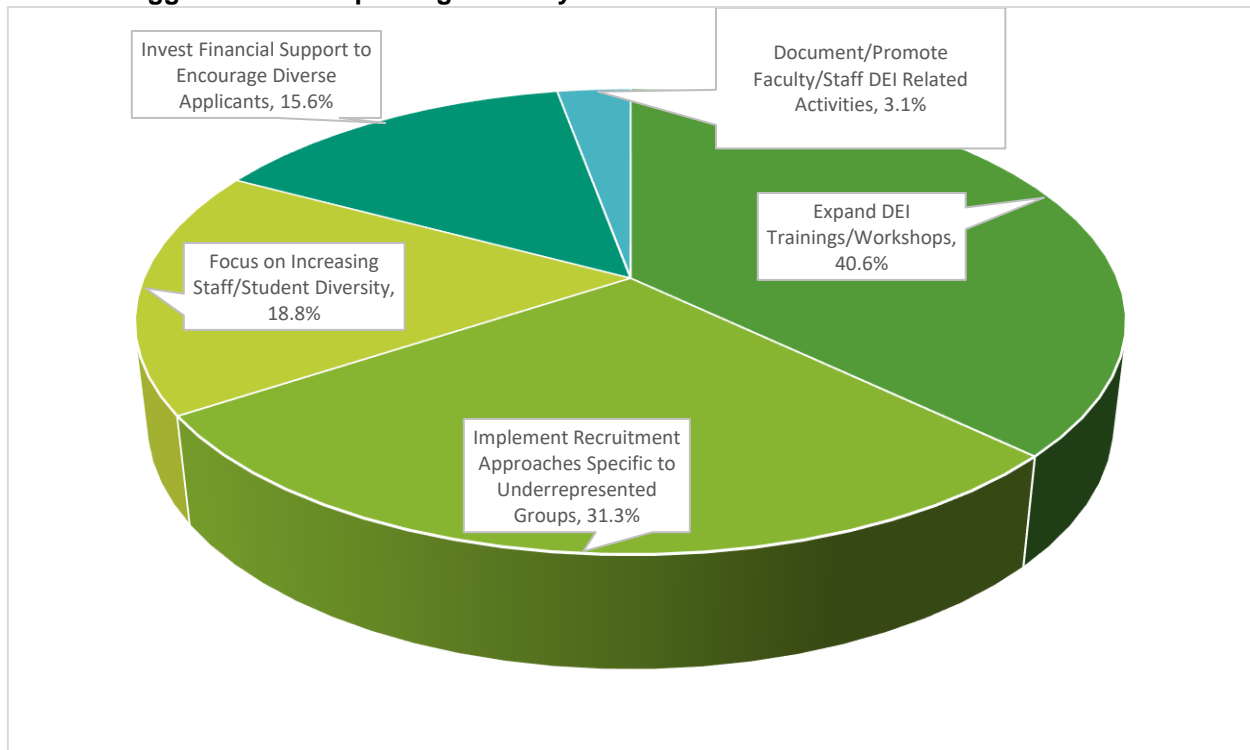
To what extent have you participated in the following diversity, equity, and inclusion (DEI) professional development activities within the last 3 years?	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
N	94	30	47	42	30	7	15	10	69	21	22	28
DEI-related professional development and activities offered by FW.	80.7%	83.3%	82.7%	87.7%	73.3%	71.4%	80.0%	60.0%	86.8%	83.9%	68.2%	85.2%
DEI-related professional development and activities offered by MSU (outside of FW).	66.0%	76.7%	54.5%	85.0%	58.5%	28.6%	46.7%	66.7%	64.2%	40.0%	81.8%	76.9%
DEI-related professional development and activities offered outside of MSU.	57.1%	50.0%	60.9%	66.7%	55.1%	57.2%	33.3%	30.0%	60.3%	59.9%	54.6%	53.5%
Other DEI activity (please describe)	23.4%	21.4%	23.8%	28.5%	23.1%	33.3%	15.4%	16.7%	23.3%	14.3%	18.2%	41.7%

Cells highlighted in yellow show a mean difference of 5.0% - 9.9% with at least one other group in a category, cells highlighted in red show a mean difference of 10.0% or more.

Comparison of percentage differences was not done on the category "Other DEI activity" due the small number of respondents providing a response.

Respondents were asked to provide suggestions for improving diversity in FW and/or a DEI-related professional development opportunity that they thought would be beneficial for others in the department. Responses were coded into thematic categories and are shown in Chart 2. Percentages are based on the number of respondents providing comments (31) therefore may add to more than 100.0%.

The majority of the comments focused on increasing the scope of DEI trainings available to FW employees/students including trainings/workshops outside of MSU. Respondents saw a need to implement recruitment strategies aimed specifically at reaching underrepresented groups but did not elaborate on specific approaches/strategies that should be taken beyond the possibility of using financial incentives related to DEI as a recruitment tool.

Chart 2. Suggestions for Improving Diversity in FW

Pie chart with the following segments:
- Invest Financial Support to Encourage Diverse Applicants, 15.6%
- Document/Promote Faculty/Staff DEI Related Activities, 3.1%
- Expand DEI Trainings/Workshops, 40.6%
- Focus on Increasing Staff/Student Diversity, 18.8%
- Implement Recruitment Approaches Specific to Underrepresented Groups, 31.3%

The data show that employees/students acknowledge a lack of diversity exists within the department.

A positive for FW is that a majority of FW employees/students (76.0%) are aware of steps being taken in the department via recruitment, hiring, and retention practices to enhance diversity. This shows that leadership is being transparent with its efforts to focus on enhancing the diversity in the department and that it is a priority for the department.

The downside to this as while employees/students may be aware of the steps/processes the department is using, they are less satisfied with the steps/processes themselves with slightly over half, 54.4% indicating a level of satisfaction with what is currently being done.

To fully accomplish the goal of increasing diversity across all positions in FW, engagement with current faculty/staff/students is needed to review current practices and explore and develop new recruitment practices as well as a commitment to do the work that is needed.
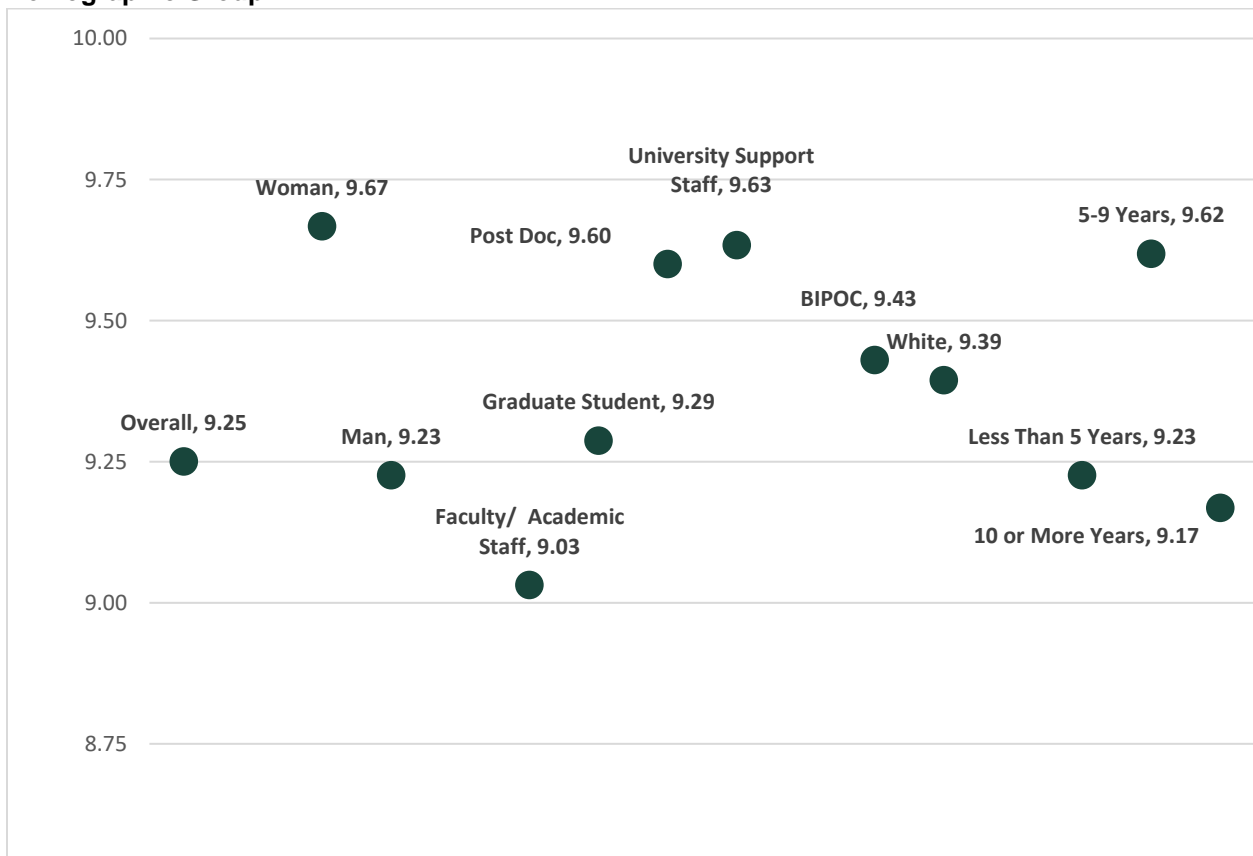

Views on Civility, Equity, Inclusion, and Relationships

The following definitions were provided to respondents prior to being asked this set of questions:

- **Civility:** Civility is claiming and caring for one's identity, needs, and beliefs without degrading someone else's in the process. Civility is about disagreeing with respect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same.

- **Equity:** Equity seeks to ensure fair treatment, equality of opportunity, and parity in access to information and resources for all.

- **Inclusion:** Inclusion builds a culture of belonging by actively inviting the contributions and participation of all people.

- **Bullying:** Bullying is repeated actions of individuals (or a group) directed towards an employee (or group of employees) that is intended to intimidate, degrade, offend, or humiliate, often in front of others.

Respondents were asked "How important to you is the topic of Civility, Equity, Inclusion, and Relationships in FW?" As shown in Chart 3, the highest mean scores for importance were among Women, University Support Staff, and employees/students in the department between 5-9 years. The lowest mean scores were among Faculty/Academic Staff and employees/students in the department for 10 or more years. The overall mean for this item was 9.25.

Chart 3. Importance of Civility, Equity, Inclusion, and Relationships in FW Overall and by Demographic Group

Chart data points:
- Woman, 9.67
- University Support Staff, 9.63
- 5-9 Years, 9.62
- Post Doc, 9.60
- BIPOC, 9.43
- White, 9.39
- Graduate Student, 9.29
- Overall, 9.25
- Man, 9.23
- Less Than 5 Years, 9.23
- 10 or More Years, 9.17
- Faculty/ Academic Staff, 9.03

Respondents were asked to indicate their level of agreement to a series of statements measuring well-being and relationships in the department. Seven (7) of the statements measured being treated with respect, seven (7) measured a supportive work environment, and six (6) measured well-being and relationships. Results are shown in Table 10.

All but one mean score across the twenty (20)items fell into the positive range of the scale (3.50 – 5.00) with six (6) falling into the very positive range of the scale (4.50 – 5.00).

Six of the items measuring being treated with respect had the highest mean scores across the 20 items and the highest levels of overall agreement. These were being treated with respect by:

- Post-doctoral fellows: 4.67, 93.1% agreement
- Academic Specialist: 4.66, 94.9% agreement
- Staff (research lab): 4.65, 91.0% agreement
- Graduate Students: 4.64, 93.0% agreement
- Supervisor/Chairperson: 4.59, 89.0% agreement
- Staff (department): 4.57, 90.2% agreement

The mean score for being treated with respect by faculty was 4.35, with an 84.8% level of agreement.

Three of the items measuring a supportive work environment also had strong mean scores:

- My supervisor/chairperson takes employee concerns seriously, 4.40
- I feel safe within FW (including physical, mental, and emotional safety), 4.35
- FW leadership takes employee concerns seriously, 4.09

While still falling into the positive range of the scale, employees/students were less positive in feeling valued by the department, 3.85, and being able to share their concerns openly, 3.91.

The two items in the series measuring a supportive work environment that had the lowest mean scores measured ample resources available to support well-being and having colleagues who care about overall job satisfaction, 3.71 and 3.64 respectively. Slightly more than half of respondents, 58.9%, agreed with the statement assessing having colleagues who care about job satisfaction and 61.1% agreed there were ample resources to support well-being.

Mean scores for the six (6) items measuring well-being and relationships ranged from a high of 4.18 to a low of 3.46.

The highest mean scores were on the items "There are people with whom I identify with in my work environment," 4.18, and "Colleagues care about my personal well-being," 4.04, and "There are people within FW I can count on to help me with personal needs or struggles," 3.93.

Respondents were less favorable in rating whether they felt personal identities were valued, mean score, 3.78.

The mean score of 3.46 on the item "People take time to get to know new employees," was the lowest among the 20 items measured in this series and the only mean score to fall into the neutral range of the scale (2.40 to 3.49). The next lowest mean score was on the item "People take time to welcome new employees," 3.63.

