UNIVERSITY OF MARYLAND

COMPREHENSIVE CAMPUS
CLIMATE STUDY
FOR DIVERSITY AND INCLUSION

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UNIVERSITY OF MARYLAND CAMPUS CLIMATE SURVEY
EXECUTIVE SUMMARY

This document provides an executive summary of the findings for the University of Maryland Campus Climate Survey conducted during the 2017-2018 academic year. Although an executive summary does not provide a detailed and technical set of findings, it identifies an overview reflecting the most important outcomes. Members of the University are encouraged to review the complete and final report for additional detail.

Overview

Overall, the campus climate for diversity, equity, and inclusion at the University of Maryland was reported by respondents to be more positive than negative. Participant responses, including quantitative and qualitative data, are discussed below in the following sections: Value and Commitment to diversity and inclusion, General Campus Climate, Microaggressions and Microaffirmations, Discrimination, Hate and Bias, Safety, and Institutional Attachment.

This study was designed to measure the campus climate at the University of Maryland. All students, faculty, and staff members were asked to participate in a survey containing 83 questions. The questions included some common core questions. Branched and differentiated questions were included based on the role of the person on campus (student, faculty, or staff member). The survey provided all participants the opportunity to recommend UMD priorities for the campus climate through three open-ended questions. Both quantitative and qualitative data informed the findings.

Key Findings

1. **Perception of campus climate around diversity, equity, and inclusion**

   Nearly 80% of all participants at the University of Maryland, including students, faculty, staff, and senior administrators reported a campus climate that was more positive than negative. The survey examined campus climate across the sample as well as within groups on campus based on the following identity characteristics: race, primary role, gender, sexual orientation, religion, ability, and political ideology. Compared with others on campus, senior administrators reported a more positive perception of the campus climate than all other primary role groups. Using the same measurement, students reported the lowest perception of the campus climate. With the exception of senior administrators, White participants view the campus more positively than other racial groups. Members of underrepresented groups perceived a less favorable campus climate for diversity and inclusion, with one exception. Within religious and spiritual orientation, Jewish and Hindu respondents perceived a more positive campus climate when compared to other religious and spiritual groups.

2. **Value and Commitment to diversity and inclusion by members of the UMD community**

   Participants rated their own individual value and commitment to diversity, equity, and inclusion higher than the average commitment, in general, of students, faculty, staff, and senior administrators as groups. All identity groups reported the individual value and commitment to diversity as higher than other members of the UMD community.

Participants who identify as Black/African American reported a slightly higher average commitment to diversity for themselves (3.35) when compared to all other racial groups (Asians, 3.15; White, 3.26; Other, 3.29; Latinx, 3.33). Black/African American participants also rated the perceived value and commitment to diversity and inclusion among students, staff, senior administrators, and faculty lower than all other racial groups. For students, the average value and commitment to diversity and inclusion is 2.8, but Black/African American participants rated students with an average of 2.68. For staff members, the average is 2.77, but Black/African American participants rated staff with an average of 2.6. For faculty members, 2.65 and Black/ African American participants rated faculty members with an average 2.43. For senior administrators, an average of 2.56, but Black/ African American participants rated senior administrators with an average of 2.32. In all cases, Black/ African American participants rated the commitment of other members of the UMD community as significantly lower when compared to other racial groups on campus.

Racial differences existed about advocacy for diversity at UMD. Underrepresented members of UMD were identified as the most likely to advocate for diversity. These differences indicate that there is a perception that people who are not a member of an underrepresented group are not as likely to advocate for diversity at UMD. For example, more than half of Black/African American respondents (54%) reported they "strongly agree" that underrepresented groups are the most likely to advocate for diversity at UMD. Whereas less than ¼ of White participants (23%) "strongly agree" that

underrepresented groups are the most likely to advocate for diversity at UMD. Other

racial groups "strongly agree" that underrepresented groups advocate for diversity at

various rates including: Asian participants (27%), Other racial group participants (27%),

and Latinx participants (39%).

3. **Personal experience with offensive, hostile, inappropriate, or biased conduct at UMD**

   For those who reported a personal experience with offensive, hostile, inappropriate, or

   biased conduct that interfered with the working or learning experience at UMD, racial

   bias was reported most frequently at 12.5%.

4. **Physical and Emotional Safety at UMD**

   82% of all participants reported feeling physically- and emotionally- safe on campus.

   Physical and emotional safety was not the same for all members. There were

   differences when considering identity characteristics (i.e., race, gender, sexual

   orientation, political orientation, religion, disability) and underrepresented groups, in

   general, reported feeling *less* physically- and emotionally- safe compared to majority

   groups. This table reports those who identified feeling the most physically and

   emotionally safe as well as the groups who reported the feeling the least physically and

   emotionally safe.

Group	Reported feeling the **most** physically and emotionally safe	Reported feeling the **least** physically and emotionally safe
Race	White	Black/African American
Gender	Men	Non-Binary
Sexual Orientation	Heterosexual	LGBQ
Ability Status	Without a disability	With a disability
Political Orientation	Conservative political orientation	Ultra-liberal and Ultra-conservative political orientation
Primary Role	Senior Administrator-faculty designation	Students

5. **Sense of belonging at UMD**

Nearly 80% of respondents reported a sense of belonging at UMD. When disaggregating

by primary role, senior administrators- staff designation participants reported the

greatest sense of belonging (average 3.65). In contrast, student participants reported

the lowest sense of belonging among all groups (average 3.06).

White participants reported the highest sense of belonging at UMD. For

underrepresented participants at UMD (i.e., race, gender, sexual orientation, and

disability), a sense of belonging was reported as lower when compared to majority

groups. The range from the lowest sense of belonging at UMD was reported by Latinx

participants (2.94), Other race participants (2.99), Asian participants and Black/African

American participants (3.08), and White participants (3.14).

6. **University response to hate/bias incidents**

   3.5% of participants reported an extremely effective response to hate/bias incidents by the University and 14.5% of participants reported that the university response to hate/bias incidents was not effective at all.

7. **Hate Speech is a First Amendment right**

   Faculty, staff, and student participants did not agree that hate speech is a protected First Amendment right whereas senior administrators agreed that hate speech is a protected First Amendment right.

8. **Departments who hinder diversity and inclusion efforts**

   Qualitatively, Greek Life and UMPD were identified as departments who hinder efforts around diversity and inclusion at UMD

Conclusion

The findings of the 2018 Campus Climate report at the University of Maryland provide baseline data about diversity, equity, and inclusion and information for the campus to use to identify clear and actionable steps to fulfill the institutional strategic plan. This report supports the earlier data published from The Inclusion & Respect Task Force, a group jointly created by the UMD President and Senate, to focus on creating a more respectful climate for all members of the campus community. Both reports outline clear opportunities for the University of Maryland to address disparate experiences between groups on campus related to race, gender, sexual

orientation, political orientation, and religion. All of these efforts align with the institutional

mission and a chance to create Fearless Ideas that embrace diversity, equity, and inclusion.

Introduction

Many colleges include diversity and inclusion in university missions and through the establishment of offices and resources; however, literature demonstrates that to really make a change on campuses we need to shift our thinking about diversity from being something added to our practice through protection of rights or creating opportunities for historically disadvantaged individuals and group to shaping an environment with full integration (Williams, 2013). There are still findings that indicate that there are differences on campus between groups based on identity characteristics (i.e., Gurin, Dey, Hurtado, Gurin, 2002; Hurtado, Alvarado, & Guillermo-Wann, 2015; Hurtado & Guillermo, 2013; Williams, 2013).

Identity characteristics are well-documented in the literature to influence the academic experience for students, faculty, and staff (e.g., Beemyn, Curtis, Davis, & Tubbs, 2005; Newman, Couturier, & Scurry, 2004; Ore, 2003; Solórzano, Allen, & Carroll, 2002). These are not new assertions and yet very little changes on campus to ensure that all students, faculty, and staff find a sense of belonging on campus. Stage and Manning (1992) described findings to demonstrate how campus environments often meant underrepresented members of the community could create a sense of belonging as long as they adapted and adjusted to the campus climate as it is defined and dictated by members of the majority. However, Watson, Terrell, & Wright (2002) shifted the thinking to focus on "multiculturalism is seen as an action or set of interactions that intentionally promotes respect for human difference and positive, meaningful relations" (p. 10). One intent behind doing campus climate surveys on campus is to

better understand where the systems or barriers, if any, still exist for members of the campus community and create action plans to resolve any findings.

The survey is only one aspect toward creating a diverse, equitable, and inclusive campus. The change for all things related to diversity, equity, and inclusion must really start within the individual and then transcend to become a collective action and collective vision for the institution. On January 26, 2018, The Baltimore Sun[1] reported the initiatives shared by the President of the University of Maryland set aside $3.8 million dollars for new diversity measures including: Campus Climate surveys every 2 years to create metrics and benchmarks for the campus, a rapid response team with a full-time coordinator to address hate-bias incidents, completely revamping the education and training processes including a $200,000 program to train leaders of the 800 student groups for intercultural competency, and raising the role of the Chief Diversity Officer to a Vice President reporting to the President. In addition, the campus celebrated a National Thought Leaders Summit featuring various scholars to focus on diversity and institutional involvement hosted by the newly formed Center for Diversity and Inclusion in Higher Education.

The Inclusion & Respect Task Force, a group jointly created by the President and Senate, to focus on creating a more respectful climate for all members of the campus community. The task force met with members of the UMD community to engage in a larger dialogue and released their report in April, 2018[2]

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[1] http://www.baltimoresun.com/news/maryland/education/higher-ed/bs-md-ci-urbanski-hearings-delayed-20180125-story.html

[2] https://diversity.umd.edu/campusleadership.html

The Context of the University of Maryland Campus Climate Survey

On May 20, 2017, the UMD community experienced a tragedy on campus with the murder of

Second Lt. Richard Collins, III, a college senior from nearby Bowie State University. The murder

was charged as a hate crime against a former UMD student, which caused an intense campus

reaction highlighting concerns about hate/bias incidents and other campus climate-related

events at UMD.

During the summer of 2017, the Office of Marketing and Communications at UMD

published a request for proposals (RFP) through the procurement process. In July, the

RFP process was transferred to ODI, and Dr. Jennifer Hubbard of *Trail Blazes Consulting*

was contracted to conduct a campus-wide survey. There will be two different

consultant reports arising from the findings of the campus climate study: (a) this

preliminary report, which will provide a narrative overview of campus-wide findings;

and (b) the final report, which will include a thick, technical report.

In the Fall of 2017, all of the University of Maryland at College Park (UMD) students, faculty,

and staff were notified about the opportunity to participate in a campus climate survey. This

was the first campus climate survey to be offered to all members of the UMD community. This

effort to hear the voices of all campus community members was an initiative from the Office of

the Diversity and Inclusion (ODI) at UMD and the leadership of Chief Diversity Officer Roger L.

Worthington. The University of Maryland Campus Climate survey was a collaborative effort

between the campus and external consultant, Dr. Jennifer Hubbard, who began the process in

October 2017. Dr. Hubbard met with campus stakeholders in October to learn about key topics

and themes related to diversity, equity, and inclusion. Subsequent visits to campus included

additional meetings with students, faculty, and staff members to develop the survey

questionnaire.

Conceptual Framework

Guided by a conceptual framework based on Hurtado, Griffin, Arellano, and Cuellar (2008), four

influential aspects of the campus environment that specifically shape climate including:

structural, psychological, behavior, and historical legacy of inclusion and exclusion are used as

the lens for this work*. The *psychological* dimension is the primary focus of this climate study.

According to Hurtado, Griffin, Arellano, and Cuellar (2008), this aspect aims to measure "how

individuals perceive racial conflict and discrimination on campus" (p. 208). The survey designed

questions addressing individual perception of hate and bias a part of the campus experience. In

addition to the personal experience, the survey also measured respondent's perception of

institutional response related to hate and bias.

This report briefly addresses the *behavioral* dimension by outlining programmatic availability

for students, faculty, and staff to engage diversity at the University of Maryland over the

previous year through a review of organizations, programs (mostly formal as they are

documented), and workshops/ trainings. Dr. Hubbard also conducted a document analysis of

the Diamondback, the campus newspaper, to help inform the presence of diversity as

newsworthy on campus. (Hurtado et al., 2008).

Mixed method research includes both qualitative and quantitative methodologies into one study in order to provide a broader perspective. Qualitative data includes is open-ended and focuses on themes and represents the *voice* of the participant. Quantitative data includes more closed-ended information that is understood using statistical analyses. The inclusion of a mixed method approach to this inquiry emphasizes both of these approaches, it better helps to understand the research questions and topic in more detail. The comprehensive analysis included questionnaire responses, document review for the Diamondback newspaper, observations on campus, review of programs and events for the past year, and items related to the murder of Second Lt. Richard Collins III in May 2017. While the primary focus for these findings are based in the survey responses, the other aspects are used to provide context and elucidate the environment on campus.

Data were reviewed through an inductive and exploratory process of analysis. Inductive analysis is a method of content analysis that researchers use to develop theories or conceptualizations and identify themes. By allowing the data to tell the story it avoids "overemphasizing and defending established methodologies that may result in researchers paying insufficient attention to the substantive findings of social reality." (Liu, 2016, p. 129). The commitment for campus climate research is to create a better understanding from these data and to illustrate lived experiences from the participants rather than trying to speak for the entire campus. Common critiques of campus climate research often stem from assumptions associated with deductive approaches to data analyses (e.g., hypothesis testing, random sampling, generalizing to a population), which were not the focus of the current study.

The advantages of using an inductive, exploratory process of analysis is that it provides an opportunity for researchers to emphasize the importance of findings that have a high degree of convergence across analyses and types of data (e.g., qualitative and quantitative). Thus, in the remainder of this report, we provide findings that converge across both qualitative and quantitative findings, as well as across different analyses with similar outcomes. We will utilize converging findings to illuminate a conceptualization of strengths and weaknesses in the campus climate at UMD, and in the final report we will provide a specific set of recommendations about how to work toward improvements on the basis of converging data.

RESEARCH METHODS

This chapter provides and overview of the data collection process at the University of Maryland.

Survey design

Our intent was to provide an opportunity for every member of the university community to participate in the study and have their voices heard, although the study was not designed with the expectation of obtaining responses from the entire population of students, faculty, staff, and administrators at the university. To that end, the administration required the consultant to work with the UMD Office of Strategic Communication to produce a plan for the distribution of notices and announcements to encourage participation in the study and resulted in a delay of launching the survey.

The University of Maryland's Institutional Review Board (IRB) office reviewed this project in order to make sure it is ethical and that precautions are made to protects the rights and welfare of human participants. The IRB reviewed the campus climate survey instrument as well as all of the communications associated with this project. The initial IRB approved this project on January 2, 2018. Each change and addition to the original proposal through the collaboration with the Office of Strategic Communication was submitted as an amendment to the IRB office for approval.

Survey Sample

All active (full-time or part-time) university students, faculty and staff as of January 1, 2018

were included in the survey participation announcements. The University Registrar provided a

list of all eligible students and the Human Resources provided a list of eligible faculty and staff.

The total population (approximately 55,254) were included in the solicitation for participation.

The totals based on the information provided from the offices are included below in Table 1.

Table 1: University of Maryland Campus Population

	University of Maryland Campus Population
Students	38,582
Faculty and Staff	16,672

There were 9,545 campus members who logged in the survey and completed part or all of the

survey items; 19 community members logged in to the survey and declined to participate. The

final sample size included 7,276 cases. The final sample emerged after multiple steps of data

cleaning. The breakdown of the final sample population is represented in Table 2 below:

Table 2: Sample Population

	Sample Size
Students	4,217
Faculty*	996
Staff*	2012
Total	7,276

*Includes Senior Administrators with faculty or staff designation

As expected, not every member of the community participated. Because the target population was the entire UMD campus, the sample represented members of that community who self-selected and volunteered to complete the survey. As noted above, some of the launching of the survey delays and inclusion of the CAS authentication system factored into the final number of respondents. Survey fatigue was another limitation communicated by participants and feedback. As previously noted, there were a number of participants who did not complete the entire survey. These data comprise participants who completed 50 percent or more of the survey, providing usable responses to the majority of items. Information regarding the findings between the target population demographics and the sample demographics are included in Appendix A. The percentages represented by survey respondents were similar to the total campus population with several exceptions. It is worth noting that it is difficult to fully compare the two groups (total and sample populations) as the categories were not measured in the same way. There are aspects related to gender and racial disparities between the sample and total population groups. These findings are not unexpected given research about research findings about survey response rates considering gender (e.g., Sharkness & Miller, 2013; Smith, 2008) and race (e.g., Ofstedal & Weir, 2011; Shavers, Lynch, & Burmeister, 2002). Both gender and race are factors that are shown to influence response rates for survey completion. The findings from this survey support the extant literature where women complete surveys as a higher rate than men as well as white participants tend to complete surveys at a higher rate than people from other races.

Data Collection

The overall data collection took place between January 29, 2018 and February 28, 2018.

The protocol for collecting data included:

- Campus-wide email invitation sent on January 29, 2018 from the
  Campusclimate@umd.edu email account to all members of the UMD community from
  Dr. Roger L. Worthington outlining the purpose and call for engagement around equity,
  diversity, and inclusion from all members of UMD.
- Throughout the survey process, one initial email with the link to the survey and one
  follow-up reminder half way was sent to all members of the UMD community. Although
  the consultant planned weekly email reminders to the campus to increase participation,
  UMD Strategic Communications has a policy that only two campus wide emails could be
  sent. Given the substantial increase in participation after each of the two emails were
  sent, this limitation resulted in a moderately lower response rate and fewer completed
  survey responses.
- Multi-media approach to recruiting participation took place throughout the month:
  - A postcard invitation was designed and mailed to all faculty on campus.
  - An advertisement was placed on the front page of the Diamondback newspaper.
  - A video was made and placed on social media.
  - Social media ads were placed to target the UMD community.
- Three separate email invitations were sent from Department Heads, Deans, and
  Directors to their communities encouraging and supporting participation.
- For staff members who work in dining, facilities, and maintenance, paper surveys (in 8
  languages) were made available during work hours with a facilitator and translators, as
  needed, to increase opportunities for those members of the community who do not
  have access to technology as a part of their work responsibilities.
- The survey was offered in paper form in a total of 8 languages (English, Amharic, French,
  Haitian/Creole, Tagalog, Vietnamese, Chinese, and Spanish). There was an intentional

effort to meet with campus staff who do not use computers as part of their position by offering in-person meetings with groups.

The University of Maryland Campus Climate Survey was primarily an online and web-based survey that was designed to allow participants to complete it on a mobile, tablet, or computer device. The survey was also made available to a number of staff groups (e.g., dining services, facilities) in paper-and-pencil format, and in eight different languages to increase the sampling of staff groups without daily access to computers on the job, as well as non-native English speakers.

Survey Instrument

The survey was offered via Qualtrics™. The survey was extensive and included a common core set of questions for all participants, and additional groupings of items with specific relevance to students or faculty or staff, resulting in approximately 70 questions for each of the three groups of faculty, staff, and students. Following the survey questions, there were open-ended questions included to gather survey participants' recommendations for actions that UMD could implement to reduce hate/bias incidents, ideas for "next steps" for UMD around diversity and inclusion efforts, and issues that should be considered the "top priority" for UMD and the campus climate.

Common items. There was a core set of common items to be completed by all survey participants. The majority of common items were analyzed using factor analysis (a data

reduction technique) to produce composite variables. These variables measured a variety of

climate-related constructs, including

(a) Demographics, such as primary affiliation with the university, race, gender identity, sexual orientation, religion or spirituality, disability status, and political orientation;
(b) personal perceptions of the general campus climate (positive and negative);
(c) frequency of interactions with people from different identity groups;
(d) attachment to the university (i.e., belongingness, feeling welcome; satisfaction with choice of UMD; interest in staying at UMD);
(e) perceptions about whether people are treated differently at UMD based on their identity status;
(f) how often participants indicated they heard offensive speech targeting someone's identity status;
(g) the extent to which UMD works to improve the climate for diversity and inclusion;
(h) experiences of three different types of micro-aggressions (micro-invalidations, attributions of dangerousness, and micro-insults) and micro-affirmations (subtle positive/supportive messages);
(i) multiple types of experiences of discrimination;
(j) emotional responses to hate/bias incidents at UMD (i.e., positive and negative affect);
(k) inclination to leave UMD based on hate/bias incidents;
(l) perceptions of physical and emotional safety at UMD;
(m) propensity to engage with others across differences;
(n) propensity to debate other people across differences;
(o) propensity to avoid other people with differing beliefs, values, perspectives;
(p) affirmation of hate speech as protected under the First Amendment;
(q) inclination to disrupt speech perceived as offensive.

Student-, Faculty-, and Staff-Specific Items. The survey contained items specific to the

experiences of students, staff, and faculty. For the purposes of this report, only the findings

obtained from the common items are reported. Additional analyses and findings will be

reported for student-, faculty-, and staff-specific items in the final report.

Data Cleaning

Data cleaning took place in multiple phases. The topic warranted the length of the survey;

however, feedback about the length was communicated from members of the UMD

community. Some participants started the survey and did not complete all of the questions. For

analysis, cases with fewer than 50 percent completion were dropped from analyses. An

evaluation comparing demographics from dropped cases with be included in the final report.

Random and malicious responding was assessed using validity-check items (e.g., please do not

respond to this item), and text responses that included obvious non-sequiturs.

Research Questions with Corresponding Dependent Variables

The data set contained more than 400 discreet variables. Thus, initial analyses used

data reduction techniques designed to combine sets of items into scaled variables to

measure specific constructs for the 6 central research questions. Using standard

psychometric assessment techniques, a set of variables was generated to provide scaled

dependent variables and a set of predictor variables. Means, standard deviations and a

correlation matrix for the dependent variable list are presented in Table 3.

1. **To what extent is diversity a demonstrated commitment and valued at the University of Maryland?**

   Dependent variable items for <u>Demonstrated Commitment to and Valuing of Diversity and Inclusion at UMD</u>:

There were 28 items on the survey designed to assess the degree to which various units and

groups of people VALUE or are COMMITTED to Diversity and Inclusion at UMD. Factor analysis

of the 28 items revealed a 2-factor structure for composite variables:

a. **Valuing and commitment *in general* (24 items)***:* (a) How would you rate the following in terms of how diversity and inclusion is VALUED at UMD? and (b) How would you rate the following in terms of a DEMONSTRATED COMMITMENT to issues of diversity and inclusion at UMD?

   i.   Students (in general)
   ii.   Faculty (in general)
   iii. Staff (in general)
   iv.   UMD Administration
   v.   Student Government Association
   vi.   Residence Hall Association
   vii. Graduate Student Government
   viii. University Senate
   ix.   Greek Life
   x.   Resident Life
   xi.   Athletics
   xii. UMPD

b. **Valuing and commitment *by faculty and staff specializing in diversity issues* (4 items):**

   (a) How would you rate the following in terms of how diversity and inclusion is VALUED at UMD? and (b) How would you rate the following in terms of a DEMONSTRATED COMMITMENT to issues of diversity and inclusion at UMD?

   i.   Faculty who specialize in diversity issues
   ii.   Staff who specialize in diversity issues

We conducted a series of analyses using both item-level data, as well as data based on the composite variables. Composite variables were used as dependent variables in regression analyses, and item-level variables were used in descriptive analyses.

2. To what extent do students, faculty, and staff members feel the campus is affirming?

   Dependent variable items for General Campus Climate

There were 12 items on the survey designed to assess the degree to which participants

experience the general campus climate. Factor analysis of the 12 items revealed a 2-factor

structure for composite variables:

   a. **Positive Climate (6 items)**
   In general, how would you rate your overall experiences of the campus
   environment at UMD?
   - i. Supportive
   - ii. Fair
   - iii. Welcoming
   - iv. Respectful
   - v. Open
   - vi. Inclusive

   b. **Negative Climate (6 items)**
   In general, how would you rate your overall experiences of the campus
   environment at UMD?
   - i. Threatening
   - ii. Oppressive
   - iii. Intimidating
   - iv. Indifferent
   - v. Hostile
   - vi. Cold

Although these two composite variables were correlated (moderately high), factor analyses

indicated that they measured two distinct constructs. Thus, both General Campus Climate

composite variables were used as predictor and dependent variables for regression analyses in

this study.

3. Microaffirmations and Microaggressions

Dependent variable items for Microaffirmations and Microaggressions

a. Dangerousness
   i. Sometimes, people assume I might be a criminal.
   ii. Sometimes, people assume I might be dangerous.

b. Micro-insult
   i. Sometimes, I HEAR cultural slurs and/or epithets about people like me in public spaces.
   ii. Sometimes, I SEE cultural slurs and/or epithets about people like me in public spaces.
   iii. Sometimes, people say offensive things to me that are based on stereotypes.
   iv. Sometimes, people make hurtful jokes about my identity.

c. Micro-invalidation
   i. Sometimes, I feel that my ideas are less valued than similar ideas expressed by other people.
   ii. Sometimes, I think people treat me like I am less capable than I really am.
   iii. Sometimes, I think people give less recognition to my accomplishments than they give other people.
   iv. Sometimes, I feel that people treat me like I am less intelligent than I am.

d. Micro-affirmation
   i. Sometimes, people on campus whom I've never met act friendly toward me.
   ii. Sometimes, people give me praise even though I hardly deserve it.
   iii. Sometimes, I receive lots of encouragement about my work from the people in charge.
   iv. Sometimes, people on campus come to my defense when I've been treated unfairly.

4. **Experiences of Discrimination**

   Dependent variable items for <u>Average Experiences of Discrimination</u>

Respondents were asked to mark "yes" if they personally experienced offensive, hostile,

inappropriate, or biased conduct that interfered with their working or learning experiences at

UMD on the basis of the following:

i.	Racial identity
ii.	Ethnic identity
iii.	Gender identity or expression
iv.	Sexual orientation
v.	Religious or spiritual views
vi.	Immigrant or citizen status
vii.	National origin
viii.	Language differences
ix.	Physical disability
x.	Learning disability
xi.	Psychological disability
xii.	Socioeconomic status
xiii.	Military affiliation/status
xiv.	Politically conservative views
xv.	Politically liberal views
xvi.	Something else

Responses to all 16 items were averaged to provide a composite variable for overall

experiences of discrimination. We conducted a series of analyses using both item-level data, as

well as data based on the composite variable. The composite variable was used as both

predictor and dependent variables in regression analyses, and item-level variables were used in

descriptive analyses.

5. **Experiences of Hate-Bias**

   Dependent variable items for <u>Experiences of Hate-Bias</u>

   Respondents were asked "Have you been personally targeted by a hate-bias incident on campus?"
   - i. Yes
   - ii. No
   - iii. Unsure

   In addition, information was gathered about identity characteristics that were the focus of hate-bias incidents when they were personally targeted (yes, no, unsure):

   - i. Racial identity
   - ii. Ethnic Identity
   - iii. Gender identity or expression
   - iv. Sexual orientation
   - v. Religion or spiritual views
   - vi. Immigrant or citizen status
   - vii. National origin
   - viii. Physical disability
   - ix. Learning disability
   - x. Psychological disability
   - xi. Socioeconomic status
   - xii. Military affiliation or veteran status
   - xiii. Politically conservative views
   - xiv. Politically liberal views
   - xv. Language differences

   Respondents were asked to identify which of the following most accurately described how they responded to the hate-bias incident at UMD:

   - i. Filed a complaint with UMPD
     Filed a complaint with the Office of Civil Rights and Sexual Misconduct
   - ii. Filed a complaint with Resident Life
   - iii. Filed a complaint with the Office of Diversity and Inclusion
   - iv. I talked about the incident with my friends and/or family
   - v. I wanted to do something, but I did not know what to do
   - vi. I looked online for resources
   - vii. Confronted the person

      viii.   Avoided the person/venue
      ix.   I didn't do anything
      x.   I did something else not listed above

In addition, participants were asked if they "feel informed about how to respond to hate-bias incidents" (yes, no, unsure); how they would "describe the University's response to hate-bias incidents" (from extremely effective to not effective at all); whether "hate-bias incidents have negatively influenced my experience at UMD" (strongly disagree to strongly agree); whether they have "considered leaving UMD as a result of… PERSONAL experiences with hate-bias incidents" (strongly disagree to strongly agree); and whether they "have strongly considered leaving UMD as a result of WITNESSING hate-bias incidents (strongly disagree to strongly agree).

6. **Feelings of Physical and Emotional Safety on Campus**

    Dependent variable items for <u>Feelings of Personal Safety</u>

The following items were used to assess participants' feelings of physical and emotional safety on campus:

      i.   How safe do you feel physically on campus?
      ii.   How safe do you feel emotionally on campus?

7. **To what extent do students, staff, and faculty feel a sense of belonging and attachment to UMD?**

    Dependent variable items for <u>Institutional Attachment</u>

The following items used a 4-point Likert scale: "Not at all", "Very little", "Somewhat", and "A great deal."
      i.   To what degree do you have a sense of belonging to the UMD community?
      ii.   To what degree do you feel welcomed as a member of the UMD campus community?

iii. Do you ever wish you had chosen another college or university instead of UMD? (STUDENTS ONLY)

iv. Do you ever wish you had chosen another position instead of the one you currently have at UMD? (FACULTY AND STAFF ONLY)

Table 3: *Intercorrelations, Means, and Standard Deviations for Climate Study Dependent Variables*

Variables	V/C	PCC	NCC	SAFE	H-B	AFF	INS	INV	DGR	DS	ATT	M	SD
VALUE/COMMIT (V/C)	--											3.04	.55
POS CLIMATE (PCC)	.53	--										4.46	.91
NEG CLIMATE (NCC)	.44	-67	--									2.46	.92
SAFETY (SAFE)	.41	.44	.48	--								1.86	.59
HATE-BIAS (H-B)	.02	.03	.01	.67	--							2.03	.40
AFFIRMATIONS (AFF).30	.43	.33	.25	.01	--							3.02	.88
INSULTS (INS)	.43	.40	.46	.46	.03	.11	--					4.34	1.20
INVALIDATIONS (INV)	.35	.43	.45	.41	.01	.27	.51	--				3.68	1.29
DANGER (DGR)	.29	.30	.33	.26	.02	.15	.44	.28	--			5.31	1.01
DISCRIMINATION (DS)	.30	.37	.36	.30	.06	.19	.44	.35	.25	--		0.05	0.09
ATTACHMENT (ATT)	.41	.64	.55	.42	.01	.44	.29	.40	.26	.28	--	3.08	0.67

Note. All bivariate correlations significant at *p* < .05

Predictor Variables and Other Variables of Interest

Interactions across differences

      Independent Variable Items for <u>Interaction across Differences</u>

Generally speaking, how much interaction would you say you had with persons of the following backgrounds at THE UNIVERSITY OF MARYLAND?

    i.   Different racial-ethnic backgrounds than yours
    ii.   Different countries than yours
    iii.   Other sexual orientations than yours
    iv.   Religious/spiritual backgrounds other than yours
    v.   Different political views from yours

Differential treatment

At UMD, people are treated differently on the basis of:

    i.   Racial identity
    ii.   Ethnic identity
    iii.   Gender identity or expression
    iv.   Sexual orientation
    v.   Religious or spiritual views
    vi.   Immigrant or citizen status
    vii.   National origin
    viii.   Physical disability
    ix.   Learning disability
    x.   Psychological disability
    xi.   Socioeconomic status
    xii.   Military affiliation
    xiii.   Politically conservative views
    xiv.   Politically liberal views
    xv.   Language differences

Hear Offensive Speech

It is common at UMD to hear offensive speech about people based on their:

i. Racial identity
ii. Ethnic identity
iii. Gender identity or expression
iv. Sexual orientation
v. Religious or spiritual values
vi. Immigrant or citizen status
vii. National origin
viii. Disability status
ix. Language differences
x. Politically conservative views
xi. Politically liberal views

UMD Works to Improve Diversity, Equity, Inclusion

UMD works to improve diversity, equity, and inclusion in the following areas:

i. Racial identity
ii. Ethnic identity
iii. Gender identity or expression
iv. Socio-economic class
v. Disability status
vi. Religious/spiritual views
vii. Political ideology
viii. National origin
ix. Sexual orientation
x. Language differences
xi. Veteran status

Neighborhood

Generally speaking, how does UMD compare to the NEIGHBORHOOD WHERE YOU GREW UP?

Response options included the following: UMD is more diverse, UMD is about the same, UMD is less diverse

      i.   Racial/ethnic backgrounds
      ii.   People from different countries
      iii.   People with a different sexual orientation than yours
      iv.   Religious/spiritual backgrounds other than yours
      v.   Different political views from yours

Engage, Debate, Avoid Differences

When I encounter people on campus that I know to have different views from me:

      i.   I try to listen to them
      ii.   I try to learn more about their views from them

      iii.   I try to debate them
      iv.   I argue with them
      v.   I ridicule them

      vi.   I avoid them
      vii.   I try to ignore them
      viii.   I change the subject

First Amendment

Do you agree that "hate speech" is a First Amendment right? (Merriam-Webster dictionary defines hate speech as "speech expressing hatred of a particular group of people."

It is NEVER acceptable to show opposition to a campus speaker or event by using violence or the threat of violence.

It is NEVER acceptable for a student group to use loud talking or interruption to oppose a campus speaker or event (sometimes called the "heckler's veto").

As part of creating an engaged learning community, UMD should NOT allow speech that is considered offensive or biased against certain groups

The data reduction variable list is contained in Appendix E along with the internal consistency reliability statistics for the scaled items. Preliminary analyses were conducted to evaluate the extent to which students, faculty, staff, and administrators differed on each of the major dependent variables. Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between students, faculty, staff, and administrators in their perceptions of various campus climate variables. Results of one-way ANOVAs are reported in Appendix C, Table 181.

Table 4: *Univariate ANOVAs for Participant Status on 11 Dependent Variables*

Dependent Variables	Participant Status				F	η^2
	Student[a]	Faculty[b]	Staff[c]	Admin[d]		
VALUE/COMMIT	2.99[bcd] (.56)	3.13[a] (.49)	3.07[a] (.54)	3.27[a] (.45)	25.79[*]	.01
POS CLIMATE	4.46[d] (.87)	4.48[d] (1.01)	4.45[d] (.93)	4.90[a] (.78)	4.19	.00
NEG CLIMATE	2.57[bcd] (.88)	2.27[ad] (.99)	2.35[ad] (.94)	1.83[abc] (.77)	51.07[*]	.02
SAFETY	1.91[bcd] (.60)	1.73[ac] (.55)	1.82[abd] (.56)	1.58[ac] (.53)	30.26[*]	.01
HATE-BIAS	2.04 (.40)	2.01 (.38)	2.01 (.39)	2.00 (.29)	3.05	.00
AFFIRMATIONS	3.00[a] (.87)	3.04[ab] (.91)	3.05[ac] (.87)	2.66[d] (.92)	4.17	.00
INSULTS	4.15[bcd] (1.22)	4.65[a] (1.16)	4.55[ad] (1.11)	4.93[ad] (.90)	75.66[*]	.04
INVALIDATIONS	5.13[d] (.62)	4.80[cd] (.73)	4.73[cd] (.89)	4.52[abc] (.90)	41.30[*]	.03
DANGER	5.17[bcd] (1.10)	5.57[ac] (.76)	5.46[ab] (.88)	5.64[a] (1.01)	57.26[*]	.03
DISCRIMINATION	.05 (.09)	.05 (.09)	.05 (.09)	.06 (.11)	1.11	.00
ATTACHMENT	3.06[d] (.67)	3.09[d] (.69)	3.08[d] (.68)	3.58[abc] (.46)	10.14[*]	.00

Note. [*] = $p < .001$. Standard deviations appear in parentheses below the means. Means with differing subscripts within rows are significantly different at $p < .05$ based on Games-Howell post-hoc pairwise comparisons.

Based on these findings, it was determined that subsequent analyses designed to better

understand the central themes should be conducted separated based on students, faculty,

staff, or administrators in addition to identity characteristics.

Focus Group Data Collection

The purpose of completing a mixed method study is including open-ended questions,

interviews, and a document analysis to provide an opportunity to additional data to support the

quantitative findings.

Meetings were held with various individuals and groups across campus as a process to better

identify key strengths and limitations related to diversity at The University of Maryland.

Purposeful recruiting took place and at the conclusion of each meeting, there was an

opportunity to recommend additional names and people on campus who would be useful to

reach out and discuss items related to the campus climate. The researcher conducted each

interview and took notes regarding the campus climate for students, faculty, staff, and

administrators. She reviewed these notes following each interview and compiled themes using

a constant-comparative method (Lincoln & Guba, 1985). This method allows for coding to

identify themes and construct categories.

Results

Findings are presented in the following section in a sequence ordered by the research

questions. For each research question we present descriptive analyses, followed by more

elaborate sophisticated detailed quantitative analyses, concluding each section with qualitative

findings that help provide clarity for the interpretation of the quantitative findings and/or

elaborate on the importance/convergence of these data.

Research Question 1. To what extent is diversity valued and demonstrated commitment at the University of Maryland?[3]

There were 28 items on the survey designed to assess the degree to which various units and

groups of people VALUE or are COMMITTED to Diversity and Inclusion at UMD. Factor analysis

of the 28 items revealed a 2-factor structure for composite variables:

a. **Valuing and Commitment *in general* (24 items)*:*** (a) How would you rate the following

   in terms of how diversity and inclusion is VALUED at UMD? and (b) How would you rate

   the following in terms of a DEMONSTRATED COMMITMENT to issues of diversity and

   inclusion at UMD?

   i. Students (in general)
   ii. Faculty (in general)
   iii. Staff (in general)
   iv. UMD Administration
   v. Student Government Association
   vi. Residence Hall Association
   vii. Graduate Student Government
   viii. University Senate
   ix. Greek Life
   x. Resident Life
   xi. Athletics
   xii. UMPD

b. **Valuing and commitment *by faculty and staff specializing in diversity issues* (4 items):**

   (a) How would you rate the following in terms of how diversity and inclusion is VALUED

---

[3] For the purposes of analysis and the focus on protecting the individual, any group with less than five (n<5) were not included in the findings.

at UMD? and (b) How would you rate the following in terms of a DEMONSTRATED

COMMITMENT to issues of diversity and inclusion at UMD?

    i.   Faculty who specialize in diversity issues
    ii.   Staff who specialize in diversity issues

We conducted a series of analyses using both item-level data, as well as data based on the

composite variables. Composite variables were used as dependent variables in regression

analyses, and item-level variables were used in descriptive analyses. Value and Commitment

was measured using a comparative method using perceptions by groups, departments, and

organizations on campus. Findings that were significant at the *p*<.001 are reported here and

other data that did not meet exceeded this threshold are reported in Appendix B.

Data, presented in Figure 1 below, represent the mean values from participants in the overall

sample illustrating ratings of individuals and groups on campus in terms of their demonstrated

value of diversity on campus using a 4-point Likert scale where "*Not at all*"=1, "*very little*"=2,

"*Somewhat*"=3, and "*A great deal*"=4. As observed, the use of an average mean *($\bar{x}$=3.05)* is

designated by a yellow line and served as a benchmark.

When comparing means from overall sample participants, higher means indicate more *value*

and demonstrated commitment to diversity and inclusion at UMD. Based on these data, the two

groups with the highest reported mean included: Staff members who specialize in diversity and

Faculty members who specialize in diversity. There were other groups who were reported with

a mean that fell above the overall average and they are (in order): Student Government

Association, Residence Hall Association, Students (in general), Resident Life, Graduate Student Government, and University Senate.

There were also groups who fell below the overall average and they are as follows (in order): University Administration, Staff (in general), Faculty (in general), UMPD, Athletics, and Greek Life. In terms of value and demonstrated commitment to diversity, Greek Life was reported to be the lowest mean of all of the groups measured. More information about Greek Life related to diversity, equity, and inclusion is included later in this report in more detail.

Item: How would you rate the following in terms of how diversity and inclusion is valued at UMD?

Figure 1:
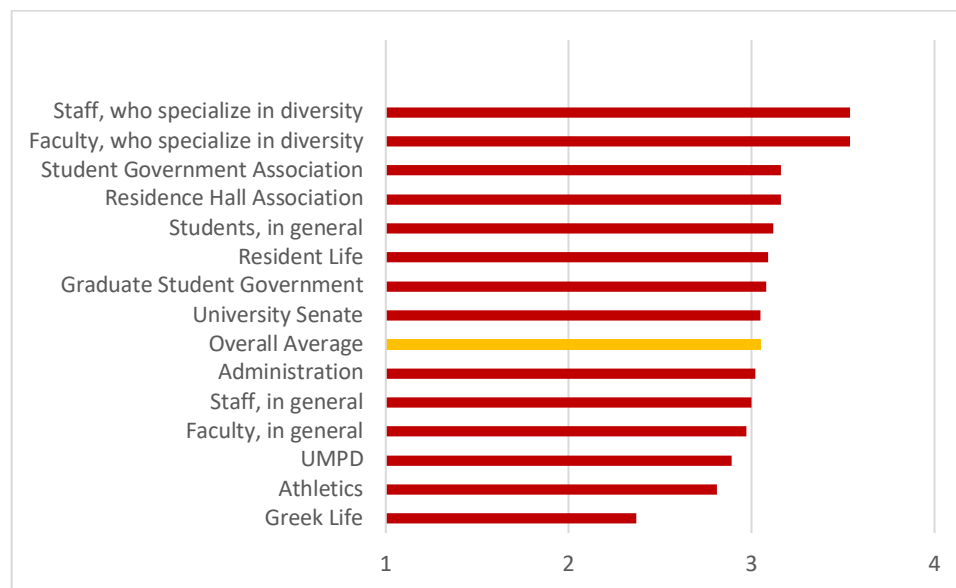
Note: Ratings of Value and Commitment to diversity were assessed on a 4-point Likert Scale, "*Not at all*"=1, "*very little*"=2, "*Somewhat*"=3, and "*A great deal*"=4.

Identifying what specific factors contribute to the perception of value and demonstrated commitment to diversity and inclusion at UMD is unknown. It is reasonable to conclude that individual and group experiences, messages reported the campus newspaper, events on campus, and information passed between campus members help to shape these opinions. Regardless of the origin of these perceptions, use of means from overall sample participants to measure how different groups, departments, and organizations are perceived in terms of their value and commitment to diversity and inclusion at UMD.

To more fully understand the differences between perceptions of groups and organizations on campus related to the perception of value and commitment to diversity and inclusion, we further disaggregate these data into two groups, Specialists and Generalists. Specialists are those who are faculty and staff members who work in offices, departments, and roles at UMD that are designed to execute the mission of diversity, equity, and inclusion. Generalists are faculty and staff members who work in the remaining offices and departments on campus. This is not to say that there are offices and departments that are not committed to diversity and inclusion, however, there are roles and specific offices with the primary focus to implement these aspects of the UMD strategic plan. Based on the aforementioned perception, there are differences between those who specialize in diversity versus other groups on campus, the following data further elucidate how the perception of value and commitment to diversity differed between Specialists and Generalists by overall participants based on their primary role on campus (students, faculty, staff, and senior administrators) as well as by identity characteristics (race, gender, sexual orientation, political orientation, disability, and religion).

Value and Commitment to Diversity by Faculty and Staff Specialists

Using Cohen's d to measure effect size, the following are the results measuring how sample participants perceived Specialists and Generalists by looking at categorical differences or similarities between them based on primary role.

Specialists.

Comparing the overall sample participants by primary role, the measure of effect size is outlined and defined in terms of differences, if any, using Cohen's d and the size (small, medium, or large), and direction.

Reviewing findings for perceptions of value and commitment to diversity and inclusion between primary roles on campus, there were small but meaningful effect sizes for the significant differences between the means for Students ($\bar{x}$=3.48, SD=.63), Staff ($\bar{x}$=3.58, SD= .59; Cohen's *d* = .16), Faculty ($\bar{x}$=3.69, SD= .53; Cohen's *d* = .36) and Senior Administrator- Staff designation ($\bar{x}$=3.69, SD= .47; Cohen's *d* = .37). The mean ratings for both Faculty members and Senior Administrators- Staff designations are the same ($\bar{x}$=3.69) and the mean is higher than either Students or Staff members. Whereas, senior administrators-faculty designation consistently rated Specialists higher for their Value and Commitment to diversity and inclusion when compared to students, faculty, staff, and senior administrators- staff designation (Cohen's *d* = .72).

For identity characteristics, there were differences ranging from small to large effect sizes. For race, White participants ($\bar{x}$=3.63, SD = .54), and Asian ($\bar{x}$=3.45, SD = .61; Cohen's d = -.31), and Black/African American only ($\bar{x}$=3.35, SD = .71; Cohen's d = -.44), and Latinx ($\bar{x}$= 3.37, SD = .70; Cohen's d = -.41) and Other racial participants ($\bar{x}$=3.39, SD = .72; Cohen's d = -.37). For gender, women ($\bar{x}$=3.56, SD =.58) and men ($\bar{x}$=3.50, SD=.65; Cohen's d = -.09), and non-binary ($\bar{x}$=3.49, SD.68; Cohen's d = -.11). For Heterosexual participants ($\bar{x}$=3.53, SD = .61), and LGBQ ($\bar{x}$=3.56, SD = .60; Cohen's d =.04), and Asexual participants ($\bar{x}$=3.71, SD = .44; Cohen's d = .33). For political ideology, Ultra-Conservative participants ($\bar{x}$=2.77, SD = 1.00), and Conservative ($\bar{x}$= 3.42, SD = .73; Cohen's d = .74), and Moderate ($\bar{x}$=3.52, SD = .60; Cohen's d = .90), and Liberal ($\bar{x}$= 3.59, SD = .55; Cohen's d = 1.01) and Ultra-Liberals ($\bar{x}$=3.64, SD = .55; Cohen's d =1.07). For religion and spiritual ideology, Agnostic/Atheist participants ($\bar{x}$=3.57, SD = .56), and Christian ($\bar{x}$=3.51, SD = .63; Cohen's d = -.10), and Other Eastern participants ($\bar{x}$=3.55, SD = .61; Cohen's d = -.03), and Other non-traditional religions ($\bar{x}$=3.69, SD = .43; Cohen's d = .24), and Hindu participants ($\bar{x}$=3.54, SD = .57; Cohen's d = -.05), and Jewish participants ($\bar{x}$=3.56, SD = .57; Cohen's d = -.01), and Muslim participants ($\bar{x}$=3.40, SD = .71; Cohen's d = -.26), and Spiritual, but not religious participants ($\bar{x}$=3.58, SD = .59; Cohen's d = .01), and participants with no affiliation ($\bar{x}$=3.54, SD = .61; Cohen's d = -.05), and other participants ($\bar{x}$=3.46, SD = .73; Cohen's d = -.16). For participants without a Disability ($\bar{x}$=3.54, SD = .61), and participants with a disability ($\bar{x}$=3.53, SD = .61; Cohen's d = 0).

Generalists.

Data measuring the perception of participants in the overall sample for differences, if any, between primary role groups and means of Generalists for the value and demonstrated commitment to diversity and inclusion at UMD. Findings are similar to those above for Specialist. Students ($\bar{x}$=2.95, SD=.59), and Staff ($\bar{x}$=3.06, SD= .57; Cohen's *d* = .18), Faculty ($\bar{x}$=3.08, SD= .53; Cohen's *d* = .22). In this case, there is more of a difference between Senior Administrators including both Staff ($\bar{x}$=3.19, SD= .50; Cohen's *d* = .43) and Faculty designation ($\bar{x}$=3.25, SD= .56; Cohen's *d* = .52) compared to the other groups.

For identity characteristics, there were some groups with larger differences than others. For example, there were larger differences between racial and gender groups. Between White participants ($\bar{x}$=3.09, SD = .53), and Asian ($\bar{x}$=3.00, SD = .59; Cohen's *d* = -.16), and other racial participants ($\bar{x}$=3.00, SD = .63; Cohen's *d* = -.15), and Latinx ($\bar{x}$=2.89, SD = .65; Cohen's *d* = -.17), and Black/African American ($\bar{x}$=2.68, SD = .62, Cohen's *d* = -.33).When considering women ($\bar{x}$=2.97, SD =.58), and men ($\bar{x}$=3.06, SD=.58; Cohen's *d = .15),* and non-binary ($\bar{x}$=2.62, SD=.65; Cohen's *d = -.56).* Heterosexual participants ($\bar{x}$=3.03, SD = .57), and LGBQ ($\bar{x}$=2.78, SD = .59; Cohen's *d* = -.43), and Asexual participants ($\bar{x}$=2.92, SD = .46; Cohen's *d* = -.21). Among Ultra-Conservative participants (M = 2.82, SD = .83), and Conservative ($\bar{x}$=3.16, SD = .57; Cohen's *d* = .47), and Moderate ($\bar{x}$=3.10, SD = .56; Cohen's *d* = .39), and Liberal ($\bar{x}$=2.96, SD = .55; Cohen's *d* = .19) and Ultra-Liberals ($\bar{x}$=2.74, SD = .58; Cohen's *d* = -.11). For participants without a disability ($\bar{x}$=3.05, SD = .58), and participants with a disability ($\bar{x}$=2.90, SD = .57; Cohen's *d* = -.26). Religion and spiritual identity revealed small and significant meaningful differences.

Agnostic/Atheist participants ($\overline{x}$=2.96, SD = .55), Christian ($\overline{x}$=3.03, SD = .58; Cohen's *d* = .12),

and Other Eastern participants ($\overline{x}$=3.00, SD = .58; Cohen's *d* = .07), and Other non-traditional

religions ($\overline{x}$=2.98, SD = .58; Cohen's *d* = .03), and Hindu participants ($\overline{x}$=3.15, SD = .59; Cohen's *d*

= .33), and Jewish participants ($\overline{x}$=3.01, SD = .52; Cohen's *d* = .09), and Muslim participants

($\overline{x}$=2.84, SD = .75; Cohen's *d* = .18), and Spiritual, but not religious participants ($\overline{x}$=2.96, SD =

.58; Cohen's *d* = 0), and participants with no affiliation ($\overline{x}$=2.98, SD = .60; Cohen's *d* = .03), and

other participants ($\overline{x}$=2.88, SD = .67; Cohen's *d* = .13).

Between Specialists and Generalists, there are differences where all primary role groups

identified a stronger value and demonstrated commitment to diversity and inclusion by

Specialists when compared to Generalists. When looking at either Specialists or Generalists,

Senior Administrators- Faculty Designation perceive more value and commitment to diversity

and inclusion across campus compared to all other primary role groups. Although Students and

Staff members were similar in their perceptions, Students identify both Specialists and

Generalists lower than any other primary role group.

There are differences between identify characteristic groups as well. For some characteristics,

such as race, gender, and political ideology, these emerged as the identity characteristics with

the largest categorical differentiation between perceptions of value and demonstrated

commitment to diversity and inclusion at UMD. For Specialists, race and political ideology

indicated the largest differentiation between the groups whereas Gender and Political ideology

for perceptions of Generalists outlined above. For both Specialists, racial differences between

perceptions place the lowest rating of value and demonstrated commitment from Black/ African American participants and the highest mean from White participants. For Specialists and Generalists indicate that Ultra Conservatives rate their value and commitment to diversity and inclusion lower than other political groups in sample with the highest from Ultra Liberal participants.

When speaking about value and demonstrated commitment to diversity and inclusion at UMD, there are differences, based on your primary role, about how much value and demonstrated commitment to diversity and inclusion at UMD.

Increasing the Campus Commitment to Diversity and Inclusion

<u>Item: How would describe the commitment to diversity/inclusion by each of the following?</u>

Using means to compare groups, we wanted to know if there were racial differences between responses from participants about how they perceived commitment to diversity and inclusion from Self, Staff, Faculty, and Senior Administrator. In Figure 2, Black/African Americans rated personal commitment to diversity higher for value and commitment to diversity than any other racial group. Black/African American participants also rated all other groups (i.e., Students, Staff, Administration, and Faculty) lower for their value and commitment to diversity than participants from any other racial groups.

Figure 2: Commitment to Diversity by Racial Groups
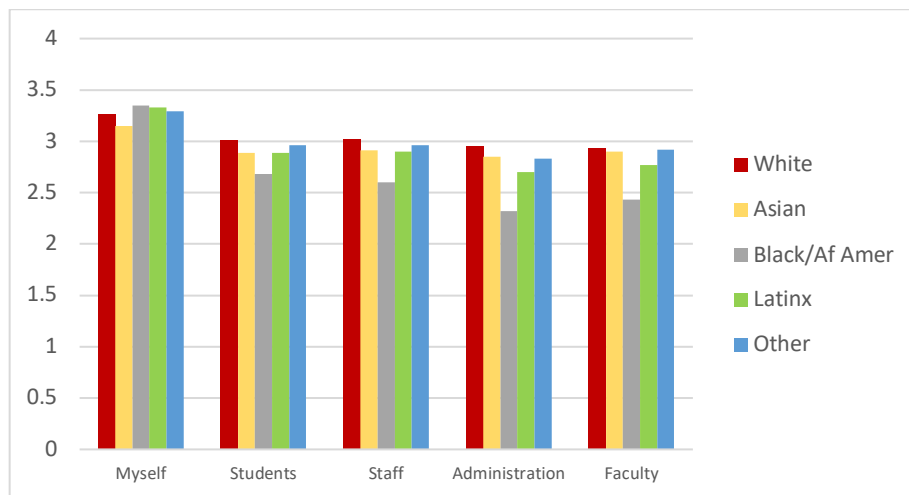
Note: 4-point Likert scale of "very weak" (1), "weak" (2), "strong" (3), and "Very Strong" (4)

Underrepresented Group members are more likely to advocate for Diversity and Inclusion

Item: People who belong to underrepresented groups at UMD are the most likely to advocate

for diversity and inclusion.

Through understanding the similarities and differences between value and commitment to

diversity at UMD, it is clear that there are some differences between racial groups in terms of

their personal experience. We wanted to learn if the effort to advocate for diversity and

inclusion was perceived as disproportionate along racial lines. Asking participants to share who

is more likely to advocate for diversity and inclusion and disaggregate along racial lines is

presented in Figure 3. Similar to other findings, underrepresented groups, specifically

Black/African American and Latinx participants selected *Strongly Agree* in much higher rates

when compared to participants from other racial groups conversely White participants *Strongly*

Agreed at the lowest rate of all participants by racial groups. More than half (54%) of

Black/African American participants "Strongly Agree" that members of underrepresented

groups are more likely to advocate for diversity.

Figure 3: Underrepresented group members most likely to advocate for diversity at UMD
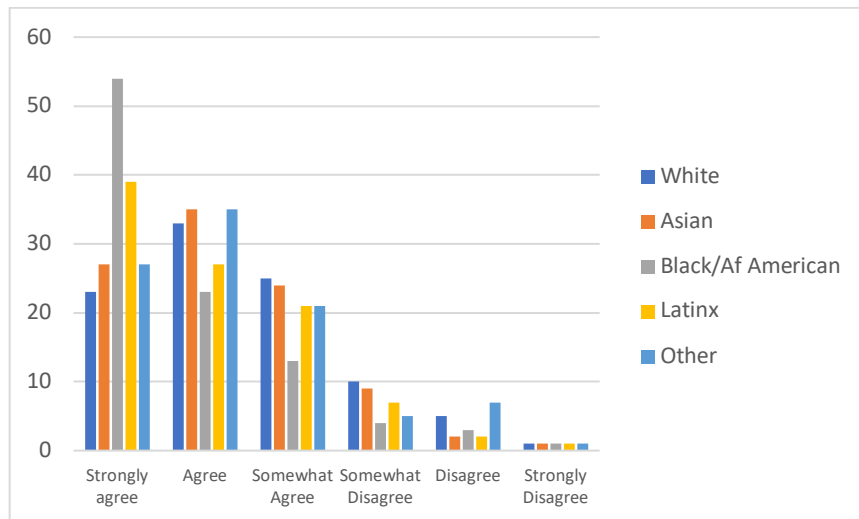
Understanding differences by racial groups was not the only way to understand the perception of underrepresented group members being more likely to advocacy of for diversity and inclusion. Based on the findings above, differences in perception by gender groups was also relevant when looking at Specialists and Generalists and is therefore included in these analyses. Below, in Figure 4, the responses from participants responding to if underrepresented group members advocate for diversity and inclusion are presented along gender lines. Similar to race, Non-binary members and women Strongly Agree at higher rates when compared to Men. More than 50% of Non-binary participants Strongly Agree that members of underrepresented groups are more likely to advocate for diversity and inclusion at UMD.

