

THE JACOBS SCHOOL OF MUSIC PERCEPTION AND SAFETY STUDY EXECUTIVE SUMMARY

PEREZ & MORRIS LLC

December 2025

I. INTRODUCTION

The Indiana University Jacobs School of Music (“Jacobs”) is known as a community of excellence. In 2025, the Dean of Jacobs reiterated that excellence thrives only when all members of the community feel safe. In response to high profile sexual misconduct that took place years ago but was brought to Jacobs’ attention in the last couple years, Jacobs took numerous steps to increase the security and well-being of everyone on campus. As part of those efforts, Jacobs: 1) convened a Sexual Misconduct Prevention Task Force; 2) instituted mandatory comprehensive training concerning appropriate behavior and how to report misconduct; 3) instituted pedagogical standards for visiting faculty; 4) issued Physical Contact Guidelines applicable to everyone; 5) printed and distributed comprehensive guides regarding how to report misconduct; 6) enhanced the lighting inside and outside of Jacobs buildings; and 7) made classrooms, practice rooms and offices more open and visible.

Since the revelation to Jacobs of the prior misconduct, Jacobs has not only led the above efforts but also emphasized that the environment at Jacobs must encourage everyone on campus to feel safe and to speak the truth. Vital to the ongoing effort to enhance Jacob’s pursuit of excellence, is feedback from those who study, live or work at Jacobs. Jacobs desire to encourage a culture that fosters academic and artistic excellence in a safe environment led to engaging an outside legal firm to conduct a Perception and Safety Study (“Study”) to evaluate the experience, atmosphere and perceptions of the Jacobs community concerning their lives, safety, learning and sense of belonging.

The Study was undertaken and a full Report provided on the results. This is an executive summary of the Report. The Study utilized both interviews and an online survey. The online survey (“Survey”) was designed to learn what the members of the Jacobs community have experienced and to solicit both positive and negative feedback.

The Survey was sent to a total of 3,713 potential Participants made up of all current Undergraduate Students (734), Graduate Students (854), Staff (85), Tenure Track Faculty (133), Non-Tenure Track Faculty (108), Administrators (7) and all Jacobs Alumni whose email addresses were known (1792).¹

¹ “Participant” means Faculty, Staff, Administrators, Students and Alumni who were interviewed for and/or responded to the Survey. “Tenure Track Faculty” means any faculty member at Jacobs who holds tenure or is currently on a professional track that may result in tenure. “Non-Tenure Track

II. DEMOGRAPHICS OF PARTICIPANTS

It is likely that the Survey results are representative of actual attitudes and experiences at Jacobs. The Alumni response rate is, as was generally expected, low but without the inclusion of Alumni, the total response rate was 26.80%. Return rates from Faculty, Staff, and Administrators are relatively high and the return rate from Students is adequate to support the conclusions set forth herein.

RESPONSES BY POSITION
Table 2²

Position	Responses	Percent of Total Responses
Undergraduate Student	190	32.20
Graduate Student	158	26.80
Tenure Track Faculty	68	11.50
Non-Tenure Track Faculty	38	6.40
Staff	57	9.70
Administrator	4	0.70
Alumni	75	12.80
Total	590	100

The following chart and discussion show the demographics of Participants.

Faculty” means any non-tenure track faculty member at Jacobs whose primary responsibility is teaching. “Faculty” means both Tenure and Non-Tenure Track Faculty. “Graduate Student” means any current student enrolled in a master’s or doctoral program at Jacobs. “Undergraduate Student” means any current student who is enrolled in Jacobs and who is not a Graduate Student. “Student” means both Graduate Students and Undergraduate Students. “Administrator” means the Dean, an Associate Dean, an Assistant Dean, Director, or Department Chair working in the administration of Jacobs. “Staff” means a person working at Jacobs who is not an Administrator or a Faculty member. “IU” means Indiana University as a whole. “Alumni” means a person who graduated in the last 5 years from Jacobs.

² Table numbers refer to tables in the primary Report.