Table 10. Civility, Equity, Inclusion, and Relationships

|	Please indicate to what extent you agree or disagree with each of the following statements related to civility, equity, inclusion, and relationships within FW.	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	N	Mean	Std. Dev.
R	I am treated with respect by post-doctoral fellows, research associates, and senior research associates.	1.1%	0.0%	5.7%	17.2%	75.9%	87	4.67	0.69
R	I am treated with respect by academic specialists.	0.0%	0.0%	5.1%	24.1%	70.9%	79	4.66	0.57
R	I am treated with respect by staff (primary duties to research lab/project or teaching).	0.0%	3.4%	5.6%	13.5%	77.5%	89	4.65	0.74
R	I am treated with respect by graduate students.	1.2%	2.3%	3.5%	17.4%	75.6%	86	4.64	0.77
R	I am treated with respect by my supervisor/chairperson.	0.0%	5.5%	5.5%	13.2%	75.8%	91	4.59	0.83
R	I am treated with respect by staff (primary duties for department).	1.1%	5.4%	3.3%	16.3%	73.9%	92	4.57	0.88
SW	My supervisor/chairperson takes employee concerns seriously.	0.0%	12.0%	6.5%	10.9%	70.7%	92	4.40	1.05
SW	I feel safe within FW (including physical, mental, and emotional safety).	1.1%	6.5%	8.7%	23.9%	59.8%	92	4.35	0.97
R	I am treated with respect by faculty.	0.0%	6.5%	8.7%	28.3%	56.5%	92	4.35	0.89
WR	There are people with whom I identify with in my work environment.	1.1%	8.8%	11.0%	29.7%	49.5%	91	4.18	1.02
SW	FW leadership take employee concerns seriously	1.1%	10.1%	14.6%	27.0%	47.2%	89	4.09	1.06
WR	Colleagues care about my personal well-being.	4.3%	6.5%	10.9%	37.0%	41.3%	92	4.04	1.09
WR	There are people within FW I can count on to help me with personal needs or struggles.	6.7%	10.0%	13.3%	23.3%	46.7%	90	3.93	1.27
SW	I can voice my opinions openly.	6.5%	12.0%	6.5%	33.7%	41.3%	92	3.91	1.25
SW	My contributions to FW are recognized and valued.	6.8%	12.5%	10.2%	29.5%	40.9%	88	3.85	1.27
WR	My personal identities are valued in the work environment.	3.4%	8.0%	28.4%	27.3%	33.0%	88	3.78	1.10
SW	There are ample resources to promote well-being available to me.	1.1%	14.4%	23.3%	34.4%	26.7%	90	3.71	1.05
SW	Colleagues care about my overall job satisfaction.	5.6%	13.3%	22.2%	28.9%	30.0%	90	3.64	1.20
WR	People take time to welcome new employees.	5.6%	10.1%	19.1%	46.1%	19.1%	89	3.63	1.08
WR	People take time to get to know new employees.	5.5%	15.4%	19.8%	46.2%	13.2%	91	3.46	1.08

R = Respect, SW = Supportive Work Environment, WR = Well-being/Relationships

Respondents who indicated a strongly disagree or somewhat disagree response to at least one question about civility, equity, inclusion, and relationships were asked to provide commentary for their response(s). Percentages in Chart 4 show these results. Percentages are based on the number of respondents providing feedback (29) therefore may add to more than 100.0%

The top commentary related to employees/students feeling an overall lack of support/value/recognition/respect in the department. Respondents also mentioned the lack of opportunities to engage with new faculty/students as well as the lack of opportunities to interact with colleagues overall and form personal and/or professional relationships. Because of this, employees/students felt a lack of collegiality and a lack of a sense of community/belonging.

Comments did reference directly (and indirectly) that these issues have been a part of the department's history for several years.

Chart 4. Civility, Equity, Inclusion and Relationships Commentary
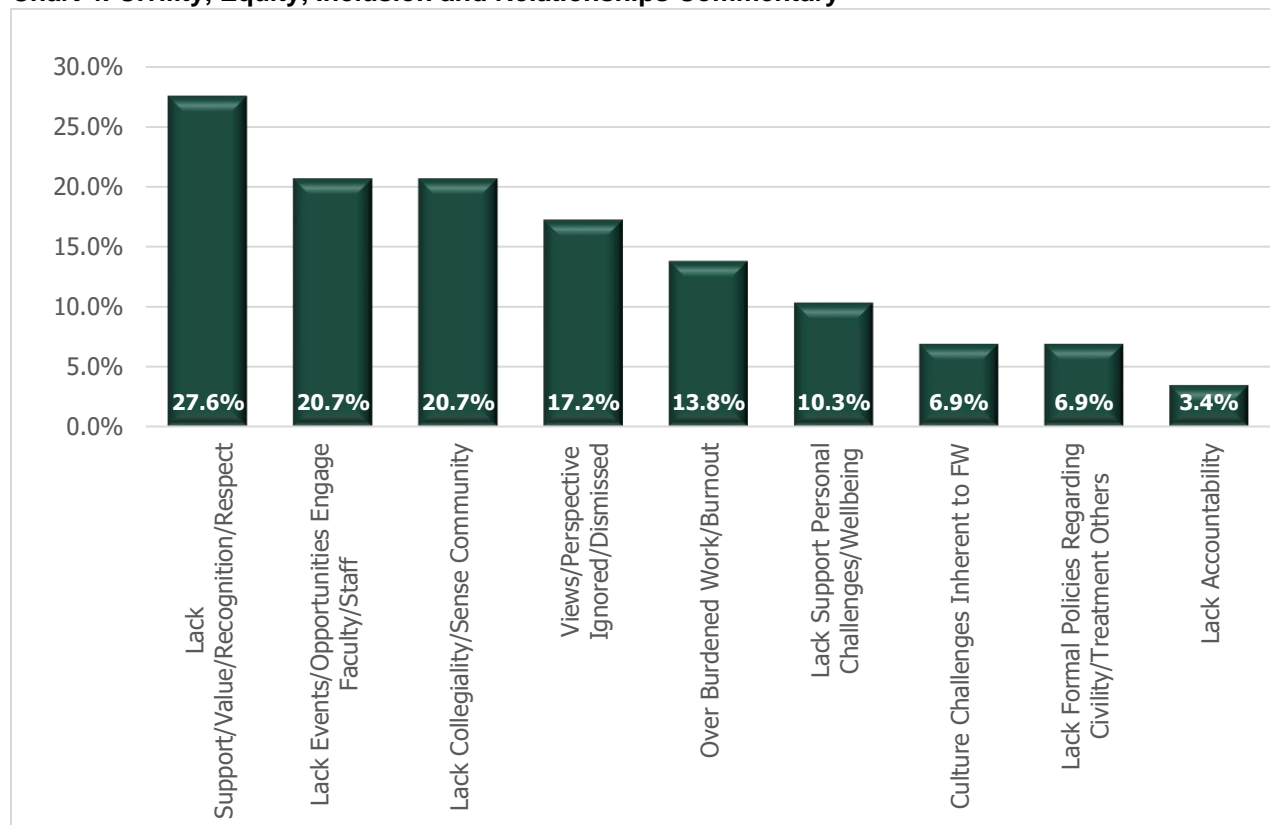
When looking at this data by demographic groups:

- Mean scores for Men were higher on all 20 items than Women. The items with the largest difference between the two groups were:

  - My supervisor/chairperson takes employee concerns seriously, Women, 3.80, Men, 4.82.
  - FW leadership takes employee concerns seriously, Women, 3.63, Men 4.51.
  - I am treated with respect by my supervisor/chairperson, Women, 4.20, Men, 4.87.
  - I can voice my opinions openly, Women, 3.70, Men, 4.33.
  - I feel safe within FW (including physical, mental, and emotional safety). Women, 4.07, Men 4.70.

- BIPOC employees were more favorable on the majority of items than White Employees (17 out of 20 items).

- White employees/students had higher mean scores on items measuring having people who they identified within the work environment, welcoming new employees, and getting to know new employees. The items with the largest difference between the two groups were on the items:

  - There are ample resources to promote well-being available to me., BIPOC, 4.20, White, 3.61.
  - I can voice my opinions openly, BIPCOC, 4.80, White 3.99.
  - There are people within FW I can count on to help me with personal needs or struggles., BIPOC, 4.70, White, 3.97.

- Postdocs had the lowest mean scores on the items measuring being respected by Academic Staff, laboratory staff, supervisor/chairperson, and faculty; feeling physically and mentally safe; having personal relationships, voicing opinions openly, and having contributions recognized and valued.

- Faculty had the lowest mean scores on items measuring having personal identities valued, supportive colleagues, and people taking time to welcome and get to know people.

- University Support Staff had the highest means on 9 of the items, Faculty/Academic Staff and Graduate Students five (5) items each, Postdocs one (1) item.

- Employees/students in the department 5-9 years had the lowest mean scores on 17 of the 20 items. Employees/students in the department less than 5 years had the highest mean scores on 11 items. They had higher mean scores on items measuring personal relationships, a supportive work environment, and being respected by Academic Specialists, graduate students, departmental staff, and faculty.

- Longer term employees/students had the highest mean scores on being treated with respect by postdocs, supervisors/chairpersons, laboratory staff, having concerns taken seriously (chairperson/supervisor and leadership), and having contributions valued.

Table 11. Civility, Equity, Inclusion, and Relationships by Demographic Groups

	Please indicate to what extent you agree or disagree with each of the following statements related to civility, equity, inclusion, and relationships within FW.	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
			Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
R	I am treated with respect by post-doctoral fellows, research associates, and senior research associates.	4.67	4.52	4.76	4.74	4.46	4.71	4.85	5.00	4.61	4.70	4.50	4.85
R	I am treated with respect by academic specialists.	4.66	4.44	4.81	4.61	4.69	4.60	4.75	4.88	4.64	4.79	4.56	4.61
R	I am treated with respect by staff (primary duties to research lab/project or teaching).	4.65	4.55	4.80	4.69	4.63	4.43	4.69	4.80	4.69	4.68	4.57	4.84
R	I am treated with respect by graduate students.	4.64	4.61	4.56	4.49	4.69	4.83	4.86	5.00	4.52	4.83	4.25	4.69
R	I am treated with respect by my supervisor/chairperson.	4.59	4.20	4.87	4.65	4.67	4.14	4.50	4.90	4.57	4.65	4.50	4.70
R	I am treated with respect by staff (primary duties for department).	4.57	4.37	4.76	4.45	4.70	5.00	4.40	4.80	4.58	4.80	4.73	4.48
SW	My supervisor/chairperson takes employee concerns seriously.	4.40	3.80	4.82	4.53	4.43	4.14	4.13	4.60	4.40	4.45	4.32	4.56
SW	I feel safe within FW (including physical, mental and emotional safety).	4.35	4.07	4.70	4.50	4.27	4.14	4.20	4.70	4.40	4.42	4.23	4.56
R	I am treated with respect by faculty.	4.35	4.00	4.59	4.37	4.28	4.14	4.53	4.80	4.28	4.47	4.05	4.39
WR	There are people with whom I identify with in my work environment.	4.18	3.97	4.33	4.23	4.07	3.71	4.47	3.50	4.30	4.35	3.73	4.37
SW	FW leadership take employee concerns seriously	4.09	3.63	4.51	4.35	3.78	4.00	4.00	4.20	4.14	4.11	3.95	4.30
WR	Colleagues care about my personal well-being.	4.04	4.00	4.20	3.98	4.27	3.71	3.93	4.40	4.10	4.43	3.64	4.26
WR	There are people within FW I can count on to help me with personal needs or struggles.	3.93	3.90	4.20	3.87	4.10	3.71	3.86	4.70	3.97	4.10	3.91	4.12
SW	I can voice my opinions openly.	3.91	3.70	4.33	3.83	4.17	3.43	3.87	4.80	3.99	4.17	3.95	3.85
SW	My contributions to FW are recognized and valued.	3.85	3.53	4.14	4.00	3.81	3.14	3.87	4.10	3.89	4.04	3.41	4.14
WR	My personal identities are valued in the work environment.	3.78	3.86	3.82	3.62	3.83	3.71	4.23	4.10	3.77	4.10	3.52	3.88
SW	There are ample resources to promote well-being available to me.	3.71	3.50	3.82	3.61	3.53	4.00	4.20	4.20	3.61	3.79	3.64	3.74
SW	Colleagues care about my overall job satisfaction.	3.64	3.43	3.93	3.58	3.76	3.67	3.60	4.10	3.73	3.87	3.62	3.64
WR	People take time to welcome new employees.	3.63	3.45	3.62	3.48	3.64	3.57	4.07	3.30	3.61	3.87	3.48	3.61
WR	People take time to get to know new employees.	3.46	3.21	3.50	3.20	3.59	3.29	4.00	3.20	3.42	3.81	3.41	3.30

Cells highlighted in yellow show a mean difference of 0.5 – 0.9 with at least one other group in a category, cells highlighted in red show a mean difference of 1.0 or more.

Unfair Treatment

Respondents were asked how often they had been treated unfairly in FW due to their identity (race, gender, religion, age, physical ability, etc.) or due to power differentials between individuals.

As shown in Table 12, 34.4% of respondents indicated experiencing unfair treatment at least one time due to their identity and 42.4% due to power differentials between individuals during their tenure with the department.

Table 12. Experienced Unfair Treatment in the Department

How often have you been or are treated unfairly in FW because of:	Never (0 times)	Rarely (1 to 2 times)	Sometimes (3 to 4 times)	Often (5 or more times)	% Experiencing Behavior	Total
Your identity (race, gender, religion, age, physical ability, etc.)	65.6%	20.4%	11.8%	2.2%	34.4%	93
Power differentials between individuals	57.6%	16.3%	17.4%	8.7%	42.4%	92
Other (opportunity to describe below):	85.7%	0.0%	4.8%	9.5%	14.3%	21

Overall, 53.2% of employees/students have not experienced any unfair treatment, 17.0% have experienced one type of unfair treatment, 27.7% two types, and 2.1% three types of unfair treatment. During the 2022-2023 academic year, 12.7% of employees experienced at least one incident of unfair treatment[3].

Respondents who experienced unfair treatment during their time with the department, were asked over what time periods they experienced this treatment.

Because respondents could indicate more than one time period, percentages in Table 13 are based on the number of responses (72) and the number of respondents answering the question (44); therefore, these percentages total more than 100.0%.

As shown in Table 13, 45.5% of respondents experienced unfair treatment within the last 4 to 6 years, 38.6%, within the last 1 to 3 years, and 27.3% in the past year.

Of those who experienced unfair treatment within the past year, 25.0% experienced unfair treatment due to their identity, and 25.6% due to power differentials with individuals.

---

[3] 12 respondents indicated experiencing unfair treatment during the 2022-2023 academic year (see Table 13), 12/94=12.7%.