Figure 4: Percentage of Underrepresented group members advocate for diversity by Gender
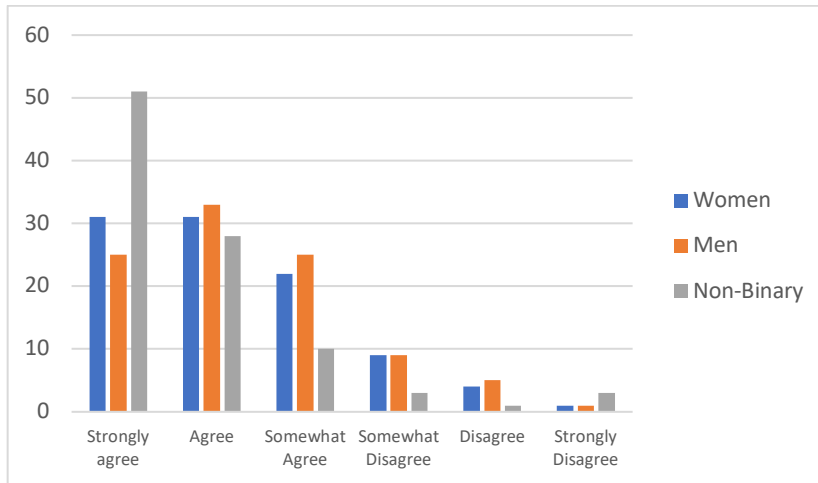
The final identity characteristic group that showed significant differences when measuring the responses for Specialists and Generalists including Political Ideology and therefore is also included below in Figure 5. Following the same pattern as race and gender above, underrepresented groups including Ultra-Liberal and Ultra-Conservative participants responded with Strongly Agree at higher when compared to other political groups.

Figure 5: Percentage of Underrepresented group members advocate for diversity by Political Orientation
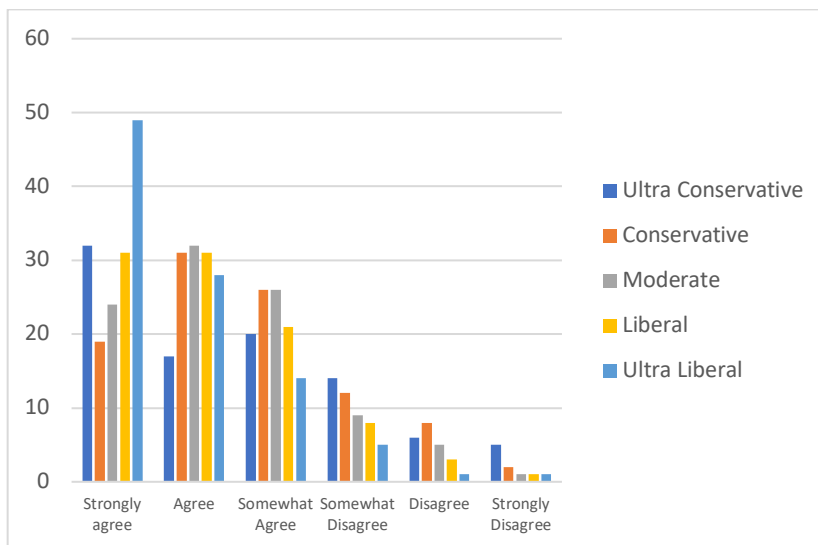
As observed above, there is a connection between groups who are members of underrepresented groups at UMD to also perceive that underrepresented groups are more likely to advocate for diversity and inclusion.

Qualitative Findings regarding Value and Commitment to Diversity:

The purpose of qualitative data was to provide an opportunity for members of the UMD community to share their feelings and recommendations for the campus about how to improve the campus climate for diversity, equity, and inclusion.

Open-ended questions on the survey was on way that allowed any member of the community to have a voice in the process. These questions were designed using a purposeful strategy to meet with students, faculty, and staff across the UMD campus to design the questions. In addition, a review of The Diamondback, the campus newspaper, for the 2017-2018 academic year. This allows for a document analysis to parallel the findings from the survey data for current details and trends related to diversity, equity, and inclusion.

Through both of these approaches, mixed reactions were indicated around how diversity, equity, and inclusion are valued at The University of Maryland as well of the differentiation of value and commitment between specific groups, offices, and departments. Below, we included comments from themes that emerged around commitment to campus climate. These comments are representative and not inclusive of all comments.

As anticipated and is common, mixed reactions exist about value and commitment to diversity and inclusion at UMD. Various group members and individuals communicated the range of perceptions when it comes to value and commitment to diversity and inclusion at UMD as well as some of the groups, offices, and departments that were identified as an area of concern by participants. Comments below were captured from the three open-ended questions posed at the end of the survey sent to all members of the UMD community. Comments were reviewed and coded for themes. The researcher reviewed all of the comments from participants and took notes regarding the themes with particular attention to responses that arose regarding specific issues related to the value and demonstrated to commitment to diversity and inclusion. The researcher maintained an ongoing working document for the purposes of compiling the data and findings. She used the constant comparative method to analyze the data (Grbich, 2007). This method entails comparing and contrasting data to determine and assess the array of themes that emerge from the participants' comments for each question. Researcher notes were then review, examined, and compared to develop a list of themes. Specific comparisons of lists were made across constituent groups (students, faculty, and staff) and various identity groups. The purpose was to use the quotes to enhance and illustrate the understanding of each theme across each of the broad research questions.

For the first research question, value and demonstrated commitment to diversity, equity, and inclusion at UMD, one theme focused on Whiteness. Next, there was a theme around promoting diversity of thought. Finally, a theme around specifically named departments around

this research question. In this case, the three that emerged included Greek Life, UMPD, and

Administration.

Whiteness.

 "Racially I look white and I am more conservative. My feeling of discomfort stems from the fact that if people look at me as White they assume I am rich, arrogant, uncultured and basic. I feel like out of the conversation of diversity the only rhetoric that has emerged is a bashing of white people. Assuming all white people are at fault to elevate colored people. It has over simplified the problem. For white-looking students on campus who want to help, it is hard. Instead of including them they have been ousted out. There [sic] skin color allows everyone to assumed they are privileged to help. As someone who has never really identified with either side, I almost feel double the hurt. Should I feel sorry for being oppressed? Or should I apologize for having a background of domination? Add the fact that my family is a conservative, and all of a sudden its [sic] okay for it to be assumed I am a [sic] unkind and hateful person with no experience." (Student, Multi-racial, Woman)

"Stop treating white male as the problem. Stop hating Christians and attacking them for their beliefs while giving other religions and race a free pass on everything. This has been the most hateful and unkind place I have ever been to in my life and it make me very sad to see so much hate." (Student, White, Man)

"Institute mandatory diversity classes, as they open your eyes to issues of underrepresented groups. Currently diversity classes are required, but it is no secret that a lot of them, and other gen eds are bullshit that don't actually teach anything. On the other hand, I took AASP202 and, as a white male, it opened my eyes to everything I was not necessarily seeing before." (Student, White, Man)

"There is such a strong notion of repressed minority groups, SOMETIMES a white male may feel as if he is the repressed minority groups. Which may drive further intensification of his personal feelings about diversity and inclusion. Perhaps what I am saying is the focus on these issues acts like "the backfire effect" to certain groups of people, and instead has an opposite reaction of what was initially intended by diversity and inclusion." (Student, White, Man)

"Tell students and staff not to use 'southern white male' as an eternal puppet to attack in arguments." (Student, White, Woman)

Diversity of Thought.

"Giving a voice to conservatives. I feel students with conservative views can't talk in class without being ostracized. As a moderate liberal, I would like to hear their views, but I feel I only ever hear hyper liberal stuff in classroom discussion" (Staff, Black/African American, Woman)

"Create an enabling environment for political conservatives to express their views freely. This is an overwhelmingly liberal campus" (Student, Black/African American, Man)

"Hire more conservative professors or at least professors that can argue a conservative standpoint, even if they don't believe it. Diversity of thought is just as important as racial diversity for the United States and for learning." (Student, White, Man)

"Modeling a committed and painstaking approach to this challenge for the long term that honors a true diversity; e.g. true inclusion of all stakeholders, including among others those of conservative backgrounds." (Staff, White, Man)

There was also a theme outlining departments who are specifically named and their perceived value and demonstrated commitment to diversity and inclusion at UMD. These departments include Greek Life, UMPD, and Administration.

Greek Life.

"Work harder with the greek community to educate them on issues of hate and bias as well as inclusion and allyship." (Student, White, Woman)

"Look at Greek Life..... [sic] look at the people who they allow into their organizations. Clear racial and socioeconomic bias and not welcoming to people of color." (Student[4], Woman)

"Get rid of / reform greek life? A lot of overtly prejudiced things happen in those circles. These students do not take diversity and inclusion seriously. Many are ignorant of how their actions affect the sentiments of the rest of campus. The collective environment/mindset of the social fraternities and sororities at UMD is not reflective of scholarship, and places undue burden on the experiences of both minorities and women on this campus." (Student, Multi-racial, Man)

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[4] Racial identity was in a group with a n<5

"Try to host more panel discussions specifically by Greek life representatives. They are the ones on campus who are most noticeable. Maybe getting all of the different social frats and sororities together not excluding the historically black, Hispanic, and Asian ones. They can really address the different problems on campus that have occurred and then try to do more events together." (Student, Filipino, Woman)

"Ban all Greek life (especially social fraternities.) Make more of a conscious effort to make dorm assignments diverse." (Student, Multi-racial, Man)

UMPD.

"Reform the police and give them better training while firing known hostile/racist officers." (Student, Multi-racial, Man)

"Institute "community policing" where UMCP police are assigned locations on campus where they get to know the student populations in their areas, gain trust of those students, be aware of those students who may be perpetrators of hate/bias incidents, or inciting others. (Student, White, Woman)

"Campus police need to be retrained. I'm tired of seeing people of color on campus and in Maryland in general being treated like animals." (Student, Other, Woman)

Administration.

"The campus needs to work with students, faculty, and staff to develop a diversity and inclusion action plan that all senior administrators (deans, VPs, Provost, and President) will sign and commit to. They need to be held accountable and be able to be checked on their progress in fulfilling these goals. The work at lower levels has more commitment than at the higher ones" (Faculty member, Black/African American, Man).

Create a "campaign to show administrator's commitment to protecting minority groups" (Student, Latinx, Woman).

"Invest with money, leadership, cross-campus collaboration, and a genuine commitment from the administration" (Staff Member, Multi-racial, Man).

"Statement on admission forms, and faculty/staff appointment letters that talk about our commitment and having people acknowledge that they understand (don't have to agree but understand) that we value diversity and inclusion as one of the cornerstones of the University of Maryland" (Staff Member, White, Man).

"UMD could promote an atmosphere of equality, where all students are treated the same by the university. This might not initially prevent hate/bias incidents from occurring on campus, but it will promote more unity between the campus community so

that when such an incident does occur, it will be met with unified opposition. More such responses to these incidents will deter those who might otherwise attempt to commit a hate/bias act in the future" (Student, White, Man).

"Does our UMD D&I effort desire real progress towards creating a "fully inclusive, anti-racist multicultural organization in a transformed society"? I believe the answer is ,yes. That said, because the vast majority of voices working in the D&I space also identify with the political Left, the messaging to our campus community feels like it carries political undertones from the ideological Left. This causes many people on the political Right to feel shut out of the conversation before there is even an opportunity to engage in dialogue. We should actively seek to invite politically conservative voices of students/staff/faculty into the D&I conversation. Many who identify as, Center-Right, have genuine interest in creating a more diverse and inclusive culture, especially here at UMD. That is why it is crucially important that Conservative students, faculty, and staff feel like they can engage in respectful dialogue with community members of opposing viewpoints. On a practical level, if the D&I message and efforts resonate only with like-minded individuals, how can progress be made? In our last election, more than a third of Marylanders voted to the political Right. Can real change occur if a third of the community is not actively brought into the conversation?" (Faculty member, White, Man).

Through a document review of The Diamondback, during 2017-2018 academic year, several

articles were printed about departments and groups illustrating their value and demonstrated

commitment to diversity and inclusion at UMD. Those articles are referenced below.

October 30, 2017: The Student Government Association proposed a Black history tour of campus to highlight the contributions and struggles of black people on this campus[5]

April 10, 2018: UMD announces hiring a new hate bias response coordinator and a Director of Diversity and training in the Office of Diversity and Inclusion.[6]

April 30, 2018: UMD's Health Center has great LGBT resources and was recognized as a leader in LGBTQ healthcare equality by the Human Rights Campaign Foundation.[7]

May 3, 2018: The Campus Diversity Task Force proposed recommendations that were approved by the administration with stated plans to begin implementation immediately.[8]

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[5] http://www.dbknews.com/2017/10/30/umd-general-education-minority-diversity-tolerance-hate-crime-bias-education-lgbtq-asian-african-women/
[6] http://www.dbknews.com/2018/04/10/umd-hate-bias-response-coordinator/
[7] http://www.dbknews.com/2018/04/30/umd-lgbtq-health-care-center-transgender-hrc/
[8] http://www.dbknews.com/2018/05/03/umd-diversty-wallace-loh-campus-climate-survey-task-force-recommendations-approved/

Research Question 2: To what extent do students, faculty, and staff members feel the campus climate is affirming?

There were 12 items on the survey designed to assess the degree to which participants experience the general campus climate. Factor analysis of the 12 items revealed a 2-factor structure for composite variables:

    a. **Positive Climate (6 items)**
In general, how would you rate your overall experiences of the campus environment at UMD?
       vii.   Supportive
      viii.   Fair
       ix.   Welcoming
        x.   Respectful
       xi.   Open
      xii.   Inclusive

    b. **Negative Climate (6 items)**
In general, how would you rate your overall experiences of the campus environment at UMD?
       vii.   Threatening
      viii.   Oppressive
       ix.   Intimidating
        x.   Indifferent
       xi.   Hostile
      xii.   Cold

Both of these composite variables (positive climate and negative climate) were correlated (moderately high). A factor analyses indicated that they measured two distinct constructs. Thus, both General Campus Climate composite variables were used as predictor and dependent variables for regression analyses in this study.

It is also important to note that when considering how race influenced the General Campus Climate perception at UMD, the variable for race was calculated using self-reported

racial/ethnic categories. In this case, several race/ethnicities, "Black/African American" is combined into a single group including Black, African American, and African, "Asian" is a composite variable for all of the regional Asian racial groups, and "Other" includes all respondents who self-identified into that group. In addition to race, for parts of the analysis outside of the specific measure of general campus climate by primary role, Senior Administrator- Faculty designation and the Senior Administrator- Staff designation participants were collapsed into a single group called Administration due to the small number of respondents.

Ratings of the General Campus Climate

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between the total sample, students, faculty, staff, and primary role on the variable measuring General Campus Climate across all identity characteristics (*p<.000)*. Results of one-way ANOVAs are reported in Appendix C.

Primary role. Among primary roles, there were small and meaningful effect sizes for the significant differences between Students ($\overline{x}$=4.44, SD = .79), and Faculty members ($\overline{x}$=4.60, SD = .94; Cohen's *d* = .17), and Staff members ($\overline{x}$=4.55, SD = .86; Cohen's *d* = .12); Faculty members ($\overline{x}$=4.60, SD = .94), and Staff members ($\overline{x}$=4.55, SD = .86; Cohen's *d* = .05); Senior Administrator- Faculty designation ($\overline{x}$=4.92, SD = .80), and Senior Administrator- Staff designation ($\overline{x}$=5.12, SD = .63; Cohen's *d* = .15). Large effect sizes for the differences between Students ($\overline{x}$=4.44, SD = .79), and Senior Administrator- Faculty designation ($\overline{x}$=4.92, SD = .80; Cohen's *d* = .82), and

Senior Administrator-Staff designation ($\overline{x}$=5.12, SD = .63; Cohen's d = .93); Faculty members

($\overline{x}$=4.92, SD = .80), and Senior Administrator- Faculty designation ($\overline{x}$=4.92, SD = .80; Cohen's d =

.82), and Senior Administrator-Staff designation ($\overline{x}$=5.12, SD = .63; Cohen's d = .58); Staff

members ($\overline{x}$=4.55, SD = .86), and Senior Administrator- Faculty designation ($\overline{x}$=4.92, SD = .80;

Cohen's d = .53), and Senior Administrator-Staff designation ($\overline{x}$=5.12, SD = .63; Cohen's d = .67).

Thus, Senior Administrators- Staff designation rated the campus climate at UMD highest among

the groups ($\overline{x}$=5.12) and Administration, including Staff designation ($\overline{x}$=5.12) and Faculty

designation ($\overline{x}$=4.92), both viewed the campus climate higher than any of the other groups

including: faculty, staff, and students. Upon review of all of the primary roles at the University

of Maryland, Students ($\overline{x}$=4.44), among all primary roles, reported the campus climate lower

than all other groups.

   Race. There were significant and meaningful differences between different racial groups

in the total sample in terms of how they rated the campus climate at UMD. Small effect sizes

exist between White participants ($\overline{x}$=4.62, SD = .78), and Asian ($\overline{x}$=4.50, SD = .74; Cohen's d = -

.15), and Other racial participants ($\overline{x}$=4.41, SD = .88; Cohen's d = -.25). Medium effect sizes for

differences between White participants ($\overline{x}$=4.62, SD = .78), and Latinx ($\overline{x}$= 4.31, SD = .93;

Cohen's d = .35); Black/ African American ($\overline{x}$=4.08, SD = .90), and Other racial participants

($\overline{x}$=4.41, SD = .88; Cohen's d = .37); Large effect sizes for differences between White

participants ($\overline{x}$=4.62, SD = .78), and Black/African American ($\overline{x}$=4.08, SD = .90, Cohen's d= -.63).

Among students, there were significant and meaningful differences between White participants and various other racial-ethnic groups on ratings of General Campus Climate. When racial groups were disaggregated into primary role groups at UMD (i.e., Students, Faculty, Staff, and Administrators) those differences persisted. Specifically, among White students there were Small and meaningful effect sizes for differences between White students ($\overline{x}$=4.58, SD = .72), and Asian students ($\overline{x}$=4.50, SD = .70; Cohen's d = -.11), and Other racial participants who are students ($\overline{x}$=4.41, SD = .88; Cohen's d = -.23); Asian students ($\overline{x}$=4.50, SD = .70), and Latinx students ($\overline{x}$= 4.32, SD = .89; Cohen's d = -.31), and Other racial participants who are students ($\overline{x}$=4.39, SD = .85; Cohen's d = -.14); Latinx students ($\overline{x}$= 4.31, SD = .93), and Other racial participants who are students ($\overline{x}$=4.41, SD = .88; Cohen's d = -.08). Medium effect sizes for differences between White ($\overline{x}$=4.58, SD = .72), and Latinx ($\overline{x}$= 4.32, SD = .89; Cohen's d = -.31); Black/ African American ($\overline{x}$=4.08, SD = .90), and Latinx ($\overline{x}$= 4.32, SD = .89; Cohen's d = -.40), and Other racial participants ($\overline{x}$=4.391, SD = .85; Cohen's d = -.49). Large effect sizes for differences between White students ($\overline{x}$=4.58, SD = .72), and Black/African American ($\overline{x}$=3.96, SD = .87, Cohen's d= -.81); Asian ($\overline{x}$=4.50, SD = .70), and Black/African American ($\overline{x}$=3.96, SD = .87, Cohen's d= -.68).

For faculty members, there were small and meaningful effect sizes for differences between White faculty ($\overline{x}$=4.69, SD = .88), and Asian ($\overline{x}$=4.44, SD = 1.01; Cohen's d = -.25), and Other racial participants ($\overline{x}$=4.46, SD = 1.04; Cohen's d = -.24); Asian ($\overline{x}$=4.44, SD = 1.01), and Black/African American only ($\overline{x}$=4.22, SD = 1.06; Cohen's d = -.21), and Latinx ($\overline{x}$= 4.27, SD = 1.14; Cohen's d =- .15), and Other racial participants ($\overline{x}$=4.46, SD = 1.04; Cohen's d = .01); Black/

African American ($\overline{x}$=4.22, SD = 1.06), and Latinx ($\overline{x}$= 4.27, SD = 1.14; Cohen's d = .04), and

Other racial participants ($\overline{x}$=4.46, SD = 1.04; Cohen's d = .22); Latinx ($\overline{x}$= 4.27, SD = 1.14), and

Other racial participants ($\overline{x}$=4.46, SD = 1.04; Cohen's d = .17).Medium effect sizes for

differences between White ($\overline{x}$=4.58, SD = .72), and Latinx ($\overline{x}$= 4.27, SD = .1.14; Cohen's d = -.41),

and Black/ African American ($\overline{x}$=4.22, SD = 1.06; Cohen's d = -.47).

For staff members, there were Small and meaningful effect sizes for differences between White

staff members ($\overline{x}$=4.65, SD = .82), and Asian staff members ($\overline{x}$=4.57, SD = .82; Cohen's d = -.09),

and Other racial staff members ($\overline{x}$=4.52, SD = .88; Cohen's d = -.15); Asian ($\overline{x}$=4.57, SD = .82),

and Latinx ($\overline{x}$= 4.32, SD = .91; Cohen's d = -.28), and Other racial participants ($\overline{x}$=4.52, SD = .88;

Cohen's d = -.05); Black/ African American ($\overline{x}$=4.25, SD = .90), and Latinx ($\overline{x}$= 4.32, SD = .91;

Cohen's d = .07); Latinx ($\overline{x}$= 4.32, SD = .91), and Other racial participants ($\overline{x}$=4.52, SD = .88;

Cohen's d = .22). Medium effect sizes for differences between White ($\overline{x}$=4.65, SD = .82), and

Latinx ($\overline{x}$= 4.32, SD = .91; Cohen's d = -.38), and Black/ African American ($\overline{x}$=4.25, SD = .90;

Cohen's d = -.37); Asian ($\overline{x}$=4.57, SD = .82), and Black/African American ($\overline{x}$=4.25, SD = .90;

Cohen's d = -.37); Black/African American ($\overline{x}$=4.25, SD = .90), and Other racial participants

($\overline{x}$=4.52, SD = .88; Cohen's d = .30).

For Senior Administrators note that as a result of the small number of participants, those with a

faculty designation and a staff designation are combined into a single group. There were

moderate effect sizes for differences between White administrators ($\overline{x}$=5.14, SD = .60), and

Asian administrators ($\overline{x}$=5.33, SD = --; Cohen's d = .44). Large effect sizes exist between White

administrators ($\bar{x}$=5.14, SD = .60), and Latinx ($\bar{x}$= 3.58, SD = .47; Cohen's *d* = -1.05), and Black/

African American ($\bar{x}$=4.61, SD = .47; Cohen's *d* = -.96).

These data indicate that for the Total Sample, Students, Faculty members, and Staff members,

the views of the campus climate were the same across racial identities. In all of these groups,

White participants rated the campus climate higher than any other racial group at UMD while

Black/African American respondents rated the campus climate lowest. However, for Senior

Administrators, these data show that Asian Administrators have the highest rating of the

campus climate compared to all other racial groups and Latinx Administrators rated the campus

climate lower than all other racial groups.

Gender. *For the total sample, t*here were meaningful effect sizes for the significant

differences between Male/Female ($\bar{x}$=4.50, SD = .83) and Non-binary participants ($\bar{x}$=3.91, SD =

1.05; Cohen's *d* = -.62) in terms of how participants rated the campus climate. When these

groups were analyzed by each of the different primary role groups, gender as an identity

characteristic, was separated into three categories including Women, Men, and Non-binary.

Among students, there were small but meaningful effect sizes for differences between Women

students ($\bar{x}$=4.42, SD = .78), and Men ($\bar{x}$=4.49, SD = .79; Cohen's *d* = .07). Medium effect sizes

between Non-binary ($\bar{x}$=3.95, SD = 1.07), and Women ($\bar{x}$=4.42, SD = .78; Cohen's *d* = -.50), and

men ($\bar{x}$=4.49, SD = .79; Cohen's *d* = .57). For Faculty members, similar findings across gender

groups where Men ($\bar{x}$=4.70, SD = .91) rated the campus climate higher than both women

($\bar{x}$=4.50, SD = .95; Cohen's *d* = -.21) with a small effect size and non-binary ($\bar{x}$=4.30, SD = 1.53;

Cohen's *d* = -.31) with a moderate effect size. Among staff, men ($\bar{x}$=4.56, SD = .94) rated the

campus climate higher than both women ($\bar{x}$=4.55, SD = .82; Cohen's *d* = -.009) with a small

effect size and non-binary ($\bar{x}$=3.61, SD = .78; Cohen's *d* = -1.09) with a large effect size. Because

of the number of respondents, gender is measured solely between Men and Women to

measure campus climate among Administrators. Among Administrators, there were small

differences between men ($\bar{x}$=5.05, SD = .78) who rated the campus climate higher than women

($\bar{x}$=4.94, SD = .61; Cohen's *d* = -.15).

When rating the campus climate across gender groups, men rated the campus climate higher

than either women or non-binary participants across all primary role groups when there were

three categories. For Administrators, when the gender was established as a dichotomous

category, Men rated the campus climate higher Women respondents.

Sexual Orientation. For the total sample, there were small and meaningful effect sizes.

Heterosexual participants ($\bar{x}$=4.52, SD = .83), and LGBQ participants ($\bar{x}$=4.37, SD = .84; Cohen's

d = -.01), and Asexual participants ($\bar{x}$=4.53, SD = .59; Cohen's *d* = .02). There were Medium and

meaningful effect size for the differences between LGBQ ($\bar{x}$=4.37, SD = .84), and Asexual

participants ($\bar{x}$=4.53, SD = .59; Cohen's *d* = .02). Among students, there were small and

meaningful differences between Heterosexual participants ($\bar{x}$=4.57, SD = .78), and LGBQ

participants ($\bar{x}$=4.29, SD = .82; Cohen's *d* = .22), and Asexual participants ($\bar{x}$=4.51, SD = .58;

Cohen's *d* = .06). There was a medium effect size for the difference between LGBQ ($\bar{x}$=4.29, SD

= .82) and Asexual participants ($\overline{x}$=4.51, SD = .58; Cohen's *d* =.30). Among faculty, there were

small and meaningful differences including Asexual participants ($\overline{x}$=4.75, SD = .35) rating the

climate higher than either Heterosexuals ($\overline{x}$=4.61, SD = .93; Cohen's *d* =-.19) or LGBQ ($\overline{x}$=4.459,

SD = .95). Among staff, respondents reported the campus climate at almost the same levels

with Asexual participants only slightly higher ($\overline{x}$=4.58, SD = .84) compared to both heterosexual

($\overline{x}$=4.55, SD = .81; Cohen's *d* =-.03), and LGBT ($\overline{x}$=4.55, SD = .87; Cohen's *d* =-.003). For

Administration, sexual orientation was set as two categories (heterosexual and LGBQ/Asexual)

based on the sample size and these data indicate that Heterosexual participants rated the

campus climate higher ($\overline{x}$=5.05, SD = .72) when compared to the LGBQ/ Asexual group ($\overline{x}$=4.98,

SD = .68).

When rating the campus climate across sexual orientation groups, Asexual respondents rated

the campus climate higher than either heterosexuals or LGBQ all primary role groups when

there were three sexual orientation categories. For administrators, sexual orientation was

measured as two categories and Heterosexual respondents rated the campus climate higher

than LGBQ/ Asexual respondents.

Disability. For the total sample, there was a moderate and meaningful differences effect

size (Cohen's *d* =-.34) for the difference between respondents without disabilities ($\overline{x}$=1.83, SD =

1.16) and respondents with disabilities ($\overline{x}$=2.39, SD = 1.18). Among students, the effect size was

small (Cohen's *d* =-.22) for differences between respondents without disabilities ($\overline{x}$=4.51, SD =

.76) and respondents with disabilities ($\overline{x}$=4.33, SD = .81). For faculty, the effect size was small

(Cohen's *d* =-.29) for differences between respondents without disabilities ($\overline{x}$=4.67, SD = .92)

and respondents with disabilities ($\overline{x}$=4.39, SD = .96). Among staff, the effect size was small

(Cohen's *d* =-.22) for differences between respondents without disabilities ($\overline{x}$=4.62, SD = .846)

and respondents with disabilities ($\overline{x}$=4.42, SD = .87). Among administrators, effect size was

large (Cohen's *d =-1.13*) for differences between respondents without disabilities ($\overline{x}$=5.21, SD =

.50) and respondents with disabilities ($\overline{x}$=4.16, SD = 1.20).

For all primary role groups, respondents with disabilities rated the campus climate lower than

respondents without disabilities.

Religion. For the religious and spiritual category, some religious groups were combined

due to the small number of respondents[9]. The total sample, there were small and meaningful

effect sizes for the differences between Agnostic/Atheist ($\overline{x}$=4.57, SD = .76), and Christians

($\overline{x}$=4.47, SD = .87; Cohen's *d* = -.12), and Other Eastern religions ($\overline{x}$=4.51, SD = .76; Cohen's *d* = -

.07), and Other non-traditional religions ($\overline{x}$=4.34, SD = .82; Cohen's *d* = -.29), and Hindu ($\overline{x}$=4.65,

SD = .70; Cohen's *d* = .10), and Jewish ($\overline{x}$=4.65, SD = .71; Cohen's *d* = .10), and Muslim ($\overline{x}$=4.41,

SD = .81; Cohen's *d* = .20), and Spiritual, but not religious ($\overline{x}$=4.41, SD = .86; Cohen's *d* = .19);

Christian ($\overline{x}$=4.47, SD = .87), and Other Eastern religions ($\overline{x}$=4.51, SD = .76; Cohen's *d* = .04), and

Other non-traditional religions ($\overline{x}$=4.34, SD = .82; Cohen's *d* = .15), and Hindu ($\overline{x}$=4.65, SD = .70;

Cohen's *d* = .22), and Jewish ($\overline{x}$=4.65, SD = .71; Cohen's *d* = .22), and Muslim ($\overline{x}$=4.41, SD = .81;

Cohen's *d* = .07), and Spiritual, but not religious ($\overline{x}$=4.41, SD = .86; Cohen's *d* = .06); Other

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[9] See page 203 for more information about the separation of religions into broader categories

Eastern religions ($\overline{x}$=4.51, SD = .76), and Other non-traditional religions ($\overline{x}$=4.34, SD = .82;

Cohen's *d* = .21), and Hindu ($\overline{x}$=4.65, SD = .70; Cohen's *d* = .19), and Jewish ($\overline{x}$=4.65, SD = .71;

Cohen's *d* = .19), and Muslim ($\overline{x}$=4.41, SD = .81; Cohen's *d* = .12), and Spiritual, but not religious

($\overline{x}$=4.41, SD = .86; Cohen's *d* = .12); Other non-traditional religions ($\overline{x}$=4.34, SD = .82), and

Muslim ($\overline{x}$=4.41, SD = .81; Cohen's *d* = .12), and Spiritual, but not religious ($\overline{x}$=4.41, SD = .86;

Cohen's *d* = .12); Hindu ($\overline{x}$=4.65, SD = .70), and Jewish ($\overline{x}$=4.65, SD = .71; Cohen's *d* = 0).

Medium effect sizes for the differences between Other non-traditional religions ($\overline{x}$=4.34, SD =

.82), and Hindu ($\overline{x}$=4.65, SD = .70; Cohen's *d* = .40), and Jewish (Cohen's *d* = .40); Hindu ($\overline{x}$=4.65,

SD = .70), and Muslim ($\overline{x}$=4.41, SD = .81; Cohen's *d* = .31), and Spiritual, but not religious

($\overline{x}$=4.41, SD = .86; Cohen's *d* = .30).

For the total sample, Jewish respondents and Hindu respondents rated the campus climate

higher than all other religious and spiritual groups ($\overline{x}$=4.65) while Other non-traditional religions

rated the campus climate lower than all other religious or spiritual groups ($\overline{x}$=4.34).

Political Orientation. For the total sample, there were large and meaningful effect size

differences between Ultra-Conservatives ($\overline{x}$=2.28, SD = 1.33), and Conservative ($\overline{x}$=4.41, SD =

.86; Cohen's *d* = .83), and Moderate ($\overline{x}$=4.54, SD = .82; Cohen's *d* = .96), and Liberal ($\overline{x}$=4.56, SD

= .76; Cohen's *d* = .89), and Ultra-Liberal ($\overline{x}$=4.35, SD = .89; Cohen's *d* = .77). There were small

but meaningful effect sizes for differences between Conservative ($\overline{x}$=4.41, SD = .86), and Liberal

($\overline{x}$=4.56, SD = .76; Cohen's *d* = .18), and Ultra-Liberal ($\overline{x}$=4.35, SD = .89; Cohen's *d* = .06);

Moderate ($\overline{x}$=4.54, SD = .82), and Liberal ($\overline{x}$=4.56, SD = .76; Cohen's *d* = .02), and Ultra-Liberal

($\overline{x}$=4.35, SD = .89; Cohen's *d* = .22); and Liberal ($\overline{x}$=4.56, SD = .76), and Ultra-Liberal ($\overline{x}$=4.35, SD = .89; Cohen's *d* = .25).

Among Students, there were Large and meaningful effect size differences between Ultra-Conservatives ($\overline{x}$=3.43, SD = 1.29), and Conservative ($\overline{x}$=4.38, SD = .84; Cohen's *d* = .86), and Moderate ($\overline{x}$=4.52, SD = .74; Cohen's *d* = 1.03), and Liberal ($\overline{x}$=4.48, SD = .72; Cohen's *d* = 1.00), and Ultra-Liberal ($\overline{x}$=4.32, SD = .87; Cohen's *d* = .80). There were Small effect sizes for the differences between Conservative ($\overline{x}$=3.43, SD = 1.29; Cohen's *d* = .17), and Liberal ($\overline{x}$=4.48, SD = .72; Cohen's *d* = .12), and Ultra-Liberal ($\overline{x}$=4.32, SD = .87; Cohen's *d* = .07); Moderate ($\overline{x}$=4.52, SD = .74), and Liberal ($\overline{x}$=4.48, SD = .72; Cohen's *d* = .05), and Ultra-Liberal ($\overline{x}$=4.32, SD = .87; Cohen's *d* = .24); Liberal ($\overline{x}$=4.48, SD = .72), and Ultra-Liberal ($\overline{x}$=4.32, SD = .87; Cohen's *d* = .20).

Among Faculty, there were small and moderate meaningful effect size to explain the differences between Ultra-Conservatives ($\overline{x}$=4.85, SD = 1.11), and Conservative ($\overline{x}$=4.47, SD = .97; Cohen's *d* = -.36), and Moderate ($\overline{x}$=4.64, SD = 1.01; Cohen's *d* = -.19), and Liberal ($\overline{x}$=4.66, SD = .85; Cohen's *d* = -.19), and Ultra-Liberal ($\overline{x}$=4.38, SD = 1.01; Cohen's *d* = -.43). There were small meaningful effect sizes to explain the differences between Conservatives ($\overline{x}$=4.47, SD = .97), and Moderates ($\overline{x}$=4.64, SD = 1.01; Cohen's *d* = -.17), and Liberal ($\overline{x}$=4.66, SD = .85; Cohen's *d* = -.20), and Ultra-Liberal ($\overline{x}$=4.38, SD = 1.01; Cohen's *d* =.09). There are small and meaningful effect sizes to explain the difference between Moderates ($\overline{x}$=4.64, SD = 1.01), and Liberal ($\overline{x}$=4.66, SD = .85; Cohen's *d* = -.02), and Ultra-Liberal ($\overline{x}$=4.38, SD = 1.01; Cohen's *d* =.25); Liberal ($\overline{x}$=4.66, SD = .85) and Ultra-Liberal ($\overline{x}$=4.38, SD = 1.01; Cohen's *d* =.29).

Among Staff, there were Large and meaningful effect sizes for the differences between Ultra-Conservatives ($\overline{x}$=2.65, SD = .96), and Conservatives ($\overline{x}$=4.46, SD = .88; Cohen's d = 1.95), and Moderates ($\overline{x}$=4.53, SD = .90; Cohen's d = 2.01), and Liberals ($\overline{x}$=4.68, SD = .76; Cohen's d = 2.32), and Ultra-Liberals ($\overline{x}$=4.38, SD = .81; Cohen's d = 1.93). There were Small effect sizes for the differences between Conservatives ($\overline{x}$=4.46, SD = .88), and Liberal ($\overline{x}$=4.68, SD = .76; Cohen's d = .26), and Ultra-Liberal ($\overline{x}$=4.38, SD = .81; Cohen's d = .09); Moderate ($\overline{x}$=4.53, SD = .90), and Liberal ($\overline{x}$=4.68, SD = .76; Cohen's d = .18), and Ultra-Liberal ($\overline{x}$=4.38, SD = .81; Cohen's d = .17). There were Medium effect sizes for the differences between Liberal ($\overline{x}$=4.68, SD = .76), and Ultra-Liberal ($\overline{x}$=4.38, SD = .81; Cohen's d = .38).

Among administrators, there were moderate meaningful differences between Moderates ($\overline{x}$=5.26, SD = .45), and Conservative ($\overline{x}$=5.50), and Liberals ($\overline{x}$=4.74, SD = .83; Cohen's d = -.77), and Ultra-Liberals ($\overline{x}$=5.58, SD = .00).

Unlike other identity characteristics, political orientation showed differences between different primary role groups about the ratings of the campus climate. For the total sample, Liberals ($\overline{x}$=4.56); students, moderates ($\overline{x}$=4.52); faculty, Ultra Conservatives ($\overline{x}$=4.85), staff, Liberals ($\overline{x}$=4.68), and administrators, Ultra Liberals ($\overline{x}$=5.58). The same pattern of answers about rating the campus climate lowest also varied based on primary role were observed by respondents: total sample, Ultra Conservatives ($\overline{x}$=3.58); students, Ultra Conservatives ($\overline{x}$=3.43); faculty, Ultra Liberals ($\overline{x}$=4.38), staff, Ultra Conservatives ($\overline{x}$=2.65), and administrators, Liberals ($\overline{x}$=4.74).

Even the lowest rating of the campus climate by administrators who are liberal ($\bar{x}$=4.74) was higher than the highest ratings for students and staff.

Racial Segregation at UMD

Item: Racial Segregation in Social Activities is the Norm at UMD?

To understand how respondents, view the campus climate, one item specifically asked participants to identify if *racial segregation in social activities as the norm* at UMD. For the total sample, there were small and meaningful effect sizes for the differences between students ($\bar{x}$=3.79, SD = 1.38), and Faculty ($\bar{x}$=3.63, SD = 1.20; Cohen's *d* = .12); and staff ($\bar{x}$=3.63, SD = 1.24; Cohen's *d* = .12), and Senior administrators- faculty designation ($\bar{x}$=3.45, SD = 1.09; Cohen's *d* = .27), and Senior administrators- staff designation ($\bar{x}$=3.54, SD = 1.28; Cohen's *d* = .18).

Senior administrators- faculty designation rated racial segregation is the social norm on campus higher than any other group based on primary role indicating that they agreed with this statement more than other groups on campus ($\bar{x}$=3.45). The primary role least likely to agree were students ($\bar{x}$=3.79).

When using hierarchical multiple regression to identify predictors of the General Campus Climate among Students (Table 61), Faculty (Table 72), Staff (Table 83), and Senior Administrators (Table 93). There are four cross-over predictors of the General Campus Climate

that account for the largest variance across students, faculty, and staff members at the

University of Maryland and include: Treatment, Micro-invalidation, Micro-affirmation, and

Safety. These variables accounted for much of the variance across the primary role groups.

Specifically, Treatment accounted for 11-18% of the variance, Microinvalidations accounted for

4-18% of the variance, Microaffirmations accounted for 15-29% of the variance, and Safety

accounted for 18-25% of the variance in this variable. For three of the primary role groups

(Senior administrators, faculty, and staff) Microaffirmation was the variable that was the

strongest predictor of the campus climate, whereas, safety was the strongest predictor for

campus climate for student. Combined, Safety and Microaffirmations were the two strongest

predictors for all primary role groups.

Regression and the Total Sample for General Campus Climate

Five sets of variables were entered into a hierarchical multiple regression analysis as predictors

of the General Campus Climate and the Total Sample:

(a) Participant identity characteristics (male/female, disability binary, race binary with White versus all other race/ethnicities, sexual orientation with Heterosexual, LGBQ, and Asexual)
(b) Personal engagement variables (engage with others, debate differences, avoid differences) and Free Speech, Disrupt Speech.
(c) Experiences at UMD including Treatment, Offensive speech, community members in general and the value and commitment to diversity and inclusion, community members who specialize in diversity and inclusion, underrepresented groups advocating for diversity and inclusion, and members of the community work to improve diversity and inclusion
(d) Inter-personal characteristics at UMD: Interacting with people who are different from me, micro-invalidations, viewed as dangerous, micro-affirmations, micro-insults, perceptions of safety
(e) Perceptions of discrimination

Table 48 presents the results of the hierarchical multiple regression analysis on the General

Campus Climate at the University of Maryland for the Total Sample. The first block of

demographic variables predicted 6% of the variance in perceptions of the Campus Climate at

UMD (R^2=.061; F_{change}=66.885, df (4,4147); p<.000. The second block of UMD Campus Climate

variables predicted an additional 5% of the variance (R^2=.106; F_{change}=41.675, df (5,4142);

p<.000. The third block UMD Campus Climate variables predicted an additional 26% of the

variance (R^2=.360; F_{change}=274.647, df (6,4136); p<.000. The fourth block of UMD Campus

Climate variables predicted an additional 16% of the variance (R^2=.524; F_{change}=235.974, df

(6,4130); p<.000. The fifth block of UMD Campus Climate predicted an additional 1% of the

variance (R^2=.531; F_{change}=59.853, df (1,4129); p<.000.

In the final model for the Total Sample, the following variables were significant predictors of

UMD Campus Climate at the p<.001 level: Free Speech (part r = .081), Treatment (part r = -

.093), Value and Commitment/Generalists (part r = .078), Value and Commitment/ Specialist

(part r = .070), Microinvalidations (part r = .114), Danger (part r = .066), Microaffirmation (part r

= -.181), Microinsult (part r = .052), Safety (part r = -.174), and Ave Discrimination (part r = -

.082).

Regression and the Students for General Campus Climate

Five sets of variables were entered into a hierarchical multiple regression analysis as predictors

of the General Campus Climate and the Total Sample:

(a) Participant identity characteristics (male/female, disability binary, race binary with White versus all other race/ethnicities, sexual orientation with Heterosexual, LGBQ, and Asexual)

(b) Personal engagement variables (engage with others, debate differences, avoid differences) and Free Speech, Disrupt Speech.

(c) Experiences at UMD including Treatment, Offensive speech, community members in general and the value and commitment to diversity and inclusion, community members who specialize in diversity and inclusion, underrepresented groups advocating for diversity and inclusion, and members of the community work to improve diversity and inclusion

(d) Inter-personal characteristics at UMD: Interacting with people who are different from me, micro-invalidations, viewed as dangerous, micro-affirmations, micro-insults, perceptions of safety

(e) Perceptions of discrimination

Table 61 presents the results of the hierarchical multiple regression analysis on the General Campus Climate at the University of Maryland for the Total Sample. The first block of demographic variables predicted 5% of the variance in perceptions of the Campus Climate at UMD ($R^2=.052$; $F_{change}=35.669$, df (4,2620); $p<.000$. The second block of UMD Campus Climate variables predicted an additional 6% of the variance ($R^2=.107$; $F_{change}=32.213$, df (5,2615); $p<.000$. The third block UMD Campus Climate variables predicted an additional 27% of the variance ($R^2=.378$; $F_{change}=189.476$, df (6,2609); $p<.000$. The fourth block of UMD Campus Climate variables predicted an additional 15% of the variance ($R^2=.524$; $F_{change}=133.032$, df (6,2603); $p<.000$. The fifth block of UMD Campus Climate predicted an additional 1% of the variance ($R^2=.531$; $F_{change}=37.163$, df (1,2602); $p<.000$.

In the final model for Students, the following variables were significant predictors of UMD Campus Climate at the $p<.001$ level: Free Speech (part r = .100), Treatment (part r = -.09), Value and Commitment/Generalists (part r = .091), Value and Commitment/ Specialist (part r = .061),

Microinvalidations (part *r* = .09), *Danger* (part *r* = .08), *Microaffirmation* (part *r* = -.14),

Microinsult (part *r* = .046), *Safety* (part *r* = -.195), and *Ave Discrimination* (part *r* = -.082).

Regression and the Faculty for General Campus Climate

Five sets of variables were entered into a hierarchical multiple regression analysis as predictors

of the General Campus Climate and the Total Sample:

(a) Participant identity characteristics (male/female, disability binary, race binary with White versus all other race/ethnicities, sexual orientation with Heterosexual, LGBQ, and Asexual)
(b) Personal engagement variables (engage with others, debate differences, avoid differences) and Free Speech, Disrupt Speech.
(c) Experiences at UMD including Treatment, Offensive speech, community members in general and the value and commitment to diversity and inclusion, community members who specialize in diversity and inclusion, underrepresented groups advocating for diversity and inclusion, and members of the community work to improve diversity and inclusion
(d) Inter-personal characteristics at UMD: Interacting with people who are different from me, micro-invalidations, viewed as dangerous, micro-affirmations, micro-insults, perceptions of safety
(e) Perceptions of discrimination

Table 73 presents the results of the hierarchical multiple regression analysis on the General

Campus Climate at the University of Maryland for the Total Sample. The first block of

demographic variables predicted 7% of the variance in perceptions of the Campus Climate at

UMD (R^2=.073; F_{change}=9.086, df (4,460); *p*<.000. The second block of UMD Campus Climate

variables predicted an additional 6% of the variance (R^2=.129; F_{change}=5.781, df (5,455); *p*<.000.

The third block UMD Campus Climate variables predicted an additional 23% of the variance

(R^2=.360; F_{change}=27.000, df (6,449); *p*<.000. The fourth block of UMD Campus Climate variables

predicted an additional 25% of the variance (R^2=.609; F_{change}=47.198, df (6,443); *p*<.000. The

fifth block of UMD Campus Climate predicted an additional .2% of the variance (R^2=.611; F_{change}=1.733, df (1,442); p<.000.

In the final model for Faculty members, the following variables were significant predictors of UMD Campus Climate at the p<.001 level: Microinvalidations (part r = .135), , *Microaffirmation* (part r = -.245), *Microinsult* (part r = .102), and *Safety* (part r = -.159).

Regression and the Staff members for General Campus Climate

Five sets of variables were entered into a hierarchical multiple regression analysis as predictors of the General Campus Climate and the Total Sample:

(a) Participant identity characteristics (male/female, disability binary, race binary with White versus all other race/ethnicities, sexual orientation with Heterosexual, LGBQ, and Asexual)
(b) Personal engagement variables (engage with others, debate differences, avoid differences) and Free Speech, Disrupt Speech.
(c) Experiences at UMD including Treatment, Offensive speech, community members in general and the value and commitment to diversity and inclusion, community members who specialize in diversity and inclusion, underrepresented groups advocating for diversity and inclusion, and members of the community work to improve diversity and inclusion
(d) Inter-personal characteristics at UMD: Interacting with people who are different from me, micro-invalidations, viewed as dangerous, micro-affirmations, micro-insults, perceptions of safety
(e) Perceptions of discrimination

Table 85 presents the results of the hierarchical multiple regression analysis on the General Campus Climate at the University of Maryland for the Total Sample. The first block of demographic variables predicted 7% of the variance in perceptions of the Campus Climate at UMD (R^2=.0682; F_{change}=18.682, df (4,10300); p<.000. The second block of UMD Campus Climate

variables predicted an additional 3% of the variance ($R^2=.099$; $F_{change}=7.117$, df (5,1025); $p<.000$.

The third block UMD Campus Climate variables predicted an additional 25% of the variance

($R^2=.353$; $F_{change}=66.790$, df (6,1019); $p<.000$. The fourth block of UMD Campus Climate

variables predicted an additional 17% of the variance ($R^2=.519$; $F_{change}=57.997$, df (6,1013);

$p<.000$. The fifth block of UMD Campus Climate predicted an additional .9% of the variance

($R^2=.527$; $F_{change}=18.699$, df (1,1012); $p<.000$.

In the final model for Staff members, the following variables were significant predictors of UMD

Campus Climate at the $p<.001$ level: Free Speech (part $r = .071$), Treatment (part $r = -.121$),

Value and Commitment/ Specialist (part $r = .113$), Microinvalidations (part $r = .123$),

Microaffirmation (part $r = -.215$), *Safety* (part $r = -.147$), and *Ave Discrimination* (part $r = -.093$).

There were cross-over predictors for all subsamples (students, faculty, and staff) including the

following: Treatment, Microinvalidations, Microaffirmations, Safety, and Discrimination.

Qualitative Responses about General Campus Climate

Respondents shared their perspectives related to the campus climate through the open-ended

questions. The following comments are reflective of the themes in the qualitative analysis.

What is encouraging is the sense that there is a possibility of change and that the Senior

Administration has the ability to lead that opportunity.

> "Leadership on campus needs to figure out that the problem is endemic here and stop
> issuing lawyer-like weasel-worded statements and start confronting the problem. There
> is a culture of avoidance of confronting these issues. Good people--faculty and students-

-are leaving bc [sic] of campus bias and climate issues. Wake up, someone!" (Faculty member, White, Woman).

We "hav[e] senior administrators who are capable of effectively engaging in word and deed with the campus community to address the non-inclusive elements of the campus climate" (Staff Member, Asian, Man).

"It starts with leadership from the top. The President should not only make financial resources available, but also find ways to tie diversity and inclusion as a core function of the roles and responsibilities of all employees. This is not to suggest that everyone must think alike, there needs to be some accountability for administrators, faculty, and staff to make concerted efforts to end chilly climates. Academic departments should do a better job a seeking out and hiring faculty of color. The same must be done in the President's cabinet, Deans' cabinets, and in critical staff offices" (Student, Filipino, Man)

"Continue to actively communicate and create an understanding of UMD's climate of tolerance. Continue to set high expectations for community behavior and set up structures for developing respectful behavior" (Staff Member, Black/African American, Woman).

"It is critical to have buy in from UMCP Administrators/Leadership. Members in leadership set the climate for their area of scope. It should be noted, that staff and faculty members do watch how leadership respond to these issues locally and campus wide which does impact commitment" (Staff member, Filipino, Woman).

"There is a very passive approach on this campus - Task Force, occasional email, moment of silence. There is no ongoing, active work engaging students, faculty, staff and administrators in changing the climate and practices on this campus." (Faculty Member, Black/African American, Woman).

"I believe the committee is already providing a list of recommendations for the President to improve the climate. But additionally, work on more support and resources to UMPD to handle these issues, since they are desperately underfunded and ill equipped to handle a University of this population" (Student, Asian, Woman)

"Working to change the climate rather than just responding to "incidents." This means having the administration make public remarks on where they stand in terms of supporting oppressed groups and following through with trainings and education at every on-boarding orientation for staff/faculty and new student orientations. This also includes creating an environment of support and education for existing campus communities" (Student, Asian, Woman).

Encourage more groups to interact in formal and informal ways instead of maintaining systems of segregation. Comments about organizations, events, and culture centers were described by participants as ways to support groups remaining isolated instead of creating a collective community. Support for community engagement as one approach to address the campus climate emerged as a larger theme around value and commitment to diversity.

"More community activities to engage and socialize with others outside our normal day-to-day spheres" (Student, White, Man)

"Outreach efforts to attract more minorities towards campus. The more diversity you see, the more inclusive you will be." (Student, Asian, Woman)

"Create opportunities for the community to appropriately and safely challenge those ideas and incidents" (Student, White, Woman)

"Would love to see more emphasis on community engagement, including incorporating it into student advancement, faculty professional advancement, and staff duties" (Student, White, Man)

"Learn about each other through structured respectful discourse. Allowing views that are perceived as offensive to some is inevitable." (Student, White, Man)

"Recognize that segregation can be an accidental byproduct of some diversity initiatives" (Student, White, Man)

Research Question 3: Microaffirmations and Microaggressions

There were 14 items on the survey designed to assess the degree to which participants

experience microaffirmations and microaggression. Factor analysis of the 14 items revealed a 4-

factor structure for composite variables:

a. **Dangerousness**
   i. Sometimes, people assume I might be a criminal.
   ii. Sometimes, people assume I might be dangerous.

b. **Microinsult**
   i. Sometimes, I HEAR cultural slurs and/or epithets about people like me in public spaces.
   ii. Sometimes, I SEE cultural slurs and/or epithets about people like me in public spaces.
   iii. Sometimes, people say offensive things to me that are based on stereotypes.
   iv. Sometimes, people make hurtful jokes about my identity.

c. **Microinvalidation**
   i. Sometimes, I feel that my ideas are less valued than similar ideas expressed by other people.
   ii. Sometimes, I think people treat me like I am less capable than I really am.
   iii. Sometimes, I think people give less recognition to my accomplishments than they give other people.
   iv. Sometimes, I feel that people treat me like I am less intelligent than I am.

d. **Microaffirmation**
   i. Sometimes, people on campus whom I've never met act friendly toward me.
   ii. Sometimes, people give me praise even though I hardly deserve it.
   iii. Sometimes, I receive lots of encouragement about my work from the people in charge.
   iv. Sometimes, people on campus come to my defense when I've been treated unfairly.

Dangerousness

Comprising two items, respondents were asked to indicate whether their personal experiences included a) *assumed to be dangerous* or b) *assumed to be a criminal*. Analysis of these items by different identity characteristics including race, gender, sexual orientation, disability, and political orientation.

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between the total sample, students, faculty, staff, and primary role on the variable measuring Dangerousness across all identity characteristics. Results of one-way ANOVAs are reported in Appendix D. Only those variables with a significance of at least p<.001 are reported here.