GENDER OF PARTICIPANTS BY POSITION
Table 4

Position	Women	Men	Nonbinary/ Other	Total
Undergraduate Student	102	75	8	185
Graduate Student	84	63	5	152
Tenure Track Faculty	17	45	0	62
Non-Tenure Track Faculty	17	18	1	36
Staff	38	14	2	54
Administrator	1	3	0	4
Jacobs Alumni	35	17	3	55
IU Alumni	13	4	1	18
Total	307	239	20	566

Not all Participants indicated their gender. In the analysis below there were too few Participants indicating nonbinary and thus they are included in the category Gender Minority.

As with gender, not all Participants shared information regarding sexuality. The largest proportion of Participants who reported on sexuality is heterosexual (70.4%) followed by bisexual/queer/pansexual individuals (17.2%), gay or lesbian (11.5%), and then asexual (.9%). For some analyses, the majority group of heterosexual individuals (“Sexual Majority”) were compared to all other sexuality classifications because when added together they are the minority (“Sexual Minority”).

The largest proportion of those who reported their race (some did not) was White (70.6%), followed by Asian American (13.8%), Multiracial (6.9%), Hispanic (5.6%), and Black/African American (3.1%). In some analyses, responses of the majority race, White (“Racial Majority”), were compared to all other groups who added together are the racial minority (“Racial Minority”).

Each of the programs offered by Jacobs were represented by the Participants (i.e., Brass, Music Education, Strings, etc.). The largest group of Participants was Voice, who represented 15.6% of the total Participants followed by Ballet which represented 14% of the total Participants.

III. RESULTS

A. General Satisfaction Questions

Three very broad general questions examined overall satisfaction and taken together are a snapshot of the general opinions of Jacobs. The three questions were:

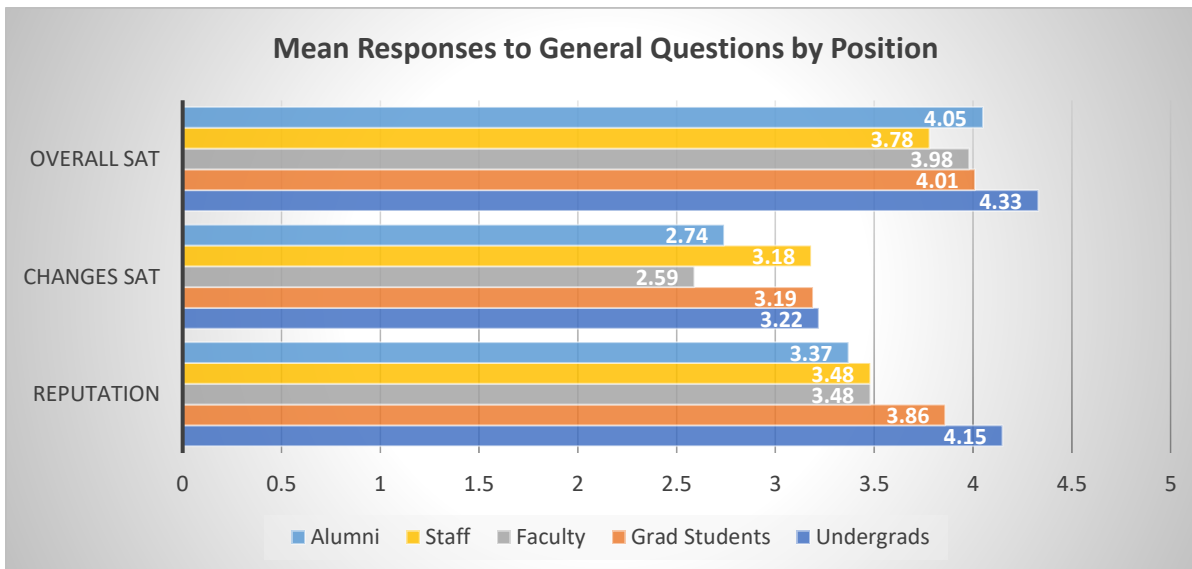
Questions: How satisfied are you with the current overall reputation of Jacobs? (“Reputation”)