Table 13. Time Period Experienced Unfair Treatment

Over what time period(s) do you feel you were treated unfairly in FW? (Please check all that apply)	N	% Responses	% of Cases
Within the last year	12	16.7%	27.3%
Within the last 1 to 3 years	17	23.6%	38.6%
Within the last 4 to 6 years	20	27.8%	45.5%
Within the last 7 to 9 years	9	12.5%	20.5%
Longer than 9 years ago	9	12.5%	20.5%
Prefer not to answer	5	6.9%	11.4%
Total	72	100.0%	163.6%

Respondents who indicated they had been treated unfairly in FW were asked to describe how they had been treated unfairly.

As shown in Chart 5, the majority of the unfair treatment involved power differentials, followed by being treated in a condescending or demoralizing manner, and not being given credit for work ideas.

When looking further at the power differential experienced, respondents reported these incidents occurring between faculty and graduate students, senior faculty (tenure) and junior faculty, and faculty who have been with the department long-term and newer faculty/staff.

Chart 5. Unfair Treatment Experienced in the Department.
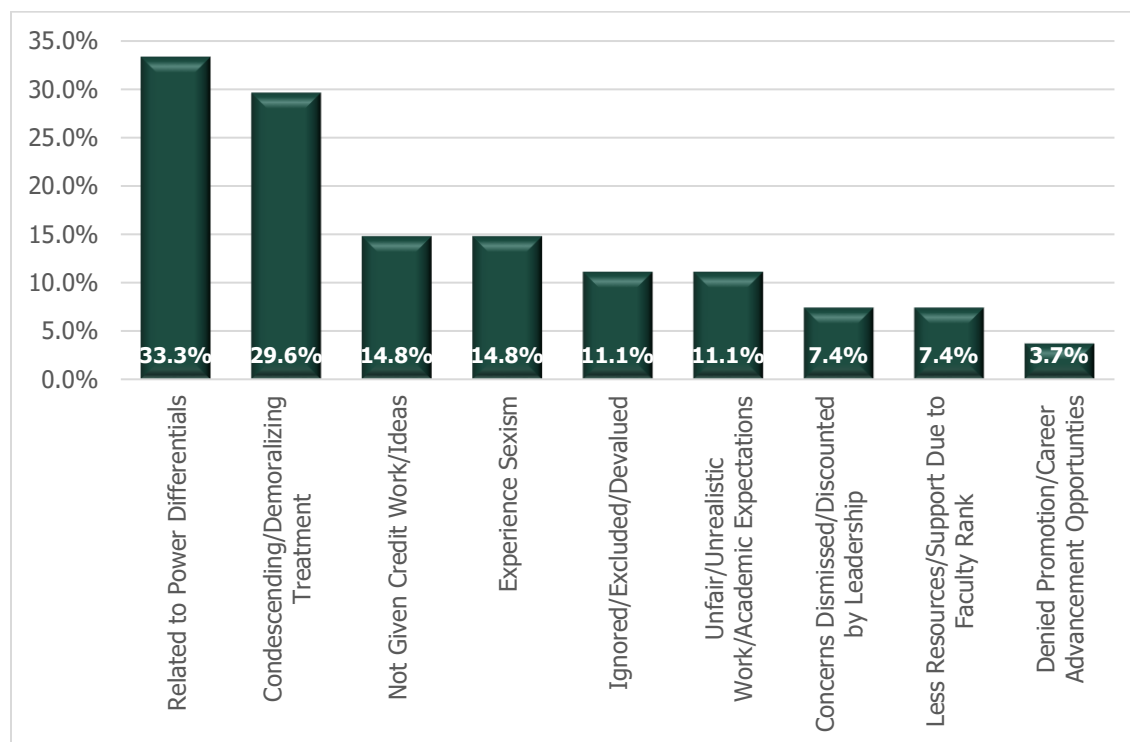
Table 14 shows the percentage of respondents who experienced at least one incident of unfair treatment by demographic group.

It is important to note that the number of respondents is very small within some demographic subgroups, therefore, caution should be used when generalizing the results to the population as a whole.

Women, Faculty/Academic Staff, Postdocs, White employees/students, and employees/students with the department more than 5 years reported the highest percentages of unfair treatment.

Table 14. % Experienced Unfair Treatment in the Department by Demographic Group

How often have you been or are treated unfairly in FW because of:	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
	44	17	19	4	11	4	4	4	33	9	11	18
Power differentials between individuals	42.4%	56.7%	37.0%	55.0%	30.0%	57.1%	26.7%	40.0%	44.1%	26.7%	50.0%	57.1%
Your identity (race, gender, religion, age, physical ability, etc.)	34.4%	46.7%	25.5%	51.2%	20.0%	42.9%	13.3%	20.0%	34.8%	16.1%	31.8%	53.6%
Other (opportunity to describe below):	14.3%	0.0%	9.1%	14.3%	14.3%	0.0%	16.7%	0.0%	13.3%	11.1%	16.7%	0.0%

Cells highlighted in yellow show a mean difference of 5.0% - 9.9% with at least one other group in a category, cells highlighted in red show a mean difference of 10.0% or more.
Comparison of percentage differences was not done on the category "Other (opportunity to describe below)" due the small number of respondents providing a response.

Bullying

The next series of questions focused on bullying in FW. Respondents were asked if they had witnessed bullying and if they had experienced bullying themselves. Across all respondents, 16.1% indicated they had witnessed bullying[4] and 10.8% had experienced bullying since joining the department. This academic year, six (6) employees, 6.4%, reported experiencing or witnessing bullying.

Respondents who indicated that they had witnessed or experienced bullying, were asked during what time periods this happened. Table 15 shows these results. Because respondents could indicate more than one time period, percentages are based on both the number of responses (32) and the number of respondents (19) therefore these percentages total more than 100.0%.

The highest incidences of bullying in the department occurred within the last 1 to 3 years or within the last 4 to 6 years.

Due to the small number of respondents witnessing or experiencing bullying, analysis by demographic subgroup was not done.

Table 15. Time Period Witnessed or Experienced Bullying

Over what time period(s) did you witness or experience bullying in FW?	N	% Responses	% of Cases
Within the last year	6	18.8%	31.6%
Within the last 1 to 3 years	10	31.3%	52.6%
Within the last 4 to 6 years	9	28.1%	47.4%
Within the last 7 to 9 years	3	9.4%	15.8%
Longer than 9 years ago	3	9.4%	15.8%
Prefer not to answer	1	3.1%	5.3%
Total	32	100%	168.4%

Respondents who witnessed or experienced bullying were asked to provide a description of the bullying that occurred without providing specifics (identities, dates, locations) of what occurred. The majority of the incidences involved power differentials, being the target of disparaging or demeaning remarks, and having ideas/opinions devalued or dismissed.

The percentage of respondents reporting unfair treatment may be inflated as many of the behaviors or actions respondents described under the auspice of unfair treatment were also described as incidences of bullying (and vice-versa).

Whether an incident is considered by an employee/student to be unfair treatment or bullying, and while some of these actions or behaviors may not directly violate university policies, these are still actions and behaviors that contribute to a negative work environment and culture and should be addressed by leadership.

A major concern in the department is the high percentage of respondents reporting incidents involving power differentials as unfair treatment, bullying, and forms of bias/discrimination and as reasons

---

[4] Overall, 16.0% of respondents answered yes, 74.5% no, 8.5% prefer not to answer, and 1.1% skipped the question asking about witnessing bullying, and 10.6% answered yes, 80.9% no, 7.4% prefer not to answer, and 1.1% skipped the question asking about being the target of bullying. Due to the percentage of respondents who choose not to answer or skip the question, rates of witnessing or experiencing bullying in the department may be higher.

employees/students gave for considering leaving FW. Addressing this specific behavior should be a priority of leadership.

There is a positive trend that seems to be happening in the department for both incidences of unfair treatment and bullying. For both, the number of incidences experienced has decreased significantly in the past year in comparison to the past 1 to 3 years and 4 to 6 years.

Experience with Relationship Violence and Sexual Misconduct

Respondents were given the option to complete the section focusing on Relationship Violence and Sexual Misconduct (RVSM). Overall, 86.2% of respondents agreed to complete the questions with 13.8% declining. The reasons for declining are unknown.

Table 16 shows the results for the three (3) items measuring experiencing and witnessing RSVM in the department and the extent to which respondents view sexual harassment as a problem within the department. For this set of items, higher levels of disagreement are seen as positive as are mean scores closer to 1.00.

Michigan State University has a zero-tolerance policy for relationship violence and sexual misconduct (sexual harassment is a form of sexual misconduct). This means theoretically that there should be zero agreement with the statements shown in Table 16.

However, 2.5% of respondents agreed to some extent (no respondent strongly agreed with the statement) that they had experienced relationship violence or sexual misconduct at some time during their tenure with the department. Another 3.8% did not provide a definitive response (neither agree nor disagree), and 1.3% somewhat disagreed, which may indicate behaviors occurred but the respondent was unsure whether or not the actions fell under the umbrella of sexual misconduct.

During the 2022-2023 academic year, only one (1) employee/student indicated they had experienced or witnessed relationship violence or sexual misconduct (Table 18), which is 1.1% of respondents.

The percentage of respondents agreeing to the statement that they had witnessed RSVM was 7.7%, and twice as many, 14.5% agreed to some extent with the statement that sexual harassment was a problem within FW.

Table 16. Experiencing and/or Witnessing Relationship Violence and Sexual Misconduct

Please indicate to what extent you agree or disagree with each of the following statements.	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	N	Mean	Std. Dev.
I have experienced relationship violence or sexual misconduct within FW.	92.4%	1.3%	3.8%	2.5%	0.0%	79	1.16	0.61
I have witnessed relationship violence or sexual misconduct within FW.	84.6%	3.8%	3.8%	6.4%	1.3%	78	1.36	0.93
Sexual harassment is a problem within FW.	46.8%	27.4%	11.3%	14.5%	0.0%	62	1.94	1.08

Due to the small number of respondents within some demographic subgroups, caution should be used in generalizing these results to the FW population as a whole.

The ranges for interpreting mean scores for this set of items are 1.0-2.4 (positive), 2.5-3.4 (neutral), and 3.5-5.0 (negative). Mean scores above 1.5 can also be seen as very positive and scores below 4.5 as very negative.

The data by demographic group shows:

- Women, Graduate students, BIPOC employees/students, and employees/students in the department 5-9 years were the most likely demographic subgroups to indicate they had experienced and/or witnessed RSVM and feel that sexual harassment is a problem within the department.

- University Support Staff were the least likely to experience and/or witness RSVM and view sexual harassment as a problem in FW.

Table 17. Experiencing and/or Witnessing Relationship Violence and Sexual Misconduct by Demographic Group

How often have you been or are treated unfairly in FW because of:	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
	79	28	42	36	24	6	13	8	63	26	18	27
I have experienced relationship violence or sexual misconduct within FW.	1.16	1.33	1.10	1.17	1.29	1.00	1.00	1.29	1.17	1.00	1.44	1.19
I have witnessed relationship violence or sexual misconduct within FW.	1.36	1.57	1.29	1.47	1.35	1.50	1.00	1.63	1.37	1.12	1.33	**1.70**
Sexual harassment is a problem within FW.	1.94	2.20	1.86	**2.00**	**2.20**	**2.17**	1.18	2.43	1.96	1.82	1.87	2.15

Cells highlighted in yellow show a mean difference of .5-.9 between groups, cells highlighted in red, a difference of 1.0 or above. The ranges for interpreting mean scores for this set of items are 1.0-2.4 (positive), 2.5-3.4 (neutral), and 3.5-5.0 (negative). Mean scores above 1.5 can also be seen as very positive and scores below 4.5 as very negative.

Respondents who somewhat agreed or strongly agreed as either having experienced or witnessed relationship violence or sexual misconduct in FW were asked to provide a description of the misconduct that occurred without providing specifics (identities, dates, locations) of what occurred.

Only four (4) comments were provided. One (1) detailed inappropriate sexual comments that were directed towards the respondent and other women, two (2) described incidents that occurred more than five (5) years ago that were appropriately handled by leadership, and one (1) described an incident that occurred between students that in the opinion of the person relaying the incident was not handled appropriately by leadership.

Respondents who indicated that they had either experienced or witnessed RVSM, were asked the time frame in which those incidents occurred. Because of the low number of respondents answering this question, percentage categorical breakdowns will not be reported.

As shown in Table 18, the majority of incidents experienced or witnessed occurred more than four (4) years ago, with one 1 occurring within the past year, and 1 within the past 1 to 3 years. As with unfair treatment and bullying, incidences of RSVM are seeing a decrease over time.

Table 18. Time Period Experienced or Witness RSVM

Over what time period(s) did the misconduct occur?	N
Within the last year	1
Within the last 1 to 3 years	1
Within the last 4 to 6 years	3
Within the last 7 to 9 years	2
Longer than 9 years ago	3
Prefer not to answer	1
Total	11

The other questions in this series focused on reporting RVSM and confidence in leadership regarding reports of RVSM.

Mean scores for these items all fell into the positive range of the scale, and two (2) fell into the very positive range of the scale, 4.50 – 5.00.

The item with the highest mean score, 4.64, and 89.8% level of overall agreement, was "FW leadership take reports of relationship violence or sexual misconduct seriously."

Respondents also indicated very high confidence in leadership maintaining confidentiality in handling RVSM reports (mean score 4.52, level of agreement, 90.3%).

Nearly 9 in 10 employees/students (89.9%) agreed to some extent they knew how to report incidences of RVSM They were slightly less agreeable with the statement "I can report incidences of relationship violence or sexual misconduct without fear of retaliation," 85.7% level of agreement.

Table 19. RVSM Reporting and Confidence in Leadership

Please indicate to what extent you agree or disagree with each of the following statements.	Strongly Disagree (1)	Somewhat Disagree (2)	Neither Agree nor Disagree (3)	Somewhat Agree (4)	Strongly Agree (5)	N	Mean	Std. Dev.
FW leadership take reports of relationship violence or sexual misconduct seriously.	0.0%	1.7%	8.6%	13.8%	75.9%	58	4.64	0.72
I am confident that FW leaders maintain confidentiality when handling reports related to relationship violence or sexual misconduct.	0.0%	1.6%	8.1%	27.4%	62.9%	62	4.52	0.72
I know how to report relationship violence or sexual misconduct.	0.0%	5.1%	5.1%	27.8%	62.0%	79	4.47	0.81
I can report incidences of relationship violence or sexual misconduct without fear of retaliation.	2.9%	2.9%	8.6%	24.3%	61.4%	70	4.39	0.97

Table 20 shows these results by demographic groups. The data show

- Women had lower mean scores than Men on all items except on the item measuring knowing how to report RVSM. The largest difference between the two groups was on the item measuring reporting without fear of retaliation, Women, 4.00, Men, 4.59.