Primary Role. There are Small effect sizes for the differences between ratings of dangerousness across primary role groups. Small effect sizes for differences between Faculty members ($\overline{x}$=5.57, SD =.75), and Staff members ($\overline{x}$=5.45, SD =.88; Cohen's *d* =.14); Faculty members ($\overline{x}$=5.57, SD =.75), and Senior Administrator-Faculty designation ($\overline{x}$=5.68, SD =.89; Cohen's *d* =.13), and Senior Administrator-Staff designation ($\overline{x}$=5.59, SD =.67; Cohen's *d* =.02); Staff members ($\overline{x}$=5.45, SD =.88), and Faculty members ($\overline{x}$=5.57, SD =.75; Cohen's *d* = .14), and Senior Administrator-Faculty designation ($\overline{x}$=5.68, SD =.89; Cohen's *d* =.25); Staff members ($\overline{x}$=5.45, SD =.88), and Senior Administrator-Staff designation ($\overline{x}$=5.59, SD =.67; Cohen's *d* =.17), and Senior Administrator-Faculty designation ($\overline{x}$=5.68, SD =.89; Cohen's *d* =.25); Senior Administrator- Faculty designation ($\overline{x}$=5.68, SD =.89) and Senior Administrator-Staff designation ($\overline{x}$=5.59, SD =.67; Cohen's *d* =.11). Medium effect sizes for the differences between Students

($\overline{x}$=5.17, SD = 1.10), and Faculty members ($\overline{x}$=5.57, SD =.75; Cohen's d =.42), and Staff members ($\overline{x}$=5.45, SD =.88; Cohen's d =.30), and Senior Administrator-Faculty designation ($\overline{x}$=5.68, SD =.89; Cohen's d =.50), and Senior Administrator-Staff designation ($\overline{x}$=5.59, SD =.67; Cohen's d =.46).

The largest differences in terms of dangerousness and primary role occurred between students and all other primary roles. In this case, students rated dangerousness the lowest (more likely) to be considered a criminal or dangerous ($\overline{x}$=5.17), whereas, Senior Administrators- Faculty designation rated these items the highest ($\overline{x}$=5.68) and were least likely to be considered a criminal or dangerous.

Race. Reviewing the findings for Dangerousness by race, there were meaningful effect sizes to explain the differences between the different racial groups for the total sample. There were Small but meaningful effect sizes for differences between White participants ($\overline{x}$=5.32, SD = .90), and Asian ($\overline{x}$=5.22, SD = .99; Cohen's d = .09); Asian ($\overline{x}$=5.22, SD = .99), and Latinx ($\overline{x}$=4.92, SD = 1.18; Cohen's d= .22); Medium effect sizes for differences between White ($\overline{x}$=5.32, SD = .90), and Latinx ($\overline{x}$=4.92, SD = 1.18). Large effect sizes for differences between White ($\overline{x}$=5.32, SD = .90), and Black/African American ($\overline{x}$=3.98, SD = 1.36; Cohen's d = 1.10), and Other ($\overline{x}$=3.98, SD = 1.36; Cohen's d = .66), Other ($\overline{x}$=3.98, SD = 1.36), and Black/African American ($\overline{x}$=3.98, SD = 1.36; Cohen's d = .96); Black/African American ($\overline{x}$=3.98, SD = 1.36), and Latinx ($\overline{x}$=4.92, SD = 1.18; Cohen's d = .71); Latinx ($\overline{x}$=4.92, SD = 1.18), and Other ($\overline{x}$=3.98, SD = 1.36; Cohen's d=.73).

Among Students, there were Small and meaningful effect sizes for differences between White participants ($\bar{x}$=2.96, SD = .83), and Asian ($\bar{x}$=2.89, SD = .82; Cohen's *d* = .09), and Black/African American ($\bar{x}$=3.23, SD = 95; Cohen's *d* = .29), and Latinx ($\bar{x}$=3.11, SD = 95; Cohen's *d* = .15), and Other ($\bar{x}$=2.97, SD = 92; Cohen's *d* = .001); Asian ($\bar{x}$=2.89, SD = .82), and Other ($\bar{x}$=2.97, SD = 92; Cohen's *d* = .09), and Latinx ($\bar{x}$=3.11, SD = 95; Cohen's *d* = .24); Other ($\bar{x}$=2.97, SD = 92), and Latinx ($\bar{x}$=3.11, SD = 95; Cohen's *d* = .14), and Black/African American ($\bar{x}$=3.23, SD = 95; Cohen's *d* = .27); Latinx ($\bar{x}$=3.11, SD = 95), and Black/African American ($\bar{x}$=3.23, SD = 95; Cohen's *d* = .12). Medium effect size for differences between Asian ($\bar{x}$=2.89, SD = .82), and Black/African American ($\bar{x}$=3.23, SD = 95; Cohen's *d* = 38).

Among Faculty members, there were Small and meaningful effect sizes for differences between White participants ($\bar{x}$=5.64, SD = .65), and Asian ($\bar{x}$=5.65, SD = .82; Cohen's *d* = .001), and Latinx ($\bar{x}$=5.58, SD = .44; Cohen's *d* = .10), and Other ($\bar{x}$=5.45, SD = 1.06; Cohen's *d* = .21); Asian ($\bar{x}$=5.65, SD = .82), and Other ($\bar{x}$=5.45, SD = 1.06; Cohen's d=.21), and Latinx ($\bar{x}$=5.58, SD = .44; Cohen's d=.21); Other ($\bar{x}$=5.45, SD = 1.06), and Latinx ($\bar{x}$=5.58, SD = .44; Cohen's d=.16). Large effect size for differences between Black/African American ($\bar{x}$=4.75, SD = 1.17), and White ($\bar{x}$=5.64, SD = .65; Cohen's d=.94), and Asian ($\bar{x}$=5.65, SD = .82; Cohen's d=.89, *d*= .62), and Other and ($\bar{x}$=5.45, SD = 1.06; Cohen's *d*= .93) and Latinx ($\bar{x}$=5.58, SD = .44; Cohen's d=.93).

Among Staff members, there were small and meaningful effect sizes for differences between White participants ($\bar{x}$=5.64, SD = .61), and Asian ($\bar{x}$=5.50, SD = .78; Cohen's *d* = .19); Asian ($\bar{x}$=5.50, SD = .78), and Latinx ($\bar{x}$=5.21, SD = 1.13; Cohen's *d* = .29); Other ($\bar{x}$=5.09, SD = 1.13),

and Latinx ($\bar{x}$=5.21, SD = 1.13; Cohen's d = .10), and Black/African American ($\bar{x}$=4.85, SD = 1.27;

Cohen's d = .19). Medium effect sizes for differences between Latinx ($\bar{x}$=5.21, SD = 1.13), and

White ($\bar{x}$=5.64, SD = .61); Other ($\bar{x}$=5.09, SD = 1.13), and Asian ($\bar{x}$=5.50, SD = .78; Cohen's d=

40); Black/ African American ($\bar{x}$=4.85, SD = 1.27), and Latinx ($\bar{x}$=5.21, SD = 1.13; Cohen's d =

.10); Large effect sizes for differences between Black/ African American ($\bar{x}$=4.85, SD = 1.27), and

White ($\bar{x}$=5.64, SD = .61), and Asian ($\bar{x}$=5.50, SD = .78; Cohen's d= 61); White ($\bar{x}$=5.64, SD = .61),

and Other ($\bar{x}$=5.09, SD = 1.13; Cohen's d= 58).

There were differences in the ratings of Dangerousness across primary role groups. The total

sample, students, and staff were the same in terms of ratings by racial groups on

Dangerousness. For the total sample, students, and staff members, the largest differences in

terms of dangerousness existed between Black/African American respondents compared to all

other racial groups. Black/African American respondents rated dangerousness the lowest (more

likely) to be considered a criminal or dangerous, whereas, white respondents rated these items

the highest and their responded indicated white participants were the least likely to be

considered a criminal or dangerous. However, for faculty members, the largest differences in

terms of dangerousness existed between Black/African American respondents compared to all

other racial groups. Black/African American respondents rated dangerousness the lowest (more

likely) to be considered a criminal or dangerous and this was the same as all other primary role

groups. However, instead of White participants rating Dangerousness as the highest, for Faculty

members, Asian respondents rated these items the highest and their responses indicated Asian

participants were the least likely to be considered a criminal or dangerous

Gender. Analysis of variance (ANOVAs) revealed Dangerousness was not significant at a

p<.001 level for Student participants (p<.338), however, Dangerousness was for the Total

Sample, Faculty, and Staff members.

For the Total Sample, there were medium but meaningful effect size for the differences

between Women ($\bar{x}$=5.44, SD = .91), and Men ($\bar{x}$=5.13, SD = 1.10; Cohen's *d* = .30), and Non-

binary ($\bar{x}$=4.72, SD = 1.37; Cohen's *d* = .61); Men ($\bar{x}$=5.13, SD = 1.10), and Non- binary ($\bar{x}$=4.72,

SD = 1.37; Cohen's *d* = .33). For Faculty members, there were Medium but meaningful effect

size for differences between Women ($\bar{x}$=5.68, SD = .62), and Men ($\bar{x}$=5.47, SD = .85; Cohen's *d* =

.30); Large effect sizes for differences between Women ($\bar{x}$=5.68, SD = .62), and Non-binary

($\bar{x}$=4.16, SD = 1.60; Cohen's *d* = 1.48); Men ($\bar{x}$=5.47, SD = .85), and Non-binary ($\bar{x}$=4.16, SD =

1.60; Cohen's *d* = 1.02). For Staff members, there were Medium but meaningful effect size

differences between Women ($\bar{x}$=5.58, SD = .75), and Men ($\bar{x}$=5.23, SD = 1.03; Cohen's *d* = .38).

Large effect sizes between Women ($\bar{x}$=5.58, SD = .75), and Non-binary ($\bar{x}$=4.40, SD = 1.02;

Cohen's *d* = 1.31); Men ($\bar{x}$=5.23, SD = 1.03), and Non-binary ($\bar{x}$=4.40, SD = 1.02; Cohen's *d* =

.80).

For these primary role groups, in terms of dangerousness, Non-binary respondents rated

dangerousness the lowest (more likely) to be considered a criminal or dangerous ($\bar{x}$=4.16-4.80),

whereas, women respondents rated these items the highest ($\bar{x}$=5.32-5.68) indicating women

were the least likely to be considered a criminal or dangerous.

Gender and Race. There were significant and meaningful differences between Gender

and Race for the variable measuring dangerousness. For the total sample and Race /Gender,

there were small and meaningful effect sizes for differences between Men who are White

($\overline{x}$=5.32, SD = .91), and Men who are Asian ($\overline{x}$=5.24, SD = .96; Cohen's *d* =.07); Medium effect

size for differences between Women who are White ($\overline{x}$=5.71, SD = .51), and Women who are

Asian ($\overline{x}$=5.49, SD = .83; Cohen's *d* =.31), and Women who are Other races ($\overline{x}$=5.38, SD = .90;

Cohen's *d* =.44); Men who are White ($\overline{x}$=5.32, SD = .9), and Men who are Latinx ($\overline{x}$=4.92, SD =

1.19; Cohen's *d* =.36). Large effect sizes for differences between Women who are White

($\overline{x}$=5.71, SD = .51), and Women who are Latinx ($\overline{x}$=5.25, SD = .94; Cohen's *d* =.60), and Women

who are Black/African American ($\overline{x}$=4.58, SD = 1.36; Cohen's *d* =1.09); Men who are White

($\overline{x}$=5.32, SD = .91), and Men who are Other races ($\overline{x}$=4.55, SD = 1.36; Cohen's *d* =.66), and Men

who are Black/African American ($\overline{x}$=3.97, SD = 1.45; Cohen's *d* = 1.10). Non-binary who are

White ($\overline{x}$=5.26, SD = .93), and Non-binary who are Asian ($\overline{x}$=4.58, SD = .86; Cohen's *d* =.75),

Non-binary who are Latinx ($\overline{x}$=4.33, SD = 1.63; Cohen's *d* =.07), and Non-binary who are

Black/African American ($\overline{x}$=3.55, SD = 1.86; Cohen's *d* =1.16), Non-binary who are Other races

($\overline{x}$=4.33, SD = .94; Cohen's *d* =3.06).

For the total sample, differences existed between Non-binary and other gender identities round

dangerousness. However, when combining gender identity and race, respondents who rated

dangerousness the lowest (more likely) to be considered a criminal or dangerous by gender

identity included: women and Black African American ($\overline{x}$=4.58), Men and Black/African

American ($\overline{x}$=3.97), and Non-binary and Other race ($\overline{x}$=2.37). In this case, considering gender

identity and race, the respondents who rated these items the highest by gender identity included: Women, Men, and Non-Binary respondents who are White ($\overline{x}$=5.71, $\overline{x}$=5.32, and $\overline{x}$=5.26; respectively) and responses indicated White participants across all gender identities in the total sample were the least likely to be considered a criminal or dangerous.

Political Orientation. There were significant and meaningful effect sizes between Ultra Conservative ($\overline{x}$=4.60, SD = 1.44), and Ultra Liberal ($\overline{x}$=5.41, SD = .93; Cohen's d = .66). Medium effect sizes for differences between Ultra Conservative ($\overline{x}$=4.60, SD = 1.44), and Conservative ($\overline{x}$=5.23, SD = 1.04; Cohen's d = .50), and Moderate ($\overline{x}$=5.31, SD = .96; Cohen's d = .58), and Liberal ($\overline{x}$=5.34, SD = 1.00; Cohen's d = .59). Small effect sizes for differences between Conservative ($\overline{x}$=5.23, SD = 1.04), and Moderate ($\overline{x}$=5.31, SD = .96; Cohen's d=.07), and Liberal ($\overline{x}$=5.34, SD = 1.00; Cohen's d = .10), and Ultra Liberal ($\overline{x}$=4.60, SD = 1.44; Cohen's d=.18), Moderate ($\overline{x}$=5.31, SD = .96), and Liberal ($\overline{x}$=5.34, SD = 1.00; Cohen's d = .03), and Ultra Liberal ($\overline{x}$=4.60, SD = 1.44; Cohen's d = .10), Liberal ($\overline{x}$=5.34, SD = 1.00), and Ultra Liberal ($\overline{x}$=5.41, SD = .93; Cohen's d=.07).

For the total sample, differences existed between political orientations around dangerousness. Ultra Conservative respondents rated dangerousness the lowest (more likely) to be considered a criminal or dangerous ($\overline{x}$=4.60), whereas, Ultra Liberal respondents rated these items the highest ($\overline{x}$=5.41) indicating women were the least likely to be considered a criminal or dangerous.

Disability. There were significant and meaningful Small effect sizes for the differences between a Person without a disability ($\overline{x}$=5. 35, SD =.96) and a Person with a disability ($\overline{x}$=5.21, SD = 1.11; Cohen's *d* = .13). For all groups, in terms of dangerousness, people with a disability rated dangerousness the lowest (more likely) to be considered a criminal or dangerous ($\overline{x}$=5.35), whereas, people without a disability respondent rated these items the highest ($\overline{x}$=5.21) indicating people without a disability were the least likely to be considered a criminal or dangerous.

Microinsult

Comprising three items, respondents were asked to indicate whether their personal experiences included a) Sometimes, I SEE cultural slurs and/or epithets about people like me in public spaces, b) Sometimes, people say offensive things to me that are based on stereotypes, or c) Sometimes, people make hurtful jokes about my identity. Analysis of these items is completed by comparing the ratings by primary roles, and then by comparing primary role groups across different identity characteristics including race, gender, sexual orientation, disability, and political orientation.

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between the total sample, students, faculty, staff, and primary role on the variable measuring Microinsult across all identity characteristics. Results of one-way ANOVAs are reported in Appendix D. Only those variables with a significance of at least p<.001 are reported here.

Primary Role. There were Small but meaningful effect sizes for the differences between

Faculty members ($\bar{x}$=4.64 SD =1.15), and Staff members ($\bar{x}$=4.55, SD =1.11; Cohen's *d* =.07);

Staff ($\bar{x}$=4.55, SD =1.11), and Senior Administrator-Staff Designation ($\bar{x}$=4.85, SD =.89; Cohen's *d*

=-.29); Senior Administrator- Staff Designation ($\bar{x}$=4.85, SD =.89), and Senior Administrator-

Faculty Designation ($\bar{x}$=5.00, SD =.91; Cohen's *d* =-.16). Faculty ($\bar{x}$=4.64, SD =1.15), and Staff

members ($\bar{x}$=4.55, SD =1.11; Cohen's *d* =.07), and Senior Administrator-Faculty designation

($\bar{x}$=4.40, SD =1.24; Cohen's *d* =.20). Medium effect sizes for differences between Students

($\bar{x}$=4.14, SD = 1.22), and Staff members ($\bar{x}$=4.55, SD =1.11; Cohen's *d* =-.35), and Faculty

members ($\bar{x}$=4.64, SD =1.15; Cohen's *d* =-.42); Faculty ($\bar{x}$=4.64, SD =1.15), and Senior

Administrator- Faculty designation ($\bar{x}$=5.00, SD =.91; Cohen's *d* =-.34); Students ($\bar{x}$=4.14, SD =

1.22), and Faculty members ($\bar{x}$=4.64 SD =1.15; Cohen's *d* =-.42), and Staff members ($\bar{x}$=4.55, SD

=1.11; Cohen's *d* =-.35); Faculty members ($\bar{x}$=4.64 SD =1.15), and Senior Administrator- Faculty

Designation ($\bar{x}$=5.00, SD =.91; Cohen's *d* =-.34);

The largest differences in terms of microinsult and primary role occurred between students and

all other primary roles. In this case, students rated dangerousness the lowest (more likely) to

experience microinsults ($\bar{x}$=4.14), whereas, Senior Administrators- Faculty designation rated

these items the highest ($\bar{x}$=5.00) and were least likely to experience microinsults.

Race. There were small and meaningful effect sizes for the significant differences

between Asian participants ($\bar{x}$=4.22, SD = 1.10), and Other ($\bar{x}$=4.33, SD = 1.26; Cohen's *d* = -.09).

Medium and meaningful effect sizes to explain the significant differences between Asian

participants ($\bar{x}$=4.74, SD = 1.10), and Black/African American ($\bar{x}$=3.71, SD = 1.25; Cohen's d= .87), and Latinx ($\bar{x}$=4.27, SD = 1.16; Cohen's d = .41); Black/ African American participants ($\bar{x}$=3.71, SD = 1.25), and Latinx ($\bar{x}$=4.27, SD = 1.16; Cohen's d= -.46); White participants ($\bar{x}$=4.74, SD = 1.10), and Asian ($\bar{x}$=4.22, SD = 1.10; Cohen's d = .47), and Latinx ($\bar{x}$=4.27, SD = 1.16; Cohen's d = .41), and Other ($\bar{x}$=4.33, SD = 1.26; Cohen's d = .34); Asian participants ($\bar{x}$=4.22, SD = 1.10), and Black/African American ($\bar{x}$=3.71, SD = 1.25; Cohen's d = .43), and Latinx ($\bar{x}$=4.27, SD = 1.16; Cohen's d = .46). Large effect size for differences between White participants ($\bar{x}$=4.74, SD = 1.10), and Black/African American ($\bar{x}$=3.71, SD = 1.25; Cohen's d = .87).

For students, there were Small but meaningful effect sizes for the significant differences between Asian participants ($\bar{x}$=4.05, SD = 1.13), and Latinx ($\bar{x}$=3.89, SD = 1.26; Cohen's d = .13); Other ($\bar{x}$=3.97, SD = 1.25), and Latinx ($\bar{x}$=3.89, SD = 1.26; Cohen's d = .06). Medium effect sizes for the differences between White participants ($\bar{x}$=4.44, SD = 1.11), and Asian ($\bar{x}$=4.05, SD = 1.13; Cohen's d = .34), and Other ($\bar{x}$=3.97, SD = 1.25; Cohen's d = .46), and Latinx ($\bar{x}$=3.89, SD = 1.26; Cohen's d = -.46); Other participants ($\bar{x}$=3.97, SD = 1.25), and Black/African American ($\bar{x}$=3.28, SD = 1.25; Cohen's d = -.55); Latinx ($\bar{x}$=3.89, SD = 1.26), and Black/African American ($\bar{x}$=3.28, SD = 1.25; Cohen's d=-.48).Large effect sizes for differences between White participants ($\bar{x}$=4.44, SD = 1.11), and Black/African American ($\bar{x}$=3.28, SD = 1.25; Cohen's d = -.98); Asian participants ($\bar{x}$=4.05, SD = 1.13), and Black/African American ($\bar{x}$=3.28, SD = 1.25; Cohen's d = -.64);

For faculty there were small and meaningful effect sizes for the differences between Asian participants ($\overline{x}$=4.34, SD = 1.22), and Other ($\overline{x}$=4.41, SD = 1.54; Cohen's *d* = -.05), and Latinx ($\overline{x}$=4.18, SD = 1.22; Cohen's *d* = .23); White participants ($\overline{x}$=4.80, SD = 1.07), and Other ($\overline{x}$=4.41, SD = 1.54; Cohen's *d* = .29); Latinx ($\overline{x}$=4.18, SD = 1.22), and Black/African American ($\overline{x}$=3.89, SD = 1.21, Cohen's *d* = .23). Medium effect sizes for the differences between Asian participants ($\overline{x}$=4.34, SD = 1.22), and White ($\overline{x}$=4.80, SD = 1.07; Cohen's *d* = .40); White participants ($\overline{x}$=4.80, SD = 1.07), and Latinx ($\overline{x}$=4.18, SD = 1.22; Cohen's *d* = .54); Black/ African American participants ($\overline{x}$=3.89, SD = 1.21), and Asian ($\overline{x}$=4.34, SD = 1.22; Cohen's *d* = .37), and Other ($\overline{x}$=4.41, SD = 1.54; Cohen's *d* = .37). Large effect sizes for the differences between White participants ($\overline{x}$=4.80, SD = 1.07), and Black/African American ($\overline{x}$=3.89, SD = 1.21, Cohen's *d* = .79).

For staff members there are small and meaningful effect sizes for the significant differences between Asian participants ($\overline{x}$=4.09, SD = 1.13), and Other ($\overline{x}$=3.78, SD = 1.39; Cohen's *d* =- .24), and Latinx ($\overline{x}$=4.08, SD = 1.18; Cohen's *d* = -.24), and Black/African American ($\overline{x}$=4.11, SD = 1.14, Cohen's *d* = -.17); Other ($\overline{x}$=3.78, SD = 1.39), and Latinx ($\overline{x}$=4.08, SD = 1.18; Cohen's *d* = .23), and Black/African American ($\overline{x}$=4.11, SD = 1.14, Cohen's *d* = .25); Latinx participants ($\overline{x}$=4.08, SD = 1.18), and Black/African/American ($\overline{x}$=4.11, SD = 1.14, Cohen's *d* = -.025); Large effect sizes for differences between White participants ($\overline{x}$=4.78, SD = 1.01), and Asian ($\overline{x}$=4.09, SD = 1.13, Cohen's *d* = -.64), and Latinx ($\overline{x}$=4.08, SD = 1.18; Cohen's *d* = -.63), and Other ($\overline{x}$=3.78, SD = 1.39; Cohen's *d* =-.82), and Black/African/American ($\overline{x}$=4.11, SD = 1.14, Cohen's *d* = -.62).

For all of the primary role groups, excluding staff, the largest differences in terms of microinsult exist between Black/African American respondents when compared to all other racial groups. Black/African American respondents rated microinsult the lowest and are more likely to experience microinsults ($\bar{x}$=3.28-3.89). For staff participants, the Other racial groups rated microinsult the lowest ($\bar{x}$= 3.78). For all primary groups, White respondents rated these items the highest ($\bar{x}$=4.44-4.80) and their responded indicated white participants were the least likely to experience microinsults.

Gender. Among the total sample, there were Small but meaningful effect sizes for the significant differences between Women participants ($\bar{x}$=4.23, SD = 1.19), and Men ($\bar{x}$=4.50, SD = 1.18; Cohen's *d*= .21). Large effect sizes for between Non-binary participants ($\bar{x}$=3.19, SD = 1.27), and Women ($\bar{x}$=4.23, SD = 1.19; Cohen's *d* = .85), and Men ($\bar{x}$=4.50, SD = 1.18; Cohen's *d*= 1.06).

For students, there were small but meaningful effect sizes for the significant differences between Women participants ($\bar{x}$=4.02, SD = 1.21), and Men ($\bar{x}$=4.34, SD = 1.19; Cohen's *d* = .26); Large effect sizes for differences between Non-binary participants ($\bar{x}$=3.34, SD = 1.28), and Woman ($\bar{x}$=4.02, SD = 1.21; Cohen's *d* = .54), and Men ($\bar{x}$=4.34, SD = 1.19; Cohen's *d*= .80).

Among faculty, there were small but meaningful effect sizes for the significant differences between women ($\bar{x}$=4.47, SD = 1.13), and men ($\bar{x}$=4.82, SD = 1.14; Cohen's *d* = .30); Large effect

sizes for differences between Non-binary participants ($\bar{x}$=2.33, SD = 1.70), and women ($\bar{x}$=4.47,

SD = 1.13; Cohen's *d* = 1.48), and men ($\bar{x}$=4.82, SD = 1.14; Cohen's *d*= 1.72).

For staff and microinsults, there were small but meaningful effect sizes for the significant

differences between Women participants ($\bar{x}$=4.52, SD = 1.08), and Men ($\bar{x}$=4.65, SD = 1.11;

Cohen's *d* = .11); Large effect sizes for differences between Non-binary participants ($\bar{x}$=2.55, SD

= .86), and women ($\bar{x}$=4.52, SD = 1.08; Cohen's *d* = 2.01), and men ($\bar{x}$=4.65, SD = 1.11; Cohen's

d= 2.11).

For all respondents, differences existed between Non-binary and other gender identities round

microinsults. For all groups, Non-binary respondents rated microinsults the lowest and more

likely to experience microinsults ($\bar{x}$=2.33-3.34) and men rated these items the highest ($\bar{x}$=4.34-

4.82) indicating men were the least likely to experience microinsults.

Sexual Orientation. For the total sample, there were small effect sizes for differences

between Asexual participants ($\bar{x}$=4.08, SD =1.19), and LGBQ ($\bar{x}$=3.79, SD = 1.26; Cohen's *d* = -

.23), and Heterosexual participants ($\bar{x}$=4.41, SD = 1.17; Cohen's *d* = .27); Medium effect sizes for

differences between Heterosexual participants ($\bar{x}$=4.41, SD = 1.17), and LGBQ ($\bar{x}$=3.79, SD =

1.26; Cohen's *d* = .50).

Among Students, there were small effect sizes for differences between Asexual participants

($\bar{x}$=4.04, SD =1.18), and Heterosexual ($\bar{x}$=4.22, SD = 1.19; Cohen's *d* = .15); Medium effect sizes

between LGBQ participants ($\overline{x}$=3.65, SD = 1.25), and Heterosexual ($\overline{x}$=4.22, SD = 1.19; Cohen's d = .46), and Asexual ($\overline{x}$=4.04, SD =1.18; Cohen's d = .32).

For faculty, there were Large effect sizes for differences between Heterosexual members ($\overline{x}$=4.69, SD = 1.13), and LGBQ faculty ($\overline{x}$=3.94, SD = 1.34; Cohen's d = .60), and Asexual faculty ($\overline{x}$=5.50; Cohen's d = -1.01); LGBQ faculty ($\overline{x}$=3.94, SD = 1.34), and Asexual faculty ($\overline{x}$=5.50; Cohen's d = -1.64).

Among staff members, there were Small effect sizes for differences between Asexual participants ($\overline{x}$=4.06, SD =1.39), and LGBQ ($\overline{x}$=4.12, SD = 1.21; Cohen's d = .04); Medium effect sizes between Heterosexual participants ($\overline{x}$=4.61, SD = 1.08), and Asexual ($\overline{x}$=4.06, SD =1.39; Cohen's d = .44), and LGBQ ($\overline{x}$=4.12, SD = 1.21; Cohen's d = .44).

For all groups except staff members, LGBQ participants rated microinsults the lowest meaning more likely to experience a microinsult than other groups by sexual orientation ($\overline{x}$=3.65-3.94), whereas, staff members who identified as asexual rated microinsults the lowest ($\overline{x}$=4.06). In all primary role groups, heterosexuals rated microinsults the highest ($\overline{x}$=4.22-4.69) indicating heterosexuals were the least likely to experience microinsults.

Political Orientation. For the Total Sample, there were small effect sizes for differences between Ultra Liberal participants ($\overline{x}$=4.09, SD = 1.36), and Ultra Conservative ($\overline{x}$=3.83, SD = 1.30; Cohen's d = -.19), and Conservative ($\overline{x}$=4.37, SD = 1.17; Cohen's d = .22), and Moderate ($\overline{x}$=4.45, SD = 1.13; Cohen's d = .28), and Liberal ($\overline{x}$=4.32, SD = 1.18; Cohen's d = .18);

Conservative participants ($\overline{x}$=4.37, SD = 1.17), and Moderate ($\overline{x}$=4.45, SD = 1.13; Cohen's *d* = .06), and Liberal ($\overline{x}$=4.32, SD = 1.18; Cohen's *d* =-.04). Medium effect sizes for the differences between Ultra Conservative participants ($\overline{x}$=3.83, SD = 1.30), and Conservative ($\overline{x}$=4.37, SD = 1.17; Cohen's *d* = .43), and Moderate ($\overline{x}$=4.45, SD = 1.13; Cohen's *d* = .50), and Liberal ($\overline{x}$=4.32, SD = 1.18; Cohen's *d* = .39).

Among students**,** there were small effect sizes for differences between Ultra Liberal participants ($\overline{x}$=3.84, SD = 1.40), and Ultra Conservative ($\overline{x}$=3.77, SD = 1.29; Cohen's *d* = -.05), and Liberal ($\overline{x}$=4.10, SD = 1.20; Cohen's *d* = .19); Liberal participants ($\overline{x}$=4.10, SD = 1.20), and Ultra Conservative ($\overline{x}$=3.77, SD = 1.29; Cohen's *d* = -.26), and Moderate ($\overline{x}$=4.28, SD = 1.15; Cohen's *d* = .06), and Conservative ($\overline{x}$=4.26, SD = 1.17; Cohen's *d* = .13); Moderate participants ($\overline{x}$=4.28, SD = 1.15), and Conservative ($\overline{x}$=4.26, SD = 1.17; Cohen's *d* = -.15). Medium effect sizes for the differences between Ultra Conservative participants ($\overline{x}$=3.77, SD = 1.29), and Conservative ($\overline{x}$=4.26, SD = 1.17; Cohen's *d* = .39), and Moderate ($\overline{x}$=4.28, SD = 1.15; Cohen's *d* = .41); Conservative participants ($\overline{x}$=4.26, SD = 1.17), and Ultra Liberal ($\overline{x}$=3.84, SD = 1.40; Cohen's *d* = .32); Moderate participants ($\overline{x}$=4.28, SD = 1.15), and Ultra Liberal ($\overline{x}$=3.84, SD = 1.40; Cohen's *d* = -.34).

For both total sample and students, differences existed between political orientation around the variable measuring Microinsults. Ultra Conservative respondents rated microinsults the lowest and more likely to experience microinsults ($\overline{x}$=3.89 and 3.77; respectively), whereas,

moderate respondents rated these items the highest ($\bar{x}$=4.45, 4.28; respectively) indicating

moderates were the least likely to experience a microinsult.

Disability. For the total sample, there were small effect sizes for differences between

people without a disability ($\bar{x}$=4.44, SD =1.14), and a people with a disability ($\bar{x}$=4.09, SD = 1.26;

Cohen's *d* = -.29). Among students, there were Small effect sizes for differences between

People without a disability ($\bar{x}$=4.26, SD =1.17) and People with a disability ($\bar{x}$=3.95, SD = 1.27;

Cohen's *d* = -.25).

For both total sample and students, differences existed between people without and people

with disabilities around experiences with microinsults. Both groups, the total sample and

student respondents, identity how people with a disability rated microinsults the lowest and

more likely to experience microinsults ($\bar{x}$=5.21 and $\bar{x}$=3.95; respectively), whereas, people

without a disability rated these items the highest ($\bar{x}$=5.35 and $\bar{x}$=4.26 ; respectively) indicating

people without a disability were the least likely to experience a microinsult.

Microinvalidation

Comprising four items, respondents were asked to indicate whether their personal experiences

included a) Sometimes, I feel that my ideas are less valued than similar ideas expressed by

other people, b) Sometimes, I think people treat me like I am less capable than I really am, c)

Sometimes, I think people give less recognition to my accomplishments than they give other

people, or d) Sometimes, I feel that people treat me like I am less intelligent than I am. Analysis

of these items is completed by comparing the ratings by primary roles, and then by comparing

primary role groups across different identity characteristics including race, gender, sexual orientation, disability, and political orientation.

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between the total sample, students, faculty, staff, and primary role on the variable measuring Microinvalidation across all identity characteristics. Results of one-way ANOVAs are reported in Appendix D. Only those variables with a significance of at least p<.001 are reported here.

Primary Role. There were small but meaningful effect sizes for the significant differences between Students ($\overline{x}$=3.66, SD = 1.24), and Faculty members ($\overline{x}$=3.78, SD =1.32; Cohen's *d* =.09), and Staff members ($\overline{x}$=3.63, SD =1.35; Cohen's *d* =.02); Faculty members ($\overline{x}$=3.78, SD =1.32), and Staff members ($\overline{x}$=3.63, SD =1.35; Cohen's *d* =.11); Senior Administrator-Faculty designation ($\overline{x}$=4.40, SD =1.24), and Senior Administrator-Staff designation ($\overline{x}$=4.51, SD =1.35; Cohen's *d* =.08); Medium effect sizes for differences between Students ($\overline{x}$=3.66, SD = 1.24), and Senior Administrator-Faculty designation ($\overline{x}$=4.40, SD =1.24; Cohen's *d* =.59); Faculty members ($\overline{x}$=3.78, SD =1.32), and Senior Administrator-Faculty designation ($\overline{x}$=4.40, SD =1.24; Cohen's *d* =.48), and Senior Administrator-Staff designation ($\overline{x}$=4.51, SD =1.35; Cohen's *d* =.54); Staff members ($\overline{x}$=3.63, SD =1.35), and Senior Administrator-Faculty designation ($\overline{x}$=4.40, SD =1.24; Cohen's *d* =.59). Large effect sizes for differences between Students ($\overline{x}$=3.66, SD = 1.24), and Senior Administrator-Staff designation ($\overline{x}$=4.51, SD =1.35; Cohen's *d* =.54); Staff members ($\overline{x}$=3.63, SD =1.35), and Senior Administrator-Staff designation ($\overline{x}$=4.51, SD =1.35; Cohen's *d* =.65).

For all primary roles, staff rated microinvalidations the lowest and more likely to experience them ($\overline{x}$=3.63), whereas, Senior-Administrators with Staff Designation rated these items the highest ($\overline{x}$=4.51) indicating Senior-Administrators with a Staff Designation were the least likely to experience microinvalidation. A point to note is that the group Senior Administrators- Faculty designation was slightly behind Senior Administrator-Staff designation with ($\overline{x}$=4.40).

Race. For the primary roles, there were small and meaningful effect sizes for the significant differences between White participants ($\overline{x}$=4.13, SD = 1.20), and Asian ($\overline{x}$=3.99, SD =1.15; Cohen's d =.11), and Latinx ($\overline{x}$=3.86, SD =1.26; Cohen's d =.22), and Other ($\overline{x}$=3.94, SD =1.336; Cohen's d =.15); Asian participants ($\overline{x}$=3.99, SD =1.15), and Latinx ($\overline{x}$=3.86, SD =1.26; Cohen's d =.22), and Other ($\overline{x}$=3.94, SD =1.336; Cohen's d =.04); Latinx ($\overline{x}$=3.86, SD =1.26), and Other ($\overline{x}$=3.94, SD =1.33; Cohen's d =.06). Medium effect sizes for differences between White participants ($\overline{x}$=4.13, SD = 1.20), and Black/African American ($\overline{x}$=3.38, SD =1.29; Cohen's d =.59); Asian participants ($\overline{x}$=3.99, SD =1.15), and Black/ African American ($\overline{x}$=3.38, SD =1.29; Cohen's d =.49); Black/ African American participants ($\overline{x}$=3.38, SD =1.29), and Latinx ($\overline{x}$=3.86, SD =1.26; Cohen's d =.37), and Other ($\overline{x}$=3.94, SD =1.33; Cohen's d =.42).

Among students, there were Small but meaningful effect sizes for the significant differences between White participants ($\overline{x}$=3.83, SD = 1.18), and Asian ($\overline{x}$=3.70, SD = 1.18; Cohen's d = .11), and Latinx ($\overline{x}$=3.55, SD = 1.30; Cohen's d = .22), and Other ($\overline{x}$=3.74, SD = 1.28; Cohen's d = .07); Asian participants ($\overline{x}$=3.70, SD = 1.18), and Latinx ($\overline{x}$=3.55, SD = 1.30; Cohen's d = .12), and Other ($\overline{x}$=3.74, SD = 1.28; Cohen's d = .003); Other ($\overline{x}$=3.74, SD = 1.28), and Latinx ($\overline{x}$=3.55, SD =

1.30; Cohen's *d* = .14). Medium effect sizes between Asian participants ($\overline{x}$=3.70, SD = 1.18), and

Latinx ($\overline{x}$=3.55, SD = 1.30; Cohen's *d* = .48); Black/African American participants ($\overline{x}$=2.98, SD

=1.28), and Latinx ($\overline{x}$=3.55, SD = 1.30; Cohen's *d* = .44); Black/African American participants

($\overline{x}$=2.98, SD =1.28), and Other ($\overline{x}$=3.74, SD = 1.28; Cohen's *d* = .58), and Asian ($\overline{x}$=3.70, SD =

1.18; Cohen's *d* = .59). Large effect sizes exist between Black/African American participants

($\overline{x}$=2.98, SD =1.28), and White ($\overline{x}$=3.83, SD = 1.18; Cohen's *d* = .69).

For staff members, there were Small but meaningful effect sizes for the significant differences

between White participants ($\overline{x}$=3.74, SD = 1.31), and Asian ($\overline{x}$=3.77, SD = 1.29; Cohen's *d* = .02),

and Black/African American ($\overline{x}$=3.30, SD = 1.45; Cohen's *d* = .21), and Latinx ($\overline{x}$=3.44, SD = 1.42;

Cohen's *d* = .21), and Other ($\overline{x}$=3.43, SD = 1.16; Cohen's *d* = .25); Asian participants ($\overline{x}$=3.77, SD

= 1.29), and Latinx ($\overline{x}$=3.44, SD = 1.42; Cohen's d=.24), and Other ($\overline{x}$=3.43, SD = 1.16; Cohen's

d=.27); Other participants ($\overline{x}$=3.43, SD = 1.16), and Latinx ($\overline{x}$=3.44, SD = 1.42; Cohen's d=.007),

Latinx ($\overline{x}$=3.44, SD = 1.42), and Black/African American ($\overline{x}$=3.30, SD = 1.45; Cohen's d=.09).

Medium effect sizes for differences Asian participants ($\overline{x}$=3.77, SD = 1.29), and Black/African

American ($\overline{x}$=3.30, SD = 1.45; Cohen's d=.34); Other participants ($\overline{x}$=3.43, SD = 1.16), and

Black/African American ($\overline{x}$=3.30, SD = 1.45; Cohen's d=.37).

For the total sample and students, the largest differences in terms of microinvalidation existed

between Black/African American respondents when compared to all other racial groups.

Black/African American respondents rated microinvalidations the lowest (more likely) to

experience microinvalidations ($\overline{x}$=3.38 and $\overline{x}$= 2.98, respectively). Similarly, for the total sample

and students, White respondents reported microinvalidations the highest ($\overline{x}$=4.13 and $\overline{x}$= 3.83, respectively) and their responses indicate that White respondents in the Total Sample and Students are the least likely to experience microinvalidations. However, there were differences between the total sample and students when compared to staff members. For staff, Other races reported the lowest numbers indicated that they are more likely to experience microinvalidations ($\overline{x}$=3.43) and Asian participants rated these items the highest ($\overline{x}$=3.77) indicating that Asian staff members are the least likely in that group to experience microinvalidations.

Gender. For the total sample, there were small and meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=3.46, SD = 1.28), and Non-binary participants ($\overline{x}$=3.14, SD = 1.21; Cohen's *d*= .09); large effect sizes for between Men participants ($\overline{x}$=4.01, SD = 1.23), and Non-binary participants ($\overline{x}$=3.14, SD = 1.21; Cohen's *d* = .71), and Women participants ($\overline{x}$=3.46, SD = 1.28; Cohen's *d*= .91).

For students, there were small but meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=3.45, SD = 1.23), and Non-binary participants ($\overline{x}$=3.15, SD = 1.22; Cohen's *d* = -.24); Medium effect sizes for differences between Men participants ($\overline{x}$=3.98, SD = 1.20), and Women participants ($\overline{x}$=3.45, SD = 1.23; Cohen's *d* = .43). Large effect sizes for the differences between Men participants ($\overline{x}$=3.98, SD = 1.20), and Non-binary participants ($\overline{x}$=3.15, SD = 1.22; Cohen's *d* = .68).

Among faculty, there were small but meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=3.39, SD = 1.32), and Non-binary ($\overline{x}$=3. 58, SD = 1.12; Cohen's d = .15). Medium effect sizes for the differences between Men participants ($\overline{x}$=4.18, SD = 1.20), and Non-binary ($\overline{x}$=3. 58, SD = 1.12; Cohen's d = .51). Large effect sizes exist for differences between Women participants ($\overline{x}$=3.39, SD = 1.32) and Men ($\overline{x}$=4.18, SD = 1.20; Cohen's d = .62).

For staff members, there were medium but meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=3.49, SD = 1.34) and Men participants ($\overline{x}$=3.94, SD = 1.32; Cohen's d = .33), and Non-binary participants ($\overline{x}$=2.92, SD = 1.22; Cohen's d = .44). Large effect sizes for differences between Men participants ($\overline{x}$=3.94, SD = 1.32) and Non-binary participants ($\overline{x}$=2.92, SD = 1.22; Cohen's d = .80).

For all respondents, there were similarities between the total sample, students, and staff where Non-binary respondents rated microinvalidations the lowest and are more likely to experience microinvalidations ($\overline{x}$=2.92-3.15), whereas, for faculty respondents, women participants rated microinvalidations the lowest and are more likely to experience microinvalidations ($\overline{x}$=3.39). For all groups, Men rated microinvalidations the highest, meaning the least likely to experience microinvalidations, ($\overline{x}$=3.94-4.18).

Sexual Orientation. For the total sample, there were small effect sizes for differences between Heterosexual participants ($\overline{x}$=3.70, SD =1.28) and LGBQ ($\overline{x}$=3.51, SD = 1.29; Cohen's d = .04), and Asexual ($\overline{x}$=3.95, SD = 1.05; Cohen's d = .20). Medium effect sizes for differences

between LGBQ participants ($\bar{x}$=3.51, SD = 1.29), and Asexual ($\bar{x}$=3.95, SD = 1.05; Cohen's *d* = .37).

For all respondents, LGBQ respondents rated microinvalidations the lowest and are more likely to experience microinvalidations ($\bar{x}$=3.51), whereas, for Asexual participants rated microinvalidations the highest, meaning the least likely to experience microinvalidations, ($\bar{x}$=3.95).

Political orientation. For the total sample, there were small effect sizes for differences between Ultra Conservative participants ($\bar{x}$=3.39, SD = 1.19), and Moderate ($\bar{x}$=3.74, SD = 1.28; Cohen's *d* = .28), and Liberal ($\bar{x}$=3.69, SD = 1.27; Cohen's *d* = .24), and Ultra Liberal ($\bar{x}$=3.45, SD = 1.37; Cohen's *d* = .04); Conservative participants ($\bar{x}$=3.78, SD = 1.26), and Moderate ($\bar{x}$=3.74, SD = 1.28; Cohen's *d* = .03), and Liberal ($\bar{x}$=3.69, SD = 1.27; Cohen's *d* = .07); Moderate participants ($\bar{x}$=3.74, SD = 1.28) and Liberal ($\bar{x}$=3.69, SD = 1.27; Cohen's *d* = .03), and Ultra Liberal ($\bar{x}$=3.45, SD = 1.37; Cohen's *d* = .21); Liberal participants ($\bar{x}$=3.69, SD = 1.27) and Ultra Liberal ($\bar{x}$=3.45, SD = 1.37; Cohen's *d* = .18). Medium effect sizes for the differences between Ultra-Conservative participants ($\bar{x}$=3.39, SD = 1.19), and Conservative ($\bar{x}$=3.78, SD = 1.26; Cohen's *d* = .31).

Among the total sample Ultra Conservative respondents rated microinsults the lowest and more likely to experience microinvalidations ($\bar{x}$=3.39), whereas, Conservatives rated these items the highest ($\bar{x}$=3.78) indicating they were least likely to experience microinvalidations.

Disability. There were Small effect sizes for differences between respondents without a disability ($\bar{x}$=3.81, SD =1.26) and respondents with a disability ($\bar{x}$=3.39, SD = 1.26; Cohen's d = .29). For the total sample, respondents with a disability are more likely to experience microinvalidations compared to people without a disability.

Microaffirmation

Comprising four items, respondents were asked to indicate whether their personal experiences included a) Sometimes, people on campus whom I've never met act friendly toward me, b) Sometimes, people give me praise even though I hardly deserve it, c) Sometimes, I receive lots of encouragement about my work from the people in charge, or d) Sometimes, people on campus come to my defense when I've been treated unfairly. Analysis of these items is completed by comparing the ratings by primary roles, and then by comparing primary role groups across different identity characteristics including race, gender, sexual orientation, disability, and political orientation.

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences between the total sample, Students, Faculty, and Staff on the variable measuring microaffirmation. Results of one-way ANOVAs are reported Appendix D. Only those variables with a significance of at least p<.001 are reported here.

Race. For the total sample, there were small effect sizes for differences between White participants ($\overline{x}$=2.96, SD = .83), Asian participants ($\overline{x}$=2.89, SD = .82; Cohen's d = .09), and Latinx participants ($\overline{x}$=3.11, SD = 95; Cohen's d = .15), and Other race participants ($\overline{x}$=2.97, SD = 92; Cohen's d = .001), and Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's d = .29); Asian participants ($\overline{x}$=2.89, SD = .82), and Latinx participants ($\overline{x}$=3.11, SD = 95; Cohen's d = .24), and Other race participants ($\overline{x}$=2.97, SD = 92; Cohen's d = .09); Other race participants ($\overline{x}$=2.97, SD = 92), and Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's d = .27), and Latinx participants ($\overline{x}$=3.11, SD = 95; Cohen's d = . 14); Latinx participants ($\overline{x}$=3.11, SD = 95), and Other race participants ($\overline{x}$=2.97, SD = 92; Cohen's d = .12). Medium effect sizes for differences between Asian participants ($\overline{x}$=2.89, SD = .82), and Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's d = .38).

Among students, there were Small effect sizes for differences between White participants ($\overline{x}$=2.96, SD = .83), and Asian participants ($\overline{x}$=2.89, SD = .82; Cohen's d =.09), Other race participants ($\overline{x}$=2.97, SD = .92; Cohen's d = .001), and Latinx participants ($\overline{x}$=3.11, SD = .95; Cohen's d = .12), Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's d = .29); Asian participants ($\overline{x}$=2.89, SD = .82), and Other race participants ($\overline{x}$=2.97, SD = .92; Cohen's d = .09), and Latinx participants ($\overline{x}$=3.11, SD = .95; Cohen's d = .24); Other race participants ($\overline{x}$=2.97, SD = .92), and Latinx participants ($\overline{x}$=3.11, SD = .95; Cohen's d = .14); Other race participants ($\overline{x}$=2.97, SD = .92), and Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's d = .27), and Latinx participants ($\overline{x}$=3.11, SD = .95), and Black/African American participants ($\overline{x}$=3.23, SD =

.95; Cohen's *d* = .12). Medium effect sizes for differences between Asian participants ($\overline{x}$=2.89,

SD = .82), and Black/African American participants ($\overline{x}$=3.23, SD = .95; Cohen's *d* = .38).

For the staff members, there were Small effect sizes for differences between White participants

($\overline{x}$=2.97, SD = .83), and Asian participants ($\overline{x}$=3.00, SD = .85; Cohen's *d*= .03), and Latinx

participants ($\overline{x}$=3.05, SD = .91; Cohen's *d*= .09); Asian participants ($\overline{x}$=3.00, SD = .85), and Latinx

participants ($\overline{x}$=3.05, SD = .91; Cohen's *d*= .05), Other race participants ($\overline{x}$=3.35, SD = .80), and

Black/African American participants ($\overline{x}$=3.31, SD = .92; Cohen's *d*= .04); Latinx participants

($\overline{x}$=3.05, SD = .91), and Black/African American participants ($\overline{x}$=3.31, SD = .92; Cohen's *d d*= .28).

Medium effect sizes for differences between White participants ($\overline{x}$=2.97, SD = .83), and Other

race participants ($\overline{x}$=3.35, SD = .80; Cohen's *d* = .46), and Black/African American participants

($\overline{x}$=3.31, SD = .92; Cohen's *d* = .38); Asian participants ($\overline{x}$=3.00, SD = .85), and Other race

participants ($\overline{x}$=3.35, SD = .80; Cohen's *d*= .42), Asian participants ($\overline{x}$=3.00, SD = .85), and

Black/African American participants ($\overline{x}$=3.31, SD = .92; Cohen's *d*= .35), Other race participants

($\overline{x}$=3.35, SD = .80), and Latinx participants ($\overline{x}$=3.05, SD = .91; Cohen's *d* = .35).

There were differences between the total sample, students, and staff about the racial group

who was least likely to experience microaffirmations. For the total sample, Latinx respondents

rated microaffirmations the highest and least likely to experience microaffirmations ($\overline{x}$=3.13),

for students, the group was Black/African Americans participants ($\overline{x}$=3.23), and for staff, the

group was Other race participants ($\overline{x}$=3.23) and their responses indicate that these groups least

likely to experience microaffirmations. There are also differences between the total sample,

students, and staff about what races reported the lowest numbers indicating that they are more likely to experience microaffirmations. For the total sample, Other Race participants rated these items the lowest ($\bar{x}$=2.84). For students, Asian participants rated these items the highest ($\bar{x}$=2.89). For Staff, White participants rated these items the highest ($\bar{x}$=2.97) indicating that Asian staff members are the most likely participants to experience microaffirmations.

Gender. For the total sample, there were small but meaningful effect sizes for the significant differences between Women participants ($\bar{x}$=3.04, SD = .85), and Men ($\bar{x}$=2.97, SD = .89; Cohen's d = .07); medium effect sizes for the differences between Non-binary participants ($\bar{x}$=3.33, SD = .97), and Women ($\bar{x}$=3.04, SD = .85; Cohen's d = .31), and Men ($\bar{x}$=2.97, SD = .89; Cohen's d= .38). Based on the ratings for the total sample, Men were the most likely to experience microaffirmations ($\bar{x}$=2.97), whereas, Non-binary participants were the least likely to experience microaffirmations ($\bar{x}$=3.33).

Disability. For students, there were small effect sizes for differences between respondents without a disability ($\bar{x}$=2.97, SD =.84) and respondents with a disability ($\bar{x}$=3.08, SD = .90; Cohen's d = .12). Based on the ratings for the total sample, respondents without a disability were the most likely to experience microaffirmations ($\bar{x}$=2.97), whereas, respondents with a disability were the least likely to experience microaffirmations ($\bar{x}$=3.08).

Research Question 4: Experiences of Discrimination

Dependent variable items for <u>Average Experiences of Discrimination</u>

Respondents were asked to mark "yes" if they personally experienced offensive, hostile,

inappropriate, or biased conduct that interfered with their working or learning experiences at

The University of Maryland on the basis of the following:

i.	Racial identity
ii.	Ethnic identity
iii.	Gender identity or expression
iv.	Sexual orientation
v.	Religious or spiritual views
vi.	Immigrant or citizen status
vii.	National origin
viii.	Language differences
ix.	Physical disability
x.	Learning disability
xi.	Psychological disability
xii.	Socioeconomic status
xiii.	Military affiliation/status
xiv.	Politically conservative views
xv.	Politically liberal views
xvi.	Something else

An average score was generated based on responses across all 16 items to create a composite

variable to measure overall experiences of discrimination by respondents. We conducted a

series of analyses using both item-level data, as well as data based on the composite variable.

The composite variable was also used as both predictor and dependent variables in a regression

analysis.

When considering various identity characteristics (i.e., race, gender, sexual orientation,

disability, and political orientation), each of these characteristics included reports of

significance at the *p<.001* level for at least one of the primary role groups. Only those data with

findings significant at the *p<.001* level are reported here with the remaining data place in

Appendix E.

Item: Have you personally experienced offensive, hostile, inappropriate, or biased conduct that interfered with your working or learning experience at UMD (Mark all that apply).

Figure 6 illustrates the various types of bias and discrimination reported by participants. On the

survey, participants had an opportunity to identify if they had personal experiences as a target

of bias or discrimination while attending the University of Maryland. If the participant indicated

they a personal experience, subsequent questions asked for additional information to

specifically identify what identity characteristics were targeted (i.e., race, sexual orientation,

political ideology, sexual orientation, psychological disability, learning disability, physical

disability, national origin, immigrant or citizen status, religious views, gender identity, and/or

ethnicity). For this question, participants who had personal experiences being targeted could

selected any applicable identity characteristic or as many as were relevant to their experience.

What these data reveal, however, is that participants who identified as a member of a

"targeted" identity group (people of color, LBGQ individuals, people with disabilities) also

reported higher frequencies of personal experiences with being targeted for bias incidents.

However, it should be noted that there were no groups who were excluded from being a

recipient of a personal experience with targeted bias incidents.

Figure 6:
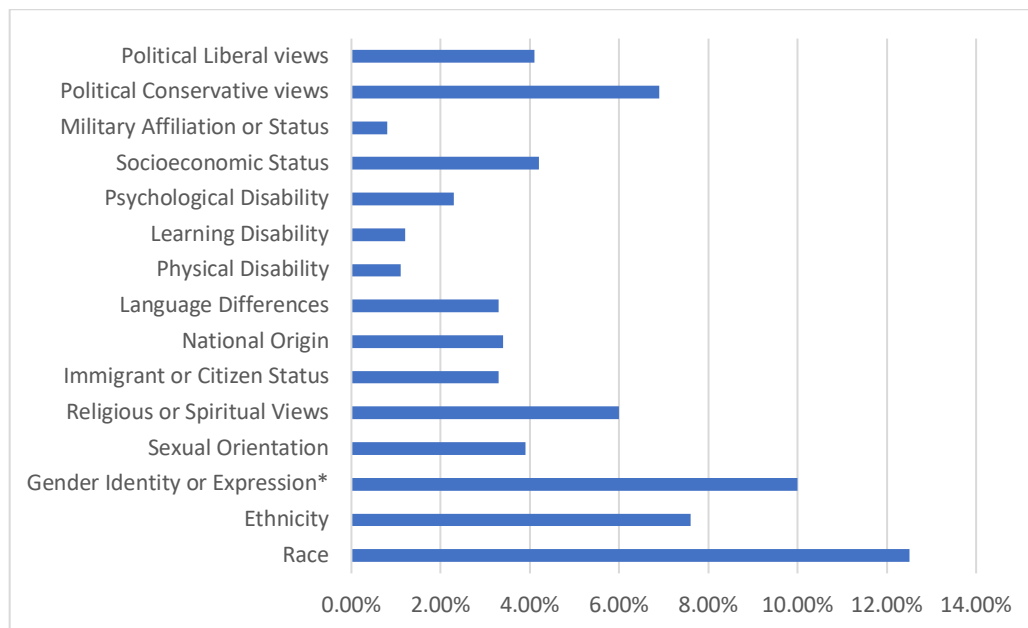
Figure 6: Bar chart showing percentages by category. Categories from top to bottom: Political Liberal views (~4.1%), Political Conservative views (~6.8%), Military Affiliation or Status (~0.7%), Socioeconomic Status (~4.2%), Psychological Disability (~2.3%), Learning Disability (~1.3%), Physical Disability (~1.1%), Language Differences (~3.3%), National Origin (~3.4%), Immigrant or Citizen Status (~3.3%), Religious or Spiritual Views (~6.0%), Sexual Orientation (~3.9%), Gender Identity or Expression* (~10.0%), Ethnicity (~7.6%), Race (~12.5%). X-axis from 0.00% to 14.00%.