Have you noticed any changes in your experience at or with Jacobs in the last 12 months? (“Changes in Satisfaction”)

How satisfied or dissatisfied are you with your overall experience at Jacobs? (“Overall Satisfaction”)

The charts below depict the Mean responses to each of these questions by both position and identity group.³

MEAN RESPONSES TO GENERAL SATISFACTION QUESTIONS BY POSITION
Table 7



³ The scale used for every question is 1 through 5, 1 being the most negative response and 5 being the most positive response. For example, where the question asks about satisfaction level, 1 is very dissatisfied and 5 is very satisfied. Where the question asks about level of agreement, 1 is strongly disagree and 5 is strongly agree.

MEAN RESPONSES TO GENERAL SATISFACTION QUESTIONS BY IDENTITY
Table 8

Question	All Mean (Standard Deviation)	Gender Minority vs Majority Mean	Racial Minority vs Majority Mean	Sexual Minority vs Majority Mean
Overall Satisfaction	4.09 (.89)			4.0 vs 4.2
Changes in Satisfaction	3.04 (.92)	3.1 vs 2.9	3.2 vs 3.0	
Reputation	3.79 (1.08)			

Notes: A positive Mean is considered any Mean value above 3.5

Overall, Participants are fairly satisfied with their experience at Jacobs, and with Jacobs' reputation, especially the Undergraduate Students and the Alumni. Participants are somewhat neutral about changes made in the last 12 months, with the Faculty expressing the least amount of satisfaction. For that question, Participants in the Gender Minority group expressed more positivity about changes than did the Gender Majority group. Participants in the Racial Minority group expressed more positivity about changes than did the Racial Majority. Overall, the Sexual Minority group is less satisfied with their overall experience compared to the Sexual Majority Participants.

The response in this area of the Survey regarding reaction to changes competes somewhat with a direct question asked of Staff and Faculty later in the Survey where the question asked the Staff and Faculty if they thought the changes recently made by the administration were positive. In that response, the following groups reported the changes were positive at the noted levels: Tenure Track Faculty - 46.7%; Non-Tenure Track Faculty - 24.2%, and 13.3% - Staff.

B. General Environment

Numerous questions were asked to understand the general environment and Participants' subjective feelings or beliefs about Jacobs.

**DESCRIPTION OF ENVIRONMENT LISTED IN
ORDER OF AGREEMENT, AND BY IDENTITY**
Table 11

If a Mean is shown in the table below, it indicates that there was a statistically significant difference for that group ($p < .05$). If no Mean is shown, there was not a statistically significant difference among the various groups.

Characteristic	All Mean (Standard Deviation)	Gender Minority vs Majority	Racial Minority vs Majority	Sexual Minority vs Majority
Competitive	4.19 (.86)			
Friendly towards Participants all sexual orientations	4.10 (.78)			
Welcoming	4.07 (.91)			4.0 vs 4.2
Respectful	4.01 (.83)			
Inclusive	3.94 (.90)		3.8 vs 4.1	3.8 vs 4.0
Safe	3.89 (.86)			3.8 vs 4.0
Supportive	3.88 (.94)			
Friendly to gender non-conforming Participants	3.84 (.86)			3.6 vs 4.0
Collegial	3.84 (.87)			
Cooperative	3.78 (.89)			
Diverse	3.71 (1.08)		3.6 vs 3.8	3.4 vs 3.9
Contentious	2.87 (1.08)		3.1 vs 2.7	
Isolating	2.79 (1.19)		2.9 vs 2.7	3.0 vs 2.6
Sexist	2.53 (1.17)		2.7 vs 2.4	2.7 vs 2.4
Ageist	2.45 (1.09)		2.6 vs 2.3	
Racist	2.18 (.99)		2.4 vs 2.0	2.4 vs 2.1
Hostile	2.16 (1.06)		2.4 vs 2.0	2.3 vs 2.0

The characteristic with the highest rating and the highest level of agreement was competitive. After competitive, more positive characteristics such as friendly towards all sexual orientations, welcoming, and respectful are highly rated. Most Participants did not find Jacobs to be sexist, ageist, racist, or hostile. Participants in the Sexual Minority rated Jacobs less welcoming, inclusive, safe, friendly to gender non-conforming people and less diverse than did the Sexual Majority Participants. The Sexual Minority Participants

also rated Jacobs as more isolating, sexist, racist, and hostile than did the Sexual Majority. People in the Racial Minority rated Jacobs less inclusive and diverse than did Participants in the Racial Majority. The Racial Minority also found Jacobs to be more contentious, isolating, sexist, ageist, racist, and hostile than did the Racial Majority. There were no significant differences found based on gender.