- Faculty/Academic Staff had the highest mean scores on all items. Graduate students had the lowest mean scores. The mean score for Graduate Students on the item measuring reporting without fear of retaliation was much lower compared to other positions in the department.

- Both Graduate Students (4.08) and Postdocs (4.17) had lower mean scores than Faculty/Academic Staff (4.69) and University Support Staff (4.69) on knowing how to report RVSM.

- White employees rated leadership taking RVSM seriously higher than BIPOC employees, 4.00 versus 4.65. BIPOC employees had a higher mean score on the item measuring knowing how to report, but a much lower mean score on reporting without fear of retaliation, BIPOC, 3.83, White 4.43.

- Employees/students with 10 or more years in the department had the highest mean scores on all four items ranging from 4.58 to 4.85. Employees/students with 5-9 years in the department had the lowest mean scores on 3 of the 4 items. Newer employees/students had the lowest, yet still positive, mean score on the item measuring knowing how to report RVSM.

Table 20. RVSM Reporting and Confidence in Leadership by Demographic Group

Please indicate to what extent you agree or disagree with each of the following statements.	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
FW leadership take reports of relationship violence or sexual misconduct seriously.	4.64	4.42	4.71	4.89	4.24	4.50	4.71	4.00	4.65	4.68	4.21	4.85
I am confident that FW leaders maintain confidentiality when handling reports related to relationship violence or sexual misconduct.	4.52	4.43	4.55	4.68	4.24	4.33	4.63	4.50	4.51	4.50	4.21	4.76
I know how to report relationship violence or sexual misconduct.	4.47	4.61	4.34	4.69	4.08	4.17	4.69	4.63	4.44	4.33	4.56	4.58
I can report incidences of relationship violence or sexual misconduct without fear of retaliation.	4.39	4.00	4.59	4.69	3.85	4.50	4.42	3.83	4.43	4.36	4.12	4.70

Cells highlighted in yellow show a mean difference of 0.5 – 0.9 with at least one other group in a category, cells highlighted in red show a mean difference of 1.0 or more.

Two open-ended questions concluded this series of questions. The first asked to provide comments related to relationship violence and sexual misconduct in FW. Five (5) respondents provided comments. Two (2) of the comments focused on the positive impact of trainings provided in the department for graduate students with the suggestion of making these trainings mandatory. Of the remaining comments, one (1) referenced incidences of sexual harassment others had experienced, one (1) respondent indicated while they had not personally witnessed or experienced RVSM in the department, felt there was a likelihood that it occurs in the department, and one (1) reported not experiencing or hearing of incidences in the department.

The final question asked respondents to comment on the reporting of RVSM . Nine (9) comments were provided of which the majority focused on making reporting easier such as having reporting information posted throughout the department/labs, more trainings in general, and more trainings on how to identify incidents that may violate university RVSM policies.

In addition to continuing to work towards an environment free from relationship violence and sexual misconduct in which the department has been quite successful, there are two (2) small areas identified in the data for improvement.

The first is increasing training for reporting especially among graduate students, postdocs, and employees with 5 or less years in the department and making reporting guidelines easily accessible to employees/students.

The second is reducing employees/students' fear of retaliation should they report RVSM.

Incidents of Bias and Reporting

In this section, respondents were asked about bias incidents they may have experienced or witnessed within FW. The following definitions were provided:

> **Bias:** Bias is defined as showing a preference or tendency, conscious or unconscious, which can be for or against a person, group, or thing when compared to another.

> **Bias incident:** A bias incident is an incident of verbal or non-verbal conduct that is threatening, harassing, intimidating, discriminatory, or hostile and is based on a category protected under the MSU Anti-Discrimination Policy.

Overall, 20.2% of respondents indicated that they had witnessed or experienced an incidence of bias/discrimination that was work-related within FW at some time during their tenure with the department. The percentage of respondents who experienced/witnessed bias discrimination during the 2022-2023 academic year was 5.3%[5].

Respondents were also asked to identify who was involved in the incident(s) they experienced or witnessed, whether they witnessed a single or multiple incident of bias/discrimination, the time period the incident(s) occurred, and the nature of and reporting of the incidents.

Due to the low number of respondents (19), data for this series of questions will only be presented in the aggregate. No results by demographic group will be presented.

Table 21 shows the results for who was involved in the incident(s). Because respondents could indicate experiencing or witnessing more than one incident, percentages may total more than 100.0%.

---

[5] Five (5) employees/students indicated experiencing or witnessing bias/discrimination within the past year (2022-2023 academic year).

Respondents were also asked if they had experienced or witnessed a single incident or multiple incidents. About two-thirds of the respondents (68.4%) who witnessed or experienced bias/discrimination, experienced or witnessed multiple incidences.

The group most likely to be victims of bias/discrimination in the department were Faculty (all ranks) and Graduate students. The perpetrators were most likely other FW Faculty (Professor and Associate Professor) and Leadership.

Table 21. Victim/Perpetrator of Experienced or Witness Bias Incidences

You indicated that you witnessed or experienced at least one incident of bias/discrimination that was work related within FW. Please indicate who was involved in the incident(s), both as victim and as perpetrator.	Victim			Perpetrator		
	N	% Responses	% of Cases	N	% Responses	% of Cases
FW Leadership (Chair or Associate Chair)	1	3.0%	5.6%	6	15.0%	33.3%
Faculty – Professor (Fixed Term or Tenure)	4	12.1%	22.2%	11	27.5%	61.1%
Faculty – Associate Professor (Fixed Term or Tenure)	5	15.2%	27.8%	9	22.5%	50.0%
Faculty – Assistant Professor (Fixed Term or Tenure)	5	15.2%	27.8%	2	5.0%	11.1%
Academic Specialist (Fixed Term or Continuing)	1	3.0%	5.6%			
Postdoctoral Scholar/ Research Associate/Senior Research Associate	2	6.1%	11.1%			
Graduate Student	5	15.2%	27.8%	1	2.5%	5.6%
Staff (primary duties for department)	2	6.1%	11.1%	2	5.0%	11.1%
Staff (primary duties to research lab/project or teaching)	1	3.0%	5.6%	1	2.5%	5.6%
Undergraduate Student	3	9.1%	16.7%			
MSU Faculty or Staff Member Outside of FW	1	3.0%	5.6%	4	10.0%	22.2%
Community Partner/Collaborator	1	3.0%	5.6%	2	5.0%	11.1%
Other (please specify)	2	6.1%	11.1%	2	5.0%	11.1%
Total	33	100.0%	183.3%	40	100.0%	222.2%

Respondents were also asked to indicate the time periods when the incident(s) occurred.

While some of the incidents happened within the last year (5), the majority of incidents occurred in the department either within the last 1 to 3 years (7) or within the last 4 to 6 years (6). As with the other incidents of negative behavior, incidents of bias/discrimination have also declined over time.

Table 22 shows the type of bias/discrimination employees/students witnessed.

The most frequent type of bias/discrimination experienced or witnessed involved power differentials in the work environment, with 61.1% of those who had witnessed or experienced bias/discrimination (20.2% of respondents) indicating this type of bias/discrimination.

The next most frequently experienced or witnessed type of bias/discrimination was related to gender identity/expression, followed by age.

Table 22. Type of Bias/Discrimination Witnessed/Experienced

Please indicate what type of bias/discrimination incidences you witnessed or experienced.	N	% Responses	% of Cases
Power differentials in the work environment	11	28.2%	61.1%
Gender expression/identity	8	20.5%	44.4%
Age	6	15.4%	33.3%
Other	5	12.8%	27.8%
Psychological or mental health issue	3	7.7%	16.7%
Race/ethnicity	2	5.1%	11.1%
Sexual identity	2	5.1%	11.1%
Country of origin	1	2.6%	5.6%
Religious identity	1	2.6%	5.6%
Total	39	100.0%	216.7%

Respondents were also asked whether or not they reported the incident(s). The majority of respondents who witnessed or experienced bias/discrimination, did not report the incidents (73.7%). The reasons given for not reporting are shown in Table 23.

As with RVSM, the top reason for not reporting bias/discrimination was fear of retaliation.

Table 23. Reasons for Not Reporting Bias/Discrimination

What are the reasons why you did not report the incident(s)?	N	% Responses	% of Cases
I feared retaliation	7	28.0%	50.0%
I did not think appropriate action would be taken	7	28.0%	50.0%
I was unsure if the incident violated university policies	6	24.0%	42.9%
I did not think I would be believed	3	12.0%	21.4%
Other reason(s) (please specify)	2	8.0%	14.3%
Total	25	100.0%	178.6%

Across respondents who did report the incident(s), reports were made to the Office for Institutional Equity (OIE) at MSU, FW Leadership (including supervisor) and MSU Central Human Resources.

Current Climate

The final set of questions focused on assessing the current climate in the department. The following definition was provided to respondents:

Climate are current attitudes, behaviors, standards, and practices of faculty, staff, and students, particularly those that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

The first set of questions was a series of 12 paired opposite adjectives on a seven-point scale. For each pair of adjectives, respondents were asked to select the point between them that reflects the extent to which they believed the adjectives describe the climate in FW.

With a seven-point scale, any value above four is considered a positive score, and any value below four is considered negative. This also applies to the mean values for each set of paired adjectives.

All but one pair of adjectives received a positive mean score with seven (7) having mean scores above 5.00, and four (4) between 4.00 – 4.99. The pairs with the highest mean scores were Hostile : Friendly, 5.77, Homophobic : Non-homophobic, 5.73, and Racist : Non-racist, 5.69. The pair with the lowest mean score was Homogeneous : Diverse, 3.71.

Table 24: Adjective Pairs Associated with Department Climate

For each pair of adjectives, select the point between them that reflects the extent to which you believe the adjectives describe the climate in FW.	1	2	3	4	5	6	7	N	Mean	Std. Dev
Hostile : Friendly	1.1%	2.2%	3.2%	5.4%	20.4%	35.5%	32.3%	93	5.77	1.27
Homophobic : Non-homophobic	0.0%	2.2%	2.2%	21.5%	8.6%	25.8%	39.8%	93	5.73	1.35
Racist : Non-racist	1.1%	3.2%	3.2%	15.1%	7.5%	35.5%	34.4%	93	5.69	1.42
Disrespectful : Respectful	0.0%	3.3%	3.3%	10.9%	19.6%	33.7%	29.3%	92	5.65	1.28
Unwelcoming : Welcoming	0.0%	7.5%	4.3%	9.7%	12.9%	38.7%	26.9%	93	5.52	1.47
Regressing : Improving	1.1%	2.2%	1.1%	12.9%	29.0%	31.2%	22.6%	93	5.51	1.23
Unsupportive : Supportive	2.2%	0.0%	8.6%	7.5%	26.9%	31.2%	23.7%	93	5.45	1.36
Ageist : Non-ageist	0.0%	6.5%	12.0%	25.0%	15.2%	21.7%	19.6%	92	4.92	1.53
Competitive : Cooperative	1.1%	10.9%	7.6%	16.3%	23.9%	22.8%	17.4%	92	4.89	1.60
Sexist : Non-sexist	2.2%	7.5%	15.1%	18.3%	15.1%	21.5%	20.4%	93	4.83	1.69
Individualistic : Collaborative	5.4%	14.0%	10.8%	19.4%	21.5%	15.1%	14.0%	93	4.39	1.76
Homogeneous : Diverse	7.5%	14.0%	24.7%	24.7%	17.2%	6.5%	5.4%	93	3.71	1.53

When comparing demographic groups' responses to the paired adjectives, differences are apparent between subgroups.

It should be noted that even for variables where there is a large difference between subgroups, the lowest mean score was still above 4.00 for all items (with the exception of Homogeneous : Diverse and Individualistic : Collaborative for Women) which suggests that though different groups may have different experiences, there were few groups that didn't identify with the positive end of the adjective pair.

Full results are shown in Table 25. Key differences among demographic groups include:

- Men had higher mean scores on all 12 items. The largest differences between the two groups were:

    - Sexist : Non-sexist, 5.13 versus 4.27
    - Individualistic : Collaborative, 4.74 verses 3.97
    - Disrespectful : Respectful, 5.13 versus 5.93

- Postdocs had the lowest mean scores on 9 of the 12 adjective pairs. The lowest were on Homogeneous : Diverse, 2.57, Individualistic : Collaborative, 4.00, and Sexist : Non-sexist, 4.29. They did, however, have the highest mean score across subgroups on the item, Regressing : Improving, 5.57.

- Graduate Students had the highest mean scores on six (6) of the pairs. Their highest mean score was on the pair Disrespectful : Respectful, 6.07. University Support Staff had the highest mean score, 6.20, on Racist : Non-racist.

- Faculty/Academic Staff had the highest mean scores on Homophobic : Non-homophobic and Unwelcoming : Welcoming.

- BIPOC employees/students were far more positive than White employees/students. Six (6) of their mean scores were above 6.00 – the highest on Hostile : Friendly, 6.40 and Disrespectful : Respectful, also 6.40. The largest differences between the two groups were:

  - Sexist : Non-sexist, 5.70 versus 4.66
  - Ageist : Non-ageist, 5.80 versus 4.79.
  - Competitive : Cooperative, 5.70 versus 4.85

- Employees/students in the department less than 5 years were the most positive on 9 of the 12 pairs. The highest, 6.03, was on Hostile : Friendly.

- Employees/students in the department 5-9 years had the lowest mean scores on 9 of the 12 pairs and did not have the highest mean score on any of the pairs across the subgroups.

- Employees/students with 10 or more years in the department were the most positive on Racist : Non-racist, Unwelcoming : Welcoming, and Homogeneous : Diverse.