*these items include items from the category *something else* where participants were able to text enter their responses and then aggregated by theme and included above. All are completely based on responses added by text answers except for gender identity and gender expression which also included items that were added by text around sex or sexism (n=29).

Race. For the total sample, there were significant and small but meaningful effect sizes for differences between the Asian participants ($\bar{x}$=.05, SD = .10); White participants ($\bar{x}$=.03, SD = .06; Cohen's *d*= .24); and Other ($\bar{x}$=.06, SD = .11; Cohen's *d*= .09), and Latinx ($\bar{x}$=.07, SD = .11; Cohen's *d*= -.24), and Black/African American ($\bar{x}$=.07, SD = .10; Cohen's *d*= -.25); Other participants ($\bar{x}$=.06, SD = .11), and Latinx ($\bar{x}$=.07, SD = .11; Cohen's *d*= -.09), and Black/African American ($\bar{x}$=.07, SD = .10; Cohen's *d*= -.09). Medium effect sizes for differences between White participants ($\bar{x}$=.03, SD = .06), and Other ($\bar{x}$=.06, SD = .11; Cohen's *d*= -.33), and Latinx ($\bar{x}$=.07, SD = .11; Cohen's *d*= -.45), and Black/African American ($\bar{x}$=.07, SD = .10; Cohen's *d*= -.48).

Among students, there were significant and small but meaningful effect sizes for differences between the Asian participants ($\bar{x}$=.04, SD = .09), and White ($\bar{x}$=.03, SD = .06; Cohen's *d*= .13),

and Other ($\overline{x}$=.06, SD = .11; Cohen's *d*= -.19), and Latinx ($\overline{x}$=.06, SD = .10; Cohen's *d*= -.21);

Other participants ($\overline{x}$=.07, SD = .11), and Latinx ($\overline{x}$=.06, SD = .10; Cohen's *d*= 0), and

Black/African American ($\overline{x}$=.06, SD = .11; Cohen's *d*= -.09); Latinx ($\overline{x}$=.06, SD = .10), and

Black/African American ($\overline{x}$=.07, SD = . 09; Cohen's *d*= -.10); Medium effect sizes for differences

between White participants ($\overline{x}$=.03, SD = .06), and Other ($\overline{x}$=.06, SD = .11; Cohen's *d*= -.33), and

Latinx ($\overline{x}$=.06, SD = .10; Cohen's *d*= -.36), and Black/African American ($\overline{x}$=.07, SD = .09; Cohen's

d= -.52).

For faculty, there were significant and small but meaningful effect sizes for differences between

the Asian participants ($\overline{x}$=.08, SD = .15), and Other ($\overline{x}$=.06, SD = .10; Cohen's *d*= .15), and Latinx

($\overline{x}$=.08, SD = .10; Cohen's *d*= 0), and Black/African American ($\overline{x}$=.07, SD = .09; Cohen's *d*= .08);

Other ($\overline{x}$=.06, SD = .10), and Latinx ($\overline{x}$=.08, SD = .10; Cohen's *d*= -.20), and Black/African

American ($\overline{x}$=.07, SD = .09; Cohen's *d*= -.10); Latinx ($\overline{x}$=.08, SD = .10), and Black/African

American ($\overline{x}$=.07, SD = .09; Cohen's *d*= .10) . Medium effect sizes for differences between White

participants ($\overline{x}$=.03, SD = .06), and Asian participants ($\overline{x}$=.08, SD = .15; Cohen's *d*= -.43), and

Other ($\overline{x}$=.06, SD = .10; Cohen's *d*=-.36), and Latinx ($\overline{x}$=.086, SD = .10; Cohen's *d*= -.60), and

Black/African American ($\overline{x}$=.07, SD = .09; Cohen's *d*= -.52).

Among staff members, there were significant and small but meaningful effect sizes for

differences between the Asian participants ($\overline{x}$=.07, SD = .11), Other ($\overline{x}$=.09, SD = .13; Cohen's *d*=

-.16), and Latinx ($\overline{x}$=.10, SD = .12; Cohen's *d*= -.26), Black/African American ($\overline{x}$=.06, SD = .11;

Cohen's *d*= .09); Other ($\overline{x}$=.09, SD = .13), Latinx ($\overline{x}$=.10, SD = .12; Cohen's *d*= -.07), and

Black/African American ($\overline{x}$=.06, SD = .11; Cohen's *d*= .09). Medium effect sizes for the

differences between White participants ($\overline{x}$=.03, SD = .06), and Asian participants ($\overline{x}$=.07, SD =

.11; Cohen's *d*= -.45), Other ($\overline{x}$=.09, SD = .13; Cohen's *d*= -.59) and Latinx ($\overline{x}$=.10, SD = .12;

Cohen's *d*= -.73), and Black/African American ($\overline{x}$=.06, SD = .11; Cohen's *d*= -.33).

For race, there were significant differences between within each of the primary role groups.

Participant responses indicate that there was a racial division between how students reported

their personal experiences with racial bias at the University of Maryland. For students, White

participants reported a lower mean that is indicative of fewer personal experiences with bias

related to race ($\overline{x}$=.03) compared to Black/African American participants ($\overline{x}$=.07). For Staff and

reports from the total sample, white members also reported the lowest mean related to

personal experiences with racial bias at UMD ($\overline{x}$=.03) and Latinx participants in these groups

reported the highest mean ($\overline{x}$=.10, $\overline{x}$=.768; respectively). It should be noted that Black/African

Americans were behind Latinx participants ($\overline{x}$=.07).

Gender. For the total sample, there were Large but meaningful effect sizes for the

significant differences between Non-binary participants ($\overline{x}$=.15, SD = .18), and Women ($\overline{x}$=.04,

SD = .08; Cohen's *d*= .78), and Men ($\overline{x}$=.03, SD = .08; Cohen's *d* = .81). There was no difference

for the total sample between women and men.

Among students, there were small and meaningful effect sizes for the differences between

women ($\overline{x}$=.04, SD = .08) and men ($\overline{x}$=.03, SD = .08; Cohen's *d*= .12). There were Large but

meaningful effect sizes for the significant differences between Non-binary participants ($\overline{x}$=.14, SD = .19), and Women ($\overline{x}$=.04, SD = .08; Cohen's d= .78), and Men ($\overline{x}$=.03, SD = .08; Cohen's d = .81).

For faculty members, there were small but meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=.05, SD = .09) and Men ($\overline{x}$=.03, SD = .07; Cohen's d = .24). Large and meaningful effect sizes for differences between Non-binary participants ($\overline{x}$=.22, SD = .15), and Women ($\overline{x}$=.05, SD = .098; Cohen's d= -1.34), and Men ($\overline{x}$=.03, SD = .07; Cohen's d = -1.62).

Staff members indicated small but meaningful effect sizes for the significant differences between Women participants ($\overline{x}$=.04, SD = .08), and Men ($\overline{x}$=.04, SD = .10; Cohen's d = .24). Large and meaningful effect sizes for differences between Non-binary participants ($\overline{x}$=.17, SD = .11), and Women ($\overline{x}$=.04, SD = .08; Cohen's d= -1.35), and Men ($\overline{x}$=.03, SD = .07; Cohen's d = 1.23).

There were gender differences between he different primary groups. However, for all groups, the Non-binary participants reported the highest mean indicating the most likely group to have a personal experience with bias or being targeted for gender. Men who participated were the lowest mean and least likely to experience bias or targeting for gender. However, it should be noted that the means from women were close to the means from men.

Sexual Orientation. For the total sample, there were Small effect sizes for differences between Asexual participants ($\bar{x}$=.03, SD =.06), and Heterosexuals ($\bar{x}$=.04, SD = .08; Cohen's *d* = .14); Medium effect size for differences between LGBQ ($\bar{x}$=.07, SD = .10), and Heterosexuals ($\bar{x}$=.04, SD = .08; Cohen's *d* = .33), and Asexual participants ($\bar{x}$=.03, SD = .06; Cohen's *d* = .48).

Among students, small effect sizes for differences between Asexual participants ($\bar{x}$=.03, SD =.06), and Heterosexuals ($\bar{x}$=.04, SD = .08; Cohen's *d* = -.15); Heterosexuals ($\bar{x}$=.04, SD = .08) and LGBQ ($\bar{x}$=.06, SD = .10; Cohen's *d* = -.23). Medium effect size for differences between LGBQ ($\bar{x}$=.06, SD = .10), and Asexual participants ($\bar{x}$=.03, SD = .06; Cohen's *d* = .36).

For faculty members, there were medium effect sizes for differences between LGBQ ($\bar{x}$=.10, SD = .16), and Heterosexuals ($\bar{x}$=.04, SD = .07; Cohen's *d* = -.48). Large effect sizes for differences between Asexual participants ($\bar{x}$=.00, SD = .00), and Heterosexuals ($\bar{x}$=.04, SD = .07; Cohen's *d* = .80), and LGBQ participants ($\bar{x}$=.10, SD = .16; Cohen's *d* = .88).

There were differences between participants reports of personal experiences with bias based on sexual orientation. In all three primary roles that were significant, Asexual participants were the least likely, the lowest mean ($\bar{x}$=.006-$\bar{x}$=.03), across the other sexual orientation groups (both Heterosexuals and LGBQ) to have a personal experience with being targeted or experience bias because of their sexual orientation, whereas, LGBQ participants were the most likely ($\bar{x}$=.06-$\bar{x}$=.10) to have personal experiences with bias associated with sexual orientation.

Disability. For the total sample, there were medium effect sizes for differences between Participants without a disability ($\overline{x}$=.03, SD =.07) and Participants with a disability ($\overline{x}$=.06, SD = .10; Cohen's d = -.34). Among students, there were medium effect sizes for differences between Participants without a disability ($\overline{x}$=.03, SD =.07), and Participants with a disability ($\overline{x}$=.06, SD = .09; Cohen's d = .34). For faculty members there were medium effect sizes for differences between Participants without a disability ($\overline{x}$=.03, SD =.08), and Participants with a disability ($\overline{x}$=.06, SD = .11; Cohen's d = -.31). Finally, among staff members there were medium effect sizes for differences between Participants without a disability ($\overline{x}$=.04, SD =.07), and Participants with a disability ($\overline{x}$=.06, SD = .09; Cohen's d = -.24).

For all primary role groups there were differences between People with a disability and Participants without a disability. The differences were similar across the groups although the experience for students showed a slightly higher likelihood of reporting a personal experience with bias or discrimination for their disability when compared to faculty and staff.

Political Orientation. For the total sample, there were small effect sizes for differences between Conservative participants ($\overline{x}$=.11, SD = .17), and Moderate ($\overline{x}$=.04, SD = .08; Cohen's d = .13), and Liberal ($\overline{x}$=.04, SD = .07; Cohen's d = .14), and Ultra-Liberal ($\overline{x}$=.06, SD = .08; Cohen's d = .13); Moderate participants ($\overline{x}$=.04, SD = .08), and Liberal participants ($\overline{x}$=.04, SD = .07; Cohen's d = 0), and Ultra-Liberal participants ($\overline{x}$=.06, SD = -.08; Cohen's d = -.24); Liberal participants ($\overline{x}$=.04, SD = .07), and Ultra-Liberal participants ($\overline{x}$=.06, SD = -.08; Cohen's d = -.26). Medium effect sizes for the differences between Ultra-Conservative participants ($\overline{x}$=.11, SD =

.17), and Ultra-Liberal participants ($\overline{x}$=.06, SD = -.08; Cohen's *d* = .37). Large effect sizes exist between Ultra-Conservative participants ($\overline{x}$=.11, SD = .17), and Conservative ($\overline{x}$=.05, SD = .07; Cohen's *d* = .46), Moderate ($\overline{x}$=.04, SD = .08; Cohen's *d* = .52), and Liberal ($\overline{x}$=.04, SD = .07; Cohen's *d* = .53).

Among students, there were small effect sizes for differences between Conservative participants ($\overline{x}$=.04, SD = .07), and Moderate participants ($\overline{x}$=.04, SD = .08; Cohen's *d* = 0), and Liberal ($\overline{x}$=.04, SD = .07; Cohen's *d* = 0), Ultra-Liberal ($\overline{x}$=.06, SD = .09; Cohen's *d* = -.24). Medium effect sizes exist for the differences between Ultra-Conservative participants ($\overline{x}$=.11, SD = .19), and Ultra-Liberal participants ($\overline{x}$=.06, SD = -.09; Cohen's *d* = .33). There are large effect sizes exist between Ultra-Conservative ($\overline{x}$=.11, SD = .19), and Conservative participants ($\overline{x}$=.04, SD = .07; Cohen's *d* = .48), and Moderate participants ($\overline{x}$=.04, SD = .08; Cohen's *d* = .48), and Liberal participants ($\overline{x}$=.04, SD = .07; Cohen's *d* = .48).

For faculty members, there were small effect sizes for differences between Ultra-Conservative participants ($\overline{x}$=.04, SD = .05), and Conservative participants ($\overline{x}$=.06, SD = .08; Cohen's *d* = -.29), and Moderate ($\overline{x}$=.04, SD = .09; Cohen's *d* = 0), and Liberal ($\overline{x}$=.03, SD = .07; Cohen's *d* = .16); Conservative participants ($\overline{x}$=.06, SD = .08), and Moderate ($\overline{x}$=.04, SD = .09; Cohen's *d* = .23), and Ultra-Liberal ($\overline{x}$=.07, SD = .09; Cohen's *d* = -.11); Moderate ($\overline{x}$=.04, SD = .09), and Liberal ($\overline{x}$=.03, SD = .07; Cohen's *d* = .12). Medium effect sizes for the differences between Ultra-Conservative participants ($\overline{x}$=.04, SD = .05), and Ultra-Liberal ($\overline{x}$=.07, SD = .09; Cohen's *d* = .12); Conservative participants ($\overline{x}$=.06, SD = .08; Cohen's *d* = .39); Moderate participants ($\overline{x}$=.04, SD =

.09), and Ultra-Liberal ($\bar{x}$=.07, SD = .09; Cohen's d = -.33); Liberal ($\bar{x}$=.03, SD = .07), and Ultra-Liberal ($\bar{x}$=.07, SD = .09; Cohen's d = -.49).

There were differences between faculty members and the other groups who were significant between the group who was most likely to have personal experiences with being targeted with discrimination for political orientation. For faculty, Ultra-Liberal participants reported being the most likely to have personal experiences for discrimination ($\bar{x}$=.07). For Students and the total sample, Ultra-Conservatives were the most likely to have personal experiences with discrimination ($\bar{x}$=.11). For all groups, Liberals were the least likely to have personal experiences with being targeted for discrimination for the political orientation (faculty, $\bar{x}$=.03, students, $\bar{x}$=.04, and total sample, $\bar{x}$=.04)

> "Safety for all students is the most important thing, and no group should be targeted" (Faculty, White, Woman)

> "When people speak of reducing a population's existence, they are no longer speaking of a dialog but of violence"

> "When a derogatory remark was written on my friend's whiteboard about his sexuality, he had to "have a talk to understand each other's differences" led by the RHA. My friend actively did not want to be made to interact with the other student who targeted him, and the other student never apologized or was made to apologize and clearly still thought that he was being funny. This was ineffective being the victim felt further victimized by the system, which supported the perpetrator's right to speech even though writing on someone else's whiteboard is also not okay and you shouldn't touch other people's stuff" (Student, White, Man)

> "Find those who are actively engaging in hate/bias speech (e.g., posting flyers, chalking, making public social media posts) and expel them. Or at *least* speak out against them. It's not a 'dialogue.' It's hate speech" (Student, White, Man)

> "After 30 years of bias and discrimination I ask myself why am I here? UMD doesn't really care" (Faculty, Multiracial, Man)

"Stop making some conservatives feel like horrible monsters just because they believe a little differently" (Staff, White, Woman)

Research Question 5: Experiences of Hate-Bias

Dependent variable items for <u>Experiences of Hate-Bias</u>

Respondents were asked "Have you been personally targeted by a hate-bias incident on campus?"
  i.   Yes
  ii.   No
  iii. Unsure

In addition, information was gathered about identity characteristics that were the focus of hate-bias incidents when they were personally targeted (yes, no, unsure):

  i.   Racial identity
  ii.   Ethnic Identity
  iii.   Gender identity or expression
  iv.   Sexual orientation
  v.   Religion or spiritual views
  vi.   Immigrant or citizen status
  vii.   National origin
  viii. Physical disability
  ix.   Learning disability
  x.   Psychological disability
  xi.   Socioeconomic status
  xii.   Military affiliation or veteran status
  xiii. Politically conservative views
  xiv.   Politically liberal views
  xv.   Language differences

Respondents were asked to identify which of the following most accurately described how they responded to the hate-bias incident at UMD:

  i.   Filed a complaint with UMPD
  ii.   Filed a complaint with the Office of Civil Rights and Sexual Misconduct
  iii.   Filed a complaint with Resident Life
  iv.   Filed a complaint with the Office of Diversity and Inclusion
  v.   I talked about the incident with my friends and/or family
  vi.   I wanted to do something, but I did not know what to do
  vii.   I looked online for resources
  viii. Confronted the person
  ix.   Avoided the person/venue
  x.   I didn't do anything
  xi.   I did something else not listed above

Item: Have you Been Personally Targeted by a Hate-Bias Incident on Campus?
Yes, No, or Unsure

For one item on this survey, respondents were asked to indicate whether they experienced a

hate-bias incident on campus. In addition, participants who indicated that they had an

experience with hate-bias on campus were also asked (a) I have personally been targeted by a

hate/bias incident because of my: racial identity, ethnic identity, gender identity or expression,

sexual orientation, religion or spiritual views, immigrant or citizen status, national origin,

physical disability, learning disability, psychological disability, socioeconomic status, military

affiliation or veteran status, politically conservative views, politically liberal views, language

differences, and (b) how did they respond to observing hate-bias.

Among the 469 individuals who indicated that they had experienced hate/bias incident at UMD

were combined with those individuals who indicated that they were unsure if they experienced

a hate/bias incident at UMD (n=667). Together, these participants were asked to share how

they responded, if at all, to these incidents and could mark all options that applied. The 11

options included: Filed a complaint with UMPD, Filed a complaint with the Office of Civil Rights

and Sexual Misconduct, Filed a complaint with Resident Life, Filed a complaint with the Office

of Diversity and Inclusion, Talked with friends and/or family, I wanted to do something but did

not know what to do, I looked online for resources, Confronted the person, Avoided the person

or venue, I didn't do anything, I did something else not listed above.

There were 2,228 selections made from the options listed and are presented in terms of

percentages in Figure 7 below.

Figure 7: Percentages representing how participants responded to hate-bias incidents at UMD
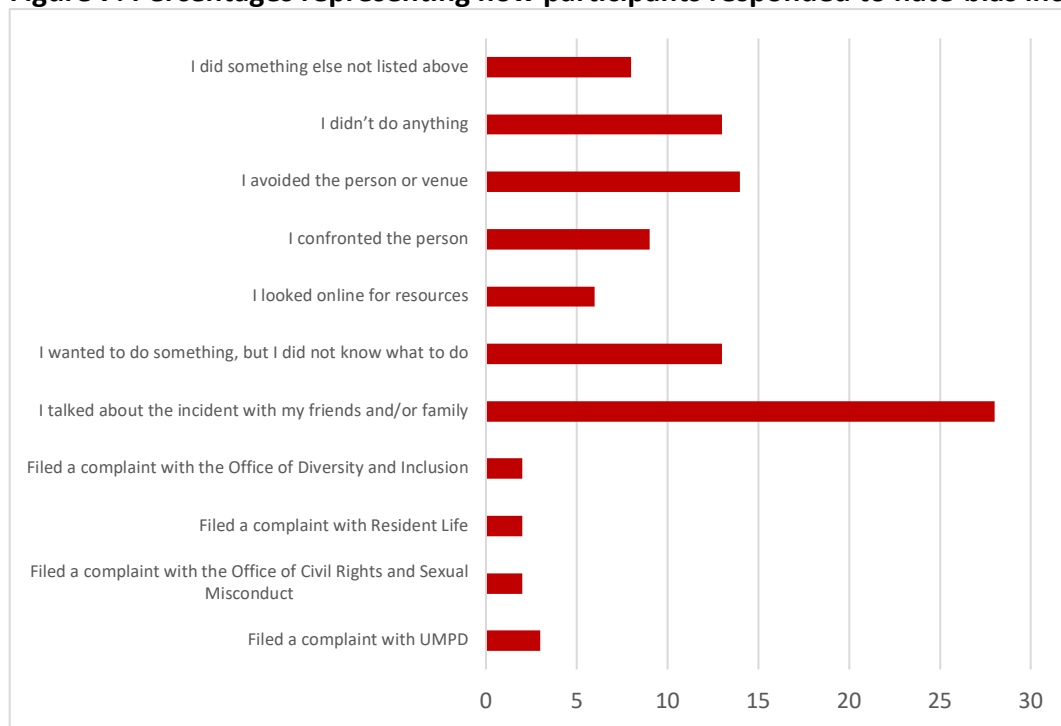
Among respondents who indicated that they experienced a hate/bias incident at UMD, about

9% reported that they made an official complaint regarding these incidents to one of the listed

offices or departments at the University of Maryland (UMPD, Resident Life, Office of Diversity

and Inclusion, and Office of Civil Rights and Sexual Misconduct). By far, the most frequently

selected response to a hate-bias incident by these participants was reaching out to family

and/or friends (28%). There were participants who stated they wanted to do something, but

they did not know what to do (13%).

Responses to Hate/Bias Incidents

For this item on the survey, respondents were asked to indicate whether they feel informed about how to respond to a hate/bias incident by stating "yes", "no", or "unsure". Among the 7,192 individuals who indicated that they felt informed, only 43% (n=3,093) indicated that they know how to respond. About one-third (n=2,309) of individuals reported not knowing how to respond. The remaining participants (n=1,709) were unsure about how to respond to a hate/bias incident.

Similarly, respondents were asked to share about how UMD responds to hate/bias incidents. Only 256 individuals (3.5%) reported that the response by UMD was "extremely effective" in responding to hate/bias incidents. An additional 1,249 individuals (17.2%) reported that the University was "very effective". If these two measures of effectiveness are combined, the total is 20.7%. At the other end of the spectrum, individuals who reported the University's response to hate/bias incidents were either "slightly effective" (n=1,497; 20.6%) or "not effective at all" (n=1,056; 14.5%) creates a combined group of 35.1%. The largest group of individuals reported that UMD was "moderately effective" (n=3,053; 42%).

When looking at the identity characteristics of the individuals and reports of University effectiveness in response to hate/bias, there were some differences within and between primary roles on campus. In Figure 8, the differences between primary role groups on reports of effectiveness for Hate/Bias incidents are presented.

Figure 8: Effectiveness, By Role, of the University's Response to Hate/Bias Incidents
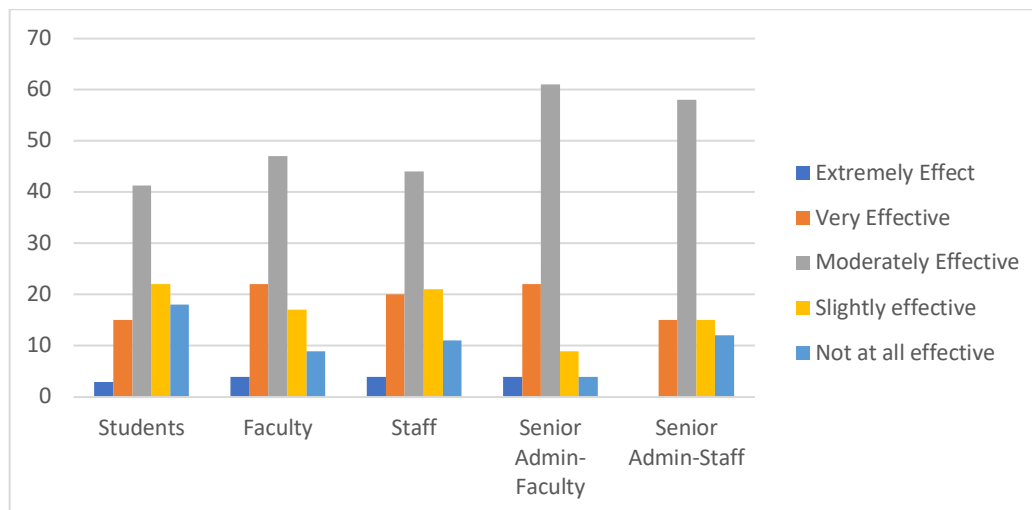
Hate/Bias Influencing Experiences at UMD

For three difference items on the survey, respondents were asked whether hate/bias (a)
negatively influenced their experiences at UMD, (b) if an individual considered leaving UMD
because of *personal* experiences with hate/bias, and (c) if an individual considered leaving UMD
because of *witnessing* hate/bias incidents.

Among the 7,173 individuals, there were 1,195 (16.4%) who strongly disagreed that hate/bias
incidents have negatively influenced their experience (see below in Figure 9). In addition, more
than 80% of individuals reported either "strongly disagree" or "disagree" that they considered
leaving UMD as a result of a personal experience with hate/bias incidents. There were 108
individuals (1.5%) who strongly agreed that they considered leaving UMD because of their
personal experiences with hate/bias. Similarly, 112 individuals (1.5%) who considered leaving
UMD because of witnessing hate/bias incidents.

Figure 9: Percentages representing how participants reported that hate/bias incidents negatively influenced my experience at UMD
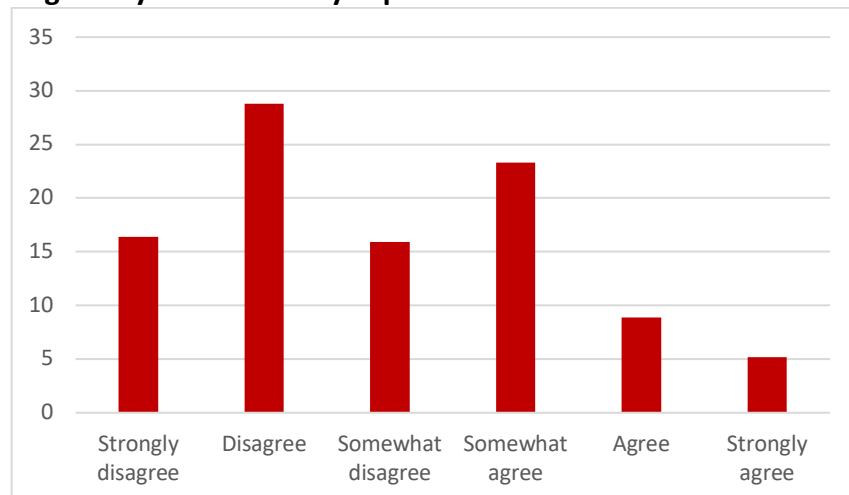
N=7,173

Thus, whereas the survey findings were generally positive regarding the *overall* perceptions of the General Campus Climate there were a number of negative findings to experiences of discrimination and issues related to experiencing hate-bias incidents.

Hate Speech as a First Amendment Right

For four sets of items on the survey, respondents were asked to indicate about items related hate speech as an aspect of campus climate. Questions addressing hate speech as a First Amendment right, using threat of violence or verbal interruptions to interrupt a speaker or event, and whether UMD should allow offensive or biased speech against certain people in the community.

Reviewing the findings for hate speech recognized as a First Amendment right by identity characteristics, Race, Political Orientation, Gender, Primary Role, and Greek Life through an

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences

for all of the identity characteristics were significant ($p<.000$).

Race. Reviewing the findings for Hate Speech is a First Amendment right in Table 295,

there were small effect sizes for differences between White participants ($\bar{x}$=3.86, SD = 1.61),

and Asian ($\bar{x}$=4.09, SD = 1.55; Cohen's d= .14), and Other ($\bar{x}$=3.98, SD = 1.72; Cohen's d= .07),

and Latinx ($\bar{x}$=4.16, SD = 1.66; Cohen's d= .18); Asian participants ($\bar{x}$=4.09, SD = 1.55), and Other

($\bar{x}$=3.98, SD = 1.72; Cohen's d= .06), and Latinx ($\bar{x}$=4.16, SD = 1.66; Cohen's d= .04), and

Black/African American ($\bar{x}$=4.52, SD = 1.62; Cohen's d= .27); Other ($\bar{x}$=3.98, SD = 1.72), and

Latinx ($\bar{x}$=4.16, SD = 1.66; Cohen's d= .10); Latinx ($\bar{x}$=4.16, SD = 1.66), and Black/African

American ($\bar{x}$=4.52, SD = 1.62; Cohen's d= .21). Medium effect sizes for differences between

White participants ($\bar{x}$=2.97, SD = .83), and Black/African American ($\bar{x}$=4.52, SD = 1.62; Cohen's

d= .40); Other participants ($\bar{x}$=3.98, SD = 1.72), and Other Black/African American ($\bar{x}$=4.52, SD =

1.62; Cohen's d= .32).

These data indicate that White participants had the lowest mean ($\bar{x}$=3.86) indicating that they

were most likely to agree that Hate Speech is a First Amendment Right, whereas, Black/ African

American participants had the highest mean ($\bar{x}$=4.52) reflecting that Black/African American

participants were more likely to disagree with hate speech being a First Amendment Right.

Gender. Reviewing the findings for Hate Speech in Table 298, there were small but

meaningful effect sizes for the significant differences between Non-binary participants ($\bar{x}$=.4.50,

SD = 1.66), and Women ($\bar{x}$=4.36, SD = 1.48; Cohen's d= .08); Large effect sizes for the

differences between Men ($\bar{x}$=3.47, SD = 1.67), and Non-binary participants ($\bar{x}$=.4.50, SD = 1.66; Cohen's *d*= .61), and

These data indicate that Men had the lowest mean ($\bar{x}$=3.47) indicating that they were most likely to agree that Hate Speech is a First Amendment Right, whereas, Non-binary participants had the highest mean ($\bar{x}$=4.50) reflecting Non-binary participants were more likely to disagree with hate speech being a First Amendment Right.

Political Orientation. Reviewing the findings for Hate Speech in Table 299, there were small effect sizes for differences between Moderate ($\bar{x}$=3.85, SD = 1.57), and Liberal ($\bar{x}$=4.24, SD = 1.54; Cohen's *d* = .25); Liberal ($\bar{x}$=4.24, SD = 1.54) and Ultra-Liberal ($\bar{x}$=4.51, SD = 1.60; Cohen's *d* = 1.63);

Large effect sizes for differences Ultra-Conservative participants ($\bar{x}$=2.21, SD = .19), and Conservative ($\bar{x}$=3.23, SD = 1.66; Cohen's *d* = .62), and Moderate ($\bar{x}$=3.85, SD = 1.57; Cohen's *d* = 1.02), and Liberal ($\bar{x}$=4.24, SD = 1.54; Cohen's *d* = 1.28), and Ultra-Liberal ($\bar{x}$=4.51, SD = 1.60; Cohen's *d* .63), and Ultra-Liberal ($\bar{x}$=4.51, SD = 1.60; Cohen's *d* = .78)

These data indicate that Ultra-Conservative participants had the lowest mean ($\bar{x}$=2.21) indicating that they were most likely to agree that Hate Speech is a First Amendment Right, whereas, Ultra-Liberal participants had the highest mean ($\bar{x}$=4.51) reflecting that Ultra-Liberal participants were more likely to disagree with hate speech being a First Amendment Right.

Primary Role. Reviewing the findings for Hate Speech in Table 302, there were small but meaningful effect sizes for the differences between Students ($\bar{x}$=4.05, SD = 1.60), and Faculty members ($\bar{x}$=3.83, SD =1.69; Cohen's d =.13), and Staff members ($\bar{x}$=4.04, SD =1.63; Cohen's d =.006); Faculty members ($\bar{x}$=3.83, SD =1.69), and Staff members ($\bar{x}$=4.04, SD =1.63; Cohen's d =.12); Senior Administrator- Staff Designation ($\bar{x}$=2.92, SD =1.90), and Senior Administrator- Faculty Designation ($\bar{x}$=2.78, SD =1.50; Cohen's d =.08). Large effect sizes for differences between Students ($\bar{x}$=4.14, SD = 1.22), and Senior Administrator- Faculty designation ($\bar{x}$=2.78, SD =1.50; Cohen's d =.81), and Senior Administrator-Staff designation ($\bar{x}$=2.92, SD =1.90; Cohen's d =.64); Faculty members ($\bar{x}$=3.83, SD =1.69), and Senior Administrator- Faculty designation ($\bar{x}$=2.78, SD =1.50; Cohen's d =.65), and Senior Administrator-Staff designation ($\bar{x}$=2.92, SD =1.90; Cohen's d =.50); Staff members ($\bar{x}$=4.04, SD =1.63), and Senior Administrator- Faculty designation ($\bar{x}$=2.78, SD =1.50; Cohen's d =.80), and Senior Administrator-Staff designation ($\bar{x}$=2.92, SD =1.90; Cohen's d =.63).

These data indicate that Senior Administrator-Faculty designation participants had the lowest mean ($\bar{x}$=2.78) indicating that they were most likely to agree that Hate Speech is a First Amendment Right. It should be noted that Senior Administrator-Staff designation had a slightly higher mean ($\bar{x}$=2.92) than Senior Administrator-Faculty designation participants. Whereas, Student participants had the highest mean ($\bar{x}$=4.05) reflecting that Student participants were more likely to disagree with hate speech being a First Amendment Right.

Greek Life. In these data, primary role determined Students were the only groups who were asked about their Greek affiliation and so the numbers reflected for the Greek and non-Greek affiliation are derived from the total student sample population.

Reviewing the findings for if hate speech is a First Amendment right, there were meaningful effect sizes for the significant differences between students who are not Greek Life members and all four of the Greek Life groups (i.e., Interfraternity Council, Multicultural Greek Council, National Pan-Hellenic Council, and Panhellenic Association). First, among students who are not Greek there are Medium and meaningful effect sizes for differences between Students who are not involved in Greek Life ($\overline{x}$=4.04, SD = 1.60), and Interfraternity Council ($\overline{x}$=3.32, SD = 1.54; Cohen's d = .45), and Multicultural Greek Council ($\overline{x}$=4.55, SD = 1.34; Cohen's d = .34), and Panhellenic Association ($\overline{x}$=4.76, SD = 1.26; Cohen's d = .49); Multicultural Greek Council ($\overline{x}$=4.55, SD = 1.30), and National Pan-Hellenic Council ($\overline{x}$=5.25, SD = .965; Cohen's d = .16); National Pan-Hellenic Council ($\overline{x}$=5.25, SD = .965), and Panhellenic Association ($\overline{x}$=4.76, SD = 1.26; Cohen's d = .43). Large effect sizes for differences between Students who are members of National Pan-Hellenic Council ($\overline{x}$=5.25, SD = .965), and Students who are not involved in Greek Life ($\overline{x}$=4.04, SD = 1.60; Cohen's d = .91), and Interfraternity Council ($\overline{x}$=3.32, SD = 1.54; Cohen's d = 1.50); Interfraternity Council ($\overline{x}$=3.32, SD = 1.54), and Multicultural Greek Council ($\overline{x}$=4.55, SD = 1.34; Cohen's d = .85), and Panhellenic Association ($\overline{x}$=4.76, SD = 1.26; Cohen's d = 1.02).

These data indicate that Interfraternity Council participants had the lowest mean ($\overline{x}$=3.32) indicating that they were most likely to agree that Hate Speech is a First Amendment Right,

whereas, National Pan-Hellenic Council participants had the highest mean ($\overline{x}$=5.25) reflecting that National Pan-Hellenic Council participants were more likely to disagree with hate speech being a First Amendment Right.

UMD Should Not Allow Speech That is Considered Offensive or Biased

An Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences for all of the identity characteristics were significant (p<.000) for each of the identity characteristics including race, gender, sexual orientation, disability, and political orientation as well as primary role.

Race. There were significant and meaningful differences between Asians and other races on ratings of not allowing speech that is considered offensive or biased against certain groups of people. There were Small and meaningful effect sizes for differences between White ($\overline{x}$=3.86, SD = 1.61), and Other participants ($\overline{x}$=3.98, SD = 1.39; Cohen's d = .20); Asians ($\overline{x}$=4.09, SD = 1.55), and Other ($\overline{x}$=3.98, SD = 1.39; Cohen's d = .16), and Latinx ($\overline{x}$=4.16, SD =1.66; Cohen's d = .06), and Black/African American ($\overline{x}$=4.52, SD =1.62; Cohen's d = .17); Other ($\overline{x}$=3.98, SD = 1.39), and Latinx ($\overline{x}$=4.16, SD =1.66; Cohen's d = .21), and Black/African American ($\overline{x}$=4.52, SD =1.62; Cohen's d = .32); Latinx ($\overline{x}$=4.16, SD =1.66), and Black/ African American ($\overline{x}$=4.52, SD =1.62; Cohen's d = .11). Medium effect sizes for the differences between White ($\overline{x}$=3.86, SD = 1.61), and Asian ($\overline{x}$=4.09, SD = 1.55; Cohen's d = .38), and Latinx ($\overline{x}$=4.16, SD =1.66; Cohen's d = .44), and Black/ African American ($\overline{x}$=4.52, SD =1.62; Cohen's d = .55).

Gender. There were significant and meaningful differences between Women and other gender identities on ratings of not allowing speech that is considered offensive or biased against certain groups of people for students, there were meaningful effect sizes for the significant differences between Women and other genders (i.e., Men and Non-binary). First, there are small but meaningful effect sizes for differences between Women ($\bar{x}$=2.40, SD = 1.37), and Non-binary ($\bar{x}$=2.36, SD = 1.45; Cohen's d = .02). Large effect sizes for differences between Men ($\bar{x}$=3.38, SD = 1.71), and Women ($\bar{x}$=2.40, SD = 1.37; Cohen's d = .63), and Non-binary ($\bar{x}$=2.36, SD = 1.45; Cohen's d = .64)

Political Orientation. There were significant and meaningful differences between Ultra-Conservatives and other political orientations on ratings of not allowing speech that is considered offensive or biased against certain groups of people. First, there are Small but meaningful effect sizes for differences between Moderates ($\bar{x}$=2.93, SD = 1.61), and Liberals ($\bar{x}$=2.58, SD = 1.45; Cohen's d = .22); Liberals ($\bar{x}$=2.58, SD = 1.45), and Ultra-Liberal ($\bar{x}$=2.35, SD = 1.47; Cohen's d = .15); Medium effect sizes exist for differences between Conservatives ($\bar{x}$=3.57, SD = 1.77), and Ultra-Conservatives ($\bar{x}$=4.64, SD = 1.83; Cohen's d = . 59), and Moderates ($\bar{x}$=2.93, SD = 1.61; Cohen's d =. 37), and Moderates ($\bar{x}$=2.93, SD = 1.61), and Ultra-Liberal ($\bar{x}$=2.35, SD = 1.47; Cohen's d = .37). Large effect sizes for differences between Ultra-Conservatives ($\bar{x}$=4.64, SD = 1.83), and Moderates ($\bar{x}$=2.93, SD = 1.61; Cohen's d =. 99), and Liberals ($\bar{x}$=2.58, SD = 1.45; Cohen's d = 1.24), and Ultra-Liberal ($\bar{x}$=2.35, SD = 1.47; Cohen's d = 1.37); Conservatives ($\bar{x}$=3.57, SD = 1.77), and Liberals ($\bar{x}$=2.58, SD = 1.45; Cohen's d = .61), and Ultra-Liberals ($\bar{x}$=2.35, SD = 1.47; Cohen's d = 74).

Primary Role. Reviewing the findings for whether UMD should allow speech that

offensive or biased as a part of the engaged community, there were Small but meaningful effect

sizes for the differences between Students ($\overline{x}$=2.67, SD = 1.56), and Staff members ($\overline{x}$=2.80, SD

=1.58; Cohen's *d* =.08); Faculty members ($\overline{x}$=3.19, SD =1.64), and Staff members ($\overline{x}$=2.80, SD

=1.58; Cohen's *d* =.24); Senior Administrator- Staff Designation ($\overline{x}$=4.16, SD =1.84), and Senior

Administrator- Faculty Designation ($\overline{x}$=3.91, SD =1.59; Cohen's *d* =.14). Medium effect sizes for

differences between Students ($\overline{x}$=2.67, SD = 1.56), and Faculty ($\overline{x}$=3.19, SD =1.64; Cohen's *d*

=.32), and Faculty ($\overline{x}$=3.19, SD =1.64), and Senior Administrator- Faculty designation ($\overline{x}$=3.91, SD

=1.59; Cohen's *d* =.44), and Senior Administrator-Staff designation ($\overline{x}$=4.16, SD =1.84; Cohen's *d*

=.55). Large effect sizes for differences between Students ($\overline{x}$=2.67, SD = 1.56), and Senior

Administrator- Faculty designation ($\overline{x}$=3.91, SD =1.59; Cohen's *d* =.78), and Senior

Administrator-Staff designation ($\overline{x}$=4.16, SD =1.84; Cohen's *d* =.87); Staff members ($\overline{x}$=2.80, SD

=1.58), and Senior Administrator- Faculty designation ($\overline{x}$=3.91, SD =1.59; Cohen's *d* =.70), and

Senior Administrator-Staff designation ($\overline{x}$=4.16, SD =1.84; Cohen's *d* =.79).

Greek Life. Reviewing the findings for not allowing speech that is considered offensive

or biased against certain groups of people for students, there were meaningful effect sizes for

the significant differences between students who are not Greek Life members and all four of

the Greek Life groups (i.e., Interfraternity Council, Multicultural Greek Council, National Pan-

Hellenic Council, and Panhellenic Association). First, there are small but meaningful effect sizes

for differences between Students who are not Greek ($\overline{x}$=2.66, SD = 1.56), and Multicultural

Greek Council ($\overline{x}$=2.48, SD = 1.48; Cohen's *d* =.11); Panhellenic Association ($\overline{x}$=1.76, SD = .831),

and National Pan-Hellenic Council ($\overline{x}$=1.83, SD = 1.03; Cohen's d =.07). Medium effect sizes exist

for the differences between Multicultural Greek Council ($\overline{x}$=2.48, SD = 1.48), and National Pan-

Hellenic Council ($\overline{x}$=1.83, SD = 1.03; Cohen's d =.50), and Panhellenic Association ($\overline{x}$=1.76, SD =

.831; Cohen's d =.59). Large effect sizes exist for the differences between Students who are not

Greek ($\overline{x}$=2.66, SD = 1.56), and Interfraternity Council ($\overline{x}$=3.65, SD = 1.61; Cohen's d =.62), and

National Pan-Hellenic Council ($\overline{x}$=1.83, SD = 1.03; Cohen's d =.62), and Panhellenic Association

($\overline{x}$=1.76, SD = .831; Cohen's d =.72); Interfraternity Council ($\overline{x}$=3.65, SD = 1.61), and

Multicultural Greek Council ($\overline{x}$=2.48, SD = 1.48; Cohen's d =.75); Panhellenic Association

($\overline{x}$=1.76, SD = .831; Cohen's d =.72), and National Pan-Hellenic Council ($\overline{x}$=1.83, SD = 1.03;

Cohen's d =.62); Multicultural Greek Council ($\overline{x}$=2.48, SD = 1.48), and National Pan-Hellenic

Council ($\overline{x}$=1.83, SD = 1.03; Cohen's d =.50).

Heckler's Veto

Item: It is NEVER acceptable to show opposition to a campus speaker or even by using

violence or threat of violence and Heckler's Veto

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences

for all of the identity characteristics were significant (p<.000) for each of the identity

characteristics including race, gender, sexual orientation, disability, and political orientation as

well as primary role. The only exception for an identity characteristic that was not significant at

the p<.000 was Greek Life (p<.029).

Race. Reviewing the findings for the item that states it is never acceptable to show opposition through violence, there were Small effect sizes for differences between White participants ($\overline{x}$=1.43, SD = .89), and Asian ($\overline{x}$=1.54, SD = 1.02; Cohen's *d*= .11), and Other ($\overline{x}$=1.39, SD = .967; Cohen's *d*= .04), and Latinx ($\overline{x}$=1.62, SD = 1.12; Cohen's *d*= .18), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .16); Asian ($\overline{x}$=1.54, SD = 1.02), and Other ($\overline{x}$=1.39, SD = .967; Cohen's *d*= .15), and Latinx ($\overline{x}$=1.62, SD = 1.12; Cohen's *d*= .07), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .05); Other ($\overline{x}$=1.39, SD = .967), and Latinx ($\overline{x}$=1.62, SD = 1.12; Cohen's *d*= .21), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .20); Latinx ($\overline{x}$=1.62, SD = 1.12), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .01).

Similarly, reviewing the findings for the item that states it is never acceptable for a student group to use loud talking or interruption to oppose a campus speaker, there were small effect sizes for differences between White participants ($\overline{x}$=2.85, SD = 1.53), and Asian ($\overline{x}$=2.66, SD = 1.45; Cohen's *d*= .12), and Other ($\overline{x}$=2.64, SD = 1.56; Cohen's *d*= .13), and Latinx ($\overline{x}$=2.84, SD = 1.53; Cohen's *d*= .006), and Black/African American ($\overline{x}$=3.15, SD = 1.60; Cohen's *d*= .16); Asian ($\overline{x}$=2.66, SD = 1.45), and Other ($\overline{x}$=2.64, SD = 1.56; Cohen's *d*= .01), and Latinx ($\overline{x}$=2.84, SD = 1.53; Cohen's *d*= .12); Other ($\overline{x}$=2.64, SD = 1.56; Cohen's *d*= .12), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .20); Latinx ($\overline{x}$=1.62, SD = 1.12), and Black/African American ($\overline{x}$=1.60, SD = 1.12; Cohen's *d*= .19). Medium effect sizes for the differences between Asian ($\overline{x}$=2.66, SD = 1.45), and Black/African American ($\overline{x}$=3.15, SD = 1.60; Cohen's *d*= .32); and Other ($\overline{x}$=2.64, SD = 1.56), and ($\overline{x}$=3.15, SD = 1.60; Cohen's *d*= .32).

Gender. Reviewing the findings for the item that states it is never acceptable to show opposition through violence, there were Medium but meaningful effect sizes for the significant differences between Non-binary participants ($\overline{x}$= 2.05, SD = 1.44), and Women ($\overline{x}$=1.47, SD = .940; Cohen's *d*= .47), and Men ($\overline{x}$=1.47, SD = .979; Cohen's *d*= .47). No difference was found between Men and Women.

Similarly, reviewing the findings for the item that states it is never acceptable to for a student group to use loud talking or interruption to oppose a campus speaker, there were small effect sizes between Women ($\overline{x}$=2.97, SD = 1.52), and Men ($\overline{x}$=2.68, SD =1.52; Cohen's *d*= .17). Large effect sizes exist for the differences between Non-binary participants ($\overline{x}$= 3.95, SD = 1.72), and Women ($\overline{x}$=2.97, SD = 1.52; Cohen's *d*= .61), and Men ($\overline{x}$=2.68, SD =1.52; Cohen's *d*= .78).

Political Orientation. Reviewing the findings for the item that states it is never acceptable to show opposition through violence, there were small effect sizes for differences between Ultra-Conservative ($\overline{x}$=1.36, SD = 1.02), and Conservative ($\overline{x}$=1.27, SD = .742; Cohen's *d* = .10), and Moderate ($\overline{x}$=1.37, SD = .852; Cohen's *d* = .01), and Liberal ($\overline{x}$=1.49, SD = .921; Cohen's *d* = .13); Conservatives ($\overline{x}$=1.27, SD = .742), and Moderate ($\overline{x}$=1.37, SD = .852; Cohen's *d* = .12), and Liberal ($\overline{x}$=1.49, SD = .921; Cohen's *d* = .26); Moderate ($\overline{x}$=1.37, SD = .852), and Liberal ($\overline{x}$=1.49, SD = .921; Cohen's *d* = .13). Medium effect sizes for differences Ultra-Conservative ($\overline{x}$=1.36, SD = 1.02), and Ultra-Liberal ($\overline{x}$=1.96, SD = 1.36; Cohen's *d* = .49); Ultra-Liberal ($\overline{x}$=1.96, SD = 1.36), and Moderate ($\overline{x}$=1.37, SD = .852; Cohen's *d* = .51), and Liberal

($\overline{x}$=1.49, SD = .921; Cohen's *d* = .40). Large effect sizes for the differences between Ultra-Liberal ($\overline{x}$=1.96, SD = 1.36), and Conservative ($\overline{x}$=1.27, SD = .742; Cohen's *d* = .62).

Similarly, reviewing the findings for the item that states it is never acceptable for a student group to use loud talking or interruption to oppose a campus speaker, there were small effect sizes for differences between Ultra-Conservative ($\overline{x}$=2.00, SD = 1.41), and Conservative ($\overline{x}$=1.96, SD = 1.22; Cohen's *d* = .03). Medium effect sizes exist for differences between Moderates ($\overline{x}$=2.43, SD = 1.36), and Conservatives ($\overline{x}$=1.96, SD = 1.22; Cohen's *d* = .36), and Liberal ($\overline{x}$=3.16, SD = 1.49; Cohen's *d* = .51); Liberal ($\overline{x}$=3.16, SD = 1.49), and Ultra-Liberal ($\overline{x}$=3.98, SD = 1.539; Cohen's *d* = .54). Large effect sizes exist for differences between Liberal ($\overline{x}$=3.16, SD = 1.49), and Conservative ($\overline{x}$=1.96, SD = 1.22; Cohen's *d* = .79), and Ultra-Liberal ($\overline{x}$=3.98, SD = 1.539; Cohen's *d* = 1.34); Conservative ($\overline{x}$=1.96, SD = 1.22), and Liberals ($\overline{x}$=3.16, SD = 1.49; Cohen's *d* = .88), and Ultra-Liberal ($\overline{x}$=3.98, SD = 1.539; Cohen's *d* = 1.45); Moderate ($\overline{x}$=2.43, SD = 1.36), and Ultra-Liberal ($\overline{x}$=3.98, SD = 1.539; Cohen's *d* = 1.07).

Primary Role. Reviewing the findings for the item that states it is never acceptable to show opposition through violence, there were small effect sizes for differences between Students ($\overline{x}$=1.56, SD = 1.01), and Faculty members ($\overline{x}$=1.42, SD =.945; Cohen's *d* =.14), and Staff members ($\overline{x}$=1.36, SD =.88; Cohen's *d* =.21), and Senior Administrator- Staff Designation ($\overline{x}$=1.31, SD =.88; Cohen's *d* =.26); Faculty members ($\overline{x}$=1.42, SD =.945), and Staff members ($\overline{x}$=1.36, SD =.88; Cohen's *d* =.06), and Senior Administrator- Staff Designation ($\overline{x}$=1.31, SD =.88; Cohen's *d* =.12), and Senior Administrator- Faculty designation ($\overline{x}$=1.17, SD =.834; Cohen's *d*

=.28); Staff ($\overline{x}$=1.36, SD =.88), and Senior Administrator- Staff Designation ($\overline{x}$=1.31, SD =.88;

Cohen's *d* =.05), and Senior Administrator- Faculty designation ($\overline{x}$=1.17, SD =.834; Cohen's *d*

=.22); Senior Administrator- Staff Designation ($\overline{x}$=1.31, SD =.88), and Senior Administrator-

Faculty designation ($\overline{x}$=1.17, SD =.834; Cohen's *d* =.16). Medium effect sizes for the differences

between Students ($\overline{x}$=1.56, SD = 1.01), and Senior Administrator- Faculty designation ($\overline{x}$=1.17,

SD =.834; Cohen's *d* =.42).

Similarly, reviewing the findings for the item that states it is never acceptable for a student

group to use loud talking or interruption to oppose a campus speaker, there were Small effect

sizes for differences between Students ($\overline{x}$=2.90, SD = 1.52), and Faculty ($\overline{x}$=2.88, SD =1.51;

Cohen's *d* =.09), and Staff members ($\overline{x}$=2.76, SD =1.57; Cohen's *d* =.01); Faculty members

($\overline{x}$=2.88, SD =1.51), and Staff ($\overline{x}$=2.76, SD =1.57; Cohen's *d* =.07); Senior Administrator- Staff

Designation ($\overline{x}$=2.08, SD =1.25), and Senior Administrator- Faculty designation ($\overline{x}$=1.91, SD

=1.04; ; Cohen's *d* =.14). Medium effect sizes for Senior Administrator- Staff Designation

($\overline{x}$=2.08, SD =1.25), and Students ($\overline{x}$=2.90, SD = 1.52; Cohen's *d* =.58), Faculty ($\overline{x}$=2.88, SD =1.51;

Cohen's *d* =.57), and Staff members ($\overline{x}$=2.76, SD =1.57; Cohen's *d* =.47). Large effect sizes for

differences between Senior Administrator- Faculty designation ($\overline{x}$=1.91, SD =1.04), and Students

($\overline{x}$=2.90, SD = 1.52; Cohen's *d* =.76), and Faculty ($\overline{x}$=2.88, SD =1.51; Cohen's *d* =.74), and Staff

members ($\overline{x}$=2.76, SD =1.57; Cohen's *d* =.63).

Inclusion and Free Speech. To further understand what equity, diversity, and inclusion

means to UMD, there is a sense from these data that some topics are easier and more

frequently included, compared to others. In fact, some would say that diversity only meets the needs of the institution and only includes certain topics. There were a number of students and former students who are now staff who expressed concerns that faculty members are not afforded a space to allow for difference of opinion in the classroom. The issues with being singled out or targeted by faculty or students in the classroom was shared through focus groups and in the qualitative findings.

As the aforementioned comments reflect, positions on hate speech and how respondents believe the campus should respond to opposition when there is violence of verbal interruptions were dichotomous not only among roles on campus, but also when considering the race, gender, and political orientation of the participant.

The protection of hate speech is not a universal definition among the sample. Qualitatively, the sense is that there are groups who should be included and others where speaking out against them is acceptable. In the classroom, a sense of being silenced exists for those who identify as politically conservative.

From conversations with members of the University of Maryland campus, there was an association with Conservatives and Ultra-Conservatives as only being *White* and predominantly *male.* Upon more review of this sample, that is not the case in this community. 4% of those who identify as Black/African American or African also identified as Politically Conservative (when including both Ultra-Conservative and Conservative). While 29% of this same group identified as Moderate and 56% as Liberal or Ultra-Liberal, and the remaining as *other*.

Another theme related to the UMD administration included the lack of representation of

diversity in the decision-making roles at the senior levels of the University of Maryland. Voices,

particularly those who identify as underrepresented minorities, indicated that they do not have

a seat or a voice in the administration or in the President's Cabinet. Recommendations at the

senior administration level included:

> "Bias is not just when conservatives disagree with liberal views. UMD claims diversity but only when it fits into their definition of diversity. Conservative views are easily termed racist despite the contrary. UMD has a one-sided diversity program. (staff, man, white).

> "I'm more liberal, but I thought of all of the groups in this survey, conservatives can still be lambasted. Very few people would say, "let's protest because the speaker is black/gay/jewish and I hate them," but many people would say, "let's protest because they are a Republican/conservative and I hate them" (staff, man, white).