C. Student Specific General Satisfaction Questions

In addition to the general satisfaction questions, Students were asked to respond to questions specific to them. The general Student satisfaction questions asked how satisfied the Student Participant was with their experience in their studio and their studio placement, the curriculum at Jacobs and their experience in any Ensemble. The Students were also asked how they felt they were treated by Faculty, Staff, Administrators and other Students. The results regarding these questions are set forth in the below chart.

STUDENT PERCEPTIONS – GENERAL SATISFACTION
Table 14

Question	All Mean (Standard Deviation)	Racial Minority vs Majority	Sexual Minority vs Majority
How satisfied are you with your experience in your studio?	4.35 (.89)		
How satisfied are you with the system for studio placement?	3.97 (1.03)		4.3 vs 4.4
How satisfied are you with the curriculum in Jacobs?	3.59 (.87)		
How satisfied or dissatisfied are you with your experience in any Ensemble identified by you above?	3.59 (.87)	3.5 vs 4.0	
I feel valued as an individual in Jacobs.	3.94 (.99)		
I am treated with respect in Jacobs.	4.16 (.82)		4.0 vs 4.3
My opinions are respected by my peers in Jacobs.	4.10 (.79)		3.9 vs 4.2
My opinions are respected by those who evaluate my work in Jacobs.	4.11 (.84)		3.9 vs 4.2
The Faculty treats me with respect.	4.30 (.77)		
I feel a sense of community with others in Jacobs.	3.99 (2.06)		
The Administrators treat me with respect.	4.01 (1.03)		3.9 vs 4.1

The Staff treats me with respect.	4.29 (.75)		
The Students treat me with respect.	4.17 (.78)		
Non-Tenure Track Faculty are concerned about Undergraduate Students well-being.	3.88 (.83)		
Staff at Jacobs are concerned about the Undergraduate Students well- being.	3.96 (.82)		
Administrators are concerned about Undergraduate Students well- being.	3.71 (1.04)		
Non-Tenure Track Faculty are concerned about Graduate Students well-being.	3.85 (.84)		
Tenure Track Faculty are concerned about Graduate Students well- being.	3.88 (.84)		
Administrators are concerned about Graduate Students well-being.	3.72 (.99)		

Interestingly, in questions not reflected in the above charts, over 47% of the Participants are satisfied with the system for studio placement and only 15% are dissatisfied. Out of 350 people who indicated that Ensemble experience was applicable to them, 267 indicated that they were satisfied with their experience and only 31 indicated any level of dissatisfaction.

In the Narrative responses, there were many comments regarding the Ensemble experience. The comments do not suggest there is unanimity of thought about what should happened with Ensembles. For example, many Participants thought there was too much of an emphasis on Ensembles and others who wanted more Ensemble opportunities.

There was a similar lack of unanimity in the Narrative responses about curriculum. Many Participants urged Jacobs to focus on a “more up to date” repertoire and to “be open and adaptable to curriculum needed for the music industry today.” However, a fewer number of Participants commented that they objected to “considerable non-canon programming”.

Many Participants commented that a greater emphasis should be placed on a curriculum that stresses career preparation and help in securing jobs. Participants also commented

that they were frustrated with the process to get into Jacobs and with the processes to schedule and understand degree requirements.

An overwhelming number of Participants indicated frustration with a lack of financial resources.

E. Discrimination

33.11% of Participants indicated they had no experience with any form of Discrimination at Jacobs and 18.47% said they very rarely experienced Discrimination. However, over 25% of the Participants indicated that they had experienced at least occasional Discrimination and 8.78% identified experiencing Discrimination frequently and very frequently. Those indicating they had experienced Discrimination are identified by Position in the next chart.