Table 25: Adjective Pairs Associated with Department Climate by Demographic Group

For each pair of adjectives, select the point between them that reflects the extent to which you believe the adjectives describe the climate in FW.	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/ Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
Hostile : Friendly	5.77	5.43	6.02	5.71	5.90	5.57	5.80	6.40	5.71	6.03	5.50	5.89
Homophobic : Non-homophobic	5.73	5.43	6.00	5.88	5.53	5.43	5.87	6.20	5.68	5.97	5.45	5.89
Racist : Non-racist	5.69	5.53	5.74	5.63	5.73	4.71	6.20	6.30	5.54	5.73	5.59	5.86
Disrespectful : Respectful	5.65	5.13	5.93	5.45	6.07	5.00	5.67	6.40	5.54	5.90	5.73	5.44
Unwelcoming : Welcoming	5.52	5.30	5.78	5.61	5.53	5.14	5.40	6.20	5.47	5.67	5.27	5.75
Regressing : Improving	5.51	5.27	5.78	5.56	5.47	5.57	5.40	5.70	5.60	5.77	5.41	5.61
Unsupportive : Supportive	5.45	5.17	5.67	5.27	5.63	5.57	5.53	6.20	5.41	5.80	5.36	5.39
Ageist : Non-ageist	4.92	4.52	5.09	4.40	5.57	5.00	5.00	5.80	4.79	5.53	5.14	4.41
Competitive : Cooperative	4.89	4.60	5.09	4.78	5.03	4.71	5.00	5.70	4.85	5.40	4.71	4.61
Sexist : Non-sexist	4.83	4.27	5.13	4.78	5.03	4.29	4.80	5.70	4.66	5.30	4.45	4.71
Individualistic : Collaborative	4.39	3.97	4.74	4.29	4.37	4.00	4.87	5.10	4.34	4.70	4.09	4.36
Homogeneous : Diverse	3.71	3.57	3.54	3.76	3.57	2.57	4.40	3.60	3.57	3.63	3.14	4.04

Cells highlighted in yellow show a mean difference of 0.5 – 0.9 with at least one other group in a category, cells highlighted in red show a mean difference of 1.0 or more.

Respondents were then asked to rate the climate within the department on a scale from very negative (1) to very positive (5) for 16 specific groups.

Mean scores for 10 of the 16 groups fell into the positive range of the scale, the remaining six (6), the neutral range of the scale.

The climate was rated the most positive for White employees/students, Men, International employees/students, Women, and LGBTQIA+ employees/students and the least positive for individuals with a disability (physical and learning), transgender, non-native English speakers, and employees/students with a mental health condition.

Table 26. Climate in Department Towards Specific Groups

How would you rate the climate within FW as a whole for people who are or have a:	Very Negative (1)	Somewhat Negative (2)	Neither Negative nor Positive (3)	Somewhat Positive (4)	Strongly Positive (5)	N	Mean	Std. Dev
White	0.0%	3.5%	11.6%	11.6%	73.3%	86	4.55	0.84
Men	0.0%	6.1%	11.0%	20.7%	62.2%	82	4.39	0.91
International	0.0%	14.7%	13.3%	38.7%	33.3%	75	3.91	1.03
Women	1.2%	16.0%	16.0%	28.4%	38.3%	81	3.86	1.14
Gay, lesbian, or bisexual	0.0%	10.1%	29.0%	30.4%	30.4%	69	3.81	0.99
From Christian religious affiliations	4.8%	7.9%	31.7%	19.0%	36.5%	63	3.75	1.18
Parents/guardians of dependent children	2.9%	8.6%	30.0%	30.0%	28.6%	70	3.73	1.06
From religious affiliations other than Christian	0.0%	13.1%	34.4%	19.7%	32.8%	61	3.72	1.07
Immigrants	0.0%	13.6%	30.3%	28.8%	27.3%	66	3.70	1.02
People of color	1.4%	20.5%	20.5%	27.4%	30.1%	73	3.64	1.16
Caregivers for adults who are disabled and/or elderly	4.2%	10.4%	43.8%	18.8%	22.9%	48	3.46	1.09
A physical disability	0.0%	16.1%	42.9%	19.6%	21.4%	56	3.46	1.01
Transgender	1.9%	21.2%	32.7%	19.2%	25.0%	52	3.44	1.14
Non-native English speakers	4.5%	21.2%	24.2%	27.3%	22.7%	66	3.42	1.19
A mental health condition	3.0%	22.7%	28.8%	24.2%	21.2%	66	3.38	1.15
A learning disability	3.9%	11.8%	47.1%	17.6%	19.6%	51	3.37	1.06

Table 26 shows these results by demographic groups. All mean scores fell either into the positive or neutral range of the scale.

- The highest mean scores across all demographic subgroups were on rating the climate as positive for White employees/students, ranging from 4.22 to 5.00. The second highest mean scores across all demographic subgroups were rating the climate as being positive for men, 3.96 to 5.00.

- Overall, University Support Staff rated the climate the most positive, Postdocs the least positive.

- When looking at how members of specific groups view the climate for which they are members:

  - The mean score for Men rating the climate as being positive for Men was 4.17, for Women, the mean score on this item was 4.73.
  - The mean score for Women rating the climate as being positive for Women was 3.63, for Men, the mean score was 3.94.
  - The mean score for White employees/students rating the climate as positive for White employees/students was 4.58, for BIPOC employees, 4.63.
  - The mean score for BIPOC rating the climate as being positive for People of Color was 4.00, White employees/students mean score was 3.46.

Other differences by demographic groups include:

- Women rated the climate for most groups lower than men.

- University Support Staff were most positive in their ratings, Postdocs the least positive.

- Faculty/Academic Staff rated the climate for White employees/students and Men the lowest across department position subgroups.

- BIPOC employees/students mean scores were higher than White employees/students for a majority of the groups.

- Employees/students in the department less than 5 years had the highest mean scores for all of the groups. Employees/students in the department 5-9 had the lowest mean scores for 10 of the 16 groups.

Table 27. Climate in Department Towards Specific Groups by Demographic Group

How would you rate the climate within FW as a whole for people who are or have a:	Overall	Gender Identity		Department Position				Race-Ethnicity		Years Fisheries & Wildlife		
		Woman	Man	Faculty/Academic Staff	Graduate Student	Post Doc	University Support Staff	BIPOC	WHITE	Less Than 5 Years	5-9 Years	10 or More Years
White	4.55	4.76	4.38	4.22	4.79	5.00	4.73	4.63	4.58	4.82	4.62	4.41
Men	4.39	4.73	4.17	3.91	4.76	5.00	4.60	4.25	4.44	4.82	4.42	3.96
International	3.91	3.86	3.95	3.76	4.08	3.71	4.11	4.00	3.91	4.43	3.59	3.79
Women	3.86	3.63	3.94	3.84	3.88	3.33	4.17	4.11	3.77	4.12	3.67	3.86
Gay, lesbian, or bisexual	3.81	3.71	3.81	3.90	3.62	3.17	4.25	4.00	3.73	4.05	3.69	3.91
From Christian religious affiliations	3.75	3.86	3.74	3.48	4.19	4.17	3.58	4.00	3.79	4.00	3.93	3.64
Parents/guardians of dependent children	3.73	3.67	3.62	3.68	3.67	3.33	4.17	3.86	3.66	4.15	3.38	3.63
From religious affiliations other than Christian	3.72	3.60	3.75	3.50	3.87	3.20	4.36	3.67	3.66	4.25	3.67	3.55
Immigrants	3.70	3.50	3.77	3.55	3.91	3.29	4.00	3.75	3.66	4.29	3.53	3.40
People of color	3.64	3.52	3.59	3.58	3.70	2.83	4.18	4.00	3.46	3.95	3.50	3.62
Caregivers for adults who are disabled and/or elderly	3.46	3.27	3.40	3.37	3.40	2.80	4.11	3.40	3.41	3.85	3.09	3.53
A physical disability	3.46	3.16	3.63	3.41	3.40	3.33	3.88	3.50	3.46	3.94	3.08	3.53
Transgender	3.44	3.25	3.46	3.58	3.29	3.00	3.63	3.67	3.32	3.71	3.25	3.61
Non-native English speakers	3.42	3.23	3.47	3.19	3.78	2.86	3.90	3.88	3.26	3.89	3.27	3.18
A mental health condition	3.38	3.09	3.57	3.32	3.19	3.50	3.82	3.71	3.33	3.74	3.00	3.50
A learning disability	3.37	3.35	3.40	3.23	3.54	3.20	3.71	3.33	3.45	4.14	2.82	3.28

Cells highlighted in yellow show a mean difference of 0.5 - 0.9 with at least one other group in a category, cells highlighted in red show a mean difference of 1.0 or more.

Respondents were asked to respond to two (2) open-ended questions focused on improving the climate in the department. One focused on what FW leadership could do to better support a positive climate in the department and the other on what college leadership could do to better support a positive climate in the department.

Twenty-four (24) respondents provided comments regarding the roles of FW leadership in promoting a positive climate. Percentages in Chart 6 are based on the number of respondents; therefore, percentages may add to more than 100.0%.

Chart 6. FW Leadership Do Support a Positive Climate
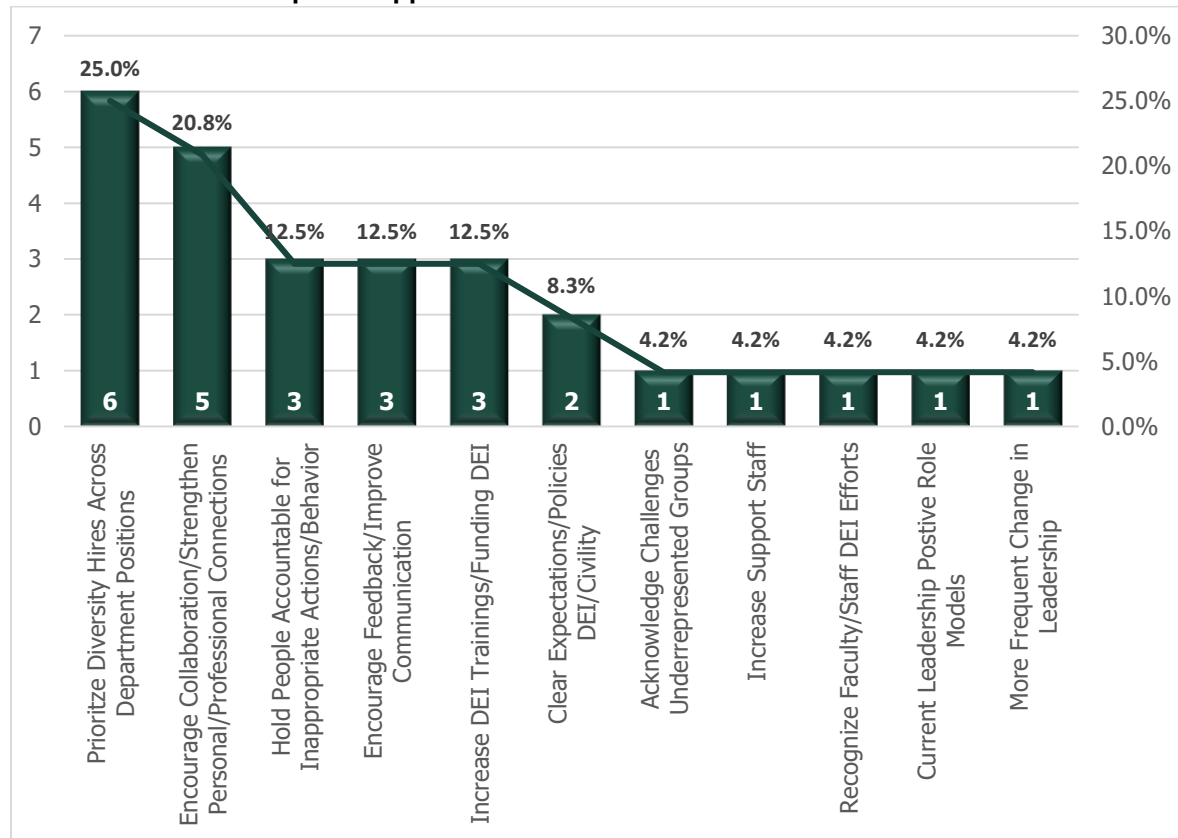
Chart 7 shows the suggestions for what college leadership could do to support a positive climate in the department. Percentages are based on the number of respondents (23); therefore, percentages may total more than 100.0%.

The top suggestion to support a positive climate was to increase funding and improve recruitment practices to attract a more diverse applicant pool. This was followed by increasing funding to expand/increase DEI trainings in the department.