> "Create a culture where hate speech is not tolerated by any means. Right wing speech is dangerous while the left often times is just trying to survive. Conflating the speech of neo-nazis and hyper conservatives with that of those struggling to maintain their humanity and way of life is not only irresponsible but selfish. I truly do not believe that people advocating for their right to life are the same as those fighting for our deaths. There is no moral equivalence at all. I'm tired of being told that my ideas about what I can do to defend myself are not respectable or immoral. I shouldn't have to feel prosecuted every day, unsafe every day, fearful every day, hoping and praying I won't end up dead because I have the audacity to be who I am. I try my best to take pride in my identities but it's hard when you can tell that people don't find you necessary or even valid. The culture of UMD is played out and white as snow. Black and brown students are hyper-vigilant of how they're perceived while others can feel relatively safe, if not entirely. Expel those who show signs of Nazi adjacent radicalization. Expel those who seek to disseminate false information and support those who are just trying to be" (Staff, Woman, Black/African American).

> "Creating a permanent position for the VP position for Diversity and Inclusion. It should have its own division (like IT) and create a budget and staff to ensure that this continues to be a campus priority, create more diverse representation in the President's Cabinet in a way that it represents campus, and to create an independent review board to track

incidents and enforcement of issues related to hate and bias at UMD" (Faculty member, Man, White).

"Disband Facilities Management and Finance and Administration. The inherent culture of racism and bias stems from this core unit which happens to be the backbone of the University. RACISM is the CULTURE and until the people responsible for the CULTURE have either been replaced or mixed with another brand, it will continue" (Faculty member, Woman, unknown race).

"The administration needs to make a strong statement that racism and discrimination will not be tolerated on this campus. Follow through is needed when statements are made too. Right now, UMD is all talk and no action. Stop waiting for a campus senate vote or recommendation. The administration needs to make a strong statement against hate/bias and act. Hire and promote more faculty of color on campus. In my department, all of the tenured faculty that vote on promotions and hiring decisions are white with the exception of two people. This has resulted in unsuccessful job searches and promotions of faculty of color. The white faculty indicate that they do not understand or are not familiar with the work and scholarship of faculty of color. Also, UMD students have racist attitudes toward black faculty and faculty whose first language is not English. Being exposed to more diverse faculty may help students' attitudes. They also need more education about diversity and offensive behavior. Faculty need this information too" (Senior Administrator, Woman).

"The students want to see administrative presence and support. Be there. Physically. Keep hiring people for ODI. This is a community issue. Visit departments (sometimes we can't get away from work to attend things -it may be a little more work, come to see us). Be immediately responsive and be careful with too much attention to the 'PR messaging' - it shows, and it shows that the UMD is trying to save face... NOT A GOOD LOOK! Be genuine" (Staff member, Woman, White).

 "I do think hoax incidents like the bathroom graffiti that was perpetrated by a person of color need to be more transparent in the suspects identity and reasoning. By hiding information about the arrested suspect and making it seem like it was a white on black attack, the university isn't helping when it comes to quelling racial tension on campus. Anyone that read the articles would have believed it was a racist white person which doesn't help the situation of instilling trust in those around you that are a different skin color" (Student, Man, White).

"It is not that I have conservative views, but there is a lot of hate for people that do have them. I am moderate and I do not have strong feelings either way and that is an issue for others because you have to be on one side or the other. There is a lot of black and white thinking on campus" (Student, Filipino, Woman).

"I don't know but I just want to add that personally, I am very proud of the diversity and inclusion on this campus. It is something that I constantly brag about to friends at other schools. I am from a part of the country where this is not quite the case and lived in a college town of a major SEC university where that certainly isn't the case. I love UMD and what it stands for, and I think the administration does a good job to promote diversity. I feel like there is a lot of hostility and censorship against conservative views on campus, mostly due to the liberal prevalence in this side of the country. I wish this could change. I am sure that if we were ever to have a conservative speaker like Ben Shapiro that there would be a lot of problems, and that just isn't fair to conservative-minded students on campus" (Student, White, Man).

"Y'all go out of your way to bring in liberal speakers and even more out of your way to prevent conservative speakers. If you want helpful rhetoric on campus, start by acting professional and stop treating different groups differently in order to feel good about yourselves. We are ALL Terps and should have the same rights." (Student, White, Man).

"Make strong, clear statements on the value of freedom of speech. The biggest divide seems to be political; the far left can publicly shame with impunity, and stakes claim to diversity moral authority. The conservative right and even moderate right feels silenced, and some react by becoming more polarized. This far right reacts by committing the majority of hate incidents, and being petty and offense, especially by inviting speakers or voting for politicians that simply seek to offend and push the boundaries of free speech. Greater demands of both the left and right on the quality of their discourse will hopefully channel the energy in a different direction" (Student, White, Man).

"I experienced bias in one particular course in education because many readings had a clear liberal bias, and yet no readings had a conservative bias to balance it out. The professor also made anti-conservative comments multiple times in class" (Student, Asian, Man).

"The campus does not try to remedy the fact that 95% of faculty members are liberal whereas the U.S is approx. 50-50. Only certain kinds of diversity count. I have seen conservative faculty members penalized for their views, African-Americans rewarded for their skin color, and women rewarded also. The bar for P&T should not be lowered or raised based on these factors, but it is. The President and the Provost take part in this. I think the diversity agenda has been more harmful than helpful, all things considered. I also think it costs the University too much money, at every level. Of course, hateful acts should be condemned by all, but free speech should be encouraged and protected" (Student, Did not report, Man).

"Don't tell white people they're always the bad guys. We're not all racist. I don't appreciate being eyed sideways as a racist when I admit that I'm a conservative from rural Virginia" (Student, White, Woman).

"I believe that UMD should genuinely investigate students claim of hate/bias incidents. All students and staff members should be notified of what the consequences of hate/bias incidents are. University officials could condemn hate speech and educate students on why it's unacceptable" (Staff member, Black/African American, Man).

"Hate, bias (cognitive, positive, negative), disagreement, preferential treatment all seem to be different things to me. I think we ought to learn to live with differences and some disagreement rather than try to force everyone to resolve differences in favor of only one side. More dialogue and exposure to others makes sense to me. If we stop at offense, how can we really negotiate? Like, instead of driving differences between right and left like Slate and Breitbart do, why not prove them wrong? Have conservative students and liberal students speak to each other, identify commonalities. Have straight and otherwise students talk to each other, Rogerian style. There's going to be pain, but it makes a big difference to talk to each other without making demands, it at least, aiming for negotiating a middle ground, not a one side wins all argument. What do our counterterrorism and international relations majors say about conflict resolution? Where do extremists come from, what drives them? If we isolate ourselves, we will never know what good the other side has. We should learn to live with an attitude of "holy envy" rather than fear of offense. The silent treatment is not the solution. Talking past each other is not the solution. We need to listen, and we can't listen if we never come together. Like, if I always go to Indian club, when will I interact with Pakistanis? Are we afraid to be enriched by our diversity? This institution is an intercultural experiment, a training ground if future leaders. If they can't figure it out here, where will they? But can the University take on so much responsibility?" (Student, Multi-racial, Not-listed).

Research Question 6: Feelings of Physical and Emotional Safety on Campus

Dependent variable items for <u>Feelings of Personal Safety</u>

The following items were used to assess participants' feelings of physical and emotional safety on campus:

    i.   How safe do you feel physically on campus?

    ii.   How safe do you feel emotionally on campus?

We asked participants to rate their physical and emotional safety on campus. Collectively,

82.2% of the participants in the sample identify as "completely" or "mostly" safe both physically

and emotionally at the University of Maryland. Further analyses revealed significant differences

on the basis of gender, race, and sexual orientation. These patterns of findings could be

associated with sexual harassment, micro-aggressions, sex discrimination, hate-bias incidents,

and/or interactions of oppressions based on multiple identity characteristics.

Safety

For a measure of safety, physical and emotional were merged into a composite variable

<u>Feelings of Personal Safety</u> and are reported below by Primary Role and different identity

characteristics. Only the items that are found significant ($p<.001$) are reported here. Any other

data are placed in Appendix G.

Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences

for all of the identity characteristics were significant ($p<.000$) for each of the identity

characteristics including race, gender, sexual orientation, disability, and political orientation as

well as primary role. The only exception for an identity characteristic that was not significant at

the *p*<.000 was among staff and sexual orientation (*p*<.036).

Primary role. Reviewing the findings for the item about feelings of safety at UMD for the

Total Sample, there were small effect sizes for differences between Students ($\overline{x}$=1.90, SD = .60),

and Staff members ($\overline{x}$=1.82, SD =.56; Cohen's *d* =.14); Faculty ($\overline{x}$=1.73, SD =.54), and Staff

($\overline{x}$=1.82, SD =.56; Cohen's *d* =.16), and Senior Administrator- Staff Designation ($\overline{x}$=1.61, SD =.55;

Cohen's *d* =.22); Senior Administrator- Staff Designation ($\overline{x}$=1.61, SD =.55), and Senior

Administrator- Faculty designation ($\overline{x}$=1.54, SD =.52; Cohen's *d* =.13). Medium effect sizes for

the differences between Students ($\overline{x}$=1.95, SD = .60), and Faculty ($\overline{x}$=1.73, SD =.54; Cohen's *d*

=.39), and Senior Administrator- Staff Designation ($\overline{x}$=1.61, SD =.55; Cohen's *d* =.50); Faculty

($\overline{x}$=1.73, SD =.54), and Senior Administrator- Faculty Designation ($\overline{x}$=1.54, SD =.52; Cohen's *d*

=.35); Staff members ($\overline{x}$=1.82, SD =.56), and Senior Administrator- Staff Designation ($\overline{x}$=1.61, SD

=.55; Cohen's *d* =.37), and Senior Administrator- Faculty Designation ($\overline{x}$=1.54, SD =.52; Cohen's

d =.51). Large effect sizes for the differences between Students ($\overline{x}$=1.95, SD = .60), and Senior

Administrator- Faculty Designation ($\overline{x}$=1.54, SD =.52; Cohen's *d* =.64).

Based on these data, Senior Administrators-Faculty designation reported the lowest rating for

safety ($\overline{x}$=1.54) indicating the most sense of physical and emotional safety at UMD, whereas,

students rated this variable the highest ($\overline{x}$=1.95) indicating the least sense of physical and

emotional safety. However, it should be noted that these means all fall between the ratings of

"completely safe" and "mostly safe". The sense of safety across all primary roles is actually

quite high.

Race. Reviewing the findings for the item about feelings of safety at UMD for the Total

Sample, there were Small effect sizes for differences between White participants ($\overline{x}$=1.74, SD =

.53), and Asian ($\overline{x}$=1.90, SD = .54; Cohen's *d*= .29); Asian ($\overline{x}$=1.90, SD = .54), and Latinx ($\overline{x}$=1.95,

SD = .62; Cohen's *d*= .21), and Other ($\overline{x}$=1.92, SD = .57; Cohen's *d*= .17). Medium effect sizes for

the differences between White participants ($\overline{x}$=1.74, SD = .53), and Latinx ($\overline{x}$=1.95, SD = .62;

Cohen's *d*= .35), and Other ($\overline{x}$=1.92, SD = .57; Cohen's *d*= .32); Black/ African American

($\overline{x}$=2.2160, SD = .63), and Latinx ($\overline{x}$=1.95, SD = .62; Cohen's *d*= . 57); Latinx ($\overline{x}$=1.95, SD = .62),

and Other ($\overline{x}$=1.92, SD = .57; Cohen's *d*= .37). Large effect sizes for the differences between

White participants ($\overline{x}$=1.74, SD = .53), and Black/African American ($\overline{x}$=2.2160, SD = .63; Cohen's

d= .80); Asian ($\overline{x}$=1.90, SD = .54), and Black/African American ($\overline{x}$=2.2160, SD = .63; Cohen's *d*=

.82); Other ($\overline{x}$=1.92, SD = .57), and Black/African American ($\overline{x}$=2.2160, SD = .63; Cohen's *d*= .95).

Among students, there were small effect sizes for differences between White participants

($\overline{x}$=1.78, SD = .55), and Asian ($\overline{x}$=1.90, SD = .54; Cohen's *d*= .21), and Latinx ($\overline{x}$=1.93, SD = .61;

Cohen's *d*= .24); Asian ($\overline{x}$=1.90, SD = .54), and Latinx ($\overline{x}$=1.93, SD = .61; Cohen's *d*= .05), and

Other ($\overline{x}$=1.96, SD = .54; Cohen's *d*= .11); Latinx ($\overline{x}$=1.93, SD = .61), and Other ($\overline{x}$=1.96, SD = .54;

Cohen's *d*= .05). Medium effect sizes for the differences between White participants ($\overline{x}$=1.78,

SD = .55), and Other ($\overline{x}$=1.96, SD = .54; Cohen's *d*= .31); Black/African American ($\overline{x}$=2.30, SD =

.66; Cohen's *d*= .58), and Latinx ($\overline{x}$=1.93, SD = .61; Cohen's *d*= .58), and Other ($\overline{x}$=1.96, SD = .54;

Cohen's *d*= .56). Large effect sizes for the differences between White participants ($\overline{x}$=1.78, SD = .55), and Black/African American ($\overline{x}$=2.30, SD = .66; Cohen's *d*= .84); Asian ($\overline{x}$=1.90, SD = .54), and Black/African American ($\overline{x}$=2.30, SD = .66; Cohen's *d*= .66).

For faculty, there were small effect sizes for differences between White participants ($\overline{x}$=1.67, SD = .51), and Other ($\overline{x}$=1.78, SD = .64; Cohen's *d*= .18); Asian ($\overline{x}$=1.83, SD = .52; Cohen's *d*= .10), and Latinx ($\overline{x}$=1.89, SD = .60; Cohen's *d*= .10), and Other ($\overline{x}$=1.78, SD = .64; Cohen's *d*= .08); Latinx ($\overline{x}$=1.89, SD = .60), and Other ($\overline{x}$=1.78, SD = .64; Cohen's *d*= .17). Medium effect sizes for the differences between White participants ($\overline{x}$=1.78, SD = .55), and Asian ($\overline{x}$=1.83, SD = .52; Cohen's *d*= .30), and Latinx ($\overline{x}$=1.89, SD = .60; Cohen's *d*= .39); Asian ($\overline{x}$=1.83, SD = .52), and Black/African American ($\overline{x}$=2.11, SD = .62; Cohen's *d*= .48); Black/African American ($\overline{x}$=2.11, SD = .62), and Latinx ($\overline{x}$=1.89, SD = .60; Cohen's *d*= .36) and Other ($\overline{x}$=1.78, SD = .64; Cohen's *d*= .52). Large effect sizes for the differences between White ($\overline{x}$=1.78, SD = .55) and Black/African American ($\overline{x}$=2.11, SD = .62; Cohen's *d*= .70).

Among staff, there were Small effect sizes for differences between White participants ($\overline{x}$=1.71, SD = .51), and Other ($\overline{x}$=1.87, SD = .62; Cohen's *d*= .27); Asian ($\overline{x}$=1.92, SD = .51), and Black/African American ($\overline{x}$=2.11, SD = .62; Cohen's *d*= .28), and Latinx ($\overline{x}$=2.02, SD = .66; Cohen's *d*= .16), and Other ($\overline{x}$=1.87, SD = .62; Cohen's *d*= .08); Black/ African American ($\overline{x}$=2.09, SD = .66), and Latinx ($\overline{x}$=2.02, SD = .66; Cohen's *d*= .10); Latinx ($\overline{x}$=2.02, SD = .66), and Other ($\overline{x}$=1.87, SD = .62; Cohen's *d*= .23). Medium effect sizes for the differences between White participants ($\overline{x}$=1.71, SD = .51), and Asian ($\overline{x}$=1.92, SD = .51; Cohen's *d*= .40) and Latinx ($\overline{x}$=2.02, SD = .66;

Cohen's *d*= .51); Black/ African American ($\bar{x}$=2.09, SD = .66), and Other ($\bar{x}$=1.87, SD = .62; Cohen's *d*= .34). Large effect sizes exist for the differences between White participants ($\bar{x}$=1.71, SD = .51), and ($\bar{x}$=2.11, SD = .62; Cohen's *d*= .70).

Across all primary role groups, these data show White respondents reported the lowest rating for safety ($\bar{x}$=1.74) indicating the most sense of physical and emotional safety at UMD, whereas, Black/African American respondents rated this variable the highest ($\bar{x}$=2.21) indicating the least sense of physical and emotional safety.

Gender. Reviewing the findings for the item about feelings of safety at UMD for the Total Sample, there were Large and meaningful effect sizes for the significant differences between Non-binary participants ($\bar{x}$= 2.38, SD = .71), and Women ($\bar{x}$=1.99, SD = .55; Cohen's *d*= .60), and Men ($\bar{x}$=1.64, SD = .56; Cohen's *d*= 1.15); Men ($\bar{x}$= 1.64, SD = .56), and Women ($\bar{x}$=1.99, SD = .55; Cohen's *d*= .61).

Among students, there were medium and meaningful effect sizes for the significant differences between Non-binary participants ($\bar{x}$= 2.36, SD = .71), and Women ($\bar{x}$=2.05, SD = .56; Cohen's *d*= .49). Large effect sizes for the differences between Men ($\bar{x}$=1.68, SD = .58; Cohen's *d*= .63), and Women ($\bar{x}$=2.05, SD = .56; Cohen's *d*= .63), and ($\bar{x}$= 2.36, SD = .71; Cohen's *d*= 1.04).

For faculty members, there were Large and meaningful effect sizes for the significant differences between Non-binary participants ($\bar{x}$= 2.33, SD = .57), and Women ($\bar{x}$=1.91, SD = .53;

Cohen's *d*= .74), and Men ($\bar{x}$=1.55, SD = .49; Cohen's *d*= .70); Women ($\bar{x}$=1.91, SD = .53), and

Men ($\bar{x}$=1.55, SD = .49; Cohen's *d*= 1.46).

Among staff, there were Medium effect sizes for the differences between Women ($\bar{x}$=1.91, SD =

.53), and Men ($\bar{x}$=1.61, SD = .55; Cohen's *d*= .55). Large and meaningful effect sizes for the

significant differences between Non-binary participants ($\bar{x}$= 2.46, SD = .82), and Women

($\bar{x}$=1.91, SD = .53; Cohen's *d*= .78), and Men ($\bar{x}$=1.61, SD = .55; Cohen's *d*= 1.21).

Across all primary role groups, Men reported the lowest rating for safety indicating the most

sense of physical and emotional safety at UMD, whereas, Non-binary respondents rated this

variable the highest indicating the least sense of physical and emotional safety.

Disability. Reviewing the findings for the item about feelings of safety at UMD for the

Total Sample, there were Small but meaningful effect sizes for the significant differences

between People without a disability ($\bar{x}$= 1.81, SD = .57), and People with a disability ($\bar{x}$=1.95, SD

= .60; Cohen's *d*= .24).

For students, there were Small but meaningful effect sizes for the significant differences

between People without a disability ($\bar{x}$= 1.86, SD = .57), and People with a disability ($\bar{x}$=2.00, SD

= .61; Cohen's *d*= .22).

For faculty, there were Small but meaningful effect sizes for the significant differences between People without a disability ($\overline{x}$= 1.69, SD = .52), and People with a disability ($\overline{x}$=1.84, SD = .57; Cohen's *d*= .27).

Among staff, there were Small but meaningful effect sizes for the significant differences between People without a disability ($\overline{x}$= 1.78, SD = .55), and People with a disability ($\overline{x}$=1.89, SD = .57; Cohen's *d*= .20).

Across all primary role groups, respondents without a disability reported the lowest rating for safety indicating the most sense of physical and emotional safety at UMD, whereas, respondents with a disability rated this variable the highest indicating the least sense of physical and emotional safety.

Sexual orientation. Reviewing the findings for the item about feelings of safety at UMD for the Total Sample, there were Small but meaningful effect sizes for the significant differences between Heterosexual participants ($\overline{x}$= 1.83, SD = .58), and Asexual participants ($\overline{x}$=1.97, SD = .48; Cohen's *d*= .26); LGBQ ($\overline{x}$=2.03, SD = .59), and Asexual participants ($\overline{x}$=1.97, SD = .48; Cohen's *d*= .11); Medium effect sizes for differences between Heterosexual participants ($\overline{x}$= 1.83, SD = .58), and LGBQ ($\overline{x}$=2.03, SD = .59; Cohen's *d*= .35).

For students, there were Small but meaningful effect sizes for the significant differences between Heterosexual participants ($\overline{x}$= 1.87, SD = .59), and Asexual participants ($\overline{x}$=1.98, SD =

.52; Cohen's *d*= .19); LGBQ ($\overline{x}$=2.09, SD = .60), and Asexual participants ($\overline{x}$=1.98, SD = .52; Cohen's *d*= .19); Medium effect sizes for differences between Heterosexual participants ($\overline{x}$= 1.87, SD = .59), and LGBQ ($\overline{x}$=2.09, SD = .60; Cohen's *d*= .36).

For faculty, there were Small but meaningful effect sizes for the significant differences between Heterosexual participants ($\overline{x}$= 1.71, SD = .54), and Asexual participants ($\overline{x}$=1.75, SD = .35; Cohen's *d*= .07). Medium effect sizes for the differences between LGBQ ($\overline{x}$=1.92, SD = .45), and Asexual participants ($\overline{x}$=1.75, SD = .35; Cohen's *d*= .42); Heterosexual participants ($\overline{x}$= 1.71, SD = .42), and LGBQ ($\overline{x}$=1.92, SD = .45; Cohen's *d*= .42).

Across all primary role groups, heterosexual respondents reported the lowest rating for safety indicating the most sense of physical and emotional safety at UMD, whereas, LGBQ respondents rated this variable the highest indicating the least sense of physical and emotional safety.

Political orientation. Reviewing the findings for the item about feelings of safety at UMD for the Total Sample, there were Small but meaningful effect sizes for the significant differences between Ultra-Conservative participants ($\overline{x}$= 1.97, SD = .90), and Moderate participants ($\overline{x}$=1.80, SD = .57; Cohen's *d*= .22), and Liberal participants ($\overline{x}$=1.88, SD = .56; Cohen's *d*= .11), and Ultra-Liberal participants ($\overline{x}$=1.95, SD = .606; Cohen's *d*= .02); Conservative ($\overline{x}$= 1.68, SD = .57), and Moderate participants ($\overline{x}$=1.80, SD = .57; Cohen's *d*= .21); Moderate ($\overline{x}$=1.80, SD = .57), and Liberal participants ($\overline{x}$=1.95, SD = .606; Cohen's *d*= .14), and Ultra-Liberal

participants ($\overline{x}$=1.95, SD = .60; Cohen's *d*= .25); Liberal participants ($\overline{x}$=1.88, SD = .56), and

Ultra-Liberal participants ($\overline{x}$=1.95, SD = .606; Cohen's *d*= .14). Medium effects for the

differences between Ultra-Conservative participants ($\overline{x}$= 1.97, SD = .90), and Conservative ($\overline{x}$=

1.68, SD = .57; Cohen's *d*= .37); Conservative ($\overline{x}$= 1.68, SD = .57), and Liberal participants

($\overline{x}$=1.88, SD = .56; Cohen's *d*= .35), and Ultra-Liberal participants ($\overline{x}$=1.95, SD = .60; Cohen's *d*=

.46).

Among students, there were Small but meaningful effect sizes for the significant differences

between Ultra-Conservative participants ($\overline{x}$= 2.03, SD = .93), and Moderate participants

($\overline{x}$=1.83, SD = .58; Cohen's *d*= .25), and Liberal participants ($\overline{x}$=1.94, SD = .57; Cohen's *d*= .11),

and Ultra-Liberal participants ($\overline{x}$=1.94, SD = .63; Cohen's *d*= .01); Conservative ($\overline{x}$= 1.71, SD =

.60), and Moderate participants ($\overline{x}$=1.83, SD = .58; Cohen's *d*= .20); Moderate ($\overline{x}$=1.83, SD =

.58), and Liberal participants ($\overline{x}$=1.94, SD = .63; Cohen's *d*= .19); Liberal participants ($\overline{x}$=1.94, SD

= .63), and Ultra-Liberal participants ($\overline{x}$=2.02, SD = .63; Cohen's *d*= .13). Medium effects for the

differences between Ultra-Conservative participants ($\overline{x}$= 2.03, SD = .93), and Conservative ($\overline{x}$=

1.71, SD = .60; Cohen's *d*= .40); Conservative ($\overline{x}$= 1.71, SD = .60), and Liberal participants

($\overline{x}$=1.94, SD = .63; Cohen's *d*= .39), and Ultra-Liberal participants ($\overline{x}$=2.02, SD = .63; Cohen's *d*=

.50).

Among faculty, there were Small but meaningful effect sizes for the significant differences

between Liberal participants ($\overline{x}$= 1.72, SD = .51), and Conservative participants ($\overline{x}$=1.75, SD =

.56; Cohen's *d*= .05), and Moderate participants ($\overline{x}$=1.66, SD = .52; Cohen's *d*= .11); Ultra-Liberal

participants ($\overline{x}$=1.87, SD = .58), and Conservative ($\overline{x}$=1.75, SD = .56; Cohen's d= .21), and Liberal

participants ($\overline{x}$=1.72, SD = .51; Cohen's d= .27); Moderate ($\overline{x}$=1.66, SD = .52), and Conservative

($\overline{x}$=1.75, SD = .56; Cohen's d= .16); Medium effect sizes for differences between Ultra-Liberal

participants ($\overline{x}$=1.87, SD = .58), and Moderate ($\overline{x}$=1.66, SD = .52; Cohen's d= .38). Large effect

sizes for differences between Ultra-Conservative ($\overline{x}$= 1.25, SD = .28), and Conservative ($\overline{x}$=1.75,

SD = .56; Cohen's d= 1.11), and Liberal ($\overline{x}$=1.72, SD = .51; Cohen's d= 1.14), and Ultra-Liberal

($\overline{x}$=1.87, SD = .58; Cohen's d= 1.35).

Among staff members, there were Small but meaningful effect sizes for the significant

differences between Conservative participants ($\overline{x}$= 1.62, SD = .52), and Moderate participants

($\overline{x}$=1.78, SD = .56; Cohen's d= .29); Moderate participants ($\overline{x}$=1.78, SD = .56), and Liberal

($\overline{x}$=1.84, SD = .52; Cohen's d= .11), and Ultra-Liberal participants ($\overline{x}$=1.87, SD = .56; Cohen's d=

.16); Liberal ($\overline{x}$=1.84, SD = .52), and Ultra-Liberal ($\overline{x}$=1.87, SD = .56; Cohen's d= .05). Medium

effect sizes for the differences between Ultra-Conservative participants ($\overline{x}$=1.87, SD = .56), and

Moderate ($\overline{x}$= 1.78, SD = .56; Cohen's d= .54), and Liberal ($\overline{x}$=1.84, SD = .52; Cohen's d= .47),

and Ultra-Liberal ($\overline{x}$=1.87, SD = .56; Cohen's d= .42); Conservative ($\overline{x}$= 1.62, SD = .52), and

Liberal ($\overline{x}$=1.84, SD = .52; Cohen's d= .42), and Ultra-Liberal ($\overline{x}$=1.87, SD = .56; Cohen's d= .46).

Large effect sizes for the differences between Ultra-Conservative participants ($\overline{x}$=1.87, SD =

.56), and Conservative ($\overline{x}$= 1.62, SD = .52; Cohen's d= .78).

There were differences between ratings across primary role groups for safety. For three of the

primary role groups, total sample, Students, and Staff, Conservative respondents reported the

lowest rating for safety indicating the most sense of physical and emotional safety at UMD. For faculty, the lowest rating was among Ultra Conservative respondents indicating the most sense of safety. For three of the primary role groups, Total Sample, Students, and Staff, Ultra-Conservatives rated this variable the highest indicating the least sense of physical and emotional safety. It should be noted that for staff members, Ultra Conservatives and Ultra Liberals had the same ratings indicating the lowest sense of safety among political orientation groups. For students, Ultra-Conservatives had the highest rating, indicating the least sense of safety, but Ultra-Liberals ratings were almost the same. Faculty respondents who were Ultra-Liberals had the highest rating indicating the least sense of safety on campus.

Safety and Campus Community. There were tensions on campus expressed based on racial differences as well as political orientation differences. It appears that identifying as an ultra-conservative is associated with White Nationalist viewpoints and may be an area of future exploration through focus groups or individual interviews. A staff member (white, woman) expressed, "Do not tolerate white nationalist rhetoric and individuals. Be very skeptical of far-right politics and individuals. Be more accepting of those who are critical of capitalism and neoliberal American politics." Another comment by a student (female, Black/African American) stated, "Expel all students who claim to be white nationalists or who spread white nationalism rhetoric."

The comments around this topic were polarized. There was a sense that anyone who aligned with conservative or ultra-conservative rhetoric posed a threat to campus, and others saw the incorporation of diverse dialogue served to enhance the campus climate.

> "A specific example should be one who is ultra conservative or ultra-liberal should not be scoffed or dismissed. Respectful discourse will be the only way society can get ahead and heal divides. Radicalism and censoring are the wrong way to go. UMD has a long way to go and is truly responsible for gross negligence and allowing widespread hate/bias incidents to occur, but there still is time to repair the school's damaged image." (Staff member, Male, Black/African American).

> "UMD has a reputation as a liberal campus. It should make sure to include conservative and moderate groups in the discussion about diversity and inclusion" (Staff member, Woman, White).

> "Thought diversity. For years, I literally have never discussed my political views openly, because I frequently hear not just criticism, but hate-filled ridicule of conservative ideas. Identity politics has taken over the campus in a way that does not promote real fact-based discussions." (Faculty member, Man, White).

> "Stop forcing students to take diversity classes where there only options are to take courses where the entire curriculum involves discussing and encouraging hatred on white conservative men. Maybe if you didn't allow for conservative and libertarian ideologies and identities to feel so targeted on campus there would be less extreme behavior because they wouldn't feel such a strong threat leading to self-preservation and survival instincts." (Faculty member, White, Man)

Additional sentiments shared that there is a political tension on campus where the space to share political views does not fully exist in- or out- of the classroom. Creating civil discourse as a part of the experience on campus was seen as a core tenet around improving the campus climate. Coupling political orientation with a lack of understanding about hate speech and free speech is all part of the larger theme of civility and creating a space where community members are free to express opposing views without fear of protest or retaliation from students, faculty, or staff.

Religious/ Spiritual Affiliation. In this sample, Muslim participants reported feeling less safe compared to others religious or spiritual participants[10]. Some groups included in the survey had a n<10 and were not reported in these findings. For the groups with a large enough response rate, their sense of safe indicated that most groups identify as safe. Considering how groups compared in terms of feeling unsafe, defined as "somewhat unsafe" or "completely unsafe", three groups had more than 20% of participants reporting they are *unsafe* (Taoist, 22%; Muslin, 21%; and Pagan, 20%); however, there are additional groups who reported feeling *unsafe* above 10% (Buddhist, 17%; Christian, 15%; Hindu, 14%; Spiritual, but not religious, 14%; and Agnostic, 11%). Of the ten groups who had sample large enough to report, eight of them were above 10% who felt *unsafe* using the aforementioned definition. For the three remaining groups, Secular Humanist, Jewish, and Atheist, all of those participants reported feeling *unsafe* by the same definition at 8%.

Figure 9: Physical Safety and Religious/Spiritual Orientation

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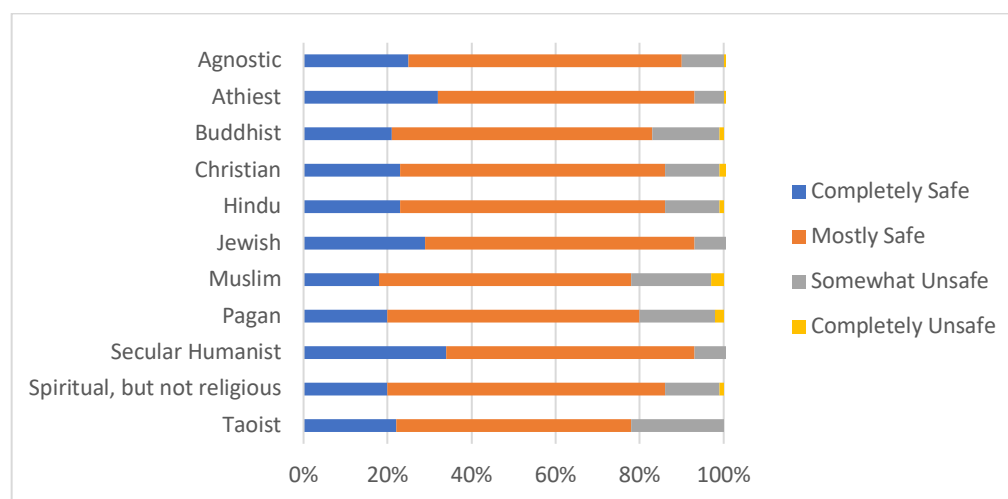
[10] Does not include religious or spiritual groups with a N<10 including: Baha'i, Confuctionist, Druid, Jain, Jehovah's Witness, Native American practitioner, Rastafarian, Scientologist, Shinto, Sikh, Wiccan

On a macro level to understand how groups compare specific to physical safety, see Figure 6, groups are placed into larger groups (Christian, Jewish, Muslim, Non-Affiliated, and all other groups). Using the definitions of safety including "completely safe" and "mostly safe" compared to unsafe as "somewhat unsafe" and completely unsafe", these findings indicate Muslim members on the UMD campus feel unsafe (21%) compared to the other groups feeling of being unsafe (Christian, 14%; Jewish, 9%; No-affiliation, 13%; and those who are spiritual who are not Christian, Jewish, or Muslim, 10%).

Regression and Total Sample

Six sets of variables were entered into a hierarchical multiple regression analysis as predictors of the Safety and the Total Sample:

(f) Participant identity characteristics (male/female, disability binary, race binary with White versus all other race/ethnicities, sexual orientation with Heterosexual, LGBQ, and Asexual)

(g) Personal engagement variables (engage with others, debate differences, avoid differences) and Free Speech, Disrupt Speech.

(h) Experiences at UMD including Treatment, Offensive speech, community members in general and the value and commitment to diversity and inclusion, community members who specialize in diversity and inclusion, underrepresented groups advocating for diversity and inclusion, and members of the community work to improve diversity and inclusion

(i) Inter-personal characteristics at UMD: Interacting with people who are different from me, micro-invalidations, viewed as dangerous, micro-affirmations, micro-insults, perceptions of safety

(j) Perceptions of discrimination

Table 342 presents the results of the hierarchical multiple regression analysis on the Safety at the University of Maryland for the staff sample. The first block of demographic variables predicted 11% of the variance in perceptions of the Safety at UMD ($R^2=.113$; $F_{change}=32.457$, df

(4,1024); $p<.000$. The second block of UMD Safety variables predicted an additional 5% of the

variance ($R^2=.164; F_{change}=12.513$, df (5,1019); $p<.000$. The third block UMD Safety variables

predicted an additional 11% of the variance ($R^2=.283; F_{change}=28.048$, df (6,1013); $p<.000$. The

fourth block of UMD Safety variables predicted an additional 4% of the variance ($R^2=.324$;

$F_{change}=15.367$, df (4,1009); $p<.000$. The fifth block of UMD Safety predicted an additional 2% of

the variance ($R^2=.344; F_{change}=6.001$, df (5,1004); $p<.000$. The final UMD Safety variable

predicted an additional 0.2% of the variance ($R^2=.346; F_{change}=1.737$, df (2,1002); $p<.17$.

In the final model, the following variables were significant predictors of UMD Safety at the

$p<.001$ level: White Race (part $r = .109$), Avoid differences (part $r = .089$), Free Speech (part $r =$

$.087)$, offensive speech (part $r = .096$).

White race accounted for the largest proportion of the variance in perceptions of the Safety at

UMD. The strong positive correlation (part $r = .109$) suggests that people who experience

micro-affirmations tend to experience safety at UMD more positively.

Qualitative Findings about Safety

Participant comments outline a plan to increase safety and security on campus for all members.

To begin, one them around campus safety specifically highlighted suggestions for Campus

Police. These suggestions included increasing the number of members on the police force.

> For example, "institute community policing where UMCP police are assigned locations
> on campus where they get to know the student populations in their areas, gain trust of

those students, be aware of those students who may be perpetrators of hate/bias incidents, or inciting others." (Staff Member, Multiracial, Women).

"Campus police need to be retrained. I'm tired of seeing people of color on campus and in Maryland in general being treated like animals." Another student talked about the campus police and shared her fear on campus and stated, "I just be quiet and watch. I don't want to be killed" (Student, Black/African American, Woman).

"Treat all students equally for example parties with predominately black students tend to have police show up, however parties with predominately white students are not stopped by police" (Student, Filipino, Woman).

"A specific example should be one who is ultra conservative or ultra-liberal should not be scoffed or dismissed. Respectful discourse will be the only way society can get ahead and heal divides. Radicalism and censoring is the wrong way to go. UMD has a long way to go and is truly responsible for gross negligence and allowing widespread hate/bias incidents to occur, but there still is time to repair the school's damaged image." (Staff member, Black/African American, Male).

Ultimately, "UMD has a reputation as a liberal campus. It should make sure to include conservative and moderate groups in the discussion about diversity and inclusion" (staff member, woman, white). Faculty members also shared in the conversation about political ideology on campus. "Thought diversity. For years, I literally have never discussed my political views openly, because I frequently hear not just criticism, but hate-filled ridicule of conservative ideas. Identity politics has taken over the campus in a way that does not promote real fact-based discussions." (Faculty member, Man, White).

Research Question 7: To what extent do students, staff, and faculty feel a sense of belonging

and attachment to UMD?

Dependent variable items for Institutional Attachment

Personal Experiences of *Institutional Attachment* by Race

Factor analysis of survey items resulted in a composite variable, *Institutional Attachment*, that

combines responses from three items:

- To what degree do you have a sense of belonging to the UMD community?

- To what degree do you feel welcomed as a member of the UMD campus community?

- Do you ever wish you had chosen another position instead of the one you currently have at UMD? (FACULTY AND STAFF ONLY)

- Do you ever wish you had chosen another college or university instead of UMD? (STUDENTS ONLY)

The vast majority of participants expressed a sense of belonging, feel welcomed as a member of

the UMD campus community, and do not wish they had chosen another college or university or

position instead of UMD. The overall sample illustrated 80% feel a sense of belonging at UMD

either somewhat or a great deal.

Overall, the vast majority of participants at The University of Maryland reported their

institutional attachment as more positive than negative. The measurement of institutional

attachment included measuring: *a sense of belonging, feeling welcomed,* and *satisfaction with*

their selection of UMD to attend college or work. Nearly 80% of the Total Sample participants

positively endorsed a sense of belonging at UMD as either "somewhat" or "a great deal". The

percentage of the same Sample is even higher for those who feel welcomed as a member of campus - over 85% selected either "somewhat" or "a great deal".

To what Degree do you have a Sense of Belonging in the UMD Community?

When looking at the variable: To what degree do you have a sense of belonging to the UMD community? by different identity characteristics using a scale of not at all (1), very little (2), Somewhat (3), and A great deal (4). An Analysis of variance (ANOVAs) revealed that there were significant and meaningful differences for all of the identity characteristics were significant (p<.000) for each of the identity characteristics including race, gender, sexual orientation, disability, and political orientation as well as primary role. The only exception for an identity characteristic that was not significant at the p<.000 included: Staff respondents and Sexual Orientation (p<.036), Faculty respondents and Race (p<.653), Sexual orientation (p<.095), and Political Orientation (p<.116).

       Primary Role. Reviewing the findings for the item about feelings of attachment at UMD for the Total Sample, there were Small effect sizes for differences between Students ($\bar{x}$=3.06, SD = .66), and Faculty members ($\bar{x}$=3.09, SD =.69; Cohen's d =.04), and Staff ($\bar{x}$=3.08, SD =.67; Cohen's d =.03); Faculty ($\bar{x}$=3.09, SD =.69), and Staff ($\bar{x}$=3.08, SD =.67; Cohen's d =.01). Medium effect sizes for the effects between Senior Administrator- Faculty designation ($\bar{x}$=3.49, SD =.54), and Senior Administrator- Staff Designation ($\bar{x}$=3.65, SD =.37; Cohen's d =.34). Large effect sizes exist for the differences between Senior Administrator- Faculty designation ($\bar{x}$=3.49, SD =.54), and Students ($\bar{x}$=3.06, SD = .66; Cohen's d =.71), and Faculty members ($\bar{x}$=3.09, SD =.69; Cohen's d =.64), and Staff ($\bar{x}$=3.08, SD =.67; Cohen's d =.67); Senior Administrator- Staff

Designation ($\bar{x}$=3.65, SD =.37), and Students ($\bar{x}$=3.06, SD = .66; Cohen's *d* =1.10), and Faculty

members ($\bar{x}$=3.09, SD =.69; Cohen's *d* =1.01), and Staff ($\bar{x}$=3.08, SD =.67; Cohen's *d* =1.05).

Across all primary role groups, Senior Administrators-Staff designation respondents reported

the highest rating indicating the most sense of attachment and belonging UMD. It should be

noted that Senior Administrators-Faculty designation came in slightly behind the Senior

Administrators- Staff designation, whereas, Students respondents rated this variable the lowest

indicating the least sense of attachment and belonging.

Race. For the Total Sample, there were Small effect sizes for differences between White

participants ($\bar{x}$=3.14, SD = .65), and Asian ($\bar{x}$=3.08, SD = .63; Cohen's *d*= .21), and Other ($\bar{x}$=2.99,

SD = .67; Cohen's *d*= .21), and Latinx ($\bar{x}$=2.94, SD = .70; Cohen's *d*= .29), and Black/African

American ($\bar{x}$=3.08, SD = .67; Cohen's *d*= .09); Asian ($\bar{x}$=3.08, SD = .63), and Other ($\bar{x}$=2.99, SD =

.73; Cohen's *d*= .13), and Latinx ($\bar{x}$=2.94, SD = .70; Cohen's *d*= .21); Other ($\bar{x}$=2.99, SD = .73), and

Latinx ($\bar{x}$=2.94, SD = .70; Cohen's *d*= .06), and Black/African American ($\bar{x}$=3.08, SD = .67; Cohen's

d= .12); Latinx ($\bar{x}$=2.94, SD = .70), and Black/African American ($\bar{x}$=3.08, SD = .67; Cohen's *d*=

.20). There were no differences between Asian and Black/African American.

Among the Student Sample, there were small effect sizes for differences between White

participants ($\bar{x}$=3.14, SD = .64), and Asian ($\bar{x}$=3.07, SD = .62; Cohen's *d*= .11), and Other ($\bar{x}$=2.99,

SD = .70; Cohen's *d*= .22), and Latinx ($\bar{x}$=2.98, SD = .69; Cohen's *d*= .24); Asian ($\bar{x}$=3.07, SD =

.62), and Other ($\bar{x}$=2.99, SD = .70; Cohen's *d*= .12), and Latinx ($\bar{x}$=2.98, SD = .69; Cohen's *d*= .12);

Other ($\overline{x}$=2.99, SD = .70), and Latinx ($\overline{x}$=2.98, SD = .69; Cohen's *d*= .01), and Black/African

American ($\overline{x}$=2.79, SD = .70; Cohen's *d*= .28); Latinx ($\overline{x}$=2.98, SD = .69), and Black/African

American ($\overline{x}$=2.79, SD = .70; Cohen's *d*= .27). Medium effect sizes for the differences between

Black/ African American ($\overline{x}$=2.79, SD = .70), and White ($\overline{x}$=3.14, SD = .64; Cohen's *d*= .52), and

Asian ($\overline{x}$=3.07, SD = .62; Cohen's *d*= .42).

For staff, there were Small effect sizes for differences between White participants ($\overline{x}$=3.14, SD =

.65), and Asian ($\overline{x}$=3.16, SD = .60; Cohen's *d*= .03); Other ($\overline{x}$=2.91, SD = .81), and Latinx ($\overline{x}$=2.83,

SD = .76; Cohen's *d*= .11), and Black/African American ($\overline{x}$=2.93, SD = .70; Cohen's *d*= .03); Latinx

($\overline{x}$=2.83, SD = .76), and Black/African American ($\overline{x}$=2.93, SD = .70; Cohen's *d*= .13). Medium

effect sizes for the differences between White ($\overline{x}$=3.14, SD = .65), and Latinx ($\overline{x}$=2.83, SD = .76;

Cohen's *d*= .43), and Black/African American ($\overline{x}$=2.93, SD = .70; Cohen's *d*= .31).

Across all primary role groups, White respondents reported the highest rating indicating the

most sense of attachment and belonging UMD, whereas, Black/African American respondents

rated this variable the lowest indicating the least sense of attachment and belonging.

Gender. For the Total Sample, there were small effect sizes for the differences between

Women ($\overline{x}$=3.06, SD = .66), and Men ($\overline{x}$=3.11, SD = .67; Cohen's *d*= .07). Medium differences

between Non-binary participants ($\overline{x}$= 2.70, SD = .78), and Women ($\overline{x}$=3.06, SD = .66; Cohen's *d*=

.49), and Men ($\overline{x}$=3.11, SD = .67; Cohen's *d*= .56).

Among the Student sample, there were small effect sizes for the differences between Women ($\bar{x}$=3.06, SD = .66), and Men ($\bar{x}$=3.08, SD = .66; Cohen's *d*= .03). Medium differences between Non-binary participants ($\bar{x}$= 2.71, SD = .80), and Women ($\bar{x}$=3.06, SD = .66; Cohen's *d*= .47), and Men ($\bar{x}$=3.08, SD = .66; Cohen's *d*= .56).

For the Faculty sample, there were Small effect sizes for the differences between Women ($\bar{x}$=2.99, SD = .67), and Men ($\bar{x}$=3.18, SD = .69; Cohen's *d*= .27). Medium differences between Non-binary participants ($\bar{x}$= 2.55, SD = .76), and Women ($\bar{x}$=2.99, SD = .67; Cohen's *d*= .61), and Men ($\bar{x}$=3.18, SD = .69; Cohen's *d*= .86).

Across all primary role groups, Men reported the highest rating indicating the most sense of attachment and belonging UMD. It should be noted that Women came in slightly behind the Men in the Student sample, whereas, Non-binary respondents rated this variable the lowest indicating the least sense of attachment and belonging.

Sexual Orientation. For the Total Sample, there were Small effect sizes for the differences between Heterosexuals ($\bar{x}$=3.09, SD = .66), and LGBQ ($\bar{x}$=2.95, SD = .69; Cohen's *d*= .20), and Asexual participants ($\bar{x}$= 3.07, SD = .56; Cohen's *d*= .03); LGBQ ($\bar{x}$=2.95, SD = .69), and Asexual ($\bar{x}$= 3.07, SD = .56; Cohen's *d*= .19).

Among Students, there were Small effect sizes for the differences between Heterosexuals ($\bar{x}$=3.09, SD = .65), and LGBQ ($\bar{x}$=2.93, SD = .70; Cohen's *d*= .23), and Asexual participants ($\bar{x}$=

3.08, SD = .55; Cohen's *d*= .01); LGBQ ($\overline{x}$=2.93, SD = .70), and Asexual ($\overline{x}$= 3.08, SD = .55; Cohen's *d*= .24).

Across all primary role groups, Heterosexual respondents reported the highest rating indicating the most sense of attachment and belonging UMD. It should be noted that Asexual respondents came in slightly behind Heterosexuals for the Total Sample and student respondents, whereas, LGBQ respondents rated this variable the lowest indicating the least sense of attachment and belonging.

Disability. Reviewing the findings for the item about feelings of attachment at UMD for the Total Sample, there were Small but meaningful effect sizes for the significant differences between People without a disability ($\overline{x}$= 3.12, SD = .65), and People with a disability ($\overline{x}$=2.96, SD = .697; Cohen's *d*= .23).

Among Students, there were small but meaningful effect sizes for the significant differences between respondents without a disability ($\overline{x}$= 3.11, SD = .65), and respondents with a disability ($\overline{x}$=2.97, SD = .70; Cohen's *d*= .20).

For the Faculty Sample, there were Small but meaningful effect sizes for the significant differences between respondents without a disability ($\overline{x}$= 3.13, SD = .68), and respondents with a disability ($\overline{x}$=2.94, SD = .70; Cohen's *d*= .27).

Among the Staff Sample, there were medium but meaningful effect sizes for the significant differences between respondents without a disability ($\overline{x}$= 3.14, SD = .66), and respondents with a disability ($\overline{x}$=2.93, SD = .68; Cohen's *d*= .31).

Across all primary role groups, respondents without a disability reported the highest rating indicating the most sense of attachment and belonging UMD, whereas, respondents with a disability rated this variable the lowest indicating the least sense of attachment and belonging.

Political Orientation. For the Total Sample, there were Small but meaningful effect sizes for the significant differences between Conservative participants ($\overline{x}$= 3.09, SD = .68), and Moderate participants ($\overline{x}$=3.10, SD = .67; Cohen's *d*= .01), and Liberal ($\overline{x}$=3.11, SD = .63; Cohen's *d*= .03), and Ultra-Liberal participants ($\overline{x}$=2.99, SD = .716; Cohen's *d*= .14); Moderate ($\overline{x}$=3.10, SD = .67), and Liberal ($\overline{x}$=3.11, SD = .63; Cohen's *d*= .01), and Ultra-Liberal ($\overline{x}$=2.99, SD = .71; Cohen's *d*= .15); Liberal ($\overline{x}$=3.11, SD = .63), and Ultra-Liberal ($\overline{x}$=2.99, SD = .71; Cohen's *d*= .17). Medium effect sizes for differences between Ultra-Conservative ($\overline{x}$=2.55, SD = .96), and Ultra-Liberal ($\overline{x}$=2.99, SD = .71; Cohen's *d*= .17). Large effect sizes for the differences between Ultra-Conservative ($\overline{x}$=2.55, SD = .96), and Conservative participants ($\overline{x}$= 3.09, SD = .68; Cohen's *d*= .64), and Moderate participants ($\overline{x}$=3.10, SD = .67; Cohen's *d*= .66), and Liberal ($\overline{x}$=3.11, SD = .63; Cohen's *d*= .668), and Ultra-Liberal participants ($\overline{x}$=2.99, SD = .716; Cohen's *d*= .52).

Among the Student Sample, there were small but meaningful effect sizes for the significant differences between Conservative participants ($\overline{x}$= 3.10, SD = .67), and Moderate participants

($\overline{x}$=3.09, SD = .66; Cohen's *d*= .01), and Liberal ($\overline{x}$=3.08, SD = .63; Cohen's *d*= .03), and Ultra-Liberal participants ($\overline{x}$=3.00, SD = .71; Cohen's *d*= .14); Moderate ($\overline{x}$=3.09, SD = .66), and Liberal ($\overline{x}$=3.08, SD = .63; Cohen's *d*= .01), and Ultra-Liberal ($\overline{x}$=3.00, SD = .71; Cohen's *d*= .13); Liberal ($\overline{x}$=3.08, SD = .63), and Ultra-Liberal ($\overline{x}$=3.00, SD = .71; Cohen's *d*= .11). Medium effect sizes for differences between Ultra-Conservative ($\overline{x}$=2.56, SD = .98), and Ultra-Liberal ($\overline{x}$=3.00, SD = .71; Cohen's *d*= .51). Large effect sizes for the differences between Ultra-Conservative ($\overline{x}$=2.56, SD = .98), and Conservative participants ($\overline{x}$= 3.10, SD = .67; Cohen's *d*= .64), and Moderate participants ($\overline{x}$=3.09, SD = .66; Cohen's *d*= .63), and Liberal ($\overline{x}$=3.08, SD = .63; Cohen's *d*= .663).

For the Staff Sample, there were Small but meaningful effect sizes for the significant differences between Conservative participants ($\overline{x}$= 3.07, SD = .71), and Liberal ($\overline{x}$=3.17, SD = .63; Cohen's *d*= .14), and Ultra-Liberal ($\overline{x}$=3.01, SD = .65; Cohen's *d*= .08); Moderate ($\overline{x}$=3.07, SD = .66), and Liberal ($\overline{x}$=3.17, SD = .63; Cohen's *d*= .15), and Ultra-Liberal ($\overline{x}$=3.01, SD = .65; Cohen's *d*= .09); Liberal ($\overline{x}$=3.17, SD = .63), and Ultra-Liberal ($\overline{x}$=3.01, SD = .65; Cohen's *d*= .24). Large effect sizes for differences between Ultra-Conservative ($\overline{x}$=1.93, SD = .65), and Conservative participants ($\overline{x}$= 3.07, SD = .71; Cohen's *d*= 1.68), and Moderate participants ($\overline{x}$=3.07, SD = .66; Cohen's *d*=1.75), and Liberal ($\overline{x}$=3.17, SD = .63; Cohen's *d*= 1.95), and Ultra-Liberal ($\overline{x}$=3.01, SD = .65; Cohen's *d*= 1.67).

Across two primary role groups, the Total Sample and Staff, Liberal respondents reported the highest rating indicating the most sense of attachment and belonging UMD. For students, Conservative respondents reported the highest rating indicating the most sense of attachment

and belonging at UMD. Across all primary role groups, Ultra-Conservative respondents rated this variable the lowest indicating the least sense of attachment and belonging.

Predicting Institutional Attachment

We used a series of hierarchical multiple regression analyses to predict *Institutional Attachment* using other composite variables related to campus climate in the survey, with a special focus on racial-ethnic group differences uncovered in the preceding section of this report. We conducted separate hierarchical multiple regression analyses for each racial-ethnic identity group to identify the significant predictors for *Institutional Attachment*. We used the following set of predictors in each of the regression analyses:

- Gender identity
- Political orientation
- Inclination to engage others with different views
- Inclination to debate others with different views
- Inclination to avoid others with different views
- Experiences of micro-affirmations
- Experiences of micro-invalidations
- Experiences of micro-insults
- Experiences of dangerousness micro-aggressions
- Experiences of discrimination
- Perceptions of personal safety (emotional and physical)
- Perceptions of identity-based offensive speech on campus
- Perceptions of the institutional commitment of UMD to diversity and inclusion
- Perceptions that people of different identities are treated differently at UMD
- Perceptions that UMD works to improve the campus climate for diversity and inclusion
- Interactions with people of different identity groups at UMD

- Positive experiences of the climate at UMD

- Negative experiences of the climate at UMD

For participants self-identifying as White, the variables included in the hierarchical regression analysis accounted for a total of 46.3% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "negative experiences of the climate," "micro-invalidations," and "perceptions of personal safety."

Race. For participants self-identifying as Black/African American, the variables included in the hierarchical regression analysis accounted for a total of 54.9% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "negative experiences of the climate," "micro-affirmations," "interactions with people of different identity groups," and "perceptions of personal safety."

For participants self-identifying as Latinx/Chicanx/Hispanic, the variables included in the hierarchical regression analysis accounted for a total of 52.0% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "perceptions of institutional commitment to diversity and inclusion," "inclination to avoid others with different views," and "inclination to engage others with different views."

For participants self-identifying as Asian, the variables included in the hierarchical regression analysis accounted for a total of 45.9% of the variance in *Institutional Attachment*. The five variables accounting for the largest percentages of the variance (in descending order) were "positive experiences of the climate," "micro-affirmations," "perceptions of personal safety," "negative experiences of the climate," and "interactions with people of different identity groups."