EXPERIENCES OF DISCRIMINATION BY POSITION
Table 15⁴

Group	Mean (Standard Deviation)
Undergraduate Students	4.88 (1.07)
Graduate Students	4.40 (1.59)
Faculty	4.37 (1.42)
Staff	4.16 (1.31)
Alumni	3.85 (1.52)
Total	4.47 (1.40)

As the chart indicates, whether actual Discrimination or perceived Discrimination, this is an area in need of further attention. In reviewing the Discrimination answers by type of Discrimination the following chart summarizes the basis for responding that Discrimination occurred.

NUMBER REPORTING DISCRIMINATION BY TYPE
Table 16
 (listed in order of frequency)

⁴ The scale for this question refers to frequency, meaning 1 is never and 6 is very frequently.

	Sex	Race	GI	ID	Age	Nation	SES	Disability	Religion	Total
Under Graduate Student	15	11	14	10	7	4	2	4	2	69
Graduate Student	14	17	9	5	6	13	9	4	2	79
Faculty	19	21	9	10	11	3	6	0	1	81
Staff	15	5	6	4	6	3	3	2	1	46
Alumni	20	14	14	7	3	5	1	2	4	72
Total	83	68	52	36	33	28	21	12	10	347

Notes: GI means gender identity and/or expression.
ID means sexual identity or sexual orientation.
Nation means nationality.
SES means socioeconomic background.

When asked about specific types of Discrimination, the most frequent type identified by Participants was based on sex, followed by race, gender identity and then sexual identity or orientation. Of concern, 9 people felt threatened with physical violence. Derogatory remarks, not being selected for a performance and derogatory gestures were the most frequent reported acts of Discrimination. Note that 34 people reported grading reductions as an example of discrimination. 41 Participants indicated that because of Discrimination they discouraged other people from coming to Jacobs.

The Survey asked who engaged in the Discrimination and the following is a summary of the responses.

DISCRIMINATOR BY POSITION
Table 18

Discriminator	Number
Tenure Track Faculty	80
Undergraduate Student	58
Graduate Student	53
Administrator	36
Non-Tenure Track Faculty	22
Staff	21
Guest Faculty	17
Jacob's Co-worker	13
Jacob's Supervisor or Employer	12
Guest Performer	9

In the Narrative responses, the most frequently identified type of Discrimination was Discrimination against women.

F. Sexual Misconduct

The Survey asked about Participants’ attitudes, knowledge, and experience on the Jacobs campus with 6 categories of sexual misconduct which were defined in the Survey and are used in this Executive Summary (collectively “Sexual Misconduct”). The 6 categories included in Sexual Misconduct, as used in the Survey, were Inappropriate Sexual Comments, Distributed Private Pictures, Unwanted Contact, Stalking, Improper Touching and Penetration Without Consent.

The Sexual Misconduct questions were broken into incidents happening in the last 12 months (“Last 12 Months”) and incidents prior to the last 12 months (“Prior Months”). These categories were used to see if recent events, recent trainings and changes in leadership had any impact on behavior.

SEXUAL MISCONDUCT
Table 19

The number outside of the parenthesis is the number in the Prior Months and in parenthesis is number in the Last 12 Months.

	Comments	Pictures	Contact	Stalk	Touch	Penetration
Undergraduate Student	7 (10)	1 (0)	1 (1)	2 (0)	3 (4)	2 (0)
Graduate Student	10 (7)	4 (2)	4 (3)	2 (3)	3 (1)	1 (0)
Faculty	12 (1)	1 (0)	2 (0)	0 (0)	1 (1)	2 (0)
Staff	6 (5)	0 (0)	0 (0)	0 (0)	2 (0)	0 (0)
Alumni	15 (2)	0 (0)	4 (1)	0 (0)	4 (4)	0 (0)
Total	50 (25)	6 (2)	11 (5)	4 (3)	13 (10)	5 (0)

As to who engaged in the Sexual Misconduct, the following chart demonstrates the reported incidents for each position.