Chart 7. College Leadership Do Support a Positive Climate
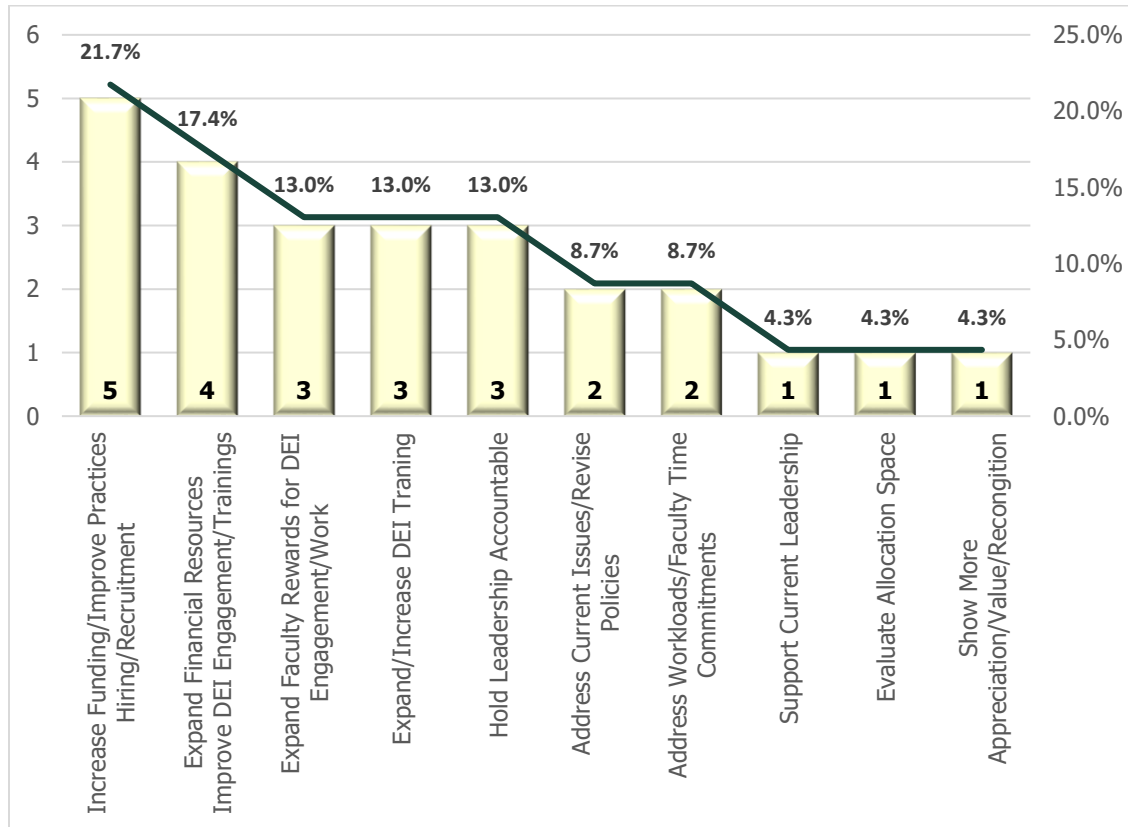
Leave Position in FW

Respondents were asked whether or not they had considered leaving their position in the department. Overall, 28.3% of respondents answered in the affirmative. They were then asked to share the reasons why they considered leaving and why they have stayed. Percentages in Chart 8 are based on the number of respondents (17) providing comments, therefore percentages may add to more than 100.0%. Also, not all respondents gave reasons for both leaving and staying.

The top reason employees/students gave for considering leaving was not feeling valued/appreciated/respected in the department followed by negative interactions and a lack of a sense of community.

The top reasons given for staying were new leadership in the department and supportive colleagues/personal/professional relationships.

Chart 8. Reasons for Considering Leaving Position and Staying in Position
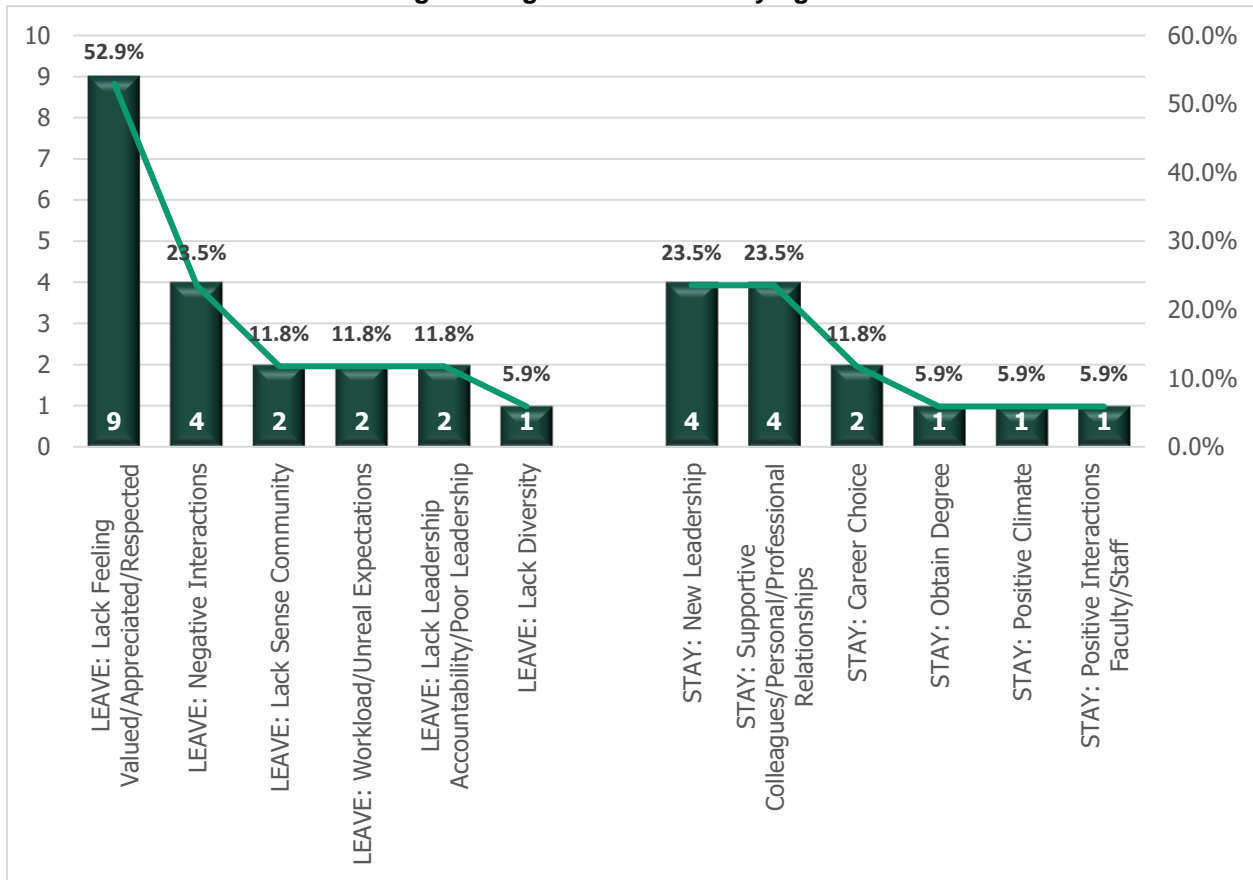
A slightly higher percentage of respondents, 34.4%, answered in the affirmative to the question, "Are you aware of any current or former FW community member that has considered, did consider, or actually left their position for any of the issues raised in the survey?"

As shown in Chart 9, the reasons respondents cited for others leaving the department closely mirrored reasons employees/students gave for themselves – a lack of feeling valued/appreciated/respected and negative interactions. Also cited was unequal treatment and negative culture/work environment.

Chart 9. Reasons Others Have Left Department
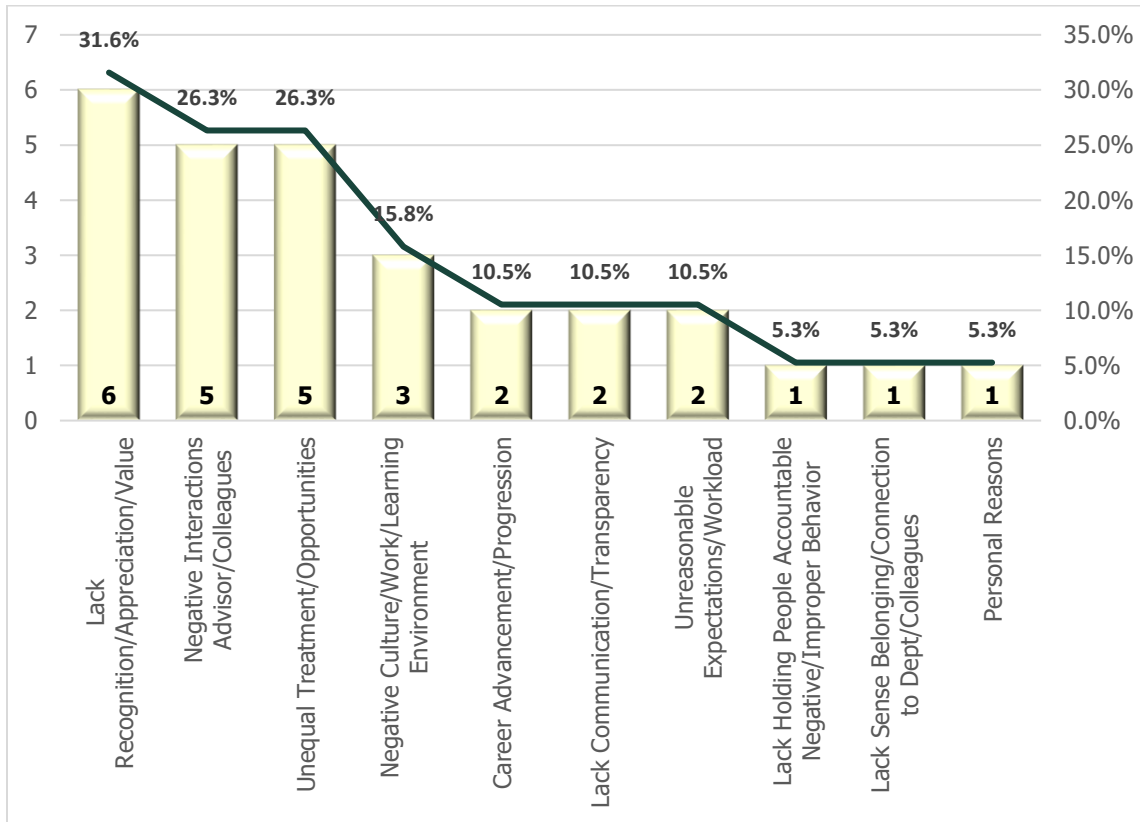
All the reasons respondents gave for why they had considered leaving the department and why others had left the department can be addressed by leadership or are on a downward trend in the department. Incidences of unfair treatment, bullying, and sexual misconduct (negative interactions) have trended downward in the past few years.

It is important to stress that although 28.3% of respondents seriously considered leaving their positions, they did not. There are factors that are keeping them in their positions such as new leadership and supportive positive relationships with colleagues.

Overall Summary

Diversity

FW employees/students overwhelmingly acknowledged a lack of diversity in the department with racial/ethnic diversity lacking the most. Having a diverse work/learning environment was most important to Graduate Students, BIPOC employees/students, and employees/students in the department for 5-9 years.

A positive for FW is that a majority of employees/students (76.0%) are aware of steps being taken in the department via recruitment, hiring, and retention practices to enhance diversity. This shows that leadership is being transparent with its efforts to focus on enhancing the diversity in the department and that it is a priority for the department. However, the downside is that while employees/students are aware of the steps/processes the department is using, they are less satisfied with the steps/processes themselves with slightly over half, 54.4% indicating a level of satisfaction with what is currently being done.

Across demographic subgroups, Post Docs had the lowest mean scores on the items measuring awareness and satisfaction with the level of diversity.

To fully accomplish the goal of increasing diversity across all positions in FW, engagement with current faculty/staff/students is needed to review current practices and explore and develop new recruitment practices as well as a commitment to do the work that is needed.

Participation in DEI professional development activities offered by FW was high across the department, with 4 out of 5 employees/students participating in at least one activity. Fewer participated in DEI activities offered by MSU (66.0%), and outside of MSU (57.1%). Participating in activities especially those that are not mandated by the department or university show a personal willingness to work toward improvement in this area.

There were differences between demographic groups participating in DEI activities with Graduate Students and Post Docs participating in FW DEI activities at much lower rates than Faculty/Academic Staff and University Support Staff. Attendance rates for these groups can be improved by having faculty advisors or supervising faculty encourage or even require participating in department DEI activities.

Increasing participation in DEI activities among Faculty/Academic Staff and University Support Staff could be done by rewarding these activities in promotion decisions and annual salary increases.

Civility, Equity, Inclusion, and Relationships

The majority of FW employees/students rated this area as being important to them – mean scores across demographic subgroups ranged from 9.03 to 9.67 (scale of 0-10).

Positives in this area include:

- Employees/students reported being treated with respect – all mean scores measuring being treated with respect by different groups ranged from 4.35 to 4.67.
- A majority of employees/students felt supervisors/chairperson and FW leadership took employee/student concerns seriously.
- A majority also felt safe — physically, mentally, and emotionally — within the department.
  - This feeling is supported by high percentages of employees/students who felt they had colleagues who cared about their personal well-being, there were people in the department they could count on to help with personal needs or struggles, and they had people who they identified with at work.

Areas for improvement include:

- Finding ways to show employees/students they are appreciated and valued in the department. This was also the top reason employees/students gave for considering leaving FW.
- Focusing on ways to improve employee overall job satisfaction as well as promoting an environment where job satisfaction is a top priority for leadership/supervisors.
- Providing resources to support well-being. This may be more a matter of not knowing what health and well-being resources are available at the university rather than a lack of resources. To encourage employees/students to take advantage of these resources, leadership should consider providing release time to employees who want to engage with these services.
- Increasing opportunities to engage with new employees/students and to connect with current employees/students. Items measuring these concepts had the lowest mean scores and were themes in open-ended questions.
- Encouraging employee/student feedback. While a large number of respondents reported that leadership/the chairperson/supervisors took concerns seriously, some respondents expressed not feeling able to voice their concerns openly.
- The demographic subgroup where negative feelings were most apparent was Women. The area that appears to be most problematic for Women was having supervisors/chairperson take their concerns seriously.

Unfair Treatment, Bullying, and Sexual Misconduct.

The data shows a large percentage of respondents have experienced or witnessed behaviors related to unfair treatment at some time in their tenure with the department. The most common unfair treatment involved power differentials between individuals. When asked directly, 42.4% of respondents reported experiencing or witnessing this behavior at some point in their time with the department. When asked about types of bullying or uncivil behavior employees had experienced or witnessed, respondents reported mostly incidents involving power differentials.

While some incidences of unfair treatment and to some extent bullying and uncivil behaviors are subjective and open to the interpretation of the people involved and may or may not directly violate university policy, these actions and behaviors contribute to a negative work environment and culture and should be addressed by leadership.

There are positives occurring in the department when it comes to reducing incidences of unfair treatment, bullying and sexual misconduct.

- When looking at unfair treatment over time, the incidences are decreasing. In the 2022-2023 academic year, 12.7% reported this behavior, 18.0% 1 to 3 years ago, and 21.2% 4 to 6 years ago.
- The same is true for bullying and sexual misconduct. In the past year (academic year 2022-2023), 6.4% of employees reported experiencing or witnessing bullying, compared to 10.6% 1 to 3 years ago, and 9.5% 4 to 6 years ago.
- In the past year, 1.2% of respondents reported experiencing or witnessing sexual misconduct. The same percentage 1 to 3 years ago and 3.7% 4 to 6 years ago.