Gender. For gender, the use of a one-way ANOVA and post hoc analysis to measure effect sized and significance of gender against multiple composite variables are outlined below. Effect sizes measures the differences between means in between and within subjects (Lakens, 2013). In this case, using gender, we can better understand different composite variables around campus climate at the University of Maryland. The gender groups were based on how participants self-identified as "woman", "men", or "non-binary". The use of effect size where small effect size is defined as +/-0.2, medium effect size is defined as +/- 0.5, and a large effect size is defined as +/-0.8.[11] What is demonstrated below is that men consistently fare better than women and non-binary. It is also clear that men and women are more similar and there are larger differences between men and women when compared to non-binary. Average discrimination was the factor where all three groups, men, women, and non-binary, had the most overlap in experiences when measured by effect size.

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[11] https://www.uccs.edu/lbecker/effect-size A small effect size is measured at the following levels, small-0.2, medium-0.5, and a large-0.8.

CONCLUSIONS

Broadly speaking, the UMD Campus Climate Study has been a tremendous success. The sample is sizable and representative of the campus in ways that will contribute to the application of findings and recommendations. This study produced an expansive amount of data from which a rich set of findings have been obtained. Overall, there are many positive findings as well as several opportunities for improvement based on concerns expressed from participants at the University of Maryland community.

There are responses from the sample indicating a need to create opportunities to build community through civil discourse, concrete actions, and an investment of resources in a structured, systematic approach to equity, diversity and inclusion.

Of particular importance are the findings regarding *Institutional Attachment*. There were clear differences on the basis of racial-ethnic identification on items related to belongingness, feeling welcomed, and satisfaction with the decision to attend school or work at UMD. Latinx and Black/African American participants expressed lower *Institutional Attachment* compared to White and Asian counterparts. Furthermore, predictors of *Institutional Attachment* suggest that students, faculty, and staff can benefit from sincere efforts to provide a welcoming atmosphere, and foster a sense of belonging, by increasing the frequency of micro-affirmations, reducing the occurrence of micro-aggressions, discrimination, and hate-bias incidents on campus, all of which are likely to foster more positive experiences of the campus climate and perceptions of personal safety.

The findings regarding physical and emotional safety also signified a climate in which people of color, women, and gender non-binary individuals express greater concerns about their personal safety.

The tension on campus between liberals and conservatives appears to be a significant component of the perpetuation of hate-bias and campus climate concerns for a substantial number of participants, also influencing the way people perceive their own safety on campus.

Greater attention to fostering difficult dialogues and improving the quality of discourse across differences on campus is a major recommendation. Qualitative and quantitative findings converged to support the need for improved efforts to facilitate dialogue and discourse in ways that increase civility and reduce an adversarial tone on campus between administration and some campus constituents.

There was widespread dissatisfaction with the ways that the university has approached the work of equity, diversity and inclusion across the past few years, especially with respect to hate-bias incidents. Communication with the campus was described by many participants as a major source of dissatisfaction in response to hate-bias incidents, as well as diversity and inclusion in general, resulting in suggestions that the administration needs to become more transparent, communicate more rapidly, and do a more thorough job of conveying important steps they are taking to improve campus climate. The University of Maryland will need to

acknowledge the factors contributed to the current context, and also make some difficult and bold steps to create a direction for the future of this campus.

There are many points of convergence between the work of the Joint Task Force and the findings of the UMD Campus Climate Study, which lends support for the validity of the findings and the importance of the conclusions and recommendations forthcoming from both reports.

Implementation of key recommendations will be an essential part of advancement toward success in achieving a positive and productive working and learning environment. Training and programming activities were identified as a key theme in making progress on issues of equity, diversity, and inclusion at UMD.

Recommendations

a. **Develop a plan to share the findings of the campus climate study with the University of Maryland community.** One of the concerns that surfaced during focus groups and interviews with members of the UMD community was that these findings would not be made widely available for review. Convene different approaches to communicate these findings and engage the community about developing action plan for next steps. Honest and open communication about both the positive findings and concerns is imperative to establish trust and commitment from students, faculty, staff, and administrators.

b. **Identify immediate, short-term, and long-term steps that begin to address these findings.** As these items are identified, communicate actions and updates publicly so

that issues related to diversity and inclusion remain a focal point at UMD. Use structures in place, such as Student Government Association, University Senate, Residence Halls Association, Graduate Student Council, Joint Task Force as a start to some of the groups to help identify and develop action steps and ensure that diversity and inclusion is address across all academic disciplines. Pay specific attention to accountability for individuals and departments who do not meet diversity and inclusion benchmarks.

c. **Identify and enhance existing programs around diversity and inclusion on measures from the predictor variables in the UMD Campus Climate Study (microaggressions, civil discourse, microinsults, microaffirmations, and dangerousness, zero tolerance).** Create a discourse on campus to produce opportunities to facilitate engagement and interactions across groups, reduce hate and biased behaviors on campus, reduce microaggressions, microinsults, and dangerousness while increasing microaffirmations.

d. **Acknowledge and address the disparate experiences across racial and ethnic identities at UMD**. These data clearly point to concerns about race, particularly Black/ African American participants, about their experiences at UMD.

e. **Address physical and emotional safety concerns of underrepresented groups.** Work with UMPD and other offices to implement adjudication policies that are consistent with diversity and inclusion efforts. Ensure UMPD and other campus offices are adequately trained, staffed, and equipped.

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APPENDIX A

Demographics of Survey Respondents

A comparison between the survey respondents and the entire UMD campus community is provided in the tables below campus community numbers are based on institutional numbers provided by IRPA. The red highlighted boxes (in Tables 5-7) indicate whether the sample or the population percentage is larger.

Table 5: Students—Comparison of Sample to Population[12]

		Percentage of the Sample	Percentage of the Population	
Total Students (undergraduate and graduate combined)	4217			Total Students (undergraduate and graduate combined)
Gender				Gender
Women	2,406	57%	47%	Women
Men	1,734	41%	53%	Men
Non-binary	68	2%		
Race/Ethnicity*				Race/Ethnicity*
White: US	2488	59%	48%	White: US
Black or African American	604	14%	12%	Black or African American: US
Asian	971	23%	14%	Asian: US
American Indian or Alaska Native	43	1%	0.1%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	11	0.2%	0.06%	Native Hawaiian or Other Pacific Islander: US
Hispanic	298	7%	8%	Hispanic: US
Other	71	2%	4%	Two or More: US
			3%	Unknown: US
			11%	Foreign

[12] https://www.irpa.umd.edu/CampusCounts/Enrollments/stuprofile_allug.pdf and
https://www.irpa.umd.edu/CampusCounts/Enrollments/stuprofile_allgrad.pdf

*Following the Federal definition

Table 6: Faculty—Comparison of Sample to Population[13]

		Percentage of the Sample	Percentage of the Population	
Total Faculty	1,019			Total Faculty*
Gender				Gender
Women	485	47%	40%	Women
Men	517	51%	60%	Men
Non-binary	3	<1%		
Race/Ethnicity*				Race/Ethnicity*
White: US	788	77%	58.2%	White: US
Black or African American	66	6%	5%	Black or African American: US
Asian	92	9%	11%	Asian: US
American Indian or Alaska Native	2	<1%	0.2%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	1	<1%	0.1%	Native Hawaiian or Other Pacific Islander: US
Hispanic	52	5%	4%	Hispanic: US
Other	71	2%	0.7%	Two or More: US
			10%	Unknown
			10.9%	Foreign

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[13] https://www.irpa.umd.edu/CampusCounts/Employees/employeesumm.pdf

Table 7: Staff—Comparison of Sample to Population[14]

		Percentage of the Sample	Percentage of the Population	
Total Staff	2,040			Total Faculty*
Gender				Gender
Women	1331	65%	55%	Women
Men	669	33%	45%	Men
Non-binary	13	<1%		
Race/Ethnicity*				Race/Ethnicity*
White: US	1,389	68%	47%	White: US
Black or African American	378	19%	24%	Black or African American: US
Asian	156	8%	7.5%	Asian: US
American Indian or Alaska Native	19	1%	0.2%	American Indian or Alaska Native: US
Native Hawaiian or Other Pacific Islander	5	<1%	0.1%	Native Hawaiian or Other Pacific Islander: US
Hispanic	112	5%	10%	Hispanic: US
Other	41	2%	1.3%	Two or More: US
			8.6%	Unknown
			1.2%	Foreign

[14] https://www.irpa.umd.edu/CampusCounts/Employees/employeesumm.pdf

Table 8: Student Participation by Academic School or College

	Respondents: Percentage by Academic Department
A. James Clark School of Engineering	8%
College of Agriculture & Natural Resources	14%
College of Arts & Humanities	8%
College of Behavioral & Social Sciences	7%
College of Computer, Math & Natural Sciences	13%
College of Education	9%
College of Information Studies	13%
Graduate School	10%
Office of Extended Studies	7%
Philip Merrill College of Journalism	10%
Robert H. Smith School of Business	6%
School of Architecture, Planning, & Preservation	6%
School of Public Health	10%
School of Public Policy	11%
Undergraduate Studies	13%
Letters and Science	11%

Table 9: Faculty and Staff Participation by College, School, and Division compared to the Campus

	Respondents: Percentage by Academic Department
A. James Clark School of Engineering	14%
College of Agriculture & Natural Resources	9%
College of Arts & Humanities	11%
College of Behavioral & Social Sciences	14%
College of Computer, Math & Natural Sciences	7%
College of Education	10%
College of Information Studies	13%
Division of Information Technology	24%
Facilities Management	10%
Graduate School	17%
Libraries	22%
Office of Extended Studies	6%
Office of the President	8%
Philip Merrill College of Journalism	8%
Robert H. Smith School of Business	12%
School of Architecture, Planning, & Preservation	9%
School of Public Health	9%
School of Public Policy	23%
Sr VP Academic Affairs & Provost	20%
Undergraduate Studies	30%
Universities at Shady Grove	5%
VP Administration & Finance	24%
VP Research	16%
VP Student Affairs	9%
VP University Relations	32%

Table 10: Where do you live while attending classes at UMD?

	Frequency
On-campus traditional residence hall	1279
On-campus suite or apartment	434
Fraternity or Sorority house	54
Campus-Affiliated Courtyard apartments	79
Campus-affiliated South Campus Commons Apartments	237
Off-campus apartment or house	2130
Total	4213

Table 11: Greek Life Respondents

	Respondents	Campus Membership[15]
Interfraternity Council	115	1817
Panhellenic Organization	145	1792
National Pan-Hellenic Council	17	86
Multicultural Greek Council	23	165
Total	300	3860

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[15] Numbers provided by the University of Maryland Department of Fraternity and Sorority Life

Table 12: Greek Life by Chapter: Interfraternity Council

	Respondents	Campus Membership[16]
Alpha Delta Phi	3	46
Alpha Epsilon Pi	0	100
Alpha Sigma Phi	3	66
Alpha Tau Omega	2	82
Beta Theta Pi	3	61
Chi Phi	6	50
Delta Sigma Phi	17	84
Delta Upsilon	4	44
Kappa Alpha Order	1	78
Lambda Chi Alpha	12	84
Phi Delta Theta	4	87
Phi Gamma Delta	3	88
Phi Kappa Psi	2	63
Phi Kappa Tau	3	77
Phi Sigma Kappa	2	53
Pi Kappa Alpha	4	98
Pi Kappa Phi	2	63
Sigma Alpha Mu	8	25
Sigma Chi	3	94
Sigma Nu	0	57
Sigma Phi Delta	13	39
Sigma Phi Epsilon	1	42
Tau Epsilon Phi	0	74
Theta Chi	6	78
Zeta Beta Tau	6	82
Zeta Psi	3	75

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[16] Numbers provided by the University of Maryland Department of Fraternity and Sorority Life

Table 13: Greek Life by Chapter: Panhellenic Organizations

	Respondents	Campus Membership[17]
Alpha Chi Omega	8	112
Alpha Delta Pi	7	58
Alpha Epsilon Phi	3	137
Alpha Omicron Pi	8	124
Alpha Phi	6	111
Alpha Xi Delta	10	112
Gamma Phi Beta	13	137
Delta Delta Delta	11	112
Delta Gamma	23	107
Delta Phi Epsilon	3	104
Kappa Alpha Theta	7	118
Kappa Delta	6	123
Phi Sigma Sigma	4	95
Sigma Delta Tau	8	121
Sigma Kappa	21	108
Zeta Tau Alpha	7	113

Table 14: Greek Life by Chapter: National Pan-Hellenic Council Organizations

	Respondents	Campus Membership[18]
Alpha Kappa Alpha	7	34
Alpha Phi Alpha	1	7
Delta Sigma Theta	7	26
Kappa Alpha Psi	2	10
Phi Beta Sigma	0	9

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[17] Numbers provided by the University of Maryland Department of Fraternity and Sorority Life
[18] Numbers provided by the University of Maryland Department of Fraternity and Sorority Life

Table 15: Greek Life by Chapter: Multicultural Greek Council Organizations

	Respondents	Campus Membership[19]
alpha Kappa Delta Phi	7	19
Iota Nu Delta	0	14
Kappa Lambda Xi	5	11
Kappa Phi Lambda	1	17
Lambda Theta Alpha	2	11
Lambda Upsilon Lambda	0	8
Phi Delta Sigma	1	38
Sigma Iota Alpha	0	11
Sigma Psi Zeta	7	36

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[19] Numbers provided by the University of Maryland Department of Fraternity and Sorority Life

APPENDIX B: Value and Commitment: Total Sample

Table 16: *Cohen's d by Value and Commitment Specialist by Race and Total Sample*

	White	Asian	Other	Latinx	Black/African American
White	--	.31	.37	.41	.44
Asian	--	--	.08	.12	.15
Other	--	--	--	.02	.05
Latinx	--	--	--	--	.02
Black/African American	--	--	--	--	--

Table 17: *Cohen's d by Value and Commitment Generalist by Race and Total Sample*

	White	Asian	Other	Latinx	Black/African American
White	--	.16	.15	.33	.71
Asian	--	--	0	.17	.52
Other	--	--	--	.17	.51
Latinx	--	--	--	--	.33
Black/African American	--	--	--	--	--

Table 18: *Cohen's d by Value and Commitment Specialist by Primary Role and Total Sample*

	Student	Faculty	Staff	Senior Administration-Faculty	Senior Administrator-Staff
Student	--	.36	.16	.72	.37
Faculty	--	--	.19	.34	0
Staff	--	--	--	.55	.20
Senior Administrator-Faculty	--	--	--	--	.38
Senior Administrator-Staff	--	--	--	--	--

Table 19: *Cohen's d by Value and Commitment Generalist by Primary Role and Total Sample*

	Student	Faculty	Staff	Senior Administration-Faculty	Senior Administrator-Staff
Student	--	.22	.18	.52	.43
Faculty	--	--	.03	.30	.21
Staff	--	--	--	.33	.24
Senior Administrator-Faculty	--	--	--	--	.11
Senior Administrator-Staff	--	--	--	--	--

Table 20: *Cohen's d by Value and Commitment Specialist by Gender and Total Sample*

	Woman	Man	Non-binary
Woman	--	.09	.11
Man	--	--	.01
Non-binary	--	--	--

Table 21: *Cohen's d by Value and Commitment Generalist by Gender and Total Sample*

	Woman	Man	Non-binary
Woman	--	.15	.56
Man	--	--	.71
Non-binary	--	--	--

Table 22: *Cohen's d by Value and Commitment Specialist by Sexual Orientation and Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.04	.33
LGBQ	--	--	.28
Asexual	--	--	--

Table 23: *Cohen's d by Value and Commitment Generalist by Sexual Orientation and Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.43	.21
LGBQ	--	--	.26
Asexual	--	--	--

Table 24: *Cohen's d by Value and Commitment Specialist by Disability and Total Sample*

	Person without Disability	Person with Disability
Person without Disability	--	0
Person with Disability	--	--

Table 25: *Cohen's d by Value and Commitment Generalist by Disability and Total Sample*

	Person without Disability	Person with Disability
Person without Disability	--	.26
Person with Disability	--	--

Table 26: *Cohen's d by Value and Commitment Specialist by Religion and Total Sample*

	Agnostic/Atheist	Christian	Other Eastern	Other non-traditional	Hindu	Jewish	Muslim	Spiritual, but not religious	No Affiliation	Other
Agnostic/Atheist	--	.10	.03	.24	.05	.01	.26	.01	.05	.16
Christian	--	--	.06	.33	.04	.08	.16	.11	.04	.07
Other Eastern	--	--	--	.26	.01	.01	.22	.04	.01	.13
Other non-traditional	--	--	--	--	.29	.25	.49	.21	.28	.38
Hindu	--	--	--	--	--	.03	.21	.06	0	.12
Jewish	--	--	--	--	--	--	.24	.03	.03	.15
Muslim	--	--	--	--	--	--	--	.27	.21	.08
Spiritual, but not religious	--	--	--	--	--	--	--	--	.06	.18
No Affiliation	--	--	--	--	--	--	--	--	--	.11
Other	--	--	--	--	--	--	--	--	--	--

Table 27: *Cohen's d by Value and Commitment Generalist by Religion and Total Sample*

	Agnostic/Atheist	Christian	Other Eastern	Other non-traditional	Hindu	Jewish	Muslim	Spiritual, but not religious	No Affiliation	Other
Agnostic/Atheist	--	.12	.07	.03	.33	.09	.18	0	.03	.13
Christian	--	--	.05	.08	.20	.03	.28	.12	.08	.23
Other Eastern	--	--	--	.03	.25	.01	.23	.06	.03	.19
Other non-traditional	--	--	--	--	.29	.05	.20	.03	0	.15
Hindu	--	--	--	--	--	.25	.45	.32	.28	.42
Jewish	--	--	--	--	--	--	.26	.09	.05	.21
Muslim	--	--	--	--	--	--	--	.17	.20	.05
Spiritual, but not religious	--	--	--	--	--	--	--	--	.03	.12
No Affiliation	--	--	--	--	--	--	--	--	--	.15
Other	--	--	--	--	--	--	--	--	--	--

Table 28: *Cohen's d by Value and Commitment Specialist by Political Affiliation and Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.74	.90	-1.01	-1.07
Conservative	--	--	.14	.26	.34
Moderate	--	--	--	.12	.20
Liberal	--	--	--	--	.08
Ultra-Liberal	--	--	--	--	--

Table 29: *Cohen's d by Value and Commitment Generalist by Political Affiliation and Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.47	.39	.19	.11
Conservative	--	--	.10	.35	.73
Moderate	--	--	--	.25	.63
Liberal	--	--	--	--	.38
Ultra-Liberal	--	--	--	--	--

APPENDIX C: General Campus Climate

Tables for Research Question 2: To what extent and in what ways do students, faculty, and staff perceive the general campus climate?

Table 30: General Campus Climate: Perception of Campus Organizations by Total Sample

	N	Mean	Std. Deviation
Greek Life	5524	2.37	.88606
Athletics	5560	2.81	.81728
UMPD	5736	2.89	.82924
Faculty, in general	6281	2.97	.74303
Staff, in general	6323	3.00	.68204
Administration	6184	3.02	.82992
University Senate	5693	3.05	.71059
Graduate Student Government	5264	3.08	.68722
Resident Life	5500	3.09	.70922
Students, in general	6433	3.12	.64018
Residence Hall Association	5601	3.16	.67378
Student Government Association	5911	3.16	.67378
Faculty, who specialize in diversity	6110	3.538	.62928
Staff, who specialize in diversity	6126	3.539	.63152

Table 31: *Univariate ANOVAs for General Campus Climate by Total Sample[20] and Identity Characteristics*

	F	p
Race	99.523	.000
Gender	42.065	.000
Sexual Orientation	11.463	.000
Primary Role	14.921	.000
Disability	79.247	.000
Political Orientation	25.279	.000

Table 32: General Campus Climate: Perception of Underrepresented Groups Advocating for Diversity and Inclusion by Total Sample

	N	Mean	Standard Deviation
Black/African American/ African	873	1.83	1.17
All other races	5275	1.18	.016

Table 33: General Campus Climate: Total Sample and Race[21]

	N	Mean	Standard Deviation
White	4273	4.62	.78
Asian	1154	4.50	.74
Black/African American	1042	4.08	.90
Latinx	419	4.31	.93
Other	190	4.41	.88

Table 34: Cohen's d General Campus Climate: Total Sample and Race

	White	Asian	Black/African American	Latinx	Other
White	--	.15	.63	.35	.25
Asian	--	--	.50	.22	.11
Black/African American	--	--	--	.25	.37
Latinx	--		--	--	.11
Other	--	--	--	--	--

Table 35: General Campus Climate: Total Sample and Primary Role

	N	Mean	Standard Deviation
Students	4188	4.44	.79
Faculty	977	4.60	.94
Staff	1998	4.55	.86
Senior Administrator-Faculty	23	4.99	.80
Senior Administrator-Staff	27	5.12	.83

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[21] Other includes participants who identified as *Other* or who were in racial categories with a $n<10$ including: Alaskan Native, American Indian/Native/Indigenous/First Nation, Middle Eastern/ Southwest Asian/ North African/ Native Hawaiian/ Pacific Islander.

Table 36: Cohen's d General Campus Climate: Total Sample and Primary Role

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	.17	.13	.82	.93
Faculty	--	--	.05	.44	.58
Staff	--	--	--	.53	.67
Senior Administrator-Faculty	--	--	--	--	.15

Table 37: General Campus Climate: Total Sample and Gender[22]

	N	Mean	Standard Deviation	Cohen's d
male/female	7087	4.50	.83	
Non-binary	84	3.91	1.05	.62

Table 38: General Campus Climate: Total Sample and Sexual Orientation [23]

	N	Mean	Standard Deviation
Heterosexual	6228	4.52	.83
LGBQ	816	4.37	.84
Asexual	37	4.53	.59

Table 39: Cohen's d General Campus Climate: Total Sample and Sexual Orientation

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.01	.02
LGBQ	--	--	.22
Asexual	--	--	--

Table 40: General Campus Climate: Total Sample and Disability[24]

	N	Mean	Standard Deviation	Cohen's d
Persons without disabilities	3823	4.56	.81	
Persons with disabilities	1860	4.35	.84	.24

---

[22] Male/female includes participants who identified as a woman or a man

[23] Asexual was a subset of the *Other* category where people self-identified as Asexual with a number of responses that made it worth including as a category. Queer was a subset of the Other category and was added to a combined variable of Lesbian, Gay, and Bisexual/Pansexual respondents.

[24] Persons with a disability includes physical and psychological disabilities as denoted in the body of the report and based on self-reported data

Table 41: General Campus Climate: Total Sample and Religion

	N	Mean	Standard Deviation
Agnostic/Atheist	1487	4.57	.76
Christian	3050	4.47	.87
Other Eastern	112	4.51	.76
Other non-traditional	101	4.34	.82
Hindu	190	4.65	.70
Jewish	443	4.65	.71
Muslim	139	4.41	.81
Spiritual, but not religious	596	4.41	.86
No Affiliation	732	4.50	.80
Other	273	4.24	.95

Table 42: *Cohen's d by General Campus Climate by Total Sample and Religion*

	Agnostic/Atheist	Christian	Other Eastern	Other non-traditional	Hindu	Jewish	Muslim	Spiritual, but not religious	No Affiliation	Other
Agnostic/Atheist	--	.12	.07	.29	.10	.10	.20	.19	.08	.38
Christian	--	--	.04	.15	.22	.22	.07	.06	.03	.25
Other Eastern	--	--	--	.21	.19	.19	.12	.12	.01	.31
Other non-traditional	--	--	--	--	.40	.40	.08	.08	.19	.11
Hindu	--	--	--	--	--	0	.31	.30	.19	.49
Jewish	--	--	--	--	--	--	.31	.30	.19	.49
Muslim	--	--	--	--	--	--	--	0	.11	.19
Spiritual, but not religious	--	--	--	--	--	--	--	--	.11	.19
No Affiliation	--	--	--	--	--	--	--	--	--	.29
Other	--	--	--	--	--	--	--	--	--	--

Table 43: *General Campus Climate: Total Sample and Political Orientation*

	N	Mean	Standard Deviation
Ultra-Conservative	36	3.48	1.33
Conservative	629	4.41	.86
Moderate	2051	4.54	.82
Liberal	3369	4.56	.76
Ultra-Liberal	467	4.35	.89

Table 44: *Cohen's d General Campus Climate: Total Sample and Political Orientation*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	*.83*	*.96*	*.89*	*.77*
Conservative	--	--	*.15*	*.18*	*.06*
Moderate	--	--	--	*.02*	*.22*
Liberal	--	--	--	--	*.25*
Ultra-Liberal	--	--	--	--	--

Table 45: *First Amendment by Total Sample and Political Orientation*

	Free Speech			*Disrupt Speech*		
	N	*Mean*	*Standard Deviation*	*N*	*Mean*	*Standard Deviation*
Ultra-Conservative	33	2.28	1.53	33	1.68	1.10
Conservative	566	3.32	1.61	566	1.61	.80
Moderate	1805	3.96	1.39	1806	1.90	.91
Liberal	2953	4.32	1.29	2962	2.32	1.00
Ultra-Liberal	431	4.58	1.33	431	2.96	1.22

Table 46: *Racial Segregation is the norm by Total Sample and Race*

	N	Mean	Standard Deviation
White	3696	3.50	1.16
Asian	948	3.50	1.17
Black/African American	856	2.55	1.13
Latinx	347	3.24	1.27
Other	156	3.72	1.31

Table 47: *Cohen's d by Racial Segregation is the norm by Total Sample and Race*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	*.001*	*.82*	*.20*	*.17*
Asian	--	--	*.82*	*.21*	*.17*
Black/African American	--	--	--	*.57*	*.95*
Latinx	--		--	--	*.37*
Other	--	--	--	--	--

Table 48:

Multiple Regression and General Campus Climate and Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the General Campus Climate and Students (n=4124)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	B
Male/female	-0.5	0.123	-0.063	-0.436	0.12	-0.055	-0.308	0.102	-0.039*	-0.116	0.088	-0.015*	-0.061	0.088	-0.008*
Disability	-0.23	0.027	-0.131	-0.203	0.027	-0.115	-0.102	0.023	-0.058	-0.013	0.02	-0.007*	-0.001	0.02	-0.001*
White Race	-0.339	0.026	-0.199	-0.317	0.026	-0.187	-0.13	0.023	-0.077	-0.008	0.02	-0.005*	0.002	0.02	0.001*
Sexual Orientation	-0.072	0.039	-0.029*	0.001	0.039	0*	0.091	0.033	0.037*	0.068	0.029	0.027*	0.071	0.029	0.029*
Engage Differences				0.083	0.018	0.074	0.029	0.015	0.026*	0.015	0.013	0.013*	0.021	0.013	0.019*
Debate Differences				-0.117	0.027	-0.067	-0.004	0.023	-0.002*	-0.04	0.02	-0.023*	-0.038	0.02	-0.022*
Avoid Differences				-0.164	0.021	-0.125	-0.091	0.018	-0.069	-0.038	0.016	-0.029*	-0.03	0.016	-0.023*
Free Speech				0.033	0.009	0.056	0.035	0.008	0.06	0.055	0.007	0.092	5.20E-02	0.007	0.088
Disrupt Speech				-0.057	0.012	-0.072	0.026	0.011	0.033*	0.018	0.009	0.023*	0.013	0.009	0.016*
Treatment							-0.215	0.02	-0.177	-0.163	0.017	-0.134	-0.147	0.017	-0.121
Offensive Speech							-0.124	0.018	-0.106	-0.014	0.017	-0.012*	-0.007	0.017	-0.006*
Value and Committed to Diversity, general							0.368	0.03	0.257	0.194	0.026	0.136	0.184	0.026	0.129
Value and Committed to diversity, specialist							0.186	0.021	0.136	0.117	0.018	0.085	0.118	0.018	0.086
Underrepresented Group advocate							-0.014	0.009	-0.02*	-0.013	0.008	-0.018*	-0.01	0.008	-0.015*
Works to Improve							0.049	0.023	0.037*	0.014	0.02	0.011*	0.014	0.019	0.011*
Interactions										0.006	0.009	0.008*	0.006	0.009	0.009*
Microinvalidations										-0.059	0.028	-0.023*	-0.08	0.028	-0.031*
Danger										0.098	0.009	0.152	0.092	0.009	0.143
Microaffirmation										0.062	0.01	0.077	0.061	0.01	0.076
Microinsult										-0.204	0.011	-0.211	-0.061	0.088	-0.008*
Safety										0.068	0.011	0.098	-0.001	0.02	-0.001*
Discrimination													0.002	0.02	0.001*

Note. * = $p < .05$; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Students and General Campus Climate

Table 49: *Univariate ANOVAs for General Campus Climate by Identity Characteristics by Students*

	F	p
Race	*80.720*	*.000*
Gender	*16.591*	*.000*
Sexual Orientation	*12.584*	*.000*
Disability	*40.886*	*.000*
Political Orientation	*18.158*	*.000*
Greek Affiliation	*.954*	*.329*
Housing location	*4.197*	*.015*

Table 50: *General Campus Climate: Race and Students*

	N	Mean	Standard Deviation	Cohen's d
White	2199	4.58	.72	
Asian	925	4.50	.70	.11
Black/African American	602	3.96	.87	.81
Latinx	272	4.32	.89	.31
Other	140	4.39	.85	.23

Table 51: *Cohen's d General Campus Climate: Race and Students*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.11	.81	.31	.23
Asian	--	--	.68	.22	.14
Black/African American	--	--	--	.40	.49
Latinx	--		--	--	.08
Other	--	--	--	--	--

Table 52: *General Campus Climate: Gender Identity and Students*

	N	Mean	Standard Deviation
Women	2394	4.42	.78
Men	1720	4.49	.79
Non-binary	68	3.95	1.07

Table 53: *Cohen's d General Campus Climate: Gender Identity and Students*

	Women	*Men*	*Non-binary*
Women	--	.07	.50
Men	--	--	.57
Non-binary	--	--	--

Table 54: *General Campus Climate: Sexual Orientation and Students*

	N	Mean	Standard Deviation
Heterosexual	3528	4.47	.78
LGBQ	560	4.29	.82
Asexual	31	4.51	.58

Table 55: *General Campus Climate: Sexual Orientation and Students*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.22	.06
LGBQ	--	--	.30
Asexual	--	--	--

Table 56: *General Campus Climate: Disability and Students*

	N	Mean	Standard Deviation	Cohen's *d*
Persons without disabilities	2234	4.51	.76	
Persons with disabilities	1214	4.44	.78	.18

Table 57: *General Campus Climate: Political Orientation and Students*

	N	Mean	Standard Deviation
Ultra-Conservative	27	3.43	1.29
Conservative	371	4.38	.84
Moderate	1199	4.52	.74
Liberal	2017	4.48	.72
Ultra-Liberal	247	4.32	.87

Table 58: *Cohen's d General Campus Climate: Political Orientation and Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.86	1.03	1.00	.80
Conservative	--	--	.17	.12	.07
Moderate	--	--	--	.05	.24
Liberal	--	--	--	--	.20
Ultra-Liberal	--	--	--	--	--

Table 59: *General Campus Climate: Greek Life Affiliation[25] and Students*

	N	Mean	Standard Deviation	Cohen's d
Not a member of Greek Life	2023	4.44	.79	
Greek Life member	310	4.48	.78	.05

Table 60: *General Campus Climate: Housing Location[26] and Students*

	N	Mean	Standard Deviation
Living on Campus	2023	4.44	.79
Living in a Greek house	54	4.47	.94
Living off campus	2107	4.41	.82

Table 61: *Cohen's d General Campus Climate: Students and Housing Location*

	Living on campus	Living in a Greek House	Living off campus
Living on Campus	--	.004	.09
Living in a Greek house	--	--	.10

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[25] Greek Life affiliation is determined by the Department of Fraternity and Sorority Life at UMD and are active chapters in the interfraternity Council, National Pan-Hellenic Council, Panhellenic Association, and the Multicultural Council and self-reported membership by participants.

[26] On Campus includes all Department of Resident Life communities including traditional residence halls, On-campus suite or apartment, Campus-affiliated Courtyard apartments, and Campus-affiliated South Campus Commons Apartments

Table 62:

Multiple Regression and General Campus Climate and Students

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the General Campus Climate and Students (n=2620)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	B
Male/female	.364	.131	.054*	.307	.128	.046*	.201	.107	.030	.050	.094	.008	.007	.094	.001
Disability	.189	.032	.114*	.156	.032	.094*	.075	.027	.045	.007	.023	.004	.003	.023	.002
White Race	.295	.030	.187*	.276	.030	.175*	.116	.026	.073	.011	.023	.007	.005	.023	.003
Sexual Orientation	.098	.044	.044*	.027	.044	.012	.077	.037	.035*	.057	.033	.026	.065	.033	.029*
Engage Differences				.103	.021	.096*	.045	.018	.042*	.028	.016	.027	.033	.016	.031*
Debate Differences				.124	.031	.079*	.004	.026	.003	.038	.023	.024	.036	.023	.023
Avoid Differences				.141	.025	.114*	.070	.021	.056*	.024	.019	.019	.015	.019	.012
Free Speech				.034	.011	.059*	.047	.009	.082*	.066	.008	.115*	.062	.008	.087
Disrupt Speech				.067	.014	.090*	.008	.012	.011	.005	.011	.007	.001	.011	.002
Treatment							.224	.023	.192*	.151	.021	.129*	.139	.021	.119*
Offensive Speech							.135	.021	.123*	.028	.020	.026	.019	.020	.018
Value and Committed to Diversity, general							.371	.034	.280*	.213	.030	.161*	.203	.030	.153*
Value and Committed to diversity, specialist							.144	.025	.114*	.094	.022	.074*	.097	.021	.077*
Underrepresented Group advocate							.017	.012	.024	.018	.010	.026	.018	.010	.025
Works to Improve							.068	.026	.057*	.036	.023	.030	.038	.023	.032
Interactions										.089	.033	.038	.102	.033	.043*
Microinvalidations										.076	.011	.119*	.071	.011	.111*
Danger										.068	.011	.094*	.066	.011	.092*
Microaffirmation										.147	.013	.093*	.140	.013	.153*
Microinsult										.060	.013	.093*	.045	.013	.069*
Safety										.335	.023	.254*	.328	.023	.248*
Discrimination													.957	.156	.098*

Note. * = $p < .05$; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Faculty and General Campus Climate

Table 63: *Univariate ANOVAs for General Campus Climate by Identity Characteristics by Faculty*

	F	*p*
Race	*6.562*	*.000*
Gender	*5.453*	*.004*
Sexual Orientation	*.895*	*.409*
Disability	*12.036*	*.001*
Political Orientation	*2.264*	*.061*

Table 64: *General Campus Climate: Race and Faculty*

	N	Mean	Standard Deviation	Cohen's *d*
White	720	4.69	.88	
Asian	89	4.44	1.01	.25
Black/African American	65	4.22	1.06	.47
Latinx	47	4.27	1.14	.41
Other	26	4.46	1.04	.24

Table 65: *Cohen's d General Campus Climate: Race and Faculty*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.25	.47	.41	.24
Asian	--	--	.21	.15	.01
Black/African American	--	--	--	.04	.22
Latinx	--		--	--	.17
Other	--	--	--	--	--

Table 66: *General Campus Climate: Gender Identity and Faculty*

	N	Mean	Standard Deviation
Women	476	4.50	.95
Men	488	4.70	.91
Non-binary	3	4.30	1.53

Table 67: *Cohen's d General Campus Climate: Gender Identity and Faculty*

	Women	Men	Non-binary
Women	--	.21	.15
Men	--	--	.31
Non-binary	--	--	--

Table 68: *General Campus Climate: Sexual Orientation and Faculty*

	N	Mean	Standard Deviation
Heterosexual	898	4.61	.93
LGBQ	61	4.45	.95
Asexual	2	4.75	.35

Table 69: *Cohen's d General Campus Climate: Sexual Orientation and Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.17	.18
LGBQ	--	--	.41
Asexual	--	--	--

Table 70: *General Campus Climate: Disability and Faculty*

	N	Mean	Standard Deviation	Cohen's d
Persons without disabilities	534	4.67	.92	
Persons with disabilities	182	4.39	.96	.29

Table 71: *General Campus Climate: Political Orientation and Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	4.85	1.11
Conservative	56	4.47	.97
Moderate	227	4.64	1.01
Liberal	500	4.66	.85
Ultra-Liberal	96	4.38	1.01

Table 72: *Cohen's d General Campus Climate: Political Orientation and Faculty*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.36	.19	.19	.43
Conservative	--	--	.17	.20	.09
Moderate	--	--	--	.02	.25
Liberal	--	--	--	--	.29
Ultra-Liberal	--	--	--	--	--

Table 73: Multiple Regression by General Campus Climate and Faculty

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the General Campus Climate and Faculty (n=460)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	B
Male/female	.631	.665	.043	.609	.650	.042	.883	.569	.060	.591	.450	.040	.501	.455	.034
Disability	.341	.099	.156*	.327	.097	.150*	.180	.085	.083*	.055	.067	.025	.044	.068	.020
White Race	.447	.104	.193*	.377	.106	.162*	.247	.95	.106*	.022	.077	.010	.008	.078	.004
Sexual Orientation	.297	.164	.082	.245	.163	.067	.025	.143	.007	.065	113	.018	.051	.114	.014
Engage Differences				.126	.063	.095*	.064	.055	.048	.031	.043	.024	.037	.044	.028
Debate Differences				.157	.111	.065	.018	.097	.007	.038	.023	.024	.019	.077	.008
Avoid Differences				.255	.078	.159	.150	.068	.094*	.026	.077	.011	.046	.054	.028
Free Speech				.008	.030	.012	.003	.026	.004	.042	.022	.064	.041	.022	.063
Disrupt Speech				.036	.045	.037	.055	.041	.056	.066	.032	.067*	.065	.032	.066*
Treatment							.193	.070	.138*	.154	.056	.110*	.147	.057	.105*
Offensive Speech							.179	.063	.130*	.007	.053	.005	.003	.053	.002
Value and Committed to Diversity, general							.586	.103	.331*	.162	.085	.092	.156	.085	.088
Value and Committed to diversity, specialist							.073	.082	.039	.052	.065	.028	.045	.065	.024
Underrepresented Group advocate							.038	.030	.050	.002	.024	.003	.005	.024	.007
Works to Improve							.085	.087	.052	.010	.070	.006	.009	.070	.005
Interactions										.142	.100	.045	.153	.101	.049
Microinvalidations										.131	.028	.184*	.128	.028	.179*
Danger										.092	.042	.073*	.093	.042	.074*
Microaffirmation										.316	.037	.295*	.309	.037	.288*
Microinsult										.136	.036	.159*	.126	.037	.288*
Safety										.387	.036	.159*	.380	.071	.216*
Discrimination													.527	.400	.050

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Staff and General Campus Climate

Table 74: *Univariate ANOVAs for General Campus Climate by Identity Characteristics by Staff*

	F	*p*
Race	*17.934*	*.000*
Gender	*7.718*	*.000*
Sexual Orientation	*.003*	*.997*
Disability	*16.984*	*.000*
Political Orientation	*12.845*	*.000*

Table 75: *General Campus Climate: Race and Staff*

	N	Mean	Standard Deviation
White	1312	4.65	.82
Asian	139	4.57	.82
Black/African American	370	4.25	.90
Latinx	98	4.32	.91
Other	24	4.52	.88

Table 76: *Cohen's d General Campus Climate: Race and Staff*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.09	45	38	.15
Asian	--	--	.37	.28	.05
Black/African American	--	--	--	.07	.30
Latinx	--		--	--	.22
Other	--	--	--	--	--

Table 77: *General Campus Climate: Gender Identity and Staff*

	N	Mean	Standard Deviation
Women	1308	4.55	.82
Men	652	4.56	.94
Non-binary	13	3.61	.78

Table 78: *Cohen's d General Campus Climate: Gender Identity and Staff*

	Women	Men	Non-binary
Women	--	*.009*	1.16
Men	--	--	1.09
Non-binary	--	--	--

Table 79: *General Campus Climate: Sexual Orientation and Staff*

	N	Mean	Standard Deviation
Heterosexual	1759	4.55	.87
LGBQ	189	4.55	.81
Asexual	4	4.58	.84

Table 80: *Cohen's d General Campus Climate: Sexual Orientation and Staff*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	*.003*	*.03*
LGBQ	--	--	*.03*
Asexual	--	--	--

Table 81: *General Campus Climate: Disability and Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Persons without disabilities	1030	4.62	.84	--
Persons with disabilities	458	4.42	.87	.22

Table 82: *General Campus Climate: Political Orientation and Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	5	2.65	.96
Conservative	201	4.46	.88
Moderate	608	4.53	.90
Liberal	828	4.68	.76
Ultra-Liberal	122	4.38	.81

Table 83: *Cohen's d General Campus Climate: Political Orientation and Staff*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	1.95	2.01	2.32	1.93
Conservative	--	--	.07	.26	.09
Moderate	--	--	--	.18	.17
Liberal	--	--	--	--	.38
Ultra-Liberal	--	--	--	--	--

Table 84: Multiple Regression by General Campus Climate and Staff

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the General Campus Climate and Staff (n=1030)*

Variable	Model 1 B	SE(B)	β	Model 2 B	SE(B)	β	Model 3 B	SE(B)	β	Model 4 B	SE(B)	β	Model 5 B	SE(B)	B
Male/female	-1.136	.325	.108*	--1.098	.323	.105*	.675	.276	.064*	.480	.241	.046*	.379	.094	.001
Disability	.258	.057	.140*	.251	.056	.136*	.128	.048	.069*	.008	.043	.004	.008	.042	.004
White Race	.383	.057	.204*	.386	.057	.205*	.108	.051	.058*	.015	.047	.008	.039	.047	.021
Sexual Orientation	.065	.086	.024	.126	.087	.012	.156	.075	.056*	.133	.065	.048*	.123	.065	.045*
Engage Differences				.020	.036	.017	.012	.031	.011	.020	.027	.018	.010	.027	.008
Debate Differences				.073	.071	.032	.076	.061	.033	.009	.053	.004	.003	.053	.001
Avoid Differences				.199	.044	.144*	.116	.038	.084*	.057	.033	.042	.046	.033	.033
Free Speech				.048	.019	.078*	.034	.016	.055*	.047	.014	.076*	.046	.014	.074*
Disrupt Speech				.019	.026	.023	.048	.023	.059*	.029	.020	.036	.026	.020	.032
Treatment							.279	.040	.226*	.222	.035	.180*	.199	.036	.161*
Offensive Speech							.082	.039	.066*	.035	.037	.028	.031	.037	.025
Value and Committed to Diversity, general							.302	.064	.195*	.138	.057	.089*	.132	.056	.085*
Value and Committed to diversity, specialist							.334	.045	.228*	.217	.040	.149*	.207	.040	.141*
Underrepresented Group advocate							.012	.018	.018	.006	.016	.008	.004	.015	.005
Works to Improve							.050	.050	.036	.011	.044	.008	.010	.043	.007
Interactions										.060	.068	.020	.033	.068	.011
Micro-invalidations										.107	.018	.171*	.102	.018	.162*
Danger										.041	.025	.043	.039	.025	.040
Micro-affirmation										.272	.027	.262*	.264	.027	.255*
Micro-insult										.043	.025	.056	.023	.025	.029
Safety										.278	.042	.181*	.277	.041	.181*
Discrimination													-1.073	.248	.113*

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

There are four cross-over predictors of the General Campus Climate that account for the largest variance across students, faculty, and staff members at the University of Maryland. These include: Treatment, Micro-invalidation, Micro-affirmation, and Safety.

Senior Administrators and General Campus Climate

Table 85: *Univariate ANOVAs for General Campus Climate by Identity Characteristics and Senior Administrators*

	F	p
Race	*7.002*	*.011*
Gender	*.287*	*.595*
Sexual Orientation	*.046*	*.831*
Disability	*11.465*	*.002*
Political Orientation	*2.597*	*.066*

Table 86: *General Campus Climate: Race and Senior Administrators*

	N	Mean	Standard Deviation
White	42	5.14	.60
Asian	1	5.33	-
Black/African American	5	4.61	.47
Latinx	2	3.58	2.00

Table 87: *Cohen's d General Campus Climate: Race and Senior Administrators*

	White	*Asian*	*Black/African American*	*Latinx*
White	--	--	*.96*	*1.05*
Asian	--	--	--	--
Black/African American	--	--	--	*.70*
Latinx	--	--	--	--

Table 88: *General Campus Climate: Gender Identity and Senior Administrators*

	N	Mean	Standard Deviation	Cohen's *d*
Women	19	4.94	.61	--
Men	30	5.05	.78	.15
Non-binary	--	--	--	--

Table 89: *General Campus Climate: Sexual Orientation and Senior Administrators*

	N	Mean	Standard Deviation
Heterosexual	43	5.05	.72
LGBQ	6	4.98	.68
Asexual	--	--	--

Table 90: *Cohen's d General Campus Climate: Sexual Orientation and Senior Administrators*

	Heterosexual	*LGBQ*
Heterosexual	--	*.09*
LGBQ	--	--

Table 91: *General Campus Climate: Disability and Senior Administrators*

	N	Mean	Standard Deviation	Cohen's *d*
Persons without disabilities	25	5.21	.50	--
Persons with disabilities	6	4.16	1.20	1.13

Table 92: *General Campus Climate: Political Orientation and Senior Administrators*

	N	Mean	Standard Deviation
Ultra-Conservative	0	--	--
Conservative	1	5.50	--
Moderate	17	5.26	.45
Liberal	24	4.74	.83
Ultra-Liberal	2	5.58	.00

Table 93: *Cohen's d General Campus Climate: Political Orientation and Senior Administrators*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	--	--	--	--
Conservative	--	--	--	--	--
Moderate	--	--	--	*.78*	*.98*
Liberal	--	--	--	--	*1.43*
Ultra-Liberal	--	--	--	--	--

APPENDIX D: Microaggressions and Microaffirmations

This section includes information about microaffirmations, microinvalidations, microinsults, and danger.

Table 94: *Microaffirmation and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3614	3.00	.86
Faculty	889	3.04	.91
Staff	1790	3.05	.86
Senior Administrator-Faculty	23	2.47	.87
Senior Administrator-Staff	26	2.82	.94

Table 95: *Cohen's d and Microaffirmation and Primary Role by Total Sample*

	Students	*Faculty*	*Staff*	*Senior Administrator-Faculty*	*Senior Administrator-Staff*
Students	--	.04	.05	.60	.19
Faculty	--	--	.01	.64	.23
Staff	---	---	--	.67	.25
Senior Administrator-Faculty	--	--	--	--	.38
Senior Administrator - Staff	--	--	--	--	--

Table 96: *Microinvalidation and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3544	3.66	1.24
Faculty	864	3.78	1.32
Staff	1769	3.63	1.35
Senior Administrator-Faculty	22	4.40	1.24
Senior Administrator-Staff	26	4.51	1.35

Table 97: *Cohen's d and Microinvalidation and Primary Role by Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	.09	.02	.59	.65
Faculty	--	--	.11	.48	.54
Staff	---	---	--	.59	.65
Senior Administrator-Faculty	--	--	--	--	.08
Senior Administrator - Staff	--	--	--	--	--

Table 98: *Microinsult and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3604	4.14	1.22
Faculty	889	4.64	1.15
Staff	1782	4.55	1.11
Senior Administrator-Faculty	23	5.00	.91
Senior Administrator-Staff	26	4.85	.89

Table 99: *Cohen's d and Microinsult and Primary Role by Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	.41	.34	.79	.66
Faculty	--	--	.07	.34	.20
Staff	---	---	--	.44	.29
Senior Administrator-Faculty	--	--	--	--	.16
Senior Administrator - Staff	--	--	--	--	--

Table 100: *Danger and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3537	5.17	1.10
Faculty	867	5.57	.75
Staff	1760	5.45	.88
Senior Administrator-Faculty	22	5.68	.89
Senior Administrator-Staff	26	5.59	.67

Table 101: *Cohen's d and Danger and Primary Role by Total Sample*

	Students	*Faculty*	*Staff*	*Senior Administrator-Faculty*	*Senior Administrator-Staff*
Students	--	.42	.30	.50	46
Faculty	--	--	.14	.13	.02
Staff	--	--	--	.25	.17
Senior Administrator-Faculty	--	--	--	--	.11
Senior Administrator -Staff	--	--	--	--	--

Table 102: *Microaffirmation and Race by Total Sample*

	N	Mean	Standard Deviation
White	1631	2.96	.87
Asian	418	2.86	.81
Black/ African American	255	3.12	.95
Latinx	130	3.13	1.01
Other	69	2.84	1.01

Table 103: *Cohen's d and Microaffirmation and Race by Total Sample*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.12	.17	.17	.13
Asian	--	--	.29	.29	.02
Black/African American	--	--	--	.01	.28
Latinx	--		--	--	.28
Other	--	--	--	--	--

Table 104: *Microinvalidation and Race by Total Sample*

	N	Mean	Standard Deviation
White	1599	4.13	1.20
Asian	409	3.99	1.15
Black/ African American	245	3.38	1.29
Latinx	128	3.86	1.26
Other	66	3.94	1.33

Table 105: *Cohen's d and Microinvalidation and Race by Total Sample*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.11	.59	.22	.15
Asian	--	--	.49	.10	.04
Black/African American	--	--	--	.37	.42
Latinx	--		--	--	.06
Other	--	--	--	--	--

Table 106: *Microinsult and Race by Total Sample*

	N	Mean	Standard Deviation
White	1624	4.74	1.10
Asian	419	4.22	1.10
Black/ African American	69	4.33	1.26
Latinx	130	4.27	1.16
Other	255	3.71	1.25

Table 107: *Cohen's d and Microinsult and Race by Total Sample*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.47	.87	.41	.34
Asian	--	--	.09	.04	.43
Black/African American	--	--	--	.04	.49
Latinx	--	--	--	--	.46
Other	--	--	--	--	--

Table 108: *Danger and Race by Total Sample*

	N	Mean	Standard Deviation
White	1599	5.32	.90
Asian	409	5.22	.99
Black/ African American	245	3.98	1.45
Latinx	126	4.92	1.18
Other	66	3.98	1.36

Table 109: *Cohen's d and Danger and Race by Total Sample*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.09	1.10	.38	.66
Asian	--	--	.96	.22	.88
Black/African American	--	--	--	.71	0
Latinx	--	--	--	--	.73
Other	--	--	--	--	--

Table 110: *Microaffirmation and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3685	3.04	.85
Man	2541	2.97	.89
Non-binary	75	3.33	.97

Table 111: *Cohen's d and Microaffirmation and Gender by Total Sample*

	Women	*Men*	*Non-binary*
Women	--	.07	.31
Men	--	--	.38
Non-binary	--	--	--

Table 112: *Microinvalidation and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3628	3.46	1.28
Man	2486	4.01	1.23
Non-binary	74	3.14	1.21

Table 113: *Cohen's d and Microinvalidation and Gender by Total Sample*

	Women	Men	Non-binary
Women	--	.91	.09
Men	--	--	.71
Non-binary	--	--	--

Table 114: *Microinsult and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3674	4.23	1.19
Man	2535	4.50	1.18
Non-binary	75	3.19	1.27

Table 115: *Cohen's d and Microinsult and Gender by Total Sample*

	Women	Men	Non-binary
Women	--	.21	.85
Men	--	--	1.06
Non-binary	--	--	--

Table 116: *Danger and Gender Identity by Total Sample*

	N	Mean	Standard Deviation
Woman	3615	5.44	.91
Man	2485	5.13	1.10
Non-binary	74	4.72	1.37

Table 117: *Cohen's d and Danger and Gender Identity by Total Sample*

	Women	Men	Non-binary
Women	--	.31	62
Men	--	--	.33
Non-binary	--	--	--

Table 118: *Microaffirmation and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation
Heterosexual	5485	3.01	.86
LGBQ	716	3.02	.92
Asexual	33	3.08	.83

Table 119: *Cohen's d and Microaffirmation and Sexual Orientation by Total Sample*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.01	.07
LGBQ	--	--	0
Asexual	--	--	--

Table 120: *Microinvalidation and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation
Heterosexual	5382	3.70	1.28
LGBQ	708	3.51	1.29
Asexual	32	3.95	1.05

Table 121: *Cohen's d and Microinvalidation and Sexual Orientation by Total Sample*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.14	.20
LGBQ	--	--	.37
Asexual	--	--	--

Table 122: *Microinsult and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation
Heterosexual	5470	4.41	1.17
LGBQ	715	3.79	1.26
Asexual	32	4.08	1.19

Table 123: *Cohen's d and Microinsult and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.50	.27
LGBQ	--	--	.23
Asexual	--	--	--

Table 124: *Danger and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation
Heterosexual	5371	5.32	.99
LGBQ	706	5.26	1.08
Asexual	32	45.53	.94

Table 125: *Cohen's d and Danger and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.05	.21
LGBQ	--	--	.26
Asexual	--	--	--

Table 126: *Total Sample and Microaffirmation by Disability Status*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	3325	2.97	.84	--
Person with a disability	1660	3.08	.90	.12

Table 127: *Total Sample and Microinvalidation by Disability Status*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	3264	3.81	1.26	--
Person with a disability	1637	3.39	1.26	.33

Table 128: *Total Sample and Microinsult by Disability Status*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	3133	4.44	1.14	--
Person with a disability	1659	4.09	1.26	.29

Table 129: *Total Sample and Danger by Disability Status*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	3257	5.35	.96	--
Person with a disability	1637	5.21	1.11	.04

Table 130: *Total Sample and Microaffirmation by Political Orientation*

	N	Mean	Standard Deviation
Ultra-Conservative	32	3.36	1.20
Conservative	565	3.11	.94
Moderate	1799	3.00	.87
Liberal	2959	2.98	.82
Ultra-Liberal	428	2.98	.91

Table 131: *Cohen's d and Microaffirmation and Political Orientation by Total Sample*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	*.23*	*.34*	*.36*	*.35*
Conservative	--	--	*.12*	*.14*	*.14*
Moderate	--	--	--	*.02*	*.02*
Liberal	--	--	--	--	*0*
Ultra-Liberal	--	--	--	--	--

Table 132: *Total Sample and Microinvalidation by Political Orientation*

	N	Mean	Standard Deviation
Ultra-Conservative	32	3.39	1.19
Conservative	557	3.78	1.26
Moderate	1767	3.74	1.28
Liberal	2905	3.69	1.27
Ultra-Liberal	421	3.45	1.37

Table 133: *Cohen's d Microinvalidation and Political Orientation and Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.31	.28	.24	.04
Conservative	--	--	.03	.07	.25
Moderate	--	--	--	.03	.21
Liberal	--	--	--	--	.18
Ultra-Liberal	--	--	--	--	--

Table 134: *Microinsult and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	32	3.83	1.30
Conservative	562	4.37	1.17
Moderate	1794	4.45	1.13
Liberal	2955	4.32	1.18
Ultra-Liberal	426	4.09	1.36

Table 135: *Cohen's d and Microinsult and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.43	.50	.39	.19
Conservative	--	--	.06	.04	.22
Moderate	--	--	--	.11	.28
Liberal	--	--	--	--	.18
Ultra-Liberal	--	--	--	--	--

Table 136: *Danger and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	32	4.60	1.44
Conservative	553	5.23	1.04
Moderate	1762	5.31	.96
Liberal	2910	5.34	1.00
Ultra-Liberal	419	5.41	.93

Table 137: *Cohen's d Danger and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.50	.58	.59	.66
Conservative	--	--	.07	.10	.18
Moderate	--	--	--	.03	.10
Liberal	--	--	--	--	.07
Ultra-Liberal	--	--	--	--	--