WHO ENGAGED IN SEXUAL MISCONDUCT
Table 20

Actor	Comments	Pictures	Contact	Stalk	Touch	Penetration
Tenure Track Faculty	23		3	1	6	
Non-Tenure Track Faculty	4			1	1	
Undergraduate Student	26	1	3	2	7	1
Graduate Student	24	1	7	4	6	1
Administrator	2					
Staff	13			1	1	
Guest Performer or Lecturer	4					
Jacob's Co-worker	4					
Jacob's Supervisor or Employer						

From the Narrative comments, it was predicted that the Survey would show more incidents with respect to Sexual Misconduct than those reported in the Survey. The number of Participants being told by someone else of incidents of Sexual Misconduct was greater than the number of personal experiences disclosed by Participants.

G. Romantic or Sexual Relationships Among Jacobs Students, Faculty, Staff, and Administrators

No Undergraduate Student reported sexual relationships with any Faculty, Administrator or Staff. 7 Graduate Students reported relationships with Faculty. No Faculty, Staff or Administrator reported a relationship with any Student including Graduate Students.

H. Knowledge as to How to Report and Confidence in Jacobs/IU Handling of Reported Sexual Misconduct

The Faculty and Staff Participants responded with numbers that show that they believe they are knowledgeable about the process of reporting Sexual Misconduct. Graduate Students were less confident about their knowledge about the process.

All Participant groups agreed that Jacobs takes reports of Sexual Misconduct seriously. Most agree Jacobs would keep reports of Sexual Misconduct confidential. There is also a fair level of agreement that the investigation would be fair, and that during the

investigation support would be provided. There is slightly less agreement that Jacobs would protect individuals from harm, would take the appropriate action against the accused, and would protect people from retaliation. However, even these ratings are better than neutral, so there seems to be some confidence about the whole process among the Participants. Some of the ratings were lower for the Racial and Sexual Minority Participants indicating those identity groups have somewhat less confidence in the process.

I. Reporting of Incidences of Misconduct

After each Survey category seeking information on acts of Discrimination or Sexual Misconduct, the Participants were asked if the incidences reflected in their Survey responses were reported to Jacobs or IU or anyone in authority. The results of those questions demonstrate that there is far less reporting of Discrimination and Sexual Misconduct than what is experienced by Participants.

REPORTING OF DISCRIMINATION AND SEXUAL MISCONDUCT
Table 27

Did you report?		Yes	No
Discrimination		26% (46)	74% (140)
Sexual Comments		21% (15)	79% (56)
Unwanted Contact		38% (5)	62% (8)
Improper Touching		18% (4)	82% (18)

The number in parenthesis following the percentage are the number of responses. Categories of low reports were omitted where there was any concern related to protecting confidentiality. As reflected above, the number of unreported Discrimination and Sexual Misconduct is extremely high. As the table below demonstrates, there are varying levels of satisfaction with the results of reporting misconduct depending upon the type of misconduct.

SATISFACTION AFTER REPORTING OF DISCRIMINATION AND SEXUAL MISCONDUCT

Table 29

Were you satisfied?	Discrimination (56)	Sexual Comments (16)	Unwanted Contact (6)
Satisfied/Very Satisfied	34%	38%	83%
Neither satisfied nor dissatisfied	34%	44%	0%
Dissatisfied/Very Dissatisfied	32%	19%	17%

Participants who did not make a report were asked why they did not make a report. The most common reason given across all categories was the Participant was worried that the misconduct was not serious enough to report. The next most common reason was a fear of retaliation.

J. Education

Numerous questions asked information regarding programming provided by Jacobs to educate about Sexual Misconduct and Discrimination and to make sure that everyone was aware of not only what they are but also how to report them and to seek help. Testing how the education was received was important to determine what programming to continue, what to end, and what additional programming is needed. The specific results are available in the Report.