Within the department, University Support Staff were the least likely to experience sexual misconduct, witness sexual misconduct or believe that sexual harassment is a problem in the department. Mean scores for other department positions were slightly higher. However, when asked to elaborate on these issues, respondents reported incidences that had occurred several years ago and incidences that had been addressed by leaderships.

Another positive for the department is high levels of confidence employees/students have in leadership taking reports of sexual misconduct seriously and maintain confidentiality throughout the process. While this is high among the majority of employees, the groups who are less likely to feel leadership takes reports seriously were Graduate Students, BIPOC employees, and employees with the department 5-9 years.

Improvement is also needed in making employees more knowledgeable about what constitutes sexual misconduct and how to report incidences. Graduate Students were the least likely to know how to report incidences. This can easily be solved by ensuring Graduate Students (and all employees) are completing the yearly mandatory RVSM training. Also, the Office of Prevention, Outreach, and Education (POE) will provide on-site, tailored trainings to departments upon request.

Improvement is also needed in making employees feel more confident and comfortable in reporting incidences. Leadership needs to find ways to break down barriers to reporting RSVM without fear of retaliation. These feelings are most prevalent among Women, Graduate Students, and BIPOC employees/students.

Incidents of Bias and Reporting

As with incidences of unfair treatment, bullying, and sexual misconduct, incidences of bias/discrimination are trending downward in the department. The percentage experiencing or witnessing this behavior during the 2022-2023 academic year was 5.3% compared to 7.4% 1 to 3 years ago, and 6.3% 4 to 6 years ago. Overall, 20.2% of respondents indicated experiencing or witnessing incidences of bias/discrimination during their time as an employee/student in the department.

The most frequently reported type of bias/discrimination experienced or witnessed involved power differentials followed by bias/discrimination related to gender expression/identity. Again, a priority of leadership must be addressing the underlying factors that contribute to employees/students experiencing negative behaviors related to power differentials.

As with reporting incidences of sexual misconduct, leadership needs to create an environment where employees are comfortable reporting incidences of bias/discrimination.

Current Climate

Overall, employees/students were positive in their assessment of the current climate in the department. When assessing pairs of adjectives describing the climate, only one mean score, Homogeneous: Diverse, fell on the negative range of the scale (less than 4.00).

The areas receiving the highest mean scores on a scale of 1-7 were the department being friendly, non-homophobic, non-racist, respectful, welcoming, and supportive. Mean scores for these areas ranged from 5.45 to 5.77.

No respondent indicated the lowest value (1) on the scales measuring:

- Homophobic : Non homophobic
- Disrespectful : Respectful
- Unwelcoming : Welcoming
- Ageist: Non ageist (mean score on this item was 4.82).

The items with the lowest mean scores were those measuring sexist: non-sexist, individualist: collaborative, and homogeneous: diverse.

The demographic subgroup with the lowest mean scores across the majority of items (6 out of 12) were White employees/students.

Women had the lowest mean scores on items measuring hostile: friendly, unsupportive: supportive, and individualist: collaborative.

Respondents were slightly less positive overall when directly assessing the current climate for individual groups within the department.

When asked to rate the climate (from very negative to very positive) for different groups within the department, respondents rated the environment most positive for Men (73.3% rated the climate as very positive) and White employees/students (62.2% rated the climate as very positive). Only 38.3% of respondents rated the climate as being very positive for women, and 30.1% for BIPOC employees/students.

No respondent rated the climate as being very negative for:

- White employees/students
- Men
- International employees/students
- Gay, Lesbian, or Bisexual employees/students
- Employees/students from non-Christian religions
- Immigrants
- Employees/students with a physical disability.

The lowest mean scores were for employees with some type of disability (physical, mental health, learning), transgender employees/students, and non-native English speakers.

The demographic groups that had the lowest mean scores when rating the climate as being positive/negative for other groups were Faculty/Academic Staff, Post Docs, and employees with 5-9 years in the department.

Considered Leaving FW

Although 28.3% of respondents indicated that at some point in their careers with the department they had considered leaving, it is important to note that they did not leave. The main reasons cited for considering leaving were a lack of feeling valued and appreciated and negative interactions in the department. The data shows that the negative interactions (unfair treatment, bullying, etc.) are trending downward over time which may be positively affecting the culture and environment in the department.

Going Forward

The data shows many positives occurring within the department as well as areas of concern and for improvement. All areas of concern and need for improvement can be addressed. There are many actions that leadership can take immediately to improve the environment within the department and units such as making efforts to show employees appreciation, their work and contributions to the department are valued, and encouraging (and listening) to employee feedback and concerns. Many of the areas identified in the survey for improvement can be tied to employees feeling a lack of a sense of belonging. Improving this feeling among employees/students will positively impact the department in several ways. Employees feel a sense of belonging at work when they feel they are working with a collaborative team, understand their role, and feel appreciated by colleagues and leadership. Employees feel like they belong when they share values with coworkers, when their voices are heard, when they feel they are making a difference at work, and when the environment is perceived as positive for both them and their colleagues. Employees who feel a sense of belonging usually experience greater job satisfaction, mental health, better productivity, and lower levels of fatigue and emotional exhaustion. High feelings of a sense of belonging directly affect employee retention, motivation, morale, and overall work engagement. While the data shows differences among demographic groups, attention should be paid in particular to differences among Women, Graduate Students, and Post Docs.

APPENDIX A: QUESTIONNAIRE

Diversity, Equity, Inclusion, and Climate Workplace Survey

in the Fisheries and Wildlife Department

The Department of Fisheries and Wildlife (FW) leadership is asking all faculty, staff, academic specialists, post-doctoral fellows, research associates, and graduate students to help us advance our Strategic Plan and our desire to promote a diverse, equitable, inclusive, and civil working and learning environment by telling us about yourselves and your experiences in and perceptions of FW.

Through the survey that follows, we are seeking to understand the current environment within FW, including our diversity, workplace climate, inclusiveness, quality of relationships, and civility. The aim will be to conduct this survey every 3 years to evaluate progress on the Evolve component of the FW strategic plan and to assess feelings about workplace climate in the department. Because this is the first survey offered, some of the questions aimed at identifying experienced or witnessed incidences of misconduct or bias provide different time frames (e.g., within the last year, within the last one to three years, within the last three to six years) for reporting. In future surveys, the time frame for reporting will be since the last survey was completed.

We acknowledge that the tragic shooting that occurred at Michigan State University on February 13 has affected everyone and likely altered our feelings towards inclusivity, relationships, and well-being. To the best you are able, please try to answer these questions with how you were feeling prior to the shooting.

Time Estimate: The survey will require about 20 minutes to complete but may take more or less time depending on the amount of detail you choose to provide. The survey has been structured to allow you to save your responses, leave the survey, and return to complete if time does not allow its completion in one sitting. Please know that if you take the time to add detailed comments, FW leadership and the DEI Committee will review them.

Confidentiality and Consent: MSU's Office for Survey Research (OSR) will administer the survey and all results will be reported to FW leadership and the DEI Committee in aggregate. No results will be reported that could identify any individual respondent. All responses to open-ended questions will be reviewed by OSR and any identifying information redacted before sharing with FW leadership and the DEI Committee. You may decline to participate, decline to answer certain questions, or discontinue participation at any time. Declining to participate will not affect your status or position within FW in any way.

The OSR will make every effort to keep your data private to the full extent allowed under the law. However, there are certain times that law or Michigan State University policies require survey administrators to share some data with authorities if someone reports child abuse, sexual assault, or child pornography. Participation in this study does not involve any known physical, financial, emotional, or legal risk to you.

Your responses will help create an increasingly diverse and positive climate in FW and will help us determine whether actions that we are taking individually or as a group are moving FW in the desired direction envisioned in our Strategic Plan. After survey results are received from OSR, results will be reviewed and discussed by faculty, specialist, staff, post-doctoral fellow/research associate, and graduate student groups during fall of 2023. Based on these discussions, the DEI committee will prepare a list of suggested action items that will be presented to FW leadership and the community for consideration.

You are welcome to contact Karen Clark, Project Manager at OSR (clarkk@msu.edu), or Drs. Roloff (roloff@msu.edu) or Brenden (DEI Committee Chair; brenden@msu.edu) at any time if you have

questions about the survey.

By selecting yes below and then proceeding with the survey, you are voluntarily consenting to participate in the survey and allowing your responses to be used for institutional research purposes.

- ○ YES - I consent
- ○ NO - I decline consent

Q2 **Views on Diversity**

Diversity: Diversity is the representation of all our varied identities and differences (race, ethnicity, gender, disability, sexual orientation, gender identity, national origin, tribe, caste, socio-economic status, thinking and communication styles, etc.), collectively and as individuals

How important to you is the topic of **Diversity within FW**?

	Not Important at All	**Extremely Important**
	0 1 2 3 4 5 6 7 8 9 10	
Diversity Importance:		

Q3 Please rate your level of agreement or disagreement with each of the following statements regarding **diversity** within FW.

	Strongly Disagree	**Somewhat Disagree**	**Neither Agree nor Disagree**	**Somewhat Agree**	**Strongly Agree**	**Unable to Evaluate**
I am satisfied with the level of diversity in FW across all position types in terms of race/ethnicity, gender, religion, age, sexual orientation, socioeconomic status, nationality, and people with disabilities.	○	○	○	○	○	○
I am aware of steps taken to enhance diversity in FW via recruitment, hiring, and retention practices.	○	○	○	○	○	○
I am satisfied with steps that have been taken to enhance diversity within FW.	○	○	○	○	○	○

Q4 You indicated that you are **not satisfied** with the level of diversity in FW.

Among which of the following positions FW would you say there is not enough diversity? **(Please check all that apply)**

- ☐ Senior Faculty (Associate and Full Professor)
- ☐ Junior Faculty (Assistant Professor)
- ☐ Academic Specialists
- ☐ Post-Doctoral Scholars/Research Associates/Senior Research Associates
- ☐ Graduate students
- ☐ Staff – primary duties for department
- ☐ Staff – primary duties for research lab/project or teaching

5 You indicated that you are not satisfied with the level of **Senior Faculty** diversity in FW. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q6 You indicated that you are not satisfied with the level of **Junior Faculty** diversity in FW. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q7 You indicated that you are not satisfied with the level of diversity among **Academic Specialists**. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q8 You indicated that you are not satisfied with the level of diversity among **Post-Doctoral Scholars/Research Associates/Senior Research Associates**. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q9 You indicated that you are not satisfied with the level of diversity among **Graduate students**. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q10 You indicated that you are not satisfied with the level of diversity among **Staff – primary duties for department**. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q11 You indicated that you are not satisfied with the level of diversity among **Staff – primary duties for research lab/project or teaching**. Among which of the following groups would you say there is not enough diversity? **(Please check all that apply)**

- ☐ People with disabilities

- ☐ Nationality/International

- ☐ Age

- ☐ Race/ethnicity

- ☐ Religion

- ☐ Gender identity

- ☐ Sexual orientation

- ☐ Other (please specify): _____

Q12 To what extent have you participated in the following **diversity, equity, and inclusion (DEI) professional development activities** within the **last 3 years**?

	Not at All	A little (1 to 2 trainings)	Some (3 to 4 trainings)	A lot (5 or more trainings)
DEI-related professional development and activities offered by FW.	○	○	○	○
DEI-related professional development and activities offered by MSU (outside of FW).	○	○	○	○
DEI-related professional development and activities offered outside of MSU.	○	○	○	○
Other DEI activity (please describe)	○	○	○	○

Q13 If you have any suggestions for **improving diversity** in FW and/or a DEI-related professional development opportunity that you think would be beneficial for others to take, please share it here.

_____

_____

Q14 **Views on Civility, Equity, Inclusion, and Relationships in FW**

 Civility: Civility is claiming and caring for one's identity, needs, and beliefs without degrading someone else's in the process. Civility is about disagreeing with respect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same.

 Equity: Equity seeks to ensure fair treatment, equality of opportunity, and parity in access to information and resources for all.

 Inclusion: Inclusion builds a culture of belonging by actively inviting the contributions and participations of all people.

 Bullying: Bullying is repeated actions of individuals (or a group) directed towards an employee (or group of employees) that is intended to intimidate, degrade, offend, or humiliate, often in front of others.

 How important to you is the topic of **Civility, Equity, Inclusion, and Relationships in FW**?

	Not Important at All									Extremely Important
0	1	2	3	4	5	6	7	8	9	10

Civility, Equity, Inclusion, and Relationships Importance:	

Q15 Please indicate to what extent you agree or disagree with each of the following statements related to **civility, equity, inclusion, and relationships** within FW.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Unable to Evaluate
My contributions to FW are recognized and valued.	○	○	○	○	○	○
My personal identities are valued in the work environment.	○	○	○	○	○	○
I can voice my opinions openly.	○	○	○	○	○	○
I am treated with respect by my supervisor/chairperson.	○	○	○	○	○	○
I am treated with respect by faculty.	○	○	○	○	○	○
I am treated with respect by academic specialists.	○	○	○	○	○	○
I am treated with respect by post-doctoral fellows, research associates, and senior research associates.	○	○	○	○	○	○
I am treated with respect by graduate students.	○	○	○	○	○	o
I am treated with respect by staff (primary duties for department).	○	○	○	○	○	○
I am treated with respect by staff (primary duties to research lab/project or teaching).	○	○	○	○	○	○
I feel safe within FW (including physical, mental and emotional safety).	○	○	○	○	○	○
People take time to welcome new employees.	○	○	○	○	○	○
People take time to get to know new employees.	○	○	○	○	○	○
Colleagues care about my personal well-being.	○	○	○	○	○	○
Colleagues care about my overall job satisfaction.	○	○	○	○	○	○
There are people within FW I can count on to help me with personal needs or struggles.	○	○	○	○	○	○
There are ample resources to promote well-being available to me.	○	○	○	○	○	○
There are people with whom I identify with in my work environment.	○	○	○	○	○	○

My supervisor/chairperson takes employee concerns seriously.	○	○	○	○	○	○
FW leadership take employee concerns seriously	○	○	○	○	○	○

Q16 You indicated a **strongly disagree or somewhat disagree** response to at least **one** question about civility, equity, inclusion, and relationships in FW. Please provide comments as to your reasoning for that response or responses.