Table 138: *Univariate ANOVAs for Microaffirmation by Identity Characteristics by Total Sample*

	F	p
Primary Role		
Microaffirmation	3.608	.006
Microinvalidation	6.594	.000
Microinsult	56.785	.000
Danger	42.960	.000
Race		
Microaffirmation	24.528	.000
Microinvalidation	55.716	.000
Microinsult	167.750	.000
Danger	272.156	.000
Gender		
Microaffirmation	8.823	.000
Microinvalidation	146.797	.000
Microinsult	73.595	.000
Danger	87.732	.000
Sexual Orientation		
Microaffirmation	.129	.879
Microinvalidation	7.592	.001
Microinsult	86.171	.000
Danger	1.707	.181
Disability		
Microaffirmation	17.548	.000
Microinvalidation	119.898	.000
Microinsult	99.404	.000
Danger	19.680	.000
Political Orientation		
Microaffirmation	3.057	.003
Microinvalidation	5.328	.000
Microinsult	10.270	.000
Danger	6.617	.000

Microaggressions and Microaffirmations and Students

Table 139: *Microaffirmation and Political Orientation by students*

	N	Mean	Standard Deviation
Ultra-Conservative	24	3.48	1.14
Conservative	327	3.09	.94
Moderate	1040	2.98	.86
Liberal	1732	2.97	.83
Ultra-Liberal	219	2.92	.88

Table 140: *Cohen's d Microaffirmation and Political Orientation by Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.37	.49	.51	.54
Conservative	--	--	.12	.13	.18
Moderate	--	--	--	.01	.07
Liberal	--	--	--	--	.05
Ultra-Liberal	--	--	--	--	--

Table 141: *Microinvalidation and Political Orientation and Students*

	N	Mean	Standard Deviation
Ultra-Conservative	24	3.40	1.18
Conservative	323	3.77	1.21
Moderate	1019	3.72	1.22
Liberal	1702	3.65	1.23
Ultra-Liberal	214	3.50	1.33

Table 142: *Cohen's d Microinvalidation and Political Orientation by Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.30	.26	.20	.07
Conservative	--	--	.04	.09	.21
Moderate	--	--	--	.05	.17
Liberal	--	--	--	--	.11
Ultra-Liberal	--	--	--	--	--

Table 143: *Microinsult and Political Orientation by Students*

	N	Mean	Standard Deviation	Cohen's *d*
Ultra-Conservative	24	3.77	1.29	--
Conservative	325	4.26	1.17	.39
Moderate	1039	4.28	1.15	.41
Liberal	1729	4.10	1.20	.26
Ultra-Liberal	218	3.84	1.40	.05

Table 144: *Cohen's d Microinsult and Political Orientation by Students*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.39	.41	.26	.05
Conservative	--	--	.01	.13	.32
Moderate	--	--	--	.15	.34
Liberal	--	--	--	--	.19
Ultra-Liberal	--	--	--	--	--

Table 145: *Danger and Political Orientation by Students*

	N	Mean	Standard Deviation
Ultra-Conservative	24	4.54	1.52
Conservative	321	5.10	1.13
Moderate	1020	5.17	1.04
Liberal	1701	5.20	1.11
Ultra-Liberal	212	5.27	1.02

Table 146: *Cohen's d Danger and Political Orientation by Students*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.41	.48	.49	.56
Conservative	--	--	.06	.08	.15
Moderate	--	--	--	.02	.09
Liberal	--	--	--	--	.06
Ultra-Liberal	--	--	--	--	--

Table 147: *Microaffirmation and Race by Students*

	N	Mean	Standard Deviation	Cohen's *d*
White	1939	2.96	.83	--
Asian	793	2.89	.82	.09
Other	116	2.97	.92	.001
Latinx	229	3.11	.95	.15
Black/ African American	496	3.23	.95	.29

Table 148: *Cohen's d Microaffirmation and Race by Students*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.09	.001	.15	.29
Asian	--	--	.09	.24	.38
Other	--	--	--	.14	.27
Latinx	--		--	--	.12
Black/African American	--	--	--	--	--

Table 149: *Microinvalidation and Race by Students*

	N	Mean	Standard Deviation	Cohen's *d*
White	1909	3.83	1.18	--
Asian	770	3.70	1.18	.11
Other	114	3.74	1.28	.07
Latinx	226	3.55	1.30	.22
Black/ African American	484	2.98	1.28	.69

Table 150: *Cohen's d Microinvalidation and Race by Students*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.11	.07	.22	.69
Asian	--	--	.003	.12	.58
Other	--	--	--	.14	.59
Latinx	--	--	--	--	.44
Black/African American	--	--	--	--	--

Table 151: *Microinsult and Race by Students*

	N	Mean	Standard Deviation
White	1934	4.44	1.11
Asian	789	4.05	1.13
Other	116	3.97	1.25
Latinx	229	3.89	1.26
Black/ African American	495	3.28	1.25

Table 152: *Cohen's d and Microinsult and Race by Students*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.34	.39	.46	.98
Asian	--	--	.06	.13	.64
Other	--	--	--	.06	.55
Latinx	--	--	--	--	.48
Black/African American	--	--	--	--	--

Table 153: *Danger and Race by Students*

	N	Mean	Standard Deviation
White	1905	5.43	.82
Asian	771	5.32	.93
Other	115	4.84	1.27
Latinx	222	4.98	1.08
Black/ African American	483	4.06	1.45

Table 154: *Cohen's d Danger and Race by Students*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.12	.55	.46	.26
Asian	--	--	.43	.33	1.03
Other	--	--	--	.11	.57
Latinx	--	--	--	--	.71
Black/African American	--	--	--	--	--

Table 155: *Microaffirmation and Gender Identity by Students*

	N	Mean	Standard Deviation
Woman	2065	3.01	.85
Man	1481	2.97	.87
Non-binary	62	3.31	.97

Table 156: *Cohen's d Microaffirmation and Gender Identity by Students*

	Women	*Men*	*Non-binary*
Women	--	.04	.32
Men	--	--	.36
Non-binary	--	--	--

Table 157: *Microinvalidation and Gender Identity by Students*

	N	Mean	Standard Deviation
Woman	2027	3.45	1.23
Man	1450	3.98	1.20
Non-binary	61	3.15	1.22

Table 158: *Cohen's d Microinvalidation and Gender Identity by Students*

	Women	*Men*	*Non-binary*
Women	--	.43	.24
Men	--	--	.68
Non-binary	--	--	--

Table 159: *Microinsult and Gender Identity by Students*

	N	Mean	Standard Deviation
Woman	2058	4.02	1.21
Man	1478	4.34	1.19
Non-binary	62	3.34	1.28

Table 160: *Cohen's d Microinsult and Gender Identity by Students*

	Women	Men	Non-binary
Women	--	.26	.54
Men	--	--	.80
Non-binary	--	--	--

Table 161: *Danger and Gender Identity by Students*

	N	Mean	Standard Deviation
Woman	2026	5.32	1.01
Man	1444	4.97	1.16
Non-binary	61	4.80	1.42

Table 162: *Cohen's d Danger and Gender Identity by Students*

	Women	Men	Non-binary
Women	--	.32	.42
Men	--	--	.13
Non-binary	--	--	--

Table 163: *Microaffirmation and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	3041	2.99	.85
LGBQ	484	3.02	.93
Asexual	28	3.10	.81

Table 164: *Cohen's d Microaffirmation and Sexual Orientation by Students*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.03	.13
LGBQ	--	--	.09
Asexual	--	--	--

Table 165: *Microinvalidation and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	2980	3.69	1.24
LGBQ	477	3.54	1.25
Asexual	27	4.02	.89

Table 166: *Cohen's d Microinvalidation and Sexual Orientation by Students*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.12	.30
LGBQ	--	--	.44
Asexual	--	--	--

Table 167: *Microinsult and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	3032	4.22	1.19
LGBQ	484	3.65	1.25
Asexual	27	4.04	1.18

Table 168: *Cohen's d Microinsult and Sexual Orientation by Students*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.46	.15
LGBQ	--	--	.32
Asexual	--	--	--

Table 169: *Danger and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	2974	5.17	1.08
LGBQ	476	5.16	1.16
Asexual	27	5.48	1.00

Table 170: *Cohen's d Danger and Sexual Orientation by Students*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.008	.29
LGBQ	--	--	.29
Asexual	--	--	--

Table 171: *Microaffirmation and Disability Status by Students*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	1908	2.96	.84	--
Person with a disability	1068	3.07	.91	.12

Table 172: *Microinvalidation and Disability Status and Students*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	1871	3.79	1.21	--
Person with a disability	1052	3.45	1.24	.29

Table 173: *Microinsult and Disability Status by Students*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	1902	4.26	1.17	--
Person with a disability	1068	3.95	1.27	.25

Table 174: *Danger and Disability Status by Students*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	1869	5.21	1.03	--
Person with a disability	1052	5.09	1.20	.10

Table 175: *Univariate ANOVAs for Microaggressions and Microaffirmations and Identity Characteristics by Students*

	F	p
Primary Role		
Microaffirmation	13.792	.000
Microinvalidation	48.948	.000
Microinsult	107.031	.000
Danger	194.983	.000
Race		
Microaffirmation	4.860	.008
Microinvalidation	85.464	.000
Microinsult	44.232	.000
Danger	45.652	.000
Gender		
Microaffirmation	.522	.594
Microinvalidation	3.776	.023
Microinsult	46.679	.000
Danger	1.085	.338
Sexual Orientation		
Microaffirmation	10.870	.001
Microinvalidation	53.785	.000
Microinsult	44.463	.000
Danger	7.881	.005
Disability		
Microaffirmation	3.812	.004
Microinvalidation	2.263	.060
Microinsult	8.926	.000
Danger	3.043	.016

Microaggressions and Microaffirmations and Faculty

Table 176: *Microaffirmation and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	2.37	1.03
Conservative	55	3.25	.97
Moderate	205	2.97	.94
Liberal	449	3.02	.81
Ultra-Liberal	95	3.15	1.04

Table 177: *Cohen's d Microaffirmation and Political Orientation by Faculty*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.87	60	70	75
Conservative	--	--	.29	.25	.09
Moderate	--	--	--	.05	.18
Liberal	--	--	--	--	.13
Ultra-Liberal	--	--	--	--	--

Table 178: *Microinvalidation and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	4.25	.93
Conservative	54	4.01	1.22
Moderate	201	3.85	1.31
Liberal	435	3.78	1.29
Ultra-Liberal	94	3.51	1.48

Table 179: *Cohen's d Microinvalidation and Political Orientation by Faculty*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.22	.35	.41	.59
Conservative	--	--	.12	.18	.36
Moderate	--	--	--	.05	.24
Liberal	--	--	--	--	.19
Ultra-Liberal	--	--	--	--	--

Table 180: *Microinsult and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	4.31	1.06
Conservative	55	4.30	1.24
Moderate	204	4.67	1.14
Liberal	449	4.73	1.11
Ultra-Liberal	94	4.48	1.20

Table 181: *Cohen's d Microinsult and Political Orientation by Faculty*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	*.008*	*.32*	*.38*	*.15*
Conservative	--	--	*.31*	*.36*	*.14*
Moderate	--	--	--	*.05*	*.16*
Liberal	--	--	--	--	*.21*
Ultra-Liberal	--	--	--	--	--

Table 182: *Danger and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	4.75	1.25
Conservative	54	5.37	.78
Moderate	197	5.53	.78
Liberal	439	5.65	.68
Ultra-Liberal	95	5.57	.75

Table 183: *Cohen's d Danger and Political Orientation by Faculty*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	*.59*	*.74*	*.89*	*.79*
Conservative	--	--	*.20*	*.38*	*.26*
Moderate	--	--	--	*.16*	*.05*
Liberal	--	--	--	--	*.11*
Ultra-Liberal	--	--	--	--	--

Table 184: *Microaffirmation and Race by Faculty*

	N	Mean	Standard Deviation
White	667	2.99	.88
Asian	74	3.12	.81
Other	24	2.94	1.10
Latinx	43	3.33	1.00
Black/ African American	58	3.14	.98

Table 185: *Cohen's d Microaffirmation and Race by Faculty*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.15	.05	.36	.16
Asian	--	--	.18	.23	.02
Other	--	--	--	.37	.19
Latinx	--	--	--	--	.19
Black/African American	--	--	--	--	--

Table 186: *Microinvalidation and Race by Faculty*

	N	Mean	Standard Deviation
White	646	3.88	1.30
Asian	75	3.57	1.26
Other	23	4.01	1.38
Latinx	41	3.39	1.38
Black/ African American	55	3.29	1.30

Table 187: *Cohen's d Microinvalidation: Faculty and Race*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.24	.09	.36	.45
Asian	--	--	.33	.13	.21
Other	--	--	--	.44	.53
Latinx	--	--	--	--	.07
Black/African American	--	--	--	--	--

Table 188: *Microinsult and Race by Faculty*

	N	Mean	Standard Deviation
White	665	4.80	1.07
Asian	75	4.34	1.22
Other	24	4.41	1.54
Latinx	43	4.18	1.22
Black/ African American	58	3.89	1.21

Table 189: *Cohen's d Microinsult and Race by Faculty*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.40	.29	.54	.79
Asian	--	--	.05	.13	.37
Other	--	--	--	.16	.37
Latinx	--	--	--	--	.23
Black/African American	--	--	--	--	--

Table 190: *Danger and Race by Faculty*

	N	Mean	Standard Deviation
White	650	5.64	.65
Asian	73	5.65	.82
Other	23	5.45	1.06
Latinx	41	5.58	.44
Black/ African American	55	4.75	1.17

Table 191: *Cohen's d Danger and Race by Faculty*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.001	.21	.10	.94
Asian	--	--	.21	.10	.89
Other	--	--	--	.16	.62
Latinx	--		--	--	.93
Black/African American	--	--	--	--	--

Table 192: *Microaffirmation and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	438	3.12	.89
Man	437	2.95	.91
Non-binary	3	4.16	1.75

Table 193: *Cohen's d Microaffirmation and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.18	74
Men	--	--	.86
Non-binary	--	--	--

Table 194: *Microinvalidation and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	431	3.39	1.32
Man	421	4.18	1.20
Non-binary	3	3.58	1.12

Table 195: *Cohen's d Microinvalidation and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.62	.15
Men	--	--	.51
Non-binary	--	--	--

Table 196: *Microinsult and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	437	4.47	1.13
Man	438	4.82	1.14
Non-binary	3	2.33	1.70

Table 197: *Cohen's d Microinsult and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.30	1.48
Men	--	--	1.72
Non-binary	--	--	--

Table 198: *Danger and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	428	5.68	.62
Man	426	5.47	.85
Non-binary	3	4.16	1.60

Table 199: *Cohen's d Danger and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.30	1.48
Men	--	--	1.02
Non-binary	--	--	--

Table 200: *Microaffirmation and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	824	3.04	.89
LGBQ	55	3.02	1.10
Asexual	1	2.75	--

Table 201: *Cohen's d Microaffirmation and Sexual Orientation by Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.01	--
LGBQ	--	--	--
Asexual	--	--	--

Table 202: *Microinvalidation and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	801	3.81	1.31
LGBQ	54	3.41	1.34
Asexual	1	3.25	--

Table 203: *Cohen's d Microinvalidation and Sexual Orientation by Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.30	--
LGBQ	--	--	--
Asexual	--	--	--

Table 204: *Microinsult and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	825	4.69	1.13
LGBQ	54	3.94	1.34
Asexual	1	5.50	--

Table 205: *Cohen's d Microinsult and Sexual Orientation by Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.60	--
LGBQ	--	--	--
Asexual	--	--	--

Table 206: *Danger and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	803	5.58	.74
LGBQ	54	5.48	.85
Asexual	1	6.00	---

Table 207: *Cohen's d Danger and Sexual Orientation by Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.12	--
LGBQ	--	--	--
Asexual	--	--	--

Table 208: *Microaffirmation and Disability Status by Faculty*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	480	3.00	.88	--
Person with a disability	168	3.11	.90	.12

Table 209: *Microinvalidation and Disability Status by Faculty*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	469	3.86	1.30	--
Person with a disability	162	3.49	1.33	.28

Table 210: *Microinsult and Disability Status by Faculty*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	480	4.70	1.10	--
Person with a disability	169	4.42	1.18	.24

Table 211: *Danger and Disability Status by Faculty*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	470	5.58	.74	--
Person with a disability	165	5.50	.78	.10

Table 212: *Univariate ANOVAs for Microaggressions and Microaffirmations by Identity Characteristics by Faculty*

	F	p
Primary Role		
Microaffirmation	2.048	.086
Microinvalidation	4.415	.002
Microinsult	13.220	.000
Danger	20.038	.000
Race		
Microaffirmation	6.286	.002
Microinvalidation	40.627	.000
Microinsult	16.457	.000
Danger	13.945	.000
Gender		
Microaffirmation	.061	. 941
Microinvalidation	2.424	.089
Microinsult	10.900	.000
Danger	.64	.527
Sexual Orientation		
Microaffirmation	1.746	.187
Microinvalidation	9.720	.002
Microinsult	7.603	.006
Danger	1.356	.245
Disability		
Microaffirmation	2.133	.075
Microinvalidation	1.647	.160
Microinsult	2.480	.043
Danger	3.582	.007

Microaggressions and Microaffirmations and Staff

Table 213: *Microaffirmation and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	4	3.62	1.50
Conservative	182	3.09	.92
Moderate	538	3.09	.86
Liberal	754	2.98	.82
Ultra-Liberal	112	2.95	.84

Table 214: *Cohen's d Microaffirmation and Political Orientation by Staff*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.42	.43	.53	.55
Conservative	--	--	0	.12	.15
Moderate	--	--	--	12	.15
Liberal	--	--	--	--	.11
Ultra-Liberal	--	--	--	--	--

Table 215: *Microinvalidation and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	4	2.43	1.00
Conservative	179	3.71	1.36
Moderate	531	3.69	1.36
Liberal	745	3.69	1.32
Ultra-Liberal	111	3.27	1.32

Table 216: *Cohen's d Microinvalidation and Political Orientation and Staff*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	-1.07	-1.05	-1.07	.71
Conservative	--	--	.001	.001	.32
Moderate	--	--	--	0	.31
Liberal	--	--	--	--	.31
Ultra-Liberal	--	--	--	--	--

Table 217: *Microinsult and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	4	3.75	1.76
Conservative	181	4.59	1.13
Moderate	535	4.67	1.02
Liberal	753	4.56	1.07
Ultra-Liberal	112	4.25	1.32

Table 218: *Cohen's d Microinsult and Political Orientation by Staff*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.56	.63	.55	.32
Conservative	--	--	.07	.02	.27
Moderate	--	--	--	.10	.35
Liberal	--	--	--	--	.25
Ultra-Liberal	--	--	--	--	--

Table 219: *Danger and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	4	4.87	1.43
Conservative	177	5.42	.90
Moderate	529	5.48	.81
Liberal	747	5.49	.85
Ultra-Liberal	110	5.55	.86

Table 220: *Cohen's d Danger and Political Orientation by Staff*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.46	.51	.52	.57
Conservative	--	--	.07	.07	.14
Moderate	--	--	--	.01	.08
Liberal	--	--	--	--	.07
Ultra-Liberal	--	--	--	--	--

Table 221: *Microaffirmation and Race by Staff*

	N	Mean	Standard Deviation
White	1184	2.97	.83
Asian	126	3.00	.85
Other	22	3.35	.80
Latinx	85	3.05	.91
Black/ African American	328	3.31	.92

Table 222: *Cohen's d Microaffirmation and Race by Staff*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.03	.46	.09	.38
Asian	--	--	.42	.05	.35
Other	--	--	--	.35	.04
Latinx	--	--	--	--	.28
Black/African American	--	--	--	--	--

Table 223: *Microinvalidation and Race by Staff*

	N	Mean	Standard Deviation
White	1181	3.74	1.31
Asian	123	3.77	1.29
Other	22	3.43	1.16
Latinx	79	3.44	1.42
Black/ African American	320	3.30	1.45

Table 224: *Cohen's d Microinvalidation and Race by Staff*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.02	.25	.21	.21
Asian	--	--	.27	.24	.34
Other	--	--	--	.007	.37
Latinx	--	--	--	--	.09
Black/African American	--	--	--	--	--

Table 225: *Microinsult and Race by Staff*

	N	Mean	Standard Deviation
White	1179	4.78	1.01
Asian	125	4.09	1.13
Other	22	3.78	1.39
Latinx	85	4.08	1.18
Black/ African American	327	4.11	1.14

Table 226: *Cohen's d Microinsult and Race by Staff*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.64	.82	.63	.62
Asian	--	--	.24	.008	.017
Other	--	--	--	.23	.25
Latinx	--	--	--	--	.02
Black/African American	--	--	--	--	--

Table 227: *Danger and Race by Staff*

	N	Mean	Standard Deviation
White	1175	5.64	.61
Asian	123	5.50	.78
Other	22	5.09	1.19
Latinx	79	5.21	1.13
Black/ African American	318	4.85	1.27

Table 228: *Cohen's d Danger and Race by Staff*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.19	.58	.47	.79
Asian	--	--	.40	.29	.61
Other	--	--	--	.10	.19
Latinx	--	--	--	--	.36
Black/African American	--	--	--	--	--

Table 229: *Microaffirmation and Gender by Staff*

	N	Mean	Standard Deviation
Woman	1163	3.06	.84
Man	594	3.01	.91
Non-binary	10	3.20	.55

Table 230: *Cohen's d Microaffirmation and Gender by Staff*

	Women	*Men*	*Non-binary*
Women	--	.05	.19
Men	--	--	.25
Non-binary	--	--	--

Table 231: *Microinvalidation and Gender by Staff*

	N	Mean	Standard Deviation
Woman	1152	3.49	1.34
Man	586	3.94	1.32
Non-binary	10	2.92	1.22

Table 232: *Cohen's d Microinvalidation and Gender by Staff*

	Women	*Men*	*Non-binary*
Women	--	.33	.44
Men	--	--	.80
Non-binary	--	--	--

Table 233: *Microinsult and Gender by Staff*

	N	Mean	Standard Deviation
Woman	1160	4.52	1.08
Man	590	4.65	1.11
Non-binary	10	2.55	.86

Table 234: *Cohen's d Microinsult and Gender by Staff*

	Women	Men	Non-binary
Women	--	.11	2.01
Men	--	--	2.11
Non-binary	--	--	--

Table 235: *Danger and Gender by Staff*

	N	Mean	Standard Deviation
Woman	1143	5.58	.75
Man	586	5.23	1.03
Non-binary	10	4.40	1.02

Table 236: *Cohen's d Danger and Gender by Staff*

	Women	Men	Non-binary
Women	--	.38	1.31
Men	--	--	.80
Non-binary	--	--	--

Table 237: *Microaffirmation and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1578	3.05	.87
LGBQ	171	3.01	.82
Asexual	4	3.02	1.14

Table 238: *Cohen's d Microaffirmation and Sexual Orientation by Staff*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.04	.02
LGBQ	--	--	.01
Asexual	--	--	--

Table 239: *Microinvalidation and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1560	3.66	1.35
LGBQ	171	3.44	1.38
Asexual	4	3.62	2.05

Table 240: *Cohen's d Microinvalidation and Sexual Orientation by Staff*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.16	.02
LGBQ	--	--	.10
Asexual	--	--	--

Table 241: *Microinsult and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1571	4.61	1.08
LGBQ	171	4.12	1.21
Asexual	4	4.06	1.39

Table 242: *Cohen's d Microinsult and Sexual Orientation by Staff*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.42	.44
LGBQ	--	--	.04
Asexual	--	--	--

Table 243: *Danger and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1553	5.45	.88
LGBQ	170	5.47	.85
Asexual	4	5.75	.50

Table 244: *Cohen's d Danger and Sexual Orientation by Staff*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	*.02*	*.41*
LGBQ	--	--	*.40*
Asexual	--	--	--

Table 245: *Microaffirmation and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	912	3.02	.83	--
Person with a disability	418	3.12	.88	.11

Table 246: *Microaffirmation and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	900	3.80	1.34	--
Person with a disability	417	3.22	1.28	.44

Table 247: *Microinsult and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	906	4.68	1.04	--
Person with a disability	416	4.31	1.21	.32

Table 248: *Danger and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	894	5.49	.84	--
Person with a disability	414	5.39	.92	.11

Table 249: *Univariate ANOVAs for Microaggressions and Microaffirmations by Identity Characteristics by Staff*

	F	p
Primary Role		
Microaffirmation	11.112	.000
Microinvalidation	7.626	.000
Microinsult	41.137	.000
Danger	59.017	.000
Race		
Microaffirmation	.809	.446
Microinvalidation	24.325	.000
Microinsult	19.832	.000
Danger	37.669	.000
Gender		
Microaffirmation	.179	.836
Microinvalidation	1.906	.149
Microinsult	15.506	.000
Danger	.246	.782
Sexual Orientation		
Microaffirmation	4.167	.041
Microinvalidation	54.673	.000
Microinsult	32.258	.000
Danger	3.860	.050
Disability		
Microaffirmation	2.165	.071
Microinvalidation	3.326	.010
Microinsult	4.294	.002
Danger	.917	.453

APPENDIX E: Discrimination

Tables for Research Question 4: Discrimination

Have you personally experienced offensive, hostile, inappropriate, or biased conduct that interfered with your working or learning experience at UMD? (Mark all that apply)

Table 250: Discrimination by type and Total Sample

Type	Percentage	N
Race	12.5%	908
Ethnicity	7.6%	554
Gender Identity or Expression*	10.0%	733
Sexual Orientation	3.9%	285
Religious or Spiritual Views	6.0%	437
Immigrant or Citizen Status	3.3%	237
National Origin	3.4%	251
Language Differences	3.3%	241
Physical Disability	1.1%	79
Learning Disability	1.2%	89
Psychological Disability	2.3%	170
Socioeconomic Status	4.2%	308
Military Affiliation or Status	0.8%	59
Political Conservative views	6.9%	501
Political Liberal views	4.1%	297
Age*	0.6%	50
Bullying (academic or in workplace) *	0.8%	65
Size/Fat Shaming*	0.1%	11
Sexual harassment*	0.1%	11

*these items include items from the category *something else* where participants were able to text enter their responses and then aggregated by theme and included above. All are completely based on responses added by text answers except for gender identity and gender expression which also included items that were added by text around sex or sexism (n=29).

Table 251: *Univariate ANOVAs for Discrimination by Identity Characteristics by Total Sample*

	F	*p*
Primary Role	*.926*	*.448*
Race	*68.549*	*.000*
Gender	*69.328*	*.000*
Sexual Orientation	*37.064*	*.000*
Disability	*114.900*	*.000*
Political Orientation	*15.596*	*.000*

Table 252: *Discrimination and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	4217	.04	.08
Faculty	996	.04	.08
Staff	2012	.04	.08
Senior Administrator-Faculty	23	.07	.11
Senior Administrator-Staff	28	.05	.11

Table 253: *Cohen's d Discrimination and Primary Role by Total Sample*

	Students	*Faculty*	*Staff*	*Senior Administrator-Faculty*	*Senior Administrator-Staff*
Students	--	*0*	*0*	*.31*	*.10*
Faculty	--	--	*0*	*.31*	*.10*
Staff	---	---	--	*.31*	*.10*
Senior Administrator-Faculty	--	--	--	--	*.18*
Senior Administrator - Staff	--	--	--	--	--

Table 254: *Discrimination and Race by Total Sample*

	N	Mean	Standard Deviation
White	4306	.03	.06
Asian	1162	.05	.10
Black/ African American	191	.06	.11
Latinx	424	.07	.11
Other	1048	.07	.10

Table 255: *Cohen's d Discrimination and Race by Total Sample*

	White	Asian	Other	Latinx	Black/African American
White	--	.25	.33	.45	.48
Asian	--	--	.09	.20	.20
Other	--	--	--	.09	.09
Latinx	--	--	--	--	0
Black/African American	--	--	--	--	--

Table 256: *Discrimination and Gender Identity by Total Sample*

	N	Mean	Standard Deviation
Woman	4222	.04	.08
Man	2920	.04	.08
Non-binary	84	.15	.18

Table 257: *Cohen's d Discrimination and Gender by Total Sample*

	Women	Men	Non-binary
Women	--	0	.81
Men	--	--	.81
Non-binary	--	--	--

Table 258: *Discrimination and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation	Cohen's d
Heterosexual	6276	.04	.08	--
LGBQ	819	.07	.10	.33
Asexual	37	.03	.06	.14

Table 259: *Cohen's d Discrimination and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.33	.14
LGBQ	--	--	.48
Asexual	--	--	--

Table 260: *Discrimination and Disability Status by Total Sample*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	3849	.03	.07	--
Person with a disability	1871	.06	.10	.34

Table 261: *Discrimination and Political Orientation by Total Sample*

	N	Mean	Standard Deviation	Cohen's *d*
Ultra-Conservative	36	.11	.17	--
Conservative	633	.05	.07	.46
Moderate	2064	.04	.08	.52
Liberal	3386	.04	.07	.53
Ultra-Liberal	469	.06	.08	.37

Table 262: *Cohen's d Discrimination and Political Orientation by Total Sample*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.46	.52	.53	.37
Conservative	--	--	.13	.13	.13
Moderate	--	--	--	0	.24
Liberal	--	--	--	--	.24
Ultra-Liberal	--	--	--	--	--

Students

Table 263: *Univariate ANOVAs for Discrimination by Identity Characteristics by Students*

	F	p
Race	38.427	.000
Gender	51.202	.000
Sexual Orientation	28.116	.000
Disability	76.900	.000
Political Orientation	8.624	.000

Table 264: *Discrimination and Race by Students*

	N	Mean	Standard Deviation
White	4306	.03	.06
Asian	1162	.05	.10
Black/ African American	191	.06	.11
Latinx	424	.07	.11
Other	1048	.07	.10

Table 265: *Cohen's d Discrimination and Race by Students*

	White	Asian	Other	Latinx	Black/African American
White	--	.24	.33	.45	.48
Asian	--	--	.09	.20	.20
Other	--	--	--	.09	.09
Latinx	--	--	--	--	0
Black/African American	--	--	--	--	--

Table 266: *Discrimination and Gender by Students*

	N	Mean	Standard Deviation
Woman	4222	.04	.08
Man	2920	.04	.08
Non-binary	84	.15	.18

Table 267: *Cohen's d Discrimination and Gender by Students*

	Women	Men	Non-binary
Women	--	*0*	*.78*
Men	--	--	*.78*
Non-binary	--	--	--

Table 268: *Discrimination and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	6276	.04	.08
LGBQ	819	.07	.10
Asexual	37	.03	.06

Table 269: *Cohen's d Discrimination and Sexual Orientation by Students*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	*.33*	*.14*
LGBQ	--	--	*.48*
Asexual	--	--	--

Table 270: *Discrimination and Disability Status by Students*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	3849	.03	.07	--
Person with a disability	1871	.06	.10	.34

Table 271: *Discrimination and Political Orientation by Students*

	N	Mean	Standard Deviation
Ultra-Conservative	32	3.36	1.20
Conservative	565	3.11	.94
Moderate	1799	3.00	.87
Liberal	2959	2.98	.82
Ultra-Liberal	428	2.98	.91

Table 272: *Cohen's d Discrimination and Political Orientation by Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	3	.23	.33	.36	.35
Conservative	--	--	.24	.39	.10
Moderate	--	--	--	.14	.11
Liberal	--	--	--	--	.25
Ultra-Liberal	--	--	--	--	--

Faculty

Table 273: *Univariate ANOVAs for Discrimination by Identity Characteristics by Faculty*

	F	p
Race	12.555	.000
Gender	14.854	.000
Sexual Orientation	13.444	.000
Disability	15.094	.000
Political Orientation	5.006	.001

Table 274: *Discrimination and Race and Faculty*

	N	Mean	Standard Deviation	Cohen's d
White	2214	.03	.06	--
Asian	931	.04	.09	.03
Black/ African American	141	.06	.11	.33
Latinx	274	.06	.10	.36
Other	604	.07	.09	.52

Table 275: *Cohen's d Discrimination and Race by Faculty*

	White	Asian	Other	Latinx	Black/African American
White	--	.03	.33	.36	.52
Asian	--	--	.59	.59	.77
Other	--	--	--	0	.10
Latinx	--	--	--	--	0
Black/African American	--	--	--	--	--

Table 276: *Discrimination and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	2406	.04	.08
Man	1734	.03	.08
Non-binary	68	.14	.19

Table 277: *Cohen's d Discrimination and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.12	.68
Men	--	--	.75
Non-binary	--	--	--

Table 278: *Discrimination and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	27	.11	.19
Conservative	373	.04	.07
Moderate	1208	.04	.08
Liberal	2025	.04	.07
Ultra-Liberal	247	.06	.09

Table 279: *Cohen's d Discrimination and Political Orientation by Faculty*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.48	.48	.48	.33
Conservative	--	--	0	0	.24
Moderate	--	--	--	0	.24
Liberal	--	--	--	--	.24
Ultra-Liberal	--	--	--	--	--

Staff

Table 280: *Univariate ANOVAs for Discrimination and Identity Characteristics by Staff*

	F	p
Race	28.545	.000
Gender	12.736	.000
Sexual Orientation	2.576	.000
Disability	25.979	.000
Political Orientation	4.128	.000

Table 281: *Discrimination and Race by Staff*

	N	Mean	Standard Deviation
White	730	.03	.06
Asian	90	.08	.15
Black/ African American	26	.06	.10
Latinx	49	.08	.10
Other	65	.07	.09

Table 282: *Discrimination and Race by Staff*

	White	Asian	Other	Latinx	Black/African American
White	--	.43	.36	.60	.52
Asian	--	--	.15	0	.09
Other	--	--	--	.20	.10
Latinx	--	--	--	--	.10
Black/African American	--	--	--	--	--

Table 283: *Discrimination and Gender Identity by Staff*

	N	Mean	Standard Deviation
Woman	478	.05	.09
Man	501	.03	.07
Non-binary	3	.22	.15

Table 284: *Cohen's d Discrimination and Gender Identity by Staff*

	Women	Men	Non-binary
Women	--	.24	1.37
Men	--	--	1.62
Non-binary	--	--	--

Table 285: *Discrimination and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	911	.04	.07
LGBQ	61	.10	.16
Asexual	2	.00	.00

Table 286: *Cohen's d Discrimination and Sexual Orientation by Staff*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.48	.80
LGBQ	--	--	.88
Asexual	--	--	--

Table 287: *Discrimination and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	540	.03	.08	--
Person with a disability	186	.06	.11	.31

Table 288: *Discrimination and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	4	.04	.05
Conservative	57	.06	.08
Moderate	228	.04	.09
Liberal	502	.03	.07
Ultra-Liberal	97	.07	.09

Table 289: *Cohen's d Discrimination and Political Orientation by Staff*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.29	0	.16	.41
Conservative	--	--	.23	.39	.11
Moderate	--	--	--	.12	.33
Liberal	--	--	--	--	.49
Ultra-Liberal	--	--	--	--	--

APPENDIX F: Hate Bias Incidents

Have you been personally targeted by a hate/bias incident on campus?

Table 290:
How did you respond to the hate/bias incident? Of those who said yes, the following indicate the responses.

	N	Percentage
Filed a complaint with UMPD	35	4%
Filed a complaint with the Office of Civil Rights and Sexual Misconduct	20	2%
Filed a complaint with Resident Life	17	2%
Filed a complaint with the Office of Diversity and Inclusion	15	2%
I talked about the incident with my friends and/or family	270	28%
I wanted to do something, but I did not know what to do	112	12%
I looked online for resources	39	4%
Confronted the person	111	11%
Avoided the person or venue	140	14%
I didn't do anything	113	12%
I did something else not listed above	97	10%
Total	969	100%

It is NEVER acceptable to show opposition to a campus speaker or event by using Violence or the threat of Violence

Table 291: *Univariate ANOVAs for Hate Speech as a First Amendment Right*

	F	p
Race	31.603	.000
Gender	244.084	.000
Political Orientation	63.644	.000
Primary Affiliation	9.226	.000
Greek Life Status	11.125	.000

Table 292: *Univariate ANOVAs for Using Violence to Intervene by Identity Characteristics by Total Sample*

	F	p
Race	9.527	.000
Gender	13.666	.000
Political Orientation	36.142	.000
Primary Affiliation	13.685	.000
Greek Life Status	1.418	.225

Table 293: *Univariate ANOVAs for Never Acceptable for a Student Group to use Loud Talking (Heckler's Veto)*

	F	p
Race	12.829	.000
Gender	43.819	.000
Political Orientation	154.557	.000
Primary Affiliation	6.091	.000
Greek Life Status	2.705	.029

Table 294: *As Part of Creating an Engaged Learning Community, UMD should NOT Allow Speech that is Considered Offensive or Biased against Certain Groups of People*

	F	p
Race	75.702	.000
Gender	313.035	.000
Political Orientation	59.370	.000
Primary Affiliation	26.462	.000
Greek Life Status	12.981	.000

Hate Speech as a First Amendment Right

Table 295: *Hate Speech is a First Amendment Right and Race by Total Sample*

	N	Mean	Standard Deviation
White	3788	3.86	1.61
Asian	986	4.09	1.55
Black/ African American	867	4.52	1.62
Latinx	355	4.16	1.66
Other	163	3.98	1.72

Table 296: *Hate Speech is a First Amendment Right and Race by Total Sample*

	White	Asian	Black/African American	Latinx	Other
White	--	.14	.07	.18	.40
Asian	--	--	.06	.04	.27
Black/African American	--	--	--	.10	.32
Latinx	--		--	--	.21
Other	--	--	--	--	--

Table 297: *Hate Speech is a First Amendment Right and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3633	4.36	1.48
Man	2520	3.47	1.67
Non-binary	76	4.50	1.66

Table 298: *Hate Speech is a First Amendment Right and Gender by Total Sample*

	Women	Men	Non-binary
Women	--	.56	.08
Men	--	--	.61
Non-binary	--	--	--

Table 299: *Hate Speech is a First Amendment Right and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	33	2.21	1.63
Conservative	560	3.23	1.66
Moderate	1780	3.85	1.57
Liberal	2938	4.24	1.54
Ultra-Liberal	421	4.51	1.60

Table 300: *Hate Speech is a First Amendment Right and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.62	1.02	1.28	1.42
Conservative	--	--	.38	.63	.78
Moderate	--	--	--	.25	.41
Liberal	--	--	--	--	.17
Ultra-Liberal	--	--	--	--	--

Table 301: *Hate Speech is a First Amendment Right and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3608	4.05	1.60
Faculty	861	3.83	1.69
Staff	1751	4.04	1.63
Senior Administrator-Faculty	23	2.78	1.50
Senior Administrator-Staff	24	2.92	1.90

Table 302: *Hate Speech is a First Amendment Right and Primary Role by Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	*.13*	*.006*	*.81*	*.64*
Faculty	--	--	*.12*	*.68*	*.50*
Staff	---	---	--	*.80*	*.63*
Senior Administrator-Faculty	--	--	--	--	*.08*
Senior Administrator - Staff	--	--	--	--	--

Table 303: *Hate Speech is a First Amendment Right and Greek Life by Total Sample*

	N	Mean	Standard Deviation
Not a member of Greek Life	3342	4.04	1.60
Interfraternity Council	98	3.32	1.54
Multicultural Greek Council	130	4.55	1.34
National Pan-Hellenic Council	12	5.25	.965
Panhellenic Association	21	4.76	1.26

Table 304: *Hate Speech is a First Amendment Right and Greek Life by Total Sample*

	Not Greek	Interfraternity Council	Multicultural Greek Council	National Pan-Hellenic Council	Panhellenic Association
Not Greek	--	.45	.34	.91	.49
Interfraternity Council		--	.85	1.50	1.02
Multicultural Greek Council		--	--	.59	.16
National Pan-Hellenic Council		---	--	--	.43
Panhellenic Association		--	--	--	--

Intervening in a Speaker through Violence or Threat of Violence

Table 305: *Intervening in a Speaker through Violence and Race by Total Sample*

	N	Mean	Standard Deviation
White	3832	1.43	.89
Asian	994	1.54	1.02
Black/ African American	877	1.60	1.12
Latinx	358	1.62	1.12
Other	165	1.39	.96

Table 306: *Intervening in a Speaker through Violence and Race by Total Sample*

	White	Asian	Other	Latinx	Black/African American
White	--	.11	.04	.18	.16
Asian	--	--	.15	.07	.05
Black/African American	--	--	--	.21	.20
Latinx	--		--	--	.01
Other	--	--	--	--	--

Table 307: *Intervening in a Speaker through Violence and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3678	1.47	.94
Man	2545	1.47	.97
Non-binary	76	4.50	1.66

Table 308: *Intervening in a Speaker through Violence and Gender by Total Sample*

	Women	*Men*	*Non-binary*
Women	--	0	.47
Men	--	--	.47
Non-binary	--	--	--

Table 309: *Intervening in a Speaker through Violence and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	33	1.36	1.02
Conservative	565	1.27	.742
Moderate	1804	1.37	.852
Liberal	2959	1.49	.921
Ultra-Liberal	435	1.68	1.29

Table 310: *Intervening in a Speaker through Violence and Political Orientation by Total Sample*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	.10	.01	.13	.49
Conservative	--	--	.12	.26	.62
Moderate	--	--	--	.13	.51
Liberal	--	--	--	--	.40
Ultra-Liberal	--	--	--	--	--

Table 311: *Intervening in a Speaker through Violence and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3620	1.56	1.01
Faculty	883	1.42	.94
Staff	1788	1.36	.88
Senior Administrator-Faculty	23	1.17	.83
Senior Administrator-Staff	26	1.31	.88

Table 312: *Intervening in a Speaker through Violence and Primary by Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	*.14*	*.21*	*.42*	*.26*
Faculty	--	--	*.06*	*.28*	*.12*
Staff	---	---	--	*.22*	*.05*
Senior Administrator-Faculty	--	--	--	--	*.16*
Senior Administrator - Staff	--	--	--	--	--

Heckler's Veto

Table 313: *Intervening in a Speaker through Heckler's Veto and Race by Total Sample*

	N	Mean	Standard Deviation
White	3811	2.85	1.53
Asian	991	2.66	1.45
Black/ African American	878	3.15	1.69
Latinx	357	2.84	1.53
Other	163	2.64	1.56

Table 314: *Intervening in a Speaker through Violence and Race by Total Sample*

	White	Asian	Black/African American	Latinx	Other
White	--	*.12*	*.13*	*.006*	*.19*
Asian	--	--	*.01*	*.12*	*.32*
Black/African American	--	--	--	*.12*	*.32*
Latinx	--		--	--	*.19*
Other	--	--	--	--	--

Table 315: *Intervening in a Speaker through Violence and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	3658	2.95	1.52
Man	2541	2.68	1.52
Non-binary	76	3.95	1.72

Table 316: *Intervening in a Speaker through Violence and Gender by Total Sample*

	Women	Men	Non-binary
Women	--	.17	.61
Men	--	--	.78
Non-binary	--	--	--

Table 317: *Intervening in a Speaker through Violence and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	33	2.00	1.41
Conservative	563	1.96	1.22
Moderate	1795	2.43	1.36
Liberal	2952	3.16	1.49
Ultra-Liberal	430	3.98	1.53

Table 318: *Intervening in a Speaker through Violence and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.03	.31	.79	1.34
Conservative	--	--	.36	.88	1.45
Moderate	--	--	--	.51	1.07
Liberal	--	--	--	--	.54
Ultra-Liberal	--	--	--	--	--

Table 319: *Intervening in a Speaker through Violence and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	3620	2.90	1.52
Faculty	877	2.88	1.51
Staff	1767	2.76	1.57
Senior Administrator-Faculty	23	1.91	1.04
Senior Administrator-Staff	25	2.08	1.25

Table 320: *Intervening in a Speaker through Violence and Primary by Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	.01	.09	.76	.58
Faculty	--	--	.07	.74	.57
Staff	---	---	--	.63	.47
Senior Administrator-Faculty	--	--	--	--	.14
Senior Administrator - Staff	--	--	--	--	--

UMD should NOT Allow Speech that is Considered Offensive or Biased against Certain groups of People

Table 321: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	N	Mean	Standard Deviation
White	3799	3.05	1.61
Asian	990	2.46	1.45
Black/ African American	877	2.21	1.39
Latinx	358	2.37	1.46
Other	163	2.71	1.65

Table 322: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	White	Asian	Black/African American	Latinx	Other
White	--	.38	.20	.44	.55
Asian	--	--	.16	.06	.17
Black/African American	--	--	--	.21	.32
Latinx	--		--	--	.11
Other	--	--	--	--	--

Table 323: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	N	Mean	Standard Deviation
Woman	3644	2.40	1.37
Man	2540	3.38	1.71
Non-binary	75	2.36	1.45

Table 324: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	Women	Men	Non-binary
Women	--	.63	.02
Men	--	--	.64
Non-binary	--	--	--

Table 325: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	33	4.64	1.83
Conservative	562	3.57	1.77
Moderate	1801	2.93	1.61
Liberal	2940	2.58	1.45
Ultra-Liberal	430	2.35	1.47

Table 326: *Not Allow Speech that is Offensive or Biased by Political Orientation and Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.59	.99	1.24	1.37
Conservative	--	--	.37	.61	.74
Moderate	--	--	--	.22	.37
Liberal	--	--	--	--	.15
Ultra-Liberal	--	--	--	--	--

Table 327: *Not Allow Speech that is Offensive or Biased by Race and Total Sample*

	N	Mean	Standard Deviation
Students	3621	2.67	1.56
Faculty	873	3.19	1.64
Staff	1756	2.80	1.58
Senior Administrator-Faculty	23	3.91	1.59
Senior Administrator-Staff	25	4.16	1.84

Table 328: *Not Allow Speech that is Offensive or Biased by Primary Role and Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	.32	.08	.78	.87
Faculty	--	--	.24	.44	.55
Staff	---	---	--	.70	.79
Senior Administrator-Faculty	--	--	--	--	.14
Senior Administrator - Staff	--	--	--	--	--

Table 329: *Not Allow Speech that is Offensive or Biased by Greek Life and Total Sample*

	N	Mean	Standard Deviation
Not a member of Greek Life	3355	2.66	1.56
Interfraternity Council	98	3.65	1.61
Multicultural Greek Council	130	2.48	1.48
National Pan-Hellenic Council	12	1.83	1.03
Panhellenic Association	21	1.76	.831

Table 330: *Not Allow Speech that is Offensive or Biased by Primary Role and Total Sample*

	Interfraternity Council	Multicultural Greek Council	National Pan-Hellenic Council	Panhellenic Association	Interfraternity Council
Interfraternity Council	--	.62	.11	.62	.72
Multicultural Greek Council	--	--	.75	1.34	1.47
National Pan-Hellenic Council	---	---	--	.50	.59
Panhellenic Association	--	--	--	--	.07
Interfraternity Council	--	--	--	--	--

APPENDIX G: Safety

Table 331: *Univariate ANOVAs for Safety by Identity Characteristics by Total Sample*

	F	p
Race	*157.082*	*.000*
Gender	*361.272*	*.000*
Sexual Orientation	*46.176*	*.000*
Disability	*78.442*	*.000*
Political Orientation	*23.809*	*.000*

Table 332: *Safety and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	4175	1.95	.60
Faculty	979	1.73	.54
Staff	1995	1.82	.56
Senior Administrator-Faculty	23	1.54	.52
Senior Administrator-Staff	27	1.61	.55

Table 333: *Cohen's d and Safety: Primary Role and Total Sample*

	Students	Faculty	Staff	Senior Administrator-Faculty	Senior Administrator-Staff
Students	--	*.39*	*.14*	*.64*	*.50*
Faculty	--	--	*.16*	*.35*	*.22*
Staff	--	---	---	*.51*	*.37*
Senior Administrator-Faculty	--	--	--	--	*.13*
Senior Administrator - Staff	--	--	--	--	--

Table 334: *Safety: Total Sample and Race*

	N	Mean	Standard Deviation
White	4264	1.74	.53
Asian	1148	1.90	.54
Black/African American	1041	2.21	.63
Latinx	420	1.95	.62
Other	188	1.92	.57

Table 335: *Safety and Gender by Total Sample*

	N	Mean	Standard Deviation
Women	4188	1.99	.55
Men	2882	1.64	.56
Non-binary	84	2.38	.71

Table 336: *Cohen's d and Safety and Gender by Total Sample*

	Women	*Men*	*Non-binary*
Women	--	*.61*	*.60*
Men	--	--	*1.15*
Non-binary	--	--	--

Table 337: *Safety and Disability by Total Sample*

	N	Mean	Standard Deviation	Cohen's *d*
Persons without disabilities	3813	1.81	.57	--
Persons with disabilities	1860	1.95	.60	.24

Table 338: *Safety and Sexual Orientation by Total Sample*

	N	Mean	Standard Deviation
Heterosexual	6211	1.83	.58
LGBQ	817	2.03	.59
Asexual	37	1.97	.48

Table 339: *Cohen's d and Safety and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.35	.26
LGBQ	--	--	.11
Asexual	--	--	--

Table 340: *Safety and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	36	1.97	.90
Conservative	625	1.68	.57
Moderate	2042	1.80	.57
Liberal	3372	1.88	.56
Ultra-Liberal	465	1.95	.60

Table 341: *Cohen's d and Safety and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.37	.22	.11	.02
Conservative	--	--	.21	.35	.46
Moderate	--	--	--	.14	.25
Liberal	--	--	--	--	.12
Ultra-Liberal	--	--	--	--	--

Table 342: Multiple Regression and Safety and Political Orientation by Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the Safety and Sample (n=4155)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	B
Sexual Orientation	0.187	0.093	0.09	0.089	0.089	0.043*	-0.037	0.081	-0.018*	-0.04	0.076	-0.02*	-0.051	0.076	-0.025*
White Race	0.32	0.059	0.242	0.213	0.058	0.161	0.152	0.054	0.115	0.13	0.051	0.099	0.119	0.052	0.09
Disability	0.19	0.055	0.154	0.174	0.053	0.141	0.106	0.048	0.086	0.058	0.045	0.047*	0.049	0.045	0.04*
Male/female	0.187	0.093	0.09	-0.008	0.357	-0.001*	0.014	0.325	0.002*	0.004	0.302	0.001*	-0.065	0.305	-0.008*
Engage Differences				-0.026	0.035	-0.034*	0.001	0.031	0.002*	-0.002	0.029	-0.003*	-0.007	0.029	-0.009*
Debate Differences				-0.02	0.061	-0.014*	-0.077	0.055	-0.056	-0.067	0.051	-0.048*	-0.072	0.051	-0.052
Avoid Differences				0.15	0.043	0.165	0.095	0.039	0.105	0.067	0.036	0.073	0.068	0.036	0.074
Free Speech				0.066	0.016	0.178	0.075	0.015	0.203	0.068	0.014	0.184	0.068	0.014	0.184
Disrupt Speech				0.089	0.025	0.161	0.051	0.023	0.093	0.053	0.022	0.095	0.053	0.022	0.096
Value and Committed to diversity, specialists							-0.054	0.046	-0.05*	-0.043	0.043	-0.04*	-0.037	0.044	-0.035*
Value and Committed to diversity, general							-0.236	0.059	-0.234	-0.13	0.057	-0.129	-1.25E-01	0.057	-0.124
Underrepresented Group advocate							0.046	0.017	0.106	0.04	0.016	0.093	0.038	0.016	0.087
Treatment							0.108	0.04	0.136	0.08	0.038	0.1	0.075	0.038	0.094
Works to Improve							-0.024	0.049	-0.026*	-0.043	0.046	-0.046*	-0.042	0.046	-0.045*
Offensive Speech							0.124	0.036	0.159	0.07	0.035	0.09	0.067	0.035	0.085
Interactions										-0.201	0.067	-0.112	-0.192	0.067	-0.107
Microaffirmations										0.059	0.025	0.097	0.053	0.025	0.088
Micro-invalidations										-0.094	0.018	-0.233	-0.091	0.018	-0.225
Danger										0.044	0.028	0.061	0.042	0.028	0.059
Microinsult										-0.054	0.024	-0.111	-0.046	0.025	-0.095
Ave Discrimination													0.407	0.268	0.068

Note. * = $p < .05$; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Table 343: Multiple Regression and Safety and White Race by Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the Safety and Sample (n=968)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	B
Sexual Orientation	.153	.027	.088*	.097	.026	.056*	.045	.024	.026	.045	.023	.026	.044	.023	.025
White Race	.295	.018	.246*	.234	.018	.195*	.137	.016	.114*	.082	.016	.068*	.079	.016	.066*
Disability	.155	.019	.125*	.137	.018	.111*	.082	.017	.066*	.040	.016	.032*	.037	.016	.030*
Male/female	.402	.085	.072*	.310	.083	.055*	.228	.075	.041*	.171	.071	.031*	.157	.072	.028*
Engage Differences				.125	.015	.135*	.079	.013	.086*	.056	.013	.061*	.054	.013	.058*
Debate Differences				.069	.006	.165*	.063	.006	.151*	.059	.005	.142*	.060	.005	.143*
Avoid Differences				.045	.008	.081*	.003	.008	.005	.007	.007	.013	.008	.007	.015
Free Speech															
Disrupt Speech							.054	.015	.056*	.025	.015	.026	.026	.015	.027
Value and Committed to diversity, specialists															
Value and Committed to diversity, general							.198	.021	.197*	.129	.021	.128*	.127	.021	.126*
Underrepresented Group advocate							.005	.007	.010	.007	.006	.014	.006	.006	.012
Treatment							.099	.014	.116*	.066	.014	.077*	.062	.014	.072*
Works to Improve							.009	.016	.010	.007	.016	.008	.007	.016	.008
Offensive Speech							.154	.013	.188*	.084	.013	.102*	.082	.013	.100*
Interactions															
Microaffirmations															
Micro-invalidations															
Danger										.066	.007	.145*	.065	,007	.142*
Microinsult										.005	.008	.010	.005	.008	.009
Ave Discrimination										.094	.009	.192*	.090	.009	.185*

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Students

Table 344: *Univariate ANOVAs for Safety by Identity Characteristics by Students*

	F	p
Race	*96.526*	*.000*
Gender	*221.240*	*.000*
Sexual Orientation	*32.254*	*.000*
Disability	*41.667*	*.000*
Political Orientation	*18.941*	*.000*

Table 345: *Safety and Race by Students*

	N	Mean	Standard Deviation
White	2195	1.78	.55
Asian	919	1.90	.54
Black/African American	599	2.30	.66
Latinx	273	1.93	.61
Other	139	1.96	.54

Table 346: *Cohen's d and Safety and Race by Students*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	*.21*	*.84*	*.24*	*.31*
Asian	--	--	*.66*	*.05*	*.11*
Black/African American	--	--	--	*.58*	*.56*
Latinx	--		--	--	*.05*
Other	--	--	--	--	--

Table 347: *Safety and Gender by Students*

	N	Mean	Standard Deviation
Women	2391	2.05	.56
Men	1709	1.68	.58
Non-binary	68	2.36	.71

Table 348: *Cohen's d and Safety and Gender by Students*

	Women	Men	Non-binary
Women	--	.63	.49
Men	--	--	1.04
Non-binary	--	--	--

Table 349: *Safety and Disability by Students*

	N	Mean	Standard Deviation	Cohen's d
Persons without disabilities	2222	1.86	.58	--
Persons with disabilities	1214	2.00	.61	.22

Table 350: *Safety and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	3513	1.87	.59
LGBQ	561	2.09	.60
Asexual	31	1.98	.52