Looking at the questions by Participant position, all reported satisfaction with the educational opportunities offered to them about Sexual Misconduct and Discrimination. It should be noted, that despite some outspoken complaints about the handling of recent Sexual Misconduct complaints, in the Survey there is a strong showing that most people feel that Jacobs handled information about recent claims satisfactorily. There were statistically significant differences between Sexual Minority Participants and Sexual Majority Participants with respect to their satisfaction. Sexual Minority Participants indicated less agreement across all three questions.

K. Safety

In terms of physical safety, the Survey responses were positive. In a few instances Gender Minority Participants feel less safe than Gender Majority Participants. There was no significant difference between the Racial or Sexual Minorities and Majorities. In the Narrative, there were many comments about physical safety. The most expressed comment about the physical space was a desire for more community spaces. The two other areas about which there were many comments were lighting and locking of buildings and rooms.

L. Faculty and Staff Responses

Certain questions were only posed to Faculty and Staff. Those areas and the responses are summarized in the table below.

SUMMARY OF FACULTY AND STAFF RESPONSES
Table 37

Notes: Green results = satisfaction
Yellow results = neutral
Orange results = dissatisfaction

Question	Faculty Mean (Standard Deviation)	Staff Mean (Standard Deviation)
How satisfied are you with your ability to influence (contribute to or participate in) decisions at Jacobs?	3.13 (1.14)	3.00 (1.06)
How satisfied are you with the administration at Jacobs response to concerns brought up by Staff?	2.00 (1.71)	3.02 (1.26)
How satisfied are you with the administration at Jacobs response to concerns brought up by Faculty?	2.78 (1.38)	2.39 (1.82)
How satisfied are you with the amount of feedback you get regarding your job performance?	3.28 (.97)	3.48 (1.06)
How satisfied are you with your advancement or promotion opportunities at Jacobs?	3.10 (1.14)	2.45 (1.02)
How satisfied are you with what your work priorities are at Jacobs?	3.88 (.84)	3.38 (1.08)
How satisfied are you that your work environment supports your well-being?	3.35 (1.06)	3.29 (1.24)
How satisfied are you with your salary or pay?	2.77 (1.11)	2.64 (1.16)
How satisfied are you that your salary or pay is determined by a fair process?	2.79 (1.09)	2.93 (1.16)
If you only compare yourself to those working at Jacobs, are you satisfied with your current salary or pay?	2.84 (1.17)	2.95 (1.20)
If you compare yourself to those working at the IU, are you satisfied with your current salary or pay?	2.54 (1.02)	2.85 (1.22)
Are you satisfied with the technology available to you to do your work?	3.96 (.87)	3.59 (1.18)
Are you satisfied that the administration of Jacobs is properly organized as to job positions and job duties?	3.33 (1.02)	3.15 (.99)

Do you think that the changes since the 2020 academic year to the administration of Jacobs have been positive?	3.17 (1.00)	3.61 (1.05)
Jacobs communicates changes well	3.49 (1.02)	3.39 (1.05)
Jacobs keeps me up to date on information I need	3.72 (.97)	3.44 (1.07)
Jacobs has handled recent issues with Sexual Misconduct appropriately	3.60 (.90)	3.55 (1.92)
I am encouraged to look for new and better ways to handle my job	3.23 (.79)	3.39 (1.14)
Conflict is resolved quickly and effectively	3.11 (.86)	3.17 (.96)
I have the materials and equipment I need	3.78 (.97)	3.56 (1.03)
How satisfied are you with the time provided to you for research or pursuing your goals in your primary academic field (e.g., creative work, scholarship)?	3.21 (1.08)	Not applicable
How satisfied are you with your department's leadership?	3.83 (1.28)	Not applicable
How satisfied are you with the support you get from the administration of Jacobs?	3.40 (1.07)	Not applicable
How satisfied are you with the support you get from IU?	3.16 (.93)	Not applicable

There is satisfaction in both groups about the technology available and the materials and supplies. Interestingly, both groups reported that Jacobs has handled issues of Sexual Misconduct appropriately. Faculty reported dissatisfaction with how Staff concerns are handled, while Staff felt the same way about Faculty concerns. Faculty were satisfied with work priorities and their department's leadership. Staff members are dissatisfied about their opportunities for advancement. There were no group differences found between the Gender, Racial and Sexual Minorities or Majorities.