_____

_____

Q17 How often have you been or are **treated unfairly** in FW because of:

	Never (0 times)	Rarely (1 to 2 times)	Sometime (3 to 4 times)	Often (5 or more times)
Your identity (race, gender, religion, age, physical ability, etc.)	○	○	○	○
Power differentials between individuals	○	○	○	○
Other (opportunity to describe below):	○	○	○	○

Q18 You indicated that you have been treated unfairly in FW. Please provide a description as to how you have been treated unfairly.

_____

_____

Q19 Over what time period(s) do you feel you were treated unfairly in FW?   **(Please check all that apply)**

- ☐ Within the last year
- ☐ Within the last 1 to 3 years
- ☐ Within the last 4 to 6 years
- ☐ Within the last 7 to 9 years
- ☐ Longer than 9 years ago
- ☐ ⊗Prefer not to answer

Q20 Have you personally **witnessed** incidences of bullying in FW?

- ○ Yes
- ○ No
- ○ Prefer not to answer

Q21 Have you personally been a **target** of bullying in FW?

- ○ Yes
- ○ No
- ○ Prefer not to answer

Q22 You indicated that you **witnessed or experienced** incidences of bullying in FW. Please provide a description of the bullying that occurred **without** providing specifics (identities, dates, locations) of what occurred.

_____

_____

Q23 Over what time period(s) did you witness or experience bullying in FW?   **(Please check all that apply)**

- ☐ Within the last year
- ☐ Within the last 1 to 3 years
- ☐ Within the last 4 to 6 years
- ☐ Within the last 7 to 9 years
- ☐ Longer than 9 years ago
- ☐ ⊗Prefer not to answer

Q24 Please provide any comments you may have related to **civility, equity, inclusion, and relationships** in FW.

_____

_____

Q25 **Experience with Relationship Violence and Sexual Misconduct**

 The next several questions focus on your experience with relationship violence and sexual misconduct (RVSM) within FW. Some of these questions may be triggering for people that have experienced RVSM trauma. Please indicate your willingness to proceed with these questions or skip to the next block of questions.

 If you are currently experiencing or have experienced an incident of relationship violence or sexual misconduct, there are resources available to you at the Office for Civil Rights and Title IX Education and Compliance.

Please NOTE: We (OSR) are required by law or Michigan State University policies to report incidences of sexual misconduct to the proper authorities.

- ○ Proceed with RVSM questions
- ○ Skip to next set of questions

Q26 Please indicate to what extent you agree or disagree with each of the following statements.

	Strongly Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Strongly Agree	Unable to Evaluate
I have experienced relationship violence or sexual misconduct within FW.	○	○	○	○	○	○
I have witnessed relationship violence or sexual misconduct within FW.	○	○	○	○	○	○
Sexual harassment is a problem within FW.	○	○	○	○	○	○
I know how to report relationship violence or sexual misconduct.	○	○	○	○	○	○
FW leadership take reports of relationship violence or sexual misconduct seriously.	○	○	○	○	○	○
I am confident that FW leaders maintain confidentiality when handling reports related to relationship violence or sexual misconduct.	○	○	○	○	○	○
I can report incidences of relationship violence or sexual misconduct without fear of retaliation.	○	○	○	○	○	○

Q27 You indicated that you **somewhat agreed or strongly agreed** as either having experienced or witnessed relationship violence or sexual misconduct in FW. Please provide a description of the misconduct that occurred without providing specifics (identities, dates, locations) of what occurred.

_____

_____

Q28 Over what time period(s) did the misconduct occur?   **(Please check all that apply)**

  ☐   Within the last year

  ☐   Within the last 1 to 3 years

  ☐   Within the last 4 to 6 years

  ☐   Within the last 7 to 9 years

  ☐   Longer than 9 years ago

  ☐   ⊗Prefer not to answer

Q29 Please provide any comments you may have related to **relationship violence and sexual misconduct** in FW.

  _____

  _____

Q30 Please provide any comments you may have related to the **process of reporting** on relationship violence and sexual misconduct in FW.

  _____

  _____

Q31 **Incidents of Bias and Reporting**

 In this section, we would like to know about bias incidents that you have experienced or witnessed that is work related (i.e., tied to your professional capacity) within FW.

 Bias: Bias is defined as showing a preference or tendency, conscious or unconscious, which can be for or against a person, group, or thing when compared to another.

 Bias incident: A bias incident is an incident of verbal or non-verbal conduct that is threatening, harassing, intimidating, discriminatory or hostile and is based on a category protected under the MSU Anti-Discrimination Policy.

Have you **witnessed or experienced** any incidence of **bias/discrimination** that was work related within FW?

  ○   Yes

  ○   No

Q32 You indicated that you **witnessed or experienced** at least one incident of bias/discrimination that was work related within FW.

Please indicate who was involved in the incident(s), both as victim and as perpetrator.

	Victim(s)	Perpetrator(s)
FW Leadership (Chair or Associate Chair)	☐	☐
Faculty – Professor (Fixed Term or Tenure)	☐	☐
Faculty – Associate Professor (Fixed Term or Tenure)	☐	☐
Faculty – Assistant Professor (Fixed Term or Tenure)	☐	☐
Academic Specialist (Fixed Term or Continuing)	☐	☐
Post-Doctoral Scholar/ Research Associate/Senior Research Associate	☐	☐
Graduate Student	☐	☐
Staff (primary duties for department)	☐	☐
Staff (primary duties to research lab/project or teaching)	☐	☐
Undergraduate Student	☐	☐
MSU Faculty or Staff Member Outside of FW	☐	☐
Community Partner/Collaborator	☐	☐
General Public	☐	☐
Other (please specify)	☐	☐

Q33 Have you experienced or witnessed a **single incident** or have you witnessed or experienced **multiple incidents**?

- ○ Single
- ○ Multiple

Q34 You indicated that you **witnessed or experienced** at least one incidence of bias/discrimination that was work related within FW. Over what time period(s) did the bias/discrimination occur? **(Please check all that apply)**

- ☐ Within the last year

- ☐ Within the last 1 to 3 years

- ☐ Within the last 4 to 6 years

- ☐ Within the last 7 to 9 years

- ☐ Longer than 9 years ago

- ☐ ⊗Prefer not to answer

Q35 Please indicate what type of bias/discrimination incidences you witnessed or experienced. **(Please check all that apply)**

- ☐ Psychological or mental health issue

- ☐ Gender expression/identity

- ☐ Physical disability or health issue

- ☐ Power differentials in the work environment

- ☐ Race/ethnicity

- ☐ Age

- ☐ Sexual identity

- ☐ Country of origin

- ☐ Religious identity

- ☐ Other (please specify) _____

Q36 Thinking about the incident(s) of bias/discrimination you experienced or witnessed, did you **report** the incident(s)?

- ○ Reported the incident or all incidents

- ○ Reported some of the incidents

- ○ Did not report the incident(s)

Q37 To which individual(s) or unit(s) did you report bias/discrimination incidents? **Please select all that apply**

- ☐ Office of Institutional Equity (OIE)

- ☐ Title IX Office

- ☐ Grievance Officer

- ☐ FW leadership

- ☐ Supervisor

- ☐ Other (please specify) _____

Q38 What are the reasons why you did not report the incident(s)? **Please select all that apply**

- ☐ I feared retaliation

- ☐ I did not think I would be believed

- ☐ I did not think appropriate action would be taken

- ☐ I was unsure if the incident violated university policies

- ☐ Other reason(s) (please specify) _____

Q39 **Current Climate**

 Climate are current attitudes, behaviors, and standards and practices of faculty, staff, and students, particularly those that concern the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential.

 For each pair of adjectives, select the point between them that reflects the extent to which you believe the adjectives describe the climate in FW.

	1	2	3	4	5	6	7	
Hostile	○	○	○	○	○	○	○	Friendly
Racist	○	○	○	○	○	○	○	Non-racist
Homogeneous	○	○	○	○	○	○	○	Diverse
Disrespectful	○	○	○	○	○	○	○	Respectful
Unwelcoming	○	○	○	○	○	○	○	Welcoming
Sexist	○	○	○	○	○	○	○	Non-sexist
Individualistic	○	○	○	○	○	○	○	Collaborative
Competitive	○	○	○	○	○	○	○	Cooperative
Homophobic	○	○	○	○	○	○	○	Non-homophobic
Unsupportive	○	○	○	○	○	○	○	Supportive
Ageist	○	○	○	○	○	○	○	Non-ageist
Regressing	○	○	○	○	○	○	○	Improving

Q40 How would you rate the climate within FW as a whole for **people** who are or have a:

	Very Negative	Somewhat Negative	Neither Negative nor Positive	Somewhat Positive	Strongly Positive	Unable to Evaluate
Women	○	○	○	○	○	○
Men	○	○	○	○	○	○
Transgender	○	○	○	○	○	○
Gay, lesbian, or bisexual	○	○	○	○	○	○
People of color	○	○	○	○	○	○
White	○	○	○	○	○	○
Immigrants	○	○	○	○	○	○
International	○	○	○	○	○	○
Non-native English speakers	○	○	○	○	○	○
From Christian religious affiliations	○	○	○	○	○	○
From religious affiliations other than Christian	○	○	○	○	○	○
Parents/guardians of dependent children	○	○	○	○	○	○
Caregivers for adults who are disabled and/or elderly	○	○	○	○	○	○
A mental health condition	○	○	○	○	○	○
A physical disability	○	○	○	○	○	○
A learning disability	○	○	○	○	○	○
Other (please specify)	○	○	○	○	○	○

Q41 What could **FW leadership** do to better support a positive climate in the department?

_____

_____

Q42 What could **college leadership** do to better support a positive climate in the department?

_____

_____

Q43 Have you seriously considered leaving your position due to any of the issues raised in this survey?

- ○ Yes

- ○ No

Q44 Please share the reasons why you have considered leaving and why you have stayed.

_____

_____

Q45 Are you aware of any current or former FW community member that has considered, did consider, or actually left their position for any of the issues raised in the survey?

- ○ Yes

- ○ No

Q46 Please share what you know about reasons why they considered leaving, did leave, and/or why they stayed.

_____

_____

Q47 **Demographics and Identity**

Please answer the following questions to the extent you are comfortable. This information will only be used to better understand the diversity within FW. These data will be held confidential by OSR and will not be reported to FW leadership or the DEI committee or analyzed in any way that would link any individual respondent or group of respondents with their answers.

 For each question, you have the option to decline to answer, but the more information you provide the more complete our understanding of the diversity within FW.

 What is your current position in FW?

- ○ Academic Specialist - Continuing

- ○ Academic Specialist - Fixed term

- ○ Faculty - Tenure Stream

- ○ Faculty - Fixed Term

- ○ Graduate Student

- ○ Postdoctoral Scholar/Research Associate/Senior Research Associate

- ○ Staff - primary duties for department (e.g., office assistant, administrative assistant)

- ○ Staff - primary duties for research lab/project (research assistant, technologist, administrator) or teaching

- ○ Prefer not to answer

Q48 How many years have you been employed or been a student in FW?

- ○ Less than 5 years

- ○ 5-9 years

- ○ 10-14 years

- ○ 15 years or more

- ○ Prefer not to answer

Q49 Since fall 2021 (i.e., the reopening of campus following the Covid-19 shutdown), how many hours have you spent during a typical week working on the MSU campus as opposed to at home or another off-campus location?

- ○ 0 hours
- ○ 1-10 hours
- ○ 11-20 hours
- ○ 21-30 hours
- ○ 31-40 hours
- ○ More than 40 hours
- ○ Prefer not to answer

Q50 Are you an international employee or student?

- ○ Yes
- ○ No
- ○ Prefer not to answer

Q51 What is your gender identity?   **(Please check all that apply)**

- ☐ Agender
- ☐ Cisgender Man
- ☐ Cisgender Woman
- ☐ Gender non-conforming
- ☐ Genderqueer
- ☐ Non-binary
- ☐ Transgender Man
- ☐ Transgender Woman
- ☐ Two-spirit
- ☐ Another gender identity (please specify if you wish):
  _____
- ☐ ⊗Prefer not to answer

Q52 What is your sexual orientation/identity? **(Please check all that apply)**

- ☐ Asexual
- ☐ Bisexual
- ☐ Demisexual
- ☐ Homosexual (Gay/Lesbian)
- ☐ Pansexual
- ☐ Queer
- ☐ Questioning or unsure
- ☐ Same-gender loving
- ☐ Heterosexual (Straight)
- ☐ Another sexual orientation identity (please specify if you wish):
  _____
- ☐ ⊗Prefer not to answer

Q53 What is your race and/or ethnicity? **(Please check all that apply)**

- ☐ African American, African or Black
- ☐ American Indian or Alaska Native
- ☐ Asian or Asian American
- ☐ Hispanic or Latina, Latino, Latinx
- ☐ Middle Eastern and/or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White or Caucasian
- ☐ Another race/ethnicity identity not listed (please specify if you wish):
  _____
- ☐ ⊗Prefer not to answer

Q54 What is your religious identity?

- ○ Christian (e.g., Protestant, Catholic, Mormon)

- ○ Jewish

- ○ Muslim

- ○ Hindu

- ○ Buddhist

- ○ Unaffiliated (e.g., agnostic, atheist)

- ○ Another religious identity not listed (please specify if you wish): _____

- ○ Prefer not to answer

Q55 Do you have a disability or an accommodation?

- ○ Yes

- ○ No

- ○ Prefer not to answer

Q56 What kind of disability do you have? **(Please check all that apply)**

- ☐ Physical disability

- ☐ Learning disability

- ☐ Mental disability

- ☐ Visual or auditory disability

- ☐ Another disability not listed (please specify if you wish): _____

- ☐ Prefer not to answer

Q57 For your disability, have you registered with the MSU Resource Center for Persons with Disabilities (RCPD: https://www.rcpd.msu.edu/get-started)?

- ○ Yes

- ○ No

- ○ Prefer not to answer

Thank you! That was our last question
Feel free to share any other information related to your experience working in FW, the College of Agriculture and Natural Resources, or at Michigan State University.

_____

_____