Table 351: *Cohen's d and Safety and Sexual Orientation by Students*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.36	.19
LGBQ	--	--	.19
Asexual	--	--	--

Table 352: *Safety and Political Orientation by Students*

	N	Mean	Standard Deviation
Ultra-Conservative	27	2.03	.93
Conservative	368	1.71	.60
Moderate	1191	1.83	.58
Liberal	2019	1.94	.57
Ultra-Liberal	246	2.02	.63

Table 353: *Cohen's d and Safety and Political Orientation by Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.40	.25	.11	.01
Conservative	--	--	.20	.39	.50
Moderate	--	--	--	.19	.31
Liberal	--	--	--	--	.13
Ultra-Liberal	--	--	--	--	--

Table 354: *Safety and Greek Affiliation by Students*

	N	Mean	Standard Deviation	Cohen's d
Not Affiliated with Greek Life	3858	1.90	.60	
Greek Affiliation	312	1.92	.61	.02

Table 355: *Safety and Housing Location by Students*

	N	Mean	Standard Deviation
On-campus/Resident Life	2013	1.92	.58
Greek Houses	54	1.92	.69
Off-campus	2104	1.88	.61

Table 356: *Cohen's d Safety and Housing Location by Students*

	On-campus	Greek houses	Off-campus
On-campus	--	.001	.06
Greek Houses	--	--	.06
Off-campus	--	--	--

Faculty and Safety

Table 357: *Univariate ANOVAs for Safety by Identity Characteristics by Faculty*

	F	p
Race	12.704	.000
Gender	61.824	.000
Sexual Orientation	4.427	.000
Disability	10.417	.000
Political Orientation	3.385	.000

Table 358: *Safety and Race by Faculty*

	N	Mean	Standard Deviation
White	720	1.67	.51
Asian	89	1.83	.52
Black/African American	65	2.11	.62
Latinx	47	1.89	.60
Other	25	1.78	.64

Table 359: *Cohen's d and Safety and Race by Faculty*

	White	*Asian*	*Black/African American*	*Latinx*	*Other*
White	--	.30	.70	.39	.18
Asian	--	--	.48	.10	.08
Black/African American	--	--	--	.36	.52
Latinx	--		--	--	.17
Other	--	--	--	--	--

Table 360: *Safety and Gender by Faculty*

	N	Mean	Standard Deviation
Women	473	1.91	.53
Men	492	1.55	.49
Non-binary	3	2.33	.57

Table 361: *Cohen's d and Safety and Gender by Faculty*

	Women	*Men*	*Non-binary*
Women	--	.70	.74
Men	--	--	1.46
Non-binary	--	--	--

Table 362: *Safety and Disability by Faculty*

	N	Mean	Standard Deviation	Cohen's *d*
Persons without disabilities	535	1.69	.52	
Persons with disabilities	181	1.84	.57	.27

Table 363: *Safety and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	898	1.71	.54
LGBQ	61	1.92	.45
Asexual	2	1.75	.35

Table 364: *Cohen's d and Safety and Sexual Orientation by Faculty*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.42	.07
LGBQ	--	--	.42
Asexual	--	--	--

Table 365: *Safety and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	1.25	.28
Conservative	57	1.75	.56
Moderate	227	1.66	.52
Liberal	499	1.72	.51
Ultra-Liberal	96	1.87	.58

Table 366: *Cohen's d by Safety and Political Orientation by Faculty*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	1.11	.98	1.14	1.35
Conservative	--	--	.16	.05	.21
Moderate	--	--	--	.11	.38
Liberal	--	--	--	--	.27
Ultra-Liberal	--	--	--	--	--

Staff and Safety

Table 367: *Univariate ANOVAs for Safety by Identity Characteristics by Staff*

	F	p
Race	41.791	.000
Gender	76.327	.000
Sexual Orientation	3.334	.036
Disability	13.892	.000
Political Orientation	8.042	.000

Table 368: *Safety and Race by Staff*

	N	Mean	Standard Deviation
White	1308	1.71	.51
Asian	139	1.92	.51
Black/African American	372	2.09	.66
Latinx	98	2.02	.66
Other	24	1.87	.62

Table 369: *Cohen's and Safety and Race by Staff*

	White	Asian	Black/African American	Latinx	Other
White	--	.40	.70	.51	.27
Asian	--	--	.28	.16	.08
Black/African American	--	--	--	.10	.34
Latinx	--		--	--	.23
Other	--	--	--	--	--

Table 370: *Safety and Gender by Staff*

	N	Mean	Standard Deviation
Women	1305	1.91	.53
Men	652	1.61	.55
Non-binary	13	2.46	.82

Table 371: *Cohen's d and Safety and Gender by Staff*

	Women	Men	Non-binary
Women	--	.55	.78
Men	--	--	1.21
Non-binary	--	--	--

Table 372: *Safety and Disability by Staff*

	N	Mean	Standard Deviation	Cohen's d
Persons without disabilities	1031	1.78	.55	
Persons with disabilities	459	1.89	.57	.20

Table 373: *Safety and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1758	1.81	.56
LGBQ	189	1.92	.57
Asexual	4	2.00	.56

Table 374: *Cohen's and Safety and Sexual Orientation by Staff*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.18	.46
LGBQ	--	--	.14
Asexual	--	--	--

Table 375: *Safety and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	5	2.20	.90
Conservative	199	1.62	.52
Moderate	608	1.78	.56
Liberal	830	1.84	.52
Ultra-Liberal	121	1.87	.56

Table 376: *Cohen's d and Safety and Political Orientation by Staff*

`	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.78	.54	.47	.42
Conservative	--	--	.29	.42	.46
Moderate	--	--	--	.11	.16
Liberal	--	--	--	--	.05
Ultra-Liberal	--	--	--	--	--

Table 377: *Cohen's d and Racial Segregation is the Norm and Safety and Race by Total Sample*

	White	Asian	Black/African American	Latinx	Other
White	--	.29	.80	.35	.32
Asian	--	--	.82	.21	.17
Black/African American	--	--	--	.57	.95
Latinx	--		--	--	.37
Other	--	--	--	--	--

APPENDIX H: Attachment

Table 378: *Univariate ANOVAs for Attachment and Identity Characteristics by Total Sample*

	F	*p*
Primary Role	*7.786*	*.000*
Race	*42.413*	*.000*
Gender	*18.356*	*.000*
Sexual Orientation	*15.724*	*.000*
Disability	*75.029*	*.000*
Political Orientation	*9.480*	*.000*

Table 379: *Attachment and Primary Role by Total Sample*

	N	Mean	Standard Deviation
Students	4203	3.06	.66
Faculty	987	3.09	.69
Staff	2006	3.08	.67
Senior Administrator-Faculty	23	3.49	.54
Senior Administrator-Staff	27	3.65	.37

Table 380: *Cohen's d Attachment and Primary Role by Total Sample*

	Students	*Faculty*	*Staff*	*Senior Administrator-Faculty*	*Senior Administrator-Staff*
Students	--	*.04*	*.03*	*.71*	*1.10*
Faculty	--	--	*.01*	*.64*	*1.01*
Staff	---	---	--	*.67*	*1.05*
Senior Administrator-Faculty	--	--	--	--	*.34*
Senior Administrator - Staff	--	--	--	--	--

Table 381: *Attachment and Race by Total Sample*

	N	Mean	Standard Deviation
White	4203	3.14	.65
Asian	987	3.08	.63
Black/ African American	2006	2.99	.73
Latinx	23	2.94	.70
Other	27	3.08	.67

Table 382: *Cohen's d Attachment and Race by Total Sample*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.09	.21	.29	.09
Asian	--	--	.13	.21	0
Other	--	--	--	.06	.12
Latinx	--	--	--	--	.20
Black/African American	--	--	--	--	--

Table 383: *Attachment and Gender by Total Sample*

	N	Mean	Standard Deviation
Woman	4210	3.06	.66
Man	2908	3.11	.67
Non-binary	84	2.70	.78

Table 384: *Cohen's d Attachment and Gender by Total Sample*

	Women	*Men*	*Non-binary*
Women	--	.07	.49
Men	--	--	.56
Non-binary	--	--	--

Table 385: *Attachment: Total Sample and Sexual Orientation*

	N	Mean	Standard Deviation
Heterosexual	6256	3.09	.66
LGBQ	817	2.95	.69
Asexual	37	3.07	.56

Table 386: *Cohen's d Attachment and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.20	.03
LGBQ	--	--	.19
Asexual	--	--	--

Table 387: *Attachment and Disability by Total Sample*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	3840	3.12	.65	--
Person with a disability	1868	2.96	.69	.23

Table 388: *Attachment and Political Orientation by Total Sample*

	N	Mean	Standard Deviation
Ultra-Conservative	36	2.55	.96
Conservative	631	3.09	.68
Moderate	2058	3.10	.67
Liberal	3380	3.11	.63
Ultra-Liberal	467	2.99	.71

Table 389: *Cohen's d Attachment and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.64	.66	.68	.52
Conservative	--	--	.01	.03	.14
Moderate	--	--	--	.01	.15
Liberal	--	--	--	--	.17
Ultra-Liberal	--	--	--	--	--

Students

Table 390: *Univariate ANOVAs for Discrimination and Identity Characteristics by Students*

	F	p
Race	35.538	.000
Gender	9.798	.000
Sexual Orientation	13.478	.000
Disability	32.515	.000
Political Orientation	5.378	.000

Table 391: *Attachment and Race by Students*

	N	Mean	Standard Deviation
White	2208	3.14	.64
Asian	928	3.07	.62
Other	141	2.99	.70
Latinx	273	2.98	.69
Black/African American	603	2.79	.70

Table 392: *Cohen's d Attachment and Race by Students*

	White	*Asian*	*Other*	*Latinx*	*Black/African American*
White	--	.11	.22	.24	.52
Asian	--	--	.12	.12	.42
Other	--	--	--	.01	.28
Latinx	--	--	--	--	.27
Black/African American	--	--	--	--	--

Table 393: *Attachment and Gender by Students*

	N	Mean	Standard Deviation
Woman	2400	3.06	.66
Man	1729	3.08	.66
Non-binary	68	2.71	.80

Table 394: *Cohen's d Attachment and Gender by Students*

	Women	*Men*	*Non-binary*
Women	--	.03	.47
Men	--	--	.50
Non-binary	--	--	--

Table 395: *Attachment and Sexual Orientation by Students*

	N	Mean	Standard Deviation
Heterosexual	3542	3.09	.65
LGBQ	561	2.93	.70
Asexual	31	3.08	.55

Table 396: *Cohen's d Attachment and Sexual Orientation by Students*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.23	.01
LGBQ	--	--	.24
Asexual	--	--	--

Table 397: *Attachment and Disability by Students*

	N	Mean	Standard Deviation	Cohen's d
Person without a disability	2243	3.11	.65	--
Person with a disability	1216	2.97	.70	.20

Table 398: *Attachment and Political Orientation by Students*

	N	Mean	Standard Deviation
Ultra-Conservative	27	2.56	.98
Conservative	372	3.10	.67
Moderate	1204	3.09	.66
Liberal	2023	3.08	.63
Ultra-Liberal	246	3.00	.71

Table 399: *Cohen's d Attachment and Political Orientation by Students*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.64	.63	.63	.51
Conservative	--	--	.01	.03	.14
Moderate	--	--	--	.01	.13
Liberal	--	--	--	--	.11
Ultra-Liberal	--	--	--	--	--

Faculty

Table 400: *Univariate ANOVAs for Discrimination and Identity Characteristics by Faculty*

	F	p
Race	.613	.653
Gender	10.636	.000
Sexual Orientation	2.363	.095
Disability	11.327	.001
Political Orientation	1.855	.116

Table 401: *Attachment and Race by Faculty*

	N	Mean	Standard Deviation
White	726	3.11	.67
Asian	89	3.03	.75
Other	26	3.12	.80
Latinx	47	3.00	.85
Black/ African American	65	3.05	.63

Table 402: *Cohen's d Attachment and Race by Faculty*

	White	Asian	Other	Latinx	Black/African American
White	--	.11	.01	.14	.09
Asian	--	--	.11	.03	.02
Other	--	--	--	.14	.09
Latinx	--	--	--	--	.06
Black/African American	--	--	--	--	--

Table 403: *Attachment and Gender by Faculty*

	N	Mean	Standard Deviation
Woman	477	2.99	.67
Man	496	3.18	.69
Non-binary	3	2.55	.76

Table 404: *Cohen's d Attachment and Gender by Faculty*

	Women	Men	Non-binary
Women	--	.27	.61
Men	--	--	.86
Non-binary	--	--	--

Table 405: *Attachment and Sexual Orientation by Faculty*

	N	Mean	Standard Deviation
Heterosexual	904	3.10	.68
LGBQ	61	2.92	.69
Asexual	2	2.66	.47

Table 406: *Cohen's d Attachment and Sexual Orientation by Faculty*

	Heterosexual	LGBQ	Asexual
Heterosexual	--	.26	.75
LGBQ	--	--	.44
Asexual	--	--	--

Table 407: *Attachment and Disability by Faculty*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	537	3.13	.68	--
Person with a disability	185	2.94	.70	.27

Table 408: *Attachment and Political Orientation by Faculty*

	N	Mean	Standard Deviation
Ultra-Conservative	4	3.25	.87
Conservative	56	3.08	.61
Moderate	228	3.15	.72
Liberal	501	3.11	.64
Ultra-Liberal	97	2.93	.77

Table 409: *Cohen's d Attachment and Political Orientation by Faculty*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.22	.12	.18	.38
Conservative	--	--	.10	.04	.21
Moderate	--	--	--	.05	.29
Liberal	--	--	--	--	.25
Ultra-Liberal	--	--	--	--	--

Staff

Table 410: *Univariate ANOVAs for Discrimination and Identity Characteristics by Staff*

	F	p
Race	11.377	.000
Gender	3.591	.028
Sexual Orientation	.932	.394
Disability	30.089	.000
Political Orientation	7.091	.000

Table 411: *Attachment and Race by Staff*

	N	Mean	Standard Deviation
White	1316	3.14	.65
Asian	140	3.16	.60
Other	24	2.91	.81
Latinx	98	2.83	.76
Black/African	373	2.93	.70

Table 412: *Cohen's d Attachment and Race by Staff*

	White	Asian	Other	Latinx	Black/African American
White	--	.03	.31	.43	.31
Asian	--	--	.35	.48	.35
Other	--	--	--	.11	.03
Latinx	--	--	--	--	.13
Black/African American	--	--	--	--	--

Table 413: *Attachment and Gender by Staff*

	N	Mean	Standard Deviation
Woman	1314	3.07	.66
Man	653	3.12	.69
Non-binary	13	2.66	.72

Table 414: *Cohen's d Attachment and Gender by Staff*

	Women	*Men*	*Non-binary*
Women	--	.07	.59
Men	--	--	.65
Non-binary	--	--	--

Table 415: *Attachment and Sexual Orientation by Staff*

	N	Mean	Standard Deviation
Heterosexual	1767	3.09	.68
LGBQ	189	3.02	.66
Asexual	4	3.16	.79

Table 416: *Cohen's d Attachment and Sexual Orientation by Staff*

	Heterosexual	*LGBQ*	*Asexual*
Heterosexual	--	.10	.09
LGBQ	--	--	.19
Asexual	--	--	--

Table 417: *Attachment and Disability Status by Staff*

	N	Mean	Standard Deviation	Cohen's *d*
Person without a disability	1035	3.14	.66	--
Person with a disability	461	2.93	.68	.31

Table 418: *Attachment and Political Orientation by Staff*

	N	Mean	Standard Deviation
Ultra-Conservative	5	1.93	.64
Conservative	202	3.07	.71
Moderate	609	3.07	.66
Liberal	832	3.17	.63
Ultra-Liberal	122	3.01	.65

Table 419: *Cohen's d Attachment and Political Orientation by Staff*

	Ultra-Conservative	*Conservative*	*Moderate*	*Liberal*	*Ultra-Liberal*
Ultra-Conservative	--	*1.68*	*1.75*	*1.95*	*1.67*
Conservative	--	--	*0*	*.14*	*.08*
Moderate	--	--	--	*.15*	*.09*
Liberal	--	--	--	--	*.24*
Ultra-Liberal	--	--	--	--	--

Table 420: Multiple Regression and Attachment Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting Attachment and the total Sample=(n=7225)*

Variable	Model 1 B	SE(B)	β	Model 2 B	SE(B)	β	Model 3 B	SE(B)	β	Model 4 B	SE(B)	β	Model 5 B	SE(B)	β	Model 6 B	SE(B)	β
Sexual Orientation	-0.104	0.032	-0.052*	-0.074	0.032	-0.037*	-0.02	0.03	-0.01	-0.072	0.027	-0.036*	-0.071	0.027	-0.035*	-0.1	0.024	-0.05*
White Race	-0.209	0.021	-0.152*	-0.2	0.021	-0.145*	-0.095	0.02	-0.069*	-0.021	0.019	-0.015*	-0.018	0.019	-0.013	-0.019	0.017	-0.014
Disability	-0.17	0.022	-0.119*	-0.157	0.022	-0.11*	-0.108	0.021	-0.075*	-0.036	0.018	-0.025**	-0.031	0.018	-0.022*	-0.03	0.017	-0.021
Male/female	-0.257	0.101	-0.04*	-0.223	0.1	-0.035*	-0.155	0.093	-0.024	-0.02	0.082	-0.003	0.002	0.082	0	0.021	0.075	0.003
Engage Differences				0.043	0.015	0.047*	0.008	0.014	0.009	-0.013	0.012	-0.014	-0.01	0.012	-0.011	-0.019	0.011	-0.021
Debate Differences				-0.012	0.023	-0.009	0.052	0.021	0.037*	0.006	0.019	0.004*	0.006	0.019	0.004	0.02	0.017	0.014
Avoid Differences				-0.107	0.018	-0.1*	-0.072	0.017	-0.067*	-0.034	0.015	-0.032*	-0.031	0.015	-0.029*	-0.02	0.013	-0.019
Free Speech				0.022	0.007	0.046*	0.02	0.007	0.041*	0.037	0.006	0.077*	0.036	0.006	0.075*	0.016	0.006	0.033*
Disrupt Speech				-0.028	0.01	-0.044*	0.016	0.01	0.025	0.012	0.009	0.019	0.01	0.009	0.016	0.005	0.008	0.008
Value and Committed to Diversity, general							0.124	0.019	0.112*	0.077	0.017	0.07*	0.078	0.017	0.07*	0.032	0.015	0.029*
Value and Committed to diversity, specialist							0.262	0.026	0.226*	0.107	0.024	0.092*	0.103	0.024	0.089*	0.03	0.022	0.026
Underrepresented Group advocate							-0.006	0.008	-0.011*	-0.007	0.007	-0.012	-0.006	0.007	-0.01	-0.001	0.007	-0.001
Offensive Speech							-0.015	0.017	-0.0168*	0.037	0.016	0.039*	0.04	0.016	0.042*	0.043	0.014	0.046*
Works to Improve							0.058	0.02	0.055*	0.01	0.018	0.009	0.01	0.018	0.009	0.003	0.016	0.003
Treatment							-0.1	0.018	-0.101*	-0.062	0.016	-0.063*	-0.055	0.016	-0.056*	0.001	0.015	0.001
Interactions										-0.13	0.026	-0.063*	-0.138	0.026	-0.067*	-0.106	0.024	-0.051*
Danger										0.046	0.009	0.07*	0.046	0.009	0.07*	0.023	0.009	0.035*
Micro-invalidations										0.099	0.008	0.188*	0.097	0.008	0.184*	0.061	0.007	0.116*
Micro-affirmation										-0.212	0.011	-0.27*	-0.209	0.011	-0.266*	-0.134	0.01	-0.171*
Micro-insult										-0.013	0.01	-0.022	-0.019	0.01	-0.033	-0.038	0.009	-0.067*
Safety										-0.247	0.018	-0.214*	-0.245	0.018	-0.213*	-0.124	0.017	-0.107*
Discrimination													-0.404	0.12	-0.051*	-0.079	0.11	-0.01
HateExp2													-0.01	0.027	-0.005	-0.05	0.025	-0.026*
General Campus Climate																0.391	0.013	0.482*

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Table 421: Multiple Regression and Attachment by Race and Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting Attachment and the total Sample=(n=7225)*

Variable	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6		
	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β
Sexual Orientation	-0.226	0.126	-0.083	-0.166	0.124	-0.061	0.009	0.113	0.003	-0.066	0.092	-0.024	-0.061	0.092	-0.022	-0.048	0.083	-0.018
White Race	-0.154	0.08	-0.088	-0.077	0.081	-0.044	-0.002	0.075	-0.001	0.172	0.063	0.098*	0.174	0.064	0.1*	0.166	0.058	0.095*
Disability	-0.206	0.075	-0.126*	-0.184	0.074	-0.113*	-0.099	0.067	-0.06	-0.008	0.055	-0.005	-0.003	0.055	-0.002	0.007	0.05	0.004
Male/female	-0.481	0.509	-0.044	-0.469	0.495	-0.043	-0.751	0.452	-0.068	-0.529	0.365	-0.048	-0.455	0.37	-0.041	-0.252	0.334	-0.023
Engage Differences				0.04	0.048	0.04	-0.002	0.043	-0.002	-0.031	0.035	-0.032	-0.027	0.035	-0.027	-0.039	0.032	-0.04
Debate Differences				-0.089	0.085	-0.049	0.006	0.077	0.003	0.004	0.062	0.002	0.006	0.063	0.003	0.008	0.056	0.004
Avoid Differences				-0.243	0.059	-0.202*	-0.182	0.054	-0.152*	-0.105	0.044	-0.087*	-0.106	0.044	-0.089*	-0.092	0.04	-0.077*
Free Speech				0.004	0.023	0.009	0.004	0.021	0.009	0.04	0.017	0.082*	0.041	0.018	0.083*	0.027	0.016	0.056
Disrupt Speech				-0.064	0.034	-0.087	-0.01	0.032	-0.014	-0.002	0.026	-0.003	0	0.026	-0.001	-0.02	0.024	-0.027
Value and Committed to Diversity, general							0.015	0.065	0.011	0.002	0.053	0.001	9.93E-06	0.053	0	-0.011	0.048	-0.008
Value and Committed to diversity, specialist							0.46	0.082	0.346*	0.134	0.069	0.101	0.132	0.069	0.099	0.078	0.063	0.059
Underrepresented Group advocate							-0.026	0.024	-0.045	0.005	0.019	0.009	0.008	0.02	0.013	0.007	0.018	0.012
Offensive Speech							-0.119	0.05	-0.116*	0.006	0.043	0.006	0.01	0.043	0.01	0.013	0.039	0.012
Works to Improve							0.094	0.069	0.076	0.027	0.057	0.022	0.022	0.057	0.018	0.014	0.051	0.012
Treatment							-0.015	0.055	-0.014	0.012	0.046	0.011	0.014	0.046	0.014	0.064	0.042	0.061
Interactions										-0.192	0.082	-0.081*	-0.194	0.082	-0.082*	-0.132	0.074	-0.056
Danger										0.064	0.034	0.067	0.069	0.035	0.073*	0.043	0.032	0.045
Micro-invalidations										0.09	0.023	0.169*	0.089	0.023	0.166*	0.044	0.021	0.082*
Micro-affirmation										-0.254	0.03	-0.317*	-0.251	0.03	-0.313*	-0.143	0.029	-0.178*
Micro-insult										0.104	0.029	0.162*	0.101	0.03	0.157*	0.06	0.027	0.094*
Safety										-0.297	0.058	-0.225*	-0.298	0.058	-0.225*	-0.17	0.054	-0.129*
Discrimination													-0.42	0.338	-0.054	-0.348	0.305	-0.044
HateExp2													-0.064	0.083	-0.032	-0.168	0.075	-0.084*
General Campus Climate																0.356	0.035	0.475*

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

Table 422: Multiple Regression and Attachment by Gender and Total Sample

Table X: *Summary of Hierarchical Multiple Regression Analysis for Variables Predicting Attachment and the total Sample=(n=7225)*

Variable	Model 1 B	SE(B)	β	Model 2 B	SE(B)	β	Model 3 B	SE(B)	β	Model 4 B	SE(B)	β	Model 5 B	SE(B)	β	Model 6 B	SE(B)	β
Sexual Orientation	-0.033	0.068	-0.015*	0.007	0.069	0.003*	0.011	0.065	0.005*	-0.034	0.056	-0.016*	-0.038	0.056	-0.018*	-0.082	0.052	-0.038*
White Race	-0.246	0.045	-0.167	-0.242	0.045	-0.164	-0.088	0.044	-0.06	-0.038	0.04	-0.026*	-0.022	0.041	-0.015*	-0.043	0.038	-0.029*
Disability	-0.226	0.045	-0.156	-0.22	0.045	-0.152	-0.155	0.042	-0.107	-0.052	0.037	-0.036*	-0.043	0.037	-0.03*	-0.047	0.034	-0.032*
Male/female	-0.355	0.257	-0.043*	-0.313	0.257	-0.038*	-0.091	0.239	-0.011*	-0.08	0.209	-0.01*	-0.016	0.21	-0.002*	0.09	0.193	0.011*
Engage Differences				0.004	0.029	0.005*	-0.023	0.027	-0.026*	-0.036	0.024	-0.04*	-0.03	0.024	-0.033*	-0.027	0.022	-0.03*
Debate Differences				-0.026	0.057	-0.015*	0.052	0.053	0.03*	-0.019	0.046	-0.011*	-0.011	0.046	-0.006*	-0.015	0.043	-0.009*
Avoid Differences				-0.143	0.035	-0.132	-0.099	0.033	-0.092	-0.056	0.029	-0.052	-0.051	0.029	-0.047*	-0.035	0.027	-0.032*
Free Speech				0.022	0.015	0.046*	0.014	0.014	0.029*	0.025	0.012	0.052	0.024	0.012	0.05*	0.009	0.011	0.019*
Disrupt Speech				-0.018	0.02	-0.028*	0.022	0.02	0.034*	0.005	0.017	0.007*	0.002	0.017	0.004*	-0.006	0.016	-0.009*
Value and Committed to Diversity, general							0.202	0.039	0.176	0.108	0.035	0.095	1.03E-01	0.035	0.089	0.032	0.032	0.028*
Value and Committed to diversity, specialist							0.158	0.056	0.13	0.029	0.049	0.024*	0.025	0.049	0.021*	-0.019	0.045	-0.015*
Underrepresented Group advocate							0.003	0.015	0.006*	0.007	0.013	0.013*	0.008	0.013	0.015*	0.009	0.012	0.017*
Offensive Speech							-0.005	0.034	-0.005*	0.048	0.032	0.049*	0.045	0.032	0.046*	0.036	0.029	0.036*
Works to Improve							0.148	0.043	0.136	0.083	0.038	0.076	0.083	0.038	0.076	0.086	0.035	0.079
Treatment							-0.081	0.035	-0.083	-0.044	0.031	-0.045*	-0.03	0.031	-0.031*	0.036	0.029	0.037*
Interactions										-0.058	0.059	-0.025*	-0.071	0.059	-0.03*	-0.084	0.054	-0.036*
Danger										0.026	0.021	0.035*	0.023	0.022	0.031*	0.013	0.02	0.017*
Micro-invalidations										0.147	0.016	0.299	0.143	0.016	0.292	0.109	0.015	0.222
Micro-affirmation										-0.233	0.023	-0.287	-0.229	0.023	-0.282	-0.138	0.022	-0.17
Micro-insult										-0.028	0.022	-0.046*	-0.039	0.022	-0.064	-0.045	0.02	-0.074
Safety										-0.116	0.036	-0.096	-0.114	0.036	-0.094	-0.021	0.033	-0.017*
Discrimination													-0.502	0.221	-0.067	-0.195	0.205	-0.026*
HateExp2													0.04	0.055	0.021*	-0.034	0.05	-0.018*
General Campus Climate																0.346	0.025	0.442

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

APPENDIX J: Tenure Track Faculty

Table 423: Factor Analysis of Tenure Track Faculty
How would you describe the experience for tenure track faculty members at UMD?

	N	Mean	Standard Deviation
The criteria for tenure are clear	331	2.65	1.37
Tenure standards are applied equally to all faculty in my school/department	331	2.92	1.57
Work to promote diversity and inclusion is valued in my department	331	2.53	1.44
I feel burdened by service responsibilities beyond those of my colleagues	331	3.39	1.56
I feel that my identity (e.g., race, ethnicity, ability, sexual orientation) adds to my workload in my department	331	4.23	1.75
I believe diversity and inclusion are a demonstrated value at UMD	331	2.66	1.24
Faculty development opportunities are available at UMD to help faculty address the diversity issues encountered in their work	331	2.68	1.17
Faculty whose scholarship addresses issues related to diversity can achieve tenure and promotion without difficulty at UMD	331	2.86	1.29
As a faculty member, I received course evaluations that unfairly focused on my identity rather than my teaching	331	4.49	1.49
Faculty from underrepresented groups can achieve tenure and promotion without difficulty at UMD	331	3.03	1.43

A factor analysis was performed: How would you describe the experience for tenure track faculty at UMD. Based on these outcomes, four categories emerged are explained below.

Value Faculty Diversity includes the following questions: I believe diversity and inclusion are a demonstrated value at UMD, Work to promote diversity and inclusion is values in my department, and Faculty development opportunities are available at UMD to help faculty address the diversity issues encountered in their work.

Table 424: *Cohen's d Value Faculty Diversity and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.15	.25	.36	.64
Asian	--	--	.11	.22	.50
Other	--	--	--	.11	.37
Latinx	--	--	--	--	.25
Black/ African American	--	--	--	--	--

Table 425: *Cohen's d Value Faculty and Diversity and Gender by Total Sample*

	Woman	Man
Woman	--	.49
Man	--	--

Table 426: *Cohen's d Value Faculty and Diversity and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.26
LGBQ	--	--

Table 427: *Cohen's d Value Faculty and Diversity and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.2
Persons with a Disability	--	--

Table 428: *Cohen's d Value Faculty Diversity and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.08	.16	.31	.49
Conservative	--	--	.05	.17	.31
Moderate	--	--	--	.15	.01
Liberal	--	--	--	--	.17
Ultra-Liberal	--	--	--	--	--

Faculty Division Burden includes the following questions:
- I feel that my identity adds to my workload in my department
- I feel burdened by service responsibilities beyond those of my colleagues
- As a faculty member, I received course evaluations that unfairly focused on my identity rather than my teaching.

Table 429: *Cohen's d Faculty Division Burden and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.27	.05	.78	.90
Asian	--	--	.31	.51	.62
Other	--	--	--	.81	.92
Latinx	--	--	--	--	.10
Black/ African American	--	--	--	--	--

Table 430: *Cohen's d Value Faculty Division Burden and Gender by Total Sample*

	Woman	Man
Woman	--	1.01
Man	--	--

Table 431: *Cohen's d Value Faculty Division Burden and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.15
LGBQ	--	--

Table 432: *Cohen's d Value Faculty Division Burden and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.31
Persons with a Disability	--	--

Table 433: *Cohen's d Value Faculty Diversity and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	1.2	.82	1.08	1.21
Conservative	--	--	.28	.01	.25
Moderate	--	--	--	.21	.03
Liberal	--	--	--	--	.25
Ultra-Liberal	--	--	--	--	--

Tenure and Promotion includes the following questions:
- Faculty from underrepresented groups can achieve tenure and promotion without difficulty at UMD
- Faculty whose scholarship addresses issues related to diversity can achieve tenure and promotion without difficulty at UMD

Table 434: *Cohen's d Tenure and Promotion and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.40	.67	.79	1.07
Asian	--	--	.29	.36	.59
Other	--	--	--	.03	.22
Latinx	--	--	--	--	.20
Black/ African American	--	--	--	--	--

Table 435: *Cohen's d Tenure and Promotion and Gender by Total Sample*

	Woman	Man
Woman	--	.45
Man	--	--

Table 436: *Cohen's d Tenure and Promotion and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.13
LGBQ	--	--

Table 437: *Cohen's d Tenure and Promotion and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.20
Persons with a Disability	--	--

Table 438: *Cohen's d Tenure and Promotion and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.28	.37	.79	1.08
Conservative	--	--	.05	.36	.58
Moderate	--	--	--	.31	.53
Liberal	--	--	--	--	.22
Ultra-Liberal	--	--	--	--	--

Promotion and Tenure are fair and Clear includes the following questions:
- Tenure standards are applied equally to all faculty in my school/ department and the criteria for tenure are clear.

Table 439: *Cohen's d Promotion and Tenure are Fair and Clear and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.29	.21	.80	.34
Asian	--	--	.45	1.15	.64
Other	--	--	--	.43	.07
Latinx	--	--	--	--	.42
Black/ African American	--	--	--	--	--

Table 440: *Cohen's d Value APT Fair and Clear and Gender by Total Sample*

	Woman	Man
Woman	--	.49
Man	--	--

Table 441: *Cohen's d APT Fair and Clear and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.12
LGBQ	--	--

Table 442: *Cohen's d APT Fair and Clear and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.27
Persons with a Disability	--	--

Table 443: *Cohen's d APT Fair and Clear and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.05	.17	.01	.30
Conservative	--	--	.20	.06	.21
Moderate	--	--	--	.15	.42
Liberal	--	--	--	--	.29
Ultra-Liberal	--	--	--	--	--

Table 444: *Univariate ANOVAs for Tenure Track Faculty and Race by Factors*

	F	*p*
Value Faculty Diversity	*4.281*	*.002*
Faculty Division Burden	*8.911*	*.000*
Tenure and Promotion	*11.938*	*.000*
APT Fair and Clear	*5.064*	*.001*

Table 445: *Univariate ANOVAs for Tenure Track Faculty and Gender by Factors*

	F	*p*
Value Faculty Diversity	*26.353*	*.000*
Faculty Division Burden	*111.235*	*.000*
Tenure and Promotion	*19.639*	*.000*
APT Fair and Clear	*26.694*	*.000*

Table 446: *Univariate ANOVAs for Tenure Track Faculty and Sexual Orientation by Factors*

	F	*p*
Value Faculty Diversity	*1.767*	*.184*
Faculty Division Burden	*.673*	*.412*
Tenure and Promotion	*.433*	*.511*
APT Fair and Clear	*.368*	*.544*

Table 447: *Univariate ANOVAs for Tenure Track Faculty and Disability by Factors*

	F	*p*
Value Faculty Diversity	*5.200*	*.023*
Faculty Division Burden	*6.213*	*.013*
Tenure and Promotion	*2.500*	*.115*
APT Fair and Clear	*4.182*	*.042*

Table 448: *Univariate ANOVAs for Tenure Track Faculty and Political Orientation by Factors*

	F	*p*
Value Faculty Diversity	.805	.523
Faculty Division Burden	2.654	.033
Tenure and Promotion	3.229	.013
APT Fair and Clear	1.700	.149

Appendix K: Professional Track Faculty

Table 449: Factor Analysis of Professional Track Faculty
How would you describe the experience for Professional track faculty members at UMD?

	N	Mean	Standard Deviation
The criteria used to determine contract renewal are clear	271	3.23	1.58
The criteria to renew contracts are applied equally among all faculty	271	3.11	1.48
I am pressured to do additional work beyond my contract without compensation	271	3.72	1.49
Non-tenure track faculty members are valued from UMD	271	3.52	1.53
Non-tenure track faculty are valued in my department or school	271	3.00	1.53
I feel that my identity adds to my workload in my department	271	4.64	1.39
I believe diversity and inclusion are a demonstrated value at UMD	271	2.52	1.23
As a faculty member, I received course evaluations that unfairly focused on my identity rather than my teaching	271	4.73	1.29
Faculty development opportunities are available at UMD to help faculty address the diversity issues encountered in their work	271	2.61	1.09

A factor analysis was performed around questions allowing participants to describe the experience for professional track faculty at UMD. Based on these outcomes, three categories emerged are explained below.

PTK Promotion includes the following questions:
- *Non-tenure track faculty are valued in my department or school*
- *Non-tenure track faculty members are valued at UMD*
- *I believe diversity and inclusion are a demonstrated value at UMD*
- *Faculty development opportunities are available at UMD to help faculty address the diversity issues encountered in their work*

Table 450: *Cohen's d PTK Promotion and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.34	.23	.32	.25
Asian	--	--	.41	.32	.21
Other	--	--	--	.61	.48
Latinx	--	--	--	--	.08
Black/ African American	--	--	--	--	--

Table 451: *Cohen's d PTK Promotion and Gender by Total Sample*

	Woman	Man
Woman	--	*.29*
Man	--	--

Table 452: *Cohen's d PTK Promotion and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	*.39*
LGBQ	--	--

Table 453: *Cohen's d PTK Promotion and Disability by Total Sample*

	Without Disability	With Ability
Persons without a Disability	--	*.14*
Persons with a Disability	--	--

Table 454: *Cohen's d PTK Promotion and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	*.65*	*.71*	*1.02*	*1.28*
Conservative	--	--	*.14*	*.43*	*.56*
Moderate	--	--	--	*.26*	*.36*
Liberal	--	--	--	--	*.08*
Ultra-Liberal	--	--	--	--	--

PTK Valued includes the following questions:
- *The criteria used to determine contract renewal are clear*
- *The criteria to renew contracts are applied equally among all faculty*

Table 455: *Cohen's d* PTK Valued and *Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	*.41*	*.32*	*.32*	*.21*
Asian	--	--	*.69*	*.09*	*.17*
Other	--	--	--	*.61*	*.48*
Latinx	--	--	--	--	*.08*
Black/ African American	--	--	--	--	--

Table 456: *Cohen's d* PTK Valued *and Gender by Total Sample*

	Woman	Man
Woman	--	.22
Man	--	--

Table 457: *Cohen's d* PTK Valued *and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.44
LGBQ	--	--

Table 458: *Cohen's d* PTK Valued *and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.22
Persons with a Disability	--	--

Table 459: *Cohen's d* PTK Valued *and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.20	.26	.14	.18
Conservative	--	--	.07	.07	.47
Moderate	--	--	--	.14	.53
Liberal	--	--	--	--	.40
Ultra-Liberal	--	--	--	--	--

PTK Burdened includes the following questions:
- *I feel that my identity adds to my work load in my department*
- *I received course evaluations that unfairly focused on my identity rather than my teaching*
- *I am pressured to do additional work beyond my contract without compensation*

Table 460: *Cohen's d* PTK Burdened *and Race by Total Sample*

	White	Asian	Other	Latinx	Black/ African American
White	--	.01	.47	.02	.30
Asian	--	--	.47	.04	.33
Other	--	--	--	.58	.76
Latinx	--	--	--	--	.32
Black/ African American	--	--	--	--	--

Table 461: *Cohen's d* PTK Burdened *and Gender by Total Sample*

	Woman	Man
Woman	--	.31
Man	--	--

Table 462: *Cohen's d* PTK Burdened *and Sexual Orientation by Total Sample*

	Heterosexual	LGBQ
Heterosexual	--	.66
LGBQ	--	--

Table 463: *Cohen's d* PTK Burdened *and Disability by Total Sample*

	Without Disability	With Disability
Persons without a Disability	--	.23
Persons with a Disability	--	--

Table 464: *Cohen's d* PTK Burdened *and Political Orientation by Total Sample*

	Ultra-Conservative	Conservative	Moderate	Liberal	Ultra-Liberal
Ultra-Conservative	--	.88	.62	.84	1.21
Conservative	--	--	.11	.01	.37
Moderate	--	--	--	.12	.46
Liberal	--	--	--	--	.34
Ultra-Liberal	--	--	--	--	--

Table 465: *Univariate ANOVAs for Professional Track Faculty and Race by Factors*

	F	*p*
PTK Promotion	1.790	.13
PTK Valued	2.312	.057
PTK Burdened	1.185	.317

Table 466: *Univariate ANOVAs for Professional Track Faculty and Gender by Factors*

	F	*p*
PTK Promotion	*7.816*	*.005*
PTK Valued	*4.842*	*.028*
PTK Burdened	*9.498*	*.002*

Table 467: *Univariate ANOVAs for Professional Track Faculty and Sexual Orientation by Factors*

	F	*p*
PTK Promotion	*4.206*	*.041*
PTK Valued	*6.317*	*.012*
PTK Burdened	*14.930*	*.000*

Table 468: *Univariate ANOVAs for Professional Track Faculty and Disability by Factors*

	F	*p*
PTK Promotion	*1.333*	*.249*
PTK Valued	*2.684*	*.102*
PTK Burdened	*3.115*	*.079*

Table 469: *Univariate ANOVAs for Professional Track Faculty and Political Orientation by Factors*

	F	*p*
PTK Promotion	*2.500*	*.042*
PTK Valued	*2.433*	*.047*
PTK Burdened	*1.893*	*.111*

Professional Track Faculty and General Campus Climate

Table 470 presents the results of the hierarchical multiple regression analysis on the Professional Track Faculty and General Campus Climate. The first block of demographic variables predicted 13% of the variance in perceptions of the Campus Climate at UMD (R^2=.134; F_{change}=8.027, df (4,207); p<.000. The second block of Professional Track Faculty and Campus Climate variables predicted an additional 6% of the variance (R^2=.061; F_{change}= 3.080, df (5,202); p<.011. The third block Professional Track Faculty and Campus Climate variables predicted an additional 23% of the variance (R^2=.229; F_{change}=12.982, df (6,196); p<.000. The fourth block of Professional Track Faculty and Campus Climate variables predicted an additional 10% of the variance (R^2=.099; F_{change}=13.400, df (3,193); p<.000. The fifth block of Professional Track Faculty and Campus Climate variables predicted an additional 8% of the variance (R^2=.077; F_{change}=6.011, df (6,187); p<.000. The Professional Track Faculty and Campus Climate variable predicted an additional 2% of the variance (R^2=.024; F_{change}=5.816, df (2,185); p<.004.

In the final model, the following variable was a significant predictor of Professional Track Faculty Campus Climate at the p<.001 level: PTK Valued (part r = .156).

PTK Valued accounted for the largest proportion of the variance in perceptions of Campus Climate for Professional Track Faculty. The strong positive correlation (part r =.156) suggests that professional track faculty who experience value tend to experience the campus climate at UMD more positively.

Table 470:

Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the Professional Track Faculty by Campus Climate (n=207)

Variable	Model 1 B	SE(B)	β	Model 2 B	SE(B)	β	Model 3 B	SE(B)	β	Model 4 B	SE(B)	β	Model 5 B	SE(B)	β	Model 6 B	SE(B)	β
White Race	.611	.147	.270	.582	.146	.257	.373	.129	.165	.377	.119	.167	.210	.116	.093	.126	.118	.056
Sexual Orientation	.640	.203	.206	.612	.203	.197	.244	.182	.079	.190	.168	.061	.205	.160	.066	.101	.159	.032
Disability	.198	.133	.097	.152	.131	.075	.061	.113	.030	.042	.104	.020	.008	.098	.004	.024	.097	.012
Gender Binary	.052	.123	.027	.061	.126	.033	.137	.111	.073	.207	.102	.110	.241	.102	.128	.213	.100	.113
Free Speech				.039	.042	.062	.041	.039	.065	.039	.035	.061	.006	.035	.010	.019	.034	.030
Disrupt Speech				.019	.061	.021	.051	.056	.055	.062	.052	.067	.043	.049	.046	.025	.048	.027
Engage Differences				.130	.090	.103	.067	.078	.053	.097	.072	.076	.065	.069	.051	.077	.068	.060
Debate Differences				.326	.171	.125	.294	.151	.113	.058	.145	.022	.026	.137	.010	.029	.133	.011
Avoid Differences				.206	.104	.141	.105	.092	.072	.080	.084	.055	.005	.080	.004	.003	.078	.002
Value and Committed to diversity, specialist							.196	.120	.109	.183	.111	.102	.097	.106	.054	.086	.104	.048
Value and Committed to Diversity, general							.430	.159	.256	.086	.156	.051	.004	.148	.002	.011	.144	.007
Underrepresented Group Advocate							.088	.044	.117	.090	.041	.120	.053	.039	.070	.056	.038	.074
Treatment							.256	.097	.190	.234	.091	.174	.186	.088	.138	.162	.086	.121
Works to Improve							.132	.140	.083	.172	.129	.108	.167	.127	.104	.211	.125	.132
Offensive Speech							.163	.088	.124	.056	.083	.042	.041	.081	.031	.037	.079	.028
PTK Promotion										.058	.040	.098	.066	.039	.111	.065	.038	.109
PTK Valued										.366	.067	.432	.256	.066	.303	.227	.066	.268
PTK Burden										.065	.052	.082	.019	.052	.024	.004	.051	.005
Interactions													.133	.149	.046	.145	.146	.050
Microinvalidations													.091	.048	.128	.076	.047	.106
Danger													.104	.074	.079	.065	.074	.050
Microaffirmation													.166	.068	.141	.153	.066	.130
Microinsult													.098	.056	.114	.052	.056	.060
Safe													.378	.113	.214	.323	.112	.183
AveDiscrimination																.866	.854	.067
HateBias2																.447	.179	.161

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlatio

Professional Track Faculty and Safety

Table 471 presents the results of the hierarchical multiple regression analysis on the Professional Track Faculty and Safety. The first block of demographic variables predicted 20% of the variance in perceptions of the Safety at UMD ($R^2=.198$; $F_{change}=12.7692$, df (4,207); $p<.000$. The second block of Professional Track Faculty and Safety variables predicted an additional 8% of the variance ($R^2=.281$; $F_{change}= 4.693$, df (5,202); $p<.000$. The third block Professional Track Faculty and Safety variables predicted an additional 13% of the variance ($R^2=.410$; $F_{change}=7.140$, df (6,196); $p<.000$. The fourth block of Professional Track Faculty and Safety variables predicted an additional 3% of the variance ($R^2=.442$; $F_{change}=3.623$, df (3,193); $p<.000$. The fifth block of Professional Track Faculty and Safety variables predicted an additional 4% of the variance ($R^2=.477$; $F_{change}=2.5467$, df (5,188); $p<.029$. The Professional Track Faculty and Safety variable predicted an additional 2% of the variance ($R^2=.499$; $F_{change}=4.103$, df (2,186); $p<.018$.

In the final model, the following variable was a significant predictor of Professional Track Faculty Safety at the $p<.001$ level: Free Speech (part $r = .221$).

Free Speech accounted for the largest proportion of the variance in perceptions of Safety for Professional Track Faculty. The strong positive correlation (part $r =.221$) suggests that professional track faculty who experience free speech tend to experience safety at UMD more positively.

Table 471:

Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the Professional Track Faculty by Safety (n=207)

Variable	Model 1 B	SE(B)	β	Model 2 B	SE(B)	β	Model 3 B	SE(B)	β	Model 4 B	SE(B)	β	Model 5 B	SE(B)	β	Model 6 B	SE(B)	β
White Race	.301	.080	.235	.237	.078	.185	.146	.074	.114	.145	.073	.113	.128	.075	.100	.115	.076	.090
Sexual Orientation	.236	.111	.134	.143	.109	.081	.009	.104	.005	.022	.103	.013	.066	.103	.037	.104	.104	.059
Disability	.073	.073	.063	.063	.070	.055	.036	.065	.031	.036	.064	.032	.015	.063	.013	.018	.063	.016
Gender Binary	.331	.067	.309	.291	.067	.272	.218	.064	.204	.194	.063	.032	.160	.065	.150	.169	.064	.158
Free Speech				.056	.023	.155	.087	.022	.244	.087	.022	.243	.088	.022	.246	.091	.021	.253
Disrupt Speech				.068	.033	.013	.037	.032	.071	.031	.032	.059	.048	.032	.091	.052	.031	.100
Engage Differences				.032	.048	.045	.054	.045	.075	.048	.044	.066	.040	.045	.055	.032	.044	.044
Debate Differences				.010	.092	.007	.015	.086	.010	.046	.089	.031	.052	.088	.035	.047	.087	.032
Avoid Differences				.161	.056	.195	.101	.053	.123	.093	.052	.112	.061	.052	.074	.056	.051	.068
Value and Committed to diversity, specialist							.144	.069	.142	.143	.068	.141	.148	.068	.146	.134	.067	.132
Value and Committed to Diversity, general							.193	.091	.203	.091	.096	.096	.070	.095	.062	.062	.094	.065
Underrepresented Group Advocate							.045	.026	.105	.048	.025	.112	.038	.025	.089	.037	.025	.087
Treatment							.106	.056	.138	.084	.056	.110	.052	.057	.068	.042	.056	.056
Works to Improve							.086	.080	.095	.084	.079	.093	.023	.082	.025	.005	.081	.006
Offensive Speech							.139	.051	.186	.113	.051	.152	.097	.052	.129	.109	.051	.145
PTK Promotion										.011	.025	.032	.002	.025	.007	.002	.025	.006
PTK Valued										.079	.041	.164	.042	.043	.088	.038	.043	.079
PTK Burden										.039	.032	.086	.003	.033	.008	.002	.033	.005
Interactions													.092	.096	.056	.104	.095	.064
Microinvalidations													.075	.030	.184	.075	.030	.185
Danger													.043	.048	.059	.070	.030	.185
Microaffirmation													.018	.044	.026	.009	.043	.014
Microinsult													.060	.036	.123	.044	.037	.090
AveDiscrimination																.076	.555	.104
HateBias2																.326	.114	.208

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

There are four cross-over predictors of Safety for Professional Track Faculty that account for the largest variance at the University of Maryland. These include: Offensive Speech, Microinvalidation, Microaffirmations, and HateBias2.

Professional Track Faculty and Attachment

Table 472 presents the results of the hierarchical multiple regression analysis on the Professional Track Faculty and Attachment. The first block of demographic variables predicted 7% of the variance in perceptions of the Attachment at UMD ($R^2=.071$; $F_{change}=3.928$, df (4,207); $p<.004$. The second block of Professional Track Faculty and Attachment variables predicted an additional 5% of the variance ($R^2=.053$; $F_{change}= 2.446$, df (5,202); $p<.035$. The third block Professional Track Faculty and Attachment variables predicted an additional 20% of the variance ($R^2=.207$; $F_{change}=10.119$, df (6,196); $p<.000$. The fourth block of Professional Track Faculty and Attachment variables predicted an additional 12% of the variance ($R^2=.124$; $F_{change}=14.578$, df (3,193); $p<.000$. The fifth block of Professional Track Faculty and Attachment variables predicted an additional 8% of the variance ($R^2=.083$; $F_{change}=5.5811$, df (2,185); $p<.034$. The final Professional Track Faculty and Attachment variable predicted an additional 2% of the variance ($R^2=.027$; $F_{change}=11.860$, df (1,184); $p<.001$.

In the final model, the following variable was a significant predictor of Professional Track Faculty Attachment at the $p<.001$ level: General Campus Climate (part $r = .156$) and Offensive Speech (part $r = .170$).

General Campus Climate and Offensive Speech accounted for the largest proportions of the variance in perceptions of Attachment for Professional Track Faculty. The strong positive correlation (part $r =.156$ and part $r = .170$) suggests that professional track faculty who experience general campus climate and tend to experience the campus climate at UMD more positively.

Table 472:

Summary of Hierarchical Multiple Regression Analysis for Variables Predicting the Professional Track Faculty by Attachment (n=207)

	Model 1			Model 2			Model 3			Model 4			Model 5			Model 6			Model 7		
Variable	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β	B	SE(B)	β
White Race	.171	.108	.108	.139	.108	.086	.015	.099	.009	.012	.091	.007	.131	.089	.081	.179	.091	.111	.203	.089	.126
Sexual Orientation	.434	.150	.106	.390	.151	.176	.159	.140	.072	.104	.128	.047	.151	.123	.068	.139	.124	.063	.119	.120	.054
Disability	.058	.098	.040	.028	.097	.019	.042	.087	.029	.051	.080	.035	.058	.075	.040	.087	.075	.060	.082	.073	.057
Gender Binary	.149	.091	.110	.135	.093	.100	.019	.085	.014	.038	.078	.029	.029	.078	.021	.033	.077	.025	.008	.076	.006
Free Speech				.005	.032	.012	.040	.030	.088	.038	.027	.085	.015	.027	.033	.015	.027	.032	.011	.026	.024
Disrupt Speech				.043	.046	.065	.001	.043	.001	.012	.039	.019	.009	.038	.013	.006	.037	.009	.001	.036	.002
Engage Differences				.071	.067	.078	.031	.060	.034	.051	.055	.057	.016	.053	.018	.015	.053	.017	.000	.051	.000
Debate Differences				.224	.127	.120	.142	.116	.076	.044	.110	.024	.072	.105	.039	.073	.103	.039	.079	.101	.042
Avoid Differences				.134	.078	.129	.096	.071	.093	.077	.064	.074	.034	.062	.033	.032	.061	.030	.032	.059	.031
Value and Committed to diversity, specialist							.061	.092	.048	.049	.085	.038	.026	.082	.021	.023	.081	.018	.039	.078	.031
Value and Committed to Diversity, general							.391	.122	.327	.123	.119	.103	.080	.113	.067	.077	.112	.064	.079	.109	.066
Underrepresented Group Advocate							.012	.034	.023	.018	.032	.034	.006	.030	.012	.006	.030	.010	.016	.029	.030
Treatment							.138	.075	.143	.106	.069	.111	.096	.068	.100	.090	.067	.094	.059	.066	.061
Works to Improve							.147	.108	.129	.170	.099	.150	.114	.097	.100	.105	.097	.092	.065	.095	.057
Offensive Speech							.043	.068	.046	.123	.063	.131	.199	.062	.211	.220	.062	.234	.213	.060	.226
PTK Promotion										.014	.031	.033	.011	.030	.025	.009	.029	.022	.003	.029	.007
PTK Valued										.268	.051	.445	.201	.051	.333	.184	.051	.305	.140	.051	.233
PTK Burden										.054	.039	.095	.003	.040	.006	.016	.040	.028	.016	.038	.029
Interactions													.119	.114	.058	.150	.113	.073	.122	.110	.059
Microinvalidations													.005	.036	.010	.011	.037	.023	.026	.036	.051
Danger													.141	.057	.152	.156	.058	.168	.144	.056	.155
Microaffirmation													.155	.052	.184	.157	.051	.186	.127	.051	.152
Microinsult													.049	.043	.079	.036	.044	.058	.026	.043	.042
Safe													.308	.087	.244	.332	.087	.264	.270	.087	.215
AveDiscrimination																-1.738	.664	.189	-1.572	.647	.171
HateBias2																.169	.139	.085	.254	.137	.129
General Campus Climate																			.191	.056	.268

Note. * = *p* < .05; negative signs are associated with the way the variables were scored and not affiliated with negative correlation

APPENDIX L: Hidden Identity

Table 473: *Univariate ANOVAs for Identity Characteristics by Total Sample*

Hidden Identity

	F	p
Race	77.478	.000
Gender	97.950	.000
Sexual Orientation	91.453	.000
Disability	185.232	.000
Political Orientation	16.383	.000

Student Concerns: Total Sample

Table 474: *Univariate ANOVAs for Identity Characteristics by Total Sample*

Class Syllabi reflect racial, ethnic, and gender diversity

	F	p
Race	16.616	.000
Gender	.315	.730
Sexual Orientation	2.254	.105
Disability	2.074	.150
Political Orientation	.380	.823

Table 475: *Univariate ANOVAs for Identity Characteristics by Total Sample*

Does The university of Maryland have a culture of allyship?

	F	p
Race	73.308	.000
Gender	25.976	.000
Sexual Orientation	32.427	.000
Disability	23.907	.000
Political Orientation	27.409	.000