M. All Participants Areas Suggested for Change

All Participants were asked both with specific questions and in the Narrative for areas they would suggest for change or improvement.

Table 38

Scale: 1 = not important 2 = important 3 = very important

Notes: Green highlights indicate Participant rating of important or above.
Mean is outside parenthesis and Standard Deviation is in parenthesis.

Improve, develop, or expand mental health resources:	
2.71 (.50)	For Students
2.46 (.58)	For Faculty
2.48 (.56)	For Staff
2.41 (.61)	For Administrators

Increase efforts to recruit and retain women	
2.34 (.68)	As Undergraduate Students
2.37 (.68)	As Graduate Students
2.45 (.63)	As Tenure Track Faculty
2.41 (.64)	As Non-Tenure Track Faculty
2.34 (.66)	As Staff (students thought more important than others did, M = 2.45)
2.35 (.66)	As Administrators (students thought more important than others did, Mean = 2.45)

Other Ideas to Improve	
2.50 (.63)	Provide unconscious bias training to Faculty
2.43 (.64)	Provide unconscious bias training to Staff
2.49 (.64)	Provide unconscious bias training to Administrators
2.01 (.84)	Make all auditions blind (Staff thought this more important than others did, Mean = 2.33)
2.08 (.77)	Have more team oriented mentorships
2.20 (.71)	Distribute project work more evenly among Faculty
2.15 (.73)	Increase access to Faculty
2.50 (.61)	Educate all Faculty on following the current policy regarding touching of Students
2.30 (.69)	Increase opportunities to have Students mentored by more than one Faculty
2.35 (.64)	Increase communications regarding investigations into Sexual Misconduct or Discrimination to the extent allowed by law
2.33 (.67)	Provide timeline for return or exit of Faculty on leave
2.36 (.67)	Develop additional methods for Students to report an issue
2.30 (.68)	Develop additional methods for Staff to report an issue
2.29 (.69)	Develop additional methods for Faculty to report an issue
2.25 (.72)	Develop more opportunities for Students to review Faculty and provide feedback

	(Students thought this was more important than Faculty did, Student Mean = 2.42 vs. Faculty Mean = 1.88)
1.92 (.80)	Mandate that Faculty offer a minimum number of office hours
2.22 (.70)	Develop a forum where anonymous Student questions are answered by Faculty, Staff and/or Administrators
2.43 (.62)	Increase speed of any investigation of alleged Sexual Misconduct or Discrimination
2.21 (.70)	Develop mentoring program between more senior and more junior Students
2.28 (.69)	Develop mentoring program between new Faculty and Faculty with high teaching reviews from Students
2.36 (.64)	Develop more department-level programming to increase new Students feeling of being welcome and included

People were in most agreement to provide additional mental health resources to Students, and then to educate Faculty about policy on touching Students (92.43% indicated this was important or very important) and unconscious bias training (91.83% indicated this was important or very important). It should be noted that all of these ideas except for the mandate that Faculty offer a minimum number of office hours had a Mean above 2 indicating that people thought the idea was greater than important. For example, on increasing the speed of investigations, fully 92.5% of Participants indicated that taking such action was important or very important. On increasing communications regarding investigations, 90.14% of Participants said that was important or very important.

Participants and interviewees made consistent suggestions focused on holding Students and Faculty accountable for misconduct as well as greater transparency about what happens during and after a claim of inappropriate behavior has been made. Numerous Participants and interviewees requested additional training for Students and Faculty regarding appropriate behavior.

In addition to more spaces for community building, many Participants suggested more opportunities for collaboration between departments and between Students and Faculty and other IU Students and Faculty.

Faculty and Staff had numerous comments and concerns related to compensation and the lack of perceived parity.

IX. CONCLUSION

The findings in this Report are multi-faceted as should be the approach to improve those areas that Jacobs finds, as a result of this Study, it wants to address. There are so many positive findings that we want to encourage Jacobs to not only address areas of weakness but continue to build on the areas which are working well and are strong.